



Awakening the sleeping
genius in each of us

**Facilitating Rural Transformation through Enhancing Primary School
Completion using Visionary Approach**

**A Four Months Internship Conducted in Kakooga and Mpumudde Cell,
Kyaterekera Town Council, Kagadi District**

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**Internship Report submitted to the Faculty of Technologies for Rural
Transformation of African Rural University as a Requirement for the Award
of a Bachelor's Degree of Rural Development**

June, 2026

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Declaration

I Natumanya Kunihiro, a student of African Rural University pursuing a Bachelor's Degree in Rural Development hereby declare that this report is my original work and has not been submitted elsewhere to any institution for the award of a degree. I also declare that all sources used in this internship report have been properly cited and referenced.

Signature 

Name: Natumanya Kunihiro

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Date 24.10.2026

Approval

I hereby certify that this internship report has been prepared by Natumanya Kunihiro and meets the requirements for the award of a Bachelor in Rural Development at African Rural University.

Signature 

Ms. Kasemiire Dorothy

Faculty Supervisor

Date 24/08/2026

Dedication

This Report is dedicated to my beloved mother Ms Nyabuhara Omuhereza and my sister Nuwatuha Kusemererwa for the financial, material and moral support given to me throughout my studies. The technical staff and political leaders particularly, Senior Community Development Officer Ms.Tuhairwe Oliver and Chairman LC111 Mr. Musisi Yosamu of Kyaterekera Town Council and the people of Kakooga LC1 especially the family of Mr. Kisémbó John that hosted me during my practicum of 2024, and people of Mpumudde Cell for their cooperation and support during my internship.

Acknowledgement

I am profoundly grateful to the Almighty God whose grace, protection, and wisdom have guided me through every step of this academic journey. His blessings have sustained me with strength, resilience, and clarity throughout the internship period.

My sincere appreciation goes to African Rural University (ARU) for nurturing me academically and professionally, and for empowering me with the knowledge, skills, and confidence to engage meaningfully with communities. I am especially indebted to my supervisor, Ms. Kasemiire Dorothy, whose consistent guidance, constructive insights, patience, and encouragement greatly shaped the success of this internship. You have been a source of inspiration and academic discipline, and for that I remain truly appreciative.

I extend heartfelt thanks to the Traditional Wisdom Specialist, Mr. Kajoka Martin, for his invaluable traditional knowledge, mentorship, and parental guidance during field engagements. Your wisdom illuminated my understanding of community dynamics and enriched my internship experience.

Special appreciation goes to Ms. Nyabuhara Omuhereza, whose financial and emotional support during the demanding stages of this internship. Thank you for believing in me, supporting my dreams, and walking with me through this academic endeavor.

I am sincerely thankful to the community members of Kakooga Cell, Mpumudde Cell and the technical staff of Kyaterekera Town Council for welcoming me, sharing their experiences, and participating willingly in this internship. Your cooperation and openness provided the foundation upon which this internship stands.

To my classmates, friends and family members who supported me, your encouragement, prayers, and moral support kept me moving. This accomplishment is ours together.

With gratitude and humility, I say thank you so much.

List of Acronyms/Abbreviations

ARU:	African Rural University
C/P:	Chairperson
CAP:	Community Action Planning
CR:	Current Reality
EM:	Epicenter Manager
ES:	Epicenter Strategy
H/H:	House Hold
LCI:	Local Council One
LC111:	Local Council Three
PAR:	Participatory Action Research
PDM:	Parish Development Model
P/S:	Primary School
PTA:	Parents Teachers Associations
SDGs:	Sustainable Development Goals
SMC:	School Management Committee
STC:	Structural Tension Chart
SCDO:	Senior Community Development Officer
TRT:	Technologies for Rural Transformation
TWS:	Traditional Wisdom Specialists
T/C:	Town Council

URDT: Uganda Rural Development and Training Program

VA: Visionary Approach

Definition of Key Terms

Visionary Approach: This is an approach that involves facilitating the whole process of rural transformation involving consciousness rising and training people to acquire skills of formulating visions for desired future. (Lynn C. Fritz)

Vision: A Vision is a clear and compelling mental picture of what one truly wants being perceived in the present as if it is already accomplished.

Current reality: This is a clear description of the actual situation in relation to the desired situation (vision).

Structural Tension: This is the relationship between a vision and current reality. The discrepancy between your current and desired state creates “tension” known as a dynamic force which seeks to restore equilibrium.

An Epicenter: This is a place where people come together to discuss the interconnectedness of health, education, self- sufficiency, civic participation and traditions within their lives in concern with visionary leadership.

Epicenter Manager: This is a female leader who is deployed at the Sub County to manage centers of excellence through using the URDT’s methodology of the Visionary Approach, Systems Thinking, Personal Mastery, Mental Models, Team Learning and benchmarks in greater kibaale and in other districts in Uganda.

Epicenter Strategy: This is one of the URDT’s strategies to roll out and scale up its methodology in quest to cause Systems Change in Rural Communities. It is also aimed at enhancing peoples’ mind set change through the Epicenter Managers at the Sub County level based on Systems Thinking and Visionary Approach.

Community Action Planning: This is a participatory tool used to build the capacities of community members in taking action in accordance to the aspiration and potential of the community.

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

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

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

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

Abstract

This report presents the activities, achievements, lessons learned, challenges encountered, and contributions made during the internship period from 15th February, 2026 to 1st June, 2026. Therefore, it presents what transpired during the four- Months Internship which was carried out in line with the ARU Objectives provided under Chapter One.

It was carried out in Kakooga and Mpumudde Cell of Kyaterekera Town Council, Kagadi District Western Uganda. During the Internship, the intern was mentored by the Technical staff and Political leaders of Town Council, the faculty Supervisors, Epicenter Manager and Community members.

Methods and Tools used included; the Visionary Approach (VA), Community Action Planning (CAP), Observation, and documentation.

The intern worked closely with technical staff, local leaders, community members, schools, and community groups.

Throughout the internship period, the intern actively participated in various local government activities, including participation in Technical Planning Committee(TPC) meetings, Council meetings, community engagement meetings, agricultural extension trainings, livestock vaccination campaigns, distribution of insecticide-treated mosquito nets, business registration and revenue assessment, family mediation and conflict resolution, community mindset change meetings, skills training for community members, school infrastructure improvement, establishment of school gardens, parental sensitization, guidance and counseling of pupils, and implementation of activities aimed at enhancing primary school completion rates in Kakooga Cell.

Chapter one presents the background, objectives, and scope of the internship. Chapter Two reviews the related literature relevant to community development, local government administration, education, agriculture, health, and community empowerment. Chapter Three describes the methods, approaches, and tools used during the internship. Chapter Four presents and discusses the activities implemented, achievements realized, lessons learned, challenges encountered, and the contribution of the internship activities to community development. The

report concludes with recommendations for improving future internship programmes and strengthening community development interventions.

Chapter One: Introduction

1.0 Introduction

This Chapter presents the Background of African Rural University, Background of the internship, Background of Kyaterekera Town Council, Time scope, Geographical scope, Objectives, Learning Outcomes and significance of the internship.

1.1 Background of African Rural University (ARU)

African Rural University is a value based all -women's University located in Kagadi district in Bunyoro sub region of Western Uganda along Kagadi-Hoima Road. ARU provides transformation education to create effective change agents within the African Development context. ARU was founded by Uganda Rural Development and Training Program (URDT) with the focus of providing women with the necessary knowledge, skills and experience to be effective change agents. It applies theoretical learning, innovative instruction and field practice to enable graduates to create conditions for people to improve their lives and communities. ARU education model is 60% theory and 40% practical where students live and work with communities in order to cause Rural Transformation. It currently offers two courses: Bachelor of Rural Development (BRD) and Bachelor of Science in Sustainable Agriculture (BSSA). All these take Three years of class room study, and one year of research and internship.

The graduates of ARU are employed by URDT as Epicenter managers to catalyze rural transformation in different sub counties in greater Kibaale and many other districts in Uganda by creating conditions for people to know that they are key to their own development using the visionary Approach.

1.2 Background of internship

The internship was undertaken as a continuation of the practical learning and community engagement experience gained during the one-month practicum. During the practicum conducted in August–September 2024, the apprentice was hosted by Mr. and Mrs. Kisembo John in Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council, Kagadi District. Through Community Action Planning (CAP), community members developed a shared vision of a transformed community with good roads, safe sanitation facilities, adequate water, improved

housing, domestic animals in households, and employment opportunities for youth, a Health center, adequate food, electricity, and educated children by 30th December 2030.

During the analyzing of the current reality, the community identified several issues, including poor roads, inadequate food, limited water sources, and lack of a health center, inadequate sanitation facilities, and challenges in accessing quality education. Among these, the community identified high dropout rates among primary school pupils as one of the major concerns affecting the achievement of their desired community vision. The issue was therefore identified as an important area requiring community-based intervention.

Following the practicum, the intern conducted research on primary school dropout and completion in Kakooga Cell to establish the factors contributing to children leaving school before completing primary education. The research established that primary school completion was low, with 37.2% of the respondents reported to have completed primary education, while 62.8% had dropped out before completing the primary cycle. The findings further indicated that poverty and other household-related challenges were among the factors associated with primary school dropout. The research therefore provided an evidence-based understanding of the education challenges that required community attention.

The findings from the research, together with the community concerns identified during the practicum, informed the focus of the subsequent internship. The internship therefore adopted the topic “Facilitating Rural Transformation through Enhancing Primary School Completion in Kakooga and Mpumudde Cells, Kyaterekera Town Council, Kagadi District.” It focused on building community awareness, promoting positive attitudes towards education, strengthening household livelihoods, improving health and sanitation, and mobilizing community and local government structures to address factors that affect children's attendance, retention, and completion of primary education.

Through community sensitization, mindset change, Community Action Planning, livelihood improvement, sanitation and health promotion, and collaboration with local government structures, the internship sought to contribute to creating a supportive environment in which children could remain in school and complete primary education. In this way, the internship

linked the practical lessons gained during practicum with continued community action towards achieving the community's vision of having educated children and attaining sustainable rural transformation.

1.3 Background of Kyaterekera Town Council

Kyaterekera Town Council is located in Buyaga West constituency and located about 15km to Kagadi Town found in Kagadi District. It is neighbored by four sub-counties including; Kyaterekera Sub-County, Ndaiga Sub-County, Bwikara Sub county and Mpeefu Sub County.

Kyaterekera Town Council is administered by the Principal Town Clerk who is a head, followed by Senior Assistant Town Clerk, then Assistant Town Clerk and it also has a Senior Community Development Officer (SCDO), Treasurer, Agricultural Officer, Veterinary Officer, Health Inspector, 4 Principal ward Agents and the Local Council Three Chairman who is the head of the political staff in the Town Council.

It is predominantly occupied by Bakonjo, mbaruru, mbabwisi and few Banyoro and Batuuuku. The government has 8 Aided primary schools namely; Nyantonzi primary school, Kyaterekera parent's primary school, Kyaterekera model primary school, Muruha primary school, St Peters Kitumba primary school, Lyanda primary school and Buswaka primary school and one government aided secondary school, Albertine secondary school, Seven Private Primary schools, two private secondary schools and one Health Center 111.

The Town Council has 4 Wards, namely Nyantonzi ward, Buswaka ward, Kyaterekera East Ward and Kyaterekera West Ward with 22 villages. Some villages include Kakooga Cell, Mpumudde A, B, Kyomukama A, B, Kyaterekera A, B, Kyaterekera Central, Lubiri, Kihinda, Kitumba A, B, Kyabuzamba, Katerera A, B, Nyantonzi, Buswaka and Buhumuriro.

Kyaterekera is associated also with only one natural resource called Kagombe-muzizi forest. The climate is moderate in nature with two rainfall seasons. The most economic activity is farming in the area and approximately 76% of the population that participate in. And the most common cash crops grown in an area are mainly cocoa and coffee and others grown for food are maize, bananas, cassava, sweet potatoes and beans.

1.4 Time of Internship

The internship was done in a period of four months; starting on 15th February, 2026 and ending on 01st June, 2026.

1.5 Geographical Scope

The internship was conducted specifically Kakooga Cell and Mpumudde Cell, in Kyaterekera Town Council, Kagadi district Western Uganda.

1.6 Objectives of the internship

The internship was done following three specific objectives below;

- I. ARU Interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of Kyaterekera Town Council.
- II. ARU Interns 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 in Kyaterekera Town Council.
- III. ARU Interns have the capacity to conduct Community Action Planning as a democratic bottom-up process and develop plans to create change in the community of Kyaterekera Town Council.

1.7 Learning outcomes

The following were the learning outcomes of the internship

- 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 PDM and realization of Uganda Vision 2040
- III. Facilitate Community Action Planning or PAR
- IV. Demonstrate and practice good working ethics, communicate effectively and exhibit good interpersonal skills
- V. Train Sub-county and local leaders in principles of a learning organization
- VI. Apply PAR, CAP and other tools to create/ implement, monitor and evaluate Community projects.

1.8 Significance of the internship

The internship was significant to the Intern, ARU, URDT and Community Members as indicated below;

1.8.1 To the Intern

The intern gained practical experience in working rural people in rural communities.

The internship helped the intern to develop her leadership capacity through community meetings held (CAP) and sensitization meetings.

1.8.2 To ARU

ARU's awareness was increased in places of initial deployment. This was done through trainings of appropriate technologies.

1.8.3 To URDT

The internship helped to accelerate the spread of URDT/ARU Visionary Approach in Kyaterekera Town Council and Kagadi District at large.

1.8.4 To the Community

The internship gave support in the implementation of realization of Uganda Vision 2040 and Parish Development Model through Interns session on PTCs.

The internship helped community members to understand that they are key to their own development and gained knowledge and skills in different aspects such as rural appropriate technologies and health practices and sanitation, sustainable agriculture, educating children and establishing income generating projects.

1.9 Conclusion

This chapter serves as a foundation for the entire internship report in providing a clear framework for subsequent chapter two, three, four and five.

Chapter Two: Related Literature Review

2.0 Introduction

This Chapter reviews the related Literature on different aspects in connection with the internship. Therefore, this Chapter talks about Development generally, Transformation Generally, Rural Development Particularly, Integrated Rural Development, and different Approaches to Development related to the internship and these are: Visionary Approach (VA), Community Action Planning (CAP), Participatory Action Research (PAR), Women Empowerment, Human Right Based Approach (HRBA), Community Driven Development (CDD), Sustainable Development Goals (SDGs), Africa Approach 2063, Uganda Vision 2040, National Development Plan III (NDPIII) and Parish Development Model (PDM) that was done in line with practicum.

2.1 Development

Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. The purpose of Development is to raise the level and quality of life of the population, and the creation or expansion of local regional income and employment opportunities, without damaging the resources of the environment.

Development is visible and useful, not necessarily immediately, and includes an aspect of quality change and the creation of conditions for a continuation of that change. The Intern enabled different homes, institutions, groups and community members to formulate their Visions and trained them in appropriate technologies that use locally available materials like making herbal body jelly, herbal medicine for treating chicken, organic manure, and constructing energy saving stoves c pesticides, and constructing energy saving stoves to attain development. (SID, 2021)

2.2 Transformation

Transformation is a dramatic change in form or appearance. It is an extreme, radical change. Transformation is a gradual process therefore; it cannot be achieved in one day. When people's living standards improve in the community, we say that a community has undergone transformation. The Intern worked closely with the community members, Groups and the entire Kakooga cell and Mpumudde so as to cause transformation through creating shared Visions of

what they truly desire, promoted through training in liquid soap making, herbal body jelly and lorena stove construction that enhanced household livelihood, environmental sustainability and school retention . (Collins, 2022)

2.3 Rural Development

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. The Intern facilitated farmers in improvement of coffee production, livestock management, and pest and disease management, farmers managed natural re-generation (FMNR) and biodiversity and application of organic manure to boost farm yields hence development. This is because the majority of rural people get their income from farming. This led to Rural Development of their community. (University, 2022)

2.4 Integrated Rural Development

Integrated Rural Development is the process of combining multiple development services into a coherent delivery system with the aim of improving the well-being of rural populations. It is development that covers every one or all the sectors in the community like agriculture, education, health, finance. The Intern worked with individuals, households, Groups, schools, churches, local government so as to cause Integrated Rural Development in Kakooga Cell and Mpumudde. For instance, the Intern visited schools to facilitate them in Visionary Approach, mindset change and appropriate technologies to bring integrated Rural Development.

2.5 Approaches to development

There are different approaches to development that are used in order to develop communities and these include; Visionary Approach, Community Action Planning, Participatory Action Research, Women Empowerment and Community Driven Development.

2.5.1 Visionary Approach (VA)

Visionary Approach is an approach to Development that permits democratic participation of community members in Development activities, thereby improving their ownership hence spearheading the Development processes. With this Approach, people learn that they are key to their own Development. Therefore, they formulate Visions of what they want to create in relation to their current reality and work towards achieving them according to Robert Fritz, the author of

Visionary Approach, in his book of “Your Life as Art” (Fritz, 2022). This is an illustration of Visionary Approach below.

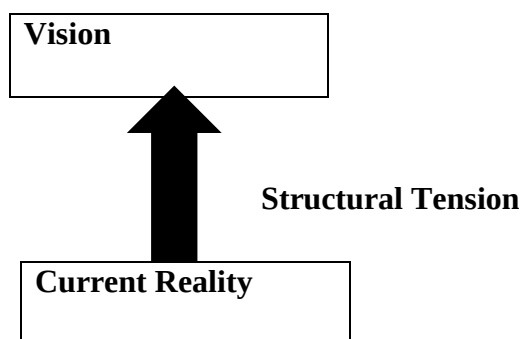


Figure 1: illustration of Visionary Approach

2.5.2 Community Action Planning (C.A.P)

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 to be successful. The Community Action Plan is one of the participatory tools used to build the capacity of community members in taking Action in accordance with the needs, and potential of the community. (Keller, n.d.)

2.5.3 Participatory Action Research (PAR)

Participatory Action Research (PAR) is an approach to inquiry which involves researchers and participants working together to understand a problematic situation and change it for the better. PAR focuses on social change that promotes democracy and challenges inequality; it is often targeted on the needs of a particular Group; is an iterative cycle of research, action and reflection; and often seeks to ‘liberate’ participants to have a greater awareness of their situation in order to take action. During internship, the intern conducted PAR in Kakooga and

Mpumudde Cell and actions were taken for the betterment for those Cells. (Tetui, 2017)

2.5.4 Women Empowerment

This internship was done in respect of Women Empowerment where the Intern emphasized to the community members that everyone is key to his/her own development. Women Empowerment means to have agency over one’s life and equal opportunity to participate in

society. It is the process by which women gain influence and equal opportunity to pursue personal, social and economic endeavors, engaging in all parts of society on the same basis as men.

Empowering women is essential to the health and Social Development of families, Communities and Countries. When women are living safe, fulfilled and productive lives, they can reach their full potential contributing their skills to the workforce and can raise happier and healthier children. During the Practicum and internship, women were encouraged to participate in all activities as men including creating a Community Vision and girls were taught life skills to enable them to stay in school. (Foundation, n.d.)

2.5.5 Human Right Based Approach (HRBA)

Human rights-based approach this approach emphasizes building capacities such as skills, abilities, resources, responsibilities, authority, and motivation. It focuses on empowering duty bearers to fulfill their obligations and enabling individuals to claim their rights, including access to healthcare, economic development, gender equality, education, and social justice. This approach is guided by five core principles: Participation, Accountability, Non-Discrimination, Empowerment, and Legality. (Soken-Huberty, n.d.)

Therefore URDT/ARU is training visionary and empowered leaders who are confident enough to fight for their rights most especially in transformation capacity hence live improvement.

2.5.6 Community Driven Development (CDD)

Community-Driven Development (CDD) is a modality of project design and delivery which transfers decision-making power and often financial and technical resources, directly to communities or Groups of end-users. It is a bottom top approach used to Development and it encourages Community Participation in planning and implementation of development projects. Common features of CDD include: creation of a local Committee to manage the process or project like water sources, external facilitation to support decision making within the CDD framework and a community contribution in cash or labor. Community Members of Kakooga and Mpumudde Cell participated in creating a shared Vision and a Community Action Plan. (Rao, 2022)

2.5.7 Sustainable Development Goals (SDGs)

The internship was done in fulfillment of Sustainable Development Goals (SDGs) and a full list of them is provided in Appendix 1I. Leaders from 193 countries created a plan called the SDGs. This is set of 17 goals that were formulated to end poverty, hunger, to be safe from the worst effects of climate change. They were formulated to guide the communities on what should be done to create a better world where people have access to education, healthcare, food, clean water, employment, peace and healthy environment in order to cause Transformation in countries. Sanitation and hygiene sensitization was done, construction of school sanitation facilities, promotion of income generating activities like liquid soap making, bar soap making, SACCO participation, school infrastructure improvement, establishment of school feeding garden were all done during internship. (Nations, 2022)

2.5.8 Africa Agenda 2063

The internship was informed by Africa Agenda 2063 and the seven aspirations of it are outlined in appendix iii. Africa Agenda 2063 is a shared framework for inclusive growth and sustainable development for Africa to be realized in the next 50 years. 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 Unity (OAU). 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”. (UWEP, 2022). Appropriate technologies were introduced to Kakooga and Mpumudde Cell to improve their livelihoods and standards of living.

2.5.9 Uganda Vision 2040

The Uganda Vision 2040 is yet another policy framework that guided the practicum.

In 2007, Cabinet approved the National Vision Statement, “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years”. Thus, The Uganda Vision 2040 aims to transform the Ugandan society from a peasant to a modern and prosperous society. The National Planning Authority in consultation with other government institutions and other stakeholders developed a Uganda Vision 2040 to operationalize this Vision statement and it was launched on 18th April 2013. Uganda Vision 2040 builds on the progress that has been made in addressing the strategic bottlenecks that have constrained Uganda’s socio economic development

since her independence, including; ideological disorientation, weak private sector, underdeveloped human resources, inadequate infrastructure, small market, lack of industrialization, underdeveloped services sector, under-development of agriculture, and poor democracy, among others.

It was divided into 6 phases with 5 years each period. It has got its aspirations and these are; Agriculture, Tourism, Minerals, oil and gas, Infrastructure development, and Human capital development. Application of organic manure in coffee garden, liquid soap making, bar soap making, poultry keeping project facilitated how to manage it and mindset change facilitated for human capital development and economic transformation.

2.5.10 National Development Plan IV (NDP IV)

The Fourth National Development Plan (NDP IV) is Uganda's medium-term development framework that builds on the achievements of previous National Development Plans and continues the implementation of the aspirations outlined in Uganda Vision 2040. The plan focuses on accelerating socio-economic transformation through increased productivity, improved service delivery, human capital development, and sustainable economic growth. NDP IV emphasizes investments in education, health, agriculture, infrastructure, governance, and community development as key sectors for national progress. Through these interventions, the plan seeks to improve the quality of life of Ugandans and strengthen the country's competitiveness and resilience. (NPA, 2025).

The intern participated in guidance and counseling of pupils, parental sensitization on supporting children's education, establishment of school banana and vegetable gardens, training pupils in herbal jelly making, and improvement of school infrastructure through classroom construction and renovation. These activities contributed to the Human Capital Development Programme by promoting quality education, learner retention, practical skills acquisition, and improved learning environments, which are essential for enhancing primary school completion and developing a productive population.

2.5.11 Parish Development Model (PDM)

The PDM is a Government strategy for organizing and delivering public and private sector interventions for wealth creation and employment generation at the Parish level as the lowest economic planning unit. Therefore, it is a last mile strategy for service delivery by the Government of Uganda for improving incomes and welfare of all Ugandans at the household level.

It is an extension of the whole-of-Government approach to development as envisaged under NDP III, with the Parish as the lowest administrative and operational hub for delivering services closer to the people. PDM has been designed to ensure transformation of the subsistence households into the money economy. It deals with agricultural sectors since the biggest populations in communities are peasants (G.o.U, 2022). Community members of Kakooga and Mpumudde cell were trained by the intern in PTCs trainings under PDM, participated in training farmers on application of organic manure in coffee gardens, farmers were guided on how to apply decomposed goat droppings and other organic materials around coffee plants to improve soil fertility, retain soil moisture, enhance plant growth and increase crop yields.

2.5.12 Systems and Structures in service delivery in Local Government

Uganda embarked on decentralization of powers from central to local governments in the early 1990s as a conscious strategy to enhance local democracy, improve service provision and reduce poverty. The major focus was empowering citizens to participate in decisions that affect their localities. Later attention was shifted to strengthening administrative systems to enable them respond to local service delivery needs and poverty reduction imperatives. This shift was in response to the earlier situation in which central government had long dictated developments at local levels in a remote manner (Kiyaga 2009). The Intern was able to attend and participate in different meetings at the lower local government of Kyaterekera Town Council for example 3 Technical Planning Committee (TPC) meeting, 1 Sectoral Committee meeting, 1 general staff and 3 Council Meetings which led to increased knowledge of the Intern in understanding how Local Government Systems and Structures works.

2.11 Conclusion

The above Chapter has explained different literature that is related to ARU internship objectives and how the Intern integrated the above Approaches to Development into the course in the field.

Chapter Three: Methodology

3.0 Introduction

This chapter presents the methods used during internship period in Kyaterekera Town Council. The methods used by intern included: Visionary Approach, Community Action Planning and Observation.

3.1 Visionary Approach (VA)

This approach is a senior force in the URDT Model. The intern used this approach to conduct consciousness raising sessions, facilitate mindset change to the community members, institutions, groups, and individuals and to enable people understand what they truly want to create (vision) that is understanding how to formulate their community vision, their personal vision and how to enroll other members into their individual vision to become a shared vision in order to create the community and lives they want to see and in a similar way observe the current reality and recognize the gap (discrepancy) between the two which in the end requires taking actions to achieve the vision. The recurrently asked questions were as follows; what type of the Village do you want? What type of the family do you want? (Vision) How does your Village look like now? How does your family look like now? (Current reality) What can be done in order to achieve what you truly want? (Action steps)

The intern used this method also to enable the people know that they are key to their own development during consciousness raising sessions.

3.2 Community Action Planning (CAP)

It is one of the participatory tools used to build capacity of community members in taking action in line with the aspiration and potential of the community. In other words Community Action Planning becomes a frame work for implementing the activities that are decided by the community itself. So, the action plan describes what the community wants to accomplish, what activities are required during a specified timeline and what resources are needed to be successful. The intern used this method and followed it throughout the internship exercise to cause the change that people wanted in their community. Community Action Planning (CAP) was conducted during a community meeting in Mpumudde A Cell and community members participated and formulated a community shared Vision for their village.

3.3 Observation

This method was used by the intern to observe the general sanitation of the homes especially sanitary facilities such as; latrine, utensils drying rack, kitchen, the bathroom, the rubbish pit, Kitchen gardens, and the type of water source and observe major economic activities in Kyaterekera Town Council.

3.4 Documentation

The intern used materials like URDT Scroll, flipcharts, markers, masking tapes, smartphone, note book, pen to ensure proper records.

3.5 Conclusion

Chapter three above, described different methods used in the field during the internship period in line with internship Objectives which gave rise to the results presented in chapter four below.

Chapter Four: Presentation and Discussion of Results

4.0 Introduction

This Chapter is concerned with the presentation and discussion of results attained by the Intern during the internship period. The results are discussed in line with Objectives of the internship that have been stated in Chapter one above. It also elaborates the activities that were done to create specific results.

4.1 In line with objective one of the internship (i) ARU intern has capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of 3 lower local governments in Kyaterekera Town Council.

4.1.1 Participated in Kyaterekera Town Council meetings

During the internship period, the intern participated in different local government forums including three Technical Planning Committee (TPC) meeting, two Council Meeting, two sectoral Committee meetings and one general staff meeting. During the meeting, the intern served as the secretary and recorded minutes and the meeting as well served as a platform for technical staff to share their remarks, updates and concerns regarding service delivery and also evaluate sectoral achievements. The intern utilized the TPC platform to present key findings from the research and raise concerns regarding the low primary school completion rates in Kakooga and Mpumudde Cell. The intern further advocated for stronger collaboration between technical departments and local leaders in promoting school attendance and community awareness on the value of education. Members of the TPCs meeting appreciated the initiative and resolved to support the internship interventions by encouraging technical staff from different departments to actively participate in community meetings and sensitization campaigns. This collaborative approach was intended to strengthen community understanding of the importance of education and encourage parents to keep children in school.

During the planning discussions, the Principal Town Clerk agreed that part of the Town Council budget would be allocated to provide desks to the most vulnerable schools that are lacking basic learning infrastructure. This intervention directly supports education service delivery by improving the learning environment, reducing classroom congestion, and enhancing pupils'

comfort and ability to remain in school, thereby contributing to improved primary school completion rates.



4.1.2 Participated in five community mediation, family counseling and social protection case management with SCDO

The intern, together with the Senior Community Development Officer (SCDO) and other local government officials, actively participated in the mediation and management of five family-related disputes and social welfare cases within Kyaterekera Town Council. These included a family grievance between Mr. Birungi Thomas and the Biwaga Yemmiah family, a domestic violence case involving Mr. Muguruka Ziyadi and Mrs. Kemigisa Miriam, and a family welfare and property rights case involving Ms. Kansiime and her in-laws. During these interventions, the intern supported the documentation of statements, participated in counseling and mediation sessions, conducted field assessments, and observed the application of conflict resolution and social protection mechanisms. Through dialogue, guidance, and counseling, the affected families were assisted to peacefully resolve misunderstandings, restore family relationships, and reach mutually acceptable agreements. During the mediation and counseling sessions, the intern emphasized parents and guardians that family unity, cooperation, and responsible parenting enable households to work together productively, improve their livelihoods, and invest in their children's education. Families were sensitized that when parents remain united and resolve conflicts peacefully, children are more likely to receive emotional support, remain in school, and

successfully complete their primary education, whereas family breakdown often contributes to neglect, absenteeism, and school dropout.

This activity also contributed to Sustainable Development Goal 16: Peace, Justice and Strong Institutions by promoting peaceful conflict resolution, access to justice, and strengthening community-based mechanisms for resolving disputes as well as SDG 5: Gender Equality through addressing domestic violence and protecting the rights and welfare of women within families.



Figure three: During family grievance handling case between Birungi Thomas and the Biwaga Yemmiah family



Figure four: The intern together with Chairperson LC111 and Town Clerk resolving domestic violence case between the family of Mr. Muguruka Ziyadi and Mrs. Kemigisa Miriam



Figure five: During handling a family case of Ms. Kansiime and her in-laws



Figure six: A small house where Kansiime sleeps with her children and Kansiime's house that were rented out

4.1.3 Participated in Teachers' SACCO Meeting at Kabadde Cell

The intern, together with the Senior Community Development Officer (SCDO) and the Treasurer of Kyaterekera Town Council, Mr. Kitembo Frank, participated in a Teachers' SACCO meeting held at the SACCO offices in Kabadde Cell. The SACCO, which comprises 30 registered members under the leadership of Chairperson Mr. Kateregga and Treasurer Mr. Akimu, also includes five external members with outstanding loan obligations.

The main objective of the meeting was to reactivate and strengthen SACCO operations, which was successfully achieved following technical guidance and professional advice provided by the SCDO, Ms. Tuhairwe Oliver.

The SACCO members collectively agreed to institutionalize monthly meetings every Thursday at 2:00 pm and to contribute 1.5% of their earnings to strengthen the financial sustainability and operational capacity of the SACCO. The revival of the SACCO is expected to improve members' access to low-interest loans, enabling them to respond to household financial needs, including payment of school fees, purchase of scholastic materials, and support for children's welfare during periods of financial difficulty. The intern emphasized that affordable access to credit through the SACCO can reduce interruptions in children's education caused by lack of school fees, thereby contributing to improved school attendance, retention, and primary school completion.



Figure seven: During Teachers' SACCO Meeting

4.1.4 Participated in Business Registration and Trading License Assessment using the Integrated Revenue Administration System (IRAS) during the whole exercise

The intern actively participated in business registration and trading license assessment exercises in Kyaterekera East Ward, Kyaterekera A Ward, and Kyaterekera West, in collaboration with the Principal Ward Agents (Ms. Tunura Sarah and Ms. Muhyana Moreen), the Senior Treasurer Mr. Kisembo Frank, the Senior Town Clerk, the Assistant Law Enforcement Officer, and other technical staff. The exercise was conducted using the Integrated Revenue Administration System (IRAS), a digital platform used by local governments to register businesses, assess trading activities, and enhance local revenue collection. During the business registration exercise, the intern supported the identification and registration of business operators for purposes of compliance with trading license requirements and local tax obligations. In the trading license

assessment exercise, the intern participated in evaluating various business enterprises within the town council to inform revenue planning and budgeting for the Financial Year 2026/2027. The revenue collected through business registration and trading licenses enables the Town Council to finance and improve essential community services such as education, health, sanitation, and other local development interventions. Therefore, the activity supported the enhancement of primary school completion through improved investment in educational and community development programmes, which are critical for rural transformation.

This activity is also in line with Government of Uganda fiscal decentralisation policy and the Public Finance Management Act, 2015, which provide for efficient, transparent, and accountable local revenue collection and management as well as the National Development Plan IV (NDP IV) under the Governance and Public Sector Transformation Programme, which prioritizes efficient revenue management, digitization of public services, and enhanced fiscal sustainability at local government level.

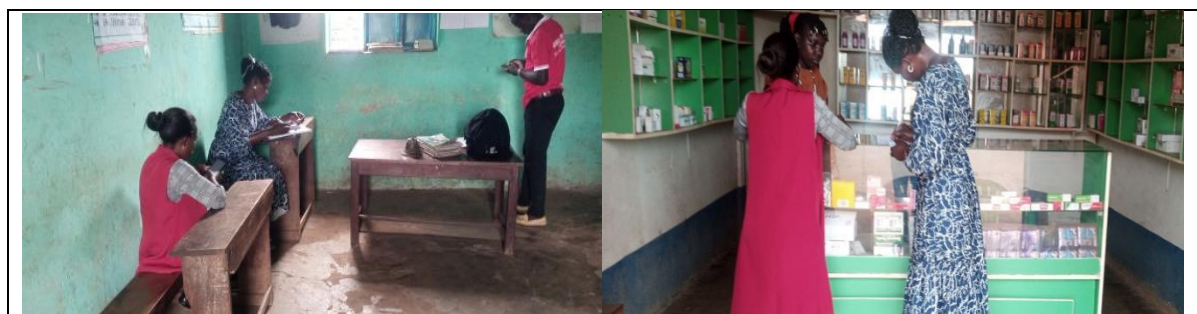


Figure eight: Intern and Chief during business registration (school and A drug shop)

4.1.5 Participated in livestock vaccination exercise

The intern participated in a livestock vaccination exercise conducted jointly with the Veterinary Officer in Kakooga and Mpumudde Cell. During the exercise, the intern supported the vaccination of cows, goats, sheep and pigs against Foot and Mouth Disease (FMD), a highly contagious viral disease affecting cloven-hoofed animals. The activity aimed at preventing disease outbreaks, improving animal health, and enhancing livestock productivity as a key source of household income within the community.

This intervention was implemented in accordance with the Government of Uganda’s animal health policy framework and veterinary public health regulations under the Animal Diseases Act (Cap 38) and the National Veterinary Policy, which mandate routine vaccination of livestock to control and prevent notifiable diseases such as Foot and Mouth Disease. The vaccination exercise contributed to the enhancement of primary school completion by improving household income and economic stability. Healthy livestock increase productivity and provide reliable income for families, which enable parents and guardians to meet basic household needs, including payment of school fees, purchase of scholastic materials, and support for children’s welfare. The intern gained practical experience in animal health management, disease prevention, and community-based veterinary service delivery.

	
<i>Figure nine: During vaccination of cows with veterinary officer</i>	<i>Figure 10: During vaccination of goats</i>

4.1.6 Participated in briefing of 20 youth trainees preparing for UVTAB Assessments

The intern, under the guidance of the Senior Community Development Officer (SCDO), participated in briefing youth trainees in Kyaterekera East Ward and Kyaterekera B Cell who were preparing for assessment by the Uganda Vocational and Technical Assessment Board (UVTAB). The trainees were organized into two vocational groups, 10 specializing in domestic electrical installation and the other 10 in bricklaying. During the briefing session, the SCDO sensitized the trainees on the importance of formally registering their savings groups with the Town Council and district authorities in order to obtain legal recognition, develop group constitutions, and improve accountability in their operations. This registration was emphasized as a key requirement for accessing government development initiatives such as the Parish Development Model (PDM) and the Youth Livelihood Programme (YLP), which support organized groups with financial and enterprise development opportunities. The session also

provided guidance on youth empowerment, vocational skills development, and group organization, while the intern gained practical experience in youth mentorship, community mobilization, and support for vocational training programmes under the Uganda Rural Development and Training (URDT) artisanship initiative.

This activity aligns with SDG 1: No Poverty through promoting income-generating skills that enable youth to improve their livelihoods and reduce dependency. From a national development perspective, it supports the Parish Development Model (PDM), particularly Pillar 3: Financial Inclusion and Community Enterprise Development by encouraging organized group savings, formal registration, and access to government funding opportunities.



Figure 11: During the briefing of Domestic Electrician young trainees



Figure 12: During the briefing of Bricklayers young trainees by Director of Education URDT

4.1.7 Participated in community engagements in two Cells

The intern participated in a community engagement meeting held at Buswaka Trading Centre in Buswaka Ward together with the technical staff of Kyaterekera Town Council, including the Principal Town Clerk, Mr. Kobizaba Richard, and other departmental officers. During the engagement, the Ward Agent for Buswaka Ward, Ms. Muhyana Moreen, sensitized community members on the importance of maintaining proper sanitation and hygiene practices at household level, as well as ensuring that children consistently attend school and receive timely immunization, particularly in response to the measles outbreak affecting the area. The Senior Community Development Officer (SCDO) further emphasized the role of education in promoting community development and poverty reduction, encouraging parents to prioritize children's education and participate in government development programs such as the Parish Development Model (PDM), Social Assistance Grants for Empowerment (SAGE), and the

Special Grant for Older Persons (SGOP). Community members were also guided on forming groups to effectively access and benefit from government support programs, especially for elderly persons aged 60–79 years.

This activity also contributed to SDG 4: Quality Education through sensitization on the importance of school attendance and reducing dropout rates.



Figure 13: During community engagement meeting

4.1.8 Participated in SAGE Payments to 73 beneficiaries (fund distribution to the Elderly)

The intern participated in the Social Assistance Grants for Empowerment (SAGE) payment exercise in the disbursement of first quarter funds under SAGE program at Kyaterekera Health Center 111 (HC111), together with the Senior Community Development Officer (SCDO), Ms. Tuhairwe Oliver, and the Regional Coordinator, Mr. Raymond Yiga. During this exercise, 73 elderly beneficiaries from 26 villages within Kyaterekera Town Council received a grant of 75,000 Ugandan Shillings each that is given after every three months. This activity supported the Parish Development Model Pillar on social protection.

The intern also actively participated in validating beneficiaries by confirming the presence of elders who had come to receive their payments physically, using official registers. This process involved verifying those who were still alive and identifying those who had passed on. In addition, the intern supported the registration and form filling for newly eligible elders aged 80 years and above who had not yet been enrolled in the program (6 members were enrolled). This activity enhanced the intern's understanding of social protection programs and beneficiary management systems.



Figure 14: The intern together with SCDO and Regional coordinator of SAGE actively participating during the disbursement of SAGE fund

4.1.9 Participated in receiving, recording, and distribution of Long-Lasting Insecticidal-Treated Mosquito Nets

The intern participated in the integrated process of receiving, recording, and distributing insecticide-treated mosquito nets in Kyaterekera Town Council. The intern assisted in the accurate counting and documentation of mosquito net allocations, where 204 bundles were designated for Kyaterekera West and 52 bundles for Kyaterekera East. The intern further participated in the distribution exercise in Kyaterekera East Ward, where nets were issued to seven villages, including Kabadede LC1 (15 bales), Kyaterekera A (20 bales), Katerera B (7 bales), Muruha (8 bales), Kyobuzamba (6 bales), Kitumba A (8 bales), and Kyaterekera B (17 bales). This intervention directly contributed to the enhancement of primary school completion by improving children's health and school attendance. When children sleep under treated mosquito nets, they are protected from malaria, fever, and frequent illness, which are major causes of absenteeism and school dropout. Healthy learners are more likely to attend school consistently, concentrate in class, and complete their primary education cycle. Therefore, the distribution of mosquito nets supports improved child health, increased school attendance, better learning outcomes, and ultimately higher primary school completion rates within Kyaterekera Town Council.

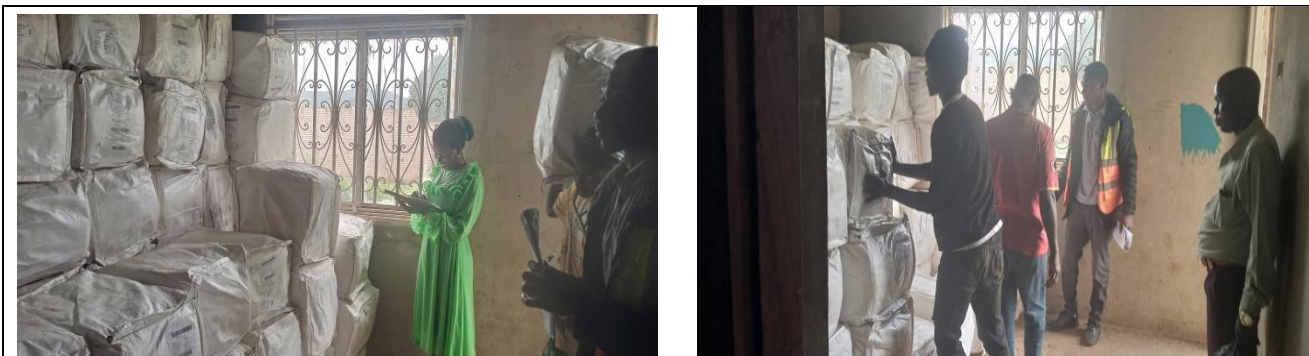


Figure 15: The intern receiving and recording insecticide-treated mosquito nets together with Chairpersons L field Agent



Figure16: VHTs signing for LLINs for their respective villages

4.1.10 Participated in sensitization of 47 street vendors on the new Traders' Order

The intern participated in the sensitization meeting for street vendors at Kyaterekera Town Council chaired by the Senior Assistant to the Town Clerk. The meeting involved vendors selling items such as chapatti, cassava, chips and chicken and roasted maize within the town council. This activity contributed to promoting proper urban management, sanitation, and compliance with government regulations within Kyaterekera Town Council. By sensitizing vendors on operating from gazetted trading areas and maintaining hygiene standards, the activity supported SDG 3: Good Health and Well-being through the promotion of public health and disease prevention and also SDG 11: Sustainable Cities and Communities through improved urban planning and orderly business operations. The activity also contributed to PDM Pillar 7: Infrastructure and Economic Services by encouraging organized trade and improved service

delivery. Therefore, it enhanced the intern's understanding of urban management, public health sensitization, and enforcement of local government regulations.



Figure 17: During sensitization of street vendors

4.2 In line with objective two of the internship (ii) ARU intern as potential Epicentre manager demonstrates an understanding of Democratic bottom up process and the role of Epicentre strategy in the implementation of the Parish Development Model and realization of the Uganda Vision 2040.

4.2.1 Participated in three PTCs Agricultural Extension Trainings

The intern participated in Parish Training Committee (PTC) agricultural training sessions conducted in Buswaka Ward together with the Agricultural Officer and Community-Based Facilitators, targeting 65 Parish Development Model (PDM) beneficiaries awaiting funding support. The integrated trainings covered key agricultural components including coffee production, livestock management, Farmers Managed Natural Regeneration (FMNR), and biodiversity conservation. Farmers were sensitized on proper manure application and pest management in coffee farming, where the intern demonstrated the use of organic manure such as goat droppings to improve soil fertility and increase productivity, while also supporting guidance on recommended pesticides such as Strika, Organpostate, and Emida for effective pest control. In addition, farmers were trained in improved livestock management practices including poultry, piggery, and goat rearing, with emphasis on proper housing structures to enhance animal health and productivity. The training further included Farmer Managed Natural Re-generation (FMNR) and Biodiversity practices aimed at restoring vegetation cover, improving soil fertility, and promoting sustainable land use by protecting naturally regenerating trees. Farmers were also

sensitized on biodiversity conservation through the planting of fruit trees such as mangoes, jackfruit, and avocado to enhance nutrition and income generation. In addition, the training sessions brought together parents, local leaders, and community members, creating a platform to discuss broader development issues, including the importance of investing in children's education. Through these interactions, the intern was able to sensitize participants on the value of keeping children in school and the role of parents in ensuring regular attendance and completion of primary education.



Figure 18: Intern facilitating farmers in Livestock management



Figure 19: The Agricultural Officer training about different pesticides to farmers



Figure 20: The intern, Agricultural Officer facilitating farmers on application of organic manures



Figure 21: Intern training farmers how organic manure is applied on coffee



Figure 22: The intern with agricultural Officer trained farmers on Farmers Managed Natural Re-generation

4.2.2 Facilitated on Visionary Approach at Nyantonzi Primary School

The intern together with the Epicenter Manager Ms. Atule Rebecca facilitated a Visionary Approach session to the Head teacher and classroom teachers of Nyantonzi Primary School. During the session, teachers were guided through a consciousness-raising exercise that enabled them to formulate a clear school vision which stated “A school with improved infrastructure, enrolment of 600 pupils in school uniform, 14 government teachers, improved sanitation and hygiene, a safe and clean learning environment, established school gardens, and all candidates passing in Division I and II by 15th December 2031.” The intern also guided teachers in developing a Structural Tension Chart (STC) to support implementation of the school vision.

This activity contributes significantly to enhancing primary school completion because it gives the school a clear sense of direction and a shared commitment toward improving educational outcomes. By having a shared vision, teachers become more focused on long-term goals such as increasing enrolment, reducing dropout rates, improving academic performance, and ensuring that every child successfully completes the primary education cycle. The vision acts as a guiding framework that aligns the efforts of teachers, learners, parents, and the wider community toward a common objective.

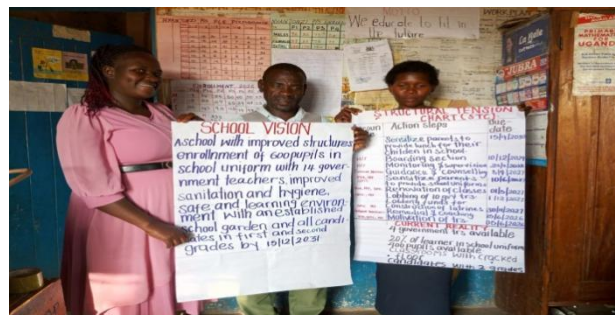


Figure 23: The intern, together with the Epicenter manager facilitated Visionary Approach

Figure 24: After formulating a school vision

4.2.3 Participated in re-visiting household visions and STCs

The intern conducted a follow-up visit to review the progress of the family vision developed by Mr. Kisembo John in 2024. During the visit, the intern assessed the achievements made by the family since the vision was created. It was observed that several goals had been achieved, including the construction of a four-room house on a plot in Nyantonzi trading center. In addition, one son had successfully transitioned to secondary school, and another daughter, Birungi Esther, had completed Senior Four and was currently studying in Senior Five. Other children in the family were still studying in lower primary classes. This activity helped the intern understand how family vision planning can support long-term development.

The intern also conducted a follow-up visit to review the progress made toward achieving the family vision of Ms. Keliya Twinomugisha in Kakooga Cell. The family vision stated: “A home with a built plot of two rooms with a permanent latrine and bathroom, a poultry house accommodating 100 birds, and half an acre of cocoa and coffee by 30th December 2029.” During the visit, the intern observed that progress had already been made toward achieving their

vision. The construction of the two-roomed house had reached beam level, and the household had already started poultry keeping with ten chickens. The intern encouraged the family to continue implementing the agreed action steps in order to achieve the remaining targets.

In addition, the Structural Tension Chart (STC) developed earlier was revisited together with the household members to strengthen commitment toward achieving their Vision.



Figure 25: Intern re-visiting the Family Vision and its STC of Ms. Keliya Twinomugisha



Figure 26: Intern revisiting the Family Vision of Mr. Kisembo John

4.2.4 Formulation of vision and STCs at household level

The intern facilitated the formulation of family visions and Structural Tension Charts (STCs) in ten (10) households within Kakooga Cell as part of the household transformation and participatory development process. Each household was guided to develop a clear long-term vision based on their aspirations, available resources, and development priorities.

During the exercise, the family of Mbabazi Tibasiima John developed their vision “A residential house with a permanent latrine and bathroom, a permanent kitchen, a poultry house, a pig house, three acres of cocoa, 20 goats, and educated children by 30th December 2031.” The family also identified their current reality, which included having a commercial house, temporary toilet, temporary bathroom, temporary kitchen, an emerging poultry project, no pig house, half an acre of cocoa, a few goats, and children currently attending school.

The intern guided the family in identifying the gap between their current situation and desired future vision and supported them in developing action plans aimed at achieving their long-term vision. This activity contributes significantly to enhancing primary school completion at the household level because it places education at the centre of family development planning. During the visioning process, many households deliberately included “educated children” as one of their key aspirations, reflecting a growing recognition that education is essential for breaking the cycle of poverty and achieving long-term socio-economic transformation. Once families define educated children as part of their future vision, they become more committed to ensuring that their children remain in school until they complete the primary education cycle.



4.2.5 Trained pupils and teachers in two schools in making liquid soap and one group of community members

The intern facilitated a training session on liquid soap making at Nyantonzi Primary School and Rusoroza COU Nursery and primary school together with supervisor Ms. Kasemiire Dorothy and Epicentre Manager Ms. Atule Rebecca involving Head teachers, class room teachers and Pupils from upper primary classes, especially those from Primary Five to Primary Seven, participated in the training alongside their teachers.

The intern demonstrated the process of producing liquid soap using materials such as industrial salt, Ungalo, sulphonic acid, urea, caustic soda, CMC, perfume, and coloring agents. Pupils were practically guided on how to mix these chemicals correctly step by step with the support of their teachers. The purpose of this training was to equip pupils with practical livelihood skills that can help them generate income in the future and support their continued education. In addition, the

training aimed at promoting hygiene and sanitation within the school environment. A clean and healthy learning environment reduces the spread of communicable diseases, lowers pupil absenteeism, and creates conditions that encourage regular school attendance and retention.



4.2.6 Trained 30 community members in bar soap making

The intern trained 30 community members in the production of bar soap as an income-generating activity. The soap was produced using 1 kilogram of kernel oil, 1 kilogram of caustic soda, and 2 spoons of white coloring agent, resulting in the production of two bars of soap. The training enhanced the capacity of community members to produce bar soap for household use and commercial purposes, thereby improving hygiene and generating income.

The activity also contributed significantly to the enhancement of primary school completion. By equipping parents and guardians with practical soap-making skills, they are able to produce soap for use within their own households, reducing the cost of purchasing basic hygiene necessities. This enables families to provide essential items for their school-going children, such as soap for washing school uniforms, bathing, and maintaining personal cleanliness. So, when children have access to these basic necessities, they are more likely to attend school regularly, maintain good personal hygiene, and avoid absenteeism that may arise from embarrassment or poor health associated with inadequate sanitation.



Figure 20: Intern facilitating bar soap making to community members

4.2.7 Participated in training of liquid soap making to three groups of community members

The intern participated in a practical training session on liquid soap production involving 35 members of Twekambe Group in Kakooga Cell. During the training, community members were guided on the step-by-step process of making liquid soap and chemicals such as industrial salt, Ungaro, sulphonic acid, urea, caustic soda, perfume, CMC, and coloring agents. The chemicals were carefully mixed in the correct proportions until a concentrated soap paste was formed, after which water was added to achieve the desired consistency. Perfume, color, and preservatives were then incorporated to improve the quality and attractiveness of the final product. The liquid soap produced can be used for handwashing, washing clothes, cleaning houses, latrines, bathrooms, and controlling bedbugs, making it both a household and commercial product.

Parents testified that these initiatives have reduced household expenditures and increased family incomes, making it easier for them to purchase scholastic materials, school uniforms, books, and other educational requirements for their children. In addition, parents of Kakooga and Mpumudde Cell who benefited economically from liquid soap making as an income generating

project are more likely to appreciate the value of education and invest in keeping their children in school until completion.



Figure 31: Intern facilitating liquid soap making

4.2.8 Trained 25 community members in making charcoal briquettes

The intern trained community members of Kakooga Cell in the production of charcoal briquettes using locally available materials such as sawdust, anthill soil, cassava and charcoal dust. During the training, the materials were measured and mixed in the following proportions: one basin of charcoal dust, half a basin of anthill soil, one-quarter basin of sawdust, and cassava porridge used as a binding material/agent. The materials were pounded, sieved, and mixed thoroughly before molding the briquettes. Approximately 150 charcoal briquettes were produced during the training session. This activity significantly contributed to enhancing primary school completion by improving household access to affordable and reliable cooking energy. In other words, firewood has become increasingly scarce, forcing many families to spend long hours searching for it.

Through charcoal briquette making, parents are now able to access a more convenient and alternative source of fuel for cooking, ensuring that they can consistently prepare meals for their children. This regular access to food improves pupils' physical well-being, energy levels, and ability to concentrate in class, which are key factors that support regular attendance and retention in school.



Figure 32: The intern training community members in making charcoal briquette

4.2.9 Facilitated of Visionary Approach to parents and members of the SMC in a PTA general meeting at Nyantonzi primary school

The intern facilitated a Visionary Approach session during a Parents–Teachers Association (PTA) general meeting at Nyantonzi Primary School. The session was conducted using the 18 Weeks Technology for Creating and was attended by the District Education Officer, Mr. Alinda Mpigiza, Head teacher Nyantonzi Primary School Mr. Tulinde Tom, Chairperson PTA, all SMC, teachers and parents.

During the meeting, parents were encouraged to develop a clear vision for educating their children and to recognize their important role in supporting their children's academic success. The intern also sensitized parents about the importance of providing food for their children while at school and initiating income-generating activities at household level to improve their financial capacity to support education. The intern further requested the District Education Officer to support the construction of a toilet at Nyantonzi Primary School. The meeting concluded with a monitoring visit to inspect school facilities such as classrooms, the compound, and sanitation facilities.



Figure 33: Intern facilitating Visionary Approach to PTA general parents meeting

4.2.10 Trained 30 pupils and 5 teachers on Herbal jelly

The Intern, under the guidance of university supervisors Madam Kasemiire Dorothy and Mr. Kajoka Martin (TWS), conducted a practical training session for 30 pupils and 5 teachers of Rusoroza COU Nursery and Primary School on the production of herbal body jelly using locally available materials. The training involved collecting herbs and natural ingredients from the school environment, including pawpaw leaves, sweet potato leaves, aloe vera, rosemary, ekibirizi, orutotoima, orwihura, omujaja, blackjack, palm oil, turmeric, and Tiptop. The collected materials were processed through boiling, sieving, mixing, and packaging to produce herbal body jelly suitable for personal use. The activity contributed to enhancing primary school completion by addressing key non-academic barriers to education, particularly poor hygiene and health-related absenteeism. Improved personal hygiene among pupils reduces the incidence of skin infections and preventable illnesses that commonly lead to school absence and dropout. As pupils experience better health and comfort, their regular attendance and concentration in class are strengthened, thereby increasing their likelihood of completing the full primary education cycle.



Figure 34: The intern training pupils and teachers on different herbs used in making herbal jelly



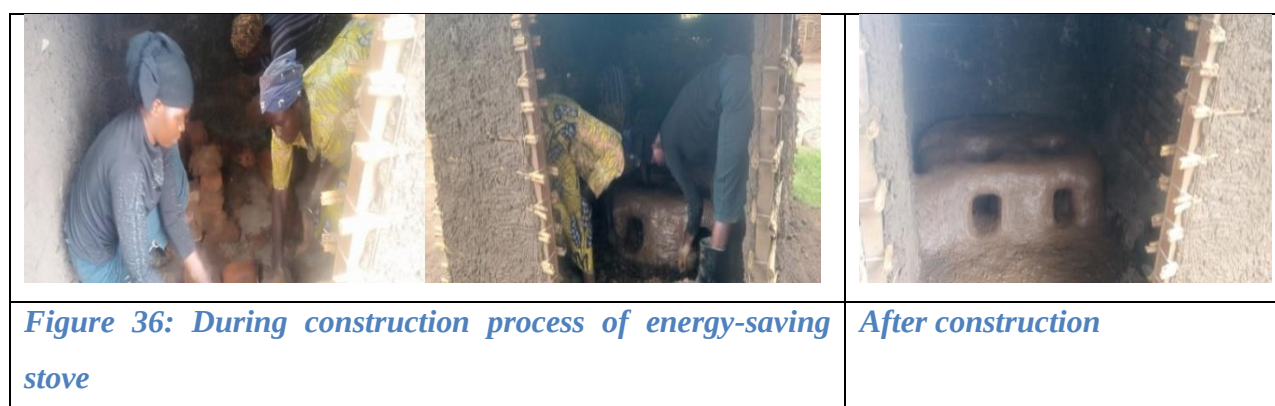
Figure 35: During the process and a final products made



4.2.11 Trained five families in making Lorena stoves (energy-saving stove)

The intern participated in construction of Lorena stoves at the homes of Keliya Twinomugisha, Gambis' home, John, Abudullah and Bagonza's home in Kakooga and Mpumudde cell. During the activity, locally available materials such as anthill soil, sweet potato leaves, water, and banana dry leaves and bricks were used in the construction process. The intern actively participated in mixing the materials, molding the stove, and guiding household members on how to use and maintain the stove effectively. Therefore, construction of the energy-saving cooking technology (Lorena stoves) promoted the reduction in time and energy spent by children and parents on collecting firewood, allows more time for children to engage in school-related activities such as homework, revision, and rest. This improves academic performance and strengthens learners' commitment to schooling.

This activity contributed to SDG 7: Affordable and Clean Energy through promotion of energy-efficient cooking technologies, SDG 3: Good Health and Well-being by reducing exposure to harmful smoke emissions, and also SDG 13: Climate Action through environmental conservation and reduction of deforestation.



	
<i>Figure37: local materials used and during construction process</i>	<i>Lorena stove constructed</i>

4.2.12 Participated in land preparation and onion planting

The intern participated in preparing a plot of kitchen garden and planting onions at the household of Mr. Kisembo John in Kakooga Cell. The intern encouraged the household to plant onions as a spice in their home kitchen garden in order to reduce the cost of purchasing onions from the market. During the activity, the intern also sensitized the household on appropriate methods of protecting kitchen gardens during the dry season, such as mulching, regular watering, and proper garden management practices. In addition, the household members were encouraged to grow a variety of vegetables to promote a balanced diet and improve household nutrition. As a result, producing vegetables at home reduces household expenditure on food purchases, improves family nutrition, and enables families to save income that can be used to support children's educational needs. Consequently, improved nutrition and financial stability enhance children's school attendance, retention, and completion of primary education, thereby contributing to rural transformation in Kakooga and Mpumudde Cells.

	
<i>Figure 38: The intern preparing a plot of kitchen garden</i>	<i>Planting onions</i>

4.2.13 Participated in community sensitization on household sanitation and hygiene practices

The intern, Health Inspector, Mr. Tweshime Fred provided health education by sensitizing 65 community members on the importance of sanitation and hygiene practices at household level. We emphasized that every household should construct or renovate a latrine and properly manages domestic waste by burning non-recyclable rubbish and separating biodegradable waste for use as manure in home gardens. Community members were also advised to separate bottles and polythene bags from other waste materials for proper disposal. These sanitation measures were intended to improve household hygiene and promote a healthier community environment, which indirectly supports children's school attendance and completion.



Figure 39: Health Inspector sensitizing community members on sanitation and hygiene

4.2.14 Participated in monitoring household sanitation and hygiene conditions in two Cells

The intern collaborated with the Health inspector and Chairman LC1 of Kakooga Cell Mr. Jakwonga Obbo, and His secretary Mr. Udaga Wanichan to monitor the sanitation and hygiene of the community members in Kakooga. During this exercise, the intern together with the team visited households to assess the availability of essential sanitation facilities, including toilets, bathrooms, kitchens, utensils drying racks, hand washing facilities, and rubbish pits. Households that lacked these facilities were sensitized and educated on the importance of proper sanitation and its relationship to health and development. Community members were encouraged to prioritize hygiene as a fundamental aspect of their wellbeing and were given guidance on how to improve their household conditions. They were also given a timeframe to construct the necessary facilities.

As a result of this intervention, ten households have built bathroom, kitchen and utensils drying rack after the sensitization exercise by the intern and health inspector from the meeting in kakooga cell. This activity directly contributed to the enhancement of primary school completion by promoting a healthier home environment for children.

4.2.15 Hosting African Rural University Institutional Self- Assessment Committee Members

On 7th May 2026, the Intern together with the Epicentre Manager hosted ISA Committee Members from African Rural University who visited Kakooga Cell to conduct an Institution Self-Assessment (ISA) exercise. The visiting team included Mr. Tusiime John, Mr. Kusima Jackson, Madam Patience, and Ms. Bless. During the visit, Mr. Tusiime John explained that the university conducts annual self-assessment activities as a strategy for improving institutional performance and strengthening community engagement. The participation in hosting the Institutional Self-Assessment team strengthened collaboration between the university and the community while promoting accountability and continuous improvement in educational programs. This activity contributed to SDG 4: Quality Education through enhancing educational quality and institutional effectiveness and SDG 17: Partnerships for the Goals through strengthening partnerships between higher institutions of learning and local communities. The activity also supported PDM Pillar 6: Social Services Delivery by improving access to quality education and community engagement.



Figure40: The intern welcoming ISA Committee members

Mr. Jackson addressing community members

4.2.16 Sensitized community members of two Cells in gender roles

The intern collaborated with the Town council councilor to sensitize community members of Kakooga and Mpumudde villages on gender roles. This was as a result of the community based participatory action research that had been conducted by the intern and residents of Kakooga Cell on strategies for enhancing primary school completion rate. That study recommended that both male and female parents should be sensitized on gender roles to eliminate primary school dropout on the area. This was in line with SDG 5: Gender Equality through advocating for equal educational opportunities for both boys and girls and challenging gender-based barriers to education in these communities.



Figure 41: During sensitization on gender roles to community members



Figure 42: During sensitization of Twekambe women's group on gender roles

4.3 In line with objective three of the internship (iii) ARU Intern have the capacity to conduct Community Action Planning and develop plans to create change in the community.

4.3.1 CAP meetings conduction

The Intern conducted Two CAP meetings in two villages; Kakooga and Mpumudde. During these meetings, the intern organized and facilitated the first community meeting where members were introduced to the Visionary Approach and the concept of the learning organization. The community members guided by the intern envisioned the type of village they want analyzed current reality and agreed on the action steps to be taken to achieve their shared vision and their respective Structural Tension Charts were developed. During these meetings, it was observed that these villages share different desires like; a village built with permanent houses, large businesses, standard schools, clean and safe water, electricity, a health facility and educated

children by the year 2031.”During the meetings, the intern emphasized that educated children are an important foundation for community transformation because they are more likely to acquire knowledge, skills, and opportunities that can improve household incomes, reduce poverty, and contribute to sustainable development. Community members were also encouraged to support regular school attendance of their school going- children, reduce school dropout, and prioritize the education of both boys and girls as a pathway to achieving their community vision.



Figure 43: Intern conducting Community Action Planning(CAP) meeting

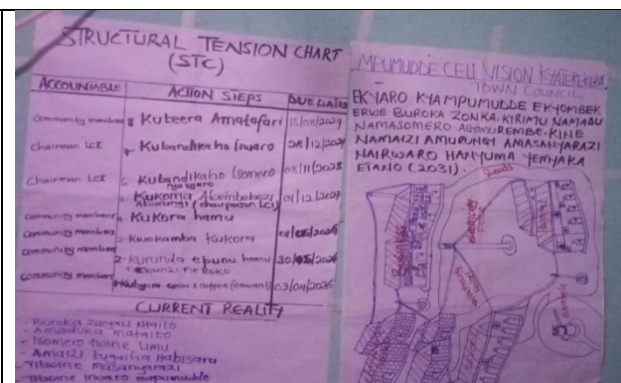


Figure 44:Community Vision and its STC developed

4.4.0 Participated in establishment of school agricultural demonstration gardens and school feeding initiatives

The intern actively participated in the establishment of school agricultural demonstration gardens at Rusoroza COU Nursery and Primary School together with teachers and approximately 30 pupils in Primary Seven. The activity involved preparing land for a school banana plantation, digging and spacing holes for planting banana suckers, and establishing one vegetable garden within the school compound. Pupils were trained in appropriate spacing (10*10) feet and depth (2*2) feet for planting banana suckers, vegetable planting, and routine garden management practices. The initiative aimed at strengthening the school feeding programme through sustainable food production while providing learners with practical agricultural knowledge and skills. This activity significantly contributes to enhancing learners' completion of primary education by improving the school feeding programme, which is a key factor influencing

attendance and retention. Because when schools are able to produce their own food through banana and vegetable gardens, learners are provided with more reliable and nutritious meals during school days. Improved nutrition enhances pupils' physical health, concentration, and cognitive performance in class, thereby increasing their ability to remain engaged in learning and successfully progress through different primary levels.



Figure45: School banana plantation established



Figure 46: Intern, DOS and pupils preparing school plot

Figure 47: Intern, DOS and pupils planting vegetables (egg plants)

4.4.1 Participated in school infrastructure development and improvement of learning facilities in two schools

The intern participated in school infrastructure development activities aimed at improving the learning environment and promoting quality education in Rusoroza COU Nursery and Primary School and Nyantonzi Primary School. At Rusoroza COU Nursery and Primary School, the intern worked together with the school director, 1 teacher, 4 construction workers, and 20 pupils in the construction of two classrooms and a boys' bathroom. The activity involved supporting construction works, including roofing the classroom structures with iron sheets and establishing sanitation facilities to improve hygiene and provide a conducive learning environment for pupils. At Nyantonzi Primary School, the intern participated in the renovation of 1 classroom floor

alongside 3 construction workers. The activity involved preparing construction materials, mixing cement, leveling the classroom surface, and assisting in the plastering process to produce a strong, safe, and durable floor. Approximately five bags of cement, sand, and water were used to complete the renovation. These interventions contributed to improving the physical learning environment by increasing classroom space, enhancing sanitation facilities, and creating safer and more comfortable conditions for teaching and learning.

This activity contributed to Sustainable Development Goal 4: Quality Education by improving school infrastructure and creating a conducive learning environment that supports pupil attendance, retention, and academic performance.



Figure 48: Before renovating

Figure 49: During plastering process

Figure 50: After renovation of the classroom



Figure 51 Intern Participated in the construction of two classrooms using iron sheets with school director, teacher, workers and pupils



Figure 52: The intern participated in the construction of one bathroom for boys

4.4.2 Facilitated guidance and counseling of 507 pupils at Rusoroza COU Nursery and primary school

The intern facilitated guidance and counseling session to pupils at Rusoroza COU Nursery and primary school with the aim of enhancing primary school completion rates. During the session, the intern guided pupils on the importance of maintaining good discipline both at school and at home. Pupils were encouraged to respect their parents, teachers, and fellow pupils, to listen attentively to their teachers while in class, and to attend lessons regularly. They were also advised to revise their books daily in order to improve their academic performance. In addition, the intern emphasized the importance of maintaining personal cleanliness by wearing full school uniform, washing and ironing their uniforms regularly, and presenting themselves smartly at school. Pupils were further encouraged to support their parents with domestic work during holidays, which strengthens parent–child relationships and motivates parents to continue supporting their children’s education by providing school requirements when the school term begins. These efforts were intended to promote discipline, responsibility, and commitment to education among pupils.



Figure 53: *During guidance and counseling session*

4.4.3 Participated in community mindset change meetings in two Cells

The intern, together with the Epicentre Manager, collaborated with local leaders and technical staff of Kyaterekera Town Council to organize and facilitate community mindset change meetings in both Kakooga Cell and Mpumudde Cell. In Kakooga Cell, the activity was conducted in partnership with the LC I Chairperson, Mr. Jakwonga Obbo, and his Secretary, Mr. Udaga Wanichan, while in Mpumudde Cell it was organized with the support of the respective local leadership Mr. Aheebwa Stephen. The meetings brought together approximately 135 community members and were guided by the Eighteen Weeks Guide, particularly Lessons One and Two, which emphasize that individuals who actively contribute to the happiness and development of their communities, they also contribute to their own wellbeing, and that knowing what one wants in life gives people the power to achieve development.

During the meetings, the intern sensitized community members on the importance of education as a foundation for personal, family, and community development. In other words, special emphasis was placed on changing negative attitudes towards the education of girls. Some parents who previously believed that educating a girl child was a waste of resources were encouraged to recognize that educating a girl child is educating the whole nation, since educated women contribute significantly to household welfare, child development, community leadership, and national development. Community members were also guided to appreciate that successful completion of primary education provides the foundation for transition to secondary education, vocational training, and higher levels of learning, which are essential for improving future livelihood opportunities. As a result of these meetings, community members were able to recognize that they are key to their own development process.

	
<i>Figure 54: The Intern facilitating mindset change in Kakooga Cell</i>	<i>Figure 55: The Intern facilitating mindset change session in Mpumudde Cell</i>

4.4.4 Participated in sensitization of 380 parents on supporting children's education and the value of education in two schools

The intern participated in parental sensitization meetings conducted at Nyantonzi Primary School and Rusoroza COU Nursery and Primary School with the aim of promoting parental involvement in children's education. During the meetings, the intern sensitized parents and guardians on the importance of actively supporting their children's learning through regular school attendance, provision of scholastic materials, monitoring academic progress, and maintaining positive communication with teachers. Parents were further encouraged to provide equal educational opportunities to both boys and girls and to appreciate the long-term benefits of education in improving children's future livelihoods, reducing poverty, and fostering community development. The sensitization emphasized the critical role of parents as key stakeholders in enhancing learner retention, academic performance, and primary school completion.

This activity contributed to Sustainable Development Goal 4: Quality Education by promoting inclusive and equitable access to education and encouraging parental participation in improving learning outcomes. It also supported SDG 5: Gender Equality through advocating for equal educational opportunities for both boys and girls and challenging gender-based barriers to education.

		
<i>Figure 56: Intern sensitizing parents on the values of education at Rusoroza COU Nursery and primary school</i>	<i>Figure 57: Intern sensitizing parents on the values of education at Nyantonzi primary school</i>	<i>Figure 58: Intern sensitizing community members on values of education in Kakooga Cell</i>

4.4.5 Support for the establishment of a community school in Kakooga Cell

The intern, together with the LC III Chairperson, supported the community initiative to establish a community primary school at the home of the LC I Chairperson, Mr. Jakwonga Obbo, in Kakooga Cell. During a community meeting, the LC III Chairperson guided 65 community members on the key requirements for establishing a sustainable school, including securing adequate land, constructing separate latrines for girls, boys, and teachers, putting up classroom structures, recruiting qualified teachers, and mobilizing approximately 200 pupils to ensure adequate enrolment.

After discussions, the community members agreed that the school would be officially opened in 2027. It was further resolved that the construction of the required infrastructure would commence towards the end of 2026, particularly in December, to allow sufficient time for planning, resource mobilization, and community preparation. Community members emphasized the need to establish the school in a well-organized and sustainable manner to ensure its long-term success and contribution to improving access to quality education in Kakooga Cell. This initiative demonstrated strong community commitment towards promoting education and enhancing learning opportunities for children within the area.

This activity contributed to the achievement of SDG 4: Quality Education by promoting equitable access to quality primary education through the planned establishment of a community

school in Kakooga Cell. Furthermore, the initiative also supports SDG 10: Reduced Inequalities by bringing educational services closer to the community and ensuring that more children have the opportunity to attend school and complete their education.



Figure 59: Chairman LC111 addressing community members about establishment of a community school

4.5 Enhancing Factors/ what worked

Several elements contributed significantly to the successful implementation and impact of the above activities;

Continuous mentorship and guidance provided by the Faculty Mentor, Field Mentor, Technical TWS, Principal Town Clerk, and other Town Council mentors throughout the internship period greatly contributed to the successful achievement of the internship objectives. Their regular supervision, constructive feedback, and technical support enabled the intern to remain focused, improve professional competence, and gain a deeper understanding of the Epicenter Strategy, community development approaches, and local government operations.

The support and cooperation received from local leaders and community stakeholders significantly facilitated the implementation of internship activities. Through their efforts in mobilizing community members and coordinating community engagements, the intern was able

to effectively conduct various development interventions and successfully achieve both the internship objectives and implementation of research findings.

The intern's flexibility, adaptability, and willingness to learn made it possible to work effectively with different categories of people at both the Town Council and community levels. This enabled active participation in a wide range of activities, enhanced practical learning experiences, and contributed to the successful accomplishment of all three internship objectives.

The guidance, supervision, and encouragement provided by the Principal Town Clerk, in collaboration with other technical and political leadership of Kyaterekera Town Council, played a vital role in the success of the internship. Through continuous monitoring, review of weekly reports, provision of professional advice, and regular follow-up on assigned tasks, the leadership ensured that the intern remained accountable, focused, and committed to achieving meaningful results throughout the internship period.

4.6 What didn't work

The internship was affected by several challenges, including:

Busy schedules of farmers participating in agricultural activities made it difficult for some of them to attend meetings and learn appropriate technologies.

Community members willing to start commercial income generating project would find themselves lacking adequate financial/ resources to start up the project and those not interested would be with all it requires.

Low participation by some community members in certain activities since members expects funds from NGOs.

Busy schedules of technical staffs especially SCDO which affected the intern during implementation of research findings.

4.7 Lessons Learnt/insights by the Intern

The intern got the following insights or lessons during internship;

I learnt that community members know what truly matters to them and was witnessed during CAP

The internship enabled me to understand how local government systems and departments operate in delivering services to the community.

I also learnt that teamwork, collaboration, and a shared vision among technical staff, local leaders, and community members are essential for achieving successful development results and creating positive community impact.

I learnt that community members have inner power to create what they truly want but they only need a wakening them.

4.8 Conclusion

The internship activities were successfully implemented and contributed to community empowerment and development within Kyaterekera Town Council. Through internship activities, community members were empowered with practical skills, improved planning capacities, and increased awareness on health, education, and household development.

Chapter Five: Conclusions and Recommendations

5.0 Introduction

This chapter presents the summary of the internship activities undertaken at Kyaterekera Town Council, the conclusions drawn based on the internship objectives, and recommendations for improving future internship programs and community development interventions. The conclusions are based on the experiences, observations and achievements realized during the four-month internship period from 15th February to 01st June 2026.

5.1 Conclusions

After the internship, the intern drew the following conclusion according to internship objectives:

In line with objective one of the internship, the intern was able to contribute to the efficiency and effectiveness of systems and structures in service delivery within the lower local governments of Kyaterekera Town Council through attending and participating in various meetings that is 3 TPCs, 3 Council Meetings, 1 Sectral Meeting and 1 general staff meeting and other activities assigned by the Town Council such as participation in revenue assessment, IRAS implementation, SAGE payments, long lasting –insecticidal treated mosquito net distribution, sanitation sensitization and monitoring and community sensitization programs. Therefore, these interventions demonstrated that effective local government service delivery plays a critical role in creating a conducive environment for children's education by improving health, sanitation, household welfare, and access to essential services, which ultimately support school attendance, retention, and primary school completion.

In line with objective two of the internship, the intern was able to raise consciousness of people/ community members on how to use Parish Development Model (PDM) funds at individual level using epicenter strategy together with the epicenter manager and other stake holders like the Agricultural officer, Veterinary Officer, Principal ward agents and SCDO. The internship demonstrated that economically empowered households are better able to provide scholastic materials, meet educational expenses, and support children to remain in school and complete primary education. In line with objective three of the internship, the intern together with

epicenter manager were able to create community vision with community members of Kakooga and Mpumudde Cell and start implementation in order to transform their communities through CAP meetings, facilitation of visionary approach and mindset change sessions. In other words, parents were sensitized on the importance of educating both boys and girls and supporting children to complete primary education as a foundation for further learning and future opportunities. The internship therefore demonstrated that community visioning, collective action, and positive attitudes towards education are essential for enhancing primary school completion and promoting long-term rural transformation.

5.2 Recommendations

After the internship, the following were recommendations:

5.2.1 To the students of ARU

Future interns should actively participate in community activities, collaborate with local leaders and technical staff, and support interventions that address barriers to primary school completion.

Students should also promote community ownership of development initiatives to ensure sustainability of the changes introduced during internship.

5.2.2 To the University (ARU)

African Rural University should continue equipping students with practical skills in community development, participatory planning, agriculture, appropriate technologies, and community mobilization before field placement. This will enhance their ability to effectively support interventions aimed at improving household livelihoods, community wellbeing, and primary school completion.

The University should strengthen collaboration with local governments, schools, and community development partners to provide interns with opportunities to participate in education-related interventions that promote school attendance, retention, and completion among learners.

5.2.3 To the community

Parents and guardians should prioritize the education of all children, especially the girl child, and ensure that learners regularly attend school and complete primary education as a foundation for further studies and future opportunities.

Community members should continue participating in Community Action Planning (CAP), mindset change meetings, and other community development initiatives that promote collective responsibility towards improving education and community transformation.

Households should invest resources obtained through income-generating activities, agriculture, livestock production, SACCOs, and government programmes into supporting children's educational needs, including scholastic materials, uniforms, meals, and other school requirements.

Community members should maintain good sanitation, hygiene, and health practices to reduce disease prevalence among children, thereby improving school attendance, retention, and academic performance.

5.2.3 To the Town councils

Kyaterekera Town Council should continue strengthening community sensitization programmes on the importance of education, particularly the completion of primary education for both boys and girls.

The Town Council should increase investment in education infrastructure and learning facilities, including classrooms, desks, sanitation facilities, and community schools in underserved areas, to create a conducive learning environment that supports pupils to remain in school and complete their education.

Technical staff and political leaders should strengthen monitoring and follow-up of government programmes such as PDM, SAGE, sanitation campaigns, and public health interventions, since improved household welfare directly contributes to children's school attendance and completion.

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APPENDICES

The following Appendices were included in the report: The Sustainable Development Goals (SDGs), Africa Agenda 2063, the seven pillars of Parish Development Model (PDM), Structural Tension Chart for four month and attendance list of participants.

Appendix (i): Structural Tension Chart for Four Month Internship in Kakooga and Mpumudde Cell, Nyantonzi Ward, Kyaterekera Town Council, Kagadi District

VISION: Kakooga and Mpumudde villages oriented into the Visionary Approach, mindset changed, improved sanitation and hygiene, increased household income, parents understanding the values of education for both girls and boys and all Pupils completing primary school education by 30 th November 2031.		
Accountable	Action Steps	Due Date
Intern	Report writing and validation	01 st /june,2026
Intern	Facilitate in appropriate technologies	01 st May,2026
Intern	Participate in Town Council programmes	20 th April,2026
Intern	Facilitated Visionary Approach	15 th March,2026
Intern	Conduct CAP	
Intern/EM	Introduce the intern to the Town council	20 th Feburary,2026
Internship coordinator	Deployment	18 th Feburary,2026
CURRENT REALITY		
Intern has knowledge about visionary Approach, in some appropriate technologies, CAP is not yet conducted, Faculty Mentor and Epicenter manager are available with town council staffs willing to support intern, Chairpersons LC1 of Kakooga and Mpumudde are available		

Appendix (ii): 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 9	Industry, Innovation and Infrastructure
Goal 10	Reduce Inequality
Goal 11	Make cities and human settlements inclusive and safe, resilient and sustainable.
Goal 12	Ensure sustainable consumption and production patterns.
Goal 13	Target urgent actions to climate change and its impacts.
Goal 14	Conserve and sustainably use the oceans, sea marine resources for sustainable development.
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation.
Goal 16	Promote peaceful and inclusive societies for sustainable development provide access to justice for all and build effective, accountable at all level.
Goal 17	Strengthen the means of implementation and realize the global partnership for sustainable development.

Appendix (iii) Aspiration of Africa Agenda 2063

1. A Prosperous Africa based on Inclusive Growth and Sustainable Development.
2. An Integrated Continent Politically united and based on the ideals of Pan Africanism and the vision of African Renaissance.
3. An Africa of Good Governance, Democracy, Respect for Human Rights, Justice and the Rule of Law.
4. A peaceful and secure Africa.

5. An Africa with a strong cultural identity, common heritage, shared values and ethics.
6. An Africa, whose development is people-driven, relying on the potential offered by African people, especially its women and youth, and caring for children.
7. Africa as a strong, united, resilient and influential global player and partner.

Appendix (iv): The Seven Pillars of the Parish Development Model.

1. Production, storage, processing and marketing
2. Infrastructure and economic services.
3. Financial inclusion.
4. Social service.
5. Community mobilization and mindset change.
6. Data collection (Parish-based management information).
7. Governance and administration

Appendix (v): members that attended general staff meeting at Town Council headquarters

GENERAL STAFF MEETING FOR KYATEREKERA TIC STAFF HELD ON 24 th /03/2026				
	NAME	TITLE	CONTACT	SIGN
01.	Mining PAUL	SATC	0782637223	Paul
02.	Kiembo Frank	Driver	0772828502	Frank
03.	ZAHURA RASHIDI	PIA	0782-75776	Rashidi
04.	HATAZALI GODFREY	Head teacher Kyaterekera primary	0774137758	Godfrey
05.	MUHYANA MOZEBEN	PTA	0773763521	Mozeben
06.	KUCONZA ALICE ROSELYN	Head teacher	0778447005	Alice
07.	BIRINGI B. MARK	PTA	0782619026	Mark
08.	TUNURRA SARAH	PTA	0778211895	Sarah
09.	KATUSABE MOSES	HEADTEACHER KATUSABA SDA PS	0771278954	Moses
10.	AMANNYRE JEROME	H/H Lubiri	0789680662	Jerome
11.	MATTE K. JULIUS	H/H	0785625415	Julius
12.	Twishine Fred	Health Inspector	0785297464	Fred
13.	MUGISA BEN WILSON	Head teacher	0778629555	Wilson
14.	AMARA JULIAN	APHO	0785224545	Julian
15.	TUMAIRWE OLIVER	SCDO	0788514575	Oliver
16.	PETERO MUTHINDO	SUPPORT STAFF	—	Petero
17.	TIBAMWENDA JOHN	SUPPORT STAFF	0744902602	John
18.	Katusabe Robur	SCU	0778602506	Robur
19.	Balya Benadi	Kilima	0760342474	Balya
20.	KASAJA ANTONIO	D/HIR	0772809440	Antonio
21.	RWAMWENGIE JOSEPH	Assistant Low cost cement officer	0772857924	Joseph
22.	Masereka Busesi	Asst. Support staff	0773291272	Busesi
23.	KULE ROTAS	Support staff	0785096005	Rotas

Appendix (vi): Members that attended mindset change session in Kakooga Cell

HELD IN KAKOOGA CELL ON 09/04/2026				
ATTENDANCE LIST				
SN	NAME	TITLE	CONTACTS	SIGN
01	Kisembo Frank	Treasurer	0772828502	
02	Ninma PAUL	SATC	0782637223	
03	KYALIGONZA MAFIA	P.P	0782384023	
04	ZAHURA RASHIDI	PTA	0782-757765	
05	ATULE REBECCA	E/manager	0789880973	
06	AMARA SUHINA	NET.	0785224545	
07	BUSINGE JOHN	A.O	0784399275	
08	GUWIRI Fred	HI	0781228002	
09	NAMUNYA KUNITHA	ARU-Inter	0788360066	
10	MUTHIGI KOSIAIN	-	-	
11	PR. KISEMBO JOHN	-	0777348984	KSK2
12	Mpendwa S. Baluku.	-	0761112515	Mpendwa
13	MASIK ANAH	-	0775764905	and
14	MASIK OLIVER	-	0777163595	Out
15	Mungu nevertheless	-	0774857170	
16	KABASEKE Rosemary	-	0771170435	
17	NABOMBY ANITA	-		
18	ASHIMWE ROSE	-	0792215999	ANITA
19	AKUMA APOLINA	-	0776599590	ROSE
20	ASHIMWE GRESS	-		
21	ALONGI JANET	-		
22	ABENGI JULIA	-	077017706	
23	OMUHIREZA BERA	-	0787569018	
24	MUGEMBE KUBA	-		
25	NYAJURA ROSE	-		
26	Behemuka Selmani	-		
27	Mutumba Muramya	-		
28	PASTOR ARABONGO Daudi	-	077349635	
29	Bagunga Omuhireza	-	0761078759	
30	PR. MURAMBA Ibrahim	Pastor	0787699773	
31	IRUMBA SUCCESS	-		
32	Munganya Joseph	-		MJ
33	MUTEMBA JONATHAN	-	0788813534	
34	BAGUMBA EDSON	-		
35	MUSA MABA	-	0780530654	

Appendix (viii): Teachers that attending Visionary Approach training at Nyantonzi primary school

ATTENDANCE LIST OF TEACHERS AT NYANTONZI
PRIMARY SCHOOL THAT ATTENDED VISIONARY APPROACH
SESSION

	NAME	TITLE	CONTACT	SIGNATURE
1	KASAMBA JULIUS	Teacher	0765142445	
2	BIIRA JOSEPHINE	Teacher	0773620359	
3	TULINDE TOM	Headteacher	0778023338	
4	MUSUMBA INNOCENT	Teacher	0756370348	
5	MUHINDO KASIFA	Teacher	0760176080	
6	NGELESE JACKSON	TEACHER	0774165228	
7	KISWASI EVERNICE	TEACHER	0785766570	
8	ATULE REBECCA	Epicerter manager	0189880973	
9	NATUMANYA KUNIHRA	Intern student	0788360066	
10	MUGABE INNOCENT	Teacher	0767023473	
11	AMANYA TWAIKHA	Teacher	0788599644	