



FACILITATING RURAL TRANSFORMATION THROUGH EMPOWERING THE COMMUNITY
TO EDUCATE CHILDREN, RECOGNIZE AND USE VISIONARY APPROACH FOR SUSTAINABLE
DEVELOPMENT

A CASE STUDY OF KASIMBI SUBCOUNTY KIBAALE DISTRICT

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Declaration

I, Atugonza Doreen declare that this report was conducted in Kasimbi Sub County, focusing on Kasozi and Manyinya villages, Kasozi parish, Kasimbi Sub County. This report is a product of my own original work, and has never been submitted to any other institution for any academic award. Moreover, I closely acknowledged whatever information that is used in this report and submit it for examination with my full approval.

Signed by

ATUGONZA DOREEN

Date ... 07th, 06, 2025

Signed... 

Dedication

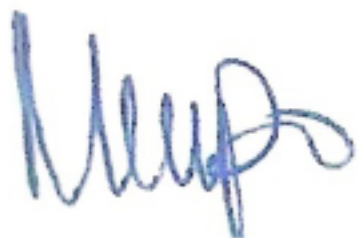
I dedicate this report to my beloved father, Mr. Bagadira William, and my aunt, Mrs. Akugi zibwe Cate, as well as to my classmates who supported me throughout the internship period—both financially and emotionally. I also extend my heartfelt gratitude to my supervisors: Dr. Maali Chrispo, Mr. Byaruhanga George William (a traditional wisdom specialist), and my field mentor, Mrs. Karungi Oliver, for their encouragement, advice, and motivation throughout the duration of my internship in Kasimbi. Additionally, I am grateful to all my friends in Kasozi Village for the emotional support they rendered during the four months of my internship in Kasimbi Sub- County.

Approval

This internship report has been completed under my close supervision. I hereby approve that it is the original work of Atugonza Doreen and has not been submitted to any university or institution for the attainment of any academic qualification.

Faculty supervisor:

Dr. Maali Chrispo

Sign...  ... Date... 07th June 2025

Mr. Byaruhanga George William. (TWS)

Sign...  Date... 07th June 2025 ...

Ms. Karungi Oliver (EM)

Sign...  Date... 07th June 2025

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Lastly, I wish to sincerely thank African Rural University particularly the Dean's Office and the Academic Management for granting me the opportunity to undertake and complete my internship successfully.

Abbreviations

AI	Appreciative inquiry
ARU	African Rural University
BRD	Bachelors of Rural Development
C/P	Chair Person
CAP	Community Action Planning
CD	Community Development
PDM	Sustainable Development Goals
EM	Epicenter Manager
LC1	Local Council One
PAR	Participatory Action Research
RTSs	Rural Transformation Specialists
SC	Sub County
STC	Structural Tension Chart

TRT	Technologies for Rural Transformation
URDT	Uganda Rural Development and Training Programme
VA	Visionary Approach
VHT	Village Health Team
TWS	Tradition Wisdom Specialist
PTA	Parents and teachers association

Definition of Key Terms

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 paths and strategies to operationalize Uganda's Vision statement which is "A Transformed Uganda Society from a Peasant to a Modern and Prosperous Country within 30 years" as approved by the cabinet in 2007.

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

Vision: This is a clear and mental compelling picture of what one truly wants to achieve formulated in the present as if it has already been achieved.

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 thus generating tension that drives one to take action steps towards achieving what one wants (Vision).

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

Internship. This is a four months practical exercise at the sub county that is used by African Rural University for the fourth students under the 40% practical as a requirement for the attainment of a Bachelor’s Degree in Rural Transformation.

Acronyms

ARU	African Rural University
CRS	Catholic relief services
LACWADO	Lake Albert children women advocacy development organization
BHPs	Back home projects
BRD	Bachelor of Rural Development
CAP	Community Action Planning
CD	Community Development
CDD	Community Driven Development
CDO	Community Development Officer
LCIII	Local Council Three
MDGs	Millennium development goals
NDP III	National Development Plan III
PAR	Participatory Action Research
PTA	Parents-teachers association
PDM	Parish Development Model
RDC	Resident District Officer
SDGs	Sustainable Development Goals
STC	Structural Tension Chart
TRT	Technologies for Rural Transformation
URDT	Uganda Rural Development & Training Programme.



TWS

Traditional Wisdom Specialist

TPC

Technical planning committee

VA

Visionary Approach



Abstract

This study focused on facilitating rural transformation through empowering the community to educate children, recognize and use visionary approach for sustainable development in Kasimbi Sub county and was done for a period of four-month (1st February, 2024 to 20th May, 2024) in alignment with the objectives: (1: ARU interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery

in Kasimbi Sub County. 2: ARU interns as potential Epicentre Managers demonstrate an understanding of the role of the Epicentre Strategy in implementation of the Parish Development Model and realization of the Uganda Vision 2040 in Kasimbi Sub County.3: ARU interns have the capacity to conduct Community Action Planning as a democratic bottom-up process for fostering Rural Transformation in Kasimbi Sub County 4: ARU interns have the capacity to conduct Participatory Action Research (PAR) and develop plans to create change in Kasimbi Sub County).With the two villages (Manyinya and Kasozi),methods like Community Action Planning (CAP),Participatory Action Research (PAR) and Observation were used in conjunction with tools like observation checklists, and Scroll.Chapter Two reviews relevant literature on key factors that influenced internship, including the Sustainable Development Goals (SDGs), Africa Agenda 2063, and Uganda Vision 2040. Chapter Four discusses the results and the activities undertaken at individual, family, group, and community levels. Visionary approach, participation in meetings, partnership with organizations and companies, and more were the results. Collaboration, enabling and creating conditions for people of Kasozi and Manyinya to realize that they are the predominant force towards their own development worked during the internship. Low turn up, poor time management, high demand for material things, weather changes and variation in the orientation were the challenges faced. The intern recommended the sub county staff to follow up the projects she left behind, the community members to continue implementing CAP&PAR. In conclusion, in line with Objective one, the intern actively participated in 3 Council meetings, 5 TPC meetings, attended 1 PTA meeting at Kasimbi Primary School, participated in handling 3 domestic violence cases and land issues under the office of the CDO, To meet Objective two, the intern participated in PDM enterprise selection meeting, trained and facilitated about organic farming to the PDM beneficiaries, making of herbal soap, shoe polish, Lorena stoves and the promotion of good farming practices in two communities. For Objective three, the intern conducted Visionary Approach sessions in Kasozi and Manyinya villages, raised awareness about health and sanitation, trained four groups in the Visionary Approach and participated in the sensitization of the community for the Parish Development Model program. To meet Objective four, the intern participated in participatory action planning at the village level, conducted community sessions to promote mindset change, facilitated the Visionary Approach, organized sensitization meetings on educating children as a key to development, data was collected and analyzed, cleared 2 roads and sensitization meetings were carried out on issues concerning early pregnancy.

Key words: Rural transformation, Visionary Approach, Community Action Planning, Participatory action Research, Community Empowerment and Sustainable Development.

Chapter One: General Introduction

1.0 Introduction

This chapter presents the introduction, General objective, Background, objectives, learning outcomes, Outputs, overview of African Rural University (ARU), the concept of the internship, and the background of Kasimbi Sub County, duration of the internship, geographical scope, and the significance of this internship.

1.1 Background of African Rural University (ARU)

The four-month internship is a supervised participatory field experience for students in their fourth year with the intent of working on transformation of rural communities. After the theoretical training, it is necessary that the students have the opportunity to practice using the acquired knowledge, skills and technologies to help villages plan, mobilize, and organize and carry out community projects. Strong and functional interface between African Rural University (ARU) and local communities were developed during the internship process. The university achieves this by promoting a holistic approach to rural development through Participatory Action Research (PAR). Students actively engage with rural communities, fostering a mindset that enables them to work towards transforming livelihoods.

In a bid to fulfill the 40% field practice and preparation for student's real-life experience in communities during the four months internship, students are taken to the field in order to do experiment on the ongoing activities of year three classroom learning that contributes to 60%. It encompasses of the visionary approach, Principles of a learning Community, Visionary leadership and sustainable Development.

The internship involved deployment of eleven (11) year four students to be mentored by Epicenter Managers and supervised by the Sub County staff in the lower local Governments. These students were deployed in eleven sub counties and that is Kasimbi, Nalweyo, Burora, Kyenzige, Kasimbi, Isunga, Mpeefu, Pacwa Isunga Kabamba, Muhoro, Mugarama and Mairirwe in Kagadi and Kibaale District to develop a strong relationship between AR

U and local communities through different approaches.

1.2 Background of Kasimbi Sub-County

Kasimbi Sub- County is located in Kibaale District, within the Bunyoro Sub-region of Mid-Western Uganda. The sub-county currently comprises four parishes: Kasozi, Manyinya, Kihebeba, and Kicuunda, encompassing of a total of 26 villages.

In terms of education infrastructure, the sub-county has 12 primary schools 10 of which are privately owned, while 2 are government-aided. Additionally, there is one government-aided secondary school. Health services are provided through one government Health Centre III, one private Health Centre III, and 17 clinics distributed across the sub-county.

Kasimbi Sub- County is ethnically diverse, with inhabitants including the Banyoro, Bafumbira, Bakiga, Banyarwanda, Baganda, and Batooro. The local population speaks a variety of languages, including Runyoro, Rukiga, Rutooro, Luganda, Runyarwanda, and Rufumbira. The major religions practiced in the area include the Faith of Unity, Catholicism, Islam, and Anglicanism.

Agriculture is the dominant economic activity in the sub-county. Major food crops grown include Irish potatoes, tomatoes, groundnuts, beans, maize, cabbages, and cassava. Cash crops such as cocoa, coffee, and sugarcane are cultivated on a large scale.

The physical features of Kasimbi Sub- County include diverse vegetation cover (including forests), various soil types like loam, clay, sand and so on, wells and rock formations. The administration of the sub-county is managed by both political and technical staff.

Background of Kasozi and Manyinya village.

Kasozi and Manyinya are villages in Kasimbi Sub County, Kibaale district. Kasozi was the practicum village where the intern together with the community members conducted a community action planning and low literacy levels emerged as the most planning need. Community empowerment was one of the action steps that we came up with towards realizing the vision (A MODEL VILLAGE WITH EDUCATED AND HEALTHY CHILDREN BY 2040). Therefore, the intern was deployed for internship and research to implement the vision following objective four of the internship and the rate of drop out edu

ced from 15% to 35% Kasimbi sub county. The intern conducted CAP in Manyinya and Agriculture was improved.

1.3 Time of the internship

The internship lasted for four months from 1st February, 2025 to 20th May, 2025 in Kasimbi Sub County, Kibaale district.

1.4 Geographical Scope

The internship covered the area of Kasimbi Sub County in Kibaale district and majorly dealt with two selected villages of Manyinya and Kasozi villages.

1.5 Internship Objectives

The internship was done following a General and Specific Objectives as follows:

1.6 General Objective

To create a solid and purposeful interface between African Rural University and rural communities through epicentre strategy for transformation.

1.7 The internship Objectives were:

1. ARU interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery in Kasimbi Sub County.
2. ARU interns as potential Epicentre Managers demonstrate an understanding of the role of the Epicenter Strategy in implementation of the Parish Development Model and realization of the Uganda Vision 2040 in Kasimbi Sub County.
3. ARU interns have the capacity to conduct Community Action Planning as a democratic bottom-up process for fostering Rural Transformation in Kasimbi Sub County.
4. ARU interns have the capacity to conduct Participatory Action Research (PAR) and develop plans to create change in Kasimbi Sub County.

1.8 Learning Outcomes

The learning outcomes included the ability to:

- i. Effectively conduct research on systems and structures in project conceptualization, design, implementation, monitoring, and evaluation at lower local governments.
- ii. Apply various mechanisms for Implementation of the Epicenter strategy in the implementation of the Parish Development Model and realization Uganda Vision 2040.
- iii. Facilitate Community Action Planning and Participatory Action Research.
- iv. iv. Demonstrate and practice good working ethics, communicate effectively, and exhibit good interpersonal skills.
- v. Apply skills in carrying out collection exercises and analysing data using tools using Excel and SPSS.
- vi. Train Sub-County and local leaders in the principles of a learning organization.
- vii. Apply PAR, Community Action Planning, and other tools to create, implement, monitor, and evaluate community projects.

1.9 Outputs of the Internship

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

1.10 Significance of the Internship:

In line with the objectives outlined above, the internship holds significance for the intern,

ARU, URDT, and the community in the following ways:

i) To the Intern

The internship offered the intern valuable real-life experience by sharing knowledge of the Visionary Approach and the creative process with the community. It also allowed the intern to learn from community members and gain skills in working with individuals from diverse cultural backgrounds.

ii) To ARU

The internship meets the 40% practical requirement of the ARU curriculum, essential for completing a Bachelor of Rural Development at African Rural University. It strengthens the connection between ARU and the community through the interns' interventions. The four months field experience equips interns with practical skills for future careers, and the insights gained serve as a valuable reference for ARU and future interns in designing interventions to transform rural communities.

iii) To URDT

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

iv) To the Community

The internship introduced essential rural technologies and projects, such as soap making, charcoal briquette making, mushroom growing and so on which have become important in Kasimbi Sub County. Community members gained knowledge and skills in agriculture, health, and education, improving their living standards. The program focused on cap

acity building through awareness raising and practical training, empowering residents to take ownership of their development. It also encouraged a shift from reactive (problem-solving) to actively creating a desired future, equipping them with skills in various sectors, including technology and the Visionary Approach.

1.11 Conclusion

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

Chapter Two: Review of the related Literature

2.0 Introduction

This Chapter presents related literature Review on different aspects that impacted the internship and it was guided by the internship Objectives mentioned under Chapter One. These aspects included Rural Transformation, Development, Rural Development, Integrated Rural Development, and Approaches to Development, Sustainable Development Goals, Africa Agenda 2063, Uganda Vision 2040 and National Development Plan II (NDP11). These aspects are therefore elaborated below:

2.1 Rural Transformation (TR)

Transformation generally refers to a methodology for individuals, community or societal fundamental change that positively impacts how people think, how they behave and respond while working toward transcendence. (Gass, 2012). The Intern was engaged in transformative Social change in the families, groups and the community members of Kasazi and Manyinya using this methodology to achieve sustainable development through collaboration, equity, skillfulness and compassion.

2.2 Development

Development refers to a process of change in growth and capability over time, designed to improve the quality of life of the people involved in the development process (Libert, 1979). It is about building active and sustainable communities based on social justice and mutual respect and changing power structures to reduce barriers that prevent people from participating in the issues that affect their lives. (Sakalasooriya, 2020). An ARU Intern involved this method in homes and entire community and introduced new technologies such as making herbal and liquid soap, shoe polish, Lorena stove, , making charcoal briquettes, mushrooms, improved farming, among others using locally available resources. All these technologies once practiced bring in incomes to people in the community of Kasozzi and Manyinyanga including schools, thus promoting better standard of living in the community.

2.3 Rural Development

(Malcolm, 2003) in his article of Rural Development asserts that rural development is the process of improving the quality of life and economic well-being of people living in rural areas, often relatively isolated and sparsely populated areas. Rural Development signifies the development activities and initiative undertaken by Government, non-government organization, partners and communities with the aim to improve the lives of rural people. From the field experience, it is believed that development is possible only through using creative orientation rather than problem solving orientation where people through the use of visionary approach, appreciative inquiry and systems thinking realize that they are key to their own development and hold the predominant creative force within themselves to transform from one state to another. This is because people in problem solving orientation tend to react to problem rather than creating the life they truly want. The intern mobilized and trained people in liquid soap making to enable them develop economically.

2.4 Integrated Rural Development (IRD)

(Jacob, 2018) asserts that, Integrated Rural Development is the process of combining m

multiple development services into a coherent delivery system with the aim of improving the well-being of rural populations. This means that we enable the community to improve their standards of living in all aspects. The Intern worked with community members and institutions like schools and families in areas of sanitation, health, business and education among others.

2.5 Approaches to Development

Several approaches have been put in place namely: Visionary Approach, Community Action Planning, Participatory Action Research, Women Empowerment, Community Driven Development, Sustainable Development Goals, Africa Agenda 2063, Uganda Vision 2040 and National Development Plan II (NDP II) and Parish Development Model. The intern was able to use these approaches in order to improve on the lives of the community members for example PDM. The intern was able to organize the community members of Manyinyanya, participated in registering them for sustainable development.

2.5.1 Visionary Approach (VA)

The visionary approach helps people to understand that they are the subject of development. It recognizes that rural people are a repository of valuable knowledge and information that can be used to improve their livelihoods through consciousness rising and training them in different skills of envisioning their visions to come up with the action steps to help in achieving their visions. In this approach, not only do people remain in touch with what truly matters to them or that which they want to create which is their Vision, but the knowledge and skills learned remain resident within them, thus enabling them to become functionally literate in a variety of domains including water management, rural technologies, human rights, gender, environment, education and household income. (*Background – African Rural University-ARU*, n.d.). The Intern used this approach to enable people at the host family of practicum, Internship village (Manyinyanya) to articulate their family and community vision as illustrated below.

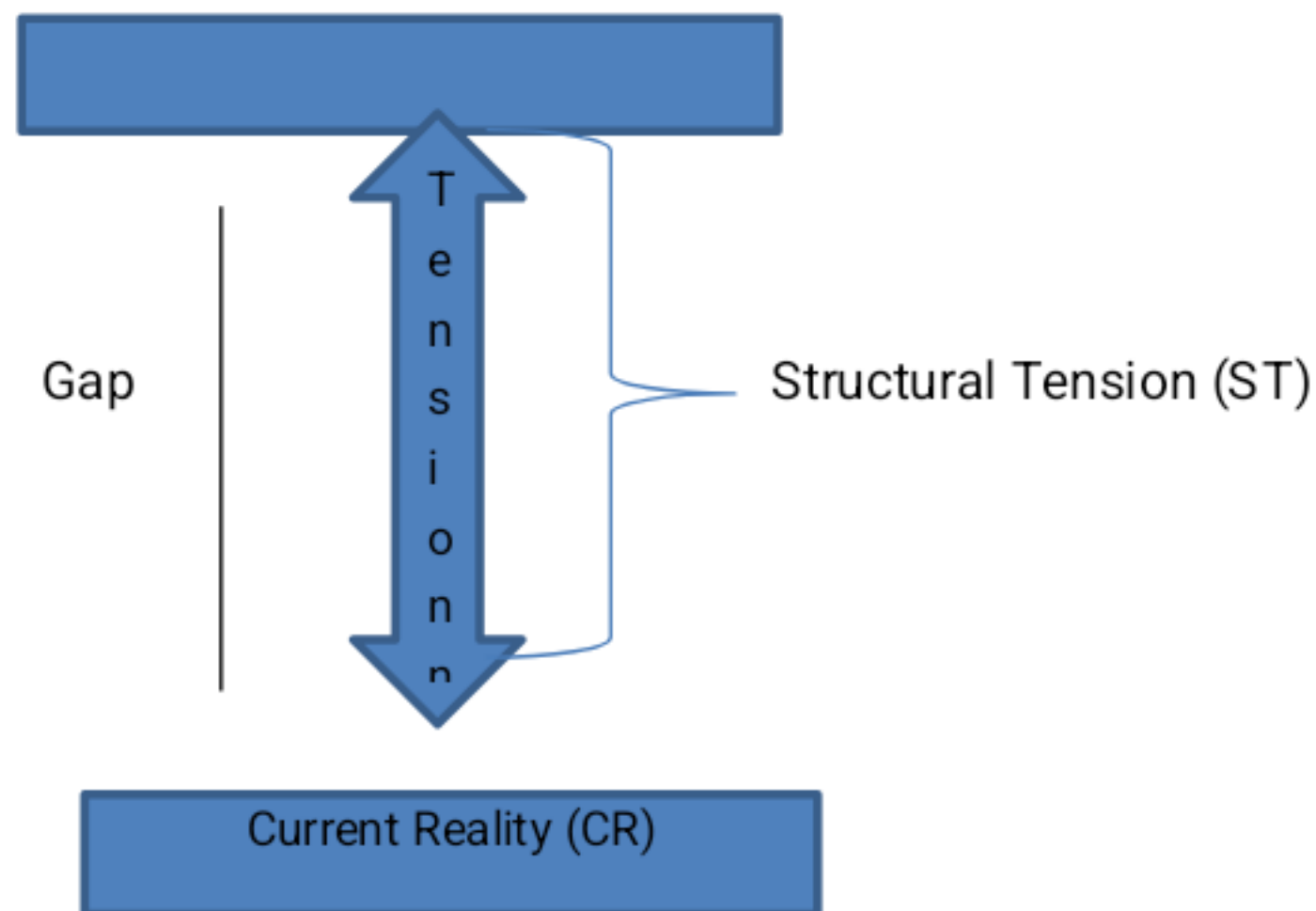


Illustration A: Visionary Approach

This methodology has three fundamental parts which are Vision, Current Reality and Action Steps. The intern used this methodology by enabling the community members to draw their vision, analyze the Current Reality and articulate the action steps towards achieving the Vision.

2.5.2 Community Action Planning (CAP)

According to (Stefanie Keller 2020), a Community Action Plan 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. In other words, the action plan describes what the community wants to accomplish, what activities are required during a specified timeline and what resources (money, people and materials) are needed for the change to be successful (Keller, 2020).

The Community Action Plan is one of the participatory tools used to build the capacity of community members in taking actions to achieve their visions, needs, and potential of the community. The LCI, the field mentor and the Intern mobilized the community members of Manyinya village and the Intern led the session of formulating the community vision.

n, we identified the vision and held it with current reality and came up with action steps, that where later telescoped in the most achievable way.

2.5.3 Participatory Action Research (PAR)

Participatory Action Research (PAR) is a qualitative research methodology to enquiry which has been used since the 1940s that involves researchers and participants working together to understand a need or challenge and work towards resolving it. Participatory Action Research as a research approach links science and practice and allows a community, organizational and non-organizational stakeholders to investigate their own situation, reflect on its results and co-create the best fitting interventions to tackle complex issues and achieve sustainable impact. Using this approach, the Researcher only facilitates the process as the community members are guided towards achieving what they want (Wadsworth, 1998). The Intern carried out a community dialogue with the community members and they stated the current situation they were in which helped us to develop action steps.

2.5.4 Women Empowerment (WE)

Women's empowerment can be defined as promoting women's sense of self-worth, their ability to determine their own choices and decisions, their rights to influence social change for themselves and others in the community. Women's empowerment equips and allows women to make life-determining decisions through the different issues in society by standing their grounds and proving their capabilities in creating the kind of life that they truly want. It gives them the opportunity to redefine gender roles which in turn gives them more freedom to pursue their desired goals (Endalcachew, 2016). Similarly, the Intern empowered women and girls at the community and Institutional level by giving them chance to participate in meeting especially during CAP and PAR, more so equipped them with skills like herbal and liquid soap making, and so on.

2.5.5 Community Driven Development (CDD)

Community Driven Development (CDD) refers to an approach that empowers local community groups, including local government, by giving direct control to the community over planning decisions and investment resources through a process that emphasizes Participatory Planning and Accountability. CDD works to build opportunities to strengthen people's voice to demand greater accountability of the institutions that are relevant to their livelihoods, and to promote sustainable development. It has the potential to create wealth responsive to demands, more inclusive, more sustainable, and more cost-effective than traditional centrally led programs. CDD approaches aim at empowering poverty-stricken people by putting investments and responsibility for decision making in their hands. CDD works to build opportunities and strengthen the people (S. Alkire, 2001). The Intern, the field mentor and Chairman LC1 organized the pupils of Kasimbi primary School to conduct Community Development Work on their rubbish pit.

2.6 Sustainable Development Goals (SDGs)

These were goals created by the United Nations General Assembly that were to be achieved by 2030. Leaders from 193 countries created a plan called the Sustainable Development Goals (SDGs) with a set of 17 goals imagining a future just 15 years off that would be rid of poverty and hunger, and safe from the worst effects of climate change. These include; goal 1: No Poverty, 2: Zero Hunger, 3: Good Health and Well-being 4: Quality Education, 5: Gender Equality 6: Clean Water and Sanitation, 7: Affordable and Clean Energy, 8: Decent Work and Economic Growth, 9: Industry, Innovation and Infrastructure, 10: Reduced Inequality, 11: Sustainable Cities and Communities, 12: Responsible Consumption and Production, 13: Climate Action, 14: Life below Water, 15: Life on Land, 16: Peace and Justice Strong Institutions and 17: Partnerships to achieve the Goal. These SDGs help in guiding the development process to be more holistic since the achievement of one goal contribute to the other in other words, they are interrelated (United Nation Development Programme, 2021).

The 17 SDGs carry on the work begun by the Millennium Development Goals (MDGs), which galvanized a global campaign from 2000 to 2015 to end poverty in its various dimensions' world over. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls.

According to United Nations Development Programme and World Bank Group (2016) and in regard to SDGs No.6, everyone on earth should have access to safe and affordable drinking water. The Intern used these goals in relation to promoting good health and sanitation, energy conservation and many others.

2.7 Africa Agenda 2063

African Agenda 2063 is a shared framework for inclusive growth and sustainable development for Africa to be realized in the next fifty years. It is a continuation of the pan-African drive over centuries, for unity, self-determination, freedom, progress and collective prosperity pursued under Pan-Africanism and African Renaissance. It builds on and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development. It was agreed upon by the African leaders in 2013 through the 50th Anniversary Solemn Declaration during the commemoration of the Fiftieth Anniversary of the Organization of African Union.

The Agenda emphasized a guiding vision "*To build an integrated, prosperous and peaceful Africa, driven and managed by its own citizens and representing a dynamic force in the international arena*". The agenda has got seven aspirations; 1: A prosperous Africa based on inclusive growth and sustainable development, 2: An integrated continent, politically united based on the ideals of Pan Africanism and the vision of Africa's 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; An Africa with a strong cultural identity, common heritage, values and ethics, 6: An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children and 7: Africa as a strong, united, resilient and influential global player and partner

African drive over centuries, for unity, self-determination, freedom, progress and collective prosperity pursued under Pan-Africanism and African Renaissance. It builds on and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development (DE Ghetto, 2016). The aspirations of Africa Agenda 2063 are under Appendix (ii) of this Practicum Report.

2.8 Uganda Vision 2040

Uganda Vision 2040 is a national planning framework formed in 2007. Government approved the Comprehensive National Development Planning Framework policy (CNDPF) which provides for the development of a 30-year Vision to be implemented through: three 10-year plans; six 5-year National Development Plans (NDPs); Sector Investment Plans (SIPs); Local Government Development Plans (LGDPs), 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 Vision involves changing from a predominantly low income to a competitive upper middle-income country within 30 years. It is envisioned 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. It should be known that 17 SDGs originated from the 8 MDGs that failed to address the issues of development. These SDGs are under Appendix (i) and Appendix (iii) respectively at the end of this Practicum Report.

2.9 The National Development Plan (NDPIII)

The National Development Plan (NDPIII) was the third in a series of six NDPs that will guide the nation in delivering the aspirations articulated in Uganda Vision 2040. The NDPIII (2020/21 – 2024/25) is anchored on the progress made, challenges encountered and lessons learnt from previous planning and implementation of NDPI and NDPII. The NDPIII comes into effect at the time when the country and the World are battling the COVID-19 pandemic that posed social and economic impacts. In light of this, the Plan defines the br

oad direction for the country and sets key Objectives, interventions and targets for sustainable socioeconomic transformation of Uganda to enhance growth and development of Uganda.

2.10 Care Economy

Care economy is a system that consists of activities and relationships involved in meeting the physical, emotional, and psychological aspects of care. This remains an integral but undervalued component of economies all over the world, ensuring the welfare of communities. Care work can be direct or indirect, paid or unpaid, short-term (maternity needs) or long-term (care for the disabled and elderly) (Kuriakose, 2019).

2.11 Holistic approach to development

While recognizing the contribution of the traditional approaches and the vital role of the economic components of development, there is need to explore the requirement for a radical shift from partial understanding of development, as purely economic phenomena, to a comprehensive and integrated appreciation of development as a multidimensional socio-economic process. In an integrated system nothing can be clearly understood and analyzed in isolation. Although components of the interconnected system have separate functions, their compositions, cooperative collectiveness, interrelations and inter dependencies, that represent the characteristics of the whole, may not be studied and analyzed in isolation and require a multidisciplinary or holistic approach (Amini, 2001).

URDT emphasizes the inter-relationship and interdependence between economic, social, cultural and political development processes through promoting systems thinking, value-based choices, visionary planning and action. This includes peace initiatives, mediation in conflict situations, training in sustainable livelihoods, preventive health care and education, especially for girls and young women(*URDT Background Information*, n.d.).

2.12 Systems Approach

Systems Approach is based on the generalization that everything is inter-related and inte

interdependent. A system is composed of related and dependent elements which when in interaction, forms a unitary whole. A system is simply an assemblage or combination of things or parts forming a complex whole. This approach was contributed by Ludwig Von Bertalanffy, Lawrence J. Henderson, W.G. Scott, Daniel Katz, Robert L. Kahn, W. Buckley and J.D. Thompson in the 1960s (Smriti Chand, 2015).

The system approach principle places individual system elements in their environments and observes the relationships between them. Instead of studying a specific phenomenon first – an automobile assembly line or a tribal hierarchy – the system approach includes studying how each system works and also how it relates to its environment both in the present and historically (Gordon, 2016).

2.12.1 Partnership Building

Partnership Building is a way an organization, community or group expands its capacity and value across an expanding network of stakeholders (Consulting, 2021). Partnerships can be formed to help organizations, communities or individuals accomplish a variety of shared goals related to: **Advocacy**, which focuses on changing public policy or passing specific legislation, **Promotion**, which raises public awareness about an issue and often includes public education initiatives and **Program development**, which leverages the expertise of each organization to create a new program to advance a specific community issue (Inc, 2021).

2.12.2 -Generation Approach

The Two-Gen approach begins with establishing a new mind-set that is focused on family-centered program design, continues with the alignment of services across multiple organizations, and culminates in providing coordinated services to children and parents together (Implementation, n.d.).

Two-generation approaches target low-income children and parents from the same house

ehold, combining parent and child interventions to interrupt the cycle of poverty. These approaches emphasize education, economic supports, social capital, and health and well-being to create a legacy of economic security that passes from one generation to the next (*Two-Generation Approach / Urban Institute*, n.d.).

URDT has developed the 2-generation approach that links education to rural transformation. It demonstrates that disadvantaged homes can develop provided both generations (students and parents) get functional adult literacy training, have shared vision for their home and relevant skills, knowledge and attitudes. The URDT girls' school and two community school apply the 2-generation approach on daily basis. The schools enhance the students' academic success as well as their competencies in leadership, commercial farming, health care, entrepreneurship, and empathy and relationship development, among others. The students transfer their newly gained skills through parents' workshops, back-home projects; popular theatre and radio programs to their homes and communities. The 2-generation approach links the knowledge gap between parents and children, bolsters gender equality, health, prosperity, peace, freedom and happiness in the students' homes (*URDT Background Information*, n.d.).

2.12.3 Structural Tension Chart

Structural Tension is a very simple high-level planning process. It's especially suitable for better true group creativity. It tends to reduce the effect of individual egos, increase the power of collaboration, and more quickly leads to better plans (Rose, 2010).

African Rural University uses the unique visionary approach when it comes to planning, implementation, monitoring and evaluating results to be created by different departments. One of the core masteries in the visionary approach is the mastery of the principles of creating.

In the principles of creating, the individual or organization focuses on the results to be created (vision), followed by a thorough assessment of the current reality. The individual t

hen acknowledges the discrepancy between the desired results and what is. This generates structural tension (ARU, 2018).

2.12.4 Ministry of Gender, Labor and Social Development (MGLSD)

The Government through the Ministry of Gender, Labor and Social Development (MGLSD) started giving out a Special Grant to Persons with Disability who are well organized in groups in the FY 2009/10. The purpose of the grant was to support income generating activities of Persons with Disabilities, to provide employment, improve the income status and enable them become partners in the development process of the country. The FY2010/11 to date, 3 billion was earmarked for this grant for all Districts in Uganda (NCD, 2018). In relation to that Social Assistance Grant for Empowerment (SAGE) has also been part of the Social Protection Programme (ESP) implemented by the Government of the Republic of Uganda under the Ministry of Gender Labor and Social Development and there are currently 7,440 beneficiaries enrolled and access their pay through Post Bank Uganda (Ministry of Gender, 2023).

2.13 Conclusion.

After viewing the General Background under Chapter One with its outstanding matters and the just concluded Chapter Two, consideration is then brought to Chapter Three.

Chapter Three: Methodology

3.0 Introduction

This chapter looks at the methodology (methods, tools and techniques) that were applied during the four-month internship to create strong and interface between African Rural University (ARU) and the local communities to enhance rural transformation. The tools used were markers, flip charts, phone cameras, and masking tape. The methods used were Visionary Approach (VA), Home visits, Frames of the creative process, Community Action Planning (CAP), Participatory Action Research (PAR), and Documentation.

3.1 Visionary Approach (VA)

This method is a senior force in the URDT model. Rural Transformation is sustainable when it is driven by what people want (their Vision) rather than reacting to circumstances (problems). The method was used to introduce the whole process of Rural Transformation through conscious rising and training people in rural areas to obtain skills in envisioni