



**Empowering Communities for Sustainable Rural Transformation through a Systems
Approach in Kyenzige Town Council Kagadi District**

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DECLARATION

I ALIGANYIRA OLIVER declare that this Report is my original work and has at no time been presented by any student in any academic institution of learning for the award of a bachelor degree.

Sign: 

Date: 21st/11/2023

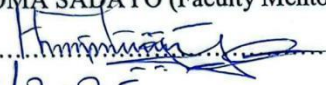
ALIGANYIRA OLIVER 21/ARU/BRD/004

APPROVAL

This is to certify that this report is on sustainable rural transformation through empowering the community to recognize and use the systems approach to development in Mpamba A cell, Kyenzige town council, Kagadi District has been written under my supervision and is now ready for submission for examination for partial fulfilment for the award of a Bachelor's Degree in Rural Development.

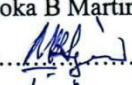
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MR. ISINGOMA SADAYO (Faculty Mentor)

Signed:.....

Date...6/11/2025.....

Mr. Kajoka B Martin (TWS)

Signed:.....

Date...6/11/2025.....

DEDICATION

This Report is dedicated to my honorable family, especially my beloved father Mr. Tukwasibwe Willbroad, mother Mrs. Twinomugisha Janemary, and my aunt Birungi Judith Nalongo for their combined efforts throughout my stay at school. And for all my friends who supported me in all way.

Above all, great thanks to the Almighty God that sustained me all this time.

ACKNOWLEDGEMENT

First and foremost, I wish to express my deepest appreciation to the Management of African Rural University for their generous financial and material support during my four-month internship in Mpamba A cell. I am also immensely grateful to the entire community for their cooperation and unwavering support throughout this research endeavor.

I take great pleasure in acknowledging my academic benefactors, including my faculty supervisor, Mr. Isingoma Sadayo Max, my Traditional Wisdom Specialist, Mr. Kajoka Martin and my field mentor, Mrs. Muzuusa Christine. Their supervision, guidance, encouragement, and unwavering support were pivotal in enabling me to fulfill the expectations of this internship.

List of Acronyms/ Abbreviations

ARU	African Rural University
CAP	Community Action Planning
EM	Epicenter Manager
ES	Epicenter Strategy
FGD	Focus Group Discussion
PAR	Participatory Action Research
T/C	Town Council
SDGs	Sustainable Development Goals
URDT	Uganda Rural Development Training Programme
VA	Visionary Approach
AO	Agriculture Officer
CDO	Community Development Officer

Definition of Key Terms

Visionary Approach: This is an approach that is often led by visionary leaders who see potential in an uncertain environment and take the initiative to shape it according to their vision. This often involves innovative strategies and transformative actions to bring about the desired change.

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

Uganda Vision 2040: Is a strategy that provides development paths and strategies to operationalize Uganda's Vision statement which is "A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years" as approved by Cabinet in 2007. It aims at transforming Uganda from a predominantly peasant and low income country to a competitive upper middle income country.

Structural Tension: is the gap between a leader's vision and the current reality. It is normally demonstrated using a rubber band pulling it upwards.

Sustainable Development Goals(SDG) : These are also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

Africa Agenda 2063: Is a strategic framework for the socio-economic transformation of the continent over the next 50 years. It builds on, and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development. "

Participatory Action Research (PAR): Is an approach to action research emphasizing participation and action by members of communities affected by that research.

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

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

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

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

ABSTRACT

This Report presents what transpired during the Four- Months Internship which was carried out in accordance with the ARU 2024/2025 Objectives provided under Chapter One.

The Internship started on 01st /02/2025 and ended on 20th /05/2025 and it was carried out in Mpamba A cell, Mpamba ward, Kibwera Village Kyenzige Town Council Kagadi District during my internship. The Intern worked closely with the Technical and Political Staff of Kyenzige Town Council and Kyenzige sub-county, the Supervisor, Epicenter Manager and Community members. The main theme of the internship is Key Empowering Communities for Sustainable Rural Transformation through a Systems Approach in Kyenzige Town Council Kagadi District

Key objectives include; ARU Interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery in Kyenzige Town Council, 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, ARU Interns have the capacity to conduct Community Action Planning as a democratic bottom up process to cause Rural Transformation and ARU Interns have the capacity to conduct PAR and develop plans to create change in the Community. Several Methods and Techniques that were used included; the Visionary Approach (VA) that looks at what one truly wants (desired result) and analyses the Current Reality in relation to the Vision, and structural tension is developed by holding the Vision and the Current Reality simultaneously which leads to Action Steps. Community Action Planning (CAP) is another method that calls for actions to be taken so as to achieve the identified aspirations of the community, Observation, resource mapping, Participatory Action Research (PAR), Home Visits, Structural Tension Chart (STC) are under the methods that were used during the Internship. The Intern intervened at Individual, Family, Groups, and Community levels to implement actions as they will be fully discussed in Chapter Four

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

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

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

1.1 Background of the Internship

The Internship took a period of four months and started on 01st /02/2025 and ended on 19th /05/2025. Internship is an avenue that enables the students of ARU to support the Transformation of Communities where they are deployed for their Internship through hands on learning experience.

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

The Internship involves deploying Students in Lower Local Government where they are mentored by Epicenter Managers. Eleven (11) students in Fourth year were deployed in different Sub Counties that is Burora, Mpeefu, Kyenzige , Muhoro, Mahirirwe, Pacwa, Kabamba, Kasimbi, Nalweyo, isunga, Mugarama to develop a strong relationship between ARU and the Local Communities so as to improve people's livelihoods through different trainings for example Visionary Approach that applies the principles of the Creative Process, Systems Thinking and Sustainable Development.

1.2 Objectives of the Internship

The following were the four objectives of the Internship

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

1.3 Learning outcomes

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

1.4 Outputs of the Internship

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

1.8 Back ground of Kyenzige Town Council

Kyenzige Town Council is located in the Mid-Western part of Uganda in Kagadi District, approximately 274 km from Kampala the capital city of Uganda. It is bordered by Kyenzige in the north, Kyanaishoke and Isunga Sub-County to the east Kyakabadima and Kanyabebe Sub-County to the west and Kagadi Town Council to the south and south West.

Kyenzige Town Council is one of the newly created town councils in Kagadi District. Kyenzige Town Council was carved out of Kyenzige Sub County in August 2017. The Town Council comprises of part of the former lost county of Buyaga. This county together with Bugangaizi County had been annexed to Buganda Kingdom during the colonial period after the defeat of Omukama Kabalega by the British. These countries were returned to Bunyoro Kingdom (from Buganda Kingdom) in 1964 following the first ever referendum in Uganda.

The town council is generally composed of Banyoro, Batooro, Bakiga, Banyankole, Banyarwanda, Bafumbira, Bamba, and Bakonjo. The climate in this town council is equatorial in nature with two rainfall maximum (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, sugarcane, coffee and tobacco. The sub-County is bordered by Muhororo and Isunga Sub-Counties, then Nyamarunda and Kagadi Town Councils.

1.9 Conclusion

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

1.5 The Scope of the Internship

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

1.5.1 Geographical scope

The Internship was conducted in Mpamba A cell Kyenzige Town Council, Kagadi District.

1.5.2 Time scope

The Internship took a period of Four months since 01st February 2025 to 01st May 2025.

1.5.3 Content scope

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

1.6 Significance of the Internship

The Internship as part of African Rural University contributes to the award of a Bachelor's Degree in Rural Development to the learners.

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

1.7 Background of African Rural University

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

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

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

The mission is to provide transformational education to create effective change agents within an African development context. ARU applies theoretical learning, innovative instruction and field practice, so that ARU graduates can create conditions for people to improve their lives, transform their communities, awaken inherent leadership and increase their capacity for self-generating and

sustainable change, this is done through Participatory Action Research (PAR). Using African Rural University and URDT holistic approach, transformation can be achieved as various women are trained in class thereafter be deployed in the field to learn and stay with the people as residents of communities. This helps to understand better the organizational behaviours, economic activities and dynamics in those Communities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter reviews related literature on different aspects that impacted ARU Internship 2025. These aspects included; visionary and creative approach, Community Action Planning, Participatory Action Research, Uganda Vision 2040, Sustainable Development Goals, African Agenda 2063, Parish Development Model (PDM) and Systems Approach to Development.

2.1 Transformation generally

Transformation is defined as a dramatic change in form or appearance. Therefore, the Intern used this approach to development at both household and at the community generally and the approach was applicable in a way that it helped the intern to demonstrate different technologies such as planting home gardening to improve on their health, soap making which can help families to save, designing family visions which can help them in development and also facilitating them not to damage the resources of the environment, All this contributing and the enhancing rural transformation in community.

2.2 Development generally

According to (Sid Israel 2021), Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. This is done to raise the level and quality of life of the people, the creation or expansion of local regional income at the household and employment opportunities. Therefore, intern used this approach through facilitating people about the vision, forming groups for saving, demonstrating different natural fertilizers for farming and good feeds for livestock all this will bring much development in the community.

2.3 Rural development particularly

According to the World Bank (1975), rural development is defined as “a strategy aiming at the improvement of economic and social living conditions, focusing on a specific group of poor people in a rural area. It assists the poorest group among the people living in rural areas to benefit from development”

The Intern did this with the community members where three water source was worked upon and one road. This was as a result of PAR and CAP which was conducted together with the community members.

2.4 Integrated rural development

This is the process of combining multiple development services into a coherent delivery system with the aim of improving the well-being of rural populations (LAI, 1980). This approach provides benefits for groups of people by-passed by previous development efforts, it promotes popular participation, stimulates indigenous challenges-solving capacity, and it allows fast adaptation to local conditions. An intern used this approach by mobilizing community members in meetings, having discussions and allowing every member to participate.

2.5 Approaches used

2.5.1 Visionary Approach (VA)

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. 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.

2.5.2 Community Action Planning (CAP)

According to (Engwerda, 2020), Community Action Plans are akin to road maps for implementing community-led change. They identify what will be done, who will do it and how it will be done. They describe exactly what a community wants to accomplish, how it will do so and the resources needed to be successful. 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, analysed the current situation and took the necessary actions. This was in regards to objective two of the practicum.

2.5.3 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 inspiring people towards social relationships (adapted from Minkler and Wallerstein⁵ and Grbich⁶). This approach was used by the Intern at household and group level. The members of the household who were gathered one evening after dinner to discuss their family vision and reflect on what so far has been achieved based on the first developed vision with the intern, the family made suggestions about what to improve collaboratively and everyone's idea was captured. These ideas were put into 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 a kitchen garden of Sukumawik, Nakati to enhance food security and good nutrition, digging cassava for the future to avoid hunger.

2.5.4 Women empowerment

It is the process in which women elaborates and recreate what they can be and do, and accomplish in circumstances that they previously were denied. The different ways of enabling women empowerment include collective action, constitutional and legal reform, social and economic policy measures and changes in socio-cultural norms. ARU thus believes that women are key individuals in boosting issues of development and thus considering the approach as one of the best ways to boost development. In connection to the above, the intern was able to work with different groups of women during the internship for example sensitising the community members of Mpamba A cell and Kibwera village about the importance of women participating in community work. This initiative was implemented and appreciated by all residents.

2.5.5 Human rights-based approach (HRBA)

This is a conceptual framework for the process of human development that is normative based on international human rights standards and operationally directed to promoting and protecting human rights. This approach seeks to analyse inequalities which lie at the heart of development programs and redress discriminatory practices and unjust distributions of power that encumber development progress, the universal declaration of human rights (UDHR 1946) and other international human rights instruments from the core basis of the HRBA conceptual framework (UNICEF 2016). At household, group and community levels, the intern empowered women and children (rights holders) to claim and exercise their rights so as to influence decision at all levels in the community henceforth, the intern found the HRBA very handy in the development process.

2.5.6 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 one water source was worked upon and one road. This was as a result of PAR and CAP which was conducted together with the community members.

2.6 Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the United Nations General Assembly (UN-GA) and are intended to be achieved by 2030. And it is well known as Agenda 2030. Under SDG 4 Quality Education, the Intern was able to visit Mpamba Primary School where she helped the pupils and the teachers to come up with their vision so as to improve on the performance of the pupil.

2.7 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. The Intern participated in the community work such as cleaning the water sources and teaching the community members on different rural technologies which is in harmony with objective 3 of the one- month practicum.

2.8 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 Socio-economic Transformation”. . 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 Socio-Economic Transformation”. The Intern conducted CAP and vital steps were taken by the community members after identifying their aspirations. These steps included regular cleaning of water sources, practising different rural technologies among others thus, and rural triggering socioeconomic transformation.

2.9 The National Development Plan (NDPIII)

According to (Authority, 2020), The Uganda vision 2040 aims to transform the Uganda society from peasant to a modern and prosperous society. This national development plan (NDP) is the third in a series of six NDPs that will guide the nation and deliver the aspirations of the people of Uganda, as articulated in Uganda vision 2040. (NDP111(2021-2024/25) aims to build on the progress made, learn lessons from the planning and implementation experiences of NDP1 and

NDP11, and also seek to surmount some of the challenges uncouned. At the end of its implementation, the country will be highway through vision 2040 30 years' time-frame (Government of Uganda, 2022/23) this will be realized through strengthening the country's competitiveness for sustainable wealth creation, employment and inclusive growth.

NDP111 has five objectives to achieve as started, enhancing value addition in key growth opportunities (agriculture, tourism, minerals, oil and gas and knowledge),² strengthening the private sector to drive growth and create jobs, 3) consolidating and increase the stock and quality of productive infrastructure,⁴ increasing productivity, inclusiveness and well-being of the population, 5) strengthening the role of the public sector in the growth and development process. In realization of the NDPIII Objectives, the intern did PAR and CAP to enable groups and the community members to plan accordingly towards increasing agricultural production while emphasizing value addition as a key to sustainable development, awareness and mindset change conducted in Kibwera Piggery Group about PDM and other government programmes were also contributed by NDPIII hence enhancing rural transformation.

2.10 Parish Development Model (PDM)

The Parish Development Model (PDM) is the last mile strategy for service delivery by the 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 fostering 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) under PDM, mind-set change was enhanced and awareness created in Kibwera Piggery Group. The group members were able to make their vision analyse their current reality and take up corresponding action steps to achieve their vision.

2.11 Conclusion

After looking at related literature with its matters in the prior pages, contemplation is now being paid to the methods tools and materials used during the one-month practicum in the proceeding pages in chapter three.

CHAPTER THREE

METHODOLOGY

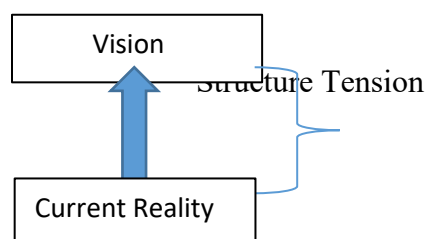
3.0 Introduction

This chapter explains the methodology that is to say; methods, tools and techniques that were applied during Internship by the Intern. The Internship adopted an approach of PAR which borrowed its basis. Under PAR we applied the following methods; Visionary approach, resource mapping, transect walks and Photo voice

3.1 Visionary Approach (VA)

The Visionary Approach is the senior force in the ARU methodology. It has 3 elements. i) Vision; ii) Current Reality; iii) Structural Tension. A vision is defined as 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.

The Intern applied Visionary Approach in helping community members to understand that they are key to their own development thus developing family visions and community visions.



3.2 Community Action Planning

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 session, 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, permanent houses and kitchen, home gardening for greens and rearing of domestic animals mainly pigs per household. 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.

3.3 Appreciative inquiry

This is a change management approach that focuses on identifying what is working well, analysing why it is working well and doing more of it (Rouse, 2018). Appreciative Inquiry was used because it engages the entire system in an inquiry about what works. The entire system maintains the best of the past by discovering what it is and stretching it into future possibilities. The learner used it where she appreciated the situation people were in terms of sanitation and hygiene because people had some items like drying racks, kitchen gardens, latrine, dustbin pit and bathroom but not in good shape. This helped the learner impart more knowledge and skills on how to improve on them and construct better one's through applying the creative orientation technique. This technique builds on the local strength, achievements and generates a sense of hope in people's lives.

3.4 Participatory Action Research (PAR)

This approach was used by the Intern at household and group level. The members of the household who were co-researchers had to gather one evening after dinner and discuss their family vision and reflect on what so far has been achieved based on the first developed vision with the Intern, the family made suggestions about what to improve collaboratively and everyone's idea was captured. These ideas were put into 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 a kitchen garden of Sukumawik, Dodo, cabbages, egg plants completing their parent house, kitchen, fencing and the firm.

At group level, the group members had to formulate their own vision, assess the current reality and develop action steps together with the help of the Intern. Within a PAR process, "communities of inquiry and action evolve and address questions and issues that are significant for those who participate as co-researchers"(Wadsworth, 1998).

3.5 Interview

According to M. Easwaramoorthy an interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted

face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. Intern used this approach while collecting data and it helped the intern to find out what community members truly wanted, to know their current reality and action steps plus due date. Intern applied this method in interviewing different people about their health, if they have a garden for greens, rubbish pits, dry rack, toilet and bathrooms. Intern used necked eyes, pens, notebook and cameras.

3.6 Observation

According to by LM Baker · 2006, observation is a way to gather data by watching people, events, or noting physical characteristics in their natural setting. The intern observed home gardening, poor crop growing technologies at the house level.

3.7 Resource mapping. Intern used this method where she moved around with epicentre manager, chairman LC1 together with community members in Kibwera A village finding out what people normally feed their children especially those under 10 years.

3.8 Conclusion

After looking at different methods, tools and materials with its noticeable issue in the previous pages, attention is now being paid to the presentation of results in the proceeding pages in chapter four.6 Observation.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF INTERNSHIP RESULTS

4.0. Introduction

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

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

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



Figure 1 An intern gained knowledge on lower local Government systems and structure attained

4.1.2 Monitoring of Latrines within Kyenzige Town Council.

The intern together with the technical staff of Kyenzige Town Council were carrying out monitoring in terms of sanitation whereby we had one household which had a latrine which was in the poor state. We encouraged the owner to remove it and construct another one for the betterment of his family life and community at large.



Figure 2 An intern together with the technical staff of Kyenzige Town Council were monitoring the latrines of Kyenzige Town Council.

4.1.3 Settling latrine issues of four landlords within Kyenzige Town Council.

The intern together with the technical staff had issues that we were solving with different landlords whereby four landlords had one latrine they were using but they were complaining that one of the landlord is ever locking them yet they all contributed their money for construction and they are also not in good situation. We advised them to remove it and construct a new one and everyone should contribute the same amount and they all accepted. We told them after constructing everyone should own his room for his people. As I talk now the toilet is now ok and everyone is happy.



Figure 3 An intern together with the technical staff of Kyenzige Town Council settling latrine issues of four landlords within Kyenzige Town Council.

4.2. Participating in selection of PDM beneficiaries.

Under objective (ii), ARU Interns as Potential Epicenter Managers demonstrate an understanding of the role of Epicenter Strategy in the implementation of the parish development model and realization of Uganda Vision 2040. We had a Parish Development Model meeting with the technical staff from Kyenzige sub-county for selecting the new beneficiaries and putting them in system so as to receive their money and put them in a system. And also advising them on how to use their money.



Figure 4 An intern participated in selection of PDM beneficiaries in both Kibwera Village and Kasokero ward

4.2.1. Five (5) Household visions formulated.

The Intern conducted sessions on visionary thinking and planning for community members in Kibwera village for mindset change. Five members attended. This was followed by the Intern visiting all the five households and assisting them to envision the homes they wanted to see in future. She taught them to draw their visions on flip charts and hung them on walls so as to keep remembering. In addition, the Intern facilitated an exercise to assess current reality and formulate action steps to be taken to realize their visions as families. This can be seen as a small but strategic contribution for the realization of the Uganda Vision 2040 since individuals are high leverage elements in a social system.



Figure 5 *An intern formulating a vision of Mr Gideon*

4.2.2 Conducted sessions on visionary thinking and planning.

This was done to 3 groups that is to say Mpamba A Tugumisirize Women Group (20 members), Katweyombeke Women's Group Mpamba A (26 members) Kibwera Women's Piggery Group (20 members) and this created awareness among the members of these groups. They articulated the group Visions, they accessed their current reality and set action steps to achieve their group visions.



Figure 6 *An intern conducted session on visionary thinking and planning*

4.2.3 25 women and 5 men gained knowledge in making bar soap.

The intern, Epicentre Manager together with community members made 5 bars of herbal soap with the family using local herbs such as “guava leaves, Omusabya leaves, Orutotoima, Orwihura, Ekibirizi, Pawpaw leaves”. We also used soap and soda bicarbonate as a preservative. This is seen in photo 12 the herbal soap is so effective in treating skin disease and also some urinary tract infections. This is in harmony with sustainable development goal 3 that points out “**Good Health and Well-being**”. The soap was made using various herbs as seen in the second line of the paragraph, they contain healing elements that cure skin disease. It should be noted that a healthy body is a healthy mind and one cannot contribute to development while suffering health wise. We also made bar soap using three requirements that is kernel oil, water, and caustic soda.



Figure 7 An intern training community members about bar soap.

4.2.4 33 people participated in making of Liquid soap making.

In line with Sustainable Development Goal 1 (SDG 1), the Intern introduced the making of liquid soap at household (Prada, 2020) asserts that liquid soap kills germs while washing and also is used in mopping cemented rooms and killing of bedbugs. Due to the high price of soap we made our own liquid soap that does not contain any harmful preservatives. The Intern encouraged the community members to take it as their project to increase on their income generating skills that contribute to poverty reduction. Through liquid soap production, the community members can create a sustainable source of income, promoting financial independence and resilience. Thus enhancing household income, helping families to afford nutritious food, healthcare, and education, thus addressing multiple dimensions of poverty.



Figure 8 An intern training and participating in making liquid soap.

4.2.5 Preparation of nursery bed in Mpamba A cell.

The intern together with the community members prepared nursery beds for five enterprises that is cabbages, tomatoes, sukuma wiki, egg plants of two types and one of the members that is Kabagambe Julius gave us land where to rise our nursery beds from. After every household will be taking to their homes for planting.



Figure 9 An intern together with community members participated in preparing nursery beds

4.2.6 Sack gardening Trained:

After briefly interviewing some community members, Intern found out that most of the community people owned small plots that would limit them from growing major crops, mainly vegetables that were essential for proper nutrition. After learning this, the Intern intervened by training the community on sack gardening that would enable them to grow vegetables in their courtyard and also improve their nutrition as one way of implementing strategies of mitigating malnutrition in the community.



Figure 10 *An intern training people about sacker gardening*

4.2.7 Construction of drying rack. An intern and Epicenter Manager together with community members went in the home of MS Anna from Kibwera to construct a drying rack in order to have good health in the community.



Figure 11 *An intern participating in the construction of drying rack*

4.2.8 Digging of Rubbish Pit.

The intern together with Epicenter Manager and community members of Kibwera A village visited Kibwera group to dig rubbish pits in the family of Mr. Kwizera Nestori.



Figure 12 An intern, EM together with group members participating in digging of rubbish pits.

4.3 Under objective (iii), ARU interns have the capacity to conduct CAP as a democratic bottom up process to cause Rural Transformation.

4.3.1 Carrying out CAP with Kibwera Women's Piggery Group.

An intern together with the group members carried out CAP whereby we made the group vision and related it to current reality, identified the action steps to take so as to achieve the vision and the person accountable for that certain activity.



Figure 13 An intern conducting CAP with Kibwera Women's Piggery Group

4.4 PAR was conducted in Mpamba A cell. In line with objective (iv).

ARU interns have the capacity to conduct Participatory Action Research (PAR) and develop plans to create change in the community. PAR was conducted and 30 people attended whereby people agreed about the most impressing issue that is improving on the nutrition of the people within Mpamba A cell and Kibwera village and by the time I was coming back from the field atleast 50% of the people had many variety of food to feed on for example Nakati, egg plants, sukuma wiiki and many others.



Figure 14 An intern conducting PAR together with community members of Mpamba A cell and Kibwera village.

4.5 Strengths

- Community members trained on various income generating activities that will enable them earn a living more especially during this difficult period of time were the economy is to high hence not favouring—the lower income earns in rural communities
- Parish Development Model Programme fully implemented through promoting and emphasizing mind set change, encouraging partnership/ team work, monitoring and evaluation, carrying out practical sessions, farm visits among others.

- Participatory action research (PAR) well conducted and implemented in Mpamba A Cell.

4.6 Challenges faced by the Intern

- Low turn up among the community members, this hindered participation of some community members in some activities thus slowing down the speed of rural development.
- Expectations of allowances by some community members and the Intern was able to overcome this challenge by conducting a mindset change session where she called upon the community members to use the knowledge and skills taught to them by the intern to start up income generating activities.
- The Intern faced opposition from the political leaders in the area who were against implementing some strategies mainly under sanitation for the fear of losing votes in the next elections.

4.7 Lessons learnt

- The intern learnt that networking and Teamwork are vital for Rural Transformation
- The Intern gained monitoring and evaluation skills of government programs such as PDM
- The intern learnt how to carry out resource mobilization and community mobilization
- The intern learnt how to co- ordinate ,work and live with different categories of people in the community

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This Chapter presents the conclusion of the entire report of the Internship and the recommendation. The recommendation and conclusions are derived from real practical

experiences the Intern underwent and the objectives. Particularly, the recommendations relate to the gaps that need attention.

5.1 Conclusion.

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

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

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

In line with objective (iv), the Intern conducted PAR on efficacy of kitchen gardens in promoting balanced diet to children under 10 years and developed a vision with the community members to improve on the wellbeing of children in their villages.

5.2 Recommendation:

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

5.2.1 To future ARU students

- The Interns should network with different experts in that field of expertise in order to produce good results more especially the Faculty Supervisors and Field Mentors.
- Students should take serious the appropriate technologies demonstrated to them since community members are more attracted by these technologies.

5.2.2 To the University (ARU)

The University should always hold an orientation workshop for stakeholders to create

relationship and enable the Intern settle in the Sub-county during her field activities.

5.2.3 To URDT

URDT should not transfer EMs in the middle of Internship

5.2.4 To the Community

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

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Appendices

Appendix (i): Structural Tension Chart (STC) for the Internship

Vision: Community members have understanding in the principles of the creative process, implement CAP and PAR cause change and attain skills in appropriate technologies by 05th June, 2025.

ACCOUNTABLE	ACTION STEPS	DUE DATE
Dean of students	Publishing the report	05 /06/2025
Intern	Submission of the final Report	30 th /05/2025
Intern	Presentation of Internship Report	25 th /05/2025
Intern	Compile the Internship report	21 st /04/2025
Local Government	Working with the local government	05 th /04/2025
Intern	Implementation of Research	20 th /03/2025
Community members	Implementation of the Action steps	20 th /03/2025
Community members	Conducting CAP in Mpamba A Cell	03th/03/2025
Community members	Formulating the Village Visions	30 th /02/2025
Intern	Holding meetings with the villages	25 th /02/2025
Chairman LC1	Transect walk in Mpamba A cell and Kibwera A village	15 th /02/2025
Epicenter Manager	Spread introductory letter to local leaders	02 nd /02/2025
Dean ARU	Deployment to field	01 st /02/2025

CURRENT REALITY

- Training material available: URDT local scroll, Flip charts, Markers, Masking Tape and Phone.
- The intern has knowledge in conducting PAR& CAP
- Field Supervisor and Mentor available
- Introductory letters available
- Local leaders and technical staff available
- Poor health and sanitation in the Village
- The people don't know about the visionary approach.

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

Goal 1: End poverty in all its forms everywhere

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

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

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

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

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

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

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

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

Goal 10: Reduce inequality within and among countries

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

Goal 12: Ensure sustainable consumption and production patterns

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

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

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

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

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

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

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

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

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

- Science and Technology parks in each regional city
- International and national referral hospitals in each regional city.

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

1. Production, storage, processing, and marketing
2. Infrastructure and economic services
3. Financial inclusion
4. Social services
5. Mindset change
6. Parish-based management information system, and
7. Governance and administration

Appendix (vii) template showing result table

Activity	Output	Outcome	Venue	Means of verification
Revisiting family vision at family level, 2 from community level and I was formed.	STC was formed	4 host family Members, 3 households from the community gained Skills in formulating STC	Mpamba A	Pictorial Report
Maintaining Sanitation	4 Rubbish pits were dug and 1 drying rack was constructed	Good hygiene	At 5 households in Kibwera A Village	Pictorial Report
Visiting URDT Girls School parents	15 parents attended and taught them on some rural technologies.	They appreciated me for joining them.	Kasokero	Pictorial Report
Sacker gardening was trained	15 members participated.	Improves on nutrition	Kibwera A Village	Pictorial Report
Constructing Lorena stove	2 Lorena stoves made	Less fuel used	Mpamba A	Pictorial Report
Planting Kitchen Gardens around their homes	50 households planted in their homes	Improved nutrition	Kibwera and Mpamba A cell	Pictorial Report

Making herbal soap at household level and community level	5 bar herbal soap was made	It contains some medicine.	Mpampa A and Kibwera village	Pictorial Report
Intern, Epicenter Manager CDO, veterinary doctor and parish chief training people about PDM	100 people participate	They gained knowledge on how to use PDM funds and appreciated the intern for being active.	Kibwera A Village	Pictorial Report
Conducting 1 st community meeting and 40 members attended		37 members have knowledge in visionary approach and PAR	Mpampa A	Attendance list, pictorial
Attended Technical Planning Committee	12 Technical staff attended the meeting; agricultural officer introduced new systems of planting using irrigation schemes	Continue sensitizing people	Kyenzige Town Council	Pictorial Report

Conducting 2 nd community meeting		33 members have knowledge in CAP	Mpamba A Village	Attendance list and pictorial
Making liquid soap	2 jerry cans made	33 people have knowledge in making liquid soap	Mpamba A	Attendance list
Lorena stove	2 Lorena stove making	It saves firewood.	Mpamba A	Attendance lists and pictorial Report.

Appendix (viii) Attendance list for people who participated in liquid soap making

Sl. No.	NAME	Signature
1	Abdullahi Isah	
2	Abdullahi Isah	
3	Abdullahi Isah	
4	Abdullahi Isah	
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Appendix (ix) A map showing Mpamba A Cell

