

## Teacher Educators Review the Piloting of Life Skills and Values Modules and Agree Next Steps for Scaling in Uganda

ALiVE Modules Piloting Reflective Meeting: Insights from Soroti Core PTC, Canon Apollo Core PTC and Luigi Giussani Institute of Higher Education (LGIHE)

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Kampala, Uganda | Thursday, 8 January 2026

As part of the [Action for Life Skills and Values in East Africa \(ALiVE\)](#) initiative, [Uwezo Uganda](#), Luigi Giussani Foundation ([LGF](#)) and partners convened a Modules Piloting Reflective Meeting in Uganda to review the implementation of three teacher education modules on introduction, nurturing and assessing Life Skills and Values (LSV). The meeting brought together principals, administrators, tutors/lecturers and Centre Coordinating Tutors (CCTs) from three teacher training colleges/institutions in Uganda, alongside Master Trainers and Ministry of Education and Sports (MoES) officials to assess what worked, identify challenges, and agree practical refinements to guide the next phase of scaling in teacher education.



Three Teacher Education Institutions (TEIs) participants who convened at Hilton Garden Inn Hotel-Kampala. Seated at the centre is Ms Ketra Lugumba, Principal Education Officer Department of Teacher Education Training and Development (TETD), Ministry of Education and Sports (MoES), Uganda

## Background to building life skills and values through teacher education

The Action for Life Skills and Values in East Africa (ALiVE) is an initiative of the Regional Education Learning Initiative Africa (RELI Africa) that supports teacher education institutions to intentionally nurture and assess learners' life skills and values (LSV) through strengthened pedagogy, assessment and school-community practice. Under ALiVE initiative, three tutor modules on nurturing and assessing LSV were developed and piloted in partnership with ALiVE implementing institutions and Teacher Education Departments in the Ministries of Education in Kenya, Tanzania and Uganda.

In Uganda, the module development and piloting was coordinated by Uwezo Uganda and LGF. Piloting was conducted in three teacher education institutions of: Canon Apollo Core Primary Teachers' College (Fort Portal City), Soroti Core Primary Teachers' College (Soroti District) and LGIHE (Kampala). The pilot ran for about two months between August–October 2025 and focused on tutors' teaching professional courses and education common units, alongside principals, administrators and Centre Coordinating Tutors (CCTs).

Preparation included a Training of Facilitators (ToF) in August 2025, where a cohort of Master Trainers was designated together with key system actors—including officials from the Ministry of Education and Sports (MoES) under the Department of Teacher Education Training and Development (TETD) - who were oriented on the modules and monitoring approach. The implementation was then tracked through baseline, midline and endline monitoring, supported by classroom and field observations, focus group discussions and structured feedback to refine the modules ahead of scale-up in teacher education.

## Why the reflective meeting mattered?

The Modules piloting-reflective meeting convened education leaders and practitioners to take stock of the piloting experience and agree on practical improvements for the next phase of the national roll-out. Specifically, participants reviewed implementation progress, assessed the effectiveness and usability of the tutor modules, identified challenges experienced in different contexts, and agreed refinements to module content, delivery and assessment. The workshop discussions combined plenary presentations, small-group feedback on specific module sections and practical demonstrations of assessment approaches.

## Opening insights of the workshop

In the opening remarks, education leaders emphasised that strengthening teacher education is essential for improving learning outcomes at scale. Dr Mary Goretti Nakabugo, Executive Director of Uwezo Uganda, underscored the importance of getting the basics right as the programme moves from piloting to wider adoption. Similarly, Ms Stella Akong, Principal, Luigi Giussani Institute of Higher Education (LGIHE) highlighted the importance of visible institutional leadership in ensuring that innovations are sustained beyond the pilot period, stressing that the involvement of college administrators was a positive assurance that the implementation would progress without failure. She further reaffirmed that all efforts would be directed to ensure that the achievements would be protected and leveraged.

Representing the Ministry of Education and Sports, Ms Ketra Lugumba, Principal Education Officer, Department of Teacher Education, Training and Development (TETD), also commended the pilot institutions and Master Trainers for their commitment, and encouraged participants to provide candid, constructive feedback to strengthen the modules for wider use in teacher education.



*Ms Ketra Lugumba-the Principal Education Officer, TETD, MoES, giving her insights and presentation*

### Overview on the modules' development and pilot

Presenting an overview of the module development and piloting process, Dr Godfrey Bakaira (Lead Facilitator) noted that ALiVE module package was part of a wider East Africa effort to translate the Life Skills and Values framework into practical tutor modules for teacher education.

He noted that, the preparation for piloting included a Training of Facilitators (ToF) on module content and piloting methodology in August 2025. The ToF designated Master Trainers and brought together module developers, principals and selected tutors from the pilot institutions, Uwezo Uganda, LGF, Uganda National Institute of Teacher Education (UNITE) and MoES/TETD. Piloting was implemented in Soroti Core Primary Teachers College (PTC), Canon Apollo Core PTC and Luigi Giussani Institute of Higher Education (LGIHE). The Deputy Principal Outreach and Deputy Principal Pre-Service of the two Core PTCs were also brought on board as key technical leads to support adoption and context-specific implementation. The piloting approach prioritised tangible deliverables notably: training academic staff in the selected institutions, and conducting structured midline and endline monitoring with practical evidence, documentation and reporting.

Midline monitoring was designed to support implementation and learning during the pilot. It assessed the extent to which work plan activities and recommendations were being implemented, documented best practices and challenges emerging from the pilot, and generated recommendations to inform endline monitoring.

Conversely, the endline monitoring focused on readiness for roll-out by establishing the overall impact of the modules, the lessons learnt and the challenges experienced. It examined mainstreaming of LSV by

outreach and pre-service staff across coordinating centres, classrooms and communities of practice; gathered feedback on all three modules as used concurrently; and consolidated action-oriented recommendations.

Across the pilot phase, 27 Master Trainers were trained during the ToFs and 146 Teacher Education Institutions (TEI) academic staff were trained on the ALiVE modules and mode of piloting. The midline monitoring engaged 26 tutors (10 CCTs and 16 classroom observations), while the endline monitoring engaged 31 tutors (13 CCTs and 18 classroom observations). Monitoring also interacted with 23 centre school head teachers, and engaged over 18 module analysts to review and refine module content.

### **Evidence during monitoring and support supervision**

Evidence discussed during the reflective meeting drew on baseline, midline and endline monitoring conducted across the three institutions, supported by classroom observations, field observations/outreach visits, focus group discussions and structured feedback for module refinement. For classroom observations, support supervisors applied the Clinical Supervision Model, including pre-observation conferencing and post-observation feedback. The observations and text analysis focused on how tutors integrated life skills and values in schemes of work and lesson plans, how LSV were nurtured during instruction, and how tutors planned for assessment of both subject competences and the targeted life skills and values. ***"All tutors did not indicate assessment plans on lesson plans", was a key classroom observation finding shared during the meeting***

Across observations, tutors demonstrated a range of active teaching and learning approaches including-group work, guided discovery, role play, brainstorming (think-pair share), demonstrations, presentations and content-related energisers-and used both classroom and facility/field-based approaches where feasible.

While tutors frequently identified relevant life skills and values during lesson preparation, the workshop noted a continuing gap in standardised and consistent assessment of LSV, particularly formative assessment approaches that track how learners internalise values and demonstrate life skills over time.

For outreach and coordinating centre practice, CCT observations highlighted promising institutional actions such as setting up school life skills and values committees, organising school-based activities to showcase LSV, and inducting centre school staff and administration on ALiVE approaches. At the same time, some head teachers exhibited limited awareness of life skills and values during monitoring interactions, reinforcing the need for sustained sensitisation and follow-up.

### **Institutional reflections and learning**

During the meeting, each pilot institution presented reflections on its experience. The sections below summarise the most salient institutional evidence on what worked well, key challenges, practical mitigations tested during the pilot, and nuanced lessons to inform scaling.

#### **Soroti Core PTC**

The endline monitoring at Soroti Core PTC covered seven coordinating centres and included classroom observations of tutors implementing the modules. The exercise reviewed progress against recommendations from the midline evaluation and documented practices emerging across coordinating centres and partner schools.

The college registered the following notable success; tutors used learner-centred methods, including ice-breakers, group tasks and discussion routines that promoted collaboration, communication and respect among student teachers; several coordinating centres strengthened school-level messaging on life skills and values, including posting LSV messages on walls and using assemblies to reinforce key values. In addition, a model-school approach was used in some areas to demonstrate how LSV practices can be embedded in school routines, including clubs and co-curricular activities.

In contrast; a number of challenges were also reported-key among them being-the limited operational funding for Centre Coordinating Tutors (CCTs) that constrained outreach and follow-up support to schools. There was reportedly also, a delayed or insufficient access to printed ALiVE materials for tutors and outreach teams, thus reducing standardisation. Scheduling challenges, including cancellation of weekend classes, a busy academic calendar, and hard-to-reach areas affected by weather and road conditions also constrained implementation.

In mitigation of these obstacles, CCTs adapted dissemination approaches of using Annual General Meetings (AGMs) and school assemblies as low-cost channels for reinforcing LSV messages. Schools also appointed focal point teachers and learner representatives to sustain LSV activities between visits; and coordinating centres developed contextualised action plans to fit local realities and to prioritise low-cost, high-frequency practices.

More nuanced experiences and learnings reveal that where head teachers actively supported the pilot, schools integrated LSV more consistently into workplans and co-curricular routines. In addition, peer support supervision and feedback emerged as a practical way to strengthen tutors' confidence and to improve consistency in LSV integration; while participants emphasised the need for stronger guidance on assessment tools (rubrics, reflective journals and performance tasks) to make LSV progress visible.

#### **Canon Apollo Core Primary Teachers' College (Core PTC)**

Canon Apollo Core PTC reported strong staff engagement with the learner-centred approaches promoted in the modules. Tutors also notably participated actively in discussions, role plays, case studies and reflective tasks, and many reported improved confidence in using participatory methods and shifting away from teacher-centred instruction.

The institution highlighted positive trainee attitudes during experiential activities, and noted that the modules helped bridge theory and practice by supporting tutors and trainees to design lesson activities, simulate classroom situations and adapt life skills content to real school and community contexts.

The institutional review processes also strengthened learning where by modules were reviewed in small tutor groups and recommendations consolidated and shared with the Master Trainers. Canon Apollo reported that 43 out of 46 tutors were trained and exposed to the ALiVE modules, and that support supervision reached 10 coordinating centres, 11 schools and 10 CCTs across five districts, alongside 10 pre-service tutors.

However, Canon Apollo reported that the national industrial action by teachers-disrupted the piloting timetable and reduced time available for training, outreach and follow-up. The institution also experienced contextual insecurity, which affected staff and trainee attendance.

Additional challenges the college experiences-included variation in tutor readiness for participatory facilitation, limited integration of technology due to constrained access and limited guidance, and limited time for deeper reflection and practice. The institution also noted stakeholder expectation of financial facilitation and negative attitudes among some head teachers and teachers towards life skills programming.

In alleviating these drawbacks, Canon Apollo proposed practical measures to strengthen delivery and assessment, including increased orientation and continuous professional support for tutors on assessment of life skills; clearer day-to-day guidance on assessing LSV; and greater emphasis on low-cost technology integration in material development. Furthermore, for outreach and school engagement, the college recommended increased frequency of support supervision and mentorship through zonal clustering, continuous sensitisation of stakeholders, and a formal written circular to strengthen shared accountability for implementation. It also proposed involving District Education Officers and District Inspectors of Schools in training and follow-up to strengthen adoption in schools.

The key learning from Canon Apollo's experience-demonstrated that pedagogical shifts can happen quickly when tutors have access to the modules and structured opportunities to practise. At the same time, the institution emphasised that sustained interaction with the modules is required to strengthen consistent selection of relevant life skills for specific topics, and to improve formative assessment of LSV beyond lesson planning.

#### **Luigi Giussani Institute of Higher Education (LGIHE)**

Reflections from LGIHE emphasised strong lecturer readiness and buy-in, supported by the 'skills deconstruction' approach introduced through ALiVE training. Participants reported that the structure of the modules guided planning, methodology and classroom practice, and encouraged experiential, problem-based and inquiry-based learning.

Participants noted that LGIHE's contact time and timetabling meant that some monitoring and feedback sessions were conducted mainly on weekends, which constrained opportunities for extended follow-up but also encouraged focused reflection on what could realistically be sustained. Lecturers reported active learner engagement through case studies, group work, discussions, presentations and demonstrations, and noted that institutional enablers-including a values-based culture, supported uptake of LSV practices.

Reflecting on challenges encountered during piloting, participants cited insufficient integration of technology, limited time for training, and the fact that not all lecturers were trained during the pilot period. Learner engagement barriers such as; negative attitudes to research were also noted to have affected some learning tasks.

To cope with these drawbacks, the proposed mitigations included co-developing and piloting practical tools for assessing life skills and values; strengthening transfer by linking the modules more closely to the school practicum; and providing ongoing coaching and reflection opportunities to sustain continuity. LGIHE participants also emphasised dedicating more time to lecturer training, completing refinement before scale-up, and strengthening communities of practice to support peer learning and quality assurance over time.

### Cross-cutting priorities agreed during the reflective meeting

Across plenary discussions, presentations and group reflections; participants agreed on a set of shared priorities to strengthen the next phase of module implementation and refinement. Specific tutor/lecturer feedback also underscored the need to strengthen the alignment of learning outcomes, activities and assessment, and to integrate realistic technology use that works in low-resource settings.

To strengthen Life Skills and Values learning, the system should begin by improving how LSV is assessed through simple rubrics, clear exemplars, and classroom-friendly formative approaches that work across subjects. Building on this, practical assessment tools should also be co-developed and piloted before scale-up, with expectations clearly embedded in lesson planning templates and support supervision checklists. As implementation deepens, tutors, CCTs and trainees need better access to core printed and digital materials, supported by low-cost, realistic technology integration that helps learners reflect and improve. Finally, progress will be sustained by protecting time for tutor preparation and professional learning, strengthening coaching and peer feedback, growing communities of practice linked to practicum and outreach, and maintaining system-level monitoring, leadership sensitisation, and clear communication to manage expectations, including around allowances.

### Agreed way forward on module refinement and scaling

In the closing the workshop, Participants affirmed the importance of moving quickly from learning to action, with refinement priorities informed by the pilot evidence and the experiences shared by institutions.

- ❖ Consolidate and prioritise module refinement actions, especially around assessment guidance, technology integration and alignment of activities to time and context realities in TEIs.
- ❖ Strengthen implementation support packages, including monitoring tools, lesson planning templates, and guidance for CCT outreach and Whole School/Institution Approach implementation.
- ❖ Plan for continued capacity building for tutors, CCTs, head teachers and school leaders, and strengthen linkages with district education structures to support adoption.
- ❖ Support institutionalisation of the modules within TEI routines and professional learning structures, while preparing for phased scale-up to additional TEIs.
- ❖ Participants reinforced that the next phase should prioritise practical support for delivery (including a facilitator's guide), sustained capacity building and deliberate institutionalisation within teacher education programmes.

**Workshop Closure:** The workshop was closed by Ms Ketra Lugumba, Principal Education Officer, Department of Teacher Education, Training and Development (TETD), Ministry of Education and Sports, Uganda.