

ANNUAL REPORT 2022

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Introduction

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Dear Partner,

It is with great pleasure that I present to you an overview of the initiatives undertaken by LGF in the last 12 months.

Through our dedicated team of passionate educators and partners, LGF has continued to develop innovative educational strategies and implement impactful interventions.

In this report, you will find a detailed account of our projects, including our efforts to improve access to quality education, enhance teacher training and professional development, foster a culture of inclusive learning and promote youth skilling.

We express our deepest gratitude to our partners who have played a central role in enabling us to achieve our goals. Your unwavering support has made it possible for us to extend our reach.

Please spare a minute, delve into the report and witness the impact of our collective efforts.

Thank you for trusting us, always.

Gillian Atuheire, Executive Director



About us

Formerly operating as Luigi Giussani Institute of Higher Education, Luigi Giussani Foundation (LGF), is an indigenous for-impact organization that has for the last 15 years been responding to educational challenges in Uganda through research and capacity building.

Vision:

An education ecosystem that nurtures dynamic, self-aware, and resilient learners and educators.

Mission:

To create opportunities for professional and personal development, which start from the recognition of the infinite value of the person and are developed through a method of personal engagement with one's life and the meaning of one's work.

Core Values:

Respect, Resilience, Self-awareness, Truthfulness, Responsibility and Openness



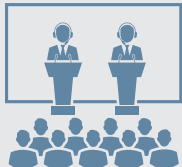
Our approach

To create impact, LGF employs a multifaceted approach that brings on board the school, community and the system.



School:

At school level, LGF accompanies teachers to design and implement lessons which unlock the power of thinking in learners through critical thinking approaches. Critical thinking facilitates solving problems, formulating inferences, pondering consequences, and making decisions. It promotes awareness about the self, the others and the world.



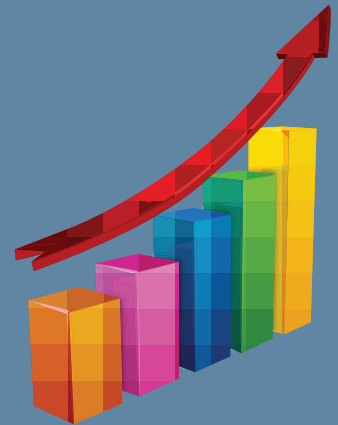
Community:

At community level, LGF realises that there is harmony through human relationships, self-awareness and value of the person, so it targets out-of-school youth with skilling programmes that can enable them to secure gainful employment.



System:

For system change, LGF collaborates with key education stakeholders to shape policy for sustainability and transformation.

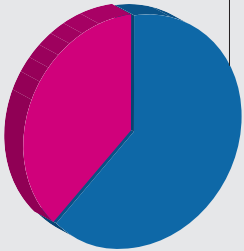


2022 in Numbers

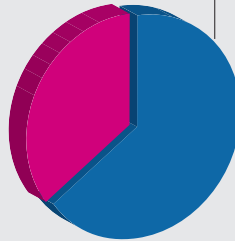
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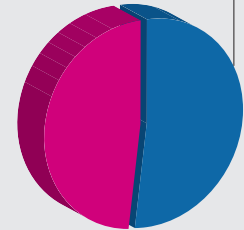
Teachers Trained
1,068
(63% males)



School Leaders
123
(65% males)



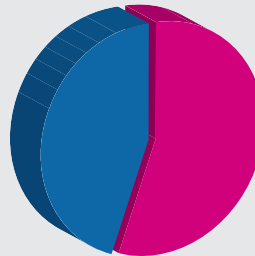
Youth Impacted
3,328
(52% males)



Learners
8,880 Secondary
2,500 Primary



Parents
205
(55.6% females)



Number of LGF Staff
35



Annual Budget
\$1.4m





Projects



Project: Assessment of Life Skills and Values in East Africa (ALiVE)

Goal:

To ensure that education systems in Kenya, Tanzania and Uganda focus on, and equip learners with critical life skills and values through three pathways; developing context-relevant, open-source tools for assessing life skills in East Africa; generating evidence by undertaking a household assessment targeting adolescents aged 13 to 17 years, both in and out of school.

Using the evidence generated to draw attention to life competencies and increase awareness on the worth of these competencies.



Project: Activate Critical Thinking Now (ACT Now)

Goal:

Fostering critical thinking among secondary school teachers and learners.

Under ACT Now, we support teachers in the development of critical thinking augmented lessons and with the designing of lesson plans and other instructional materials that enhance the development of transferable higher order thinking skills.

We are also running a clustered randomized controlled trial study in order to investigate how the whole school system approach to critical thinking (based on the ACT Now! approach) contributes to the development of learners' cognitive abilities in Ugandan secondary schools.



Project: Be Well Teach Well

In 2022, we successfully concluded the Be Well, Teach Well: A Locally Defined and Participatory Approach to Measuring Teacher Well-being. Responding to the gap in the research on teacher wellbeing, the research team worked with diverse representation of primary school teachers from settlement and non-settlement contexts in Uganda to:

- (i) understand their perspective of wellbeing and the factors that support and hinder that wellbeing;
- (ii) create and validate a contextually-appropriate teacher wellbeing measurement tool; and
- (iii) share our learnings (on process and findings) within and outside Uganda.

The co-created well-being measurement toolkit can be accessed on:

<https://laspulse.org/wp-content/uploads/2022/12/Well-being-ASSETS-Measure-of-Primary-School-Teachers-Perceptions-of-Occupational-Well-being-in-Uganda.pdf>



Project:

Skilling in Agripreneurship for increased Youth Employment (SAY)

Project:

Under the Skilling in Agripreneurship for increased Youth Employment (SAY) project, we are partnering with AVSI Foundation to contribute to increased agri-skills levels and gainful employment of youth in the agriculture sector where we addressed challenges and barriers that limit the engagement of working-age youth in agribusiness. Specifically, our focus has been to provide youth with life skills training to effectively and efficiently handle emerging issues related to their workplace, and to be able to help fellow youth with similar challenges in their communities.

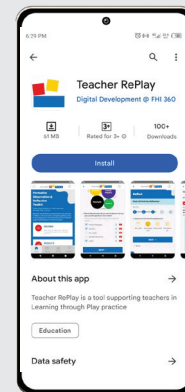


Project: Play and Learning in Children's Eyes (PALICE)

Goal:

To develop and validate a set of formative tools designed to help teachers in low and middle-income countries improve their practice in Learning through Play (LtP). The project's primary objective was to develop two tools intended for use by ECD teachers as they implement LtP approaches. The project team has successfully developed a toolkit called 'Teacher RePlay' which can be downloaded from the Google Play Store App on android smart devices.

Find out more: <https://learningthroughplay.com/measuring-learning-through-play/teacher-replay>



Project: Capacity building for DES, TETD and NCDC

Purpose:

To partner with NCDC, TETD and DES in enhancing the 21 st skills in the new Lower Secondary School Curriculum/Abridged Curriculum through trainings and materials development. The project strengthens the capacity of NCDC, TIET and DES to implement the new Lower Secondary School Curriculum which is competency-based.

Project: Gender Equality in Training (GET)

Goal:

Improving the capacities of vocational training schools to promote gender equality and reduce gender biases in both the vocational training sector and the labor market and contribute to the promotion of gender equality in Kenya and Uganda.

In the project, LGF as an Implementing Partner oversees the general project activities in the vocational training institutions (VTIs) which are the direct project beneficiaries.

LGF supervises their activities and provides VTIs with technical support, guidance and capacity building.



Project:

Humanitarian Development and Peace Initiative for Crisis Affected Population in Uganda (DANIDA SP II)

Implemented in three refugee hosting districts of Yumbe, Madi-Okollo and Terego.

The project has three main objectives: Just societies, Leaving No One Behind, and Climate Justice.

Under the project, LGF is taking the lead in the implementation of education related interventions ranging from designing and adaptation of manuals for green skills, adaptation and delivery of TEDP manuals and capacity building of instructors.

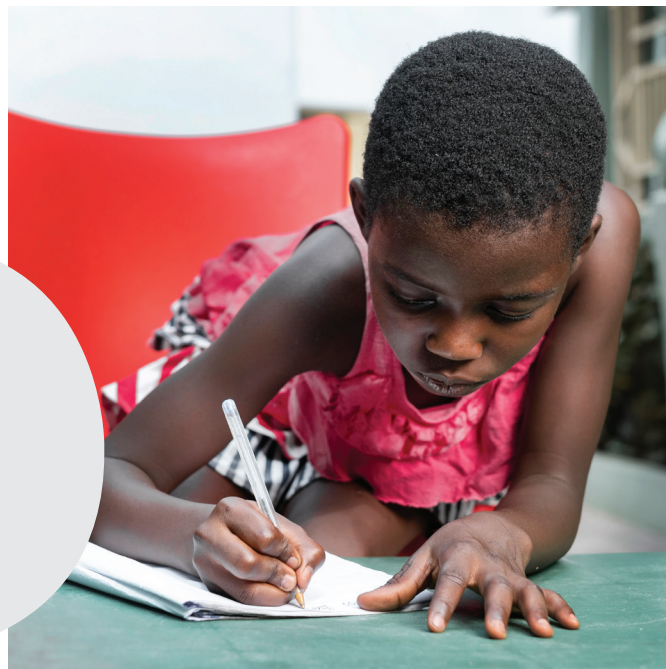


Project: Multiannual Resilience Plan (PPAR)

Goal:

To carry out the inventory of the socio-emotional component in school programs and in classrooms, and the evaluation of student learning in the province of Tanganyika in the Democratic Republic of Congo (DRC). Our major role is to develop to obtain a basic inventory of the socio-emotional situation in the school programs, and specifically to:

- a) collect data on children's learning levels in reading/writing, maths, and social-emotional learning at the start of the program;
- b) help inform remediation mechanisms in the PPAR to improve learning in emergencies during program implementation; and
- c) effectively disseminate findings on Education in Emergencies to local, national and international actors.





Highlights



CIES Conference

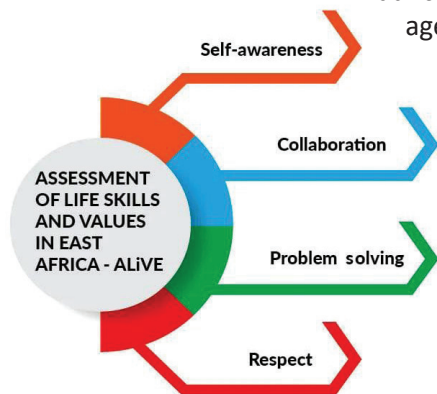
Our team shared experiences and insights at the Annual Comparative and International Education Society Conference (CIES) in Washington DC, USA. Papers presented:

- Lessons on the process of co-created contextualised tools of life skills and values in East Africa
- The factors and community inputs that influence policy, practice and measurements of life skills in East Africa and India
- Finding education solutions that work for crisis affected children: Experiences and findings of contextualised social emotional learning interventions in three countries
- How culture and context should inform the development, use and interpretation of social emotional learning
- Development and validation and implementation of contextualised critical assessment tool

Launch of ALiVE Report

Together with our Assessment of Life Skills and Values in East Africa (ALiVE) partners, we launched the ALiVE assessment report on December 13, 2022 in Kampala.

Conducted by 734 volunteers, 66 teacher trainees, 20 district coordinators, and 40 village coordinators, the launch was a climax of an assessment journey that reached 11,074 adolescents aged 13-17 years, from 7,815 households across 400 enumeration areas in 20 districts of Uganda.



Our results have revealed that most adolescents have just started their journey to accumulating competences for problem solving, self-awareness, collaboration and respect. The majority of them are far from where they perhaps could be.

The Uganda summary report can be accessed on:
<https://lgfug.org/alive-uganda-summary-report-2022/>

A regional report on the assessment of life skills and values in East Africa was also launched at the "1st Values and Life Skills - Africa (VaLi-A) Conference" that took place in Nairobi on the 21st-23rd June 2023.

The regional report can be accessed on:
<https://lgfug.org/alive-full-report-kenya-tanzania-and-uganda-2023/>

Engagements with key stakeholders

Held engagements with key policymakers from the Ministry of Education and Sports, National Curriculum Development Centre (NCDC), Teacher Education and Teacher Development (TETD), Directorate of Education Standards (DES), and Uganda National Examinations Board (UNE) officials in the education and learning sector in Uganda.



A team of experts from NCDC, UNEB and DES after a three-day workshop at LGF



Publications



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Fontana, M., Peverelli, F., & Giacomazzi, M. (2022). Collaboration in East Africa: A contextual definition. *Education Sciences*, 12(706), 1–16.

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Giacomazzi, M., Zecca, L., & Maggioni, L. (2022). Enhancing critical thinking in Ugandan secondary school classrooms: Teacher professional development action research. <https://doi.org/10.31124/advance.19518136.v1>

Mugo, J., Shariff, K., & Giacomazzi, M. (2022). Developing contextualized assessment tools for life skills and values in Kenya, Tanzania and Uganda. In A. Smart & M. Sinclair (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable. Volume III: SEL in context* (pp. 38–49). <https://nissem.org/nissem-global-briefs/ngb-vol-iii/>



Testimonials

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Green skilling

Charles Khemis, 31, Imvepi Refugee Settlement (Terego District)

As a father of three, I was not involved in any income-generating activity and as a result, I was struggling to feed my children.

That changed the day LGF registered us for the green skilling training. We started with the theory and later the practical part.

I now know how to make energy-saving stoves and install bulbs and solar panels. However, it is the making of energy- saving stoves that has changed my life.

I now make energy saving stoves and sell each at sh25,000. This has changed my life and saved our environment too.



Teacher Professional Development

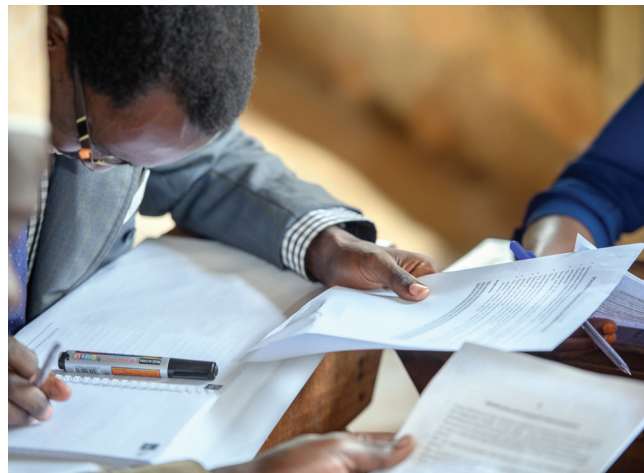
Sakari Timothy, Bukokho Seed
Secondary School, Namisindwa District

Critical thinking is now a key area that we are addressing in the curriculum. However, fostering it in learners is easier said than done.

Before, I used to think that critical thinking was when a learner gave a unique answer to a question. However, after the training with LGF, I discovered that there are many ways to provoke critical thinking not only in learners but even the teacher.

For example, when I looked at the sub-skills and the sample learners' abilities, I discovered that most learners possess critical thinking abilities but we don't know how to bring them out.

For example, when you look at the category of information gathering, learners can collect information from different sources by observing behaviour. I am glad that I can now formulate activities that elicit critical thinking in learners and that at least in every lesson I can tackle the abilities of critical thinking.



Gender Equality in Training

Kevin Ikulony, 24, Metal Fabricator, Katakwi

For a long time, vocations such as plumbing, metal fabrication, carpentry, masonry, among others, had been a preserve of the boys.

This is because we had for long been told that girls could not handle such gruesome work and that we could opt for options in tailoring and hairdressing.

With the GET project, our eyes were opened. We realised we could take on all courses in vocational training institutions and thrive. I, therefore, pursued a vocational course in Metal Fabrication and Welding and successfully completed the course.

I am now putting my skills to use here at Katakwi Cathedral and I am proud that I am playing an integral role in putting up such a beautiful structure in my hometown.





Collaborations



LGF usually closely engages with the primary partners from the education ministry such as the National Curriculum Development Centre (NCDC), Uganda National Examinations Board (UNEb) and Directorate of Education Standards, the recent being the just concluded workshop with the bodies aimed at integrating life skills in the curriculum at LGF premises in Luzira in partnership with Uwezo Uganda and ALiVE.

LGF also works closely with Teacher Education and Teacher Development (TETD), especially on organising the Teachers' Symposium. Collaborations with Development partners such as Echidna Giving, Oxfam, British Council, AVSI Foundation, Austrian Development Agency (ADA), Insieme Si Puo' (ISP) and UNICEF DRC, among others, have also enabled us to effectively implement our programmes.

This, however, would not have been easy without our Community of Practice partners whose invaluable knowledge and expertise has been a key resource in our journey.

LGF is engaged in various strategic multi-stakeholder educational networks, interventions and platforms in which we contribute to knowledge generation and sharing at all educational levels.

LGF is a member of the Ministry of Education and Sports' Early Childhood Development working group that enhances ECD best practices and instruction in the country. LGF is part of four strategic education networks:

Education in Emergencies (EiE) comprising of the Directorate of Educations Standards, UNCHR, Oxfam, Community Development Initiatives (CDI), UNATU, among others, Inter-Agency Network for Education in Emergencies (INEE), an open global network of practitioners and policymakers working together to ensure all persons the right to quality education and a safe learning environment in emergencies through to recovery with whom we collaborated to enhance their TiCC package to meet the needs of persons of concern (refugees) in Uganda and South Sudan.

The Regional Education Learning Initiative (RELI), a network composed of over 70 organizations present in Uganda, Kenya, Tanzania focused on advancing equitable, meaningful education for all children.

RELI's Values and Life Skills (VaLi) thematic cluster is the brain behind the ALIVE project.

LGF is also part of the Forum for Education Ngos (FENU), an influential entity recognised by the Ministry of Education and Sports in terms of policy influence and practice.



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