

Réalt Teaching and Learning Programme in Uganda



Research Report

Southern Perspectives on the Réalt Programme

By Alex Muhumuza Mbaguta (2012)

Contents Page

Report: Southern Perspectives on the Réalt Programme	
<i>Alex Muhumuza Mbaguta</i>	
	<i>Page</i>
1.1 Context and Background	3
1.2 Research objectives	4
1.3 Methodology	6
1.4 Key findings	7
1.5 Analysis	11
1.6 Recommendations	22
Addendum: North-South follow up dialogue on research findings	
<i>Rosalind Duke and Aoife Titley</i>	
2.1 Update from Réalt Programme 2013	24
2.2 Account of Principal's meeting	25
Appendices	
3.1 Rearticulating the aims of Réalt	<i>Forthcoming</i>
3.2 List of research respondents	26
3.3 Contact details	28

Section 1: Southern Perspectives on the Réalt Programme

1.1 Context and Background

Réalt is an Inter-college programme that each year offers a limited number (approximately 20-25) of the student primary teachers from participating colleges (Marino Institute of Education; Church of Ireland College of Education, Rathmines; St. Patrick's College, Drumcondra) an opportunity to undertake a 2 months voluntary work placement, during the months of June, July and August, in African Schools and communities. In 2012, 25 Irish student teachers participated on this programme in both Ghana and Uganda. The current participating colleges in Uganda include: St. Lawrence College Boroboro in Lira; Canon Apolo College in Fort Portal; Bishop Stuart College in Mbarara; Rukungiri Primary Teachers' College in Rukungiri and Kabale Core Primary Teachers' College in Kabale. Plans are underway to expand the programme in 2013 to Canon Lawrence College in Lira and Kiyooro Primary Teachers' College in Ntungamo district.

The present inter-college programme evolved from earlier placement programmes coordinated by the individual colleges and other agencies, and its activities have been informed by the experience of these. The Réalt programme is over fourteen years in existence and is managed on a voluntary basis by a committee based in Dublin-Ireland together in collaboration with colleges in Uganda.

Through participation in the Réalt teaching and learning programme the three participating colleges express their commitment to enhancing the preparation of student teachers and to produce more experienced and rounded educators. In particular, it is believed that the Réalt Teaching and Learning Programme experience, with its focus on orientation and preparation, critical 'field' experience and sustained debriefing and follow-up work, increases the likelihood that development and intercultural education will be competently and sensitively addressed in schools through participants' enhanced personal understanding and increased pedagogical skill.

Réalt is an inter-college programme that each year offers a limited number of student primary teachers the opportunity to undertake a two- month's voluntary placement during which they live and work in African schools and communities. The Irish student teachers must also

undertake to actively engage with the preparation, orientation and follow up work associated with this placement. A small number of practicing teachers also partake in this programme.

Underpinning the Réalt programme are the following:

Beliefs and Values

- Réalt believes that teachers are potentially powerful mediators of appropriate development messages and of successful development education in schools; and that their ability to exercise this role is largely dependent on their fundamental beliefs, understanding and implicit 'knowledge'.
- Réalt also believes that the immersive teaching and social experience of Irish participants in Africa must be supported by critical engagement and reflection by the participants before, during and after their placement.
- It is also integral to the programme that the learning should be reciprocal and that staff and students colleges and schools in Uganda should also benefit educationally and culturally from their interaction with the programme and with the Irish participants.
- A transformative experience for participants - both professionally and personally

1.2. Research Objectives

The main aim of the study was to provide those who organise the Réalt Teaching and Learning Programme with information that will assist and direct them in strengthening its partnership and reciprocal elements. Specific objectives included the following:

- To find out benefits of the Irish teacher trainees among the Ugandan participating teacher training colleges and schools.
- To explore contributions of the Irish educators/trainee educators towards Ugandan training colleges and schools.
- To investigate the perceptions of the Ugandan lecturers/tutors, students and school teachers towards the Irish teacher trainees and the Réalt Education Programme generally.
- To propose recommendations and ways of future engagement in a mutual benefiting partnership.

The study employed two sets of questions focussing on the current situation and future engagements of Irish Educators and their Ugandan counterparts.

Current Situation

- Why do you think trainee teachers from Ireland come to Uganda / your college / your school on placement as part of the Réalt programme?
- What do you think are the **benefits to the Réalt students** of visiting with your institution at present?
- What do you see as the **benefits to you**, your colleagues and your students of their visiting with your institution?
- Has anything changed in terms of what you understand, think or do (or in terms of what your institution does) as a result of their visit/s?
- Who do you think benefits most from the placement of the Réalt students?
- Specifically, how do you think the Réalt students can contribute to the quality of **teaching and learning** that occurs in the colleges / schools that they visit?
- How do the Réalt students contribute in any way to greater understanding or **knowledge of different cultures** amongst those who work or learn at your institution?
- Are there any ways in which the presence of Réalt students is not of use or is **unhelpful**?

In Future

- Do you think that strengthening the link between Ugandan and Irish educators/ trainee educators through the Réalt Programme can improve the quality **of teaching and learning** for all partners?
- If yes, how in its relationship with your institution, might the programme be developed to do this?
- Do you think that strengthening the link between Ugandan and Irish educators/ trainee educators through the Réalt Programme can improve knowledge and understanding of **intercultural and/or development issues** amongst all partners?
- If yes, how in its relationship with your institution, might the programme be developed to do this?
- Other than the areas noted above, how might the Réalt Programme assist you / your institution more effectively? Can you point to some specific areas in which sharing and/or support could be developed further?
- If the Réalt programme is termed a partnership, how can the partnership elements be strengthened?
- What would be the single area in which you would like to see the Réalt Programme develop so as to strengthen its partnership dimension?

1.3 Methodology

1.3.1 Data Collection

The research was carried out using qualitative techniques/methods of data collection using interviews and focus groups as the major data collection tools. The data collection methods/techniques were basically participatory with the aim of capturing actual experiences of the respondents.

This data collection technique was used to target the key respondents at high levels in the institutions like the Principals/Deputy Principals of the schools/colleges so as to obtain information relating to the status quo. By virtue of their positions, this category of respondents was better placed to have information that may not have been obtained from other respondents.

Focus Group Discussions were used to enhance open expression of views among the head teachers, teachers/tutors, students and other administrators. This method gave a wide range of information as all views of the people under the Réalt programme.

A literature review was carried out by reviewing documents and archival college/ school literature on Réalt Programme over the years, to supplement data collected using other methods. This particular data collection method was of great value to the study because it permitted examination of the education in Uganda in terms of linking information flows among Réalt funded schools and programmes. A review of documents further helped in identification of challenges involved with the implementation of the Réalt programme among the different partners.

1.3.2 Sampling

The respondents of the study were categorised into:

Informants at Administrative Level

- Mr. Javan Lwamafa. The Principal Kabale Core PTC.
- Mr. John Arinaitwe, Principal Bishop Stuart core PTC, Mbarara.
- Ms. Elizabeth Rwamwenge, Deputy Principal Pre-service, Canon Apolo PTC, Fort Portal

- Mr. Olwit Alfred, Deputy Principal Canon Lawrence College, Boroboro, Lira.
- Mr. Sam Mugisha, Principal, Rukungiri PTC.

Tutors/teachers, head teachers, deputy Principals, and students: This group was used to carry out the Focus Group Discussions so as to collect more information about the Réalt Programme.

The interviews were carried out in five districts i.e Mbarara, Rukungiri, Lira, Kabale and Kabarole (Fort Portal). The study employed purposive method of sampling where respondents were selected based on the researcher's opinion that they are relevant to the study.

The study used a sample size of 41 respondents whose various categories are elaborated below:

- 5 key informants
- A total of 36 members in the different Focus Group Discussions from the five districts.

The study was carried out by one researcher with support from the 5 colleges. The question guide used in this study was pretested with the members of the Réalt Organising Committee based in Dublin as well as Ugandan stakeholders. The ethics of the project were explained to the respondents by the researcher and phone and email consent were obtained prior to interviews.

1.4 Key Findings

The data whose key findings and analysis is being presented in this section was obtained from 5 districts (Mbarara, Kabale, Lira, Rukungiri and Kabarole/Fortportal) under the Réalt programme.

Current Knowledge and Information Needs of stakeholders

It was established that there existed a number of information needs and knowledge gaps. These are summarized in the table below:

Why Réalt students come to Ugandan colleges	Benefits to Réalt students	Benefits to Ugandan colleges	What has changed for Ugandan PTC's
To compare culture and behaviour of Uganda and Ireland	For friendship and interaction with others	Réalt students bring donations	Active participation in voluntary and co-curricular activities e.g. rounders
Exchange views and experiences of education systems	Exposure to new cultures and lifestyles	Réalt students bring about behavioural change in the PTC students, such as increased use of English	Use and making of instructional materials/learning aids
To compare the Irish and Ugandan education systems	To get/ share new experiences	They carry out renovations/ rehabilitation	Improvement in social life and behaviour
For adventure	To acquire new teaching methods	They provide financial support	Change in method of teaching
To teach instructional materials	Adventure	Friendships are created. They share experience	Colleges have renovated classrooms as a result of support from Réalt
If they have an interest in future research	To make a comparison between Irish and Ugandan education systems	Corporal punishment is discouraged	Adjustment to new methods of teaching
To make partnership stronger	Information for potential future research	Réalt students introduce new teaching methods and approaches	Change in accent/ excitement
To explore student-teacher relationships	To gain experience handling large classes in primary schools	New interactions	Learnt about the Irish culture/lifestyle
To identify gaps	To get local instructional	Réalt students introduce child-	PTC students practice their English more

	materials	centred methodologies	
To support Ugandan schools and colleges			Evidence of schools and colleges using games that have been demonstrated by Réalt students

Who benefits the most?	Evidence of the contribution to quality of teaching and learning in Ugandan colleges/schools	Contribution to greater understanding of different cultures	Is the presence of Réalt students unhelpful?
PTC students in Uganda	Réalt students encourage the use of different instructional materials	PTC students learn about different cultures and lifestyles	No it is helpful
School children in Uganda	Réalt students use different teaching methodologies	There is mutual sharing about what happens in education in different countries	
Ugandan partners	Réalt students donate materials to schools/colleges	PTC students and Réalt students take part in extracurricular activities together	
	Réalt students teach English language in schools and colleges		
	Réalt students undertake demonstrations in class		
	Réalt students set up libraries		

How the Réalt programme can be developed:

To improve the quality of teaching and learning for all partners	To improve the knowledge and understanding of intercultural issues among all partners	To assist Ugandan PTCS's and schools more effectively
Instructional materials should include sign language	Sharing of ideas among partners	Libraries and computer labs could be expanded/ restocked
ICT should be better integrated into education	PTC and Réalt students form friendships	Teaching materials donated
Exchange visits for Ugandan staff to Ireland should be encouraged	Cultural presentation of drama and traditional dance are facilitated	Renovation of unfinished buildings and the construction of other buildings
Encourage participatory approach	Exchange visits to Ireland	Exchange visits could be facilitated
		Qualified teachers could come for longer periods of time
		Continued interaction between staff and ongoing friendships among students

How partnership elements can be strengthened	Single area you would like to see developed in the Réalt programme
Exchange visits	Ongoing exchange programme to Ireland
Improvement in communication all year long	
Regular commitment to placements	

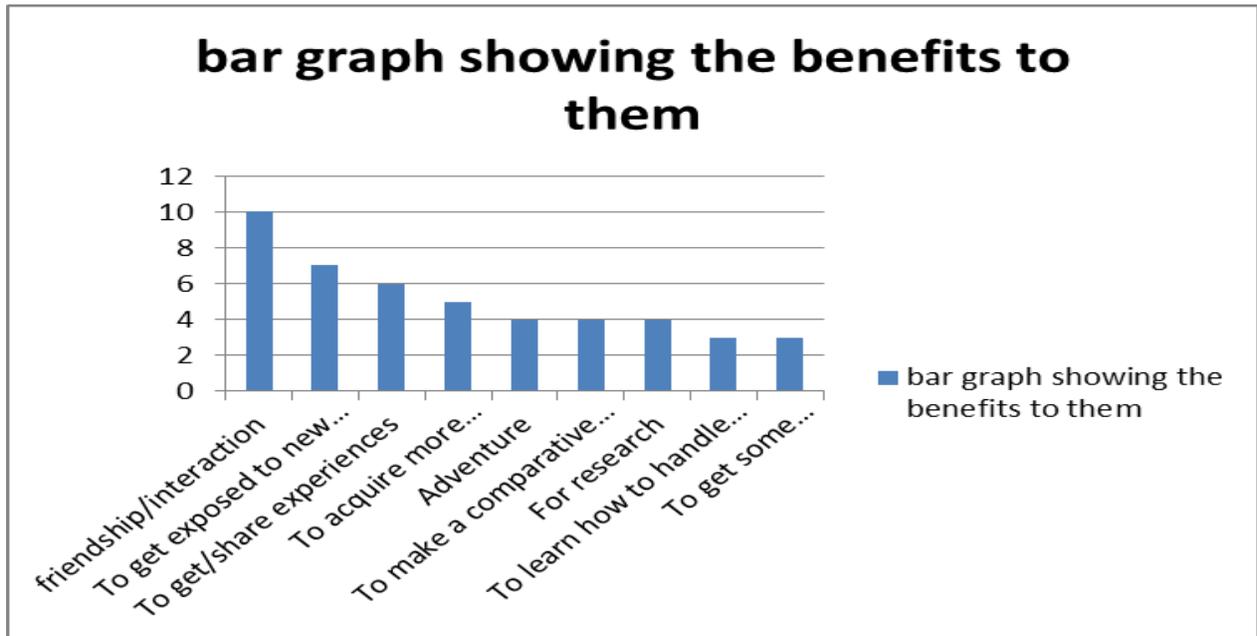
1.5 Analysis

Why Réalt students come to Uganda/ your college/ your school:

Reason	Frequency of answer	Percentage support
To compare culture and behaviour of Uganda and Ireland	9	90%
Exchange their views/experiences in the education system	8	80%
To compare the education system of Uganda with that of Ireland	7	70%
For adventure	5	50%
Teach the use of instructional materials	4	40%
To carry out research on schools/colleges	4	40%
To make partnership stronger	3	30%
To explore teacher-student relationship	3	30%
interaction	3	30%
identify the gaps	3	30%
To support the schools/ colleges	3	30%
others	2	20%

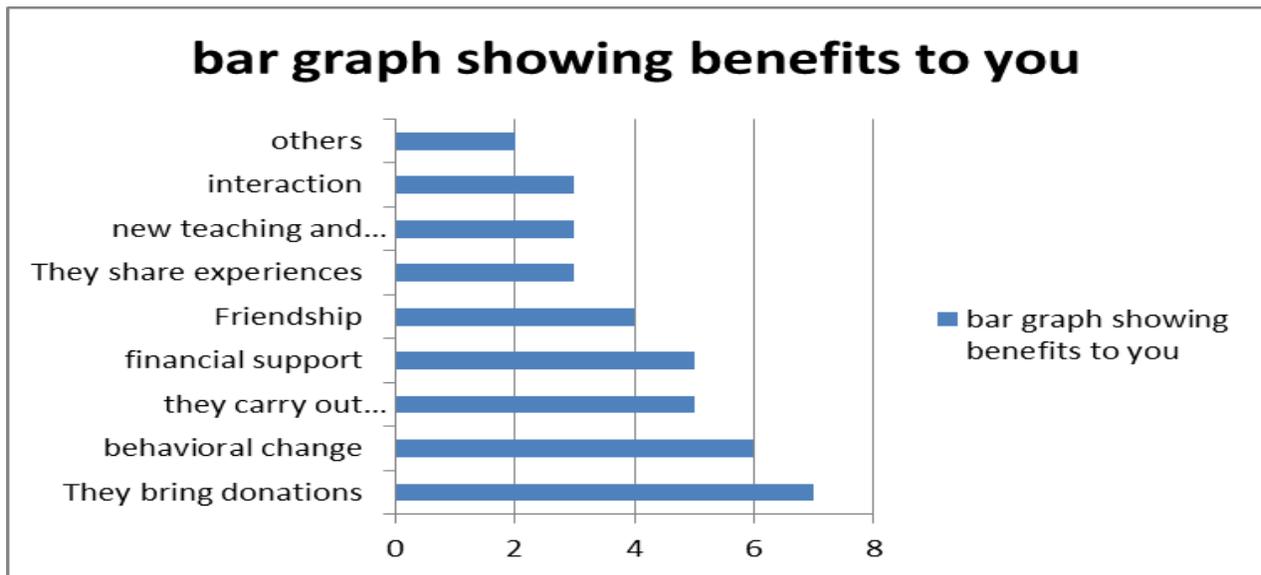
From the interviews carried out and the focus group discussions, the above data was collected and from this, we observe that on average, the highest percentage of respondents say they come to compare culture and behaviour of Uganda and Ireland, to exchange their views/experiences in the education system, to compare the education system of Uganda with that of Ireland, and for adventure.

The benefits to the Réalt students of their visiting with your institution at present:



From the graph above, the highest benefit to Réalt students is that they are able to interact and also make friendship with the Ugandan counterparts, get exposed to new culture and lifestyle, and they get and share experiences e.g. in teaching, handling big classes, etc.

The benefits to the Ugandan partners, colleagues and students:

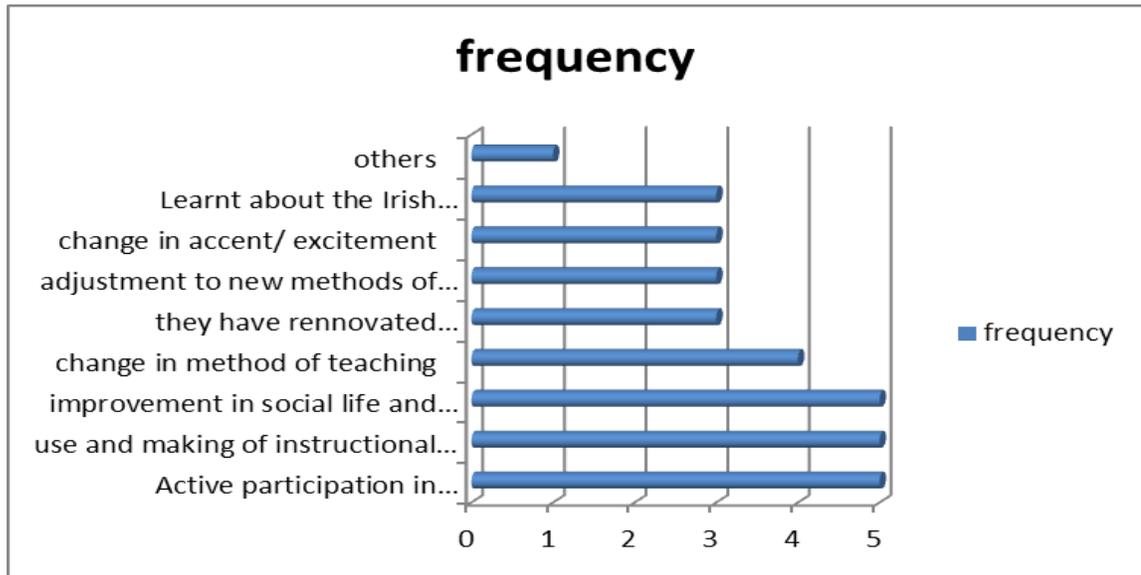


- The highest benefit is that they bring donations such as sports equipment, they donate mattresses to children, they donate furniture, books, mosquito nets, locally made musical instruments, water pumps and tanks, cows, building materials such as roofing sheets, window frames.
- The second benefit is the behavioural change, there's a change in the behaviour of the PTC students for example in how they greet people in social situations and use different responses to situations
- Schools and colleges get financial support and their buildings are renovated/rehabilitated.

'They should keep coming. Their presence is very important. It enriches the college in many ways – academically, socially through interaction, games etc.' (Respondent, 2012).

'Friendship between the tutors' (Respondent, 2012).

What has changed for Ugandan PTC's and schools:



From the above analysis what has changed most is social life and behaviour, in that PTC students make new friends to talk to and interact with. PTC students try to imitate Irish accents and speak with Irish intonation sometimes. They interact in games and social activities as well.

'With participatory approach, interaction is helping the college to change the way it looks at things' (Respondent, 2012).

'[Our students] have learned how to handle young children, in most of their lessons, [the Irish students] use child-centred methods' (Respondent, 2012).

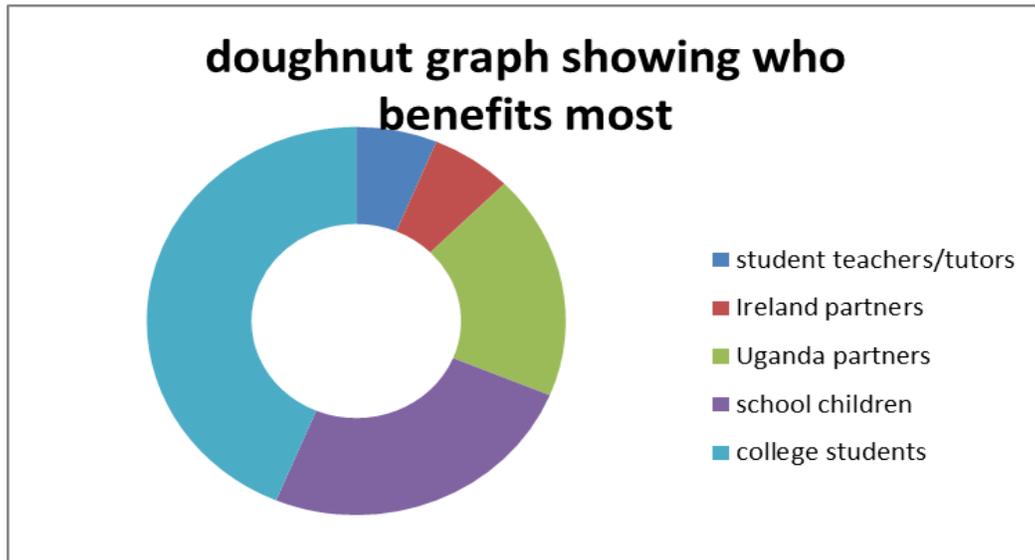
'The Réalt team teaches [our students] a lot – this includes learning about management.'/ '[We] acquire education skills like PE, teaching methods and fluency in language' (Respondent, 2012).

'There has been an improvement in time management as a result of participation in Réalt' (Respondent, 2012).

'Respect for the child. Not to use corporal punishment but instead use alternative punishments' (Respondent, 2012).

'Change in the response to the situation. The Réalt team studies a situation, analyses it then they react. This has been adopted by the teacher trainees' (Respondent, 2012).

Who benefits more from the visit of the Réalt students?



44% of the respondents said the Réalt students benefit most

25% said school children in Uganda

19% said the Ugandan partners

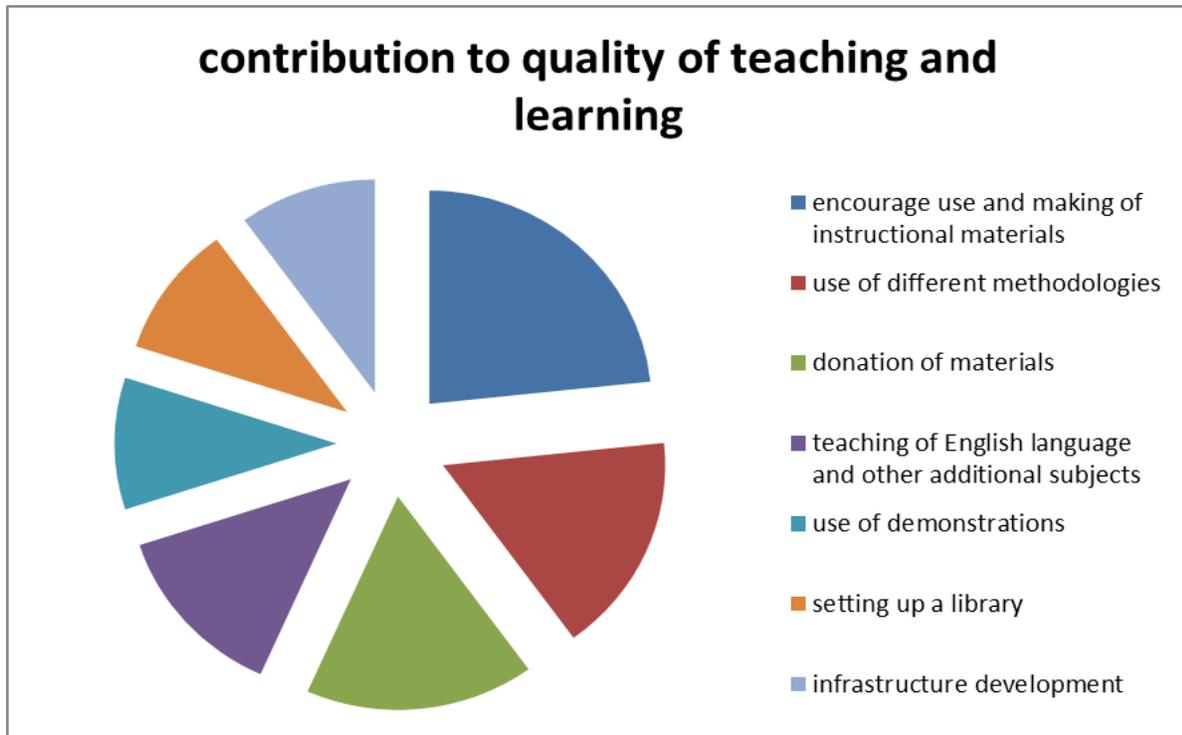
6% said Ireland partners (The Réalt Committee whenever they come to Uganda on visits)

6% said student teachers/tutors in the PTC's

From this it is concluded that the Réalt students benefit more from their visit.

'Their visit makes them sympathetic to the challenges with the people in the area' (Respondent, 2012).

Contribution to the quality of teaching and learning that occurs in the colleges/schools that the Réalt students visit:



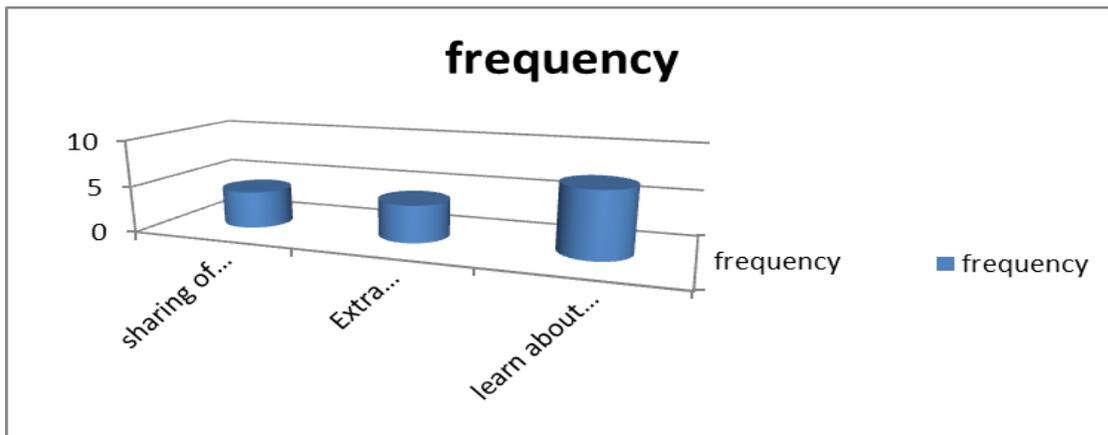
- 23% of them said the Réalt team encourages use of instructional materials
- 17% said the Réalt team has brought about use of different methodologies
- 17% said the Réalt team brings donations like computers, books to be used in the libraries that help in teaching.
- 13% said they have taught the teachers/tutors to use demonstrations in class which enables the children understand better
- 10% of them said they have set up libraries which have improved the reading culture
- 10% of them said infrastructural development has improved quality of teaching and learning as the students/children are able to study under shelter
- From the above analysis, it is observed that the greatest contribution of the Réalt students is that they encourage the using and making of instructional materials followed by donation of materials and use of different teaching methodologies.

'The method of instruction is child-centred so it engages the learner fully. They teach the children to contribute.' *'[There is an] emphasis on the use of instructional materials and on children's involvement in the learning process'* (Respondent, 2012).

'At the college, performance is improving as a result of Réalt; students are now working very hard [and] are very active in cross curricular activities'

'They have created a child friendly environment' (Respondent, 2012).

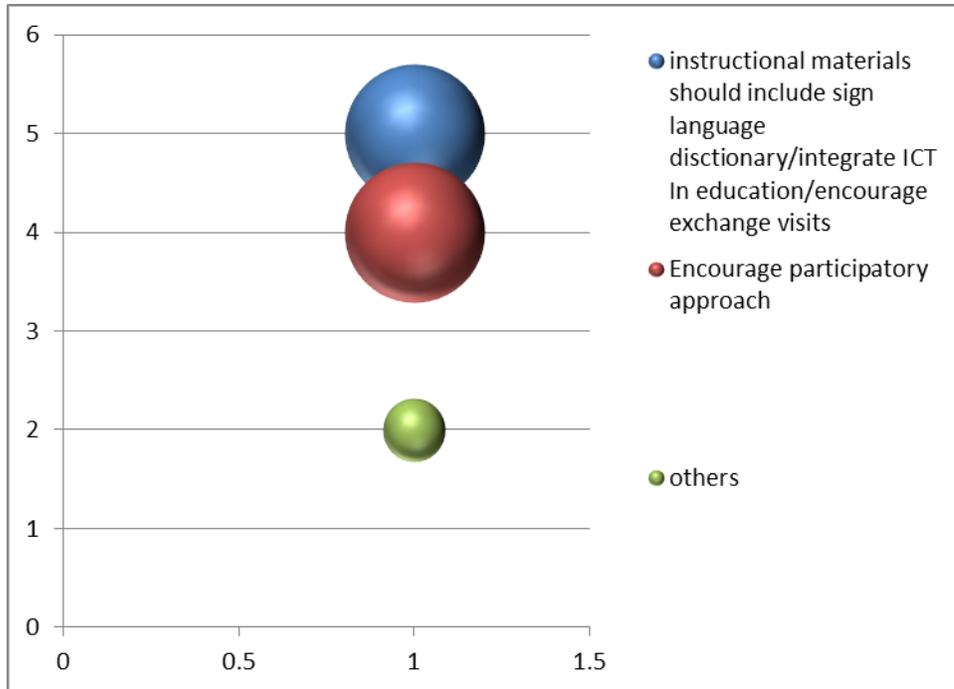
Contribution to greater understanding or knowledge of different cultures amongst those who work or learn at the different institutions:



Ways in which their presence is unhelpful:

90% of the respondents say the presence of Réalt students is helpful while 10% say it is unhelpful because they change the lifestyles of some students in the PTC's by having an impact on their dress code. Some respondents also mentioned that the time spent by Réalt students on placement was too short and should be extended.

How Réalt in relationship with the different institutions might develop the programme to strengthen the link between Uganda and Irish educators/trainee educators so as to improve the quality of teaching and learning for partners

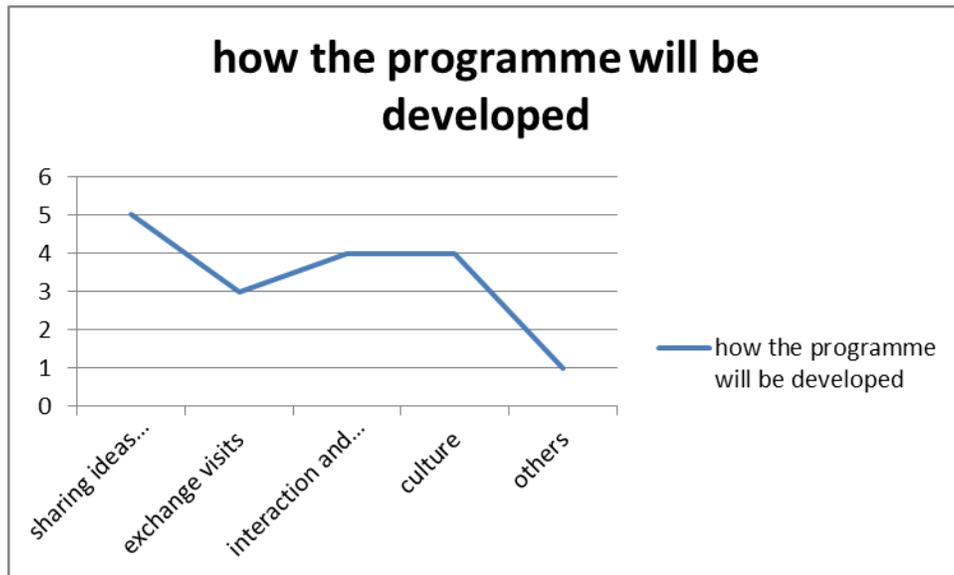


The programme shall be developed by making sure the instructional materials have a sign language dictionary for use with special needs classes, integration of ICT in education and encouraging of exchange visits. The next thing after the above is to encourage the use of the participatory approach.

'Regular exchange of visits [with] tutors in Ireland supporting their counterparts' (Respondent, 2012).

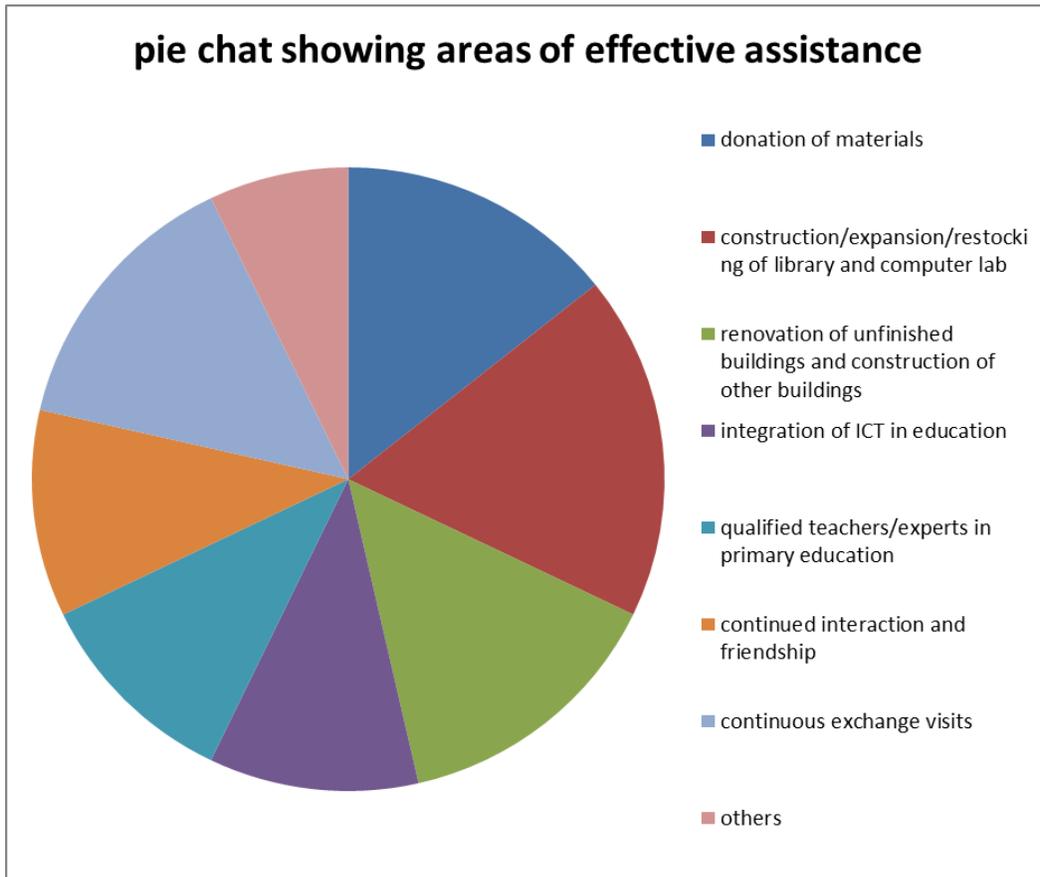
'Regular co-ordination and write-ups on Réalt programme on certain educational topics which can be shared' / 'through exchange visits so it is not one-sided' (Respondent, 2012).

How Réalt in relationship with the different institutions, might develop the programme so as to strengthen the link between Ugandan and Irish educators/trainee educators in order to improve knowledge and understanding of intercultural issues amongst all partners.



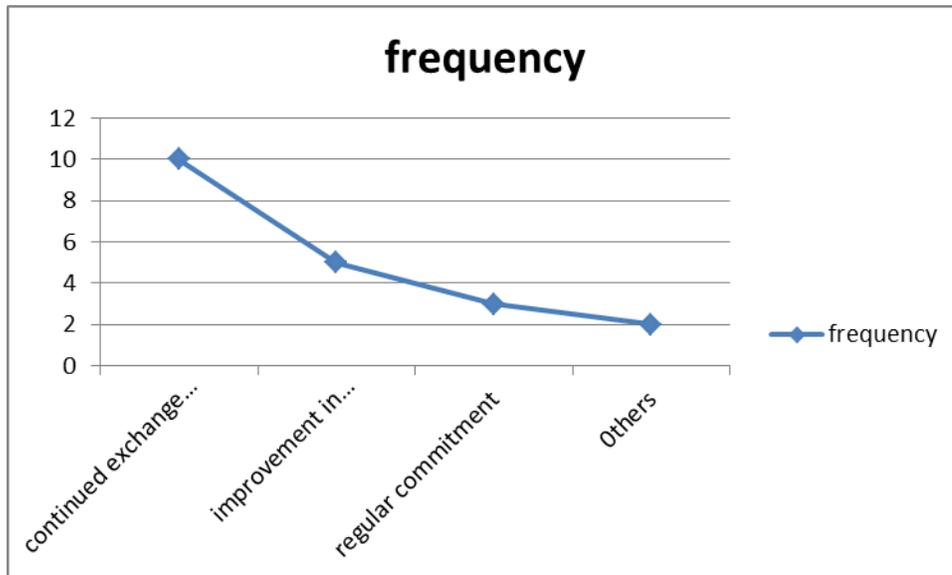
First they should share ideas amongst each other (partners), interact and make friendship, adoption to new cultures, behaviours and lifestyles, then encourage exchange visits.

How the Réalt programme might assist the different institutions more effectively:



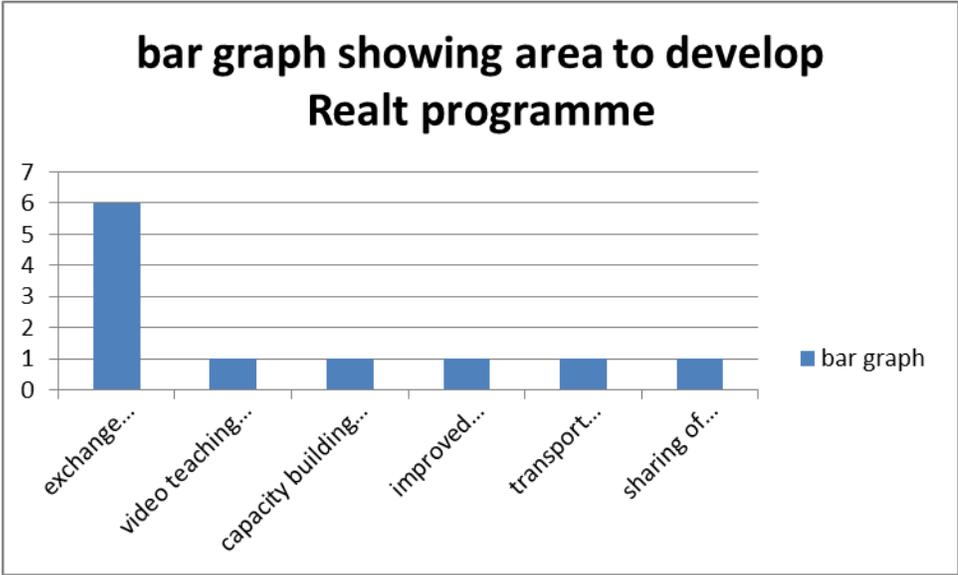
- 18% encourage construction/expansion/restocking of library and computer lab.
- 14% encourage donation of materials, and renovation of unfinished buildings and construction of other buildings, and continuous exchange visits.
- 11% say continued interaction and friendship, integration of ICT in schools and also bringing in of qualified teachers/experts in primary education.

If the Réalt programme is termed a partnership, how the partnership elements can be strengthened:



- First there should be continued exchange visits, then an improvement in modes of communication, then regular commitment to activities and placements.
- Also it was suggested that Réalt develop a strategic plan that will define long-term partnership (such as a 3 year or 5 year plan) and that will spell out the goals and objectives of the partnership as well as key deliverables in each year's implementation. By this, the programme will be more beneficial to each party and the Ugandan colleges will meaningfully take part in the programme.

The single area in which the Réalt programme can develop so as to strengthen its partnership dimension:



The single area should be putting in place the exchange programme for Ugandan educators to be able to visit Ireland.

It is from this analysis that recommendations will be drawn and thus highlights opportunities or gaps that may be entry points for REALT. Interviews from key informants and focus group discussions revealed that the status of the Réalt programme in the areas its implemented has many benefits to all partners. Besides that, there are still some gaps/challenges that could be addressed through joining hands with existing counterparts. With regard to these findings, suggestions were given from which the following recommendations were drawn.

1.6 Recommendations

The Réalt programme should:

- Explore the possibility of establishing an official Réalt exchange programme, whereby Ugandan participants are afforded the opportunity to undertake CPD in Irish colleges
- To continue the provision of CPD seminars and workshops from Réalt lecturers for their Ugandan counterparts whenever they are in Uganda
- To improve and regularise internet communication between Irish and Ugandan partners throughout the year
- To consider the sharing of the Réalt programme with other schools and colleges in Uganda
- Student teachers should be encouraged to further integrate ICT in their teaching and learning

Additional recommendations were made in relation to the need for improved transportation in the Ugandan colleges, the employment of further staff, and a centre for capacity building. These recommendations are beyond the capacity of the Réalt programme to deliver on.

'Actually, other colleges want the Réalt team to be part of their programmes and also association with the outside world keeps the institution lively' (Respondent, 2012).

2.1 Update from Réalt Programme 2013

The above research was commissioned by the Irish committee of the Réalt Programme to provide an opportunity to the Ugandan partners to enter into discussion and consideration of the future of the programme.

As relationships have developed between the participating colleges in Ireland and Uganda, it has become important to clarify the aims of the programme and to build clear educational goals for both Irish and Ugandan partners. While the word 'partnership' was used in relation to the programme, it was not clear what that partnership consisted of/what the elements of that partnership were or should be. The research was undertaken to explore this and other questions relating to the current form of the programme.

The Réalt Programme, as well as sending student teachers to participating colleges in Uganda, includes a visit by staff from the participating colleges in Ireland. In June 2013, Aoife Titley and Rosalind Duke travelled to Uganda in this capacity to visit the colleges where the Réalt students were placed for the summer.

They also met with Alex Muhumuza Mbaguta and during two meetings with him, it was agreed that the Irish staff should conduct further interviews with the principals of the participating colleges in order to explore further some of the views expressed in the earlier research, and to bring together Southern and Northern perspectives. It was also agreed that the more qualitative aspects of the findings might be further developed through these interviews.

The Irish visiting staff were unable to visit all the participating colleges due to time pressures. But visits were made and interviews conducted at Rukungiri PTC, Kiyooro PTC, Kabale Core PTC, and Canon Lawrence College with the college principals in addition to Head Teachers, Deputies and other teaching staff in a variety of local schools. In each case the respondents gave generously of their time in discussing the programme with the Irish visiting staff. At the each of these meetings the following topics were discussed:

- Réalt Student progress and well-being
- The needs of the college
- Updates about the research
- Ways to strengthen the partnership
- Plans for future development of programme

It is interesting to note that the findings that emerged from these meetings was in keeping with the results of Mr. Mbaguta's report in 2012. There was great energy and commitment to the Réalt

programme demonstrated at these meetings. One such example of this was the suggestion to establish a network of Ugandan principals who would meet regularly to communicate about their engagement with the Réalt Programme. This was put into action immediately with an inaugural meeting of some of the principals with the Irish visiting staff taking place in Kabale district.

2.2 Account of Principal's meeting

At this Principals' Network meeting there were three main questions for discussion:

1. What are the benefits to your college from participation in Réalt?
2. What challenges are involved in participation in the programme?
3. How should the partnership elements be developed?

The following is an overview of some of the points and recommendations raised:

- Overall the Principals feel they are gaining a lot from the programme and are happy to be taking part. The Principals showed great commitment to the programme through their initiation and participation in this meeting and sharing their ideas for the future
- A Réalt handbook for participating colleges should also be developed. This should include practical information for the colleges, for example, what to do if a medical emergency should arise, reporting templates and also general information about the background and aims of the programme
- The Principals recommended that there should be ongoing communication throughout the year, and not only immediately prior to the placement
- The Principals suggested that a volunteer Coordinator in Uganda could take responsibility for linking with the colleges during the year. This would involve meetings with the colleges to identify their needs for the year, gaps in their service provision, as well as to document any relevant updates in their involvement in the programme
- The short duration of the students stay came up in the meeting and also in the research. The Principals were very interested to hear that some former Réalt participants had returned to Bishop Stuart and Lira Colleges to teach during the summer and on a career break
- The issue of a potential exchange visit to Ireland came up on several occasions. The Principals felt in order to develop the partnership elements of the programme, and for meaningful CPD opportunities, it was important that staff in the colleges be afforded an opportunity to visit Irish colleges.

Appendix 2: List of respondents

The researcher acknowledges the contributions of all the study respondents in their respective levels of participation. Their noble contribution to the study served the primary purpose for which this assignment was undertaken. The Researcher would therefore wish to acknowledge the contribution of the following people who contributed to the success of this research.

Name	Institution
Javan Lwamafa	Principal Kabale Core PTC
Nkwasiwe Josephaet	Kakatunda Primary school
Twijukye Denis	Tutor, Kabale Core PTC
Mbabazi Metland	Nyabireere Primary School
Kiizae Peter	Kitanga Special Needs Education Centre
Ms. Agasha Muramuzi Constance	Deputy Principal Kabale Core PTC
Mbabazi Javulline Rwamafa	Kabale Core PTC
<i>Sam Mugisha</i>	Principal Rukungiri PTC
Moses Bundugu	Head Teacher Nyakeina Demonstration School
Musiime Patrick	Deputy Principal Rukungiri PTC
Neema Jane	Deputy Head Teacher Nyakibale Lower Primary School
Mulago Constance	Student teacher Rukungiri PTC
Bukorwomuhangi Africano	Student teacher Rukungiri PTC
Kiconco Scicollah	Student teacher Rukungiri PTC
John Arinaitwe	Principal Bishop Stuart Core PTC
Bitwiromanda Milton	Tutor Bishop Stuart Core PTC
Bashabire Beatrice	Head Teacher Tukore Invalids Primary School
Jolly Tumwebaze	Head Teacher Kibugo Demonstration School
Natuhwra Enid	Head Teacher Rwakishakiizi Primary School
Avite Phionah	Tutor Bishop Stuart Core PTC
John Bosco Bishurwa	Tutor Bishop Stuart Core PTC
Ssempira Dissen	Student teacher Bishop Stuart Core PTC
Kyomuhendo Brenda	Tutor Bishop Stuart Core PTC
Ninsima Rachael	Student teacher Bishop Stuart Core PTC
Kinconco Daphine	Student teacher Bishop Stuart Core PTC
Elizabeth Rwamwenge	Deputy Principal Pre-Service, Canon Apolo PTC
Tibendezana Fred	Deputy Principal Outreach, Canon Apolo PTC
Bambale Julius	Tutor Canon Apollo Demonstration School

Banura Mwajuma	Tutor Canon Apollo Demonstration School
Nyakahuma William	Head Teacher Nyakasura Junior school
Muhenda Thomas	Head Teacher Canon Apolo Demonstration School
Natukunda Moreen	Student teacher Canon Apolo Demonstration School
Asiimwe Joshua	Student teacher Canon Apolo Demonstration School
Nyakojo Godfrey	Student teacher Canon Apolo Demonstration School
Nsahirwe Caroline	Student teacher Canon Apolo Demonstration School
Olwit Alfred	Deputy Principal Canon Lawrence PTC
Okada Opito Patrick	Tutor Canon Lawrence College
Oketcho Godfrey Haya	Tutor Canon Lawrence College
Ojan Solomon Rogers	Student teacher Canon Lawrence College
Akullo Scovia	Student teacher Canon Lawrence College
Ojom Dinga Christine	Tutor Canon Lawrence College
Omairm Josephine	Head Teacher Ayito Primary School
Ogwal Sammy	Head teacher Aten Primary School
Lilly Omara	Head Teacher Canon Lawrence Demonstration School

Appendix 3: Contact details

1. Alex Muhumuza Mbaguta
Volunteer Uganda Co-ordinator Réalt Teaching and Learning Programme/
Programs Manager Living Water International Uganda
P.O Box 11871
Mobile: +256 772666240 / 0701201133
Email: ambaguta@yahoo.com
Skype name: alexmbaguta
Kampala, Uganda
2. Rosalind Duke (Church of Ireland College of Education): rduke@cice.ie
3. Aoife Titley (Visiting Réalt Lecturer, 2013): aoifetitley@gmail.com