

African Rural University



Enhancing Rural Transformation through Community Engagement in Burora Sub-County, Kagadi District

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**An Internship Report Submitted to the Faculty of Technologies for Rural
Transformation (TRT) of African Rural University in Partial Fulfilment for the
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DECLARATION

I, Akao Lyn, solemnly declare that this report is a result of my independent work and original effort. It has not been previously submitted to any institution or presented by any individual for the award of a degree or any other academic qualification.

Sign by



AKAO LYN (21/ARU/BRD/003)

Date: 23/06/2025

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Last but not least, I am very grateful to African Rural University (ARU) for the logistical facilitation provided during my internship journey.

DEDICATION

This report is wholeheartedly dedicated to the Almighty God, my ever present helper, provider and guide through every situation.

I also dedicate it to my dear mother, Ms. Kabasomi Anitah, Mr. and Mrs. Nyabwana Francis, my grandparents, and all my family members, whose unwavering support has played a vital role in helping me reach this point in my academic journey.

My deepest appreciation goes to the administration and supervisors of African Rural University for their inspiration, guidance, encouragement, dedication and the valuable skills and knowledge imparted to me during the Internship orientation. It is their efforts that have truly helped bring out the best in me.

APPROVAL

This internship report has been completed under our close supervision and I hereby confirm that it is the original work of Akao Lyn.

Mr. Tusiime John (Faculty Mentor)

Sign 

Date: 23/06/2025

Mr. Twesiime Paulino (TWS)

Sign 

Date: 23/06/2025

Miss. Anakuya Mary Gorreth (Field Mentor)

Sign 

Date : 23/06/2025

ACRONYMS/ABBREVIATIONS

ARU: African Rural University

BRD: Bachelor of Rural Development

C/P: Chairperson

CAP Community Action Planning

CD: Community Development

CDD: Community Driven Development

CDO: Community Development Officer

CR: Current Reality

EM: Epicenter Manager

ES: Epicenter Strategy

H/H: House Hold

LC: Local Council

LCI: Local Council One

LCIII Local Council Three

P/S: Primary School

PAR: Participatory Action Research

PDM: Parish Development Model

SDGs: Sustainable Development Goals

S/C: Sub County

ST: Structural Tension

STC: Structural Tension Chart

TRT: Technologies for Rural Transformation

TWS: Traditional Wisdom Specialists

URDT: Uganda Rural Development and Training Programme

VA: Visionary Approach

AI: Artificial Intelligence

P/S: Primary School

KCSON: Kitara Civil Society Organization Network

BSCWLC: Burora Sub County Women Leadership Circle

FFLG: Farmer Family Learning Group

DEFINITION OF KEY TERMS

Africa Agenda 2063: This is Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future.

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

Visionary Approach: It is an approach that empowers a firm to create or recreate an industry with some degree of predictability by seeing an opportunity and pursuing it single mindedly.

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

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

Structural Tension: This is the discrepancy between what one wants (Vision) in relation to what one has (Current Reality). It is developed when one holds the Vision and the Current Reality simultaneously which generates tension and guides in setting action steps towards achieving the Vision.

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

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

Participatory Action Research: This is an approach to research in communities that emphasizes participation and action. It seeks to understand the world by trying to change it, collaboratively and following reflection and emphasizes collective inquiry and experimentation grounded in experience and social history.

SDGs: These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

Uganda Vision 2040: This is a development path and strategy to operationalize Uganda's Vision statement which is "A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years" as approved by Cabinet in 2007".

Women Empowerment:

This is the process in which women leaders elaborate and recreate what it is that they can be, do, and accomplish in a circumstance that they previously were denied.

ABSTRACT

This report describes the internship experience aimed at enhancing rural transformation through community action planning and participatory action research over the period of four months, from 1st February and ended on 20th May, 2025. The internship was in line with four objectives; “1. ARU Intern has capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery in Burora Sub County. 2. ARU Intern as a Potential Epicenter Manager can demonstrate an understanding of the role of Epicenter Strategy in the implementation of the parish development model and realization of Uganda Vision 2040. 3. ARU Intern has the capacity to conduct Community Action Planning (CAP) as a Democratic Bottom Up process to cause Rural Transformation. 4. ARU Intern has the capacity to conduct PAR and develop plans to create change in the community.” Chapter two reveals relevant literature including Sustainable Development Goals, Africa Agenda and Uganda Vision 2040. Methods used included; document review and observation. The internship provided hands-on experience through practical involvement in key government initiatives, particularly the PDM, offered valuable exposure to participatory planning, and rural innovation. Community sessions were conducted on the Visionary Approach, CAP, and appropriate technologies such as soap-making, mushroom cultivation, and energy-saving stoves. Trainings also empowered community members to recognize that they are key to development. In conclusion, the internship met all objectives and contributed to personal growth and community development. The Intern recommend continued field engagement and increased community participation in planning and implementation.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter talks about the background of ARU, background of internship, background of Burora Sub-County, internship objectives and learning outcomes, the scope of the internship and its significance.

1.2 Background of ARU

African Rural University is an all-women's University. It creates an alternative training approach by bringing together conventional academics and Traditional Wisdom Specialists who design and deliver a highly contextualized curriculum with 60% theory and 40% practical. This unique approach produces graduates who have relevant knowledge, attitude and have mastered a wide range of skills that will allow them to effectively conduct community driven development process. In ARU education philosophy, students learn and work in partnership with rural people in their own settings. They use the Participatory Approach, they design and implement project regeneration.

ARU was established after identifying the missing link between education and rural transformation. To curb that gap, ARU educates women who later work in rural areas to cause transformation. Therefore, in their fourth year of study, they are deployed for Internship at Sub-county level to translate the theory into practice through making research, learning and staying together with rural communities to develop mindsets, work and transform people's livelihoods.

1.3 Background of Internship at ARU

Internship comprises the fourth year of study and introduces students to real community life experience and prepares them for leadership in Community-Driven Development (CDD) Programs. After Internship, ARU graduates get the opportunity to work with URDT for at least three years as Epicenter Managers (EM) to establish CDD centers at Sub-county level in a Public Private Partnership (PPP) with Kibaale, Kagadi and Kakumiro Districts Local Governments. The Internship was organized in such a way that fourth year students are deployed to Sub-Counties where Epicenter managers (EMs) are already

working so as to mentor them as they prepare to become professional Rural Transformation Specialists (RTS).

1.4 Background of Burora Sub-county

Burora Sub-County is located in Buyaga West, approximately 8.1km away from Mabale Town Council, Kagadi District. It is bordered by Mabale Town Council, in the East, Kyakabadima Sub County, in the North, Rugashari Sub County, in the West and Kyangwali Sub County-Kikube District in the South.

It comprises 8 parishes, Burora, Kamambu, Kayembe, Kihumuro, Nyamukaikuru, Rwentale, Nyamigisa and Rutuuza and 43 villages. According to the 2014 Census, it had a total population of 13,115 people, comprising 6,353 males and 6,762 females with 2,175 households. It is predominantly occupied by Bafumbira, Bakiga, Banyarwanda, Bakonjo and few Banyoro. Agriculture is the backbone of Burora's economy, with residents engaged in subsistence farming. Common crops grown include; maize, beans, groundnuts, cassava, sweet potatoes and bananas and the major cash crops being cocoa, sugarcane, tobacco and vanilla.

Burora S/C has 3 Government aided primary schools namely, Burora P/S, Kihumuro Parents P/S, and St. Andrea P/S and St. Jude Seed Secondary School, funded by the World Bank under the Uganda Intergovernmental Fiscal Transfer (Ugift) program and one private secondary school, Burora Progressive and one Health Center III.

Burora Sub County has natural resources like River Nguse, Bugoma forest and different plateaus which give the Sub County beautiful scenery. The climate in this Sub-County is tropical rainforest climate, characterized by high rainfall throughout the year, with temperatures averaging around 20.7°C (69.3°F), with two rainfall maxima (first season March to May and second season August to November) which favors agricultural activities. Additionally, this climate type is typical for areas near the equator and supports lush vegetation and diverse wildlife.

Source: Kagadi District Website

1.4.1 Vision statement of Burora Sub County

To be a model Sub County with empowered citizens, thriving in a sustainable economy, enjoying equitable access to quality services and actively shaping a resilient and prosperous future.

1.5 Scope of the Internship

The scope of the internship reveals the time scope, geographical scope and content scope of the internship

1.5.1 Time Scope

The internship was carried out for four month covering entire semester, 1st February to 20th May 2025.

1.5.2 Geographical scope

The Internship was conducted in various villages including Mabuyemeru A, Nyamukaikuru, Kaffene, Rutuuza, Kabyaza and Kahanama Villages, Burora Sub County, Kagadi District in Mid-Western Uganda.

1.5.3 Content Scope

The internship covered areas of community resource mobilization, education, sustainable agriculture, health & nutrition, sustainable self-help projects. These were implemented through CAP and PAR.

1.6 Objectives of the Internship

Internship was done following four objectives as follows;

1. ARU Intern has the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery in Burora Sub County.
2. ARU Intern as a Potential Epicenter Manager demonstrate has an understanding of the role of Epicenter Strategy in the implementation of the parish development model and realization of Uganda Vision 2040.
3. ARU Intern has the capacity to conduct Community Action Planning (CAP) as a Democratic Bottom Up process to cause Rural Transformation.
4. ARU Intern has the capacity to conduct PAR and develop plans to create change in the community.

1.7 Significance of the Internship

The Internship was significant to the Intern, ARU, URDT, and the Community Members as **indicated below:**

1.7.1 To the Intern

The Intern gained practical experience in working with rural communities.

The Internship helped the Intern to develop her leadership capacity in facilitating community societal change through PAR and CAP.

1.7.2 To ARU

ARU became particularly well-known in Burora Sub County, primarily through trainings focused on appropriate technologies

1.7.3 To URDT

The internship significantly contributed to the wider dissemination of URDT/ARU's Visionary Approach in the sub-counties of Kagadi, Kibaale, and Kakumiro Districts with a case study of Burora Sub County.

1.7.4 To the Community

The intern backed the implementation of the Parish Development Model through mindset change sessions in Kihumuro, raising awareness and inspiring communities to shift from problem-solving to creating their desired futures in line with Uganda Vision 2040. The community members gained knowledge and skills in different aspects such as the visionary planning, health and sanitation, sustainable agriculture, water accessibility and rural Appropriate Technologies.

1.8 Conclusion

This introductory chapter serves as the foundation for the entire internship report, providing a clear framework for the subsequent chapters two, three, four and five. It establishes the context and prepares the reader for the detailed analysis and findings that follow. Chapter Two, which begins below, presents the review of related literature.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

This chapter presents related literature review on different aspects that impacted ARU internship 2025 which was guided by the objectives mentioned under Chapter One (1.5) of this report. These aspects included transformation, development, rural development, Integrated Rural Development, Approaches to Rural Development, governance structures based on local governance, Sustainable Development Goals (SDGs), Parish Development Model, Africa Agenda 2063, Uganda Vision 2040 and National Development Plan III (NDP III) and they are discussed below:

2.1 Transformation

Transformation is centered on enhancing the overall quality of life for people. This involves fostering investments in key areas such as health, education, and rural infrastructure, as well as establishing efficient rural financial systems. It also requires implementing policies that promote gender equity and empower rural populations, especially the most vulnerable through well-designed and effective programs. Additionally, improving small-scale farmers' access to innovative markets and strengthening their participation throughout the value chain are crucial steps. In this context, the Intern and the Epicenter Manager conducted a Community Action Plan (CAP) and developed action steps aimed at building the kind of Village they envisioned, thereby driving transformation.

Source: Mezirow, J. (1997)

2.2 Development

Development drives social change that enables individuals to reach their full potential. It involves improving a country's economic and social conditions, particularly through the effective management of natural and human resources to generate wealth and enhance quality of life. At the village level, development can be seen in the presence of essential services and infrastructure that both enrich human lives and protect the environment and that is to say, access to clean water, sanitation, housing, energy, healthcare, education,

employment and efforts to reduce poverty. As part of this process, the Intern organized and led community development activities including constructing underground water tanks to provide clean and safe water, teaching environmental conservation techniques that is tree planting, participation and raising awareness about government programmes like the Parish Development Model. These efforts aimed to eradicate poverty and help transition the country from a low-income to a middle-income status, as reflected in the key facilities that support sustainable and improved village life.

Source:World Bank. (2021). *World Development Report 2021: Data for Better Lives*. Washington, DC: World Bank.

2.3 Rural Development

Rural development refers to the process of enhancing the quality of life and economic well-being of people living in rural, often remote and sparsely populated, areas. Its primary goal is to promote sustainable livelihoods particularly for marginalized and impoverished groups, while taking into account the unique characteristics of each locality. The term is sometimes mistakenly used interchangeably with “agricultural development” or “regional development,” but rural development encompasses a broader range of initiatives. It includes efforts by Governments, donors, Non-Governmental Organizations and local communities aimed at improving living standards in rural areas such as villages, countryside, and remote settlements (Bebbington, 2001). In line with this understanding, the Intern equipped community members with income-generating technologies, thereby contributing to rural development and supporting the goals of Uganda Vision 2040.

2.4 Integrated Rural Development

Integrated Rural Development is the process of bringing together various development services into a unified and coordinated system, with the goal of enhancing the well-being of rural communities. It seeks to overcome the challenges of aligning policy making across multiple sectors that must be involved in the planning process, as well as coordinating administrative efforts where diverse field activities need to occur either simultaneously or in a well-structured sequence (Brinkerhoff, 1981).

2.5 Approaches to development

There are various approaches to Development that were used and they include; The Visionary Approach, Community Action Planning, Participatory Action Research, Women Empowerment, Human Rights Based Approach to Programming, Community Driven Development and Governance.

Source: Rowlands, J. (Ed.). (2003).

2.5.1 The Visionary Approach

The Visionary Approach has three elements Vision, Current Reality and Structural Tension. A Vision is defined as a clear and compelling mental picture of what one truly wants (desired future) formulated in the present as if it was already achieved. Current Reality (CR) is a clear and true description of the existing situation in relation to the Vision. Structural Tension (ST) is the discrepancy between Vision and Current Reality. It is developed when one holds the Vision and Current Reality at the same time. This discrepancy is the power from within which, if well resolved, creates change because the natural tendency is that tension seeks resolution. The power to attain one's aspirations resides in how one works with the Structural Tension. It is one of the dominant approaches used by ARU/URDT in transforming rural communities by training people how to form Visions of what they desire for their future (Robert Fritz, 2018). This is illustrated below:

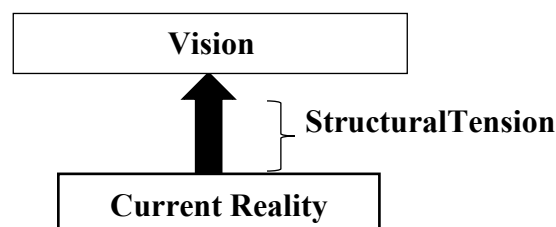


Figure 1: An Illustration of Visionary Approach

Citation: African Rural University. (2024). *About the African Rural University Uganda (ARU)-2025/2026*. Retrieved from <https://ugandafact.com/about-the-african-rural-university-uganda-ar>

2.5.2 Community Action Planning

Community Action Planning is a road map for creating community change guided by several tools which help to specify what will be done, who will do it and how will it be done and for which purpose it is to be done. In other words, the action plan describes what community members want to accomplish? What activities are required during a specified timeline? What resources (materials, people or money) are needed to be successful? CAP ensures that all members are involved and participate in all stages of change: beginning of idea, visioning, defining strategies, implementation and evaluation. The Intern used this method at family, group and community levels for planning and implementation of actions.

Community Action Planning develops capacity for communities to take appropriate action for their own development. It is the framework for the implementation of actions decided by the communities and therefore, important that the community itself to prepare the Community Action Plan. This helps them communities to internalize the plans and to take responsibility for their implementation and maintenance.

2.5.3 Participatory Action Research

Participatory Action Research (PAR) is a qualitative research methodology that requires further understanding and consideration. PAR is considered democratic, equitable, liberating and life-enhancing qualitative inquiry that remains distinct from other qualitative methodologies. Using PAR, qualitative features of an individual's feelings, views and patterns are revealed without control or manipulation from the researcher. The participant is active in making informed decisions throughout all aspects of the research process for the primary purpose of imparting social change; a specific action(s) is the ultimate goal. (Macdonald, 2012)

Participatory Action Research is used widely as a research strategy across the social and health sciences where it has become strongly associated with the production of knowledge for action that is of direct benefit and use to people, most of all to those living in conditions of social vulnerability, disadvantage and oppression.(Amaya & Yeates, 2014). The Intern and community members conducted PAR in Mabuyemeru A Village on community driven approaches for water accessibility which involved

different stake holders in my research proposal, collecting of data, recommending actions, analyzing the data and implementing the actions that were recommended during the research by the community members.

2.5.4 Women Empowerment

The Internship emphasized the idea of Women Empowerment where the Intern emphasized to the community members that everyone is key to his/her development which is in line with Objective (i) as indicated in Chapter One.

Women's empowerment is a process of personal and social change through which they gain power, meaningful choices and control over their lives. There are many pathways to women's empowerment but important enabling conditions include women's collective action, constitutional and legal reform, social and economic policy measures, and changes in sociocultural norms. Empowerment is not something that can be done to or for women. Women are the agents of their empowerment. (valters, 2014)

Women empowerment is a Socio-Political concept that goes beyond "formal Political participation" and "consciousness raising." A full definition of empowerment must include cognitive, psychological, Political and economic components. The cognitive component refers to women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society. (Allison, 2017)

The psychological component includes the development of feelings that women can act at personal and societal levels to improve their condition as well as the formation of the belief that they can succeed in their change efforts.

The Political component of empowerment entails the ability to analyze the surrounding environment in Political and social terms; it also means the ability to organize and mobilize for social change. In consequence, an empowerment process must involve individual awareness and collective action is fundamental to the aim of attaining social transformation. (Medel-anonuevo)

2.5.5 Human Rights Based Approach to Programming

A human rights-based approach is focused on conscious and systematic enhancement of human rights in all aspects of project and program development and implementation. It is a conceptual framework for the process of human development that is normatively based on International human rights standards and operationally directed to promoting and protecting human rights. The Universal Declaration of Human Rights (UDHR 1948) and other International human rights instruments form the core basis of the HRBA conceptual framework. (Partners, 2015)

The human rights approach underlines the multidimensional nature of poverty, describing poverty in terms of a range of interrelated and mutually reinforcing deprivations and drawing attention to the stigma, discrimination, insecurity and social exclusion associated with poverty. The deprivation and indignity of poverty stem from various sources, such as the lack of an adequate standard of living, including food, clothing and housing and the fact that poor people tend to be marginalized and socially excluded.

2.5.6 Community Driven Development

This is a form of development that gives control of decisions and resources to community Groups. These Groups often work in partnership with demand-responsive support organizations and service providers including elected local governments, the private sector, NGOs and central government agencies. CDD is a way to provide social and infrastructure services, to organize economic activity and resource management, to empower poor people, improve governance and enhance security of the poorest. (Bank, 2006). Through CDD, 2 access roads were cleared and 1 borehole repaired and 9 underground water tanks completed.

2.5.7 Governance

According to UNDP, Governance is the exercise of economic, political and administrative authority to manage a country's affairs at all levels. It comprises mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences (BANK, 2019). The power exercised by participating sectors of the society

is always for the common good, as it is essential for demanding respect and cooperation from the citizens and the state, a great deal about governance is the proper and effective utilization of resources

In Uganda, Governance is characterized by both Central and Local Governments (including Lower Local Governments). In this case and in accordance with the Local Government Structures. These structures are provided under the Constitution of Uganda 1995 (as amended) under Chapter 11, Article 176. The Structures are further operationalized under the Local Government Act CAP 243. Internship was done in Burora Sub-County Lower Local Government in Kagadi District. So, the impact of Internship was felt in the above Sub-County as shall be elaborated under Chapter Four.

2.6 Sustainable Development Goals

This Internship was done to implement the 17 SDGs as indicated in Appendix (ii) of this Report. SDGs replaced the eight Millennium Development Goals (MDGs). The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated and they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. (Programme, 2022)

2.7 Africa Agenda 2063

The Africa Agenda 2063 is yet another Policy Framework that impacted the process during the Practicum. Africa Agenda 2063 is Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future. It is the continent's strategic framework that aims to deliver on its global for inclusive and sustainable development and is a concrete manifestation of the Pan-African drive for unity, self-determination, freedom, progress and collective prosperity pursued under Pan-Africanism and African renaissance.

The 2030 Agenda includes the Seven Aspirations as indicated in Appendix (iii) of this Report, 17 Sustainable Development Goals which in turn list 169 targets, all aimed at a

universal, integrated and transformative Vision for a better world. The SDGs were built on a participatory basis, building on the successful experience of the Millennium Development Goals (MDGs), responsible for major advances in promoting human development between 2000 and 2015

2.8 Uganda Vision 2040

Government in 2007 approved the Comprehensive National Development Planning Framework policy (CNDPF) which provides for the development of a 30year Vision to be implemented through: Three 10-year plans; six five-year National Development Plans (NDPs); Sector Investment Plans (SIPs); Local Government Development Plans (LGDPs) and Annual work plans and Budgets. Consequently, Cabinet approved the National Vision Statement, “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years”. The National Planning Authority in consultation with other government institutions and other stakeholders has thus developed a Uganda Vision 2040 to operationalize this Vision statement.

Uganda Vision 2040 builds on the progress that has been made in addressing the strategic bottlenecks that have constrained Uganda’s socio-economic development since her independence, including; ideological disorientation, weak private sector, underdeveloped human resources, inadequate infrastructure, small market, lack of industrialization, underdeveloped services sector, underdevelopment of agriculture, and poor democracy, among others. This involves changing from a predominantly low income to a competitive upper middle-income country within 30 years. It is envisaged that the country will graduate to the middle-income segment by 2017 and reach a per capita of USD 9,500 by 2040. The theme of the Vision is, “Accelerating Uganda’s Socioeconomic Transformation. (2040).

Source:National Planning Authority (2013). *Uganda Vision 2040*. NPA, Kampala, Uganda.

2.9 Parish Development Model

This is a development approach conceived under the third National Development Plan (NDP III) and prescribed by the NRM Manifesto 2021-2026. The Model’s objectives are to deepen the decentralization process; improve household incomes; enable

inclusive; sustainable, balanced and equitable socio-economic transformation on; and increase accountability at local levels. The model positions the PARISH as the Epicenter of multisectorial community development, planning, implementation, supervision and accountability. PDM is therefore a government approach that delivers a package of services. Under the PDM, the Parish Chief will lead the community development agenda by consensus. It is expected by the central government that by giving power to local policy makers; it will shape the rural economy by focusing on their competitive advantages.

The program is aimed at transforming 39% of households from subsistence economy to commercial production. The model is in line with the NDP III whose goal is to increase household incomes and improve the quality of life of Ugandans. The model revolves around seven pillars; production, storage, processing, and marketing, infrastructure and economic services, financial inclusion, social services, mindset change, Parish-based management information system, and governance and administration.

2.10 National Development Plan III

NDP is the third in a series of six NDPs that will guide the Nation in delivering the aspirations articulated in Uganda Vision 2040, NDP III is anchored on the progress made, challenges encountered and lessons learnt from previous planning and implementation experiences of NDP I and NDP II. The plan defines the broad direction for the country and sets key Objectives and targets for the sustainable socio-economic transformation of Uganda.

Source: National Planning Authority (2020). *Third National Development Plan (NDPIII) 2020/21 – 2024/25*. NPA, Kampala, Uganda.

2.11 Conclusion

Following the discussion in Chapter Two, attention is now directed to Chapter Three, which details the methods utilized during the internship.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is concerned with the methods used during the internship in the village where practicum was carried out and other groups in other villages in Burora Sub County. The methods included: Visioning and documentation and approaches like Visionary Approach, Community Action Planning.

3.1 Visioning

Visioning is the sacred act of seeing beyond the present moment into the realm of possibility. It is the art of summoning a future not yet born, shaping it with imagination, purpose and deep intention. Visioning calls us to rise above limitations, to pierce the veil of what is and to glimpse what could be, a world crafted not by chance, but by conscious design. It is the inner eye opening, the soul listening and the heart leading.

To vision is to dream with direction, to set your compass by the stars of purpose and potential and to move boldly toward a horizon only you can first behold.

Source: Bondi, E., Xu, L., Acosta-Navas, D., & Killian, J. A. (2021).

3.2 Documentation

The Intern used materials such as; URDT scroll, flipcharts, markers, masking tapes, rubber band, camera, note book and pen to ensure proper records.

3.3 Visionary Approach (VA)

This methodology is a senior force in the URDT model. Rural Development is sustainable when it is driven by what people truly want (Vision). The Intern used this approach in enabling people realize what they truly want to create (Vision) and at the same time observe the current reality (CR) and recognize the gap (Discrepancy) between the two which in the end requires taking action. The frequently asked questions were as follows; what type of family or community do you want? (Vision). How does

the family or community look like now (Current reality)? What can be done in order to achieve what you want? (Action steps)

Source: Bondi, E., Xu, L., Acosta-Navas, D., & Killian, J. A. (2021).

3.4 Community Action Planning (CAP)

It is one of the participatory tools used to build the capacity of community members in taking action in accordance with the aspiration and potential of the community. The Community Action Plan becomes a framework for implementing the activities that are decided by the community itself. This method motivates people to take lead in planning and implementation of constructive activities. In other words, the action plan describes what the community wants to accomplish, what activities are required during a specified timeline and what resources (financial, people and materials) are needed to be successful. The Intern used CAP and followed it throughout the internship to cause change that people desired.

3.4 Participatory Action Research (PAR)

This method was used by the Intern to pursue action and research outcomes and also to emphasize participation and action among community members. PAR is an approach to action research emphasizing participation and action by members of communities affected by that research. It seeks to understand the world by trying to change it, collaboratively and following reflection.

The actions recommended by community members were successfully implemented thus causing change within the community.

Source: Omodan, B. I., & Dastile, N. P. (2023).

3.5 Conclusion

Following the discussion of the methods utilized by the intern in Chapter Three, focus now shifts to the results presented in Chapter Four, with subsequent attention given to the conclusions and recommendations in Chapter Five.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0. Introduction

This chapter is concerned with the presentation and discussion of results. It elaborates the activities that were done and actions taken to create specific results. It also gives insights, enhancing and constraining factors.

4.1. Under objective (i), 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 Burora Sub County.

4.1.1 Participation in Local Government Planning and Review Meetings

During the internship period, the intern actively engaged in several key local government fora, including one Technical Planning Committee (TPC) meeting, two Council Meetings and one Budget Conference. These meetings were convened as part of the Sub County's routine governance and accountability framework aimed at tracking development progress and aligning ongoing initiatives with strategic plans.

The Technical Planning Committee meeting served as a platform for technocrats to evaluate sectoral achievements, share updates and identify gaps in service delivery. The two Council Meetings brought together both technical and political leaders to deliberate on policy matters, approve plans and validate reports in accordance with the provisions of the Local Governments Act, CAP 243 of the Laws of Uganda, "the Local Governments Act operationalizes the decentralization policy enshrined in the 1995 Constitution (as amended), empowering local councils to plan, implement and monitor service delivery in their jurisdictions." The Budget Conference provided an opportunity for stakeholders including the Sub County leaders, Councilors and Non-Government Organizations to contribute to the formulation of the Sub County's annual budget and work plans.

Through consistent involvement in these engagements, the intern gained invaluable insights into the operational dynamics of local government systems and structures. This exposure significantly

contributed to the understanding of participatory planning, interdepartmental collaboration and the critical role of governance frameworks in local development (**refer to photos below**).

		
Photo 1: During a Council meeting at Burora S/C headquarters	Photo 2: During a TPC at Burora S/C headquarters	Photo 3: During a Budget Conference at Burora S/C headquarters

4.1.2 The Intern participated in an environmental conservation activities

During the internship, the intern actively participated in various environmental protection and conservation activities. These included tree planting such as candle nut and cocoa for both environmental restoration and income generation. These efforts were supported by the partnership between Bunyoro Cocoa Farmers Cooperative Society Limited, Kitara Civil Society Organization Network (KCSO) and Mabuyemeru Cocoa Farmers Group. KCSO works to strengthen community capacity in natural resource management, sustainable livelihoods, environmental stewardship and public awareness.

The intern also contributed to reforestation drives, development of educational materials on sustainability, and community-led eco-friendly initiatives like waste segregation, recycling, and biodiversity conservation. These activities reflected the intern's commitment to environmental responsibility, teamwork and practical solutions to ecological challenges in the Albertine region (**see photos below**).

	
Photo 4: preparing land (70 X 70 meters) for raising Cocoa bed with 200,000 potted trees	Photo 5: taking measurements of 70 X70 meters
	
Photo 6: Piling soil for potting	Photo 7: Members of Mabuyemeru Cocoa Farmers Group tilling land in preparation for potting 200,000 cocoa trees.

Additionally, the intern took part in several community-based health and development activities organized by Baylor Uganda. These included mobilizing community members for health outreaches, assisting in profiling participants for HIV prevention and adolescent health training, documenting field activities and working with technical staff and community volunteers to support integrated service delivery. These experiences provided the intern with practical skills in public health programming, community engagement, and coordination.

Baylor Uganda focuses on improving healthcare access and building capacity, especially among girls aged 18–24. Their programs target school dropouts or those who never attended school,

offering services in maternal and child health, adolescent HIV care and health systems strengthening across Burora Sub-county.

During the internship, the intern also participated in a Baylor Uganda training for nine sub-county members. The training aimed to at equipping participants with skills and knowledge on how to fill out profiling forms to support healthcare and community initiatives. As part of this process, 46 girls were profiled in Burora Parish, 32 in Nyamukaikuru, 41 in Rweentale, and 56 in Kuhumuro. These girls will later receive free hands-on vocational training in areas such as tailoring, welding, handcrafts, plumbing, baking, and hairdressing (**refer to photos below**).



Photo 8: During training for 9 members to be profilers



Photo 9: Above are some of the girls ranging from the age of 18-24 years that were profiled in Burora Parish



Photo 10: During profiling stage

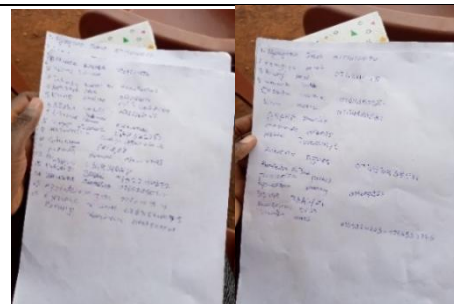


Photo 11: Attendance lists for the girls that were profiled

4.1.3 Participation in Parish Development Model (PDM) Activities

The intern actively participated in key activities under the Parish Development Model (PDM), a government initiative aimed at transforming subsistence households into the money economy through inclusive, bottom-up planning and service delivery at the parish level. Specifically, the intern was involved in both the profiling and disbursement phases across three parishes: Burora, Nyamukaikuru, and Kihumuro. These activities aligned with Pillar 6 of the PDM, which focuses on the Parish-Based Management Information System (refer to Appendix V).

In Burora and Nyamukaikuru Parishes, the intern participated in the profiling of beneficiaries by identifying, registering and verifying eligible households. This ensured accurate documentation of socio-economic data to guide future interventions. In Kihumuro Parish, the intern participated in the disbursement phase, facilitating the distribution of funds to all 50 identified beneficiaries, thereby promoting equity and inclusion in line with SDG 10 “reduced inequalities”.

All activities were carried out in collaboration with the Community Development Officer and Parish Chiefs, who served as lead facilitators. The intern backed the implementation of the Parish Development Model through mindset change sessions in Kihumuro, raising awareness and inspiring communities to shift from problem-solving to creating their desired futures in line with Uganda Vision 2040. Additionally, she worked closely with these local government officials, providing support, community engagement and documentation assistance during the exercises, gaining practical experience in decentralized service delivery and contributing to the effective rollout of the PDM in underserved communities (see photos below)

	
Photo 12: During profiling at the Sub County for beneficiaries of	Photo 13: During disbursement of funds, acting as a Chief in Kihumuro Parish

Nyamukaikuru Parish	
	
Photo 14: During profiling at the Sub County for beneficiaries of Burora Parish	Photo 15: Some of the beneficiaries of Parish Development Model in Kihumuro, sharing experience with my Faculty Supervisor

4.2 Under objective (ii), ARU Intern as a potential Epicenter Managers can demonstrate an understanding of the role of Epicenter Strategy in the implementation of the parish development model and realization of Uganda Vision 2040.

4.2.1 Seven House hold visions revisited and formulated

The intern facilitated a visioning session with seven households, following a community session attended by 38 members to promote long-term planning and mindset change. She made home visits to guide each family in creating personalized visions using flip charts and manila paper, which were displayed in their homes. Households also developed Structural Tension Charts to compare their current realities with future goals and outlined actionable steps. The exercise promoted ownership, planning and accountability at the family level.

This approach, though modest in scale, represents a strategic grassroots contribution toward the broader national development agenda specifically, the Uganda Vision 2040. By empowering individuals and families as critical leverage points within the social system, such localized interventions help to create a ripple effect that aligns with long-term national transformation goals (**refer to photos below**).

		
Photo 16: Mr. Kakuru Deo's family vision before review	Photo 17: Reviewed new family vision being presented and explained to ms. Louis Johanson and the Director of Education and training-URDT, Mr. Katabaazi Robert	Photo 18: Reviewed family vision of Ms. Biira Ruth

4.2.2 Visionary Thinking and Group Planning Sessions conducted

The Intern conducted sessions on visionary thinking and strategic planning with three organized community groups. This was in relation to pillar 5 of PDM “minset change”. These sessions were designed to build awareness, inspire collective purpose and promote proactive planning. The targeted groups included the Burora Subcounty Women Leadership Circle (32 members), Kahanama-Rutuuza Tulibamu Group (60 members) and Mabuyemeru Cocoa Farmers Group (90 members)

In total, 182 participants engaged in these sessions. The primary objective was to introduce and instill the principles of visionary leadership and long-term planning within these groups. During the sessions, each group was guided through a process that included the articulation of a shared group vision, assessment of their current realities and the identification of action steps required to move toward their desired visions. Therefore, participants actively engaged in vision formulation exercises, during which they defined the desired future state of their groups in alignment with their collective goals and values. These activities not only increased awareness but also fostered a sense of ownership, cohesion, and motivation among group members. The participants appreciated the

importance of visionary thinking at the group level and encouraged a culture of long-term goal setting (**see photos below**).

		
Photo 15: Visionary orientation in Rutuuza with Kahanama-Rutuuza Tulibamu Group	Photo 16: Visionary orientation with cocoa farmers with the District Agricultural Officer	Photo 17: Visionary thinking and planning with members of BSCWLC

4.2.3 Formation and Support of Farmer Family Learning Groups at Burora Model

Primary School

To promote community-based agricultural learning, the Intern and EM conducted a sensitization session with parents at Burora Model Primary School. The session introduced the concept of Farmer Family Learning Groups (FFLGs) and encouraged parents to form such groups to improve farming practices and household livelihoods.

As a result, two FFLGs were formed, each with 15 members. These groups are made up of smallholder farmers from the same community and serve as platforms for hands-on, participatory learning. The FFLG model emphasizes teamwork, peer-to-peer knowledge exchange and the use of locally available resources.

Within the groups, members collaborate to boost skills in crop and soil management, livestock care, seed selection and marketing. This approach promotes collective action and strengthens community ties. The newly formed groups now engage in joint farming activities, including planting, weeding, harvesting and selling their produce.

Members have reported various benefits such as reduced time, effort, and costs. To support financial sustainability, each member contributes UGX 10,000 monthly to a group savings scheme. These funds are used to buy essential farming inputs and provide financial support when needed.

	
Photo 18 and 19: While forming FFLGs, Burora Parents and Kabyaza parents respectively	Photo 20: Director Education and Training-URDT, guiding members of Burora parents FFLG (15) on how to clearly form their vision and draw clear action steps

4.2.4 Training on Management and Maintenance of Pupil-Managed Farms at Burora Model Primary School

The Intern and EM conducted a hands-on training on managing and maintaining pupil-managed farms at Burora Model Primary School, as part of the Two-Generation Approach which links child development with adult learning and livelihood support. The goal was to equip learners with practical agricultural skills while supporting school nutrition and household food security.

A total of 65 pupils and 8 teachers participated in the training. It combined classroom instruction with field demonstrations, covering practices such as planting, mulching, pruning, and weeding. These practices were applied directly to the school's farm and vegetable gardens, leading to improved crop health and higher yields. As a result, the school achieved increased food

production, which enabled the introduction of school lunches an important step toward better student nutrition.

Beyond the training, the Intern and EM also advised the school on expanding agricultural projects and creating new demonstration plots. These initiatives will serve as hands-on learning sites, helping pupils gain farming skills they can use at home.

Overall, the training strengthened farm productivity, improved nutrition and supported the goals of the Two-Generation Approach by providing learners with valuable, sustainable farming knowledge (see photos below).

		
Photo 21: Raising beds for vegetable growing at Burora Model P/S	Photo 22: While vegetables; cabbage, eggplants and Sukuma wiki	Photo 23: Pupils of Burora Model P/S having lunch from school

4.2.5 Women's Day Celebration

A vibrant celebration of Women's Day was held, organized by the Burora Sub County Women Leadership Circle, honoring the contributions of women in community development. This event also marked the official launch of a Rainwater Harvesting Project designed to benefit smallholder organic farmers. The initiative was met with great enthusiasm and aligns with ongoing efforts to promote sustainable farming and water accessibility. The launch was widely attended by local leaders, women's groups and stakeholders. The project aims to reduce dependency on unreliable rainfall, especially for small-scale farmers practicing organic agriculture. (Kindly refer to the articles made by Mr. Odoi Joseph on the Foundation Course platform on 30th April. Thank you).

Additionally, four water harvesting holes have been dug in four different households across Burora Sub County. And also, URDT supported Burora Sub County Women Leadership Circle with a Money Maker pump to aid irrigation and improve productivity during dry seasons. Thus, demonstrating tangible steps toward improving household-level water security and making water accessible for sustainable agriculture (see photos below).

	
Photo 24: Matching on International Women's day	Photo 25: Ms. Kembabazi Magret demonstrating how to use the water pump during the launch
	
Photo 26: Members of the Women Circle gratefully welcoming the water pump from URDT	Photo 27: Intern demonstrating how to irrigate using the pump



Photo 28 and 29: Intern and EM at different households with digging water harvesting holes in gardens

4.2.6 Demonstration of 9-Seeds in a Hole Technique

The Epicenter Manager, along with an intern, introduced and demonstrated the “9-seeds in a hole” (2X2) planting technique at Biira's home. This method was showcased to other community members as a land-efficient and reliable approach to planting. It has gathered interest from several families who are considering replicating it on their farms due to its efficiency in water usage and high productivity on small plots.



Photo 30: Demonstrating 9-seeds in a hole technique



Photo 31: Ms. Biira Ruth explaining the technique to guests from URDT

4.2.7 Improvement of kitchen gardens at household level

As part of efforts to promote food security and sustainable nutrition at the household level and in line with SDG 2 “zero hunger”, the intern backed the improvement of kitchen gardens in seven (7) homes within the community. This involved hands-on training in land

preparation, composting using organic waste, seedbed management and the planting of a variety of nutrient-rich vegetables such as sukuma wiki, cabbage, nakati, tomatoes, eggplants, carrots, spinach, and green pepper. This aimed to enhance household dietary diversity, reduce dependence on market-purchased vegetables and empower families particularly women, with the skills and knowledge to maintain year-round access to fresh, healthy produce from their own backyards. These not only act as supplements for their meals, but also income generating projects. Hence improved standards of living (Refer to the photos below)

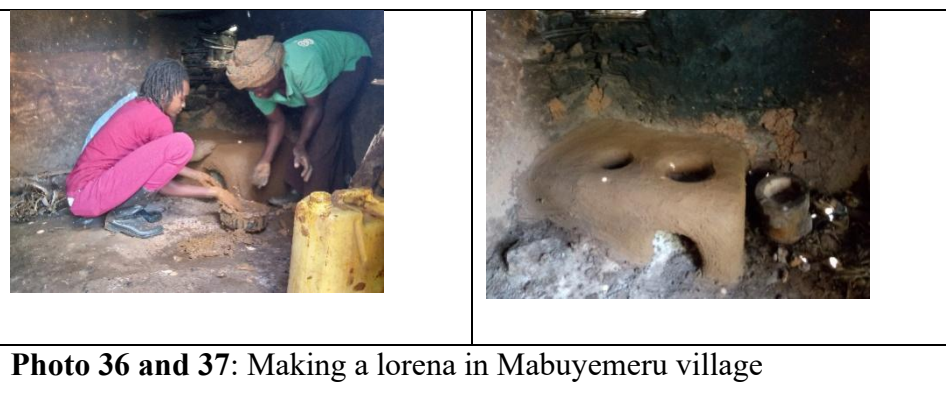
	
Photo 32 and 33: While preparing kitchen gardens at household level	
	
Photo 34 and 35: Several vegetables grown in different homes	

4.2.8 Introduction of Energy-Saving Stoves for Environmental Conservation and Livelihood Improvement

As part of efforts to promote environmental sustainability and enhance household economic resilience, the intern facilitated on the construction of energy-saving stoves commonly known as Lorena stoves, in the villages of Mabuyemeru and Kahanama. These

stoves are designed to reduce firewood consumption, thereby mitigating deforestation and lowering household energy costs.

This equipped community members with practical skills in stove construction using locally available and affordable materials, including anthill soil, cow dung, bricks, and clay. A total of eight (8) Lorena stoves were successfully built: six (6) in Mabuyemeru Village and two (2) in Kahanama Village. Following that, three youths from Mabuyemeru Village independently adopted the initiative, applying the skills gained to construct stoves for other households within the community. They began offering this service at a fee of five thousand (5,000) Ugandan shillings per stove. This entrepreneurial effort has not only facilitated wider access to the energy-saving technology but also provided the youths with a source of income, contributing to their economic empowerment (see photos below).



4.2.9 Training about Liquid and Bar Soap Making for Skills Development and Income Generation

The Intern trained fifty-six (56) community members of Mabuyemeru Village in making both liquid and bar herbal soap. This followed an earlier session on visionary thinking and community development, which encouraged participants to explore innovative and sustainable livelihoods.

The Intern led practical demonstrations using locally available ingredients such as pawpaw leaves, guava leaves, cassava flour, magic powder and other medicinal plants. Participants produced 18 bars of soap and 40 liters of liquid soap. The herbal soap is valued for its medicinal benefits, particularly in treating skin rashes, and is safe for both children and adults.

Beyond improving hygiene and health, soap production has emerged as a source of income. Two women from the village SACCO, Mrs. Maniraguha and Ms. Omuhereza Namanya, have started producing and selling the soap at UGX 4,000 per bar, while also using it at home. This initiative demonstrates how small-scale production can support economic empowerment and enhance household well-being (see photos below).

	
Photo 38: Boiling the 6 leaves that make soap	Photo 39: Final product (18 bars)
	
Photo 40 and 41: While making liquid soap (40 litres)	

4.2.10 Oil extraction from candle nuts for purposes of domestic use and income generation

The Intern and EM trained community members in the production of oil from candle nuts, a traditional and economically viable practice carried out at both household and group levels. This initiative supports both domestic use and income generation, aligning with SDG 9 (industry,

innovation, and infrastructure) and Pillar 1 of the Parish Development Model (production, storage, processing, and marketing).

The process begins with collecting and sun-drying mature nuts to reduce moisture and prevent mold. Participants then manually crack the nuts to extract the kernels, which are either roasted or used raw. The kernels are ground into a paste, boiled and the oil is skimmed off manually before being stored in airtight containers for cooking, skincare or medicinal use.

At the group level, collective harvesting, shared labor and pooled resources make production more efficient and profitable. As a result, 10 liters of oil were extracted and packaged for sale in local markets. This initiative promotes sustainable use of local resources and offers a valuable livelihood opportunity (see photos below).

		
Photo 42: retrieving the kernels from the nuts	Photo 43: extracting oil with pupils of Burora Mode P/S	Photo 44: final product made by members of BSCWLC, ready for consumption

4.2.11 Mushroom growing introduced to community members of Burora Sub County

The Intern and EM introduced mushroom cultivation in nine households and at Burora Model Primary School as a sustainable initiative to boost food security and income. This effort aligned with SDG 1 (No Poverty) and SDG 2 (Zero Hunger). Beneficiaries, including farmers and school staff, received hands-on training in mushroom farming. The project used locally available materials like banana leaves and bean husks as substrates, making it both cost-effective and environmentally friendly.

Households were provided with basic mushroom-growing kits, while the school set up a centralized facility with controlled conditions for optimal growth. Oyster mushrooms were

chosen for their fast growth and adaptability. Harvesting began about three weeks after inoculation.

In homes, mushrooms improved family diets and any surplus was sold for income. At the school, mushrooms supplemented the feeding program and the variety of food stuffs at the school were increased. Pupils also participated in the cultivation process as part of their agriculture and science lessons, gaining practical farming skills (**see photos below**).

		
Photo 45: Members of BSCWLC holding their spawns and boiling husks in preparation for the planting	Photo 46: Mushrooms grown at Ms. Agatha's home	Photo 47: Mushrooms harvested at Burora Model P/S

4.2.12. The 2-Generation Approach at Burora Model Primary School was a success

The Intern and EM conducted sessions about the 2-Generation (2-Gen) Approach at Burora Model Primary School, targeting pupils, parents and teachers simultaneously, aligning with SDG 4 “quality education”, pillar 5 of PDM “mindset change” and one of the targets of Epicenter Strategy. The 2-generation approach recognizes that the well-being and success of children are deeply interconnected with the stability and development of their families, hence interventions were deliberately designed to address the needs of both generations. The sessions began with separate yet complementary workshops for each stakeholder group. Pupils engaged through age-appropriate interactive discussions and activities, while parents and teachers participated in facilitated dialogues and group work to understand the foundational principles of the 2-Gen approach. Emphasis was placed on the role of education, economic stability, health and positive relationships in breaking cycles of poverty and promoting sustainable development.

The participants were oriented on the Visionary Orientation methodology, which encourages them to imagine their desired future and draw action steps towards achieving it. Facilitators guided participants through visioning exercises, using simple tools like drawing and storytelling to stimulate reflection and long-term thinking.

Pupils were encouraged to articulate their personal aspirations in the context of education and life goals, while parents explored family-centered visions focusing on improved livelihoods, parenting and support for education. Teachers, on the other hand, were supported to craft a collective vision for the school, emphasizing quality teaching, learner support and community involvement.

These sessions concluded in the co-creation of personalized vision statements and action plans at both family and school levels, which were documented and shared in a closing forum that celebrated collective commitment. The sessions not only deepened understanding of shared responsibility for children’s development but also fostered a culture of forward-thinking and joint planning, laying a strong foundation for enhanced collaboration among pupils, parents and educators in pursuit of long-term educational and social outcomes **(Refer to photos below).**

	
Photo 48: Pupils engaged through age-appropriate interactive discussions	Photo 49: Parents and teachers participated in facilitated dialogues and group work to understand the foundational principles of the 2-Gen approach

	
Photo 50: Co-creation of personalized vision statements and action plans at both family and school levels	Photo 51: Joint planning, laying a strong foundation for enhanced collaboration among pupils, parents and educators

4.2.13 Trainings about cocoa pruning in Mabuyemeru Village

The Intern actively involved in cocoa pruning at the household level in Mabuyemeru Village, working with four cocoa-growing families. This activity aimed to strengthen the intern's practical skills in sustainable agriculture while supporting local farmers in improving cocoa tree health and productivity.

Before the fieldwork, the intern received basic training from an agricultural extension officer on key pruning techniques such as removing dead, diseased or unproductive branches to enhance air circulation, light penetration and healthy growth.

Equipped with pruning tools, the intern visited each household, assessed the condition of cocoa trees, and collaborated with farmers to carry out the pruning. During the visits, the intern explained the purpose and benefits of each step, guided farmers on seasonal pruning schedules, and shared post-pruning care tips like using organic mulch and monitoring new shoots.

The intern documented the entire process, including tree conditions and farmer feedback, as part of their learning portfolio. This exercise not only improved the intern's technical competence in cocoa agronomy but also helped revitalize underperforming trees, contributing to better future yields. The activity fostered strong community engagement, encouraged the adoption of good

farming practices and demonstrated the value of integrating academic training with real-world application(see photos below).

		
Photo 52: Training facilitated by an experienced agricultural extension officer	Photo 53 and 54: Hands-on pruning	

4.2.14 The use of Artificial Intelligence (AI) in Agriculture

The intern introduced the use of Artificial Intelligence (AI) in three (3) households, aimed at enhancing the application of digital technologies in small-scale agriculture. In line with pillar 5 of PDM, “mindset change”, the training focused on equipping participants with practical knowledge on how to use AI-powered mobile applications such as Plantix, AgriApp, Agrio and SoilCares and also, the tools to identify crop diseases, recommend appropriate treatments and analyze soil types to determine the most suitable crops for specific soil conditions. This initiative marked a significant step toward integrating modern technology into rural farming practices with the potential to increase productivity, reduce crop losses and promote informed, sustainable farming practices. Practical was carried out on cocoa that was affected by black pod rot, whose scientific name is “phytophthora”, class “fungi” and the solution given was “infected pods should be removed from the area and destroyed. Prune the tree to increase air circulation and clean the ground from leaves.” See photos below.

		
Photo 55: Training Ms. Annamary on how to use AI application in agriculture with a case study of cocoa.	Photo 56: Showing a cocoa fruit affected by black pod rot	Photo 57: Showing recommended appropriate treatments

4.3 Under objective (iii), ARU Intern has the capacity to conduct Community Action Planning (CAP) as a Democratic Bottom Up process to cause Rural Transformation

The ARU Intern effectively facilitated sessions about Community Action Planning (CAP) as a participatory and bottom-up approach to support rural transformation. This process empowered communities to actively shape their development goals. Two CAP sessions were held in Mabuyemeru and Rutuuza villages, jointly facilitated by the Intern and the EM. The sessions engaged 29 participants in Mabuyemeru and 34 in Rutuuza.

Using the Visionary Approach, community members created a collective vision for their villages, assessed their current situation, and outlined actionable steps to achieve their goals. This method shifted their mindset from simply listing priorities to envisioning and working toward what they truly want. Both villages independently identified improved water access as their main development priority, reflecting a strong, shared focus on securing clean and reliable water sources (see photos below).

	
Photo 58: Orienting community members about Visionary Approach before conducting CAP	Photo 59: Conducting CAP in Mabuyemeru Village

4.4 Under Objective (iv), ARU Interns have the capacity to conduct PAR and develop plans to create change in the community

ARU intern effectively demonstrated her ability to conduct Participatory Action Research (PAR) and collaboratively develop actionable plans aimed at creating positive change within the community. This approach emphasized inclusive, community-driven inquiry and intervention, where local stakeholders play a central role in both research and implementation.

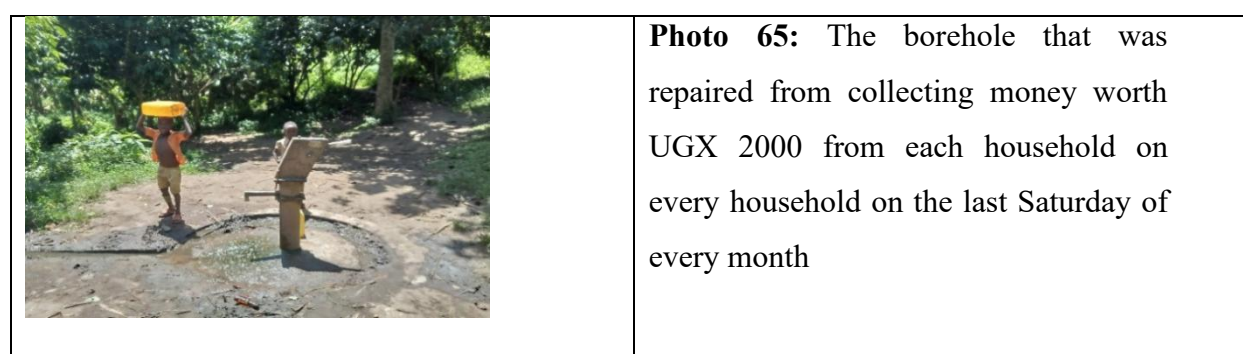
The implementation followed recommendations from research conducted between September and December 2024. The research aimed to support Mabuyemeru Village’s vision of enhancing water access through community-driven approaches.

4.4.1 Borehole repair in Mabuyemeru Village

Following Participatory Action Research and a needs assessment in Mabuyemeru Village, the repair of a non-functional borehole unusable for over a year, was repaired to improve access to clean water. The research revealed the significant impact of the broken borehole, including long distances to alternative sources, reliance on unsafe spring water and a heavy burden on women and children responsible for water collection.

In response, community leaders and residents held meetings to plan the repair since they were sensitized on the health and economic benefits of restoring the borehole and mobilized resources to fund the repair.

Once completed, the borehole was officially reopened, improving access to safe water. A local water user committee was reactivated and trained in maintenance, record-keeping and resource mobilization to ensure long-term sustainability. This initiative not only improved water access but also strengthened community unity and demonstrated the impact of community-driven, evidence-based development (refer to photo below)



4.4.2Improvement of Two Access Roads linking to water sources in Mabuyemeru Village

Another implementation of research carried out in Mabuyemeru Village, two key access roads were improved to boost connectivity and ease of movement. The first road, about three (3) kilometers long, connects Kituugu Trading Center to the inner parts of Mabuyemeru. The second, approximately one (1) kilometer, links Mabuyemeru Trading Center to Kasuniko. Both roads provide access to vital water sources.

The improvement work was driven by community participation, led by the Intern and supported by local residents. Mobilization efforts resulted in about 95% of households contributing to the activity. While most participants were men, the Intern was the only woman actively engaged in the manual clearing. This collective effort highlights the community's strong commitment to achieving the goals outlined in their CAP vision (**see photos below**).

	
Photo 60: Clearing the road from Kituugu Trading Center to the inner parts of Mabuyemeru.	Photo 61: Road cleared by residents of Mabuyemeru Village

4.4.3 Underground tanks

During the internship, nine underground water tanks were successfully constructed, with five more in progress. These were implemented across several villages: Kiheereza (2), Kabyaza (1), Nyamukaikuru (3), Burora (2), and Nyabugando (1). The initiative was guided by Community Action Plans (CAPs) developed with local residents during a one-month practicum and research period.

This effort supports Sustainable Development Goal 6 (Clean Water and Sanitation) and marks progress toward Objective (iii) of the internship program—demonstrating the ARU Intern's ability to facilitate CAP as a democratic, bottom-up approach for rural transformation.

The project showcased the intern's skills in participatory planning and the implementation of practical solutions to improve access to clean water in rural communities (see photos below).

	
Photo 62: During excavation of a tank of radius 4.5feet	Photo 63: Complete tank at Biira Ruth's home

4.5 Enhancing Factors

During the internship, engaging stakeholders was a key focus as community members actively participated in decision-making through forums such as the TPC meeting, two Council meetings, and a budget conference. These platforms allowed members to influence planning and how resources were allocated.

Training sessions played a major role in building skills. Community members were introduced to the use of Artificial Intelligence in agriculture and the 2-Generation Approach at Burora Model Primary School, promoting knowledge exchange across age groups and sectors.

Environmental conservation was addressed through activities which included; tree planting and producing eight energy-saving stoves. These actions supported water conservation, reduced deforestation, and encouraged cleaner cooking methods.

Infrastructure was improved through borehole repairs and upgrading access roads, which boosted service delivery and transportation. The Parish Development Model (PDM) also helped the community access financial services and take part in income-generating activities.

4.6 Constraining Factors

Cultural resistance to change, particularly in adopting new agricultural techniques like AI-powered farming claiming that they could not afford buying smart phones and these occasionally slowed down implementation.

Infrastructure and logistical hurdles, such as poor roads (prior to improvement), limited access to markets and inadequate storage facilities, also constrained the efficiency of economic activities like mushroom growing and oil processing.

Environmental factors, such as unpredictable rainfall, further affected agricultural activities and water harvesting interventions. The limited follow-up mechanisms post-training sessions, especially in group planning, also hampered sustained behavior change and scaling up of efforts.

4.7 Insights

The interventions collectively underscored the importance of holistic community development that integrates environmental sustainability, economic empowerment, governance participation and infrastructural development. The multi-sectoral approach linking agriculture, education, health and community governance, proved effective in addressing complex rural challenges. Notably, community-led processes, such as Participatory Action Research and Visionary Thinking sessions, were instrumental in ensuring relevance and local ownership of solutions.

The value of inclusive participation was highlighted, particularly through activities like the 2 Generation Approach training, which bridged intergenerational gaps in knowledge and skills. School-based initiatives, such as the improvement in pupil-managed farms, provided practical learning and demonstrated the potential of integrating development activities within educational settings.

The initiatives also revealed that small-scale infrastructure projects, such as access road improvement and borehole repair, can significantly transform community mobility, health and productivity when strategically implemented. Additionally, the involvement of external partners like Baylor Uganda and KCSON showed that strategic partnerships amplify impact and can fill gaps in technical and material resources.

Importantly, the success of alternative income-generating activities such as soap making and mushroom growing affirmed that economic diversification is key to resilience. The uptake of oil processing at both household and group levels also confirmed that value addition to local resources can unlock new economic opportunities. These activities had both direct livelihood benefits and indirect effects on community cohesion and innovation.

4.8 Conclusion

The implemented activities led to notable progress in water access, environmental conservation, livelihoods, and community empowerment. Their success was driven by strong community involvement, partnerships, and integration of capacity-building with service delivery. For sustainability and scale, challenges like limited resources, uneven participation, and weak infrastructure must be addressed. Key lessons include the need for ongoing capacity building, better coordination, and stronger monitoring systems. With continued commitment, these efforts can support lasting and self-reliant community development.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The internship in Burora Sub County provided a powerful opportunity to witness and contribute to transformative rural development

5.1 Conclusion

The internship experience in Burora Sub County, carried out under the mentorship of the Epicenter Manager, Faculty Mentor and in collaboration with multiple stakeholders, has been both impactful and transformative. It provided the Intern with a dynamic platform to apply theoretical knowledge gained at African Rural University (ARU) in real-world settings, while simultaneously contributing to community empowerment, system strengthening and sustainable development.

Under Objective (i), the Intern demonstrated capacity to contribute meaningfully to the effectiveness of service delivery structures within local government systems. This was made possible with the collaboration of Baylor Uganda which showcased the integration of health, gender and youth-focused initiatives aimed at improving access to services, especially for marginalized groups like out-of-school girls (175+ girls are undergoing training currently in their Parishes). The intern observed that both URDT-Institute (URDT-I) under Young Africa Work Uganda (YAWU) and Baylor Uganda carry out similar work in rural communities, however, Baylor focuses on girls aged 18–24, while URDT-I supports people of all ages and genders

Under Objective (ii), the Intern effectively demonstrated the role of Epicenter Strategy in implementing the Parish Development Model (PDM) and actualizing Uganda Vision 2040. Key achievements under this objective included the facilitation of sessions about group and family visioning, capacity-building on sustainable agriculture for improved nutrition, skills development trainings, community-level technological innovations and practical interventions promoting environmental sustainability.

The experience illustrated that community engagement, innovation and participatory learning are essential levers for achieving sustainable rural development. It also proved that

ARU's curriculum prepares students with practical and transformative skills to serve as change agents and Epicenter Managers in diverse rural contexts.

In line with objective (iii), the intern conducted Community Action Planning (CAP) as a bottom-up approach to support rural transformation. In Mabuyemeru and Rutuuza villages, the intern guided community members to define a shared vision, assess their current reality, and set action steps. Both communities prioritized water access, showing the effectiveness of CAP in creating conditions for people to understand that they are key to their own development.

In line with objective (iv), the intern effectively conducted Participatory Action Research (PAR) and developed practical plans that led to real change in the community. Key results included the repair of a borehole, construction of underground water tanks, and improvement of access roads. These actions improved water access and mobilized strong community participation. The intern demonstrated clear capacity to use PAR to identify problems, involve stakeholders, and implement solutions.

5.2 Recommendations

5.2.1 To Future Students of African Rural University (ARU)

In line with conclusions above, the Intern recommended that future ARU students should actively engage with the community and take time to understand the unique needs and aspirations of each community, build trust and foster genuine relationships, as these form the foundation for effective grassroots transformation.

The intern recommended that ARU students should integrate theory with practice through applying classroom knowledge in practical settings. Tools like Structural Tension Charts, visioning exercises, URDT Scroll and participatory rural appraisal techniques are invaluable when adapted to real-life contexts.

Last but not least, the Intern recommended that ARU students should be proactive and innovative as this can help in the identification of community challenges and think creatively about sustainable strategies. Initiatives such as AI in agriculture and herbal soap making are excellent examples of how innovation can address rural challenges.

5.2.2 To African Rural University (ARU)

The Intern recommended that ARU should expand technology integration in curriculum, given the success of AI-based agriculture solutions, ARU should incorporate more modules on digital tools, data analysis and innovation for rural development.

5.2.3 To the Community Members of Burora Sub County

The Intern suggested that, groups and individuals should build on skills gained through the internship, such as soap making, stove construction and kitchen gardening, and turn them into viable micro-enterprises.

The Intern advised that, community members of Burora S/C should embrace collective action through continued working through Farmer Family Learning Groups and women's circles, which have proven effective in mobilizing resources, sharing knowledge, and promoting mutual support.

5.2.4 To URDT

The Intern put forward the idea that, URDT should strengthen bonds with Organizations that are doing similar work in Sub-Counties

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APPENDICES

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

Vision: Community members have understanding in the principles of the creative process, implement CAP and PAR cause change and attain skills in appropriate technologies by 30th October 2023.

Accountable	Action Steps	Due Date
Supervisor	Validation	23 rd May, 2025
Intern	Write a report	15 th May, 2025
Intern	Carryout evaluation of activities	10 th May, 2025
Intern	Participate in Sub County Programmes	30 th April, 2025
Intern	Facilitate Visionary Approach	25 th April, 2025
Intern	Facilitate appropriate technologies	20 th April, 2025
Intern	Consciousness raising to deal with mindset change first	15 th April, 2025

Intern	Implement PAR	5 th April, 2025
Intern	Conduct CAP	1 st March, 2025
EM	Introduce the Intern at the Sub County	3 rd February, 2025
Internship coordinator	Deployment	1 st February, 2025
	Current Reality	
	Intern has knowledge about Visionary Approach, some community members have knowledge in some of the technologies, Intern can conduct PAR and CAP Intern is confident enough, the epicenter manager and field supervisor to mentor supervise and guide the Intern are available and the sub-county officials are willing to support.	

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

Goal 1: End poverty in all its forms everywhere

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

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

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

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

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

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

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

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

Goal 10: Reduce inequality within and among countries

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

Goal 12: Ensure sustainable consumption and production patterns

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

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

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

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

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

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

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

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

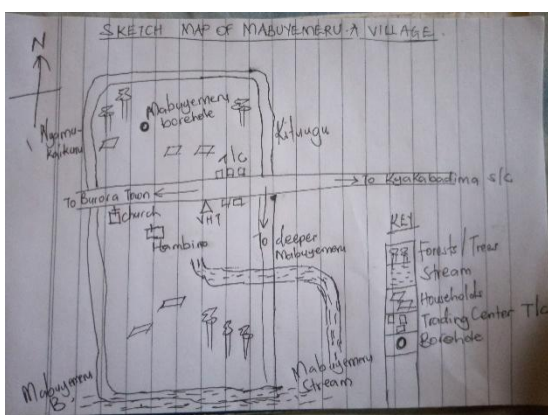
- ❖ A Hi-Tech ICT city and associated ICT infrastructure
- ❖ Large irrigation schemes in different parts of the country
- ❖ Phosphate industry in Tororo
- ❖ Iron ore industry in Muko, Kabale
- ❖ Five regional cities (Gulu, Mbale, Kampala, Mbarara, and Arua)
- ❖ Four International airports
- ❖ A standard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

- ❖ Nuclear power and hydro power plants (Ayago, Isimba, Karuma, and Murchison bay)
- ❖ Science and Technology parks in each regional city
- ❖ International and national referral hospitals in each regional city.

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

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

Appendix (vi): Sketch Map of M abuyemeru Village where PAR was conducted



Appendix (vii): Members who participated in CAP and PAR Meeting in Mabuyemeru Village

NAME	PHONE
1. Amukama Tumwaga	0784575493
2. Amukama Tumwaga	0784575493
3. Amukama Tumwaga	0784575493
4. Amukama Tumwaga	0784575493
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30. Amukama Tumwaga	0784575493

Appendix (viii): Parents and teachers that attended 2Generation Approach sessions at Burora Model P/S

BURORA SUB COUNTY EPICENTRE STRATEGY 2 GENERATION APPROACH	
NO.	NAME
1	Amukama Tumwaga
2	Amukama Tumwaga
3	Amukama Tumwaga
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Appendix (ix): Members that attended meetings at the Sub County headquarters

BURORA SUB COUNTY EPICENTRE STRATEGY 2 GENERATION APPROACH	
NO.	NAME
1	Amukama Tumwaga
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Appendix (x): Pupils of Burora Model that participated in oil making

BURORA SUB COUNTY EPICENTRE STRATEGY 2 GENERATION APPROACH				
ATTENDANCE LIST				
NO	NAME	VILLAGE	PARISH	GROUP/SEX/CONTACT
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Appendix (xi): Summary of results

Facility worked on or service given	Name of facility/ location/ place	Type of work done	Quantity/ Quality	Who participated	comments
Attended meetings	At the Sub County Headquarters	Presentation of results and challenges faced	1 Budget Conference, 1 TPC and 2 Council meetings	Sub County staff, EM and Intern	Community livelihoods improved
Environmental conservation	Mabuyemeru Village	Preparing nursery beds for cocoa	70X70 meters	56 women and 34 men	Nursery is ready and 200,000 trees will be potted before 15 th June
Revisited and formulated visions	Family Group Community	Revisited and formulated improved visions	7 3 3	14 parents and 18 children 106 women and 76 men 43 women and 21 men	Well formulated
Visionary orientation and group planning sessions	Groups	Sessions conducted	3 groups	106 women and 76 men	Visionary leaders produced
FFLG groups	Burora Model P/S	Groups formed	2 groups	15 members in each group	Successfully formed
PDM	Burora Nyamukaikuru and Kihumuro, Parishes	Profiling and disbursement	15 of Burora and Nyamukaikuru Parishes, 50 beneficiarues of Kihumuro	15 of Burora and Nyamukaikuru Parishes, 50 beneficiarues of Kihumuro	Successful processes
Energy stoves (Lorena)	Kahanama Mabuyemeru	Building Repair and building	2 6	2 households 6 households	Well-constructed
Soap making	Mabuyemeru	Making both	40 liters of liquid	56 members	Successfully

		liquid and bar soap	and 18 bars	(29 women and 27 men)	made
Oil making	Household BSCWLC Burora Model P/S	Oil extraction from candle nuts	2 liters 6 liters 2 liters	3 households 32 members 35 pupils and 2 teachers	Successfully extracted
Mushroom project	9 households and Burora Model P/S	Trained them about mushroom growing practically	3 kgs per spawn	9 households 35 pupils and 3 teachers	The project has been adopted by all the members that participated
PAR	Mabuyemeru Village	Conducting and facilitating PAR	1	Residents of Mabuyemeru	Actions implemented and change created
Road clearance	Kituugu T/C to the interior of Mabuyemeru Mabuyemeru T/C to Kasuniko	Leveling and blocking potholes Slashing	3km 1km	23 17	Well cleared
Tank excavation	Burora Sub County villages	Digging and construction	9 complete and 6 under process	15	Well done
Borehole repair	One borehole in Mabuyemeru A	Collecting UGX2000 from each member of the community every last Saturday of the month	168000 shillings	84	Well conducted