

2025 ANNUAL REPORT



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Foreword

Dear Friends, Educators, Grandnieces and Grandnephews!

I have often written in a hurry in the past, and in such cases, my thoughts become scattered! But I can continually say that a human being is an urgency for a meaning, so you can only educate me if you refer to that for which I am made. This is how I have been educated by Fr Luigi Giussani who continually sent me back to the One who made all and does everything.

Over time, I also realised that without this constant reference to something else, that is to the real content of me and you, education turns into a great desert in which nothing can sprout.

Everything becomes ephemeral, everything becomes merely about passing exams, but it has nothing to do with my heart and, therefore, I get bored.

My heart explodes when it recognises the connection with the infinite, because beauty happens that attracts.

I have always wished that anyone who met me could be attracted to this beauty that has exploded in my being and makes my heart and my life vibrate. It is in this attraction that one begins to name things, to know and to have an urgency for meaning.

If you look at children without referring them to the urgency for meaning that they are, you bore them, in the best of cases, if not, we even push them away from us.

We are an urgency for meaning dear friends, and this is what really draws us to people. This is what has happened with Fr. Giussani. For him, meaning was something that had to do with the daily circumstances of life like having a coffee in the morning, doing homework, and sleeping in the evening.



Before meeting Fr. Giussani, I lived a fragmented life. None of the pieces offered me a unity of reality, and let alone the unity of me; but in encountering him, I slowly discovered the content of myself! That is, who am I really? Learning Geography, Math, Physics was a whole other thing.

For this reason, in order to educate children and adults alike, it is necessary to break the hard wall of appearances to achieve a belonging. WE CANNOT EXHAUST OURSELVES IN THE APPERANCE OF WHAT WE SEE AND TOUCH, but need to go beyond something that we do not see, we do not touch, but which is there!

In fact, we talk about an educational journey. We walk together on a journey in which the educator must immediately admit, "My friend, I am not the truth, but come with me, I am going towards the truth, we become companions on the journey towards the destiny to which you belong as much as I do."

If we do not introduce them to a bigger path, the children will leave because they realise that they are becoming slaves of our ideas. They don't obey a motto; "Yes Sir!" Rather, they obey something greater than me, that I am pointing them towards!

To educate children and adults alike, it is necessary to **break the hard wall of appearances to achieve a belonging**



This is why I love the “No” from children. It shows that they are not slaves at my command!

This has become a gaze with which we look at a person and at ourselves.

Yes, we challenge every human person with a newness of a gaze that illuminates the infinite value of every single person.

God has challenged us with His gesture, to help us understand our value - the meaning, the origin and the destiny of our life.

He embraces every human circumstance, enters into our discomfort, every wound and expectation of every heart.

Wow! To feel our infinite value affirmed beyond all our achievements and failures is truly astonishing. When this gaze, which reveals the full value of the human person, enters one's life, it leaves one speechless and opens a new way of looking at oneself that would not otherwise be possible.

Rose Busingye,
Chairperson, LGF Board of Directors



Vision, Mission, Core values

Luigi Giussani Foundation (LGF) is an education-focused NGO that works towards strengthening the educational system and responding to challenges in Uganda through research and capacity building.

LGF implements interventions in key thematic areas of Teacher Professional Development, Life Skills and Values, Foundational Learning and School Culture, Leadership, and Management with Gender Transformative Education as a cross-cutting component.

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: Preferential option for the poor, Person-centered, Respect, Resilience, Self-awareness, Collaboration, Truthfulness, Responsibility and Openness

Approach

By emphasizing that we are not bound by our limitations, we aim to restore each person's identity and dignity. Our approach centers on empowering individuals through self-discovery and personal development. We believe that persons should not be defined by or reduced to their circumstances whether biological endowment, socio-economic or geographical location, and that education should inspire people to recognize their infinite value and redefine their potential, fostering a profound sense of identity and dignity. We implement this approach through holistic educational programs, personal development workshops, and mentorship opportunities.

Our curriculum goes beyond traditional academics to include emotional intelligence, ethical clarity, and critical thinking. By providing tools and techniques for personal growth, we help individuals build resilience, self-awareness, and goal-setting abilities. Our coaching programs connect participants with role models who support their development, while our innovative learning environments inspire curiosity and creativity.

The outcomes of our approach are varied. Participants gain a stronger sense of self-confidence and self-worth, empowering them to pursue their goals with determination. They develop the skills and mindset necessary to take charge of their lives, making informed decisions and contributing positively to their communities. As individuals grow and develop, they inspire others, creating a ripple effect that fosters sustainable human development and a more vibrant, compassionate world.

Governance and Leadership



Rose Busingye: Chairperson, Board of Directors

Rose Busingye, commonly called Auntie Rose by those whose lives she has touched, is our Chairperson, Board of Directors. Auntie Rose is a Ugandan nurse and educator, best known as the founder of Meeting Point International in Kampala. Confronted with the despair of women suffering from AIDS who discarded life-saving medicine, Rose entered a profound personal crisis that led her to a decisive encounter with Msgr Luigi Giussani.



Mrs. Anne Nganda: Secretary, Board of Directors

Mrs. Anne Nakabiri Nganda is a seasoned professional with a rich background in science education, management, and healthcare administration. Mrs. Nganda began her career as a Secondary School Science Teacher, where she nurtured young minds and developed a strong foundation in education. She later served as Secretary of Communion and Liberation, a lay ecclesial movement that fostered her sense of community and service.



Dr Saint Kizito Omala: Board Member

With extensive experience in secondary and higher education, as well as educational assessments, he has provided technical support to one of Uganda's national examinations boards. Additionally, he has served as Board Secretary for a local NGO.

His passion for education is inspired by Msgr Luigi Giussani's charism, emphasizing the development of the whole person.



Emmanuel Nsenga: Board Member

As the Founder of Alma Associated Advocates, a law firm driven by the motto "Where the Law and Justice Lives," Nsenga is committed to offering principled, people-centred legal representation and advocacy. With a rare blend of legal acumen, leadership experience, and a deep commitment to social transformation, Nsenga continues to make meaningful contributions to the education sector in East Africa.



Mary Clare Ochira Adoch: Board Member

Adoch is a social development professional with extensive experience working with vulnerable children and communities. She currently serves as Distance Support Program Coordinator at Meeting Point International, where she oversees sponsorship management and program implementation. She places strong emphasis on helping many understand that education is a process of accompanying individuals to discover their own value.

Projects





Primary 6 pupils in Oyam doing a life skills assessment in July 2025

ALiVE

The Action for Life Skills and Values in East Africa (ALiVE) is a regional initiative working to make life skills and values part of every child's education in Kenya, Uganda, and Tanzania. Established in 2020, ALiVE addresses the critical gap where many children leave school without the confidence, empathy, problem-solving ability, and character needed for life.

By partnering with governments, schools, and communities, ALiVE trains teachers, engages parents, influences policies, and builds accountability systems that integrate life skills into learning and assessment.

By 2030, ALiVE aims to reach 10 million children aged 4–17 with education that strengthens both academic success and personal agency.

In Uganda, LGF implements the project alongside UWEZO Uganda and for the year 2024, our impact revolved around:

Expanding Reach and Impact

In 2024, ALiVE Uganda significantly deepened its work with schools and learners. The initiative engaged 24 schools through pilots and immersion activities. A learning progressions pilot in July 2025 assessed 389 learners across 13 schools (6 primary and 7 secondary) in five districts in Uganda, focusing on competencies

such as problem solving, creative thinking, and cooperation. In late 2024, another learning journey with 11 schools provided rich insights into how schools, parents, and communities are currently nurturing life skills and values. This immersion engaged 69 learners and 53 parents through focus groups.

Building Educator and Stakeholder Capacity
Capacity development was central to ALiVE's work. Sixteen Ugandan teachers were trained as scorers in the July pilot, gaining skills to assess student responses to life skills tasks.

ALiVE also convened a validation workshop for new teacher education modules, with 31 participants, including Ministry of Education officials, teacher training institutions, RELI network members, and ALiVE country teams.

Three new modules; Introduction to Life Skills and Values, Nurturing Life Skills and Values, and Assessment of Life Skills and Values, were validated for piloting in three Core Primary Teacher Colleges, ensuring alignment with Uganda's teacher professional development frameworks. Strengthening Institutional Partnerships ALiVE Uganda



“integration of values like teamwork and problem-solving had **enriched** both her **teaching** and her **pupils’ learning experience**”

strengthened collaborations with national institutions to embed life skills and values into education systems:

- Through an MoU, National Curriculum Development Centre (NCDC) supported the integration of life skills frameworks into the Competence-Based Curriculum and contributed expertise in item development for assessments.
- Ministry of Education and Sports (MoES) officials participated in multiple activities, including a December 2024 research design workshop at Kyambogo University, which set a national agenda for life skills research and paved the way for a randomized trial on teacher training.
- Kyambogo University and Teacher Training Colleges co-hosted workshops and piloted teacher education modules, embedding ALiVE innovations directly into pre-service training.

Regional and Global Engagement
ALiVE Uganda contributed to knowledge-sharing platforms locally and regionally. It hosted a VaLi (Values & Life Skills) cluster meeting, aligning district-level efforts. Regionally, Uganda participated in the 2nd ALiVE East Africa Summit, which launched Phase 3 of the initiative with over 70 stakeholders.

Globally, ALiVE Uganda presented at the CIES conference, showcasing Uganda’s progress in contextualizing social-emotional learning assessments. In parallel, the initiative supported the launch of East Africa’s first open-source repository of life skills assessment tools in November 2024, accessed by 130 policymakers, educators, and funders.

Looking ahead

With sustained government collaboration and growing regional momentum, ALiVE is on track to contribute meaningfully to the goal of reaching 10 million children by 2030 with education that fosters both academic excellence and personal agency.

ALiVE Impact Story

Empowering teachers, transforming classrooms

In Arua District, one lower primary teacher initially struggled to integrate life skills into her lessons, despite recognising their importance.

During an ALiVE support visit, the team worked alongside her to redesign a Primary Two mathematics lesson, embedding simple problem-solving and teamwork activities. With the introduction of practical teaching aids, such as counting sticks and familiar local examples, her once-reserved pupils became noticeably more interactive.

Even shy girls began to participate more confidently when first encouraged to discuss ideas in the local language before sharing in English.

By the end of the term, the teacher reported not only improved mastery of syllabus content but also greater learner confidence and communication skills.

She attributed this transformation to the life skills strategies introduced through ALiVE support, noting how the integration of values like teamwork and problem-solving had enriched both her teaching and her pupils’ learning experience.



Students of Janan Luwum Memorial SS in Kabale district displaying some of the IEC (information, education and communication) and books LGF and its partner STIA donated to the school

USEEP

The Uganda Secondary Education Expansion Project (USEEP), funded by the International Development Association and implemented by the Ministry of Education and Sports (MoES), aims to expand access to lower secondary education in underserved, refugee, and host communities.

Under sub-component 1.2 of Luigi Giussani Foundation (LGF) in partnership with Science Teaching and Innovations Africa, are leading efforts to protect and safeguard children in schools, homes, and communities across multiple regions of Uganda. Below are some of the key activities that we have conducted:

Baseline Survey

In the reporting year, a national survey on Violence Against Children in Schools (VACiS) was conducted, generating critical insights into child protection gaps.

Findings revealed the need for stronger policies, enhanced teacher training, meaningful learner participation, and confidential reporting systems, while also flagging emerging risks such as cyberbullying and transactional exploitation.

Stakeholder Engagement and Information, Education and Communication (IEC) Materials District leaders, school administrators, teachers, and community representatives were oriented on USEEP objectives, creating a strong base of collaboration for child protection.

LGF and STIA also developed and disseminated posters, fliers, learners' booklets, guidelines, and policy briefs to schools. These resources increased awareness on VAC prevention, menstrual health, teenage pregnancy prevention, and safeguarding.

“Because of USEEP, cases of violence have reduced, teen mothers are returning to school”



Strengthening Grievance Redress Mechanisms and Capacity Building

School and community structures were reinforced to handle grievances effectively, ensuring safe reporting channels for issues related to school safety, construction projects, and child protection.

District officials, headteachers, teachers, and Boards of Governors were trained in child protection, GBV/VAC prevention, psychosocial support, safeguarding, and grievance redress, equipping them to create safer and more supportive learning environments.

Go Back to School Campaigns

Through community dialogues and radio campaigns, learners who had dropped out were mobilized to return to school. So far, 1,867 learners (1,256 males and 611 females) have re-enrolled, 1,787 in secondary schools and 80 in Accelerated Education Programs (AEP). A dedicated radio spot was produced, translated into local languages, and aired on seven stations nationwide, spreading messages on the value of education and calling on parents, guardians, and leaders to ensure children remain in school.

Breaking the Silence

The project has strengthened school safety systems, enhanced the child protection capacity of education stakeholders, increased community awareness on violence prevention, and supported learners to return to and stay in school.

At Akuoro Seed Secondary School in Bukedea District, a quiet but powerful transformation is unfolding. Thanks to USEEP, children who once carried experiences of violence in silence are finding the courage to speak, reclaim their dignity, and continue their education.

According to Senior Woman Teacher Aayu Rebecca, the trainings and IEC materials provided under USEEP have become vital tools for change. Teachers read and use these resources alongside students, creating an environment where learners feel safe to open up.

One Senior Two girl confided that a teacher had been making advances toward her, pressuring her to marry him. With support from the Senior Woman Teacher, the girl received counselling and protection. The teacher eventually left the school. For the first time, the learner realized that her voice mattered, and that she was not alone.

Creating safe spaces

To sustain these gains, Akuoro Seed Secondary School has established a “Break the Silence Club”, where learners openly discuss issues of gender-based violence (GBV) and support one another.

Members are preparing to elect their leadership, ensuring the club becomes a student-owned platform for change. Already, the Senior Woman Teacher observes a marked reduction in GBV cases, as students feel freer to engage with her and the Senior Man Teacher for guidance.

The story of Akuoro Seed Secondary School demonstrates how systemic interventions can spark lasting change. IEC materials and trainings are equipping teachers with counselling skills, engaging parents more deeply, and fostering accountability within communities.

“Because of USEEP, cases of violence have reduced, children are opening up, and even teenage mothers are finding their way back to school,” Aayu reflects with pride.



Some of the 53 girls equipped with vocational knowledge and skills display the clothes they made during exhibition day on September 3, 2025 at Buwaya COU in Mayuge district

GEMS

We officially launched the Girls' Education and Mentorship Support (GEMS) Project in April 2024 following an inception meeting held in February 2024.

Implemented in partnership with Community Concerns Uganda Initiative (CCUg), L-PACER, and the Ministry of Education's Gender Unit, and supported by Echidna Giving, GEMS is a three-year initiative designed to advance gender equality and learning outcomes for girls in the Busoga sub-region of Uganda.

Covering 10 districts in Busoga, the project responds to pressing challenges such as high teenage pregnancy rates, gender-based violence, early marriage, and widespread school dropouts. Its ambition is to re-enroll 3,500 out-of-school girls, provide vocational training to 1,500 others, and train 2,000 teachers in gender-responsive pedagogy and Uganda's competency-based curriculum.

What has been done so far:

Baseline Assessment: We conducted a gender analysis self-assessment in 41 schools across Kamuli, Buyende, Mayuge, and Namayingo districts.

The exercise engaged school leaders, teachers, learners, and support staff to examine gender gaps and identify priority areas for transformation.

Vocational Skilling: Placement assessments were carried out in Mayuge and Namayingo districts to determine out-of-school girls' interests and training needs. As a result, 247 girls were enrolled in hairdressing and tailoring courses at four skilling centres. Beyond technical training, they also received financial literacy and business management skills to strengthen their pathways to self-reliance.



Covering 10 districts in Busoga, the **project responds to pressing challenges** such as **high teenage pregnancy rates, gender-based violence, early marriage, and widespread school dropout**

Training of School Leaders: A total of 190 school leaders (45 female and 145 male) from 41 schools in Kamuli, Buyende, Mayuge, and Namayingo districts were trained on school culture, leadership, and management. Post-training assessments revealed that leaders had improved knowledge and confidence in cultivating visionary, equitable, and girl-friendly learning environments.

Go-Back-to-School Campaigns: Community dialogues have so far been organised in Mayuge and Luuka districts involving parents, local leaders, and religious institutions. These campaigns generated strong interest among out-of-school girls to return to school and secured parental commitment to supporting their education.

Youth Training and Mentorship: Four Activate Critical Thinking Now (ACT Now) community clubs were established in Mayuge and Luuka districts. Mentors trained in mental health, gender awareness, collaboration, problem-solving, and project-based learning cascaded knowledge to girls through group sessions and one-on-one talks.

A total of 245 girls benefitted from psychosocial support and mentorship, with many affirming that the clubs provided safe spaces to share challenges without fear of judgment.

Community Engagement: To reinforce parental and community involvement, 300 participants (260 female and 40 male) were trained on the educative role of parents, safeguarding, and cultural barriers to girls' education. Parents pledged to care for young mothers' babies while they attended school and committed to providing start-up capital for graduates of vocational courses.

By combining re-enrolment, skilling, mentorship, teacher development, and community mobilisation, the project is already laying the foundation for systemic change, ensuring that girls not only return to school but also thrive in safe, inclusive, and supportive learning environments.





Representatives from the National Ministry of General Education and Instruction and other development partners in the education sector in South Sudan at the validation of BRiCE materials

Supporting Teachers in Crisis Context in South Sudan

The project Collaborative and Empowered: Supporting Teachers in Crisis Context in South Sudan addresses urgent education sector challenges, including teacher shortages, high attrition, and limited professional development. Operating in Awerial, Wulu, and Rumbek East counties of Lakes State, the initiative aims to strengthen teacher management, governance, and gender equity, in alignment with the South Sudan National Teacher Education Policy 2023–2030.

Building on the achievements of the EU-funded BRiCE program, the two-year EU and Expertise France-funded project targets improved learning outcomes for more than 9,400 learners directly and 60,000 indirectly.

It does so by strengthening management systems in 16 schools and supporting 160 teachers to enhance their teaching practices.

The project is implemented by a consortium comprising Oxfam South Sudan, the Luigi Giussani Foundation (LGF), and the Disabled Agency for Rehabilitation and Development (DARD), a Lakes State-based NGO.

Together, the consortium brings expertise in education, local governance, and gender-responsive programming. LGF leads the teacher professional development component, focusing on tool development, training, and capacity-building for tutors, supervisors, and inspectors.

Key Activities Implemented

Strengthening School Leadership: LGF has so far trained 59 school leaders (17 female, 42 male) across Wulu, Rumbek East, and Awerial in South Sudan in School Culture, Leadership, and Management.



The project is laying a stronger foundation for **teacher professional development and improved school leadership**

Participants included headteachers, senior teachers, and local government (payam) inspectors. This training was strategically delivered ahead of teacher training activities to create an enabling environment for teachers once trained.

Capacity-Building for Tutors and Inspectors: A pool of 13 tutors (9 at state level, 4 at national level) from the Ministry of General Education and Instruction were trained on two BRiCE modules—Risk of Education and Pedagogy. This training enhanced their capacity to cascade professional development to teachers and support the establishment of teacher learning circles as communities of practice.

Career Pathways for Teacher Certification: LGF mapped and visualised career pathways for teacher certification in South Sudan, highlighting the routes through which teachers can achieve certification. This resource aims to sensitize teachers and aspiring educators on available options,

contributing to reducing the number of unqualified teachers in the sector, particularly at primary school level.

Onboarding Volunteers for Teaching Roles: To support untrained volunteer teachers entering primary schools, LGF developed an onboarding programme and tailored messages. This initiative prepares new volunteers to transition more effectively into classroom roles while encouraging progression toward formal training and certification.

Through these interventions, the project is laying a stronger foundation for teacher professional development, improved school leadership, and a clearer pathway to teacher certification.

By equipping teachers, school leaders, and education officials with the tools and support they need, the initiative is fostering a more resilient and equitable education system in South Sudan.



Training of Trainers in Rumbek, equipping tutors to better support teachers in wellbeing, child protection, inclusion, and curriculum planning



Omugo Technical School girls stand at the incinerator that was funded by LGF and Oxfam

DANIDA

The Humanitarian Development and Peace Initiative for Crisis-Affected Populations in Uganda, commonly known as DANIDA SPII, addresses fragile contexts, displacement, climate challenges, and promotes green solutions in West Nile.

Implemented by an Oxfam-led consortium in and around refugee settlements in Terego, Yumbe, and Madi-Okollo districts, the project's objectives, Just Societies, Leaving No One Behind, and Climate Justice, are designed to meet the needs of crisis-affected populations.

Under the project, the Luigi Giussani Foundation (LGF) leads the education-focused interventions, which include:

- Climate education and green skilling.
- Adapting Teacher Educator Professional Development (TEPD) manuals
- Building the capacity of instructors in selected Vocational Technical Institutes
- Promoting gender-responsive pedagogy

In addition to past interventions, LGF has achieved significant milestones in 2024 that focused on youth skilling, peacebuilding, gender awareness, environmental conservation, and education.

Menstrual Hygiene Management Training: A total of 46 youths (25 females & 11 males) from refugee and host communities in Imvepi and Rhino Camp were trained on menstrual hygiene management. The training provided practical skills for making reusable pads, enhancing self-confidence, and promoting safe and dignified menstrual care.

Private Sector and Industry Exposure Visits: Eighty youths (50 females & 30 males) from BidiBidi, Rhino Camp, and Imvepi participated in visits to private enterprises to gain exposure to market systems, employment linkages, and sustainable livelihood opportunities through green skills such as energy-saving stoves, briquette production, and solar installation.



LGF leads the **education-focused** interventions, which include **climate education and green skilling, teacher professional development and Promoting gender-responsive pedagogy**

Green skilling interventions: LGF distributed a total of 5,500 seedlings to promote environmental conservation and sustainable livelihoods. Fifteen farmers (10 males & 5 females) received 4,000 seedlings, while 1,500 seedlings were provided to VTIs.

Twenty-two youths from the host community in Lodonga Town Council and Sub-County were trained in energy-saving stoves, briquette production, and solar installation, with integrated business skills. Trainees were scheduled for DIT certification on 2nd October 2025.

Climate Justice Clubs in all three VTIs conducted dialogues to raise awareness about climate change, promote tree planting, waste management, and adoption of renewable energy, and encourage collective community action for environmental sustainability.

Youth Training on Peacebuilding, Conflict Resolution, and Environmental Protection: Forty-five youths (28 females & 17 males) in Imvepi received training in peacebuilding, conflict resolution, environmental conservation, and community engagement to foster peaceful coexistence.

Solar Installation in VTIs: Solar systems were installed in St. Jude Omugo VTI and Inde VTI to provide reliable lighting for classrooms,

dormitories, and pathways, improving safety, academic performance, and practical learning in science and environmental studies.

Distribution of Start-Up Kits:

LGF provided eco-friendly start-up kits to two youth groups in Imvepi, Asante Green Skill Saving Group and Arise Green Skill and Saving Group, each with 15 members, enabling them to start green enterprises and apply their skills for sustainable livelihoods.

Teacher Learning Circles and Professional Development

A total of 98 instructors (71 males & 27 females) participated in Teacher Learning Circles and TEPD trainings, covering teacher well-being, psychological support, financial literacy, school culture, and leadership management. These initiatives strengthened instructional quality, institutional governance, and teamwork. In collaboration with the Uganda Vocational and Technical Assessment Board (UVTAB), LGF conducted regular supervision and mentorship for instructors, guiding instructional methods, classroom management, and student engagement to improve learning outcomes.

Impact video: <https://youtu.be/O8YpizC1v6Q?si=DTqDm5kiTfXbhyp2>



Teachers demonstrating handwashing during an ISP session in Moroto

ISP Consultancy

Since 2021, the Luigi Giussani Foundation (LGF) has collaborated closely with *Insieme si può* (ISP–Africa) under a consultancy programme designed to strengthen the professional capacity of teachers in Karamoja and Central Uganda.

The programme's core objective is to empower primary school teachers and school leaders to identify and address their own professional development needs. This approach has not only enhanced teaching practice but has also contributed to improving the quality of life for the most disadvantaged and vulnerable groups in the target regions.

Through adapted training sessions, teachers and school leaders have been equipped in areas such as The Risk of Education, Educate While Teaching, and School Culture, Leadership, and Management. These interventions have fostered a community of skilled and reflective practitioners, prepared to educate children from both ontological and epistemological perspectives, and committed to contributing to sustainable development through education, understood as an introduction to the full meaning of reality.

In Uganda's education landscape, where rote learning and memorisation continue to

dominate classroom practice, this consultancy has provided a timely paradigm shift. By supporting teachers and school management to move away from narrow approaches towards a more holistic, critical, and life-oriented pedagogy, the programme has enabled learners to engage with reality more openly and positively. Ultimately, this shift has translated into improved academic performance and better preparation of learners for life beyond the classroom.

During the reporting period, the ISP project made significant strides in strengthening teacher capacity and improving the quality of education in Uganda. A total of 257 teachers from 15 schools, 10 in the Karamoja sub-region and 5 in the Central sub-region, benefited directly from the interventions, with an estimated 25,700 learners reached indirectly.

The project's impact is clearly reflected in the measurable growth of teachers' professional competencies. Continuous professional development and lesson observations conducted during follow-ups revealed marked improvements in teacher practice across the supported schools.



Leaders in Teaching program staff in a group photo after the onboarding workshop

Leaders in Teaching

In 2025, LGF, began implementation of the Leaders in Teaching (LiT) Uganda Program, a five-year initiative supported by the Mastercard Foundation.

Running from June 2025 to 2030, the program aims to transform secondary education in Uganda by improving the quality of teaching and learning so that young people acquire the skills and competencies needed for dignified and fulfilling work.

Leaders in Teaching Uganda Program is implemented through a consortium model led by LGF alongside UNICEF and with strategic oversight from the Ministry of Education and Sports. UNICEF on the consortium also supports the integration of Information and Communication Technology in teaching and learning.

The program is structured around four core pillars:

The Train Pillar, led by the British Council with Edukans International Uganda and Brainwave Careers, strengthens competency-based curriculum implementation, gender-responsive pedagogy, and career guidance.

The Lead Pillar, led by VVOB with PEAS Uganda, supports effective school leadership practices.

The Motivate Pillar, led by STiR Education, focuses on enhancing teacher motivation and professional growth.

The program seeks to attract and retain teachers, particularly in remote and rural areas; improve pedagogy and curriculum delivery; elevate the status of the teaching profession; create supportive instructional environments; strengthen evidence-based leadership and policy development; and support the use of technology in teaching and learning.

The program directly reaches 67,000 in-service teachers, 7,500 pre-service teachers, 300 university tutors from 10 universities and five teacher training institutions, and 6,273 school leaders nationwide. It also provides scholarships to 1,000 female student teachers, including 5 per cent with disabilities and 7 per cent from refugee and marginalised communities.

Indirectly, the program benefits at least 627,300 students in 2,091 secondary schools, including 1,000 government and 1,091 private institutions.

The program is expected to deliver four key outcomes: an increased number of qualified and gender-inclusive teachers; improved teacher competencies for effective delivery of Competency-Based Education; improved utilisation of effective leadership practices; and enhanced teacher motivation reflected in increased satisfaction, professional growth, and retention.

Living our Identity Together

Throughout the reporting period, the Luigi family in Uganda, comprising the Luigi Giussani Foundation, the Luigi Giussani Institute of Higher Education, Luigi Giussani High School, and Luigi Giussani Pre-Primary and Primary School, has continued to nurture unity and a shared sense of identity.

Coming together across our different institutions allows us not only to celebrate our belonging to one family but also to deepen our conviction that every human being holds infinite value. These encounters ground us in the mission that animates our work and strengthen our commitment to serving learners, teachers, and communities.

In 2024, two key moments stood out:

Annual Reflection

As 2024 year came to a close, the Luigi Giussani family gathered for the Annual Family Reflection. This gathering was a time to look back on the year's journey and to renew our dedication to the mission that binds us together: recognizing the infinite worth of every individual and working toward transformative impact in education.

The reflection offered space for colleagues from across our institutions to reconnect, re-energize, and realign themselves with the purpose that continues to inspire and sustain our work. It was a moment of renewal, strengthening our unity as we prepared to step into the new year with shared resolve.



Luigi Giussani family engages in a moment of reflection

Pilgrimage to Munyonyo

Pilgrimage to Munyonyo: Early in 2025, staff from all Luigi Giussani institutions in Uganda embarked on a pilgrimage to the Munyonyo Martyrs' Shrine, a place of profound historical and spiritual significance.

It was at Munyonyo that the Uganda Martyrs were condemned and bound before their final journey to Namugongo, where they were martyred. The pilgrimage offered our staff a powerful moment of reflection on conviction, sacrifice, and legacy, values that mirror the spirit of our mission.

By retracing this historic path, we were reminded of the importance of living with courage and leaving behind a meaningful impact in the lives we touch through education.

Together, these experiences reaffirmed our identity as one family, strengthened our unity, and reminded us that the mission we share is not just a professional duty but a living witness to the values we uphold.



Luigi Giussani family staff pilgrimage to Munyonyo Martyrs Shrine



LGF gender specialist Christine Bwailisa speaking to teenage girls during the National Stakeholders' Dialogue on teenage pregnancy, child marriage, parenting, and menstrual health on World Menstrual Health Day in May

Strategic Initiatives

Partnerships and Collaborations

In 2024, LGF strengthened its impact in educational development through strategic partnerships at regional, national, and local levels. Regionally, we contributed to the Values and Life Skills (VaLi) cluster under the Regional Education Learning Initiative (RELI) and the ALiVE consortium, which focuses on ensuring East African children acquire essential life skills.

At the national level, LGF actively engaged in key coordination platforms, including the Education in Emergencies Technical Working Group, the Gender Technical Working Group, the National Teenage Pregnancy Surveillance and Response platform, and the National Gender-Based Violence Technical Working Group.

Locally, LGF collaborated closely with District Education Offices, Teacher Training Institutions, refugee welfare committees, and Parent-Teacher Associations, ensuring our programs align with government priorities and sector-wide strategies. Through joint planning, peer learning, and evidence sharing, these partnerships have enhanced education delivery and child protection systems, reinforcing our commitment to transformative education and youth empowerment.

Plans

In 2026, Luigi Giussani Foundation (LGF) aims to deepen its impact by expanding strategic partnerships with local and international organizations, government agencies, and private sector actors. Building on our successes in education, gender equality, and youth empowerment, we plan to scale programs such as ACT Now and GEMS to reach more schools and communities, enhancing critical thinking, life skills, and mentorship opportunities for young people.

We will continue to strengthen teacher professional development, focusing on innovative pedagogy, leadership, and well-being, while leveraging research to inform evidence-based interventions. Our efforts will also prioritize community engagement, advocacy, and knowledge sharing to promote inclusive and sustainable education practices. Through targeted resource mobilization and digital innovation, LGF is committed to ensuring the sustainability, reach, and measurable impact of our initiatives, empowering young people to thrive and transform their communities.

Looking ahead, LGF is prioritizing initiatives that advance our vision of transformative education and youth empowerment. The Leaders in Teaching (LIT), which seeks to transform Uganda's secondary education by strengthening the capacity of teachers and school leaders, is among those approaches.

LIT equips educators to help young people acquire the skills, knowledge, and competencies needed for dignified and fulfilling employment. This initiative aligns closely with LGF's engagement in the Regional Teacher Initiative in Africa (RTIA), covering Uganda, the Democratic Republic of Congo, and South Sudan.

Through RTIA, LGF supports teacher development, research, and educational innovation across the region, ensuring that educators are empowered to deliver high-quality learning experiences that prepare young people for the challenges of the modern world.

Publications

Children's perspectives of learning through play in the majority world: Findings from Bangladesh, Colombia and Uganda	https://onlinelibrary.wiley.com/doi/10.1111/chso.12922
Teacher Perspectives on the Usefulness of a Formative Assessment Tool to Support Their Implementation of Learning Through Play	https://doi.org/10.1080/02568543.2024.2421967
Applying the science of learning to teacher professional development and back again: Lessons from 3 country contexts	https://doi.org/10.1016/j.tine.2024.100225
Teacher RePlay and Children ReAct: pilot testing a formative toolkit to support playful learning in the classroom	https://doi.org/10.3389/feduc.2024.1342424
How do teachers define "agency"? Learnings from a Group Model Building workshop in Uganda	https://schools2030.org/wp-content/uploads/2024/12/Teacher-Agency-Non-Technical-Briefer_Nov-2024.pdf

Acknowledgments

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