

A REPORT PRESENTED TO THE PERMANENT SECRETARY MINISTRY OF EDUCATION AND SPORTS FROM THE TEACHERS MAKING A DIFFERENCE 2025 COHORT UPON THE COMPLETION OF A ONE WEEK TRIP IN IRELAND FROM 26TH SEPTEMBER TO 3RD OCTOBER, 2026

1.0 INTRODUCTION

Following our success in the Teachers Making a Difference initiative, the twelve national winners received a fully sponsored educational trip to Ireland, flagged off by Permanent Secretary – Ministry of Education and Sports on 25th September 2026.



The mission was to learn, unlearn and relearn, exchange experiences and transform international exposure into educational innovation for Uganda. The delegation comprised twelve teachers and six representatives from the Ministry, Vision Group and Embassy of Ireland.



1. TeachMeet: Sharing Practice, Improving Learning

A collaborative approach where teachers exchange innovative methods, digital tools and classroom experiences to strengthen learner-centred education through peer learning.



2. Inclusive Education: Every Learner, Every Voice

- Identify learning, social, emotional and financial barriers early.
- Adapt teaching to diverse abilities and backgrounds.
- Give every learner a voice, especially the quiet ones.
- Promote peer support, mentorship and parental involvement.
- Ensure every child belongs, participates and achieves.

Take-Home:

In our schools, we identify the barrier, understand the learner, adapt the support and create opportunities for every child to shine.

The quietest learner may have the smartest answer.



3. Child Protection: Safety, Dignity and Privacy

In Ireland, child protection safeguards every learner's safety, dignity, identity and privacy. Schools regulate photography, social media use and access to children's information.

Child Protection in Ireland - **TÚSLA**

Children First

An Ghnóthasraicéir um Léarnal agus an Tughaíoch
• Child and Family Agency

1. LISTENING TO THE CHILD'S VOICE

Every child has the right to be heard, listened to, and taken seriously.

3. NO TOLERANCE FOR HARM

Bullying
Not Okay

Neglect
Not Okay

✓ We create safe, respectful and nurturing environments for all children.
Harm is never accepted. Everyone has a responsibility to act.

2. SAFE ADULT REPORTS CONCERN TO TÚSLA

Adults act promptly to report concerns to TúsLA to keep children safe and protected.

4. SAFE & INCLUSIVE PLAY FOR ALL

Children play safely, included, supported, and happy — supervised and cared for.

Children First • Working Together to Protect Children in Ireland • If you are concerned about a child, contact TúsLA: www.tusla.ie • 1800 123 100

Take-Home:

In our schools, we should protect our learners from strangers, social media risks and abuse of their rights; strengthen safeguarding policies, obtain consent and ensure every child learns in a safe, respectful environment.

4. Literacy and Numeracy (The Foundation for Learning)

In Ireland, strong literacy and numeracy are treated as foundations for success across all disciplines. At early levels, learners have dedicated daily reading time, building confidence, vocabulary, comprehension and communication skills. As learners progress, these strong foundations enable them to approach other subjects with greater confidence and competence.



Take-Home: In our schools, we should strengthen **daily reading sessions, reading competitions, debates, public speaking, storytelling, writing activities and numeracy practice.** Strengthen DEAR Drop Every Thing And Read for 30 minutes daily. A child who reads, understands, speaks and reasons well is better prepared to learn, participate and excel across the curriculum.

5. Attracting Strong Candidates into Teaching:

Teaching should be strengthened as a respected profession and meaningful vocation that attracts capable learners. Students who get the best grades go for the teaching education.



Take-home

In our schools, we should improve and strengthen the image, dignity and professionalism of teaching through assemblies, career guidance, induction of others, and teacher role-modelling. Government, schools, teachers, parents and learners should work together to inspire talented young people to choose teaching and transform Uganda.

6. Education as a Right and National Responsibility

Uganda already recognises education as a constitutional right and has expanded access through **UPE and USE/UPPET**. Ireland demonstrates the importance of going a step further: ensuring that children actually remain in education and are protected from exclusion, child labour, street life and other barriers. It also emphasises listening to every child, respecting their rights and guiding them appropriately.



Take-Home

At our schools, we shall strengthen systems that listen to every child, understand their concerns, respect their rights and guide them well. Through debates, audio visual messages to the public, clubs and community outreach, we shall promote messages such as Keep Her in School and Make It Safe for Her, while sensitising families about the dangers of early marriage, female genital mutilation and other harmful practices

7. The Teacher as a profession

In Ireland, teaching is treated as a profession built on continuous learning, professional development and career progression like **Continuous Profession Development CPD**



Take home

At my school, I will encourage teachers to actively seek **scholarships, fellowships, higher qualifications and training opportunities, support one another, invest in themselves and share new knowledge**. This will make them ready to be relevant in this world. A teacher who keeps learning keeps inspiring and transforms both learners and the profession.

8. The Teacher as a Community Supporter

In Ireland, strong teacher–family partnerships help teachers understand home circumstances that may influence a learner’s attendance, behaviour, academic performance and wellbeing.



Take-Home

In our schools, we will strengthen Guidance and Counselling and learner-support structures by promoting appropriate home–school follow-up for vulnerable or struggling learners. **Beyond parenting, we can enhance support through parent education, regular communication, home visits where appropriate, peer-support networks, community partnerships, early identification of challenges and clear safeguarding procedures.** This will enable teachers, families and communities to work together so that every learner feels understood, protected and empowered to succeed.

9. The Teacher–Learner–Family Partnership

In Ireland, communication between teachers and parents can cover academic progress, attendance, behaviour, wellbeing and social development, allowing concerns to be identified early.

Take-Home

At my school, I will encourage us **to move from occasional parent engagement to purposeful learner follow-up. Teachers or mentors can maintain appropriate communication with parents about a learner's academic, behavioural and social progress and agree on practical interventions.** The parent should therefore become a partner in understanding and supporting the whole child.

10. Integration of ICT for Innovation and Creativity

In Ireland, ICT is integrated across teaching and learning to promote digital competence, creativity, collaboration, innovation and problem-solving.

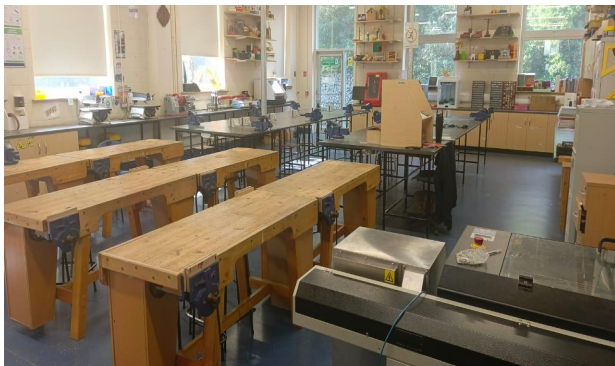


Take-Home

In our schools, let us integrate technology across disciplines, maximising available computers, projectors and digital resources while improvising where facilities are limited. As Uganda advances digitally, smartphones may, in the near future, become applicable learning tools in classrooms, used responsibly for research, presentations, creativity and collaboration. Thus, technology should transform learning, not merely provide access to information.

11. Learning Beyond Examinations and Inclusive Education

Ireland demonstrates that learning should extend beyond examinations through projects, practical work and learner participation. In our schools, we will make teaching and learning practical across all subjects, connecting classroom knowledge to real-life situations through agriculture, Engineering, Greening Schools, performing arts, culture, carpentry, Home Economics, clubs, projects and community activities. We will identify learners' barriers early, support every voice and create opportunities for every learner to participate, create, solve problems and shine.





Acknowledgement and Appreciation

A delegation of 18 members, led by **Dr Mugisha Annet Kajura** of the Ministry of Education and Sports, travelled to Ireland and returned safely, enriched with invaluable educational experiences.

We extend our sincere appreciation to the officials who made this journey possible: **Dr Mugisha Annet Kajura and Madam Nanyanzi Rosette Susan** of the Ministry of Education and Sports; **Mr John Paul Eremu and Mr Rodgers Akanyijuka** of Vision Group; and **Madam Angela Atieno and Mr William** of the Embassy of Ireland. Thank you for your leadership, guidance, meticulous preparation, coordination and commitment throughout the entire journey.

Our heartfelt gratitude also goes to everyone who contributed to our success, both openly and behind the scenes. **Ambassador Mags Gaynor**, we celebrate and deeply appreciate the great work of your hands. We also acknowledge **Madam Naome, Madam Basundhara Furlong, Madam Joy, Madam Esther and the entire Embassy and Vision Group teams** for your invaluable support.

To the entire **Ministry of Education and Sports, the Ministers and the Permanent Secretary**, we are profoundly grateful for investing in our professional growth and creating this opportunity for us to learn, discover and broaden our horizons. **Your collective efforts made this study visit successful, memorable and transformative.**

May God bless you all abundantly for believing in teachers and investing in the future of education in Uganda.

Next Step of Star Teachers

As Star Teachers, we eagerly look forward to returning to our schools **to translate our Irish experiences into meaningful educational transformation.**

We shall apply relevant teaching methodologies, learner-centred approaches, practical learning, ICT integration and inclusive practices to enrich classroom experiences.

By sharing our knowledge with fellow teachers, learners, school leaders and neighbouring schools, we hope to **inspire collective progress towards innovative, effective and transformative education in Uganda.** May God bless you all abundantly.

General Experience

Our Ireland visit was a thrilling and spectacular experience, featuring Mary Immaculate College, Dublin, St Mary's Cathedral, Cliffs of Moher, Killaloe boat ride, City Connects schools, Irish Embassy, shopping, Locke Bar and Restaurant, scenic bus journeys, flights and shared meals. Every encounter enriched our learning, friendship, cultural appreciation and unforgettable memories.

Conclusion

All in all, as Uganda's Star Teachers,

- We return from Ireland with more than air tickets, photographs and memories.
- We return with new approaches, innovations, professional insights and renewed responsibility. We have observed a strong education system, not to copy and paste, but to learn, question, adapt and improve according to our Ugandan context.
- We shall identify what can work, improvise where resources are limited, innovate with what we have, and strengthen what is already working.
- Our experience must move from observation to action—transforming our classrooms, schools and communities.
- School by school, teacher by teacher, learner by learner, community by community, we shall make a difference.

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