

AFRICAN RURAL UNIVERSITY



**ENHANCING RURAL TRANSFORMATION THROUGH THE VISIONARY
APPROACH AND PARTICIPATORY ACTION RESEARCH IN KABAMBA SUB
COUNTY, KAGADI DISTRICT**

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**INTERNSHIP REPORT SUBMITTED TO THE FACULTY OF TECHNOLOGIES FOR
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RURAL DEVELOPMENT**

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DEDICATION

This report is dedicated to my beloved parents, Mr. and Mrs. Kyalisima Susan, community members of Kiryanjagi and Michinga Villages and the technical staff of Kabamba Sub County for their unweaving support throughout my internship experience.

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 Kiryanjagi and Michinga Village in Kabamba Sub County

My sincere thanks go to my Faculty Mentor, Mr. John Tusiime, and TWS, Mr. Byaruhanga George William, for their continuous and professional support, mentorship and guidance throughout my internship. Additionally, I acknowledge the financial and emotional support Dr. Kaddu Mukasa and my parents gave me during my Internship.

In the same spirit, I wish to acknowledge my fellow students, of African Rural University, the technical staff and political leaders of Kabamba Sub County, the LC1 Chairpersons of Kiryanjagi and Michinga, various groups, households, schools and community members I engaged with during my internship. Their valuable insights and active participation significantly contributed to the development of this work.

Last but not least, I express my heartfelt gratitude to the Almighty God for granting me the strength and life to carry out my internship. All glory and praise belong to Him.

DECLARATION

I Abitegeka Lillian, hereby declare that this report is a result of my own internship experience with the community members of Kabamba Sub County and it has never been submitted to any institution or any other University for the award of a degree

Sign; 

Name: Abitegeka Lillian

Reg No: 21/ARU/BRD/001

Date:30/05/2025

APPROVAL

This is to certify that the internship report titled “Effecting Rural Transformation through the Visionary Approach and Participatory Action Research in Kabamba Sub County, Kagadi District has been written under my supervision, mentorship and guidance. This report is thus being submitted for examination with my approval

Signed: 

Mr. John Tusiime (Faculty Supervisor)

Date: 30/05/2025

Signed: 

Mr. Byaruhanga George William (TWS)

Date: 30/05/2025

DEFINITION OF WORKING TERMINOLOGIES

An epicenter; is a place where people come together for system thinking to address the interconnectedness of health, education, financial, self-efficiency, civic participation and traditional 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

Community action planning: is the road for implementing community change by I identifying and specifying what will be done, who will do it and how it will be done.

The visionary approach: it applies the principles of creating which includes the vision, action steps, current reality and the structural tension chart

ABBREVIATIONS/ACRONYMS

ARU	African Rural University
ACDP	Agriculture Cluster Development Program
BRD	Bachelor of Rural Development
BHPS	Back Home Projects
CAP	Community Action Planning
CD	Community Development
CDD	Community Driven Development
PAR	Participatory Action Research
PMSFP	Pupils Managed School Farm Projects
SDGs	Sustainable Development Goals
STC	Structural Tension Chart
TPC	Technical Planning Committee
TRT	Technologies for Rural Transformation
TWS	Traditional Wisdom Specialists
URDT	Uganda Rural Development and Training Program
VA	Visionary Approach
NDP III	National Development Plan III
NGO	Non- Governmental Organization
EM	Epicenter Manager

ABSTRACT

This report presents the internship experience carried out in Kabamba Sub County, Kagadi District. It was conducted within four months period from 1st February to 20th March 2025, the internship offered practical, hands-on engagement in the villages of Kiryanjagi and Michinga. It was conducted in alignment with the four objectives of African Rural University, which include; ARU intern has the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of ten Lower Local Governments in Kabamba Sub County, ARU intern has potential Epicenter managers demonstrate an understanding of the Epicenter strategy in the realization of the Uganda Vision 2040, ARU intern has the capacity to conduct CAP as a democratic bottom up process to cause rural transformation and ARU intern has the capacity to conduct PAR and develop plans to create change in the community. The internship employed methods such as the Visionary Approach (VA), Participatory Action Research (PAR), Community Action Planning (CAP), document review, and home visits. The intern collaborated closely with technical staff, political leaders of Kabamba Sub County, a faculty mentor, TWS, and community members on projects targeting health and sanitation, agriculture, education and local governance. In conclusion, the internship offered valuable hands-on experience and strengthened partnerships with both community members and local authorities. It improved the intern's ability to effectively support service delivery and promote rural development in Kabamba Sub County. By utilizing participatory techniques and strategic methods, the internship contributed to sustainable progress in sectors such as health, sanitation, agriculture, education, and governance, establishing the intern as a proficient advocate for community-led development.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter presents about the General Background of African Rural University (ARU), the context of the Internship, an overview of the Sub County, the objectives and outcomes of the internship, the Scope in terms duration and geographical coverage and the overall significance of the internship

1.1 The Background of African Rural University (ARU)

African Rural University (ARU) is a value-based, all-women University that creates a discipline of professional Rural Transformation Specialists (RTS) who work as change makers and agents that work within the African development context. ARU graduates call for a re-orientation of the mindset and generate energy around visions and possibilities rather than problem- solving. The graduates enable the rural people to move from dependency to independency to sustainability and interdependency, “Ubuntu” I am because you are, and hence we care for self, others and our mother earth so as to ensure peace, prosperity, health, happiness and freedom for all. The University has a strong foundation of 25years of successful rural development work by the Uganda Rural Development Training Programmes (URDT) which is an indigenous NGO that founded ARU.

ARU’s educational curriculum applies theoretical learning (60%) and field practice (40%) at campus and in the communities where they are deployed. The curriculum offered at ARU combines arts subjects with natural science subjects that helps them become Rural Transformation Specialists (RTS). The program encourages self-discovery, builds confidence and supports learning using Systems thinking and Fundamentals of the creative process to enhance sustainable development.

1.2 The Background of the internship

African Rural University (ARU) offers a curriculum structured with 60% theoretical instruction and 40% practical experience with the internship constituting a crucial part of the practical training. This four-month internship undertaken in the fourth year immerses students in real

Community settings and is guided by four objectives of African Rural University. These include; ARU Intern has the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of ten Lower Local Government in Kabamba Sub County, ARU Intern has potential Epicenter managers demonstrate an understanding of the Epicenter strategy in the realization of the Uganda Vision 2040, ARU Intern has the capacity to conduct CAP as a democratic bottom up process to cause rural transformation, ARU Intern has the capacity to conduct PAR and develop plans to create change in the community.

The 2024/2025 internship program was structured to deploy Fourth Year students to sub-counties where Extension Mentors (EMs) were already operating. This approach aimed to provide mentorship to the students as they prepare to become professional Rural Transformation Specialists (RTS) under African Rural University's Fourth Year professional program. The internship spans four months and includes intensive technical guidance and mentorship from ARU lecturers and EMs. A total of 11 Fourth Year students were placed in 11 sub-counties across Kagadi, Kibaale, and Kakumiro districts. These sub-counties are: Kabamba, Pacwa, Kyenzige, Kasimbi, Mugarama, Narweyo, Isunga, Muhorro, Mairirwe, Mpefu, and Burora.

1.3 The Background of Kabamba Sub County

Kabamba Sub County is one of the lower local governments among the 35 Sub Counties found in Kagadi district. It is located in Buyaga East Constituency and it has 33 villages and seven parishes which includes; Kabamba, Kiryanjagi, Mbogwa, Nyakasozi, Ruzaire, Rusekere, and Kinaga parishes. The Sub County borders with Mabaale Town Council in the North, Kicucuura in the East, Isunga in the South, and Kamuzora in the West

The sub county came into operation on 1/06/2010 at Kabamba trading center after the approval of Kibaale district council to split the former Kiryanga sub county into Kabamba, Pacwa and Kiryanga Sub Counties basing on the following justifications; Land area, population size and growth and economic viability.

1.4 Vision Statement

Enhancing Rural Transformation through the visionary approach in Kabamba Sub County, Kagadi district by 31st may 2025

1.5 Current Reality

I have the standards of living of rural communities, I have the knowledge to conduct PAR and CAP, I have the training tools like the URDT scroll, flip charts, markers, masking tape and a smart phone camera to facilitate the processes and I have a field supervisor.

1.6 Scope

The internship was conducted from 1stFebruary to 20th May 2025. It was conducted in two villages of Kiryanjagi and Michinga in Kabamba Sub County. In addition, activities were carried out with five community groups across the parishes of Rusekere, Kiryanjagi, Kabamba and Mbogwa.

1.7 Objectives of the Internship

- ❖ ARU intern has the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of ten Lower Local Governments in Kabamba Sub County.
- ❖ ARU intern has potential Epicenter managers demonstrate an understanding of the Epicenter strategy in the realization of the Uganda Vision 2040.
- ❖ ARU intern has the capacity to conduct CAP as a democratic bottom up process to cause rural transformation
- ❖ ARU intern has the capacity to conduct PAR and develop plans to create change in the community.

1.8 Significance of the internship

1.8.1 To the Intern

The internship offered the intern valuable hands-on experience in community engagement, providing a platform to apply and share knowledge on the Visionary Approach, the Principles of the Creative Process, and Systems Thinking. It also fostered mutual learning, as the intern gained insights from the community's experiences and traditional knowledge, enhancing collaboration and respect for local wisdom.

In addition, the intern developed practical skills in working with a diverse range of people, including community members and technical staff of Kabamba Sub County, across differences in age, gender, culture, and personality. This exposure played a key role in shaping her professional growth and competence as a rural transformation specialist.

1.8.2 To ARU

The information from internship recommendations-served as a reference by ARU to publicize its work and design interventions towards transforming rural communities

1.8.3 To URDT

It will help to accelerate the spread of URDT and ARU's Visionary Approach in the greater Kibaale District, Bunyoro Sub-Region, Uganda and Africa at large hence keeping the interconnection between the university and the NGOs.

1.8.4 To the community

The internship contributed to capacity building of the community members through creating awareness, information sharing and skill training. This enhanced the community members' knowledge and ownership as they were able to learn through demonstration and practices.

Internship program contributed to changing people's ideological orientation (mind-set) from reactive/problem solving to creating what they want in their lives. They also gained skills in sectors such as technologies, agriculture, businesses, health and the visionary approach.

CHAPTER TWO

LITERATURE REVIEW

The chapter presents the related literature on different aspects that impacted ARU internship 2025. These aspects included; Rural Transformation, Epicenter Strategy, Integrated Rural Development, Approaches to Rural Development, Local Government Structures, Participatory Action Research, Sustainable Development Goals (SDGS), African a gender 2063 and the Ugandan Vision 2040

Or Literature review

This literature review explores various concepts and frameworks that underpin rural development, community action and women empowerment, all of which are critical to understanding the work and objectives of the organization during this internship.

2.0 Epicenter Strategy

URDT's Epicenter Strategy is a methodology based on two main domains such as the methodological and programmatic domain. The URDT methodology has three fundamental results which include; individuals, villages and sub county levels. The methodology also recognizes that people are subjects, rather than the objects of development. It approaches people as source of valuable knowledge and information that must be used to improve their livelihoods and social situations which permits genuine democratic participation of villages. The epicenter strategy vision which states that every village in the greater Kibaale district and Africa at large has at least one- woman leader who is a specialist in catalyzing rural transformation from within the communities(John Tusiime 2022).

2.1 The Local Government Structure

The structure of local government in Uganda starts from the district or city councils (Kampala) as upper local government followed by the County, Municipal or City division councils under there are lower local governments and administrative unit councils. For the case of this baseline survey, the local government structures that have been focused on are from the Village to the Sub County (Nakayi 20218)

The Local Government Structure in Uganda operates under a decentralized system. This system allows local councils and leaders to manage resources, enforce policies and employment development programs in their respective areas. The Uganda Local Government Act (1997) provides the framework for local governance including the role of the District Councils, Sub County Councils and Village Councils in decision making (Government of Uganda, 1997). In Kabamba Sub County, local government structures play crucial role in managing community resources, conducting development efforts and responding to local needs.

2.2 Participatory Action Research (PAR)

PAR is an approach to research that emphasizes the involvement of community members in all stages of the research process. PAR aims to empower local population by involving them in the identification of solutions (Kemmis and McTaggart, 2025). This approach helps to ensure that the research findings are directly relevant to the community needs and it fosters a sense of ownership and responsibility among community members.

Or PAR is an approach that emphasizes the active involvement of communities in the research process, ensuring that the knowledge generated is directly beneficial to them. PAR empowers communities to identify their own issues, solve solution and influence policy decisions. This method has been widely applied in the rural development initiatives as it fosters ownership and strengthens the relevance of research. (Kemmis and McTaggart, 2005)

2.3 Care Economy

Care Economy refers to the sector of the economy that involves care giving activities which are often unpaid and predominantly performed by women. This includes childcare, elderly care and other forms of care work that are vital for the wellbeing of other individuals and families. According to the UN women (2019), the care economy is crucial in promoting gender equality but it remains undervalued in both economic and policy frameworks. Therefore, in rural areas like Kiryanjagi and Michinga where family structures are important for survival, the care economy is essential part 5 of daily life.

2.4 The Parish Development Model (PDM)

This is the government led strategy aimed at promoting sustainable rural development at the parish level. The model focuses on empowering communities to lead their own development by

improving access to resources, building capacity and fostering local governance. According to the Ministry of Local Government (2021), the PDM is designed to ensure that every parish in Uganda has necessary infrastructure and resources to achieve development goals. This model is highly relevant to the villages of Kiryanjagi and Michinga in Kabamba Sub County.

2.5 Rural Transformation

Rural transformation refers to the process of improving the socio- economic conditions of rural communities through the development of infrastructure, agriculture, education and health care. The transformation process aims to move from rural areas to dependency on sustainable farming to more diversified economies that include value- added industries and improving living standards according to the food and agricultural organization (FAO, 2017), rural transformation is key to achieving roads, security, poverty reduction and oval development in rural regions.

2.6 Integrated Rural Development (IRD)

This is an approach that focuses on the development of all aspects of rural life including agriculture, infrastructures, education, health and social services. It involves a holistic approach to improving the quality of life and ensuring sustainable development. This approach ensures that economic, social and environmental factors are addressed together which is critical in achieving balanced rural development (United Nations, 2011).For Kabamba Sub County, the Integrated Rural Development (IRD) approach can promote sustainable livelihoods by integrating efforts in agriculture, education, health, and infrastructure. For instance, connecting agricultural training with market access and health services can boost household incomes and enhance overall well-being in the community.

2.7 Community Action Planning (CAP)

CAP is a participatory approach where community members come together to plan and prioritize development activities based on their own needs and resources. This method ensures that local knowledge incorporated into the development process and it fosters a sense of ownership and responsibility. According to chambers (2005), CAP is an essential tool for ensuring that development projects are relevant, effective and sustainable in the long term.

2.8 Women Empowerment

Women Empowerment is the process of increasing the ability of women to make choices and controls their own life. In rural Uganda, women play a central role in household economies, yet they often face significance barriers including limited access to education, health care and decision- making processes. The United Nations development program (UNDP, 2018), emphasizes that women's empowerment is essential for achieving gender equality and fostering economic growth in rural areas. Empowering women in Kiryanjagi and Michinga villages could have profound effects on the oval development of these communities.

2.9 Human Rights Based Approach (HRBA)

HRBA focuses on using human rights as a framework for development policies and interventions. It emphasizes the importance of equality, non- discrimination and participation in decision- making, according to the (UN 2003), HRBA ensures that development processes are aligned with human rights standards, promoting social justice, accountability and empowerment of marginalized groups. In the context of rural Uganda, an HRBA can help address issues related to access to education, health services and economic opportunities

2.10 Community-Driven Development

CDD is an approach where local communities are given power to make decisions about their development. The process encourages communities to identify their priorities, mobilize resources and implement projects. According to Manisuri and Rao (2013), CDD has been shown to lead to improved outcomes in rural development by ensuring that projects reflects the needs and preferences of local populations. In the context of Kiryanjagi and Michinga Villages, CDD could empower local communities to address challenges like access to education and healthcare.

2.11 Sustainable Development Goals (SDGS)

Sustainable Development Goals were adopted by the United Nations in 2015. It consists of the 17 goals aimed at eradicating poverty, protecting the planet and ensuring prosperity for all by 2030. The SDGs addresses various issues such as inequality, climate change and sustainable economic growth. In Uganda, the SDGs provide a framework for local government and communities to align their development strategies with global goal. The SDGs focuses on inclusivity, equality and environmental sustainability is highly relevant for rural areas of Kabamba Sub County (United Nations, 2015).

2.12 African Agenda 2063

African a gender 2063 is an African Union's strategic framework aimed at transforming the continent into global power house of the future. The gender focuses on inclusive development, poverty, eradication and sustainable economic growth. According to the African Union (2015), the gender seeks to promote people- centered, knowledge based and innovation-driven development. The African a gender 2063 has particular relevant for rural communities as it emphasizes on agricultural rural development and the empowerment of women and youth

2.13 Uganda Vision 2040

The Uganda Vision 2040 is a national development plan that aims to transform Ugandans to a middle- income country by the year 2040.It outlines strategies for improving infrastructure, education, healthcare and industrialization. The vision highlights the importance of rural development with a focus on improving on agricultural productivity and enhancing rural livelihoods (National Planning Authority, 2013). For Kabamba Sub County, Uganda Vision 2040 presents an opportunity to align local development efforts with national goals.

2.14 The National Development Plan (NDP III)

The NDP III is Uganda's current national development blueprint for the period 2020- 2025.It focuses on inclusive growth, improving human capital, infrastructure development and poverty eradication. The NDP III emphasizes the importance of rural development, improving agricultural productivity and promoting sustainable livelihoods (National Planning Authority, 2020). The implementation of this plan is essential for achieving the goals of Uganda Vision 2040 and the Sustainable Development Goal.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the different methods and tools used during internship and these include; Participatory Action Research, Community Action Planning, the Visionary Approach, Reviewing Documents, Design, Sampling Strategy Population, Data Collection Methods, Data Collection Instruments among others

This chapter explains the different methods and tools used during internship

3.1 Participatory Action Research (PAR)

This is an ongoing learning process and a research approach that emphasizes co learning, participation, conversation, discussion and organizational transformation. It also involves sharing of knowledge with others to produce critical interaction s and readings of social change that promotes democracy. Also, it can be a process whereby people are considered to be the primary resource rather than the objects of development. This approach motivates people to take the lead in the planning and implementation of reconstructive activities. The intern used this method to enable people articulate their aspirations and agree on what to start with the given current reality and the available resources.

3.2 Community Action Planning (CAP)

This refers to the roadmap 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 specific timeline and what resources (money, people and materials) are needed to be successful. CAP is also used as a framework for implementing sustainable sanitation and water management activities and community members are the main actors in preparing their own community action plan. The intern enabled the communities have clear plans about the kind of societies they desire while showing the different accountable for each action plan.

Or

This refers to a strategic process that involves the collective engagement of community members to identify issues, set goals and develop actionable plans to improve their community. It emphasizes collaboration among residents, local organization, government entities and other stakeholders to address specific challenges and leverage local resources effectively. Here are some key components of Community Action Planning and these include; Participation, assessment, goal setting, action planning, implementation, evaluation, adaptation and capacity building

3.3 The Visionary Approach (VA)

The approach applies the principles of the creating which include, vision, current reality and structural tension. While applying the visionary approach, one holds the vision and the current reality simultaneously as if on the split screen in order to generate great power(tension). It is from this tension that possible action steps are developed in order to resolve the tension. The vision which is a clear and compelling mental picture of what one truly wants formulated in the present as if it is already accomplished, Current reality is a clear and true description the prevailing situation in relation to the vision and the Structural tension is the discrepancy between what you want in relation to what you have developed when one holds the vision and the current reality simultaneous which generates tension and drives to action steps toward achieving the vision. As the facilitator I used VA method to enable groups create visions they want and it was done through the process of closing the eyes, relaxing, breathing in and out and then think of the future they want where they are and what have to do in order to achieve their set goals as illustrated bellow.

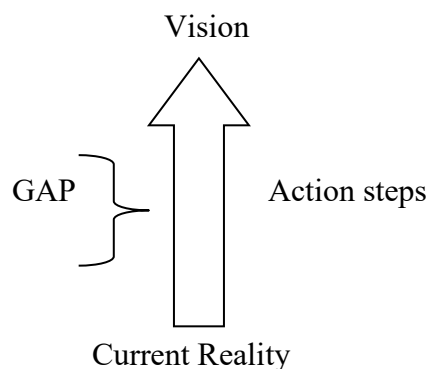


Figure 1 illustrates the Visionary Approach

3.5 Document Review

The intern reviewed different relevant document of the internship which included; the Sub County's Five-Year Development Plan, the Epicenter Manager's Reports and minutes from different meetings of the Sub County during the Council and Technical Planning Committee Meetings. This provided her with a lot of information such as the background of the Sub County, the Sub County Structure, the economic activities carried out within the Sub County, the demographic information that was required. However, some documents specifically the Five-Year Development Plan had inadequate information especially when it came to factual figures and the administrative units in the Sub County. Ironically, the Sub County staffs did not have some of the information

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter focuses on the presentation and discussion of the internship results. It details the main activities taken to create specific results, highlights the strengths and challenges faced, and shares insights gained during the placement.

4.1 In line with objective one, ARU Intern has the capacity to contribute to the efficiency and effectiveness of systems and in service delivery of ten lower local governments in greater Kibaale district.

4.1.1 Participation in Technical Planning and Sectoral Committee Meetings

The Intern gained valuable knowledge and skills on the operations of lower local government by attending four Technical Planning Committee (TPC) meetings which enhanced her understanding of local government systems and service delivery structures. She actively participated in a TPC meeting learning that planning is conducted exclusively by technical staff and partners such as URDT. During these meetings departments including administration, community development, production, health, education, security and the Epicenter Strategy present their monthly activity reports. The intern was given the opportunity to present her own report which helped build her confidence in public speaking and active participation.

Additionally, the Intern attended a Sectoral Committee meeting where she contributed to the General Purpose sector's presentation for the council meeting. This experience deepened her understanding of how sectoral committees such as General Purpose and Finance consolidate issues from various parishes and organize them for presentation to the council through their respective chairpersons (See figure 2).



4.1.2 Participation in Sub County Council Meetings and Governance Learning

The intern gained valuable knowledge and understanding of how council meetings are conducted at the Sub County level. Guided by the Local Government Act of 1997, Chapter 243, which emphasizes the decentralization of powers and promotes democratic participation in decision-making where Sub Counties are mandated to hold council meetings to fulfill the Act's objectives. The intern managed to attend four council meeting held at the Sub County headquarters. During the session, she observed that the council serves as the main decision-making and implementation body with only elected councilors contributing during deliberations. The intern learned the proper procedures, roles and protocols/etiquette expected during council meetings. Additionally, she engaged with Parish Councilors, gaining insights into the structure, efficiency and effectiveness of local government systems in service delivery **(See figure 3)**.



Figure 3: Shows council meeting sessions held at Kabamba Sub County hall.

4.1.3 Intern's Involvement in Mobilizing and Training PDM Beneficiaries at Kabamba Sub County

The Intern enhanced her knowledge and skills in mobilizing training and educating PDM beneficiaries at Kabamba Sub County headquarters. In February 2025 she attended and actively participated in a meeting that brought together parish councilors technical and political staff and representatives from various enterprise groups across Kabamba Kiryanjagi Nyakasozi Mbogwa and Kinaga parishes. During this meeting the Community Development Officer Veterinary Officer Agricultural Officer and the intern provided training and education to the different groups on selected enterprises. This experience enabled the intern to gain a deeper understanding of how PDM operates at both parish and sub-county levels significantly contributing to the efficiency and effectiveness of service delivery systems and structures (See figure 4).



Figure 4: Shows the Intern conducting training and awareness sessions for PDM beneficiaries at Kabamba Sub County headquarter

4. 1.4 Intern’s Participation in Data Collection and Community Engagement under the Agriculture Cluster Development Project (ACDP) with Restore Africa

The Intern gained practical experience and skills related to the Agriculture Cluster Development Project (ACDP) implemented under the NGO program Restore Africa. In February 2025 the intern collaborated with Restore Africa in Kagadi District under the guidance of Mrs. Irene the area councilor of Kiryanjagi Village. She participated in data collection from ACDP beneficiaries across four parishes Kabamba Kiryanjagi Nyakasozi and Mbogwa. A total of 30 beneficiaries from the first season were interviewed. Of these 99% expressed willingness to continue participating in the program mainly due to the distribution of tree seedlings such as mahogany grevillea musiza and umbrella tree species. Additionally 95% of the beneficiaries received seedlings. This initiative supports Uganda's efforts to attain middle income status and contributes to achieving Sustainable Development Goal SDG 15 which focuses on life on land (See fig 5).



4.1.5 The Intern’s role in promoting community health and sanitation in Kiryanjagi and Michinga Villages through collaborative outreach

Thirty-eight households improved their health practices through two meetings focused on health issues. The intern collaborated with the Sub County Health Assistant Mr. Ayo Samson, Village Health Teams (VHTs) and the LC1 Chairperson of Kiryanjagi Village to organize and conduct these meetings. During the sessions community members were encouraged to follow standard

operating procedures (OSPs) and prioritize health facilities such as pit latrines, hand washing facility, rubbish pits, tip taps and the use of clean jerry cans for fetching water. As a result 85% of residents in Kiryanjagi and Michinga Villages established hand washing facilities in their homes. This initiative contributed to the achievement of Sustainable Development Goal 6 target 6.2 which aims for adequate and equitable sanitation for all (See figure 6).



4.1.6 Training of VHTs on Home-Based Care, SOP Compliance and Community Health Mobilization at Kabamba Health center III

In February 2025, thirty Village Health Team (VHT) members from Kabamba Sub County were equipped with knowledge and skills on the significance of adhering to Standard Operating Procedures (SOPs). This training was conducted by an intern in collaboration with Mr. Ayo Samson, the Health Assistant, and Mr. Busoborwa Vincent, the In-Charge of Kabamba Health Center III. The focus of the training was on Home-Based Care and the VHTs’ roles and responsibilities in promoting health and sanitation within their communities. VHTs play a crucial role in mobilizing communities for improved health services, acting as a vital link between health facilities and the public. Their involvement enhances access to and utilization of health services, improves community health outcomes, and raises awareness about critical health issues such as HIV/AIDS, tuberculosis, maternal and child health, and prostate cancer, aligning with the goals of Uganda Vision 2040. Additionally, following the training, a village child immunization tracking template was introduced and a two-day house-to-house registration exercise was conducted (See figure 7).



Figure 7: Shows the Health Assistant, Intern Aru, In- Charge and VHTs on training and on the right one immunization of children

4.1.7 Community Sensitization and Awareness Campaign on Cervical Cancer Screening for Women in Kiryanjagi

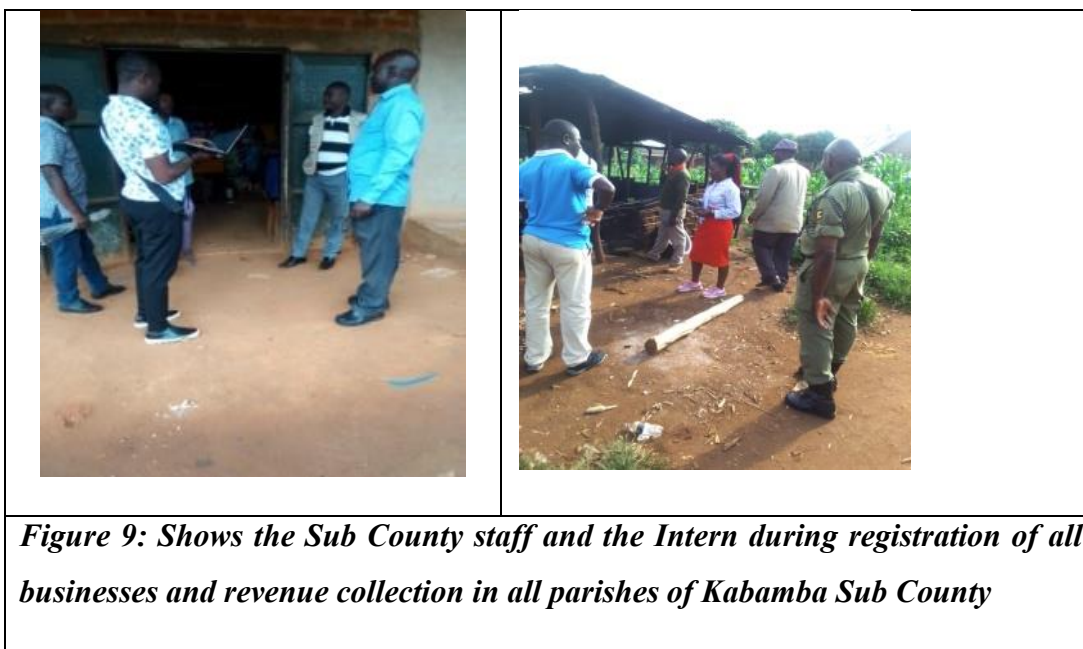
The intern acquired valuable knowledge and skills in sensitizing and educating communities about cervical cancer screening during an outreach conducted in Kiryanjagi Village. She actively took part in a community awareness campaign focused on informing women about the importance of cervical cancer screening. The activity was carried out with the involvement of the intern from ARU Lillian Abitegeka, Nurse Doreen, Epicenter Manager Charity Magezi, Nurse Rose and Hon. Irene. The primary goal of this initiative was to promote early detection and prevention of cervical cancer, which is essential for enhancing women's health in the community (See figure 8).



Figure 8: Shows the Intern, former Epicenter Manager of Kabamba, Mrs. Charity Magezi, Nurse Rose and Nurse Doreen, conducting a cervical cancer screening sensitization and education session at Kiryanjagi Church of Uganda Medical Clinic.

4.1.8 Sensitization and registration on revenue collection and trading license conducted

The Intern collaborated with the Sub-county technical staff of Kabamba Sub County comprising the Sub-County Chief (SAS), Cashier and Parish Chiefs to collect local revenue and issue trading licenses. Together, we carried out a sensitization campaign targeting business owners across the six parishes of Kabamba Sub-county which includes; Kabamba, Kiryanjagi, Rusekere, Nyakasozi, Kinaga, and Mbogwa. This initiative was prompted by the widespread reluctance and in some cases outright refusal of business operators to pay the required dues. As a result of the sensitization efforts, there was a notable improvement in compliance, enabling the Cashier to register significant revenue within a short period. These outcomes were shared during the Technical Planning Committee (TPC) meeting held in early February 2025. The revenue mobilized through this exercise contributes directly to national development goals and aligns with Uganda Vision 2040 by strengthening local government financing (see figure 9).



4.2 In line with objective two, ARU intern as the potential Epicenter Managers demonstrate an understanding of the Epicenter Strategy in the realization of the Uganda Vision 2040

4.2.1 Guidance and Counseling Session to Support Emotional Well-being and Academic Success at Kiryanjagi Primary School

To support the emotional well-being and academic growth of both teachers and pupils, the intern organized a guidance and counseling session at Kiryanjagi Primary School. The session covered key areas such as effective communication, personal development, academic challenges, life skills, stress management, and conflict resolution. Participants, including both teachers and pupils, actively engaged in the discussions. As a result, follow-up sessions were recommended to monitor progress, address ongoing concerns promote positive attitudes towards education and motivate pupils to remain focused and committed to their studies (See figure 10).



Figure 10: showing the Intern providing guidance and counseling, to the pupils of Kiryanjagi primary school.

4.2.2 Capacity Building for Creativity and Innovation in Teaching and Learning at Kiryanjagi Primary School

A training session was held at Kiryanjagi Primary School for both teachers and pupils to introduce a visionary approach to learning. The session focused on techniques to foster creativity across various subjects, promoting innovative thinking and problem-solving skills. Participants engaged in practical exercises that encouraged them to explore and develop their creative abilities. Feedback from the session showed a noticeable increase in enthusiasm for applying creative learning methods in the classroom. The training aimed to empower both teachers and pupils to take an active role in their own development and to successfully achieve their educational goals (see figure 11).



Figure 11: Shows the Intern facilitating capacity building and innovation in teaching and learning at Kiryanjagi Primary School

4.2.3 Collaborative Debate Sessions to Enhance Critical Thinking and Communication Skills in primary schools of Kiryanjagi village

In collaboration with the primary schools in Kiryanjagi Village namely Kiryanjagi Primary School, Trinity Nursery and Primary School, the intern organized debate sessions aimed at enhancing pupils' critical thinking, public speaking and teamwork skills. These structured debates encouraged pupils to express their viewpoints clearly, listen respectfully to differing opinions and build confidence. The activity nurtured a culture of inquiry and self-expression, empowering pupils to become informed and engaged members of their communities and families (see figure 12).



4.2.4 Empowering Parental Engagement through the Visionary Approach to Rural Transformation

In addition to working with pupils, the intern engaged with 40 parents from Kiryanjagi Primary School during a PTA meeting held at the school. During the session, she introduced the Visionary Approach to Rural Transformation, aimed at strengthening parents' understanding of their vital role in supporting their children's education. She highlighted the importance of strong collaboration between parents and teachers and encouraged greater parental involvement in school activities and decision-making. The initiative was well received with many parents expressing enthusiasm to participate more actively in school programs and to help create a supportive learning environment for their children (see figure 13).



4.2.5 Promoting Practical Agricultural Skills through the Pupil-Managed School Farm Project

As part of the pupil-managed school farm project, pupils acquired practical skills and knowledge in establishing tree nursery beds. This activity took place at Light Star Nursery and Primary School in Kabamba Sub County, where three nursery beds were successfully set up. Various tree species including, Mahogany, Grivariya, Musiza and one nursery bed of cocoa seedlings were raised. The initiative was made possible through the collaborative efforts of the Parish Chief, Intern Aru, the Head Teacher, and Teacher Enoch. Through this hands-on experience, pupils not only learned sustainable agricultural practices but were also introduced to income-generating activities. The establishment of these nursery beds served as a foundation for preparing pupils to become self-reliant and economically productive in the future (see figure 14).

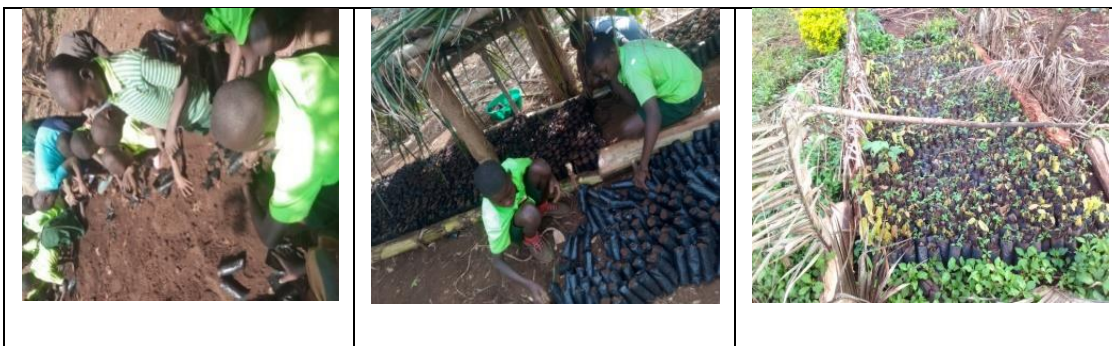


Figure 14: Shows the Pupils of Light Star Nursery and Primary School, establishing tree nursery beds as part of a school farm project aimed at promoting sustainable agriculture and income-generating skills.

4.2.6 Strengthening Community Livelihoods through Back Home Projects and Group Savings Initiatives

One parent group from URDT Girls School gained practical knowledge and skills aimed at improving their livelihoods and increasing household income through the revitalization/restoration of their Back Home Projects (BHPs). With support from a host parent, the intern worked closely with the group to refocus and strengthen their BHPs which had begun to decline. The group consisted of 12 members drawn from Kiryanjagi United Piggery Farmers Group and Kiryanjagi Women's Tweyombeke Goat Farmers Group.

To foster sustainability, members committed to saving regularly. They began by contributing 5,000 UGX each on the first Saturday of every month and later increased their individual savings to 25,000 UGX. Some members also held weekly meetings every Wednesday to discuss progress and plans.

Kiryanjagi United Piggery Farmers Group was officially launched on 10th February 2025. During their meetings, members agreed to save consistently and planned to purchase two piglets each by the end of August at a cost of 100,000 UGX per piglet. In the second phase of the project, they agreed to expand into goat farming, with each member contributing 25,000 UGX per meeting to support the initiative. Additionally, they adopted a rotational saving scheme where collected funds are given to one member at a time to support larger individual projects.

This approach aims to empower members economically and contribute to the broader goals of Uganda Vision 2040(See figure 15 and 16).



Figure 15: Shows the Intern working with a parent group from URDT Girls School to revitalize their Back Home Projects through practical training and financial planning.

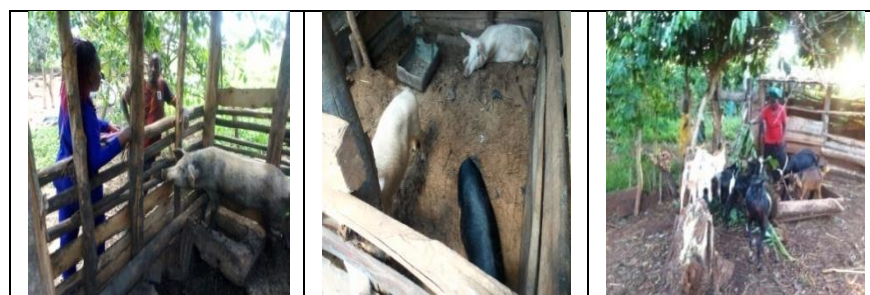


Figure 16: Shows projects of URDT G/S parent (Mr. Asaba peter) of Kiryanjagi Village.

4.2.7 Constructing Livestock Sties to Realize Model-Home Vision and Advance Sustainable Development Goals

Following the parents' group distribution of livestock, two families, those of Mr. Asaba Peter and Mr. Kajura Edward, took the first concrete step toward their model-home vision by constructing livestock sties and housing their newly acquired piggery and goats. This initiative directly advances: SDG 1 (No Poverty) by creating a reliable income stream through the sale of livestock products; SDG 2 (Zero Hunger) by increasing household access to protein-rich foods;

and SDG 3 (Good Health and Well-being) by supplying essential nutrients that support children’s physical growth and cognitive development (See Figure 17).



Figure 17: Shows livestock sties constructed by the families as part of the model-home vision, supported by the parents’ group initiative to promote income generation, food security and improved household nutrition in line with SDGs 1, 2, and 3.

4.2.8 Facilitating Family Visioning for Sustainable Development

The intern worked closely with families in the village to develop six new family visions and follow up on existing ones. For instance, a new family vision was created for Mr.Kajoka Joseph and Mr. Tumuhimbise Amos and the vision of Mr. Asaba Peter was revisited. This process involved identifying each family’s shared values, aspirations, and goals. By applying the visionary approach and principles of the creative process, families were able to clearly express their collective dreams for the future such as achieving financial stability and improving their children’s educational opportunities. This approach promoted unity and a shared sense of purpose, which are vital for sustainable family development (see Fig. 18).

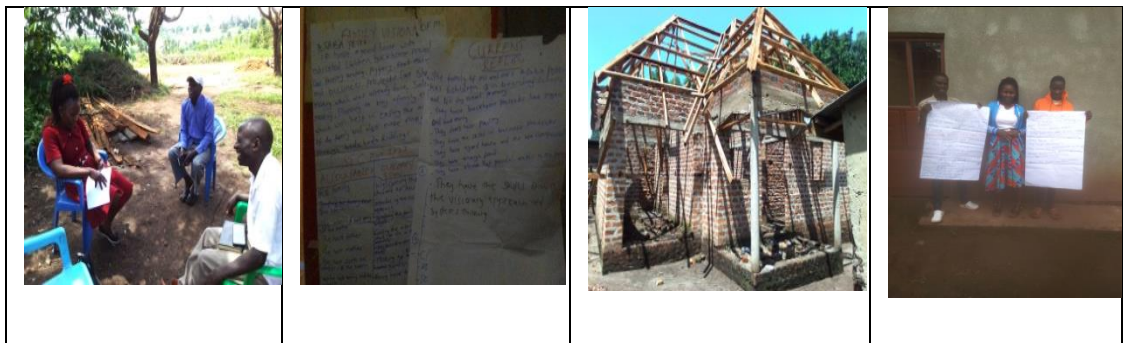


Figure 18: Shows the Intern facilitating the development and follow-up of family

visions with households in Kiryanjagi Village.

4.2.9 Facilitating Group Visioning for Collective Community Development

Building up on the family vision, the intern guided the formation of four group visions and trained them the visionary approach and fundamentals of the creative process. This collaborative effort involved small community groups discussing their aspirations. By applying the visionary approach, groups were encouraged to dream big and think holistically about their contributions to the community. Each group crafted a shared vision and formulated their STCs that served as a foundation for the future initiatives, promoting a sense of ownership and accountability in their shared goals. These groups were Akuna Michezo saving and Credit, Michinga Twekambe saving and Credit, Michinga Tukurakurane Farmers Group, Michinga Liquid Soap Makers Group and Kabamba Vision (See fig 19).



Figure 19: Shows different groups during their meetings and formulating their visions and their STC

4.2.10 Facilitating the Creation of Individual Visions to Promote Self-Driven Development

More so, due to the power of vision and fundamentals of the creative process, the intern guided the creation of four individual visions where they articulated their values, victuals and aspirations. This was done to help individuals to know that they are key to their own development by knowing what they want in their future (see figure 20).



Figure 20: Shows the Intern and Mr. Twinomujuni Robert and Mr. Francis Tumushabe formulating their visions

4.2.11 Promoting Household Nutrition through Kitchen Garden Establishment

A total of 10 kitchen gardens were established across 25 households in Kiryanjagi, Kabamba, and Michinga villages through collaboration with Raising the Village. Community members received vegetable seedlings such as onions, eggplants, cabbages, nakati and okra. This initiative significantly improved household nutrition and food security. It aligns with SDGs 3 which states “good health and well- being, the Uganda Vision 2040, specifically Strategy 5.2, Activity 254, which aims to improve the nutritional status of the population, especially young children and women of reproductive age (see figure 21).



Figure 21: showing Kitchen gardens established at Mr. Asaba peter, Mrs. Betty and other households in Kiryanjagi Village

4.2.12 Training and Construction of Energy-Saving Stoves to promote sustainable energy use

Six households acquired practical knowledge and skills in constructing energy-saving stoves. With the intern's support, stoves were built using bricks, mud, cement, and sand in the homes of Madam Betty, Mr. Waman Joseph, Mr. Asaba Peter, Mrs. Atuhairwe Betty and Mr. Kunihira. These energy-saving stoves were introduced to promote health, sanitation and environmental conservation within the community. They consume less firewood compared to traditional cooking methods, thereby contributing to Sustainable Development Goal (SDG) 7 which focuses on ensuring access to affordable, reliable, sustainable and modern energy for all (see figure 22).



Appropriate technologies

4.2.13 Training Community Groups on Homemade Liquid Soap Production for Improved Hygiene and Cost Savings

Several community groups, including Michinga Liquid Soap Makers, Kiryanjagi Youth Traders Group, and Michinga Tukolerehamu Maize Farmers Groups were trained in liquid soap production. This practical skill enables families to reduce household expenses on soap while promoting hygiene by eliminating unpleasant odors in latrines and effectively controlling pests such as bedbugs, jiggers and other harmful insects (see figure 23).



Figure 23: Shows the Intern and different groups during liquid soap making in Kiryanjagi and Michinga Villages.

4.2.15 Promoting Local Innovation through Herbal Soap Production

Community members in Michinga and Kiryanjagi Villages gained knowledge and skills in making herbal soap using locally available leaves and tree extracts. During the internship, the intern with support from the community identified natural ingredients that could be used to produce bathing soap believed to help manage common skin conditions for both children and adults. This initiative promoted the use of affordable, natural hygiene alternatives and was greatly appreciated by the participants (see figure 24).



Figure 24: shows the Intern collaborating with community members from Michinga and Kiryanjagi villages to identify and use locally available plants for making herbal soap

4.2.16 Empowering Women through Banana Growing for Improved Household Food Security and Poverty Reduction

The Intern facilitated a training session on banana cultivation with Michinga Tweyombeke Farmers Group where the majority of participants were women. During the training, members gained practical knowledge and skills in banana planting aimed at enhancing household food security and reducing poverty. This project supports the goals of Uganda Vision 2040 and contributes to the achievement of Sustainable Development Goals 1 and 2, which focus on eradicating poverty and ending hunger (see figure 25).



4.3 In line with objective 3 and 4: ARU Interns have the capacity to conduct CAP and PAR develops plans and research to create change in the community

4.3.1 Community Action planning to address key local issues

The Intern facilitated Community Action Planning (CAP) sessions attended by 55 community members in Kiryanjagi and 45 in Michinga. During these sessions, participants developed community visions, set short-term targets and due dates, and addressed key issues such as poor road infrastructure, limited educational opportunities, high school dropout rates, low household incomes, inadequate access to clean water, and domestic violence. Through collective reflection and shared goals, the community began creating actionable strategies to promote sustainable development, unity, and an improved quality of life for all residents (see figure 26).



4.3.2 Facilitating Community-Led Development through Mindset Transformation in Kiryanjagi Village

The Intern collaborated with community members and the Local Council I Chairperson of Kiryanjagi Village to organize a community meeting aimed at promoting development through mindset transformation. The session was guided by the principles outlined in the eighteen-week guide (The Scroll), helping participants realize that they are central to driving their own development hence contributing to pillar 7 of the PDM (see figure 27).



4.3.3 Implementing Community Development: Road Rehabilitation from Kyamururu to Kiryanjagi (Approximately 1 km)

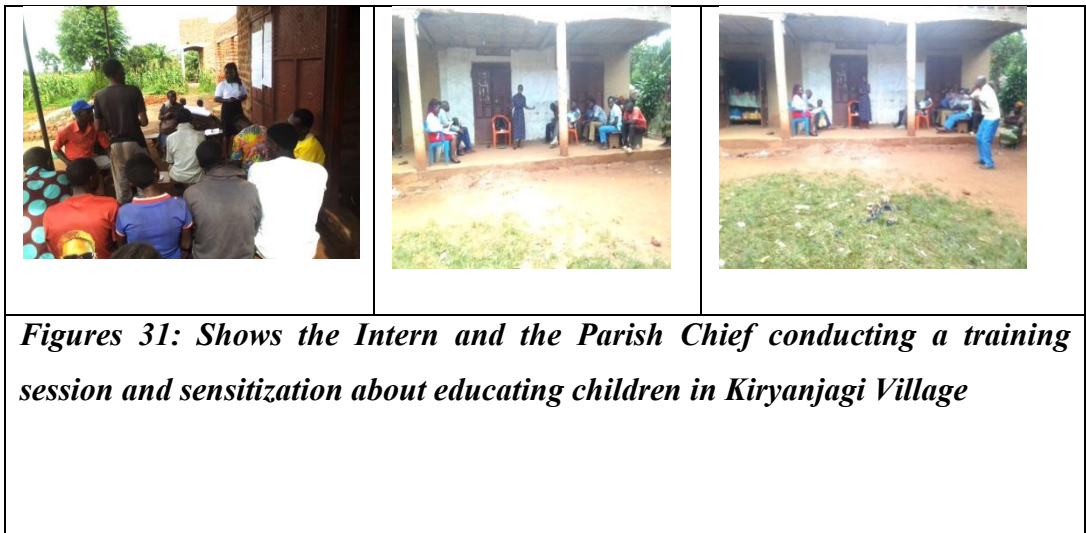
Following a Community Action Planning (CAP) session led by the Intern, community members agreed to implement a Community Development (CD) project. With support from the intern and the Local Council I (LC1) of Kiryanjagi Village, the project was successfully carried out and through this initiative, the intern acquired practical experience and skills in mobilizing local residents for collective action. The LC1 Chairperson, the Secretary for Defense and the intern coordinated efforts to rehabilitate a road that had become difficult to use. The main goal was to improve access for transporting goods and to ease the movement of school children, ultimately aiming to reduce school dropout rates and the key contributors included Bodaboda riders who handled most of the slashing while other community members participated in digging and filling potholes the following day (see figure 30).



4.3.4 Revisiting the community vision of Kiryanjagi Village and sensitization about educating of children in the community

The Intern, along with the Parish Chief, Mrs. Tugabirwe Phiona, and community members of Kiryanjagi Village, revisited the community vision originally developed in 2023 during the intern’s practicum. They then conducted Participatory Action Research, which revealed a 75% school dropout rate, with the majority of those dropping out being girls. This finding reminded the community of the earlier discussions and prompted immediate action. With the support of

Parish Chief Mrs. Tugabirwe Phiona and the LC1 Chairperson, parents were encouraged to prioritize their children’s education to promote family and community development. The results and actions taken were later reported and presented at the sub-county TPC and council, where ongoing efforts are being made to ensure that all children attend school(see figure 31).



4.3.5 Facilitation of PDM Leaders’ Selection in Rusekere Parish, Kabamba Sub County

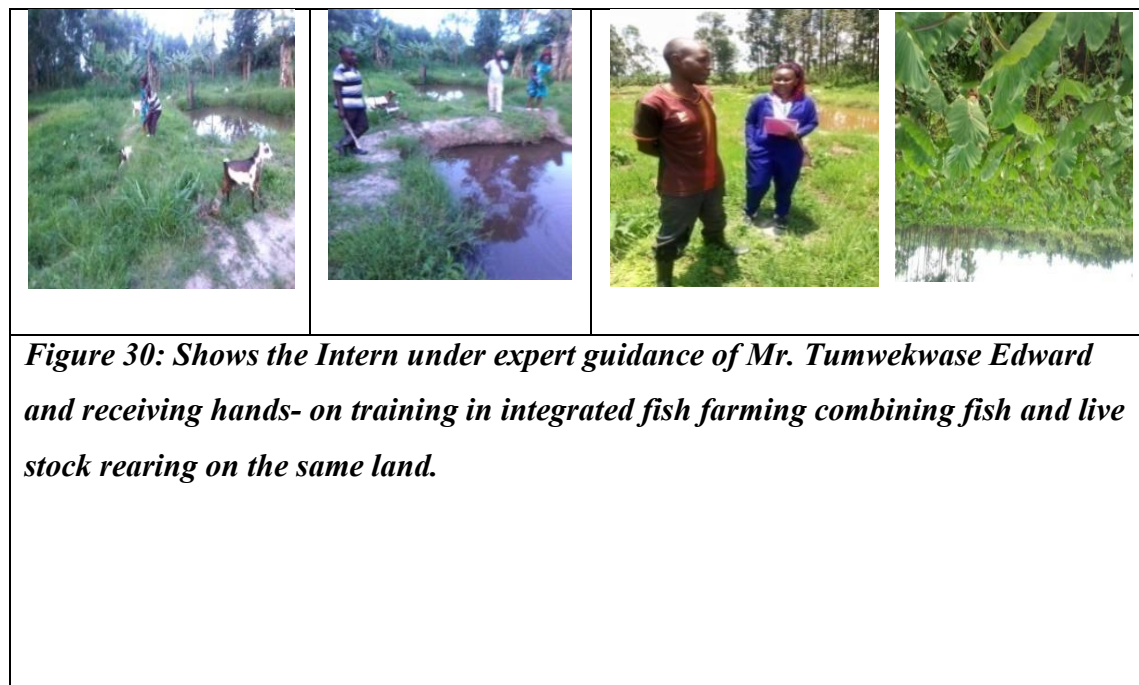
In collaboration with the Parish Chief of Rusekere, Mr. Balyesiima John, the Intern facilitated the selection of PDM leaders in Rusekere Parish. This process involved engaging community members to identify committed individuals who would take on leadership roles in Parish Development Model. These leaders are essential for encouraging community involvement, coordinating development activities and ensuring effective monitoring and evaluation of projects. Their selection strengthens local ownership and supports transparent, sustainable development efforts in the parish (see figure 32).



4.3.6 Training and Practical Exposure in Integrated Fish Farming Techniques

The Intern was trained in integrated fish farming methods, where livestock such as goats can be raised alongside fish on the same land. She actively participated in activities such as cleaning fish ponds and feeding fish using locally available and affordable materials. These practices are accessible to most small-scale farmers and include complementary activities like planting nutrient-rich crops.

Fish farming was emphasized as a valuable source of income through sales and a contributor to improved nutrition, as fish is rich in protein and supports brain development. The intern was introduced to this sustainable farming technology, which she plans to adopt on her future farm. She also intends to encourage other farmers to embrace this method, as it increases household income, supports national economic growth, and contributes to the realization of Uganda Vision 2040 and Sustainable Development Goal 14(see figure 34).



Participation in PDM funds disbursement through mobile money at Kiryanjagi SACCO

The Intern participated in the PDM disbursement process by supporting activities such as profiling and verifying beneficiaries, assisting with mobile money operations, and recording transactions for accountability. Beneficiaries from Kiryanjagi SACCO received PDM funds directly through mobile money on their phones. This method promotes transparency, security, and financial inclusion, particularly in rural areas with limited access to formal banking services. The use of mobile technology and SACCO structures ensures timely service delivery and supports the economic empowerment of grassroots communities.



Figure 31: Shows the Intern participating in digital disbursement of PDM funds to SACCO members, ensuring accurate beneficiary verification and accountability

4.1 Enhancing Factors

The Sub County technical and political staff was highly cooperative and consistently supported the intern throughout the internship. Therefore, their active engagement significantly contributed to the achievement of Objective 1.

With guidance from the former Epicenter Manager, Mrs. Charity Magezi, along with the Community Development Officer and the Agricultural Officer, the intern gained a strong understanding of the Epicenter Strategy. This enabled her to effectively collaborate with

community members, schools, and development projects operating within Kabamba Sub-county, contributing to Objective 2.

The Intern also conducted a Community Action Planning (CAP) session where community members identified key local challenges, selected one priority issue to address and developed actionable steps toward achieving their shared vision. One major outcome of this process was the rehabilitation of Kiryanjagi Road, which aligned with Objectives 3 and 4.

4.2 Constraining Factors

Initially the Intern lacked Field Mentorship (EM) during her internship due to capacity gaps in terms of human resource. She worked with two mentors, one of whom had challenges with long travel distance from Kasimbi, and a new one who was deployed recently. She however, persevered in doing her work with combined support from the Faculty Mentors and sub-county Technical staff.

4.3 Insights

4.3.1 Adaptability and Resilience

The Intern learned to navigate challenges such as limited mentorship and resource constraints by leveraging support from the Faculty mentor and local technical teams, demonstrating the importance of perseverance in fieldwork

4.3.2 Value of Participatory Approaches

Conducting Community Action Planning (CAP) and Parish Development Model (PDM) demonstrated the effectiveness of involving communities in decision-making processes to foster ownership and sustainable development outcomes

4.3.3 Importance of Community Engagement

Active participation with community members, local leaders and Sub-County staff highlighted the critical role of inclusive dialogue and collaboration in identifying and addressing local challenges such as school dropout rates and infrastructure needs

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Conclusion

The Internship offered valuable practical experience that enhanced the intern's understanding of community development within Kabamba Sub County. Through collaboration with community members and local leaders, key challenge such as high school dropout rates were identified and participatory approaches were used to develop effective solutions. Despite limited mentorship, the intern remained adaptable and received support from the faculty mentor and local technical staff. The experience underscored the importance of strategic planning, community engagement and integrated farming practices in promoting sustainable development aligned with national objectives.

5.1 Recommendation

5.1.1 To the Sub County

The Epicenter Manager and the CDO should continue working with the groups that were established by the intern to help them complete their plans. Collaboration and networking between the sub county staff and the lower local leaders should be enhanced for better service delivery.

5.1.2 To the Community and Sub-county

The Sub County should strengthen community engagement by promoting inclusive participatory approaches that involve all stakeholders, especially marginalized groups such as girls and women.

Prioritize education by raising awareness among parents about the importance of school attendance and implementing local policies that encourage retention, particularly for girls.

5.1.3 To Uganda Rural Development and Training (URDT)

URDT should strengthen capacity-building programs focused on participatory development approaches, ensuring that interns and community members gain practical skills in community mobilization and planning.

Facilitate continuous mentorship programs by pairing interns with experienced field mentors to bridge theory and practice effectively.

5.1.4 To African Rural University (ARU)

African Rural University should enhance internship frameworks to guarantee consistent field mentorship and supervision throughout the internship period.

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APPENDICES

Table 1: Shows different priorities and their percentages during Participatory Action Research in Kiryanjagi and Michinga Villages

Kiryanjagi village	Priorities	Sample Size	Respondents	Percentage %
	Poor roads	40	2	5
	Low levels of education	40	08	20
	Domestic violence	40	5	12.5
	Low income at household levels	40	5	12.5
	High school dropouts	40	20	50
	Total		40	100
Michinga village	Priorities	Sample size	Respondents	Percentage%
	Low levels of education	40	05	12.5
	Insecurity in Michinga village	40	20	50
	Low levels of income at household level	40	10	25
	High school dropouts	40	5	12.5
	Total		40	100

Table 2: Shows the STC for Internship program

To enable the student practice what she has learnt in theory in a community setting by helping villages plan, mobilize, organize and carryout projects		
Accountable	Action Steps	Due Date
Faculty mentor and epicenter manager	Validation of the Internship report at the sub county headquarters	23/05/2025
Intern	Understand how Epi-center strategy works	25/04/2025
Intern	Have practical experience on local government structure system	30/03/2025
Intern /epicenter manager	Strengthen the back home projects and working with the pupils managed schools farm projects	20/03/2025
Intern/ epicenter manager	Conducting PAR and CAP	10/03/20025
Intern	Transect walk	20/02/2025
Intern	Creating good relationships with the sub county staff and the villages	10/02/2025
Faculty mentors	Deployment of interns in their respective sub counties	2/02/2025
Faculty mentors	Briefing of interns	28/03/2025
Current reality • I have some experience in the standards of living of rural communities • I have the knowledge to conduct PAR and CAP • I have the training tools like the URDT scroll frame, flip charts, markers, masking tape and a smart phone camera to facilitate the process. • Community members, technical, political staff of Kabamba Sub County are available. • I have the stipend, a field mentor and a supervisor.		

Table 3: Template showing reported data during internship.

Facility work done	Name of the facility, location or place	Type of work done	Quality/ distance	Who participated	comment
Groups worked with	Kiryanjagi united piggery group, Kiryanjagi women goat farmers group, Michinga Bataka maize farmer's group, Michinga Tukolerehamu saving and credit group, Akuna Michezo Michinga saving and credit group and many others	Facilitated V/A, health facilities constructed,	1 group formed and worked with other existing groups	2 women, 9men 12women 10women,8 men 25 men 10 women 5 men 20 women	Active participants
Herbal soap and liquid soap	Community members of Michinga and 4 groups in Kiryanjagi	Facilitating and making of 5 bars of herbal and 4 jerry cans of	1 village 5groups trained	8women, 5men 10women,5men	Good participants

		liquid soap			
Community development(CD)	Kiryanjagi, Kyamururu to Kiryanjagi “B” village	Conducting Community development	3 villages	50men,2women	Well done
Energy saving stoves	Kiryanjagi	Collecting materials, mixing and making energy saving stoves	5 Lorena stoves	3men,2women, 3girls and 2boys	All stoves were properly made and are in use
Tippy taps and latrines	hand washing facilities, pit latrine	Collecting poles, buying small jerry cans and string	10 tip taps 4 pit latrines	20 females , 10males	People were able to maintain sanitation and hygiene in their homes
Meetings	Kabamba	4TPC meetings, 4 council meetings, 6 community meetings	5meetings in Michinga and Kiryanjagi villages	10 technical staff members’ 20 councilors, 1 chairman LC3, 1 intern, 2 community meetings with the health assistant	High turn up during TPC, Council and community meetings showing commitment for work Health issues addressed
CAP	Kiryanjagi and Michinga villages	2 meetings	formulating community vision and STCs	20females, 15 men 25 females 20 males	CAP well conducted

PDM meetings	Kabamba sub county hall and Rusekere parish	3meetings 1meeting	Training and education about piggery, chicken and goat rearing projects. Election of PDM leaders	30 females, 25 males	Well trained
Kitchen gardens	Kiryanjagi	Nakati, cabbages, egg plants, okra	Land preparation , preparing of nursery beds, transplantin g of seedlings	3 families and one school	Improved nutrition and income generation
Monitoring	Pupil managed school farm projects	Tree nursery beds made	5 nursery beds were made	1 school participated	good
Visions created	Community, groups, families and	Guided the trainings	2villages 5group 5 families 4individual s	30 males,25 females, 15 men , 20 women 5men, 5 women, 2girls,3 boys	Groups well enrolled in a visionary approach

	individuals			3 men, 2 women	
Trainings and outreaches	2 field training in Kiryanjagi and Kabamba 1 VHT meeting conducted at Kabamba Health Center III	Kabamba, Kiryanjagi COU, St. Mary's secondary school, all schools in kabamba sub county	3 trainings 3 trainings	Community planning done VHTs trained in Home based care	Knowledge and skills acquired
Sensitization and education about cervical cancer	Kiryanjagi clinic	Sensitization and education	1 outreach	Epicer center manager, 2 enrolled nurse from URDT and intern ARU	Well done
Sensitization and campaign about school dropouts	Kiryanjagi and Michinga	Sensitization and encouragement done	Actions on going	Intern, sub county staff	Well done
Sanitation and hygiene program enhanced	Kiryanjagi Michinga, in schools, at the health center	Observing of SOPs and maintain the hygiene at the health center III	Actions taken seriously	Intern, health assistant, VHTs	Excellent done

Table 4 Shows 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 Sanitation.
GOAL 9: Industry, Innovation and infrastructure.
GOAL 10: Reduced inequality.
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 and 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, accountable and inclusive institutions at all levels.
GOAL 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Table 5: Shows Aspirations of African Agenda 2063

1. A prosperous Africa based on inclusive growth and sustainable development
2. An Africa of good governance, democracy, respect for human rights, rule of law, peace and justice.
3. A peaceful and secure Africa.
4. Africa with strong cultures identity common heritage, value and ethics.
5. An Africa as a strong, united and influential global player and partner.
6. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth caring for the children's

Table 6: Shows the Seven Pillars of Parish Development Model (PDM)

- Pillar 1: Production, processing and Marketing
- Pillar 2: Infrastructure and Economic Services
- Pillar 3: Financial Inclusion
- Pillar 4: Social Services
- Pillar 5: Parish Based Management Information System (PBMIS)
- Pillar 6: Governance and Administration
- Pillar 7: Mindset change, community mobilization and cross cutting issues

