

African Revival Uganda - Lutuk Teacher Training Project

Thank you for helping to fund the Professional Training of Teachers at Lutuk Community Primary School



Background: Lutuk Community School is situated in the eastern part of Nwoya District in Northern Uganda, nearly 65 kilometres of the main tarmac road, Kampala-Gulu Town. AR has worked with the school since 2012 through the girls' education project and other structured programs. The school serves a large community of 5 villages with approximately 250 households and 551 pupils 8 teachers. In 2012, enrolment stood at 295 pupils and 3 untrained teachers.



The Need: Being a community school, Lutuk had a lot of needs that required outside interventions. The prominent one was the dire need for qualified and trained teachers. All the 3 teachers were untrained in Grade 3 certificates. They were willing to serve but found themselves struggling with: lack of confidence and fear to deliver lessons as they were not sure about the contents; difficulties in preparing to teach as they lacked knowledge in scheming, lesson planning and relevant learning teaching aids

production, unprofessionalism, pressure from parents to deliver, inability to manage a classroom and disciplinary issues, time table management ;lack of guidance and counselling to children and parents who had just return from the displacement camps.

African Revival, 159a High Street, Hampton Hill, Middlesex TW12 1NL

Tel: 020 8939 3190 E-mail: elaine.miller@africanrevival.org

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The implementation:

The in-service training was designed to cover ninety days meant they study for 10 days at the end of every term, 30 days a year for three (3) years at Arua Core PTC. At the college they learnt, and developed professionally, pedagogical skills and knowledge, assessment, teaching reading and writing, Art and Technology, Physical Education, Library management, Agriculture among others.



The achievements:

As a result of the teacher training, there is noted:

- Professional conduct and behaviours exhibited to the learners, parents, fellow teachers and other stakeholders.
- Change in perception about teaching and greater love for teaching service.
- Knowledge in teaching preparation – Schemes of work, lesson plans and development of relevant learning teaching materials.
- Improvement in the relationship between teachers and learners as well as parents
- Trust and confidence by parent in what they are doing as trained teachers.
- Teaching of extra curricula subjects that were not being taught in school like physical education, Music Dance and Drama, Athletics among others
- Good classroom arrangement and classroom routine for easy class and discipline management



The impact:

Improved performance at all levels and above all in 2014, a high pass rate of **26/29 (90%)** passed in Division 1, 2 or 3 – allowing them to progress into secondary education. The performance continued to

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improve and in the recent district mock results 2017, Lutuk produced **2/3** students in **Division 1** for Koch Goma Sub-County and **2/16 Division 1 (12%)** for overall mock performance in Nwoya district.

Increased pupil enrolment - from **295** in **2012** to **551** in **2017**, which demonstrates parents' growing confidence in the teachers.

Increased enrolment has given the school financial stability to buy learning and teaching materials as well as paying for teacher's monthly stipends to keep and motivate to promote school development.

Improved commitment and parent's engagement in school activities and governance. The management committees monitor the school and put before parents, challenges and issues to address in their priorities.

The school is being used as a point of reference in terms of discipline, team work and collaboration with stakeholders. The district acknowledges their performance as compared to the **44** government aided schools in the district.

FOR PRE PLE PLE LUTUK PRIMARY SCHOOL MARK SHEET

SCHOOL LUTUK P/S

SUB-COUNTY KOCH GOMA

INDEX	NAME	SEX	ENG	MTS	SO	SST	AGG	DIV	
			MARK	GRAD	MARK	GRAD	MARK	GRAD	
00037	OKELLO RONALD	M	86	1	72	1	90	1	044
	OKELLO SIMON	M	80	1	75	2	92	1	051
	OKELLO EMMANUEL	M	80	1	68	3	83	1	051
	OKELLO RONALD	M	61	4	68	3	83	1	051
	ALOTO MARGRET	F	79	2	59	5	73	2	077
	LAKOT GLADYS	F	86	1	45	7	62	4	111
	ABOMORACH FLAVIA	F	73	2	61	4	68	3	118
	ABONGA WILLIAM	M	59	5	60	4	76	2	118
	OGAKA FRANCIS	M	47	7	45	7	63	3	118
	OKETAYOT MORRIS	M	61	4	42	6	53	6	118
	AKELLO PROSST	F	72	2	35	5	68	3	118
	ONEN JIMMY	M	46	7	40	8	51	6	118
	OKELLO CHARLES	M	46	7	40	8	51	6	118
	OPITO NICHOLAS	M	31	9	35	5	48	7	118
	ANYWAR MORRIS	M	54	6	54	6	68	3	118
	OPITO RICHARD	M	23	9	48	7	57	6	118
	OKELLO EMMY	M	36	9	26	9	37	9	118
	OKELLO REAGAN W	M	28	9	21	9	30	9	118
	AKILI SUNDAY	F	26	9	44	8	44	8	118
	LAKICA BRENDA	F	34	9	44	8	44	8	118
	AUMA BRENDA	F	23	9	19	9	26	9	118
	OTET BENIS	M	21	9	37	9	37	9	118
	AJOK VICKY SALIMA	F	24	9	33	9	37	9	118
	ATIM TEDDY	F	41	8	18	9	31	9	118
	ORTEM INNOCENT	M	13	9	04	9	36	9	118

DIVISION: DIV293 DIV394 DIV400 X00 J000 DISTINCTIONS: ENG01 MTS02 SO03 SST04 INITIALS: ENG01 MTS02 SO03 SST04 BEST

CAND: ENG LAKOT G MTS OKELLO P SO OKELLO S SST OKELLO E AWARD

Registration and operational licensing. The school has met the minimum required standards of at least 4 trained teachers to operate. This was possible because AR supported 3 and the school was able to recruit and sustain 3 more qualified staff.

Lutuk now participates in district and national events like athletics, MDD, games and sports giving children chance to discover their talents, participate and learn from children in other schools.





Case studies:

This is **Mr. Okello Walter** the headteacher the school. He has been around since the initiation of the school and this is what he had to say regarding his education:

"It was very challenging to manage the school without professional background. My fellow headteachers were saying I couldn't contribute in their discussion, since I have a report card as my greatest qualification. It was also challenging to plan and mobilize resources to effectively implement the plan. At the training college, we gained communication skills, planning, implementation and I can still recall when the tutor asked me to model a situation "assuming you are a headteacher". To me it

was strengthening my experience as a headteacher. The training has brought me to the same level as other head teachers and teachers. Today I feel the respect accorded to me in my class, community and district as a professional teacher. I have built confidence in leadership and steering a motivated team of staff, and we are now capable of setting up goals and strategies to achieve learning tasks a head of us. My future dream is to work hard and collaborate with stakeholders to make Lutuk a model school and to serve this community for the next ten years if possible. We thank AR for making Lutuk what is to date".

This is **Mr. Denis Okello**, a primary Six class teacher and one of the project beneficiaries.

"I feel that this training has made my dream come true. My uncle (Odora Jacob) is a retired teacher and he was a model for me, family and the community. When I came to Lutuk, I was willing to serve in the school since there were children in the community but there was equally no man power in the



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community to teach them. It wasn't easy at the start. I was very fearful to handle top class since some learners were almost my size."

About the College he has this to say.... "I have learned so many new things that I may have not have known otherwise. It has widened my scope of thinking and teaching approach. I now realised and discovered the benefits of listening from the learners and learning a lot from them. I no longer pull my learners ears to discipline them but instead propose we talk about issues and I encourage my colleagues to promote positive behaviour in the learners. My future hope is to work hard so that the children in my class can achieve success and I can be remembered in future for being a great teacher. I thank AR for helping the community of Lutuk by training me to deliver quality teaching and learning".



This is **Mr. Geoffrey Ojok**, the class teacher for P.7. "... I completed my ordinary studies and obtained Division 1, I was offered to Advance my Education by studying science - but my parents were not able to afford it. When I visited my close friend Walter Okello here at Lutuk, he asked me to help teach at the school since there were few volunteers helping. When I started I remember being too nervous to conduct the morning assembly. As time went I

started learning from colleagues and loving my new job although I wasn't sure whether I was doing the right thing. At the college, I truly discovered my true potentials and was a turning point to my career. I stood for, and was elected as the Minister for Entertainment. During my teaching practice, I developed love for my job and the learners. I have been able to Influence our colleagues to allow them engage a wide variety of teaching approaches so that we create a positive physical and emotional learning environment for our children". My future hope is to continue developing as a professional and take my career to a higher level through upgrading. Thank you, African Revival, for shaping my career.



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Teachers' dream for the school:

- To be model community school in the district with distinct performances in academics and extra curricula and discipline.
- Focus on teacher skills and continuous professional development to catch up with fast changing needs of the learners and the best possible ways of delivering standards.
- Have a functional school development plan implemented by active and committed school management committees.
- Work together with all stakeholders, sub-county and district to ensure the school meets the minimum required standards for coding by the Ministry of education and Sports.



African Revival and Lutuk Community primary school are grateful for your kind donations to make the dream of a professional teacher possible!