

Inclusive Pedagogies

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Inclusive Education Task Team, EiE Sector Working Group

Introduction

In Uganda, teachers at schools in the 13 refugee-hosting districts¹ face numerous challenges affecting their teaching in general, and inclusive teaching in particular. Learner enrollment is high, while the number of teachers is limited; similarly, time, teaching and learning resources, teacher training, positive attitude towards disability, classroom space, additional support services for learners and other school facilities are insufficient. As of the start of the 2026 school year, a significant gap in funding for teacher salaries exacerbated the challenges. Yet, inclusive teaching remains vital, as learners continue to have their unique learning needs that require teachers to address in order for them to participate meaningfully and thrive at school.

In Uganda's education system and real practice, inclusive education is guided by policies from the Ministry of Education and Sports of Uganda² and aligned with global frameworks such as the UNESCO inclusive education agenda.³

Effective implementation depends heavily on the pedagogies teachers use to deliver lessons in classrooms.

Key Principles Guiding Inclusive Pedagogy

Inclusive teaching in Uganda is grounded in the following principles:⁴

- Equity and participation for all learners
- Learner-centered approaches
- Flexibility in teaching methods
- Respect for diversity
- Collaboration among stakeholders (teachers, parents, specialists)

Inclusive pedagogies

Inclusive pedagogies can be applied creatively in many contexts, using the available time, resources and facilities. The table below presents examples of how teachers in the current refugee hosting districts in Uganda can make teaching methods inclusive:

General methods	Alternatives
Multi-sensory approach	- Read aloud while writing on the chalkboard - Use tangible items in lessons and let learners manipulate them - Craft teaching materials from locally available resources together with learners. Ensure the materials appeal to a combination of learners' senses, such as vision,

¹ Kampala, Yumbe, Kiryandongo, Isingiro, Madi Okollo, Terego, Kyegegwa, Kikuube, Kamwenge, Adjumani, Koboko, Lamwo, Obongi. Source: UNHCR (2026). Uganda Comprehensive Refugee Response Portal. Accessed via <https://data.unhcr.org/en/country/uga>.

² Ministry of Education and Sports, Uganda (2019). Special Needs & Inclusive Education. Accessed via https://www.education.go.ug/special-needs-inclusive-education/?utm_source=chatgpt.com.

³ UNESCO (n.d.). Inclusion in Education. Accessed via <https://www.unesco.org/en/inclusion-education>.

⁴ Ministry of Education and Sports, Uganda (2019). Special Needs & Inclusive Education. Accessed via https://www.education.go.ug/special-needs-inclusive-education/?utm_source=chatgpt.com.

	hearing, touch and smell.
Excursions/gallery-method/field work	- Connect with farmers or businesses in the nearest trading centre - Organize an exhibition day at school for learners and teachers - Bring parents to the classroom to share about their profession - Ensure sign language interpretation, live captioning and other inclusive communication accommodations and strategies are available during all activities, depending on learners' needs
Grouping learners	- Divide the class into approximately 4 main groups (depending on the class size) at random and assign each group a leader, then sub-divide the main groups into smaller groups for activities. Ensure children with and without disabilities are mixed in each group and combine this with peer support.
Peer learning/teaching	- Create buddy groups of 3-4 learners, mixing boys and girls, learners with and without disabilities, et cetera. - Encourage the buddies to support one another without discrimination.
Research/project-based learning	- Create a list of research/project topics that are relevant in the school's community. Include topics that relate to the inclusion of boys and girls, children with and without disabilities, et cetera. For example: including boys and girls in menstrual health management.
Play-based learning	- Organize a crafts day for learners, focusing on creating learning and teaching materials with local resources for all learners. - Organize a sports day with common local games. - Weave play into all activities, use play as a mindset, not a separate activity.
Discovery method	- The discovery method is especially useful in inclusive classrooms because in discovery learning, the teacher: • Design specific activities for the learners to discover. Provide materials, and give simple, clear guidance to the learners. • Encourage learners to use their senses and body parts. • Provide safety guidelines for the learners before and during the activity. • Ask guiding questions (e.g., "What do you notice?") • Support individual learners who are struggling. • Ensure all learners are included • Reward individual learners for success registered and encourage peers to support one another.

To improve inclusive teaching practices, there is a need for:

- Continuous teacher training and professional development
- Increased government funding for inclusive education
- Strengthening disability data collection and utilization
- Provision of assistive devices and learning materials based on assessment by technical teams
- Strengthening school leadership and support supervision
- Community and parental involvement

Conclusion

Inclusive education in Uganda is achievable through the adoption of **flexible, learner-centred, and adaptive inclusive pedagogies**. Teachers play a central role in ensuring that no learner is left behind by using inclusive, innovative and context-appropriate strategies, even in resource-limited settings.

For more information or inquiry, please contact co-chairs of Inclusive Education Task Team:

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