

**Sustainable Rural Transformation Through Enabling the Community to use Visionary
Approach, Systems Approach.**

**A Four-Month Internship Conducted in Kinywataba and Nyakabira Villages, Kichope
and Kahunde Parish, Isunga Subcounty in Kagadi District**

BY

AHUMUZA MELODIOUS

REGISTRATION NUMBER: 21/ARU/BRD/002

ACADEMIC YEAR: 2024/2025

**FACULTY SUPERVISORS: Ms. KASEMIIRE DOROTHY & Ms. NTUUTI
CHRISTINE (TWS)**

FIELD SUPERVISOR: Ms. KABAKAMA OLIVER

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

MAY, 2025

Contents

DECLARATION	5
DEDICATION	6
APPROVAL	7
ACKNOWLEDGEMENT	8
DEFINITIONS OF WORKING TERMINOLOGIES	9
ACRONYMS	10
Abstract	11
CHAPTER ONE	13
General introduction	13
1.0 Introduction.....	13
1.1 Background of ARU;	13
1.2 Background of the Internship.....	14
1.3 Background of Isunga Sub-County;.....	14
1.4 Background of the Internship Villages:	14
1.5 Time of the Internship.....	15
1.6 Geographical Scope	15
1.7 Objectives of the Internship	15
1.7.1 General Objective	15
1.7.2 Vision statement.....	15
1.7.3 Specific Objectives: The specific objectives were:.....	16
1.8 Learning Outcomes	16
1.9 Significance of the Internship:	16
1.9.1 For the Intern:	17
1.9.2 For ARU.....	17
1.9.3 For URDT	17
1.9.4 For the Community	17
1.10 Conclusion	18
CHAPTER TWO	18
Literature Review	18
2.0 Introduction	18
2.1 Transformation	18
2.2 Development	19
2.3 Rural Development	19

2.4 Integrated Rural Development (IRD)	19
2.5 Approaches to Development	20
2.5.1 Visionary Approach (VA)	20
2.5.2 Community Action Planning (CAP)	20
2.5.3 Participatory Action Research (PAR)	20
2.5.4 Women Empowerment (WE)	20
2.5.5 Community Driven Development (CDD)	21
2.6 Sustainable Development Goals (SDGs)	21
2.7 Africa Agenda 2063	21
2.8 Uganda Vision 2040	22
2.9 The National Development Plan (NDPIII)	22
2.10 Conclusion	22
CHAPTER THREE	23
Methodology	23
3.0 Introduction	23
3.1 Visionary Approach (VA)	23
3.2 Participatory Action Research (PAR)	24
3.3 The 2-Generation Approach (GA)	25
3.4 Community Action Planning	25
3.5 Structural Tension Chart (STC)	25
3.6 ARU Scroll	25
3.7 Camera	26
CHAPTER FOUR	26
Presentation and Discussion of the Results	26
4.0 Introduction;	26
4.1 Attended and actively participated in four TPC meetings.	27
4.2 Participated in three (03) Council Meetings;	28
4.3 ARU Intern Participation in Council Meetings	28
4.4Community Trained in the Visionary Approach	29
4.5 Facilitated Visionary Approach	30
4.6 Participated in the Enrolment of New SAGE Members;	30
4.7 Participated in WHAVE SOLUTION water project meeting	31
4.8 Participated in Demonstration farm preparation	32
4.8 Intern facilitated seedbed preparations	32

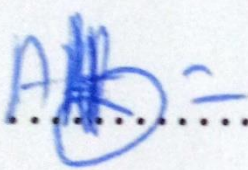
4.9 Participated in handling probation issues.....	33
4.10 The intern facilitated good farming practices	34
4.11 Community Trained in a Visionary Approach:.....	35
4.12 Six (06) Family visions Formulated and 3family visions revisited	35
4.13 Participated in Community Meetings on PDM Sensitization:	36
4.14 Mindset Change Conducted in Two Primary Schools:	37
4.15 Made shoe polish with community members.....	37
4.16 ARU Intern Facilitated Ovaccado Oil making.....	38
4.17 ARU Intern facilitated mushroom growing	38
4.18 Five (05) Lorena stoves constructed	39
4.19 Made charcoal briquets	40
4.20 Made herbal soap	41
4.21 Facilitated Vermiculture farming.....	41
4.22 Rehabilitation and Cleaning of Three Shallow Wells.....	42
4.23 What Worked/Strengths.....	43
4.24 Challenges encountered	43
4.25 Lessons Learned.....	43
CHAPTER FIVE	45
Conclusion and Recommendations.....	45
5.0 Introduction.....	45
5.1 Conclusion	45
5.2 Recommendations.....	46
5.2.1 To ARU Students.....	46
5.2.2 To the University (ARU)	46
5.2.3 To the Community	47
APPENDICES	48
Appendix (i) the Sustainable Development Goals (SDGs).....	48
Appendix (ii) Aspirations of African Agenda 2063.....	48
Appendix (iii) The Millennium Development Goals (MDGs)	49
Appendix (iv) Attendance lists	49
Appendix (v): The individual STC for a Four-month Internship.....	50
Appendix (vi) template showing the result table	51
Appendix VII References	54
Appendix VIII. A sketch map of Nyakabira village	55

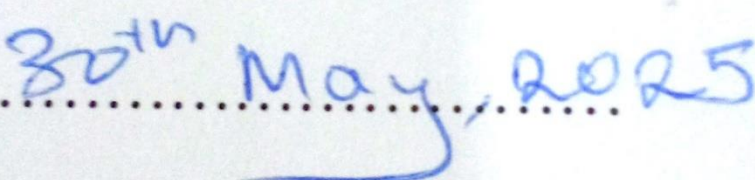
DECLARATION

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

Ahumuza Melodious

21/ARU/BRD/002

Sign..... 

Date: 

DEDICATION

This Report is dedicated to my beloved family, my father, Mr. Rweranga David, my mother, Mrs. Tumusiime Eva, my sister Ninsiima Zeridah, my brothers Ainamani Anderson, Ndyasiga Concinious, and Aryampa Brilliant, for their combined efforts throughout my stay in the field. And to all my beloved faculty and field supervisors in all ways.

APPROVAL

I hereby endorse the Internship Report prepared by AHUMUZA MELODIOUS, which was conducted in Isunga Sub County, focusing on the villages of Kinywataba and Nyakabira villages in Kahunde Parish, Isunga Sub- County. I closely supervised this report and submit it for examination with my full approval.

i. Sign.....
Ms. Kasemiire Dorothy (Faculty Supervisor)
Date: 30/05/2025

ii. Sign.....
Ms. Kabakama Oliver (Field Mentor)
Date 30/05/2025

iii. Signed.....
Ms. Ntuuti Christine (TWS)
Date 30/05/2025

ACKNOWLEDGEMENT

First and foremost, I would like to express my sincere gratitude to the Management of African Rural University for their invaluable financial and material support during my Four-Month Internship in Nyakabira village and Kinywataba village. I extend my heartfelt appreciation to Mr. Ssenyonjo Alfile of Nyakabira LCI as well as the entire Nyakabira LCI community for their outstanding cooperation and the warmth they extended to me throughout my Practicum.

With deep appreciation, I wish to acknowledge my parents, Mr. Rweranga David and Mrs. Tumusiime Eva Rweranga, for their unwavering financial, emotional, and spiritual support during my Four-Months Internship. I also want to recognize my fellow academic colleagues with whom I continually networked with in the field.

I am happy as I express my gratitude to my academic supporters, including my Field mentor, Ms. Kabakama Oliver, Traditional Wisdom Specialist Ms. Ntuuti Christine, and Faculty Supervisor Ms. Kasemiire Dorothy. Their supervision, guidance, encouragement, and support were influential in enabling me to meet my internship prospects.

I would also like to extend my appreciations to the management of Islamic primary school and Basomesa Nursery and primary school for the love and partnership exhibited throughout the Five-Month Internship. May they be blessed abundantly.

I must not forget to thank the Isunga Sub-County staff for the support they offered me during my Four-Month Internship, especially the Sub- County Chief, Chief Development Officer, parish chiefs, cashier, and Techniquial staffs like the GISO, Veterinary Doctor, and others.

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

DEFINITIONS OF WORKING TERMINOLOGIES

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

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

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

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

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

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

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

ACRONYMS

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

VA	Visionary Approach
YAWU	Young African Works Uganda
CDO	Community development officer
PTA	Parents-teachers association

Abstract

The internship commenced on February 1st, 2025, May 20th, 2025, and was conducted in Nyakabira and Kinywataba Villages within Isunga Sub County. The internship aimed to achieve the following objectives:

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

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

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

Chapter Three described the methodologies and tools employed by the intern during the four-month internship to achieve the general and specific objectives described in Chapter One. During the process of community engagement and mobilization, the intern used a variety of tools, methods, and techniques, including the Visionary Approach, Community Action

Planning, Participatory Action Research, the Structural Tension Chart, the Frames of the creative process, and home visits. Tools such as markers, flip charts, and a phone camera were also used.

Chapter Four covered the presentation and discussion of results. It detailed the activities and actions taken to achieve specific outcomes at the family and community levels in alignment with the internship's general and specific objectives for 2024/2025, as outlined in Chapter One. This chapter also provided an overview of the actions undertaken by the intern in collaboration with community members at the individual, family, and community levels. These actions included planning, mobilization, introducing rural technologies like a Demonstration Farm, revisiting visions, enhancing nutrition, engaging community members, ensuring environmental conservation, and promoting sanitation.

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

CHAPTER ONE

General introduction

1.0 Introduction

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

1.1 Background of ARU;

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

1.2 Background of the Internship

The one-year internship program is a supervised, hands-on experience for fourth-year students aimed at making a real impact in rural communities. This internship provides students with practical experience and prepares them for leadership roles within their communities. Historically, education in Africa, including Uganda, has been disapproved for being overly theoretical and moralistic. Many universities offer short, one-month internship programs, which often suffer from limited supervision due to the large numbers of students involved. To address this, ARU has designed a four-year professional program (BRD) that incorporates a balanced 60% theory and 40% practical experience during classroom and out-of-lecture room sessions, along with a one-year internship. During the internship, students are deployed to local-level government units, where they are closely monitored by existing Epicentre managers (EM). In these sub-counties, they engage with local communities in action planning, using a Visionary Approach that applies principles of Creative Process and Systems Thinking.

1.3 Background of Isunga Sub-County;

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

1.4 Background of the Internship Villages:

Nyakabira Village is located in Kahunde Parish, Isunga Sub County, Buyaga East, Kagadi District, and it is bordered by Kyarutale LC1 in the south, Kigangaizi LC1 in the East, and Kyakanagi LC1 in the North. In the West, there is Kitukura LC1 and North West Nyakasozi LC1 as indicated in the sketch map of Nyakabira Village under Appendix (vii).

It has a population of 99 households per the census of 2023, approximating 500 people in Nyakabira Village. There are no schools in the Village, and no health facilities are available.

There are Two Churches, (Church of Uganda 85%, Pentecostal 5%, and Faith of Unit (Itambiro) 10%). there are several Savings and Credit Groups, approximately to 8 groups, for example, Nyakabira Women Produce group (UWEP) and Nyakabira Tweimukye Group. Youth Groups are available with Fish Ponds Enterprise. The residents in Nyakabira Village are mainly peasants, they are the Youth ranging from 25-35 years of age. The village is 4KMs away from Isunga main Road.

The village is culturally diverse, with residents representing various ethnicities such as Bunyoro, Batooro, Bafumbira, and Bakiga.

1.5 Time of the Internship

The internship covered five months, commencing from February 1st and closing on June 30th, 2025, taking place in Nyakabira and Kinywataba villages within Kahunde and Kichope Parish, respectively, located in Isunga Sub County, Buyaga East, Kagadi district.

1.6 Geographical Scope

The internship encompassed the regions of Nyakabira and Kinywataba villages in Isunga Sub-County.

1.7 Objectives of the Internship

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

1.7.1 General Objective

To establish a strong and determined connection between URDT/ARU and rural communities through the Epicentre Strategy for sustainable rural transformation using the visionary approach.

1.7.2 Vision statement

Create a model sub-county with clean and safe water, stable household income, visionary approach facilitated, and Rural Technologies for self-reliance by 30th May, 2025.

1.7.3 Specific Objectives: The specific objectives were:

- i. To empower ARU interns to contribute to the efficiency and effectiveness of systems and structures in service delivery within the ten lower governments of the Kagadi, Kibaale, and Kakumiro Districts.
 - ii. To equip ARU interns as potential Epicentre Managers, with an understanding of the role of the Epicentre Strategy in implementing the Parish Development Model and realizing the Uganda Vision 2040.
 - iii. To enable ARU interns to engage in Community Action Planning as a democratic bottom-up process for fostering Rural Transformation.
- IV. To equip ARU interns with the capacity to conduct Participatory Action Research (PAR) and develop plans for effecting change in the communities.

1.8 Learning Outcomes

The learning outcomes included the ability to:

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

1.9 Significance of the Internship:

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

1.9.1 For the Intern:

The internship provided the intern with invaluable real-life experience within the communities, permitting the sharing of knowledge and skills related to the Visionary Approach and the principles of the creative process with community members. Additionally, the intern gained knowledge and skills in working with staff of Isunga Sub-County, and community members from various cultural backgrounds.

1.9.2 For ARU

The internship fulfills the 40% practical section as a requirement for every student of ARU to complete their Bachelor of Rural Development at African Rural University. Furthermore, the one-year field experience (practicum) followed by the internship equips interns with practical skills for future work as Rural Transformation Specialists. The information gathered during the internship serves as a reference for ARU and future interns to design interventions aimed at transforming rural communities.

1.9.3 For URDT

The internship facilitates Rural Transformation by institutionalizing the Visionary Approach, Participatory Action Research, and Community Action Planning, thereby promoting lasting change and sustainable development within the rural communities. The information in this internship report will serve as a reference for other development workers when designing involvements for Rural Transformation. It also accelerates the implementation of the Visionary Approach in Isunga Sub County, Uganda, contributing to the achievement of Uganda Vision 2040, Africa Agenda 2063, and the 17 Sustainable Development Goals.

1.9.4 For the Community

The technologies for rural transformation and projects introduced during the internship, such as Mushroom growing, Vermiculture, soap making, shoe polish production, Lorena stoves, and organic farming, are essential income sources for the members of Kinywataba and Nyakabira Village. Community members have acquired knowledge and skills in various fields, including agriculture, health, and sanitation, which have improved their living standards. The internship has contributed to capacity building within the community by raising awareness, sharing information, and providing skills training. This has improved community

members' knowledge and ownership through demonstrations and practical learning fields. The internship program has played a crucial role in shifting the community's mindset from reactive problem-solving to actively creating the future they desire. It has also imparted skills in various sectors, such as technologies for rural transformation, health, agriculture, and the Visionary Approach.

1.10 Conclusion

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

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter provides an in-depth review of the literature related to various aspects that influenced ARU Internship 2025. These aspects incorporate Transformation, Development, Rural Development, Integrated Rural Development, Approaches to Development, Sustainable Development Goals, Africa Agenda 2063, Uganda Vision 2040, and National Development Plan III (NDPIII). Below, we investigate into each of these aspects:

2.1 Transformation

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

2.2 Development

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

2.3 Rural Development

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

2.4 Integrated Rural Development (IRD)

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

2.5 Approaches to Development

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

2.5.1 Visionary Approach (VA)

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

2.5.2 Community Action Planning (CAP)

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

2.5.3 Participatory Action Research (PAR)

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

2.5.4 Women Empowerment (WE)

Women's empowerment entails promoting women's self-worth, agency in decision-making, and the right to influence social change for themselves and others. It empowers women to make

life-determining choices and challenge traditional gender roles, granting them more freedom to pursue their goals. The intern empowered women by involving them in meetings, particularly during CAP and PAR, while equipping them with vital skills of coping with being empowered in their families.

2.5.5 Community Driven Development (CDD)

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

2.6 Sustainable Development Goals (SDGs)

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

2.7 Africa Agenda 2063

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

2.8 Uganda Vision 2040

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

2.9 The National Development Plan (NDPIII)

The National Development Plan (NDPIII), the third in a series of six NDPs guiding Uganda in achieving the aspirations outlined in Uganda Vision 2040. This plan defines the direction of the country, setting objectives, interventions, and targets to drive sustainable socioeconomic transformation during the period 2020/21 to 2024/25.

2.10 Conclusion

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

CHAPTER THREE

Methodology

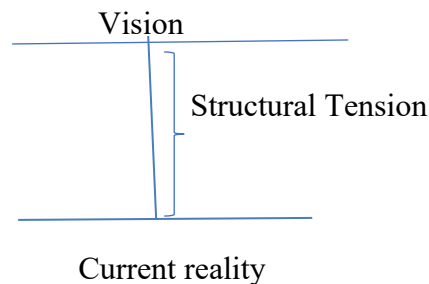
3.0 Introduction

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

3.1 Visionary Approach (VA)

The Visionary Approach (VA) is a pivotal element of the URDT model. Sustainable rural transformation is achieved when it is driven by people's desires (vision) rather than focusing on problems. This method was used to introduce the entire process of rural transformation by

raising consciousness and training rural residents to envision their desired future and develop effective action plans to realize those visions. The Visionary Approach comprises three key elements: Vision, Current Reality, and Structural Tension, as shown below;



- Vision: A vision is a clear and compelling mental picture of what one Truly desires in future, viewed as if it has already been accomplished.
- Current Reality: Current reality provides an accurate and honest description of the existing situation in relation to the vision.
- Structural Tension: Structural tension represents the gap between the vision and the current reality, generating tension that motivates action steps toward achieving the vision.

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

3.2 Participatory Action Research (PAR)

Participatory Action Research is a qualitative research methodology that involves collaboration between researchers and participants to understand social issues and take actions to bring about communal actionable change. It emphasizes shared learning, active participation, and open discussions of raised issues by the community themselves. The intern applied this method to identify community challenges, involving the documentation of issues, stakeholder selection, and partnerships. This was accomplished during meetings held in Kinywataba and Nyakabira Villages, with 35 and 24 attendees, respectively.

3.3 The 2-Generation Approach (GA)

The 2-Generation Approach (GA) involves students and their parents learning together, developing a vision for their homes, analyzing their current condition, applying systems thinking, and planning together to achieve their aspirations. The intern used this method in Islamic primary school where the intern demonstrated her skills in Banana plantation management. This approach has generated income for their families, school and consumption purposes.

3.4 Community Action Planning

Community Action Planning refers to a roadmap for implementing community change by identifying and stipulating what needs to be done, who will do it, and how it will be accomplished. In other words, the action plan outlines the community's objectives, required activities within a specified timeframe, and the necessary resources (money, people, and materials) for successful implementation. The intern facilitated this process by enabling community members to develop a vision, which included sustainable sanitation and water management activities. Community members played a central role in preparing their own community action plan, which involved tasks such as cleaning water sources, constructing sanitary facilities like bathrooms, toilets, rubbish pits, and tip-taps, and maintaining roads.

3.5 Structural Tension Chart (STC)

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

3.6 ARU Scroll

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

3.7 Camera

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

CHAPTER FOUR

Presentation and Discussion of the Results

4.0 Introduction;

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

Following the first (01) objective of the internship, which states, "ARU interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery in the ten lower governments in Kagadi, Kibale, and Kakumiro," the intern:

4.1 Attended and actively participated in four TPC meetings.

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

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



Figure 1: ARU Intern taking minutes in Executive meeting



Figure 2: Intern in a TPC meeting taking minutes

4.2 Participated in three (03) Council Meetings;

The intern actively participated in three separate council meetings held at Isunga Sub-County headquarters. These experiences offered valuable insights into the functioning of the council as the implementing body, where only councilors' are entitled to express their views during the sessions. Throughout these meetings, the intern had the opportunity to network with several parish councillors, thereby gaining additional knowledge and skills related to the efficiency and effectiveness of systems and structures within the Local Government's service delivery framework.

These council meetings align with the provisions of the Local Governments Act of 1997, Chapter 243. According to this Act, the Sub-County is mandated to conduct council meetings to fulfill the seven objectives outlined in the legislation. These objectives include giving full effect to the decentralization of functions, responsibilities, powers, and services at all levels of local government. As stipulated in the Local Governments Act, Chapter 243 (as amended), Sub-Counties are required to convene council meetings four times a year.

		
<i>Figure 3: ARU intern taking minutes in a council meeting</i>	<i>Figure 4: The Intern acted as clerk to the council in the council meeting at Isunga headquarters.</i>	<i>Figure 5: Council meeting taking place</i>

4.3 ARU Intern Participation in Council Meetings

In line with Objective One (i), the ARU intern actively participated in all programs organized by the sub-county. As shown in the first picture below, she gained valuable knowledge and skills through her involvement. The ARU intern was included on the agenda in the order paper

and was given an opportunity to deliver a brief speech. In her speech, she explained how ARU could support Isunga by providing an Epicentre Manager, following an evaluation of the intern's impact on the development of Isunga Sub- County.



Figure 6: ARU intern giving a speech in council meeting



Figure 7: ARU Intern acting as clerk to council in a council meeting at Isunga headquarters

4.4 Community Trained in the Visionary Approach

On August 5, 2023, the intern, in collaboration with the Epicenter Manager, conducted a community meeting in Ngoma A Village, where she facilitated a Visionary Approach session based on the 18-week framework of the creative process. As a result, one family, represented by Mr. Agaba Samuel, developed a vision for constructing a permanent house. The meeting was attended by 18 community members, who acquired knowledge and skills in visionary planning. This initiative contributes to the realization of Uganda Vision 2040, particularly if the developed visions are implemented in a timely manner.



Figure 8: ARU Intern doing CAP together with Kinywataba community members



Figure 9: Intern explaining how the visionary approach works

4.5 Facilitated Visionary Approach

On 17th February 2025, the intern facilitated a Visionary Approach session at Basomesa Nursery and Primary School. Together with both the pupils and staff, a School Transformational Challenge (STC) was developed. The main participants during the session were pupils from Primary Five to Primary Seven, along with all staff members. Individual visions were created, such as attaining a first grade with 8 aggregates in the Primary Leaving Examinations (PLE), and plans were made to adopt technologies for rural transformation. The intern was included in the school's schedule after the participants realized that they play a key role in their own development.



Figure 10: Intern facilitating on the visionary approach and URDT/ARU Scroll



Figure 11: Pupils explain what a vision is and how to work with it

4.6 Participated in the Enrolment of New SAGE Members;

The intern, in collaboration with Mrs. Mbabazi Annet, the Parish Chief of Isunga Sub-County, mobilized elderly individuals and actively participated in a SAGE (Social Assistance Grants for Empowerment) meeting. During this engagement, the intern assisted elderly individuals in completing forms—both for those who wished to change their designated next of kin and for new entrants into the program.

In March 2025, a significant enrollment of new SAGE members took place in Isunga Sub-County, with the intern actively contributing to the process under the guidance of the Sub-County Development Officer (CDO). A total of 210 elderly individuals from the three parishes of Kahunde, Kichope, and Kijonjomi were successfully enrolled. This initiative aligns with Sustainable Development Goal 3, which emphasizes good health and well-being and recognizes social protection as a core element of development policy. It also underscores the importance of the care economy.



Figure 12: Parish chief of Kijonjomi filling forms of the elderly

4.7 Participated in WHAVE SOLUTION water project meeting

In line with objective ii, intern participated in WHAVE SOLUTION (we have solution for water accessibility) workshop that was organized at KyanaISOKE sub-county where both Isunga and KyanaISOKE political and technical staff were participants. The workshop aimed at extending piped water to all local areas in Kagadi district and specifically in Isunga and KyanaISOKE sub-counties, as Area Service Providers (ASP) access to clean water to be extended to rural areas. The intern actively participated since it was in line with my research topic “strategies for accessing safe and clean water in Nyakabira village.” It further contributes the sustainable development goal number (6)



Figure 13: ARU intern and Epicenter manager attending WHAVE SOLUTION Water project meeting at KyanaISOKE subcounty Hall

4.8 Participated in Demonstration farm preparation

On 6th March 2025, together with the community members we started preparing land for our demonstration farm in Kinywataba village as planned in February during CAP meeting, group members demonstrated that they are key to their own development by coming in big numbers and kept on joining Kinywataba farmers group.



Figure 14: Intern together with community members of Kinywataba preparation for Community Demonstration Farm

4.8 Intern facilitated seedbed preparations

Under my supervisor's supervision, we engaged with community members at the seedbed preparation site, whereby the faculty supervisor in her speech encouraged members to educate their children, especially up to the University level, the uniqueness of ARU from other Universities, and the importance of planting vegetables to people's lives. And how vegetables help in good health, meeting SDG numbers 2 and 3 (zero hunger, good health and well-being) respectively.

		
<i>Figure 15: Intern and community of Kinywataba preparing seedbeds</i>	<i>Figure 16: Intern was being Supervised by her supervisor at the site</i>	<i>Figure 17: Seedbeds were successfully done as a result of teamwork</i>

	
<i>Figure 18: Group members transplanting various vegetables like cabbages, Onions and green papers</i>	<i>Figure 19: Intern facilitating sucker gardening at the demonstration Farm for Kinywataba village</i>

4.9 Participated in handling probation issues.

The intern actively participated in registering and managing cases related to child abuse and domestic violence in the Sub-County, working alongside the Community Development Officer (CDO), Mbabazi joy and the LCIII Chairperson Mr. Godfrey. These cases covered a wide range of issues, like witch craft issues. Throughout these activities, the intern acquired valuable knowledge and skills in recording and managing various cases, following the case management record book for probation and social welfare issues. Effective case management resulted in numerous families reconciling, and children returning to school. This achievement was

acknowledged by the Sub-County Chief, Mrs. Mbabazi Annet. This progress aligns with Sustainable Development Goal 16, "Peace, Justice, and Strong Institutions," and African Agenda No. 3, which emphasizes a peaceful and secure Africa.



Figure 20: Intern and security team of Isunga subcounty handling theft issue in Nyakabira village using the 3rd URDT working premises



Figure 21: ARU Intern handling a case on land misunderstanding in Kinywataba village

4.10 The intern facilitated good farming practices

On 4th March 2025, training on coffee management was demonstrated, and learning really took place as participants were allowed to immediately engage in hands-on practice. The intern facilitate good farming practices, in collaboration with the Agricultural officer. These practices included mulching, timely planting, and organic fertilizer application. Additionally, the intern visited Omukwenda Turyamuleba's Farm Garden and provided practical training on coffee pruning and stump management for mature coffee trees, and Banana mulching techniques. This effort supports SDG 1 (No Poverty) and SDG 2 (Zero Hunger), recognizing the significance of agriculture in Uganda's development and income generation.



<i>Figure 22: coffee pruning was done at Omukwenda Turyamureba's farm.</i>	<i>Figure 23: Coffee stamping being demonstrated by agricultural officer Isunga</i>	<i>Figure 24: mulching techniques were demonstrated together with Nyakabira community members</i>
--	---	---

4.11 Community Trained in a Visionary Approach:

The intern conducted a community meeting in Kinywataba village. She facilitated a Visionary Approach using the 18-week framework of the creative process, together with the Epicenter manager. As a result, one family, represented by Mr. Vicent Kusiima, developed a vision for a permanent house on 2 acres of cocoa and coffee. The meeting was attended by 20 community members who gained knowledge and skills in visionary planning. This effort contributes to the realization of Uganda Vision 2040, especially when these visions are implemented punctually.



Figure 25: Intern explaining about URDT/ARUs' work towards Rural transformation



Figure 26: Intern facilitating visionary approach to the community of Kinywataba village

4.12 Six (06) Family visions Formulated and 3family visions revisited

The intern visited six households intending to formulate family visions, successfully develop visions for all six families. During these meetings, family members shared their visions, their current reality, and the action steps being taken to achieve these visions. Mr. Byenkya Mahamood's family collaborated with the intern to create their vision, which included a permanent house, 2 acres of cocoa and coffee, 1 acre of banana plantation, and all children educated by 21/05/2031. These families have already begun implementing their visions, contributing to Uganda Vision 2040's transformation goals.



Figure 27: Nyakabira COU's vision revisited together with the intern

Figure 28: Participatory way of making a family shared vision

Figure 29: Mr. Byenkya's family vision in Kinywataba village

Figure 30: Intern educating the youth in Kinywataba on how to come up with a vision

4.13 Participated in Community Meetings on PDM Sensitization:

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



Figure 31: Assessing the progress of PDM activities in Kichope

4.14 Mindset Change Conducted in Two Primary Schools:

The intern conducted a mindset change program in Basomesa and Islamic Primary Schools in March 2025. This session involved guiding and counseling pupils and promoting awareness about URDT and the African Rural University. Additionally, a visionary approach was facilitated, leading to pupils creating visions, such as achieving 09 aggregates in Primary Leaving Exams. This effort aligns with the Aspirations of African Agenda 2063 No. 5, emphasizing people-driven development and supporting the achievement of Uganda Vision 2040.



Figure 32: Intern facilitated on mindset change at Islamic primary school



Figure 33: Visionary approach facilitated using a rubber band at Islamic primary school

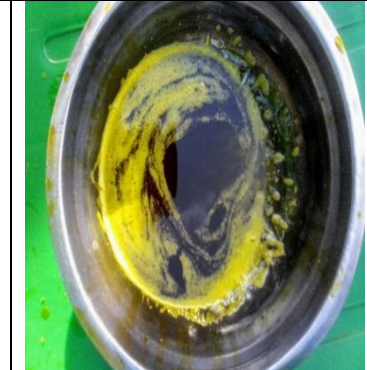
4.15 Made shoe polish with community members

On 3rd April, 2025, the intern, together with community members from Kinywataba village, Basomesa, and Islamic primary schools, produced two tins of shoe polish using pounded charcoal, avocado, and paraffin. This reduced the cost of purchasing shoe polish from the shop. After making the shoe polish, it was tested on shoes, pupils and community members appreciated this new technology, and learnt to utilize readily available resources. This project aligns with SDG 1 (No Poverty) since it enables individuals to generate income and save money instead of spending on purchasing shoe polish.

		
<i>Figure 34: An Intern facilitating shoe polish making to the pupils</i>	<i>Figure 35: Pupils after testing that it works better</i>	<i>Figure 36: Tin of shoe polish made by pupils of Basomesa Primary School</i>

4.16 ARU Intern Facilitated Ovaccado Oil making

On 3rd March 2025, Ovaccado Oil was made together with Kinywataba savings group at Jonan playground. All women promised to do it at their homes for their hair and frying of food to avoid too much fats in their bodies. And also promised to teach their men as a way of saving money on cooking oil.

		
<i>Figure 37: ARU intern in a participatory session of making Ovaccado Oil in Kinywataba village</i>	<i>Figure 38: Intern and community conversing on the merits of using Ovaccado Oil over other Oils</i>	<i>Figure 39: Ovaccado Oil was successfully made.</i>

4.17 ARU Intern facilitated mushroom growing

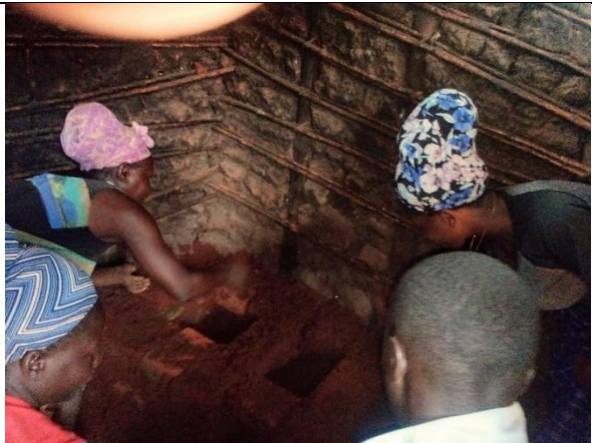
On 2/04/2025, the intern, together with the Kinywataba farmers group, facilitated the growing of Oyster mushrooms as another way of getting income in their homes after selling. More so, they are a source of

various nutrients like Vitamin D and are free from calories for people's bodies. 95% of the community gained knowledge and skills on Mushroom growing and promised to continue growing them for consumption and sale purposes. This is in line with learning outcome (iii) of chapter one of this report.

			
<i>Figure 40: Intern together with the community members of Kinywataba preparing mushroom gardens</i>	<i>Figure 41: Intern with Sanyu fellie planting spawns in the gardens</i>	<i>Figure 42: Mushroom gardens for Mrs. Sanyu fellie</i>	<i>Figure 43: Mushrooms grown after three weeks</i>

4.18 Five (05) Lorena stoves constructed

The intern facilitated the construction of Lorena stoves in five households. The intern collaborated with five different families to construct Energy Saving Stoves using bricks, sand, and cement. These stoves were installed in the homes of Mr. Asimwe Vicent, Mr. Byenkya Mohamod, Mrs. Grace Tumusiime, John, and Rujumba Joseph, respectively. As Nsamba (2021) points out, Lorena stoves are known for their efficiency, reducing the time needed to collect firewood or other fuels, while also mitigating deforestation and air pollution. The construction of these energy-saving stoves aimed to promote environmental conservation in local communities, good health, and sanitation, aligning with Sustainable Development Goal (SDG) 7, which seeks to ensure access to affordable, reliable, sustainable energy for all.

	
<i>Figure 44: Intern participating in lorena stove construction</i>	<i>Figure 45: Lorena stove constructed</i>

4.19 Made charcoal briquets

In line with protecting the environment, mostly trees, the intern introduced charcoal briquette making on 14th April 2025. The intern facilitated the making of 80 round charcoal briquet samples involving burnt banana peels, sweet potato peels, and cassava porridge. This initiative aligns with Sustainable Development Goal 13, Climate Action, as it discourages the cutting of trees for firewood and charcoal production by offering alternative options. Moreover, it supports SDG 7 (affordable and clean energy) and SDG 1 (no poverty), as it provides an income source for those involved in briquet making and selling, contributing to Uganda Vision 2040.

	
<i>Figure 46: Community members of Nyakabira preparing cassava porridge to mold briquettes</i>	<i>Figure 47: shows briquets molded</i>

4.20 Made herbal soap

Production of Herbal Soap on 15th April, 2025, the intern facilitated the making of five (5) bars of herbal soap in Kinywataba and Nyakabira. Over 70 participants gained knowledge and skills in herbal soap making, using herbs such as "aloe vera, kibirizi, Omuko, Orwihura, pawpaw leaves, and rose flower." Blue soap and soda bicarbonate were used as preservatives. This herbal soap is really effective in treating skin diseases and urinary tract infections, aligning with SDG 3, Good Health and Well-being. Although the soap has not yet met quality standards, it will be submitted for verification with the assistance of the University. This initiative is also in line with the Aspirations of Africa Agenda 2063 No. 5, which emphasizes Africa's development being people-driven and leveraging the potential of African people.

			
<i>Figure 48: Intern and community members searching for herbs to make herbal soap in Kinywataba village</i>	<i>Figure 49: Women and Men sharing boiled herbal soap in Kinywataba village</i>	<i>Figure 50: Making herbal soap in Nyakabira village</i>	<i>Figure 51: Herbal soap made with people in Kinywataba village</i>

4.21 Facilitated Vermiculture farming

Vermiculture farming is the artificial rearing or cultivation of worms (Earthworms), and the technology is the scientific process of using them for the betterment of human beings as food and rich humus. Vermicompost is the excreta of the earthworm, which is rich in humus. This was done at Mr. Mwange John's home and at my host Family during Practicum, and these families promised to start vermiculture as a project as a Group for income generation after selling earth worms and for soil fertility.

	
<i>Figure 52: Garden ready for worm cultivation</i>	<i>Figure 53: Vermicompost being collected from a jerrycan</i>

4.22 Rehabilitation and Cleaning of Three Shallow Wells

The intern collaborated with community members of Nyakabira and Kinywataba village to rehabilitate and clean three wells: Kakamara well, Nyakabira well, and Sunday well, which were in poor condition. This initiative is in line with my research topic “Strategies for accessing clean and safe water in Nyakabira village” and Sustainable Development Goal 3 (Ensuring healthy lives and promoting well-being for all) and Goal 6 (Ensuring availability and sustainable management of water and sanitation for all). It also contributes significantly to Uganda Vision 2040.

			
<i>Figure 54: A bushy well covered with grass before the intervention</i>	<i>Figure 55: Intern with the community of Nyakabira working on a well</i>	<i>Figure 56: The well after the intervention, clean and functional.</i>	<i>Figure 57: CD with Nyakabira community on a road to the well</i>

4.23 What Worked/Strengths

1. The people of Kinywataba and Nyakabira villages effectively articulated their visions, analysed their current reality, and formulated action steps to achieve their goals.
2. Guided by the field mentor, the intern gained a deeper understanding of the Epicentre Strategy and worked on various projects in Isunga Sub County, aligning with Objective 2.
3. The intern and local leaders successfully mobilized community members to participate in various community development activities.
4. Participatory Rural Appraisal (PRA) in community meetings enhanced the intern's communication and leadership skills.
5. Collaborative efforts with Sub County staff contributed significantly to achieving Objective 1.
6. Participating in Participatory Action Research (PAR) allowed community members to identify and address pressing issues, leading to the rehabilitation of three wells, in line with Objective 4.

4.24 Challenges encountered

1. While implementing the action steps as planned by the community members, some would be drunk and try to disorganize others. And as an intern, I used group discussions for all to actively participate in meetings and CDs like working at water sources as in relation to the research we carried out in Nyakabira village.
2. The intern being called for more than two activities since i worked in two villages i.e., Nyakabira and Kinywataba village. Though it was a blessing in disguise, i would manage time and attend for example two meetings in a day

4.25 Lessons Learned

1. Emphasizing mindset change is vital for sustainable development, and the intern gained insights into how local government operates.
2. Ubuntu, or togetherness, is essential for participatory learning in community work, and collaboration with key community leaders and officials, such as the Parish chief and LCI, significantly eased the work.

3. Visionary approach is key to sustainable rural transformation if well understood and implemented especially respecting the due dates set.

CHAPTER FIVE

Conclusion and Recommendations

5.0 Introduction

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

5.1 Conclusion

The conclusions drawn align with the internship objectives as follows:

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

To achieve Objective One, the intern actively participated in four Technical Planning Committee meetings, three Council meetings, mobilized the elderly for SAGE funds, and handled probationary issues under the office of the Community Development Officer.

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

To meet Objective two, the intern participated in monitored the progress of the PDM meetings, Additionally, the intern facilitated various income-generating rural technologies, including the construction of five Lorena stoves, the creation of six family visions, the production of over 80 round balls of charcoal briquets, shoe polish making, making of herbal soap, and the promotion of good farming practices in two communities.

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

For Objective three, the intern conducted Visionary Approach sessions in Kinywataba and Nyakabira villages, raised awareness about health and sanitation, trained three groups in the Visionary Approach (Tukurakurane group, Kinywataba Farmers group, and parents saving and credit group), participated in the sensitization of the community for the Parish Development Model program.

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

To address Objective Four, the intern participated in participatory planning at the village level, conducted community sessions to promote mindset change, facilitated the Visionary Approach, organized sensitization meetings on educating children as a key to development, cleared roads, and cleaned two boreholes in Kinywataba and Nyakabira villages.

5.2 Recommendations

The recommendations are made in response to the identified gaps and are aimed at various stakeholders, including ARU students, the University (ARU), and the community members in Nyakabira and Kinywataba villages

5.2.1 To ARU Students

- Students should develop fluency in the Visionary Approach to be fluent in sustainable Rural Transformation.
- Engaging in Participatory Action Research (PAR) is crucial for students, as it helps them identify topics that are relevant to the community. Therefore, students should undergo additional training in PAR sessions.
- Students should actively involve community members in Community Action Planning (CAP) training for Rural Transformation.

5.2.2 To the University (ARU)

- The university should provide Epicentre Managers (EMs) at least in every sub-county where an intern is placed and trained on how to mentor students during their internships.

5.2.3 To the Community

- Kinywataba and Nyakabira community members should focus on investing in efforts to encourage the consumption of boiled drinking water. This is crucial for improving health, educating their children, and addressing issues such as theft, illiteracy, and poverty. This suggestion corresponds with Objective (iii) of the research, which recognized unsafe water as a significant challenge in Nyakabira village.
- Community members should work together with local government leaders to enhance infrastructure, including roads and water sources, and to implement rural technologies that foster self-reliance.

APPENDICES

Appendix (i) the Sustainable Development Goals (SDGs)

GOAL 1: No Poverty.

GOAL 2: Zero Hunger.

GOAL 3: Good Health and Well-being.

GOAL 4: Quality Education.

GOAL 5: Gender Equality.

GOAL 6: Clean Water and Sanitation.

GOAL 7: Affordable and Clean Energy.

GOAL 8: Decent Work and Economic Growth

GOAL 10: Reduced inequality

GOAL 11: Sustainable cities and communities

GOAL 12: Responsible consumption and production

GOAL 13: Climate action

GOAL 14: Life below water

GOAL 15: Life on Land

GOAL 16: Peace, Justice and strong Institutions

GOAL 17: Global partnership for Sustainable Development.

Appendix (ii) Aspirations of African Agenda 2063

- i. A prosperous Africa based on inclusive growth and sustainable growth, and development
- ii. An integrated continent politically united and based on the ideas of Pan-Africanism and the vision of Africa as a Renaissance

- iii. A peaceful and secure Africa
- iv. An Africa with a strong cultural identity, common heritage, shared values, and ethics
- v. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children.
- vi. Africa as a strong, united, and influential global player and partner

Appendix (iii) The Millennium Development Goals (MDGs)

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

Appendix (iv) Attendance lists

1	Tubasaga	Margret
2	Nakacwa	Teddy
3	Nyansura	Grace
4	Dikara	Tereza
5	EriFaza	Sanasio
6	Mbabazi	K
7	NSUNGWA	m
8	NAMIRENBE	J
9	MIBABAZI	G
10	KABASINGUZI	M
11	Wembabazi	shakirah
12	Sekungu	Peter
13	ALANDA	Gadi
14	Byaruhunga	Elifazi
15	Kasanga	Bernard
16	Sanyondo	Raphael
17	Mikazi	Anthony

No	Name	Sex	Signature
1	Baram Kibingo	M	
2	Emmanuel Just	M	
3	Kisanga Peter	F	
4	Kibingo Peter	M	
5	Kabingo Lucy	F	
6	Kabingo Fred	M	
7	Mbabazi Benjamin	M	
8	Kabingo Geoffrey	M	
9	Kabingo John	M	
10	Kabingo John Paul	M	
11	Kabingo Mwanika	F	
12	Kabingo Grace	F	
13	NSungwa Margaret	M	
14	Kusuma Mary	M	
15	Kusuma Edward	F	
16	Mbabazi Grace	F	
17	Kibingo Mary	F	
18	Kibingo Mwanika	F	
19	Kibingo Grace	F	
20	Kibingo Grace	F	
21	Kibingo Nancy	F	
22	Kibingo Grace	F	
23	Kibingo Grace	F	
24	Kibingo Grace	F	
25	Sunday Raphael	M	

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

Accountable	Vision	Due date
Intern	A Model village with clean and safe water, stable household income, visionary approach facilitated, and Rural Technologies for self-reliance by 30th June, 2025	30th June, 2025
Intern	Action Steps	
Intern	5. Report writing and presentation	30th June, 2025
Intern	4. Community engagement in community development work	30 th May, 2025
Intern	3. Train household and community members in appropriate technologies	29 th April, 2025
Intern	2. Conduct and train 3 consciousness-raising sessions	30 th March, 2025
Intern	1. Identify a new village. Review the host family's vision and projects	23 rd Feb, 2025
	Current Reality 1) Have knowledge and skills 2) Reference equipment like ARU scroll, the 18 weeks' session guide book, flipcharts, markers, and frames are available 3) Community members available 4) Stipend available 5) Field mentor and faculty Supervisor are available	

	6) The political and technical staff of Isunga sub-county are available	
--	---	--

Appendix (vi) template showing the result table

Date	Activity	Output	Outcome	Venue	Method of verification
10 th Feb 2025	Conducted community action planning	One Community vision made. (a village with sustainable agricultural practices)	34 Community members gained knowledge and skills through the visionary Approach	Kinywataba Village	Pictorial
11 th Feb 2025	Conducted participatory action research	Identified issues (insecurity). Set strategies like the Mutima Gumu group to ensure security	34 People gained skills in visionary planning	Nyakabira	Pictorial
14 th Feb 2025	Facilitated Visionary Approach	Class Visions created	130 Pupils gain knowledge in	Islamic and Basomesa primary school	Pictorial

			a visionary approach		
17 th Feb 2025	Facilitated income-generating activity (mushroom growing)	Established a group for mushroom growing	27 Women gained skills in indoor mushroom growing	Kinywataba	
24 th Feb 2023	Conducted guidance and counseling to pupils in Basomesa and the Islamic primary school, as well as advertising URDT and African Rural University	Mindset change in the line of learning	125 Pupils gained confidence in continuous learning (higher levels of education)	Kinywataba	Pictorial
5 th March 2025	Conducted technologies for rural transformation in schools	Made Shoe polish,	130 Pupils gained skills in shoe polish making using locally available materials.	Basomesa and Great Futures primary schools in Kinywataba and Nyakabira villages	Pictorial

13th March 2025	Agricultural practices were conducted in villages	Seedbeds made like included cabbages, onions, African spinach, Sukuma Wiki, green papaya, and carrots	15 Men and 20 women gained various skills and knowledge on seedbed preparations and planting techniques	Kinywataba village	Pictorial
18 th April, 2025	2 shallow wells were cleared.	Two wells cleared	Four men and eight women gained knowledge on how to use the water from the wells and conserve the ecosystem by not killing the animals inside the well.	Nyakabira village	Pictorial

Appendix VII References

1. Fritz, R. (2022, March 11). Retrieved from <https://www.robertfritz.com/wp/>
2. Ministry of Agriculture, A.H. (2022). Retrieved from <https://www.agriculture.go.ug/national-development-plan-ndp2/>
3. Group, L. D. (2021). Retrieved from <https://www.ldpg.or.ug/Vision-2040-and-national-development-plans/>
4. Health, M. o. (2022). Retrieved from <https://www.health.go.ug/cause/third-national-development-plan-ndp-2020-21-2024-25/>
5. Keller, S. (n.d.). Retrieved from <https://sswm.info/sswm-solutions-bop-markets/improving-water-and-sanitation-services-provided-public-institutions-1/community-action-plan>

Appendix VIII. A sketch map of Nyakabira village

