

SNERIC
Innovating for Every Ability

AT A GLANCE



Special Needs Education Research and Innovation Centre (SNERIC)

Annual Report 2025



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ACKNOWLEDGEMENTS

The leadership and management of the Special Needs Education Research & Innovation Centre (SNERIC) extend our sincere gratitude to all who have walked this journey with us over the past year. We thank our Board of Trustees for their visionary leadership, strong governance, and steadfast commitment to accountability and institutional growth, and our dedicated Staff for delivering inclusive programs with professionalism and compassion. We are equally grateful to our Volunteers for generously contributing their time and skills to expand our community impact.

Our heartfelt appreciation goes to our valued Partners, including the Ministry of Education and Sports, Ministry of Gender, labour and social development, the NGO Bureau, Embassy of Japan in Uganda, Finn Church Aid, Australian High Commission, UNICEF, Lutheran World Federation, Makerere University, Kyambogo University (Faculty of Special Needs Education and Rehabilitation), BKA Advocates, Australian Alumni Association of Uganda, Entebbe Children's Welfare Primary School, Train Up a Child, Entebbe Gate Way Nursery & Primary School, Aga Khan Primary School, Orel Vine Academy, Kaboja International School, International School of Uganda, British School of Kampala, Police Children School Kibuli, Grace Project School-Ntinda, Butabika National Referral Hospital, Rotary Club Kajjansi and Kajjansi Town Council (KTC), Local Councils in Wakiso district, parents among others. Your collaboration and shared commitment to advancing inclusive education, research, advocacy, and innovation continue to expand opportunities for children of all abilities.

Finally, we honor our Founding Supporters and Early Believers who embraced the SNERIC vision from its inception. Your foundational support financial, technical, and moral has been instrumental in establishing and strengthening the Centre. Together, we remain committed to innovating for every ability.



**MESSAGE FROM THE
EXECUTIVE DIRECTOR**

It is with profound gratitude and renewed commitment that I present this Annual Report 2025 of the Special Needs Education Research & Innovation Centre (SNERIC). SNERIC was founded in response to the persistent gaps in identification, assessment, research, and inclusive support systems for children with special needs. Too many children especially in underserved communities of Uganda remain unseen, misunderstood, or excluded from meaningful learning opportunities. SNERIC was established to bridge this gap through research-driven practice, innovation, advocacy, and capacity building, ensuring that every child, regardless of their ability is supported to thrive.

Though still in its early stages, we have registered important milestones. We have established offices in Bunamwaya-Ngobe, strengthened stakeholder engagement, expanded partnerships with schools and institutions, conducted capacity-building initiatives for educators and caregivers, and advanced

A handwritten signature in blue ink, appearing to read 'Nabiry Justine Lubanga', enclosed in a circular blue stamp.

Nabiry Justine Lubanga

Founder & Executive Director

Special Needs Education Research & Innovation Centre (SNERIC)

conversations around inclusive education policy and practice. We have also continued laying institutional foundations by developing tools, frameworks, and systems that will sustain long-term impact.

Our journey has not been without challenges. As a growing organization, we continue to navigate limited and inconsistent funding, evolving operational systems, and staffing constraints. Building strong institutional structures while simultaneously responding to urgent community needs requires resilience, innovation, and prudent resource management. Yet these challenges have refined our focus, strengthened our resolve, and reinforced the importance of collaboration.

As we move forward, SNERIC remains firmly committed to transparency, accountability, inclusion, and measurable impact. We are dedicated to stewarding resources responsibly, amplifying the voices of children and families, and building evidence-based solutions that influence practice and policy.

Together with our partners, supporters, and communities, we will continue innovating for every ability.



ABOUT SNERIC

The Special Needs Education Research and Innovation Centre (SNERIC) is a legally registered Non-Governmental Organization (NGO) committed to advancing knowledge, innovation, and best practices in special needs and inclusive education in Uganda. Established in 2023 and formally registered in 2025

(Reg. No: INDR173796807NB),

SNERIC operates with a national mandate to support inclusive, equitable, and evidence-based responses to disability and diverse learning needs across the country.

SNERIC serves as a collaborative hub bringing together researchers, educators, parents, policymakers, and other professionals dedicated to improving the quality of life and learning outcomes of individuals with disabilities. The Centre works with a wide range of target populations, including children, youth, and adults with disabilities, as well as caregivers, teachers, school leaders, therapists, and professionals who engage with persons with disabilities in educational and community settings.

At its core, SNERIC focuses on research and innovation in inclusive education, early identification and intervention, training and professional development, parent and community outreach, and the development of contextually relevant resources. Through these focus areas, SNERIC seeks to generate evidence, strengthen capacity, influence policy and practice, and promote an inclusive education ecosystem that enable all learners to reach their full potential.



Vision:

The Vision of SNERIC is to create an inclusive and supportive educational environment where children with special needs can thrive and reach their full potential.



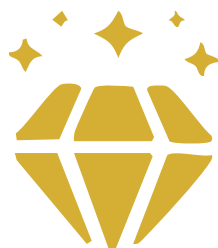
Mission:

To conduct cutting-edge research, develop evidence-based interventions and promote best practices in special needs and inclusive education in Uganda.

Strategic objectives:

- To advance knowledge in special needs and inclusive education by conducting cutting-edge research and developing evidence-based interventions to improve rehabilitation services and educational outcomes.
- To strengthen early detection of disabilities in infants and children, ensuring timely and affordable interventions, empowering families, and leveraging assistive technologies for inclusive learning.
- To provide comprehensive training and professional development programs for parents, educators, and professionals to enhance their skills in supporting children with special needs.
- To foster strong family and community engagement to advocate for the rights and inclusion of children with special needs, ensuring a supportive environment for their growth and development.
- To facilitate collaboration with researchers, educators, and organizations to co-create innovative resources, including low-cost assistive devices, teaching materials, and policy recommendations for inclusive education.

SNERIC Core Values



1. **Inclusion** - We champion equitable access, participation, and opportunity for all persons with special needs.
2. **Dignity & Rights** - We uphold the dignity, voices, and rights of persons with disabilities in everything we do.
3. **Evidence & Innovation** - We use research, data, and creative solutions to drive effective and scalable impact.
4. **Integrity & Accountability** - We act transparently, ethically, and responsibly to the communities and partners we serve.
5. **Collaboration & Sustainability** - We work in partnership to build lasting, community-driven solutions.

SNERIC STRATEGIC PROGRAMMES

No.	Programme Area	Programme Description
1.	Research and Innovation	A core programme area of SNERIC focused on generating evidence-based solutions to improve outcomes for children and persons with special needs. It undertakes applied and participatory research to inform inclusive education practices, early intervention and service delivery. SNERIC also promotes innovation by piloting context-responsive models, tools and technologies and translating research findings into practice and policy to influence systems strengthen capacity and drive sustainable inclusive change.
2.	Early Identification and Intervention	Central to SNERIC’s mission of improving developmental and learning outcomes for children with special needs, the programme focuses on community-based screening, early detection and referral pathways, working closely with families, schools and health professionals. SNERIC strengthens early intervention services through evidence-informed practices, parent empowerment and linkages to appropriate support systems to enhance inclusion, functionality and long-term developmental outcomes.
3.	Training and Professional Development	The programme aims at strengthening the capacity of teachers, parents, caregivers, and other professionals working with children with special needs. It designs and delivers practical and evidence based training programmes on inclusive pedagogy, classroom accommodations, early intervention strategies, differentiated instruction and positive behavior support. Professional development activities, combined theory with practical application to equipping frontline practitioners with skills to identify, support, and nurture learners with diverse needs in both mainstream and specialized settings.
4.	Advocacy and Policy Engagement	The pillar through which SNERIC bridges the gap between research, practice, and decision-making. The programme promotes evidence-informed advocacy, engages policymakers and stakeholders, and influences inclusive education and disability policies to strengthen systems, accountability, and equitable access to quality services.

5.	Parent and Community Outreach	The Programme recognizes families and communities as key partners in promoting inclusion education. It empowers parents and caregivers with knowledge and practical skills to support their children’s development at home and in school through peer support, awareness raising about disability, and skills development etc. The programme promotes community engagement, stigma reduction, and collaboration with local leaders and service providers to strengthen referral networks, foster inclusive attitudes, and enhance access to education, health, and social support services.
6.	Resource Development	The Programme aims to develop and curate inclusive education resources to support learning, teaching, and caregiving. In collaboration with other stakeholders in resource development sector, focuses on creating context-appropriate materials, tools, and guidelines for children with special needs, educators, other professionals and families. It also promotes access to quality resources that enhance inclusion, participation, and effective support across diverse learning environments.
7.	BrightStart Inclusive Centre for Early Learning (BICEL)	SNERIC’s model demonstration Centre that aims to translate research and policy into inclusive practice. The BICEL intends to provide a supportive environment for early identification, intervention, and family support, while functioning as a living laboratory for testing and refining inclusive approaches. BICEL will strengthen training, research, and community learning as well as demonstrate scalable, high-quality models of inclusive early childhood care and education.
8.	Institutional Growth and Sustainability	A strategic area through which SNERIC strengthens its organizational capacity, governance, and financial resilience to ensure long-term impact. The Centre prioritizes strong leadership and management systems, transparent governance, staff development, and diversified resource mobilization strategies. Through partnerships, innovation, and sound financial management, SNERIC seeks to build a stable, credible, and learning organization capable of scaling inclusive education research, services, and advocacy across Uganda and beyond.

CONTEXTUAL ANALYSIS OF SPECIAL NEEDS EDUCATION IN UGANDA

Uganda continues to face deep structural and systemic challenges in delivering inclusive and equitable education for children with disabilities, despite notable policy commitments and government-led reforms. Current estimates suggest that approximately 16% of Ugandan children live with a disability, yet children with special needs account for only about 2% of total primary school enrolment, highlighting a significant access gap. Those who do enroll often experience late school entry, high repetition, low retention, and extremely limited transition to post-primary education, indicating persistent barriers across the entire education cycle.

A major constraint remains chronic underinvestment in Special Needs Education (SNE). Public financing for SNE is estimated at around 0.1% of the national education budget, which is insufficient to meet the scale and complexity of needs. This limits the availability of inclusive infrastructure, assistive technologies, specialized learning materials, and adequately trained teachers and support professionals. Consequently, learners with visual, hearing, intellectual, and psychosocial disabilities, including autism and Down syndrome, as well as those with mobility challenges, often struggle to participate meaningfully in mainstream learning environments.

Access to quality education for children with disabilities is also highly stratified by household income. Families with greater financial means are more likely to access private schools, specialized services, or assistive devices, while poorer households face compounded exclusion. This reinforces inequality and intersectional disadvantage, particularly for children in rural areas, refugee-hosting districts, and informal urban settlements.

At the same time, the Government of Uganda has made important efforts to strengthen inclusion and system responsiveness. The Education Management Information System (EMIS) was expanded to improve data collection and reporting, including disability-disaggregated indicators, which is a critical step toward evidence-informed planning. The Centre for Multi-Track Vocational Training (CFMTV) has provided alternative skills development pathways for learners with disabilities who may not thrive in purely academic tracks. In addition, the Accelerated Education Programme (AEP) has supported over-age and out-of-school learners, including some children with disabilities, to re-enter and complete basic education in a condensed timeframe. While these initiatives demonstrate commitment, their reach, resourcing, and disability-specific adaptation remain limited.

Research and data gaps continue to undermine effective planning and real-time response. There is insufficient up-to-date evidence on disability prevalence, learning outcomes, cost-effective inclusive models, and scalable innovations tailored to the Ugandan context. Early identification and intervention systems are weak, resulting in delayed support; particularly in early childhood when developmental gains are most critical. Teacher preparedness also remains inadequate, with many educators, health workers, and education officers lacking training in inclusive pedagogy, disability-specific support, and multidisciplinary collaboration. Negative attitudes and stigma at school and community levels further discourage enrolment and persistence.

Although Uganda is a signatory to international conventions and has established progressive legal and policy frameworks for inclusive education, implementation gaps persist due to limited resources, coordination challenges, and technical capacity constraints. The COVID-19 pandemic further exposed these inequities, as many children with disabilities were excluded from remote learning because of the digital divide and inaccessible content. This therefore, underscores an urgent relevance of a dedicated Centre like SNERIC to coordinate research and generate data, develop inclusive solutions, capacity building, and strengthen the national education ecosystem for children with disabilities to ensure that Uganda meets its national and international obligations and promote equitable quality education for all learners regardless of their ability.



Figure 1: Teachers oriented on how to make accommodations in class for a cochlear implant User.

SNERIC KEY ACHIEVEMENTS IN 2025

The Special Needs Education Research and Innovation Centre (SNERIC) informally commenced operations in June 2024, emerging from a shared vision to promote inclusive education and innovations for children with special needs in Uganda. In early 2025, SNERIC was officially registered and granted a 5-year operating permit, marking a significant milestone in its institutional growth. This report outlines key achievements and milestones since inception under each strategic objective, reflecting the dedication of our founding team, the trust of our partners, and the commitment to building a more inclusive and informed society.

Objective 1: *To advance knowledge in special needs and inclusive education by conducting cutting-edge research and developing evidence-based interventions to improve rehabilitation services and educational outcomes.*

Strategic Research Partnerships

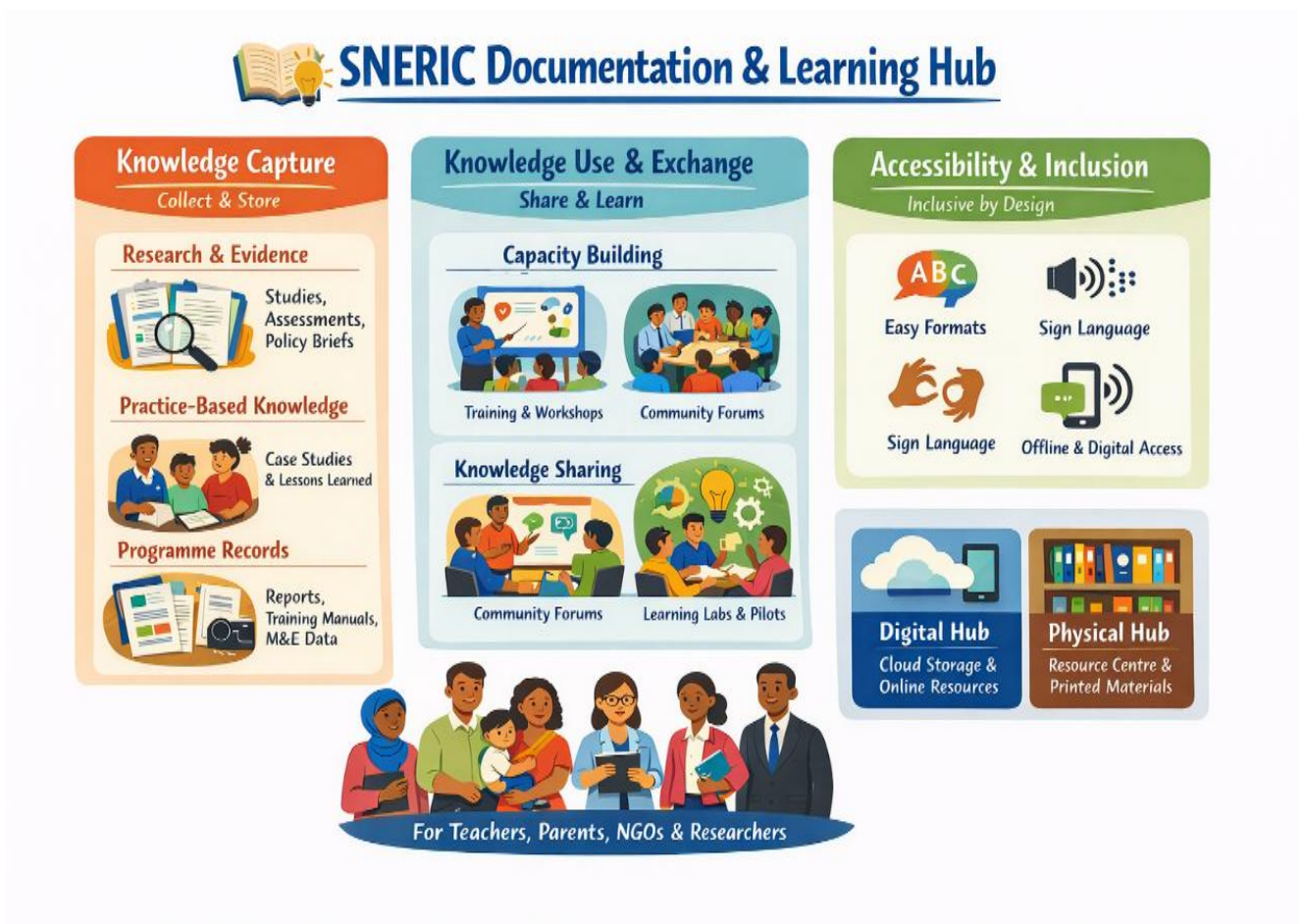
In a bid to advance evidence-based solutions to improve outcomes for children with special needs, SNERIC prioritized the establishment of strategic research partnerships with national and international institutions while generating locally relevant evidence to inform inclusive education and early intervention practices. A key milestone was a small scoping study on parent's experiences in accessing early intervention services for children with disabilities in Wakiso district using a mixed methods approach. The findings point to the persistent delays in identification of developmental disabilities, largely due to limited awareness among parents and frontline service providers. Also revealed the absence of routine developmental screening at community and health facility levels. Early intervention services were found to be scarce, fragmented and largely urban, and privately based; creating a significant access and affordability barriers for low-income families. The study further highlighted weak referral systems, long waiting period and limited follow-up support. Social stigma and psychosocial distress particularly affecting parents of children with disabilities continued to hinder timely help-seeking. However, despite the highlighted challenges, parents demonstrated a strong commitment to their children's development, with peer support and community-based initiatives like; parent's support groups emerging as a critical coping mechanism. Research outputs generated practice-based evidence that continues to inform programme design, policy dialogue and development of innovative models for inclusive education in Uganda.

Call for Conference Papers by NCDC

SNERIC's Conference Abstract titled: An Examination of the Connection Between Early Identification and Intervention as an Enhancement for Inclusive Early Childhood Care and Education in Kampala District: A desk research study was approved for a full conference paper to be presented in the NCDC 2nd International Conference scheduled for April 23rd – 24th 2026 at Speke Resort Munyonyo under the theme: Innovative Curriculum approaches for sustainable education in a globalized world.

SNERIC Documentation & Learning Hub

SNERIC commenced the formative processes of establishing a Documentation and Learning Hub. The aim is to create a central, accessible system for collecting, organizing, sharing, and using knowledge on special needs and inclusive education, with a strong focus on Uganda and similar contexts. The hub exists to: Preserve evidence, experiences, and research on special needs education; support learning, capacity building, and innovation; inform policy, practice, and advocacy engagements with key stakeholders as well as reduce duplication and improve evidence-based decision making regarding special needs and inclusive education as reflected in the proposed prototype below:



Objective 2: *To strengthen early detection of disabilities in infants and children, ensuring timely and affordable interventions, empowering families, and leveraging assistive technologies for inclusive learning*

Travel to Morocco—Mohammed VI University Hospital Center in Marrakech

SNERIC extended international specialist support to families of children with hearing loss undergoing cochlear implantation at Mohammed VI University Hospital Center in Marrakech, Morocco with support from Lalla Asmaa Foundation for deaf children. Ms. Nabirye Justine Lubanga, Executive Director of SNERIC and Special Needs Education Specialist, was nominated to provide direct family support to five children—Mvaneza Skylar Angel, Jane Mary, Jordan, Mugisha Sultan, and Kimberly—under the clinical supervision of Dr. Nakku from Mbarara University. The specialist accompaniment was provided from 15 February to 03 March 2025, covering pre-operative preparation, surgical support, and immediate post-operative follow-up. This intervention responded to the complex medical, emotional, and educational needs associated with cochlear implantation, particularly for families navigating an unfamiliar healthcare system abroad. SNERIC’s role focused on supporting informed decision-making and consent processes, facilitating clear communication between medical teams and caregivers, providing psychosocial support to parents and children and offering guidance on post-implantation rehabilitation and educational planning. The structured accompaniment strengthened family confidence, improved continuity of care, and enhanced preparedness for post-surgical auditory-verbal rehabilitation and successful reintegration into inclusive educational settings upon return home. This initiative continues to reflect SNERIC’s commitment to holistic, family-centered support that bridges medical intervention with long-term educational inclusion and wellbeing.



Figure 1 Ugandan families who received cochlear implants with support from Royal Family of Morocco



Figure 2 Speech therapy reflection session with other specialists

Objective 3: *To provide comprehensive training and professional development programs for parents, educators, and professionals to enhance their skills in supporting children with special needs.*

Training in management of Inclusive Classrooms

In September 2024, SNERIC conducted a survey to assess teachers' capacity and challenges in managing inclusive classrooms. The findings highlighted gaps in practical inclusive teaching methodologies, classroom management strategies, and learner support approaches. In response, SNERIC designed a targeted training guide and delivered a professional development program to over 60 early childhood and primary school teachers from Orel Vine Academy–Nakasajja and Entebbe Children Welfare Primary School–Entebbe from February – July 2025. The training strengthened teachers' competencies in inclusive pedagogy, differentiated instruction, and positive classroom management. The survey findings directly informed the training content, ensuring relevance, responsiveness, and improved support for diverse learners.



Figure 3 Orel Vine Academy Teachers – reflecting on inclusive practices

Manual on management of learners with special needs in an inclusive classroom

Following a survey carried out in September 2024 and a six-month capacity-building program for Orel Vine teachers, SNERIC developed a Teacher’s Resource Manual on managing learners with special needs in inclusive classrooms. The survey identified gaps in hands-on skills, adaptive teaching, differentiated instruction, and individualized support planning. In response, the manual provides practical guidance on inclusive strategies, collaborative planning, and learner-centered support. In addition, to ensure sustainability, SNERIC supported the establishment and orientation of a Special Needs Education (SNE) Committee to champion inclusion and guide ongoing use of the manual in the school.



Child Protection Guidelines for Entebbe Children’s Welfare Primary School

As part of its commitment to inclusive education, Entebbe Children’s Welfare Primary School engaged SNERIC to develop comprehensive child protection guidelines. Established to support learners with disabilities, the school recognizes their heightened vulnerability to abuse, neglect, exploitation, and discrimination. The guidelines were developed through a participatory process involving teachers, school management, parents, and community leaders. It provides a clear framework to safeguard learners’ rights, dignity, and well-being while guiding all stakeholders in fostering a safe and supportive environment.



Figure 4 School Management Committee - feedback on the draft guidelines.

Objective 4: *To foster strong family and community engagement to advocate for the rights and inclusion of children with special needs, ensuring a supportive environment for their growth and development.z*

Mainstream School Support for Cochlear Implant Users

During February and March 2025, SNERIC provided targeted mainstream school support to five (5) cochlear implant users transitioning from Early Childhood Care and Education (ECCD) to inclusive primary schools. The learners were successfully enrolled at Train Up a Child, Orel Vine Academy, Grace Project International, Entebbe Gateway Nursery & Primary School, and Aga Khan Primary School. The intervention focused on orienting teachers and school administrators to understand individual learning and communication needs, implement reasonable classroom accommodations, and apply basic cochlear implant functionality and inclusive communication strategies. Initially, some schools were hesitant to admit learners with disabilities due to limited facilities and insufficient teacher capacity for inclusive classrooms. SNERIC’s mainstreaming support programme addressed these barriers by strengthening school readiness and teacher confidence, enabling a smooth, dignified, and seamless transition for the learners. The approach has contributed to reduced exclusion, strengthened inclusive school practices, and improved access to quality education for learners with disabilities. As a result, participating schools have requested continued capacity-building support from SNERIC.



Figure 5 Parent involvement in the school mainstream support initiative

Parents Support and awareness Seminars

Recognizing families as key partners in inclusion, SNERIC, in partnership with Entebbe Children’s Welfare Primary School, held two Parent and Family Support Seminars in March and June 2025, engaging over 60 families, community leaders, and education officials. The forums promoted early identification and intervention while fostering dialogue on shared responsibility in inclusive education. Parents highlighted financial barriers and school reluctance to enroll learners with disabilities, an issue that has greatly contributed to low enrolment and retention rates of children with disability in schools. The engagements stimulated parents and other stakeholder’s interest to advocate for the needs of their children.



Figure 6 one of the parent sharing her experience with a child with disability

Objective 5: *To facilitate collaboration with researchers, educators, government, resource development stakeholders, private sector and organizations to co-create innovative resources, including low-cost assistive devices, teaching materials, and policy recommendations for inclusive education.*

World Book Day Commemoration

On 23rd April 2025, SNERIC, in partnership with the Australian Alumni Association of Uganda (A3U) and Entebbe Welfare Primary School, commemorated World Book Day under the theme “Every Story Counts: Growing Together and Reading Together.” The event aimed to promote a culture of reading among learners with special needs as a foundation for inclusive learning and lifelong development. The event brought together parents, teachers, caregivers, NGOs, district education officials, and professionals working with learners with special needs, thus reinforcing collective responsibility for inclusive literacy and education. Key highlights included the donation of inclusive reading and learning materials such as storybooks, reading charts, and educational building blocks and the official launch of the school library, officiated by the Chairperson of the Australian Alumni Association of Uganda (A3U) Mr. Patrick Karugaba. As a result, the event led to strengthened access to inclusive reading materials for learners with special needs; inauguration of the School library to support literacy and learning, increased

awareness among parents and educators on inclusive reading practices as well as strengthened partnerships for inclusive education and resource mobilization.



FIGURE 7 PUPILS PARTICIPATING DURING WORLD BOOK DAY

Objective 6: *To advance inclusive education by engaging government and stakeholders to ensure policies supporting children with disabilities are approved and effectively implemented.*

Advocacy and Policy Engagement

SNERIC actively engaged and built relationships with key education and child-centred stakeholders in the Special Needs education sector to popularize its work and lay a strong foundation for short and long-term strategic partnerships. Among the stakeholders engaged include; Ministry of Education and Sports Department of Special Needs and Inclusive Education (SNIE), Humanity International, KCCA, War Child Canada, Katalemwa etc. Notable of these strategic engagements is the nomination of SNERIC to the Ministry of Education and Sports National Technical Working Group (NTWG) on special Needs and Inclusive Education. Being on the Technical Working group has not only provided first-hand information on the ongoing initiatives such as the early identification tools but also provided a platform for SNERIC to contribute to the harmonization of the data collection tools in order to provide a uniform framework for meaningful engagement.



Figure 8 SNERIC presenting to the SNE national technical working group

SNERIC MoU with Ministry of Education and Sports

In August 2025, SNERIC strengthened its sustained engagement with the Ministry by formalizing a long-term partnership framework. Building on ongoing technical collaboration as member of the National Technical Working Group (NTWG), a comprehensive Memorandum of Understanding (MoU) was developed and formally submitted with all supporting documentation for approval. Pending signature by the Permanent Secretary, the MoU signifies a strategic step toward deeper institutional alignment and coordinated advancement of special needs and inclusive education in Uganda.

Objectiven 6: *To strengthen SNERIC’s institutional capacity, governance, and financial sustainability in order to ensure effective programme delivery, long-term impact, and organizational resilience.*

Legal Status

In May 2025, SNERIC achieved a major institutional milestone by securing official registration as an indigenous national NGO (**Reg. No. INDR173796807NB**), obtaining a Legal Recognition Certificate and a five-year operational permit. This achievement has strengthened its credibility, compliance, and capacity to sustainably advance inclusive education initiatives in the country.

Governance Structure and Staff

In 2025, SNERIC strengthened its institutional foundation by establishing a functional governance structure and constituted staff team of volunteers dedicated to drive program delivery, accountability, and sustainable organizational growth.

List of Board of Trustees

1. **Dr. Paul Mulindwa:**
Advocacy coordinator, CIVICUS
2. **Dr. Nato-Odeke Joseph:**
Lecturer, Kyambogo University
3. **Dr. Prosie Merab Ingabire:**
Physician, Naguru Hospital
4. **Mr. Patrick Barugahare:**
Partner BKA Advocates
5. **Ms. Mary Nagganda:**
SNE specialist
6. **Mr. Andrew Katabira:**
Finance Manager, NCHRDU

The Secretariat Voluteer Staff Team

1. **Nabirye Justine Lubanga:**
Executive Director
(Full time Volunteer)
2. **David Matovu:**
Administration Assistant
(Full time Volunteer)
3. **Nampewo Kuruthum:**
Program Assistant
(Full time Volunteer)

Office Setup

In October 2025, SNERIC established its operational base by renting office space in Bunamwaya–Ngobe Central, Wakiso District. The office is equipped with essential tools and resources to support coordination, research, training programs, and community outreach activities, providing a functional hub for effective program implementation and stakeholder engagement.



Figure 9 SNERIC Office Headquarters

Institutional Development and Visibility

SNERIC reinforced its institutional identity by developing key branding assets, including a logo, website, and official email platform (www.sneric.org). Concurrently, core governance and operational documents were finalized and approved; namely the Financial and Procurement Manual, Human Resource Manual, and 2025–2027 Strategic Plan that help to strengthen accountability, operational efficiency, and strategic direction.

Staff Capacity Strengthening

In line with SNERIC’s commitment to building institutional capacity and delivering high quality, evidence-based programming, and deliberate efforts were made during the year to strengthen staff competencies. In November 2025, Ms. Nabirye Justine Lubanga represented SNERIC to participate in a Research Methods Training organized by the Uganda Virus Research Institute (UVRI). The training enhanced skills in research design, data collection methodologies, ethical considerations, and evidence-based analysis, competencies that are critical to advancing SNERIC’s research and innovation agenda.

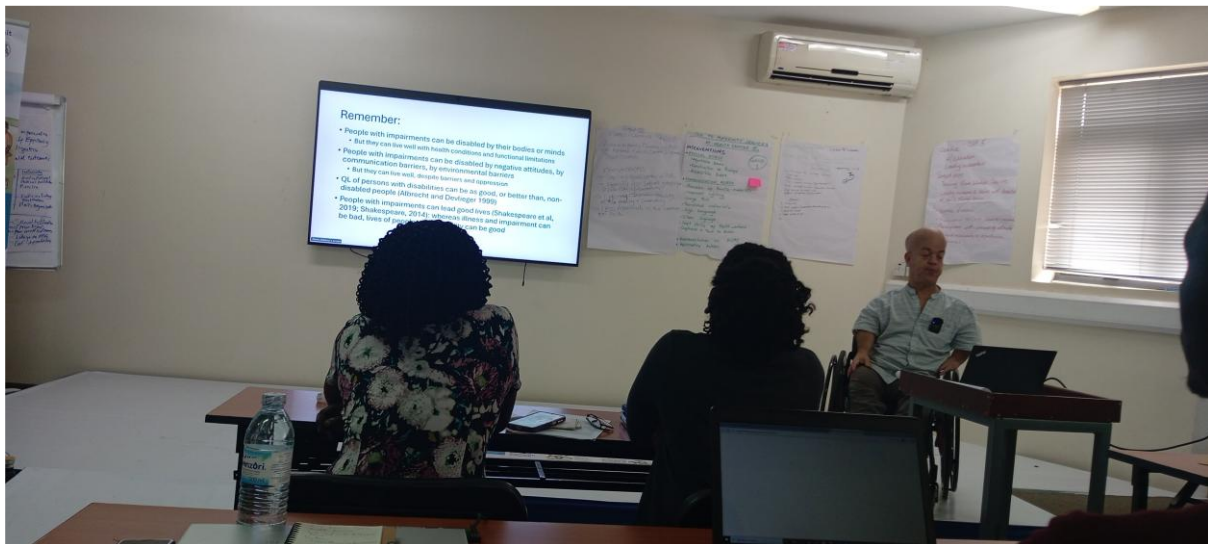


FIGURE 10 PROF. SHAKESPEARE TOM, ONE OF THE TRAINERS

International conference on inclusive Education

On 2-3 August 2025, SNERIC Executive Director attended a specialized training in Inclusive Education, which deepened practical understanding of inclusive classroom strategies, differentiated instruction, learner-centered approaches, and policy implementation frameworks. This training further strengthened our ability to support educators, schools, and communities in promoting inclusive learning environments. These capacity-building engagements have significantly enhanced SNERIC’s technical expertise and positioned the organization to more effectively design, implement, monitor, and evaluate programme activities. Strengthening staff capacity remains a strategic priority as we continue to expand our national reach and impact in special needs and inclusive education.



FIGURE 11 ONE OF THE CONFERENCE SPEAKERS

Partnerships and Stakeholder Engagement



FIGURE 12 DELEGATES TOGETHER WITH STUDENTS FROM WORD OF LIFE INTERNATIONAL SCHOOL

SNERIC strengthened its organizational resilience and sustainability through targeted bilateral engagements with key local and international development partners, including the Japan Embassy, Australian High Commission, Finn Church Aid, Lutheran World Federation, and UNICEF. These partnerships created avenues for technical collaboration, resource mobilization, and joint

initiatives. Notably, engagement with the Australian High Commission enabled SNERIC to collaborate with A3U in commemorating World Book Day at Entebbe Children's Welfare Primary School and organize a public lecture in partnership with Makerere University celebrating 60 years of Uganda–Australia diplomatic relations. These collaborations have significantly enhanced SNERIC's capacity to deliver inclusive education programs and broaden its community impact.

SNERIC FINANCIAL OVERVIEW

This section presents a simplified overview of SNERIC’s financial position in 2025, highlighting key income sources, expenditure priorities, and funding needs as indicated in the audited financial report below:

Financial Statements – Year Ended 30 June 2025

Income Summary

Description	Amount (UGX)
Promoters Funds & Training	36,054,623
Capital Expenditure	(18,265,500)
Funds Available for Activities	17,789,123

Expenditure Summary

Description	Amount (UGX)
Administration & Programme Activities	(17,789,123)
Surplus/(Deficit) for the Year	0

Financial Position: All funds received during the year were fully allocated to capital investment and programme implementation, resulting in a balanced year-end position.

FINANCIAL GAPS

While SNERIC has successfully mobilized initial resources, additional funding is required to scale inclusive education programs, expand early intervention services, and strengthen operational capacity. Strategic support from partners will ensure sustainable impact for children with disabilities.

CHALLENGES AND LESSONS LEARNED

- Limited funding affected the scale of interventions; however, strategic partnerships helped bridge some gaps.
- Stigma and misconceptions around disability remain a barrier, highlighting the need for continuous sensitization.
- The organization has learned to balance grassroots action with institutional development, ensuring impact and credibility.

SNERIC STRATEGIC PRIORITIES 2026

NO.	PRIORITY AREAS	DESCRIPTION
1.	Policy Advocacy and Engagement	Continue strategic collaboration with the Ministry of Education and Sports and other stakeholders to influence and lobby for the approval and implementation of the Special Needs and Inclusive Education (SNIE) policy, creating a structured framework for inclusive education nationwide.
2.	Capacity Building for Educators	Conduct targeted, low-cost training programs for teachers and caregivers with a focus on inclusive classroom management, Individual Education Plans (IEPs), basic sign language, and Braille to enhance the quality of education for children with disabilities.
3.	Strengthen Community Partnerships	Deepen engagement with parents, caregivers, and community leaders through mentorship, sensitization, and guidance initiatives to foster a supportive environment for learners with disabilities.
4.	Data Collection and Evidence Building	Utilize existing tools to systematically collect and analyze data on children with disabilities and their needs, providing evidence to inform advocacy, program design, and funding proposals.
5.	Strategic Resource Mobilization	Focus on building and sustaining partnerships with key stakeholders including NGOs, development agencies, and private sector actors to leverage technical expertise, in-kind support, and funding opportunities.



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