



## INTERNATIONAL MOSLEM AND CHRISTIAN TEACHER'S DIALOGUE

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## EVALUATION REPORT OF THE 3<sup>RD</sup> INTERNATIONAL MOSLEM AND CHRISTIAN TEACHER'S DIALOGUE CONFERENCE APRIL 2013

### Welcome Remarks

The 3<sup>RD</sup> international Muslim and Christian teacher's dialogue conference kicked off on the 27<sup>th</sup> April at Canon Lawrence primary Teacher's College Boroboro Lira Northern Uganda. Andrew Mukhwana led a team from Kampala, 388kms to organise the event in Lira Northern sub Region.



The participants were welcomed to the conference by the host principal of the college Mr Aisu, he expressed thanks to God for the occasion, organisers, donors and wished everybody good stay. He outlined the foundation of the college, founded by Canon Lawrence an Australian Anglican missionary, set up with specific Goals of preparing the youth for the teaching

profession ,vocational training and above of all moral upbringing of young teachers. It is the largest government aided Primary Teachers College in Northern Uganda with enrolment of over 350 female & male students.



### Prayer and Remarks by Rt. Rev Bishop John Kami Odur-Bishop of the Anglican Church Of Uganda-Lira Diocese

He is the patron of Anglican Church of Uganda founded schools in Lira Diocese and member of the Uganda inter-religious Council. He said the church is supposed to bring **disciple** to people, and echoed the theme of the conference "THE TEACHER IN CHANGING SOCIETY" and emphasised that teachers are agents of bringing positive change in society. He read the book of Matt. Chapter 25:1-12 about the ten virgins. He encouraged the teachers to always be wise planners, practical, responsible enough, love God and their neighbours regardless of their faiths and religious background to be able to address the different changes in society.

## LAUNCHING OF THE TEACHER'S DIALOGUE AND THE WORK OF MRA/Iofc, BYMUKWANA ANDREW, and COORDINATOR OF THE INTERNATIONAL MOSLEM ANDCHRISTIAN TEACHERS' DIALOGUE

10 NEW VISION, Monday, April 29, 2013

Mr Mukwana Andrew briefed over 250 participants about the work of MRA/Iofc and its absolute moral values as the foundation for personal change, community and National development. He gave his personal experiences with the work of MRA/Iofc since he met the idea way back as a youth teacher in 1988.

The four pillars of Love, Honesty, Purity and unselfishness are cornerstone to transformation of individuals and societies.

-He stated the objectives of the dialogue as;

- A. To promote a positive co-existence of the teachers, students, school administration, parents and other stakeholders in the Education institutions regardless of their ethnicity and religion.
- B. To promote the four moral values of love, Honesty, purity and unselfishness.
- C. To encourage the education system that meets the needs of the youths and community for social and economic transformation.
- D. To acknowledge teachers role in social, Political and Economic Development of Societies.
- E. To establish aglobal network of professional Teachers.

Teachers were urged to work hard, be creative and focused enough in improving learners' academic performance and discipline for quality education

### Recruit more quality teachers, govt told

By PATRICK OKINO

The Government should urgently focus on the recruitment of more qualified teachers if the Millennium Development Goal on the access to quality education by 2015 is to be achieved.

"Every child's right to education will not be realised if we are unable to address the issue of equality and quality," said Jamil Ssebalu, the principal of Namasuba College of Commerce.

Ssebalu was making a keynote address during the International Muslim and Christian Teachers' dialogue at Canon Lawrence Primary Teachers College Boroboro, Lira district on Saturday.

The dialogue that is expected to end on May 1 has attracted teachers from both primary and higher institutions of learning, including students of Canon Lawrence.

Andrew Mukinana, the co-ordinator of International Muslim and Christian Teachers' Dialogue, said the theme of the event is: "Teachers as agents of bringing a change in society."

Kerosin Ochola, the former principal of Canon Lawrence, said self-improvement, a positive reading culture and self-actualisation are key for positive development.



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By CHRIS AND AGI

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## THE BIOGRAPHY OF FRANK BUCHMAN AND THE WORK OF MRA/Iofc SINCE 1938 by Mr John peter Onebe

Mr John Peter Onebe, a former Senior Journalist working in the president's office and board member of MRA/Iofc Uganda chapter, an elaborative biography of Frank Buchman and the work of MRA in Uganda and the world at large.

Dr.Frank Buchman loved life because to him life is always the people. He enjoyed pleasure and turned pain to rich account in the age of good governments.

Dr Frank Buchman explains the benefits of democracy to mankind; his work is not found in theory but in experience and practice. His major commitment was forging networks among people from different faiths and cultures.

**KEY NOTE ADDRESS: BY HAJJI JAMIL SSEBALU –PRINCIPAL NAMASUBA COLLEGE OF COMMERCE KAMPALA, COORDINATOR OF FARMERS DIALOGUE AFRICA, BOARD AND FOUNDER MEMBER OF THE INTERNATIONAL MUSLIM AND CHRISTIAN TEACHERS' DIALOGUE.**

Among the outstanding focus of the dialogue is to create a positive co-existence of the teachers from different religious backgrounds and more significantly between the Muslim and Christian teachers who are the majority in Education institutions in Uganda and Africa in general on the basic principles of MRA/Iofc to improve teachers' professional growth to achieve quality education needed by the community for social, political and economic growth.

As Teachers, our civic purpose is to help and prepare students to a world based on set principles, right peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment, international and intercultural understanding.

On the issue of poverty and pedagogy, he advised the teachers (participates) to understand that poverty is not an excuse; it's a scourge and must be confronted head on. Following the current global challenges, the world needs people (teachers) who are innovative and creative enough and can set up micro-business that can address the poverty levels. The world also needs critical thinkers that can work collaboratively to solve complex challenges with people from diverse backgrounds.



Other challenges of modern society is the fight against ignorance, diseases and manipulation, it requires people who can read the Word and the world. We need individuals and communities that can model, teach and inspire learners to learn and how to learn and learn how to apply that learning in ways that benefit themselves, their families and the society.

A person with a script is an actor and not a teacher. We need well trained, dedicated, qualified, reflective and thoughtful teachers in the teaching profession.

Teachers must never allow to be divided in terms of religious affiliation, a given belief system and ethnicity. They should be willing to undertake and revert to the original objectives for which they were trained as teachers and remain very useful to the changing society.

## NIGHTINGALE GLOBAL MATERNAL HEALTH PROGRAM IN EDUCATION INSTITUTIONS IN UGANDA by Jennifer veronica Mukhwana

She is a mother, community trainer, a lay midwife and founder member of the international Muslim and Christian Teachers Dialogue



It was out of love the absolute moral value of MRA/Iofc that gave her the inner inspiration to volunteer as a community health worker for the last three years in a healthy centre in her local community. She advised the female teachers to be conscious of their healthy conditions. She is linked to friends in Canada and USA who work with NIGH program which is in line with the United Nations Millennium Goals on Maternal Health. This program is associated with Maternal Health awareness campaign of the Nightingale Initiative for Global Health.

The program starts with pregnancy, antenatal, Safe motherhood, post natal care and family planning, awareness on HIV/AIDS. Pregnant mothers are introduced to the option B + program that include initiating and maintain all identified HIV+ pregnant or lactating women on HAART regardless of the clinical stage or CD4 cell count.

Immunisation services are extended to mosques on Fridays and to Christians after prayer hours. These are named Family healthy days.

Her experience is that patients normally prefer to be attended to by her because of the extra patience care and love she usually applies during her work. She appealed to the teachers to apply the four moral values of MRA and to always give their quality time and skill to the learners in the schools to enable them master what they have taught, this in itself will improve the Education standards in the schools and their communities.



**GIRL CHILD EDUCATION by Mrs Ruth Okwele – a retired senior lecturer at Arapai Agricultural College in north eastern Uganda, an agricultural consultant with FAO and member of the international Muslim& Christian teacher’s dialogue.**

She outlined some of the basic rights of the Children and their importance.

- Right to play,
- Right to affection,
- Right to recreation,
- Right to medical care,
- Right to education,
- Right to adequate standard of living.

**Some of the child abuses,**

- Child labour,
- Child defilement,
- Child neglect,
- Child trafficking,

Each child should be protected from abuse and given guidance so that he/she is raised as a well behaved citizen, productive to meet the increasing changes in society.



## **Greetings from A Teacher In A Changing World By Professor K Shaw, PhD, RH New York**

In this time of global economic instability and uncertainty, armed conflict and combat, climate deregulations, and, for many peoples of the world, decreased resources, and diminished quality of life and well-being, it is exceeding important for us to create partnerships that can optimize our unique contributions while creating diversity. By sharing resources and learning from each other, we will find innovative methods to address these critical issues, solve problems, and build social capital.



Prof. K Shaw. With African kids

I look forward to our on-going partnership and the opportunity to network, train, develop and inspire teachers who will stimulate and guide their students to pursue high levels of education and personal aspiration. Allocating appropriate resources in order to provide students with the technology necessary to facilitate their growth and meet the demand for skilled communicators will be a major beginning priority for US and Ugandan professionals. The world is indeed changing and we must prepare the next generation to meet the challenges of change. Am certain that our commitment will direct our teams to realize our goals and to lead the next generation to create a world in which excellence, altruism and integrity ensure well-being and prosperity for all.

## **Entrepreneurship among Teachers: A Way to Go. By Magezi Bashir**

He is a graduate from Makerere University Kampala; he was introduced to Iofc through correspondence between Andrew Lancaster of Australia and Andrew Mukhwana the secretary for MRA/Iofc Uganda chapter in 2010. He is the founder and director of Wakiso Muslim youth Development Foundation; he is a pumpkin farmer in Luwero district, assistant coordinator of the International Muslim and Christian Teachers' Dialogue program and an advocate of Women Deliver International.



As an entrepreneur, he began by sharing his own experience, he said that entrepreneurs take a lot of risks to make profits. He planted maize but cows on the farm ate it all and made a lot of losses. He turned to planting pumpkins, and this has made him to harvest a lot of fruits and got a lot of profits.

He outlined some characteristics of the entrepreneurs as information seeking, proper planning, self-confidence and starting small. He argued the participants to use the SWOT analysis as their tool for daily evaluation (strength, Weakness, opportunities and threats).

## **Camp green initiative for urban farming by Frank Jjumba.**

He is a student of mass communication at Makerere University, a freelance journalist, a volunteer and organic Gardner. He is the assistant secretary general of the international Muslim and Christian Teachers' Dialogue and director of Camp Green Initiative for urban Farming. Together with his mother developed this initiative that helped them to earn income to pay university tuition and train other people in the community to utilise their small plots to plant a variety of plants for herbs, fruits and food.

Camp green initiative is a backyard gardening that was started five years ago. Their focus include

- i. To grow health foods and fruits.
- ii. Plant herbal plants.

- iii. Feed the community.
- iv. Raise income.

He appealed to the participants to always seek knowledge, empower oneself, respect others, be enterprising, and protect the image.



Jjumba: with his mother. He shared his real life experience

### **Teacher experience from Mt Elgon Region western Kenya by Mr David Atodo.**

He is the director of Hekima organisation a local NGO in western Kenya, trained to be a catholic priest, and got a degree in philosophy and Theology but was not ordained as a priest, due to the death of his father and brother as a result of tribal conflicts and wars in Mt. Elgon Region. He went to Nairobi University and obtained a higher Diploma in education.

He was posted to teach in his local area in 2000 by the government but after 4 years, he voluntarily resigned in 2004 and stated his own school called St John's academy Masindot Mt Elgon. He is also a farmer growing bananas and finger millet.

He volunteered to resign from government teaching work to be part of the changing agent of society. He appealed to the teachers to be creators and apply the MRA values to boost their visions and missions.

## **A Teacher in a Changing World**

**By Ochola Kerosin (Retired Principal)**

He was a participant in the 2012 teacher' dialogue conference in Lira Town hall, very good and active participant and also involved in the past dialogue activities, he first briefed the participants about what MRA means to him and how in just one year with MRA principles practiced in him he has achieved much of his inner self and urged the participants to not only understand the principles, but also emulate them and apply them in their day to day lives.



He present how a teacher can live in a changing world, having Self-improvement, Reading culture/current, subject expert, cumulative experiences, learning facilitator, supporting others to learn by situating learning in productive contexts- from connect to context and the learner. What is learned in one context may apply in another or problems which could be encountered in the future. Promote learners' inert knowledge into action, create rich spaces for dialogue and guide the design of culturally responsive curriculum.

Exemplary

-motivator

-source of inspiration

-upholder of moral standards

Creativity

- innovative and supporter of interventions
- self reliance
- flexible to change

#### School improvement

Added value to school development

Community participation in school development and learning

TEACHERS can pace with the changing world by accepting diversity, equality /neutrality and quality; by building vision, tools, practices, dispositions and good habit.

### WHY DID YOU DECIDE TO DO EDUCATION AND BECOME A TEACHER?

**By Inyo Sharon from Kenya-A youth activist, member of Kenya National Cohesion Integration Commission and Student of Education at Masinde Muliro University Western Kenya.**

The first thing she presented to the participants were four questions that she had asked herself in the times of difficulties as she was trying to grow up in a manner that she doesn't wish the young teachers to pass through. The questions were;

1. ARE YOU A GOD FEARING PERSON?
2. IS YOUR BODY A TEMPLE OF GOD?
3. ARE YOU SAFE?
4. WHAT NEXT AFTER THE TRAINING?

After an interactive discussion with the participants about answering the questions basing and reflecting on their personal life and dreams for the future. After a very high participatory session with the teachers, she openly shared her personal life story which explains the ills of childhood and teenage decisions and lessons learnt after going into a lot of self-made difficulties. She said; *"I was born in early "90" in a town called Wundanyi in Taita Taveta, my mother was a Teso by tribe. She passed on after three days after my birth due to un known healthy complications."*

So she started this life an orphan and in the African setting, it's a sign of hash and tough life ahead, with little guidance and the poor of teen life and friends, she went into the drug gang, not of boys, but girls like her as she said; *"In 2001 when I was ten years old, I got friends who were older than me with whom I used to play and do everything together. When I was in class 6 my friends were already in secondary schools. During our friendship I never knew that these girls were taking drugs until the day they asked me to try, at first I refused but later agreed and gave it a try, you can imagine what I was looking like while taking them and every moment they used them, they could ask me to try day after day and later I was perfect."*

Saying all this to the audience, they were all attentive as if they were telling their own stories just because, in this Northern part of Uganda, the LRA rebel war had just ended as the lives of many youth were relatively just like hers. Her decision to do education came in a dream and advises of her friends, after many years of struggling with life and told the teachers:

*"Currently am doing three things, studying two courses of Education, guiding and counselling and business."*

And the final advice to teacher participants:

*"the key to success is to focus our conscious mind on things we desire not things we fear"*

## **Way forward.**

The members proposed the following resolutions to work as a follow up procedure of the 3<sup>rd</sup> International dialogue;

1. To have a training workshop for the executive members of the dialogue.
2. To carry out a team building visit to Kenya and setup the country working group.
3. To make a constitution for the dialogue.
4. To establish a global school program - teacher and student exchange and volunteerism program in the region of East Africa.

## **Participants'' views/comments.**



NAME OCEAN AMBROSE:

DISTRICT AGAHO:

STUDENT ID# CANON LAWRENCE P. T. E.

CONTACT NO

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please Sir give me a room to occupy in (MRA) because I really discovered alot from This conference. Direct me to be the member of (MRA) and I will join my hand with you to open the eye of our community in general.  
Thank Sir

May the lord bless you and <sup>your</sup> family members

Glory be to God  
AMEN

OCEAN AMBROSE:



28/04/2013

I would like to take the great chance to almighty God for the wonderful gift of life given to us.

Above all, I would like to acknowledge the present of chief co-ordinator M.R.A for the conference at Canon Lawrence pto Lira-

I would like to take my appreciation to Teams of M.R.A for the good advice given to us and there is change in me and I hope to build change forever -

Thank you, for changing us

God bless you all,  
See you next time.

Amen -

All from EYOK MORUFI



# LETTER OF THANKS

Date

NO

With great generosity,  
I would love to give a wonderful  
Thanks to all the MRA teams within  
and without for all your presentations  
which was Mobotus and of great  
profit to all persons living with and  
without what to do best.

So we therefore congratulate you  
on all those that you have given to us  
and we still call upon the Lord  
God to continue blessing you and  
continue giving you more time  
to deliver these informations all over  
the worldly people

Thanks

May God bless you ways wherever  
you go to help the people on how to live  
in this world through words from  
your experience.

Monib Oola.

QuangBo