

EVALUATION REPORT

ON

**UGANDA MOSLEM AND CHRISTIAN TEACHERS
DIALOGUE**

**HELD IN LIRA TOWN MUNICIPAL HALL,
NORTHERN UGANDA**

FROM 31ST MAY TO 2ND JUNE, 2012

**THEME: "ENHANCING TEACHERS ROLE IN DEVELOPMENT,
PEACE BUILDING AND GOOD GOVERNANCE"**

MORAL RE-ARMAMENT UGANDA CHAPTER

P.O. BOX 11502

KAMPALA – UGANDA

+256-772 691640 + 256-772-420999

+256 782 443376 E-mail: teachersdialogue@gmail.com, www.iofc.org

PREAMBLE:

The Uganda Moslem and Christian Teachers' Dialogue is a programme of Uganda Moral Re-
armament Association. This was the second dialogue to be held, the first one was held last
year in Jinja, 31st May - 4th June. This was the first encounter of the work of Moral Re-
Armament in Northern Uganda. The theme of conference was "Enhancing Teachers Role in
Development, Peace Building and Good Governance"

The participants were Teachers, Head Teachers, Tutors, Principal of Primary Teachers
College, District Education Officers, & Political leaders.

The Chief Guest was the Chief Administrative Officer (CAO) LIRA District Mr. Benon
Rwangusha, the keynote address was delivered by Mr. George Milton Abura, the District
Education Officer - Lira, other guests included the District Inspector of Schools, the Principal
Canon Apollo Core Primary Teachers College, The Chairman Head Teachers Association Lira,
members of Moral Re-armament Uganda Chapter, and Youth Leader of the Uganda Moslem
Youth Association.

OFFICIAL OPENING OF THE DIALOGUE ON 1ST JUNE AT 9:00 AM

DAY I

The participants were welcomed to the Conference by Mr. Andrew Mukwana, the
Coordinator of the Uganda Moslem & Christian Teachers Dialogue.

He briefed the participants about Moral Re-armament Association, its principles and
philosophy based on the Absolute Moral Values of Love, Honesty, and Purity, Unselfishness.

He further talked about the various programmes of MRA in the county and world wide. He
stressed that, MRA is open to all who feel the need for change starting with themselves.

LAUNCHING THE DIALOGUE

Mr. Mukwana Andrew highlighted the aims of the Uganda muslim and Christian Teachers Dialogue.

- I. To raise a morally upright teacher who is equipped with moral pillars of absolute Love, Purity, honesty and Unselfishness to address the challenges.
- II. To promote a cordial working relationship between Muslims and Christian teachers, Head teachers, members of the school management committee in improving Education standards of schools and the performance of leaners.
- III. To encourage the Education System that meets the needs of the community and the youth-entrepreneurship skills for rural development.
- IV. Equip teachers with skills, values, methods, techniques to meet the changing education needs.



Mr. Andrew Mukwana launching the Teachers' Dialogue

ACTIVITIES

- I. Workshop and seminars.
- II. Training in entrepreneurship skills.
- III. Group dynamics activities.
- IV. Film shows –The Pastor and the Imam, change An African Answer.

MR. JOHN PETER ONEBE - BOARD MEMBER OF MRA UGANDA CHAPTER

Mr. John Peter Onebe, a Journalist and board member of Moral Re-armament Uganda chapter welcomed the chief guest and all the participants to the conference. He gave a brief experience of his work in Northern Uganda way back in 1970's and 1980s.

He remarked that he was happy to be back in Lira to share his experience of the work of Moral Re-Armament and the transformation in his life.

He highlighted the participants the following Global Mission of Moral Re-Armament:

- Healing the wounds of History where Culture and Civilisation meet.
- Strengthening the moral and spiritual dimensions of democracy
- Encouraging care and responsibility in life and personal relationships
- Rebuilding a sense of hope in the communities.
- Strengthening Moral commitment in life
- Forging the networks among people from different cultures & faith

He appealed to the teachers to take the advantage of the existing peace in the region to transform themselves so that they can improve the students' performance by applying the absolute moral values of Love, Honesty, Purity and Unselfishness.

These values he added are the cornerstone for economic, social and political development of our communities.



SPEECH BY MR. PETER ONEBE, BOARD MEMBER MRA

Mr. Benon Rwangusha the CAO of Lira District welcomed all the participants to the dialogue and significantly welcomed the members of Moral Re-armament Association to the district and assured them of peace and good stay.

He observed that it was his first time to hear about moral re-armament and its philosophy. He appreciated the efforts made in organising this training for the teachers whom he pointed out as the key custodian of transformation in our societies. He said that during his schools days many years ago, teachers were the most organised and smart, they were real models and commanded a lot of respect in the community, but today it's not the case.

On a strong point, the CAO cautioned the teachers, " Any teacher who will be found drinking alcohol during teaching hours will be arrested and sued before the court for allegedly abusing the office and negligent of duty." He advised the teachers to show good example to the community by doing the right things because teachers are role models of the nation, key personalities to development of society and stewards of God's human resource who are the pupils / students they teach in schools.

He supported idea of women being given employment opportunities as they are the real agents of bringing change in society.

In conclusion, he thanked the donors for the good spirit of giving finances that have been used by the members of Moral rearmament to make this dialogue take off. He later declared the dialogue open and wished the participants and facilitators a successful workshop.



SPEECH BY CHIEF ADMINISTRATIVE OFFICER (CAO) LIRA DISTRICT

KEY NOTE ADDRESS BY DISTRICT EDUCATION OFFICER LIRA

Mr. George Milton Abura the D.E.O Lira warmly welcomed the participants to the dialogue and observed lira is now more peaceful and ready to welcome all the necessary efforts towards development in particular to Education Sector which grossly suffered from twenty three year (23) war under LRA insurgency in Northern Uganda.

He outlined some of the gravest challenges the Education sector is experiencing currently:

- Poor physical infrastructure in schools –classrooms , teacher’s houses and furniture
- Poorly motivated teachers as they are reduced to depending on meagre salary due to poverty in the region that makes it difficult for stakeholders to support them
- Poor teaching in schools , a financially insecure teacher cannot be effective in class
- Moral decay among teachers e.g. drunkenness, sexual misconduct, absenteeism and others.
- Indiscipline among learners .These children were born during insurgency and their experience and behaviours are warlike.

- Poor collaboration by stakeholders in education issues resulting in a setback in infrastructure development in schools.
- Poor professional growth by teachers since they have very many personal problems to attend to.
- Inadequate teaching materials at schools. As most schools depend on the meagre universal Education grants.

He further noted that the main role of the teacher is to impart knowledge, skills and the correct attitude to his/her learners, in this way he is key in social transformation. But when the teacher is confronted by a multitude of challenges his/her performance cannot be perfect.

The teacher needs to be empowered morally, financially and materially in order to regain the necessary capacities to perform his task well. He appealed for support towards the enhancement of teacher's role in development and peace building.

He said, only 40% of pupils sit on the desks while 60% sit on the floor, this has therefore forced many pupils dropout of school because of the unfriendly environment at schools.



The District Education Officer – Lira addressing the participants

In Conclusion, the D.E.O appealed to the donor community to supplement government's effort to uplift the lost glory of Education in the sub region. He commended the efforts of the teachers and requested them to always rise up to their expectations of society by redefining their roles and uplifting their self-esteem. They should never accept to be down-trodden by their "Products "or give up the struggle for recognition simply because they are over whelmed by both local and external pressures.

On a special note, he thanked the chief administrative officer for sparing his time despite the tight schedule to attend this function. In the same spirit, he thanked the donors and the organising committee of MRA team for thinking of Lira in Northern Sub-region to benefit from such trainings. He appealed to teachers to implement what will be shared during the sessions towards improving the Academic performance of the pupils /students in the schools and colleges. He prayed for another arrangement to be effected at school levels as a way forward.



A GROUP PHOTOGRAPH WAS TAKEN

LUNCH BREAK

AFTERNOON SESSION : 2:30-6:00PM

SAM OYIRWOTH AND SHEIK MAGEZI

WORKSHOPS: PEACE, GOOD GOVERNANCE AND DEVELOPMENT

The afternoon session was workshop time chaired by Mr. Sam Olywathy and Sheik Magezi of Makerere University explained the background after showing two films “ *THE IMAM & PASTOR*” AND “ *AN AFRICAN ANSWER*”.

MR. SAM OLOWALTHY - Chairperson Uganda Youth Group, Lawyer and Volunteer Youth to many youth groups in Uganda

PEACE

Peace does not necessarily mean the absence of war, it's the total harmony of the mind and body in the state of quality living.

“Why is there a lot of evil when everyone is a believer”

GOOD GOVERNANCE

Nelson Mandela once said, “I governed the nation, but if I am given a chance to be back in leadership, I would choose to govern my family”.

Governance is giving accountability for whatever actions we take in the capacity we hold. it is something to do with systems.

As a teacher, what practical steps are you going to take in the next 100 days to ensure the practice of good governance with oneself, family and the community?.

“Tell Us an Experience where you portrayed poor governance and what could be the solution to these Issues”.

DEVELOPMENT

We have consciously and unconsciously under-developed our land. We only think that the life in the developed world of Western Europe, USA and Canada is the solution to the world's greatest need, this is not True.

He challenged the leaders to focus on the best way of improving their teaching methods and always be creative enough and innovative to improve on their personal life and those of the pupils they teach to achieve total development in the district.

What has been the most challenging issues for teachers in the region and what could be the solution to these issues?

WORKSHOP TIME

Participants were grouped in three groups each was to give a report:

GROUP 1: Topic - Peace

GROUP 2: Topic - Good Governance

GROUP 3: Topic - Development



Group presentation time

TESTIMONIES

One participant a Head teacher confessed to have misappropriated the school funds and this has greatly affected his personal peace. He confessed to refund when he reports back to school.



Sam Oyirwoth giving guidelines for group discussions

DAY TWO: 3RD JUNE 2012

PROMOTING THE GIRL CHILD EDUCATION IN NORTHERN UGANDA - LIRA SUB REGION.

Presentations by Mrs. Ruth Okwere, Senior Agricultural Officer, Former Lecturer Arapai Agricultural College, Consultant in the field of Agriculture with FAO, member of MRA Uganda Chapter and Treasurer - Uganda Farmers Dialogue.

She greatly appreciated the plans of organising this training in her second home district of Lira. She recalled her time as a teacher at Arapai Agricultural College way back and her contributions in the region later as an Agricultural Officer before she was transferred to the Ministry Head office In Entebbe and Kampala. She echoed the potentials that the sub region has in terms of soil fertility, high cereal crop production like simsim, ground nuts, millet, fruits, livestock and many others. However all these were destroyed during the dark period of the civil war of the Lord Resistance Army for over 23 years.

She thanked the district officials for the warm welcome and commitments they have for the district. She appreciated the work of MRA in Uganda for this period of equipping the people

with real life skills and values of absolute love, honest, purity and unselfishness. Which have supported her since she was introduced to the values. The people of this region and especially teachers need these values at this crucial moment of human and physical in fractural rehabilitation.

She gave a brief background of what the Children's rights and the need to promote the girl child Education in Northern Uganda. She recalled the terrible moments when the LRA attacked and took off with very young girls from Aboke Senior Secondary school and took them as slaves in southern Sudan. These girls later became soldiers and many others as wives.



Mrs. Ruth Okwere presenting the status of Girl Child Education in Northern Uganda

WHY PROMOTE GIRL CHILD EDUCATION?

- Recruitment of girls in all levels of education is low as compared to the boys.
- Absenteeism in schools is higher in girls than boys
- School dropouts are higher for girls than boys.
- Education starts at home and the person closest to a child is the mother from child birth.

Role of Media in Girl Child Education

Both print and electronic media have portrayed a negative impression of the girl child and favoured the boy child education only, out of the total enrolment at every school, only 40% of the girls have access to Education.

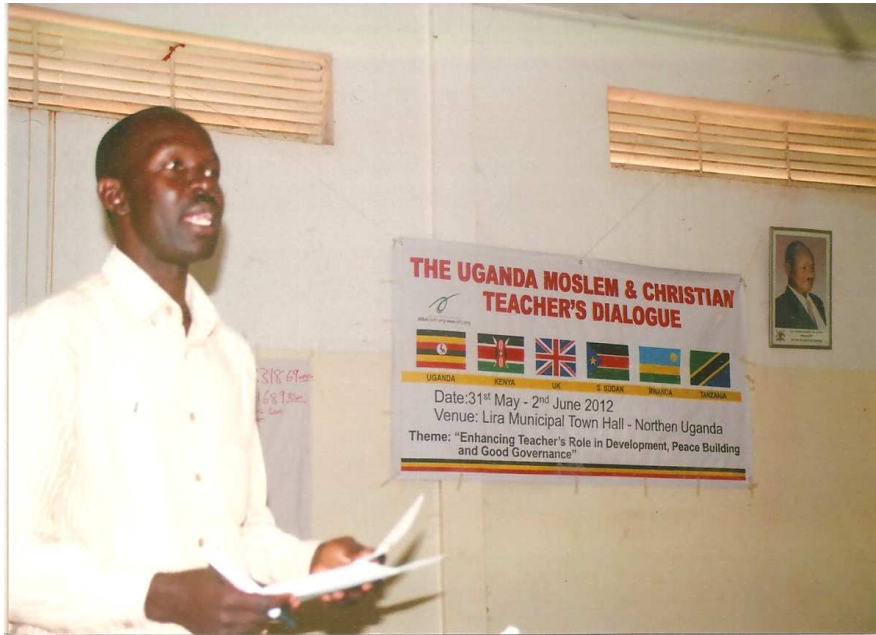
Area of Actions

- Academics - how do we protect, provide and make her participate?.
- Social activities-how does she participate? How will she be provided for? And how will she be protected?
- School fees - Can she be helped?
- Counselling - are the special needs of girls catered for?
- Employment - is the community and the society empowering the girl child?

In conclusion, she appealed to all stakeholders in the community to look at the girl child as the basic educator of our nations and provide special treatment to her. The four moral absolutes values are pivotal in promoting the girl child education in achieving the MDGS.

FARMING IN SCHOOLS FOR PRACTICAL SKILLS AND INCOME GENERATING - By Mr Maclean Otim - Agricultural Officer Apach District, Lango Sub Region, Northern Uganda.

- He highlighted values of farming in a school environment, for food, money, and employment.
- He emphasized the need to look at agriculture as an employment avenue, since out of the 9000 University graduates annually produced, only 3000 may get employment and the rest are left out without any alternative.
- The main challenge affecting farming today is the climate Change which has greatly affected the rain cycle resulting in poor soil fertility. There is need to care for the soils as soil fertility has greatly declined.
- The teachers need to play a big role to secure a positive attitude to farming in the students, some teachers use farming as a form of punishment.
- Setting up of school gardens for practical purpose and to raise incomes for the schools, teachers and students, this will create a positive change towards farming as one of the noble occupations that one can take on.
- He illustrated a practical example of producing onions using minimal land area, labour, capital and equipment; area = approximately 100m by 100m, spacing = 30cm by 12cm, bulbs produced in this area = 27,000 bulbs of onions. Income = 27,000 by 100shs = 27, 000,000= twenty seven million shillings, which is about 11250 USD per season.



Mr. Otim Maclean giving a presentation on farming

In conclusion, he encouraged the teachers to set up small scale gardens to take on farming to raise extra income rather than depending on the monthly salary which is below 100usd. He promised to work with MRA in promoting its philosophy in the area and with the schools that will need his support.



Participants in group discussions

ENTERPRENURSHIP IN SCHOOLS FOR RURAL DEVELOPMENT BY Sheikh Bashir Magezi - Makerere University and leader of Uganda Muslim Youth Development Foundation

- He appreciated the efforts of the training conference organised by MRA aimed at equipping teachers and other participants practical skills for peace and reconciliation, effective teaching and learning in schools for improved performance and income generating for self-help and general developments of the local communities.
- He noted that it was his first experience to work with the MRA team and promised to struggle to maintain the relationship.
- Who is an entrepreneur? He is someone who undertakes new financial ventures despite the risks involved. An entrepreneur is one who organises, manages and assumes new risks in business.
- What are some of the benefits of being an entrepreneur? 8 points outlined below;
 1. Being in control of your business,
 2. Work becomes fun,
 3. Free from boredom,
 4. Self-confidence, giving back to the community,
 5. Free from wants,
 6. Being original and true to oneself,
 7. Enjoying time out,
 8. Exhilaration of success.



Sheikh Bashir Magezi presenting entrepreneurship skills to the participants

Through discussion, he guided the participants to some of small scale projects that can enhance their incomes and rural communities:

- I. Candle making
- II. School chalk
- III. Envelope and paper bags making
- IV. Plastic waste recycling
- V. Book binding for office
- VI. Paper and wood glue
- VII. Urban agriculture
- VIII. Confectionaries(cakes, cookies, bread, sweets, ice cream)

PRACTICAL TRAINING

- He practically trained the teachers on how to start venturing into these small scale opportunities
- Bar soap (laundry)
- Liquid soap
- Powder soap (detergent)
- Natural fruit juice

In conclusion, the participants requested for a special training to be carried out at school level where the students can also learn these skills.

REMARKS BY THE CHAIRPERSON LIRA HEADTEACHERS ASSOCIATION

He thanked the organisers of this dialogue. It is the first of the kind in the district to know about the work of MRA.

He requested the teachers, to try and implement key issues raised in the training and singled out the application of the four absolute moral values during teaching period. It is important that teachers have acquired entrepreneurship skills. Despite the meagre salaries, a teacher can find time to carry out a small scale business that can boost their incomes and this will indirectly motivate the teacher and hence improving the performance of the pupils. He promised to make a follow up in the schools.



The Chairman, Lira Primary Head Teachers' Association giving his remarks

REMARKS BY THE PRINCIPAL OF CANON APOLLO CORE PRIMARY TEACHERS COLLEGE LIRA

He was grateful to the executive committee of MRA, the donors, and District Authorities for organising and allowing this training for the teachers in Lango Sub-Region at this moment.

The workshop on the role of development, peace building and good governance is timely as the region is undergoing physical infrastructure development and rehabilitation after 23 years of political insurgency by the rebel group of the LRA.

Moral rehabilitation is paramount at this moment as it plays a bigger role in addressing pertinent issues affecting the country like corruption, moral decay, HIV/AIDS, rampant poverty, inflation, food shortage, poor academic standards in Education Institutions.

He attributed poor standards in Education Institutions as lack of the needed scholastic materials, damaged schools, negative attitude in education by the youth, insufficient and delayed government grants, poor remuneration of the teachers / tutors in schools and Higher Institutions of Education.

He was optimistic that with more commitment of all the stakeholders, there is a brighter future. The moral values once applied in each and every citizen in the country, development and total peace in the nation and people's lives will gradually come. He appealed to teachers to carry the message back home and start carrying out important issues raised, starting change by themselves.

He requested this training to be carried out in the teacher training college as soon as possible because the message will reach out to many young people whom the students interact with most of their time. One of the key reasons why there is rampant poverty and continuous outcry of low wages and salaries in the country it is simply because the population lacks basic entrepreneurship skills that can empower them to have and start something for self-help and income generating.

Girl Child Education is the focus for development and requested Head teachers to always attend to girls' matters in their schools.

CLOSING CEREMONY

The District Education officer Lira, was the Guest of Honour at the closing ceremony. He equated Moral Re-Armament to Scripture Union Association where he was very actively involved during his school time. Moral Re-armament principals and activities cut across different divines of social life of people. He recalled his life as a teacher in one senior secondary schools in Mpigi District, Central Uganda where they worked very hard as a team

and achieved good performance. He requested teachers and Head teachers to draw a work plan of action that will improve management and administration of school activities geared at achieving qualitative standards in schools.

Enhancing Teachers' Role in Development Peace Building and Good Governance is a well thought theme because the social, economic and political development of a given country, depends on teachers. He appealed to teachers not to allow to be down trodden by their 'Products' despite of their state of poor enumeration and hard working conditions that exist presently in the sub-region and the country in general. Entrepreneurship skills are central in the teachers self-help program, civil child education is the dream of everybody, peace building and good governance is every one's desire, the four moral standards of Love, Honesty, Purity and Unselfishness are the basic tools for change at personal, school & community levels.

He appealed to the local government and the donor community overseers to give support to these problems:-

- Lack of basic scholastic materials.
- Provision of furniture as most children sit on the floor especially the girls.
- Construction of teacher's staff houses as most of them commute over 20kms to school which has contributed to high rate of absenteeism, poor performance and the poor discipline of students.
- Acquisition of computers to schools, to facilitate the teachers gets to know the latest global developments & innovations by the internet. Also to give IT skills to students for proper research.
- He thanked the organisers of the training, the donors of MRA in the UK, the government and the participants for their active involvement.

He later closed the training with a word of prayer from one of the participants.

GENERAL RECOMMENDATIONS

- A follow up training workshop to be planned.
- More participants to be invited.
- Sufficient funds to be mobilised.

- Training sessions to be carried at school level.
- Identify well-wishers who can donate scholastic materials, text books, readers and other useful materials to schools.
- Copies of the films-Imam & pastor, An Africa Answer to be distributed to schools with the DVD/CD facilities if possible.
- Networking with schools locally in the region of East Africa and the whole world.