2020 ANNUAL REPORT

Advancing quality of education
About LGIHE

An innovative learning space responding to educational gaps

Luigi Giussani Institute of Higher Education (LGIHE) is an academic institution accredited by the National Council for Higher Education (NCHE). Its major focus is to respond to the educational needs in Uganda and Africa. Since 2005, LGIHE has trained over 30,000 educators and other professionals, in over 600 continuous professional development training workshops held in more than 20 countries. LGIHE has also implemented academic programmes in School Leadership and Management, Primary Education and Early Childhood Care and Development.

LGIHE collaborates with the Ministry of Education and Sports to support systemic change in the teachers’ teaching pedagogy with the Teacher Instructor, Education and Training (TIET) Department; High Order Thinking (HOT) skills assessment of the national examinations (UCE) with Uganda National Examinations Board (UNEB) and employability skills for youth with BTVET and DIT for improved life-long learning outcomes.
Our Mission, Vision & Core Values

Luigi Giussani Institute of Higher Education (LGIHE) is an innovative learning space responding to educational gaps through a human encounter that starts with the discovery of one’s inherent dignity and gradually unlocking the human full potential in the educational journey towards self-awareness.

Our Mission
To create opportunities for professional and personal development starting with the dignity and infinite value of the person, developing one’s methods of personal engagement and the meaning of work, targeting teachers, students, parents and other professionals.

Our Core Values

I. Respect
II. Resilience
III. Self-awareness
IV. Truthfulness
V. Responsibility
VI. Openness

Vision
To be a leading institution of higher learning that has a transformative impact on society in Uganda and throughout Africa by improving the quality of education and professional development.
Luigi Giussani Institute of Higher Education (LGIHE) is an innovative learning space responding to educational gaps through a human encounter that starts with the discovery of one's inherent dignity and gradually unlocking the human full potential in the educational journey towards self-awareness.

LGIHE offers Diploma and Certificate programmes with a unique methodology and approach:
- Diploma in Primary Education
- Diploma in Early Childhood Care and Education
- Certificate in School Leadership and Management
- Certificate in Early Childhood Care and Education

CERTIFICATE IN SCHOOL LEADERSHIP AND MANAGEMENT
This is an exclusive one-year programme offered by Luigi Giussani Institute of Higher Education (LGIHE) in collaboration with Strathmore University.

DIPLOMA IN PRIMARY EDUCATION
This 2-year programme is open to primary school teachers willing to advance from Grade Three (III) to Grade Five (V).

CERTIFICATE AND DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION
These are 2-year flexible programmes offered in collaboration with Makerere University - College of Education and External studies.
LGIHE Statistics

1,764 Teachers trained
176 School Leaders trained
2,134 Youth impacted
79,560 Learners impacted (indirect beneficiaries)
7 Countries
$902,652 Annual Budget
35 Staff Members
BASIC EDUCATION

PROJECT NAME:
Rebirth of Quality Education in Uganda.

YEAR: 2020-2022

FUNDER: Wellspring Philanthropic Fund

OBJECTIVE:
To consolidate and operationalise a whole system framework that promotes the development of critical thinking abilities in learners at both Primary and Secondary levels in Uganda.

122 TEACHERS
10 SCHOOLS
6 DISTRICTS: Wakiso, Kampala, Jinja, Kyenjojo, Tororo, Pallisa
PROJECT NAME:
Rebirth of Quality Education in Uganda.

ACHIEVEMENTS:
An intensive literature review was conducted and provided a local and global perspective of the critical thinking and organizational work structure.

A critical thinking protocol, framework and taxonomy were developed. This will provide an effective structure that will guide the education players targeted with the required support throughout the project.

LGIHE has boosted its collaboration with the Government and in particular, UNEB and the Teacher Instruction Education and Training (TIET) department of MoES to ignite reforms to foster higher order thinking in schools.

LGIHE has distinguished itself as a dynamic partner in regional initiatives and has begun collaborations with RELI (Regional Educational Learning Initiative) members such as Fundi Bots, Komo Learning Centres and Kimanya-Ngeyo for the development of soft skills assessment protocols, formation of teachers and domain specific professional development trainings for teachers.
PROJECT NAME: Early Learning Programme
YEAR: 2019-2020
FUNDER: World Bank

OBJECTIVE:
- To upgrade course content and development of supporting materials for delivery of Early Childhood Care and Education (ECCE) courses
- To initiate ECCE coaching and mentoring system to be piloted in participating Teaching Training Colleges.

ACHIEVEMENTS:

14 ECCE STUDENTS COACHED

14 GUIDELINES for ECCE Teacher Certificate Courses approved
PROJECT NAME: Reclaiming National Exams to Widen Achievements in learning in Secondary Schools (RENEWAL)

YEAR: 2017-2020

FUNDER: The Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE)

OBJECTIVE:
- To pilot a modified Uganda Certificate of Education (UCE) examination for secondary schools that is relevant, comprehensive and achievable, while improving teaching methods for student learning outcomes.
- To create changes at policy level to benefit all Ugandan secondary school students at Ordinary Level

- 380 TEACHERS
- 141 SCHOOLS/BOGs
- 6 DISTRICTS: Wakiso, Kampala, Jinja, Kyenjojo, Tororo, Pallisa
PROJECT NAME:
Reclaiming National Exams to Widen Achievements in Learning in Ugandan Secondary Schools (RENEWAL)

ACHIEVEMENTS:
A policy brief and summary report for Ministry of Education and Sports Officials, Teachers and Practitioners on High Order Thinking Skills in Secondary Schools-A Case of Uganda Certificate of Education Examinations has been published. Dissemination of the full report study findings are underway for advocacy and policy impact.

Development of the Critical Thinking Activation model for improvement of teaching and learning practice at classroom level for the enhancement of critical thinking skills in learners.
PROJECT NAME: Skilling Youth for Employment in Agribusiness (SKY)

YEAR: 2017-2020

FUNDER: The Embassy of the Kingdom of The Netherlands

OBJECTIVE:
- To help youth fully understand their social life

5,923 YOUTH in Agribusiness since 2016

4 REGIONS:
- Central, Eastern, South Western and Western Regions of Uganda
PROJECT NAME:
Skilling Youth for Employment in Agribusiness (SKY)

ACHIEVEMENTS:

- **2,407 YOUTH TRAINED** in 2019 from various institutions nationwide on Life Skills
- **168 INSTRUCTORS** trained in Risk of Education (RoE) in 2020
PROJECT NAME:
Skills and Work are East Africa's Resources (SKEAR II)

YEAR: 2018-2020

_FUNDER:_ Austrian Development Agency

OBJECTIVE:
- To contribute to the reduction of poverty in areas surrounding the capitals of Kampala, Uganda and Nairobi, Kenya in the context of pro-poor growth through the institutional and operational strengthening and consolidation of local capacity-building structures that provide technical and entrepreneurial training and empowerment for youths.

1,155 YOUTH
199 INSTRUCTORS
KAMPALA
PROJECT NAME:
Skills and Work are East Africa's Resources (SWEAR II)

ACHIEVEMENTS:
• Improvements on quality and relevance of training with documented and systematized findings through the Dual Training System approach were registered
• Improved interface and networking with public and private sector players to create strong partnerships and collaborations (over 30 MoUs signed)
• Improved advocacy and communication and creation of an exchange platform
• Creation of the Minimum Standards in BTVET delivery
PROJECT NAME: Education First

YEAR: 2019-2021

FUNDER: Education Cannot Wait

OBJECTIVE:
- To contribute to the improvement of teachers’ pedagogy

237 TEACHERS

PALABEK, UGANDA
EDUCATION IN EMERGENCY

PROJECT NAME: Education First

ACHIEVEMENTS:

- Upgraded teachers’ competences through continuous professional training. EGR (Early Grading Reading) and EGM (Early Grade Mathematics) models were scaled up.
- Introduction of the psycho-social support component (training) in response to COVID-19. Learners' wellbeing and home learning progress was equally monitored.

Over 60 TEACHERS trained and are intervening following learner mapping exercise at homestead level

Over 14,000 SELF-STUDY MATERIALS printed and distributed to support learners in smaller groups
PROJECT NAME: Building Resilience: Education Opportunities in Fragile and Crisis Affected Environments (BRICE)

YEAR: 2018-2021

FUNDER: European Union

OBJECTIVE:
- To contribute to improved access and completion of safe quality education for learners in fragile and crisis-affected environments

1,499 TEACHERS

PALABEK, UGANDA and SOUTH SUDAN
PROJECT NAME: Education First

ACHIEVEMENTS:

- Production of a bridging course curriculum
- Validation of the TEPD module in conjunction with MoES (TIET) and UNATU

5 CONTINUOUS IN-SERVICE TEACHER AND EDUCATOR MODULES adopted and trainings implemented

7 MODULES DEVELOPED (5 TEPD including psychosocial support and teacher-learning)
PROJECT NAME: Assessment of Life skills and Values in East Africa (ALiVE)

YEAR: 2020-2021

FUNDER: Consortium/member driven initiative

OBJECTIVE:
- To develop local definitions of the selected competencies including collaboration, problem-solving and self-awareness.
- To generate ideas on how to assess the selected competencies (collaboration, problem-solving and self-awareness)
- To build a repertoire of problems/items/questions/behaviors for the assessment of those selected competencies.

140 ASSESSMENTS
(interviews and FGD)

5 DISTRICTS
Kampala, Jinja, Oyam, Moroto
PROJECT NAME: Assessment of Life skills and Values in East Africa (ALiVE)

ACHIEVEMENTS:
- Developed a contextualization assessment tool in areas of 4 competences: self-awareness; respect; collaboration and problem-solving
- Conducted project contextualization through data collection and assessment in five regions in Uganda.
ASSESSMENT IN CONTEXT

PROJECT NAME: Be Well, Teach Well (BWTW)

YEAR: 2020-2022

FUNDER: Global Center for the Development of the Whole Child

OBJECTIVE:
- Ensure that key stakeholders have common understanding of the importance of teacher well-being.
- Build awareness within the Ugandan, East African, and global education community about the participatory, co-design process through which we can develop contextualized measures of teacher's well-being.
- Ensure that partners in Uganda know how to use the survey so that it can help further our understanding of teacher’s well-being in Uganda.
ASSESSMENT IN CONTEXT

PROJECT NAME:
Be Well, Teach Well (BWTW)

ACHIEVEMENTS:

- A Be Well Teach Well initial meeting for the Expert Advisory Group consisting of Ministry of Education and Sports officials and Academicians was held.
- The qualitative study through ethnographic interviews for understanding which concept of wellbeing teachers have was implemented.
Partnerships

Collaboration for impact.

LGIHE continues to strategically collaborate with national and international institutions through educational research initiatives aimed at fostering systemic change impact.

Partnerships with national institutions:
Ministry of Education and Sports, Makerere University

International Institutions:
AVSI Foundation, AVSI-USA, Global School Leaders, Strathmore University, Catholic University of Eichstätt, Notre Dame University
LGIHE Collaboration with Global School Leaders (GSL)

In 2020, LGIHE partnered with Global Schools Leaders to support school leaders on the wellbeing for staff and learners as well as preparing for school reopening following the outbreak of the COVID-19 pandemic that led to temporary closure of schools nationwide.
Partnerships
Collaboration with TIET

Implementation Teacher Education Curriculum Gap Analysis

LGIHE, following the request of TIET department of Ministry of Education and Sports, contributed to the implementation of the Teacher Education Curriculum gap analysis to assess the relevance, efficiency, effectiveness and impact of the teacher education curricula in preparation for its reform. Predominant use of teacher centered methods, increased focus on content than pedagogy and curriculum overload were among the most notable gaps highlighted. The need to harmonize the teacher education curricula at all levels, revision and consolidation of teaching methods to nurture practically-oriented teacher trainees were among the recommendations proposed. A draft report on this is available and will inform the development of the new teacher curriculum.

Participation in the 2nd Teacher Symposium

In February, LGIHE under the RELI platform participated in the 2nd Annual Teacher Symposium dubbed Quality Teacher of the 21st Century. A plenary presentation on Strategies for Cultivating and Assessing Critical Thinking in Uganda was made. Panellists included Mauro Giacomazzi (LGIHE), Joseph Lample (PhD) (Kimanaya Ngoyo), Ronald Kasaakwa (Komo Learning Centres) Modern Karema (Educate!)
Partnerships:
Regional Educational Learning Initiative (RELI)

LGIHE was officially appointed as the RELI host hub with the aim to provide support for RELI Uganda Country Logistics and Coordination for smooth functioning of RELI in Uganda. This was put to effect from May 1st, 2020 to April 30, 2021.

LGIHE continues to coordinate and proactively participate in RELI activities mainly through the life skills and teacher clusters aimed at integrating Life skills in the teaching, learning and assessment process for improved learning outcomes. Emphasis has been drawn on government engagement focused initiatives aimed at supporting the Ministry of Education and Sports wings i.e., TIET, SNE, UNEB, NCDC and DES through a collective voice that can easily draw the attention of policy makers to accomplish the desired changes.

RELI Uganda’s Response to Covid-19

In May 2020, LGIHE in collaboration with Uwezo Uganda conducted a mini survey to underscore what RELI members are doing in response to COVID-19 to ensure continuity of learning. Out of the 18 RELI member organisations (then), 16 responded highlighting various interventions aimed to maintain communication with some schools, teachers and learners through a multimedia and distance learning approach (Radio, phone calls, WhatsApp messages, physical distribution of self-study material and in some cases, physical hosting of teachers and school leaders). A report on this is available.

RELI Uganda Annual Convening 2020

In November, LGIHE, as the host hub, organized the annual RELI Country Convening that saw over 40 participants participate both onsite and virtually under theme Advancing Learning for All in Challenging Times at Fairway Hotel, Kampala

RELI participation in the Comparative & International Education Society (CIES)

RELI Uganda once again, seized the opportunity to participate in the annual Comparative & International Education Society (CIES) conference. In response to the call for proposals, RELI Uganda managed to submit various abstracts aligned to the CIES 2021 conference theme Social Responsibility Within Changing Contexts due next year, April 25-May 2 2021. All the three (3) group panels and one (1) abstract submitted were accepted.
Partnerships:
Forum for Educational NGOs in Uganda

LGIHE remains an active member in FENU led initiatives aimed at influencing policy.
LGIHE continues to play an active role in contributing to educational developments at national and international level through journal publication and conference engagements.

**Journal Publications**
- Bordon - Revista de Pedagogia (Sociedad Espanola de Pedagogia): Volumen 72; Numero 4, 2020: Can the Quality of a School Be Greater than the Quality of Its Teachers? A Case of Early Grade Reading Skills in Uganda’s Refugee Context.

**Conference Presentations**
- CIES 2020 (online): Strategies for Cultivating and Assessing Critical Thinking in sub-Saharan Africa
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