



**FACILITATING RURAL TRANSFORMATION THROUGH EMPOWERING THE
COMMUNITY TO PRACTICE SANITATION ND HYGIENE**

**A FOUR-MONTH INTERNSHIP REPORT IN MUGARAMA SUBCOUNTY IN
KIBAALE DISTRICT**

ATUGONZA RITAH

REGISTRATION NUMBER: 21/ARU/BRD/006

ACADEMIC YEAR: 2023/2024

FACULTY SUPERVISORS: Ms. KASEMIIRE DOROTHY &Ms. NTUUTI CHRISTINE

(TWS)

FIELD MENTOR: Ms. BAGENYI IMELDA

**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 BACHELOR'S
DEGREE IN RURAL DEVELOPMENT**

MAY, 2024

Table of Contents

Dedication	Error! Bookmark not defined.
Approval.....	Error! Bookmark not defined.
Acknowledgement.....	9
Executive summary	10
CHAPTER ONE	11
INTRODUCTION.....	11
1.0 Introduction	11
1.1 Background of ARU.....	11
1.2 Background of internship	11
1.3 Background of the Sub County	12
1.4 Scope of the Internship.....	12
1.4.1 Time scope.....	12
1.4.2 Geographical scope.....	12
1.4.3 Content scope	12
1.5 The objective of the internship	12
1.5.1 Specific Objective.....	13
1.6 Significance of the internship	13
1.6.1 To the community.....	13
1.6.2 To the intern.....	13
1.6.3 To ARU	13
1.6.4 To URDT.....	14
1.7 Conclusion	14
LITERATURE REVIEW	15
2.0 Introduction	15

2.1 Transformation	15
2.2 Development.....	15
2.3 Rural Development.....	16
2.4 Intergraded Rural Development	16
2.5 Approaches to Rural Development.....	17
2.5.1 Visionary Approach (VA)	17
2.5.2 Community Action Plan (CAP).....	18
2.5.3 Participatory Action Research	18
2.5.4 Women Empowerment	19
2.5.5 Human Right Based Approach (HRBA)	19
2.5.6 Community Driven Development.	20
2.6 Sustainable Development goal (SDGs)	20
2.7 African Agenda 2063.....	20
2.8 Uganda Vision 2040	21
2.9 National Development Plan III (NDPIII)	21
2.10 Parish Development Model (PDM).....	22
2.11 Conclusions	22
CHAPTER THREE.....	23
METHODOLOGY	23
3.0 Introduction.	23
3.1 Visionary Approach.....	23
3.2 Community Action Planning	24
3.3 Participatory Action Research (PAR).....	24
3.4 Observation.....	25
3.5 Documentation.....	25

3.6 Conclusion	25
CHAPTER FOUR.....	26
PRESENTATION AND DISCUSSION OF RESULTS	26
4.0 Introduction	26
4.1 Monitoring of the PDM Beneficiaries	26
4.2 Conducted CAP	27
4.3. Sensitization on sanitation and hygiene issues in schools.....	27
4.4 Conducted pads making sessions	28
4.5 Nursery beds making at school.....	29
4.6 Demonstration plots established.....	30
4.7 C.D conducted	30
4.8 Formulated household visions	31
4.9 Introduced bagiya making	32
4.10 Rubbish pits were dug	33
4.12 A Community Development (CD) activity was carried	34
4.13 Farm tour conducted.....	34
4.14 Saving groups were formulated	35
4.15 Council meeting attended	36
CONCLUSION AND RECOMMENDATIONS.....	37
5.0 Introduction	37
5.1 Conclusions	37
5.2 Recommendations	38
5.2.1 To future ARU students.....	38
5.2.2 To the Community.....	38
5.2.3 To the University (ARU).....	38

REFERENCES.....	39
APPENDICES.....	40
Appendix (ii) Template showing results table.....	41
Appendix (iii): Aspirations for African Agenda 2063.....	43
Appendix (iv) the sustainable development goals (SDGs).....	43

DECLARATION

I hereby declare that this report is a result of my own commitment and effort. It has not been submitted for the award of any academic qualification elsewhere. All sources of information used have been duly acknowledged.

Signed:



Date:

10th-Nov-25

ATUGONZA RITAH

APPROVAL

This internship report has been completed under close supervision, mentor guidance. I hereby confirm that it is the original work of Atugonza Ritah.

- i. Sign [Signature]
Ms. Kasemiire Dorothy (Faculty Supervisor)
Date: 14/11/2025
- ii. Sign [Signature]
Ms. Bagenyi Imelda (Field Mentor)
Date 8/11/2025
- iii. Signed Ntuti christine
Ms. Ntuti Christine (TWS)
Date 14/11/2025

Acknowledgement

First and foremost, the attainment of this internship report was enabled by great support from many people in different capacities. I extend my heartfelt appreciation to Ms. Kasemiire Dorothy, Ms. Ntuuti Christine (TWS) as well as the entire Kasunga Marongo and Kyakanyonyi community for their outstanding cooperation and the warmth they extended to me throughout my internship. I extend my gratitude to my beloved parents Mr. Babwetera John and Ms. Masanyu Teopista, my siblings, technical staff Mugarama Subcounty for their enormous support and encouragement throughout my study period, not forgetting African Rural University and specifically the Deans office, the Academic Management for giving me the opportunity to undertake my internship to completion.

Executive summary

African Rural University offers a Bachelor of Rural Development (BRD) Programme which operates within the Faculty of Technologies for Rural Transformation (TRT). This transformative education aims to cultivate change agents and makers who focus on rural development. Specifically targeting women, ARU utilizes a curriculum that blends theoretical learning (60%) with field practice (40%). Students undergo a one-month Practicum and a one- year Internship in Sub Counties and Villages, to facilitate rural transformation. ARU interns were strategically placed in eight sub-counties in Kagadi District. Interns received comprehensive mentorship from Epicenter Managers, oversight from Faculty Supervisors, and insights from Traditional Wisdom Specialists (TWS), ensuring a collaborative, well-rounded approach to sustainable community development. The intern collaborated closely with technical and political staff of Mugarama Subcounty as well as community members from Kasunga, Kyakanyonyi, Marongo and Nyaburungi. Using the Visionary Approach, Community Action Planning, and Participatory Action Research, the intern facilitated complete development that encouraged active community involvement and strategic planning for local improvement. After completing the internship, the intern compiled a report on initiated projects and presented outcomes to communities, local government, and faculty staff for assessment. Key achievements, are detailed in Chapter Four. These include carrying out Participatory Action Research (PAR) project on community involvement in improving sanitation and hygiene practices for community members on topics like health, wealth creation, education, environmental issues. Among other activities conducted are carrying out practical trainings on bagiya making, pads making, home gardening, CD.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter gives the background of ARU, internship, and the sub county in which the internship was done. It also talks about the scope, objectives and the internship, and highlights the content of the report.

1.1 Background of ARU.

African Rural University (ARU) is an all-women's University offering a unique training model that blends straight academics with insights from Traditional Wisdom Specialists. This organization creates a highly contextualized curriculum with 60% theory and 40% practical application. ARU's approach equips graduates with the knowledge, attitudes, and skills needed for effective, community-driven development. Following ARU's educational philosophy, students learn directly in rural settings, working in partnership with local communities. Using a Participatory Approach, students design and implement projects that inspire community growth and self-reliance.

African Rural University (ARU) was established to bridge the gap between education and rural transformation. To address this, ARU educates women who, upon graduation, work in rural areas to drive meaningful change. In their fourth year, students undertake internships at the sub-county level, applying theoretical knowledge in practical settings. Through research, learning, and living alongside rural communities, they work to transform mindsets and enhance local livelihoods, translating classroom theory into impactful, real-world development.

1.2 Background of internship

Fulfilling the 40% field practice requirement, the internship in the fourth year at ARU engages students in real community life and prepares them for leadership in Community-Driven Development (CDD) Programme. After completing the internship, graduates have the opportunity to work with URDT as Epicenter Managers for at least three years. In this role, they establish CDD Centers at the sub-

county level through a Public-Private Partnership (PPP) with local governments in Kibaale, Kagadi, and Kakumiro Districts, furthering rural development initiatives.

The internship Programme do places fourth-year students in sub-counties where Epicenter Managers (EMs) are actively working, providing mentorship as students prepare to become professional Rural Transformation Specialists (RTS). This structure ensures hands-on experience and guided learning in community driven development

1.3 Background of the Sub County

Mugarama Subcounty is located in Buyanja County with four parishes and twenty-six villages

1.4 Scope of the Internship

This represents the time scope, geographical scope and content scope of the internship

1.4.1 Time scope

A four-month internship was carried out from February to May 2024

1.4.2 Geographical scope

The Internship was conducted in Mugarama Sub County but mainly worked with Kasunga Marongo and Kyakanyonyi Villages.

1.4.3 Content scope

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

1.5 The objective of the internship

To develop a strong and functional interface between ARU and local communities to foster rural transformation in Kibaale District.

1.5.1 Specific Objective

- i.** The intern has capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of Mugarama Sub County.
- ii.** The intern as potential Epicenter Managers demonstrate an understanding of the role of Epicenter Strategy in the implementation of the parish development model and realization of Uganda Vision 2040
- iii.** The intern has capacity to conduct Community Action Planning as a democratic bottom-up process to cause rural transformation.
- iv.** The intern has the capacity to conduct PAR and develop plans to create change in the community.

1.6 Significance of the internship

The internship was significant to the intern, ARU, URDT and Community Member as indicated below.

1.6.1 To the community

This approach shifted community members' focus from merely solving problems to proactively creating the lives they aspire to lead.

1.6.2 To the intern

The intern developed valuable skills, knowledge, and experience in collaborating with diverse community members and local leaders of varying cultures, ages, genders, and behaviors. This experience fostered harmony and understanding, essential for accelerating rural transformation and effectively addressing community needs.

The internship aims to transfer theoretical work into practical and demonstrate the work of epicenter strategy through facilitating visionary approach CAP and PAR.

1.6.3 To ARU

The visibility of ARU was increased, especially in first deployment areas, through training sessions focused on vision-setting and practical skills in appropriate

technologies. This community engagement strengthened ARU's reputation within these communities.

1.6.4 To URDT

The internship enhanced the spread of URDT's Visionary Approach in Kasunga, Kyakanyonyi and Marongo within Mugarama Subcounty reinforcing the strong connection between the organization and local communities for mutual collaboration and sustained engagement.

1.7 Conclusion

After looking at the General Background of the internship with its relevant issues in the preceding pages, attention is being paid to the related literature in the proceeding pages in chapter Two.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the 2024 ARU internship, covering topics on transformation, development, and rural development, with a particular focus on integrated rural development. It discusses various development approaches, including the Visionary Approach (VA), Community Action Planning (CAP), Participatory Action Research (PAR), Women's Empowerment, the Human Rights-Based Approach (HRBA), and Community-Driven Development (CDD). Additionally, it examines key frameworks such as the Sustainable Development Goals (SDGs), Africa Agenda 2063, Uganda Vision 2040, National Development Plan III (NDPIII), and the Parish Development Model (PDM), Conclusion.

2.1 Transformation

Transformation refers to the process of facilitating positive changes in individuals, businesses, organizations, and communities, leading to improved behavior, thinking, feelings, and productivity (Kumar, 2019). It focuses on enhancing the overall quality of life for people by promoting investments in health, education, and rural infrastructure, establishing efficient rural financial markets, and crafting policies that encourage gender equity and empower vulnerable populations. Effective programs are designed to improve market access for small-scale farmers and strengthen their roles in the value chain. To achieve transformation, the intern and the Epicenter Manager conducted Community Action Planning (CAP) and developed actionable steps to create the desired vision for their village.

2.2 Development

Transformation is a process that promotes growth, progress, and positive change across physical, economic, environmental, social, and demographic dimensions. Its main aim is to enhance the quality of life for the population while increasing local

income and employment opportunities without compromising environmental resources. This process is both visible and beneficial, although the effects may not be immediate. It encompasses quality changes and establishes conditions that support the sustainability of these changes (Vellim Nyama, 2022).

The intern, alongside area leaders, organized and executed community development focused on improving road infrastructure to facilitate the transportation of goods. They also educated community members on various environmental conservation technologies and raised awareness about government programs like the Parish Development Model (PDM).

2.3 Rural Development

Rural development is the process of enhancing the quality of life and economic well-being of individuals in isolated and sparsely populated areas, aiming to catalyze both national and global progress for rural populations to overcome poverty and achieve food security through sustainable and resilient livelihoods (JLIFAD, Fostering inclusive rural transformation).

African Rural University (ARU) emphasizes that rural areas can develop in various sectors, including education, health, energy, and business, rather than solely focusing on subsistence agriculture. While in the field, the intern taught community members different income-generating technologies that align with rural development goals. The intern recognized that true rural development is only achievable when people comprehend and implement the Visionary Approach, in line with Uganda Vision 2040.

2.4 Intergraded Rural Development

Integrated rural development is a program concept that encompasses a wide range of activities, combining various development services into a unified delivery system aimed at enhancing the well-being of rural populations (T. AhnerMcHaffie, 2018). The intern and the Epicenter Manager collaborated with community members who were eager to engage in diverse areas, including agriculture, business, health, water

management, road infrastructure, rural technologies, and nutrition, to achieve integrated rural development.

2.5 Approaches to Rural Development

There are various approaches to Rural Development that includes: Visionary Approach (VA), Community Action Plan (CAP), Participatory Action Research (PAR), Women Empowerment, and Community Driven Development (CDD).

2.5.1 Visionary Approach (VA)

This approach trains community members how to articulate their true desires and acquire skills in formulating visions at individual, family, group, and community levels for their desired future. The approach includes three key elements:

Vision: A clear picture of the desired future that individuals and communities aspire to achieve,

Current Reality (CR): An honest and accurate assessment of the existing situation in relation to the Vision, providing a baseline for understanding what needs to change.

Structural Tension (ST): This model arises when individuals hold both the Vision and Current Reality separately. The tension between the two creates an internal drive for change, as the natural feeling to resolve this discrepancy.

That navigate and manage this Structural Tension is key for achieving one's aspirations. This method is a fundamental part of ARU/URDT's strategy for transforming rural communities, equipping people with the tools to create visions

During the internship, the intern and the Epicenter Manager implemented this approach to encourage community members to think differently across various aspects of their lives. Its aim was to enable individuals set and achieve their visions for a happy and prosperous life, ultimately raising development. As a result of this approach, some participants successfully formulated their visions, assessed their current realities, and developed Structural Tension Charts (STCs) to outline the steps needed to reach their desired future.

2.5.2 Community Action Plan (CAP)

Community Action Planning (CAP) is a participatory tool designed to enhance communities' capacity to start their own development efforts. It serves as a framework for implementing actions decided upon by community members. Through the CAP process, individuals share knowledge, skills, and ideas, contributing to a collective vision for their village and resulting plan outlining the community's goals, which specifies the activities, required over a defined timeframe, and identifies the resources needed to achieve the desired outcomes.

The chairman LC1 and host father, mobilized community members while the intern and the Epicenter Manager took the lead in guiding them through the process of formulating their community vision. Together, they facilitated discussions that helped participants articulate their aspirations and set a clear direction for their collective future.

Community Action Planning (CAP) empowers communities to take charge of their development by providing a framework for implementing their collective decisions. When communities prepare their own Community Action Plans, they foster ownership and responsibility, which increases the likelihood of successful implementation and sustainability of development efforts.

2.5.3 Participatory Action Research

Participatory Action Research (PAR) is a democratic and inclusive qualitative research approach focused on understanding and enhancing participants' lives through direct, collaborative involvement. Unlike other qualitative methods, PAR empowers participants to actively engage in decision-making at every research stage, allowing for authentic insights into personal feelings, perceptions, and behaviors (Macdonald, 2012). Widely applied in social and health sciences, PAR is valuable in generating actionable knowledge for those in vulnerable conditions (Amaya & Yeates, 2014).

Therefore, during the internship, the intern and Kasunga Village community members applied PAR to investigate community roles in promoting sanitation and hygiene practices. This process involved diverse stakeholders and included data collection, analysis, and community-led recommendations and actions to address identified issues.

2.5.4 Women Empowerment

Women Empowerment enables women to make strategic life choices and drive social change in areas where they previously lacked opportunities, such as education, decision-making, business, and land ownership (J, 2020). Aligned with this, African Rural University (ARU) is an all-women University under URDT, provides transformative education to empower its graduates. They train graduates and then deployed into communities to facilitate rural transformation by raising consciousness, encouraging community members to realize their role and responsibility in their own development.

ARU focuses on training women because women's empowerment benefits global, national, and community development by enhancing the quality and quantity of human resources. During the internship, the intern, Epicenter Manager, councilor, and women leaders mobilized women in Kasunga to form a village based credit and savings group. They guided and educated the women on the advantages of such a group, fostering financial independence and resource management at the community level.

2.5.5 Human Right Based Approach (HRBA)

A human rights-based approach (HRBA) is a framework aimed at consciously and systematically integrating human rights into every stage of project and program development. It is grounded in international human rights standards, such as the Universal Declaration of Human Rights (UDHR 1948), and aims to promote and protect human rights actively. This approach emphasizes that human development should align with recognized international human rights, making it central to the planning, execution, and evaluation of initiatives aimed at societal improvement.

The human rights-based approach highlights the complex, interconnected facets of poverty, viewing it as a condition marked by multiple, reinforcing forms of deprivation. This perspective emphasizes that poverty extends beyond just economic scarcity; it involves stigma, discrimination, insecurity, and social exclusion. Such deprivations deny individuals an adequate standard of living, including essential needs like food, clothing, and housing, and often result in marginalized and excluded populations and it advocates addressing these diverse aspects to uphold dignity and equity.

2.5.6 Community Driven Development.

Community Driven Development (CDD) is an approach that empowers communities by giving them control over development decisions and resources. It promotes rapid and cost-effective project implementation, participatory governance, and the rebuilding of social capital. By enabling poor communities to receive and manage funds, make development decisions, plan and carry out projects, and oversee service delivery, CDD strengthens both income and empowerment addressing poverty not only as a lack of resources but also as a lack of influence and self-determination (Hatlebakk, 2022).

2.6 Sustainable Development goal (SDGs)

The internship aimed at implement the 17 Sustainable Development Goals (SDGs), which succeeded the eight Millennium Development Goals (MDGs). Adopted by the United Nations in 2015, the SDGs represent a universal call to action for ending poverty, protecting the planet, and ensuring that by 2030, all people experience peace and prosperity. The integrated nature of the 17 SDGs emphasizes that actions in one area can influence outcomes in others, highlighting the necessity of balancing social, economic, and environmental sustainability in development efforts (Programme, 2022).

2.7 African Agenda 2063

Africa Agenda 2063 is a framework designed to promote complete growth and sustainable development across the land over the next fifty years. Rooted in the long-

standing pan-African pursuit of self-determination, freedom, progress, and collective prosperity, it builds on existing mainland advantages to accelerate growth and development. This agenda was endorsed by African leaders in 2013 during the 50th Anniversary Solemn Declaration, commemorating the Organization of African Unity's establishment. Additionally, the aspirations outlined in Africa Agenda 2063 significantly influence the (Steiner, 2019).

2.8 Uganda Vision 2040

In 2007, the cabinet approved the National Vision Statement, aiming to transform Uganda from a peasant society into a modern and prosperous nation within 30 years. To apply this vision, the National Planning Authority, in collaboration with various government institutions and stakeholders, developed Uganda Vision 2040, which was launched on April 18, 2013. The goal is to change Uganda from a mainly low-income country to a competitive upper-middle-income nation within the specified timeframe.

Uganda Vision 2040 aims to address the strategic bottlenecks that have hindered the country's socio-economic development since independence. These challenges include ideological disorientation, a weak private sector, underdeveloped human resources, inadequate infrastructure, and a small market, lack of industrialization, underdeveloped service sectors, agricultural shortcomings, and poor democratic practices. By tackling these issues, the vision seeks to foster sustainable development and enhance the quality of life for Ugandans. (worldbank.org)

2.9 National Development Plan III (NDPIII)

The National Development Plan (NDP) III is the third phase in a series of six

NDPs designed to achieve the aspirations outlined in Uganda Vision 2040. Covering the period from 2020/21 to 2024/25, NDPIII aims to build upon previous progress while learning from the experiences of NDPI and NDPII. The plan addresses challenges encountered in earlier phases and aims to position the country halfway towards achieving Vision 2040 within its 30-year timeframe. Its objectives focus on

increasing sustainable production, productivity, and value addition in key growth sectors, enhancing human capital development, and improving household quality of life. (.npa.go.ug, July 2020)

2.10 Parish Development Model (PDM)

The Parish Development Model (PDM) is a strategic initiative launched by the Ugandan government in February 2022 to enhance service delivery and improve the income and welfare of Ugandans at the household level, aiming to transition 39% of the population from subsistence to a money economy. Aligned with the National Development Plan III and the NRM Manifesto (2021-2026), the PDM focuses on deepening decentralization, improving household incomes, fostering inclusive and sustainable socio-economic transformation, and enhancing local accountability. By positioning the parish as the epicenter for multi-sectorial community development, the model empowers the Parish Chief to lead community development efforts through consensus, allowing local policymakers to shape the rural economy based on their unique competitive advantages.

The Parish Development Model (PDM) aligns with the objectives of the National Development Plan III (NDP III), which aims to increase household incomes and enhance the quality of life for Ugandans. It is structured around seven key pillars: production, storage, processing, and marketing; infrastructure and economic services; financial inclusion; social services; mindset change; Parish-based management information systems; and governance and administration. These pillars work together to create a comprehensive framework for community development, focusing on sustainable economic growth and improved living standards at the household level.

2.11 Conclusions

After looking at the general background under chapter one with its silent issues and consequently then just concluded chapter two, now attention is being put on chapter three which is about the methodology of the internship.

CHAPTER THREE

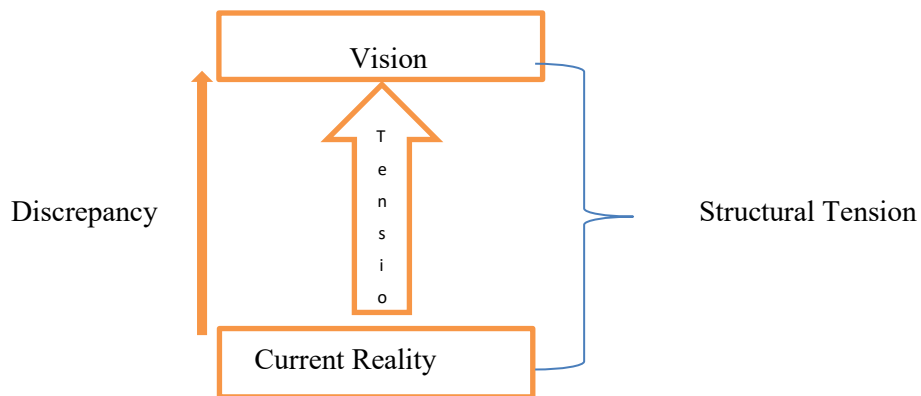
METHODOLOGY

3.0 Introduction.

This chapter outlines the methods, tools, materials, and techniques employed during the internship in Mugarama Subcounty, Kasunga, Marongo and Nyaburungi villages to establish a healthy interface between African Rural University (ARU) and local communities, aimed at nurture transformation. The main methods utilized included the Visionary Approach (VA), Community Action Planning (CAP), and Participatory Action Research (PAR). Techniques such as observations and finally conclusion were also essential in reflecting the effectiveness of these methods in enhancing community engagement and development.

3.1 Visionary Approach

The Visionary Approach (VA) is a fundamental method used in the URDT model for transforming communities. It consists of three key aspects: identifying what individuals truly desire (the vision), assessing the current reality, and recognizing the gap between the vision and the current situation. This gap creates structural tension, which motivates action steps to bridge the difference and achieve the desired vision. A vision represents a clear and compelling image of the desired outcomes, perceived as already accomplished. Current reality provides an honest description of the existing situation relative to the vision. The structural tension arises from the contrast between the desired state (vision) and the actual state (current reality), generating the motivation for action to achieve the envisioned results.



The intern engaged the Visionary Approach (VA) to enable community members identify their aspirations (vision), assess their current circumstances (current reality), and recognize the gap (discrepancy) between their desired outcomes and their present situation which encouraged participants to reflect on their goals and motivated them to take action toward achieving their visions.

3.2 Community Action Planning

Community Action Planning (CAP) empowers individuals to set goals and lead development activities by providing a structured framework for well-organized project. During CAP sessions, the intern facilitated discussions that allowed community members to articulate their aspirations, assess their current realities, and identify priorities based on available resources. Participants focused on key areas such as sanitation, education, security, and health, assigning responsibilities and establishing timelines for implementation. The intern documented their inputs, which were retained by the chairman, using tools like markers, flip charts, and masking tape to foster collaboration and organization in the planning process.

3.3 Participatory Action Research (PAR)

The Intern utilized Participatory Action Research (PAR) to raise community involvement and drive actionable outcomes which emphasizes collaboration among community members impacted by the research, aiming to understand and effect change through collective reflection and action. The Intern engaged various stakeholders in the research proposal, followed by collaborative data collection focusing on the community's role in preventing agricultural theft. The gathered data

was analyzed using Microsoft Excel in combination with the research team. As a result, some of the community recommended actions were successfully implemented, leading to positive changes within the community.

3.4 Observation

The intern used observation as a method to gain firsthand insight into the community's practices and conditions. This involved physically observing various aspects, such as the general sanitation of homes, the condition of crops, and the range of major and minor economic activities in Kasunga village. Through these observations, the intern aimed to gather relevant data to effectively address the specific objectives of the internship.

3.5 Documentation

During the internship, the intern employed various materials to document and supports the work done. These included URDT scrolls for official information, flip charts for organizing ideas, markers for writing and illustrating, a phone camera for capturing images, a notebook and pen for taking notes, masking tape for securing materials, and a file for organizing documentation. These tools were essential for effectively recording progress and facilitating community engagement.

3.6 Conclusion

After looking at different methods, tools and techniques that were used during the internship attention should now be put to the presentation of results in chapter four below.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents and discusses the internship results, what worked, what did not work, challenges, and elaborates the activities that were done and actions taken to create specific results.

4.1 Monitoring of the PDM Beneficiaries with the Subcounty officials on 9th/02/2025. In line with objective 1 and 2, the intern participated in monitoring of the PDM beneficiaries together with the Agricultural officer Mugarama Sub County, the Principal of Agriculture Kibaale district managed to monitor PDM beneficiaries from Kituma parish.



Figure 1 the intern participating in PDM session

4.2 Conducted CAP

In Line with objective 3, during the internship, the intern successfully facilitated a Community Action Plan (CAP) session in Kyakanyonyi, engaging 62 community members in a participatory development process. The session focused on identifying key community challenges, prioritizing needs, and formulating practical solutions through collective decision-making. With active involvement from both men and women, the participants analyzed their local context and mapped out achievable goals aimed at improving their livelihoods and social well-being. The process also promoted a sense of ownership and empowerment among residents, laying a strong foundation for sustainable development initiatives and aligning with broader frameworks such as the Parish Development Model and Uganda Vision 2040.



Figure 2 the intern conducting CAP session

4.3. Sensitization on sanitation and hygiene issues in schools

In line with objective 3 and 4, the intern actively took part in a school meeting where they played an important role in educating the school community on key sanitation and hygiene issues. During the meeting, the intern provided practical advice on maintaining personal and environmental cleanliness, emphasizing the importance of proper hand washing techniques, safe use and maintenance of latrines, and effective waste disposal methods. The intern also highlighted how poor hygiene can lead to the spread of preventable diseases such as diarrhea and respiratory infections, which negatively affect students' health and school attendance. By sharing this

knowledge, the intern helped raise awareness among teachers and students, encouraging them to adopt healthier daily habits that contribute to a safer and more conducive learning environment.



Figure 3 the intern counselling pupils about sanitation and hygiene.

4.4 Conducted pads making sessions

In line with objective three and four, on 13 March, At Marongo Primary School in Marongo Village, a collaborative session on guidance and counseling regarding sanitation, hygiene, and reusable pad making was conducted by the intern, the Epicenter Manager, and the teachers. This session aimed to address the challenges faced by pupils, especially girls, in maintaining proper hygiene both at school and at home. The team provided practical education on personal hygiene, including regular bathing. A special focus was given to menstrual hygiene management, where the intern and team guided the girls on how to make affordable, reusable sanitary pads using locally available materials. This not only empowered the girls with knowledge and skills but also helped reduce stigma around menstruation, boosted their confidence, and supported regular school attendance by addressing one of the major barriers to girls' education in rural communities.



Figure 4 the intern teaching pupils how to make pads.

4.5 Nursery beds making at school

In line with objective 3 and 4, the intern participated in the preparation of nursery beds, harvesting of eggplants, and seed preparation activities at Marongo Primary School. These agricultural practices were aimed at improving the community's standards of living and providing food supplements to promote a balanced diet. The knowledge gained by the intern from these activities is transferred to the home environment, where it is shared with parents and applied through small-scale home projects. These projects not only help to improve household nutrition but also serve as a source of income for the families involved.



Figure 5 the intern participating in nursery bed preparing.

4.6 Demonstration plots established

In line with objective two, Demonstration plots were established in collaboration with the intern, the farm supervisor, farm attendants and community members at St. Thereza Farm in Kasunga Village, Mugarama Sub- County. These plots served as practical learning sites where improved agricultural techniques such as spacing, mulching, pest control, and crop rotation were showcased. The purpose of setting up the demonstration plots was to provide hands-on training and visual learning for both the intern, farm attendants and community members, allowing them to observe and adopt modern, sustainable farming practices. Through this experience, the intern gained valuable knowledge in practical agriculture while also contributing to the transfer of skills and innovations that can increase crop yields, improve food security, and boost household incomes in the community.



Figure 6 the intern preparing demo vegetable gardens.

4.7 C.D conducted

In line with objective four, together with community members, the intern participated in the construction of a road in Kasunga Village. This community-driven initiative aimed to improve accessibility within the village, especially for farmers transporting their produce to markets, children going to school, and residents accessing health services. The intern contributed by mobilizing local support, assisting in planning and physical work, and encouraging teamwork among the community members. Road construction not only enhances transportation and connectivity but also promotes economic development by reducing travel time and transportation

costs. Through this activity, the intern gained practical experience in community engagement, infrastructure development, and rural development planning, while empowering the community to take ownership of local development efforts.



Figure 7 the intern participating in the clearing of a road.

4.8 Formulated household visions

In line with objective three, the intern formulated 10 household visions in Kyakanyonyi and Kasunga villages, and four families focused on having permanent houses while others focused on having agricultural farms. During the formulation of the STC, family members shared their visions, their current reality, and the action steps.



Figure 8 showing the members holding their visions

4.9 Introduced bagiya making

In line with objective three, the intern introduced *Bagiya* making to the women's group in Kyakanyonyi Villages as part of efforts to promote community development and empower local women, the intern initiated a project focused on teaching bagiya making. This initiative aimed to equip the participants with practical, income-generating skills that could help them start small-scale businesses or supplement their household income by introducing a familiar but potentially marketable product, the intern helped the group explore opportunities for entrepreneurship, self-reliance, and improved livelihoods within their community.



Figure 9 showing the intern facilitating bagiya making.

4.10 Rubbish pits were dug

In line with objective IV, Rubbish pits were dug in various households across Kasunga Village as part of a community sanitation initiative. This activity aimed to promote proper waste disposal practices and improve overall hygiene within the village. By creating designated areas for dumping household waste, families were encouraged to manage garbage more responsibly, thereby reducing the risk of environmental pollution, bad odors, and the spread of disease-causing pests such as flies and rodents.



Figure 10 showing the intern and community members digging a rubbish pit.

4.12 A Community Development (CD) activity was carried out in Kasunga Village, specifically at the community's main water source. This activity involved mobilizing local residents to take part in cleaning and maintaining the area around the water point, such as removing dirt, debris, overgrown vegetation, and potential contaminants that could pollute the water. The purpose of the exercise was to promote good hygiene practices, protect the water source from contamination, and ensure that the water remains safe and accessible for daily use.



Figure 11 showing the intern and community members' cleaning a water source.

4.13 Farm tour conducted

In line with objective two, both the intern and the faculty supervisors conducted a farm visit led by the farm manager at St. Thereza Farm in Kasunga Village, Mugarama Subcounty. During the visit, they toured various sections of the farm, including the poultry unit, piggery, crop agriculture fields, and the dairy section, to gain practical insights into the farm's operations and management practices. The project is sponsored



Figure 12 ARU academic mentors looking at the work done by the intern at St Thereza farm in Imara village .

4.14 Saving groups were formulated

In line with objective three and four, at St Thereza Farm in Uganda, local community members were mobilized by the intern to form and officially register groups in order to qualify as beneficiaries of support from Uganda Microfinance initiatives. This structured effort aims to economically empower rural populations by providing them with productive assets specifically pigs and poultry as well as comprehensive training in savings and financial management. By organizing into legally recognized groups, members gain access to both in-kind support (livestock) and capacity-building programs that teach them how to manage income, save collectively through Village Savings and Loan Associations (VSLAs), and make informed financial decisions. The integration of agricultural support with financial literacy is designed to foster sustainable livelihoods, increase household incomes, and promote long-term self-reliance within the community.



Figure 13 showing the beneficiary groups of St Thereza projects.

4.15 Council meeting attended

In line with objective one, an intern who attended a council meeting at the sub-county level was typically participating as part of their learning and exposure to local governance processes.

During such meetings, the intern had the opportunity to observe how local leaders discussed and made decisions on development issues, budget allocations, community needs, and policy implementation. This experience allowed the intern to gain practical insights into administrative procedures, public service operations, and the roles of various officials within the sub-county.

Additionally, it helped them understand how grassroots governance functioned and how decisions made at that level impacted local communities.



Figure 14 showing council meeting at Mugarama Sub County offices.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents conclusions and recommendations in line with the internship objectives outlined in Chapter One. These conclusions and recommendations are based on the experiences stumbled upon during the five-month internship in Kasunga, Kyakanyonyi and Marongo and villages. The recommendations are for the stakeholders including Sub county chief, African Rural University and ARU students.

5.1 Conclusions

In relation to Internship Objective (i), the intern learnt how Lower Local Governments work, especially in areas affected service delivery. She observed that good governance relies on teamwork between technical and political leaders, careful planning, and accountable leadership. This combination enables drive social and economic progress while ensuring policies are implemented transparently.

In reference to Internship objective (ii), the Intern gained a lot of experience and understanding of the Epicenter Strategy and facilitated about the principles of the creative process which enabled people at all levels to articulate their visions, contributed to the realization of PDM pillar no.5 in Mugarama Sub County

In line with Objective (iii), the intern carried out a Community Action Planning (CAP) process at the community level, which strengthened her ability to facilitate a democratic bottom-up planning approach for effective rural transformation and sustainable change in Mugarama Sub County.

In line with Objective (iv), the intern conducted Participatory Action Research (PAR) on the role of community participation in promoting sanitation and hygiene practices and collaborated with community members to develop plans aimed at

enhancing sanitation and hygiene in their village. These plans included raising awareness among the public and students in schools, making washable sanitary pads, digging rubbish pits, clearing water sources, roads.

5.2 Recommendations

The following recommendations were advised. Some of these go to the community, students of ARU, to ARU, and URDT Girls School.

5.2.1 To future ARU students

The Interns should network with different experts in the field in order to produce good results more especially the LCI, both politic and technical staff, Faculty Mentor, Field Mentors and her fellow interns.

5.2.2 To the Community

Community members should continue implementing the Community Action Plan and Participatory Action Research more so the actions they recommended during PAR for transformation to take place and sustainability.

5.2.3 To the University (ARU)

The University should always hold an orientation workshop for stakeholders to create relationship and enable the Intern settle in the Sub-county during her field activities.

REFERENCES

Kumar, S. (2019). *Change and Transformation: Understanding Human Behavior for Effective Organizational Growth*. Routledge.

Vellim Nyama, P. (2022). *Dimensions of Sustainable Development in Rural Contexts*. African Development Press.

JLIFAD. (n.d.). *Fostering inclusive rural transformation*. Retrieved from <https://www.ifad.org>

AhnerMcHaffie, T. (2018). *Integrated Rural Development Strategies*. Development Policy Review Journal.

Amaya, A. B., & Yeates, N. (2014). Participatory approaches in social development. *Social Policy Review*, 26, 121–138.

J, S. (2020). *Empowering Women through Education and Opportunity*. Global Equality Publications.

United Nations Development Programme. (2022). *The Sustainable Development Goals*. Retrieved from <https://www.undp.org>

Steiner, A. (2019). *Agenda 2063: Africa's Development Framework*. African Union Publications.

World Bank. (2013). *Uganda Vision 2040 Overview*. Retrieved from <https://www.worldbank.org>

National Planning Authority. (2020). *Third National Development Plan (NDPIII) 2020/21 – 2024/25*. Retrieved from <https://www.npa.go.ug>

Government of Uganda. (2022). *Parish Development Model Implementation Guidelines*. Ministry of Local Government.

APPENDICES

Appendix (i): table showing the structural tension chat.

FACILITATING RURAL TRANSFORMATION THROUGH EMPOWERING THE COMMUNITY TO PRACTICE SANITATION AND HYGIENE

ACCOUNTBLES	ACTION STEPS	DUE DATE
Atugonza Ritah	Validation of internship reports	23 rd –may -2025
Atugonza Ritah	Writing of final internship report	20 th -May-2025
Chairman LC1	Monitoring and evaluation	4 th -May-2025
Family leader	Implementing family and household visions	1st-May-2025
Atugonza Ritah	Conducting community Action Planning	2 nd -March-2025
Chairman LC1	Evaluation and monitoring	3 rd -April-2025
Atugonza Ritah	Implementing research findings	27 th -March-2025
Chairman LC1	Mobilizing community members	10 th -Feb-2025
Chairperson LC1	Selecting villages	5 rd -Feb-2025
Supervisor	Deployment	2 nd -Feb-2025
Faculty	Orientation	31 st –Jan-2025

Current reality

Data about the factors leading to poor sanitation and hygiene available

Two PDM SACCOS available

Epicenter manager available

Intern available

Community members available

Appendix (ii) Template showing results table

Activity	Output	Outcome	Number of people who participated	Means of Verification
Formulating family vision		family members gained skills in formulating STC	10	Pictorial Report
Making nursery beds of vegetables	6 beds made	Improved on nutrition	26	Pictorial Report
Making of bagiya	1 bucket made	Increased income	37	Pictorial Report
Conducting first group meeting		27 members have knowledge about visionary approach	27	Attendance list and Pictorial Report
Conducting 2 nd community meeting		Members have knowledge in formulating CAP	39	Pictorial Report
community CD work by clearing the Kasunga to Isongero road	1.2Km road cleared	Sanitation improved	30	Report

Conducted group meeting	2 demonstration pads were made and each student made one piece at Marongo primary school	Hygiene was promoted	38	Pictorial Report
Formulated beneficiary groups for Uganda micro finance	Two groups formed	Pigs, birds received	20 members in each group	Pictorial
Conducted career guidance and counseling to pupils in Marongo primary school	150 students participated	Pupils gained morale in learning and safe periods management	150	Pictorial
Water source was cleaned		Sanitation and safe water promoted	16	Pictorial

Appendix (iii): Aspirations for African Agenda 2063

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

Appendix (iv) 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.