Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

Reporting period

March

2025

Term 1

OVERVIEW

"

The Uganda Country Refugees Response Plan (UCRRP) 2024-2025 aligned with the second Education Response Plan for Refugees and Host Communities (ERPII) aims to ensure an average of 674,895 (498,769 refugees and 176,126 nationals) children, adolescents, and youth from the refugee and host communities annually have access to quality and inclusive learning opportunities. The education sector has greatly been impacted by the global reduction in humanitarian funding. This has led to the suspension, halting and deprioritization of key education response activities. The most affected being Early childhood education where over 205 ECD caregivers have been deprioritized in view that community participation shall be enhanced. Between 2024 and 2025, a total of over 1,203 (39%) primary trained teachers, 196 (31%) secondary teachers, 357 (74%) Assistant teachers and 329 (99%) caregivers have been impacted. This is in addition to a reduction in core activities such as school supplies, support to examinations, co-curricular activities, partner staffing, infrastructure development. This has had great impact on the key efficacy ratios with the Pupil Teacher Ratios (PTR) increasing from 86:1 to as high as 117:1 with some locations especially in west Nile having PTR of 207:1. With the increase in the key efficiency ratios amidst continued influx of refugees, education indicators will be greatly impacted. Relatedly, activities that aim at integrating child protection, child participation, MHPSS and building learner resilience in schools were affected.

Q1 2025 Analysis of results

Outcome 1: Improved access to and retention in inclusive learning and training opportunities

A total of 648,685 (422,355 refugee and 226,330 nationals) learners are enrolled at pre-primary, primary and secondary schools in term 1 2025 representing 96% of the targeted 674,895 learners. In comparison to term III 2024, Gross Enrolment Rates (GER) dropped in Early Childhood Development (ECD) from 45% to 34 % and in primary education from 84% to 83% while secondary education saw a slight increase from 9% to 10%. In ECD Oruchinga registered GER of 118%. In primary Lobule (204%), Oruchinga (138%) and Imvepi (103%) all registered GER over 100%. Kiryandongo settlement where most of the Sudanese new arrivals are settled has registered a drop in GER across all the levels with 29% from 33% in ECD, 59% from 74% in Primary and 3% from 9% in secondary in term 1 2025 compared to term3 2024. This is attributed to the curriculum difference, language challenges, high number of refugees without proof of prior learning certification required for enrolment especially at secondary level, etc. These unique challenges have greatly affected the integration of the Sudanese in the national education system. Efforts are being made to support bridging programmes, equation and documentation of prior learning, enhanced community mobilization etc. 28,341(13,420 Female and 14,921 male) learners with disabilities have been enrolled in term 1 2025 with only 3% (752) receiving assistive devices to support their learning. More learners with special needs need to be supported to attain their learning potential. In addition, 7185(5082 refugees and 2103 nationals) overaged and out of school learners accessed learning through Accelerated Education Programme (AEP). This included 4570 in primary and 2615 in secondary.

Outcome 2: Improved Delivery of Quality Education and Skills Training

The Quality Education Outcomes indicators all fell below recommended government standards making the teaching and learning environments inconducive. The Pupil-Teacher Ratios (PTR) remain significantly above the recommended standards, standing at 53:1 for pre-primary, 86:1 for primary (an increase from 77:1), and 41:1 for secondary (up from 34:1). Similarly, the Pupil-Classroom Ratios (PCR) are 72:1 for pre-primary, 119:1 for primary, and 88:1 for secondary (up from 76:1), exceeding the national standards of 25:1 for pre-primary and 53:1 for both primary and secondary levels. Significant gaps in teacher supply and classroom availability persist across all education levels. In pre-primary education, there is a a gap of 1,410 teachers and 2,682 classrooms. At the primary level, the gaps are even more pronounced, with 2,907 teachers and 4,187 classrooms needed to meet the required standards. In Primary a high Pupil Classroom Ratio has been noted in Imvepi (154:1), Rhino (155:1), Kyangwali (154:1), Kyaka (145;1) and Palabek (130:1) while in secondary PCR is highest in Adjumani (141:1), Kiryandongo (142:1) and Kyangwali (172:1). These locations need to be prioritized in terms of new classroom construction. Due to reduction in humanitarian funding, partners have failed to meet the 300% government revised increment for science teachers' salary which has led to increase in attrition rate with partners being unable to retain quality science teachers. The current textbook to pupil ratio stands at 1:6, against a national standard of 1:1 reflecting a gap of 110,095 textbooks gap per subject at primary. This directly affects the quality of teaching and learning.

Outcome 3:Strengthened systems for effective and resilient service delivery

Government led coordination was ensured during the period. The sector ensured partner engagement through the government led- quarterly Steering Committee meetings, monthly Education in Emergency Working group (EiEWG) Meetings and Task team meetings. Engagement with parents and community members in the period was enhanced with 86% in Pre-primary, 94% in Primary and 96% in Secondary of the school management structures reported as functional as required. 52 teachers and school administrators were also trained on EMIS management in the locations of Imvepi, Palorinya, Palabek and Kiryandongo hence increasing the EMIS enrollment into locations.

Q 1 2025 Challenges/Opportunities

1. The global humanitarian funding reduction have greatly affected the implementation of priority education activities especially teachers and impacted on the enrollment of mainly pre-primary learners. 2. Over 65% of the sector recurrent cost are met by humanitarian actor making education delivery fragile especially with the current funding cuts. 3. The sector continues to witness an increase in the number of new arrivals over the period affecting the education service delivery. Needs assessment of education needs have been done and disseminated to inform programming. 4. Teacher absenteeism especially in government schools affecting coverage and quality of learning. There is need to intensify monitoring and supervision of teachers by headteachers and district inspector of schools. 5. The response has not been able to harmonize science teachers' salaries, fact that has led to high attrition rates.

Sector Priorities Q 2 2025

1. Mapping of teachers affected by the humanitarian funding reduction. 2. Dissemination of the national AEP guidelines to all the refugee hosting districts to improve and harmonize implementation of AEP. 3. Capacity enhancement of district education department/offices to coordinate data collection in settlement and host community schools. 4. Reactivate the resource mobilization task team for increased advocacy and funding of the education sector. 5. Follow up approval of the double swift school system guidelines 6. Mapping of access to tertiary education by refugees through scholarships

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NUMBER OF REPORTING SCHOOLS

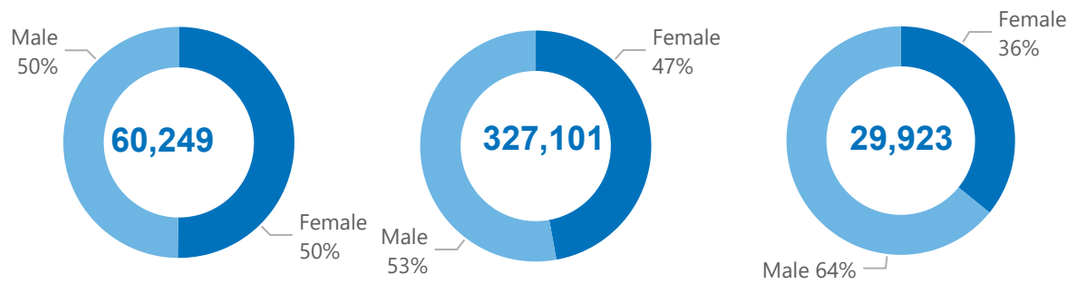
Status	ECD	Primary	Secondary	Total
Community	**316**	**130**	**31**	**477**
In_settlement	261	110	28	**399**
out_settlement	55	20	3	**78**
government		**210**	**22**	**232**
In_settlement		122	7	**129**
out_settlement		88	15	**103**
Private	**96**	**87**	**9**	**192**
In_settlement	57	58	4	**119**
out_settlement	39	29	5	**73**
Total	**412**	**427**	**62**	**901**

Location	ECD	Primary	Secondary	Total
In_settlement	318	290	39	**647**
out_settlement	94	137	23	**254**
Total	**412**	**427**	**62**	**901**

KEY PERFORMANCE INDICATORS

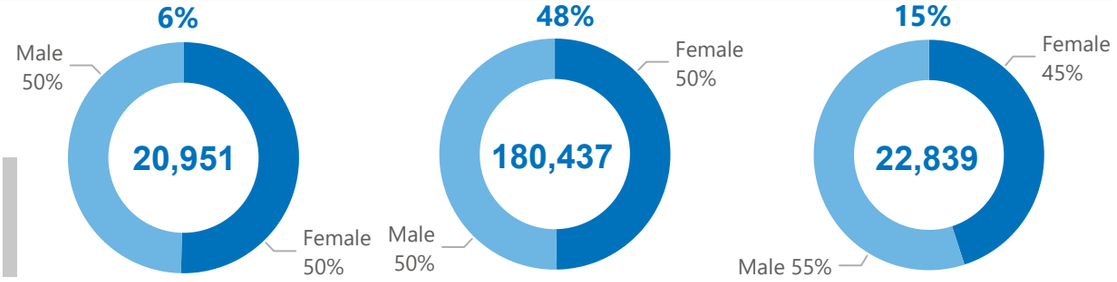
	OVERALL	PRE-PRIMAY	PRIMARY	SECONDARY
REF_ Gross Enroll Rate (GER)	48%	34%	83%	10%
Net Enroll Rate (NER)	31%	24%	55%	6%

417,273
Refugee Gross Enrolment in Pre-primary, Primary and Secondary



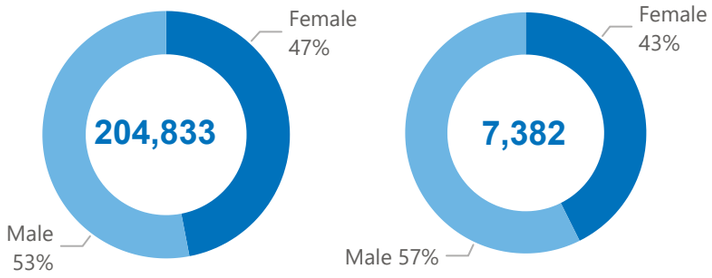
Nat_ Gross Enroll Rate (GER)	6%	48%	15%

224,227
Nationals Gross Enrolment in Pre-Primary, Primary and Secondary



REFUGEE ENROLLMENT IN PUBLIC SCHOOLS

Refugee learners enrolled in public schools in the settlements



50% Primary

2% Secondary

CHILDREN WITH DISABILITY (CWD)

	TOTAL	MALE	FEMALE
CWD	28,341	14921	13420
Pre-Primary	2,016	1092	924
Primary	23,735	12290	11445
Secondary	2,590	1539	1051
CWD Assisted	752	397	355

Achievements data: ERP database **Author:** UNHCR Representation in Uganda **Feedback:** ugakaimug@unhcr.org **For more info:** https://data.unhcr.org/en/country/uga

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Uganda Refugee Response Plan (RRP) 2024-2025

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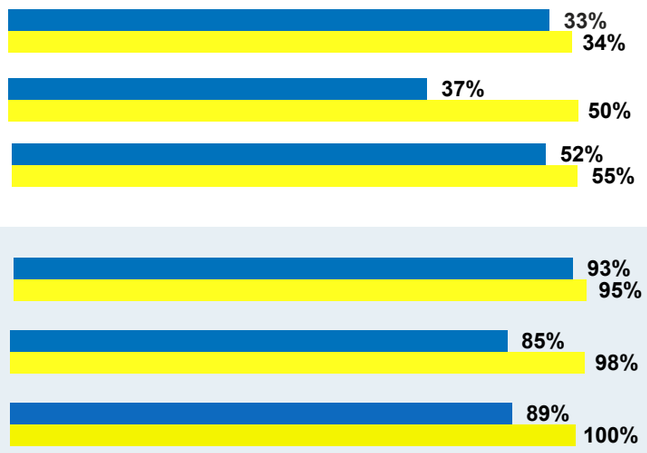
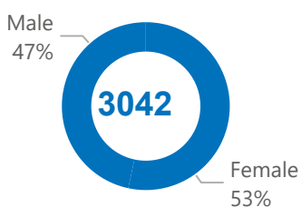
OUTCOME 1: Improved Continued, Safe and Equitable Access and Retention to Inclusive Learning and Skills Training Opportunities

Indicator	*Actual*	*Target/Standard ('23)*
Children enrolled in Pre-primary school (GER)		
- Congolese Refugees	33%	34%
- South Sudanese Refugees	37%	50%
- Other refugees	52%	55%
Children enrolled in Primary School (GER)		
- Congolese Refugees	93%	95%
- South Sudanese Refugees	85%	98%
- Other refugees	89%	100%
Children enrolled in Secondary school (GER)		
- Congolese Refugees	8%	10%
- South Sudanese Refugees	12%	15%
- Other refugees	9%	10%

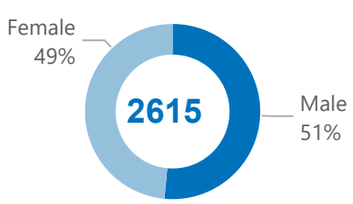
Actual *Target*



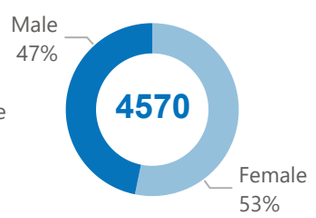
Refugees accessing Scholarships for higher Education



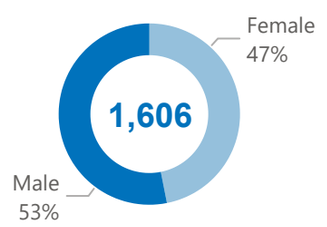
Learners in Accelerated Education Program-Secondary



Learners in Accelerated Education Program-Primary

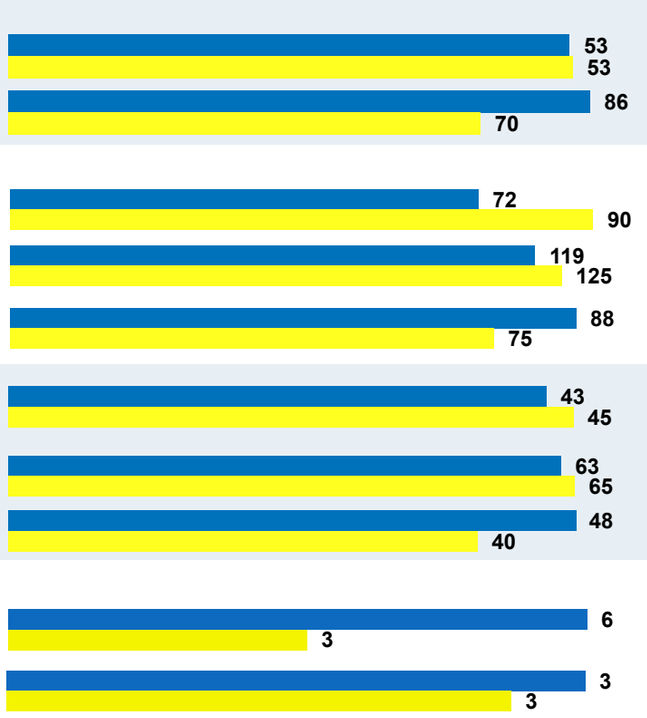


Learners in Vocational Studies



OUTCOME 2: Improved delivery of quality Education and skills training

Pupil Teacher Ratio (PTR)		
- Pre-primary	53	53
- Primary	86	70
Pupil Classroom Ratio (PCR)		
- Pre-primary	72	90
- Primary	119	125
- Secondary	88	75
Pupil Stance Ratio (PSR)		
- Pre-primary	43	45
- Primary	63	65
- Secondary	48	40
Pupil Desk Ratio (PDR)		
- Primary	6	3
- Secondary	3	3



Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

Reporting period
2025
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OUTCOME 3: Strengthen systems for effective and resilient service delivery

86%
Pre-Primary schools have functional School Management structures

94%
Primary schools have functional School management structures

96%
Secondary schools have functional School management structures

Major Gaps

2,907
Teacher gap in Primary School

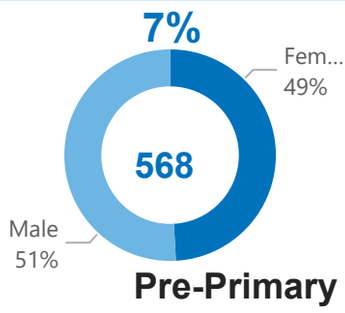
64,593
Gap in desks in Primary Schools

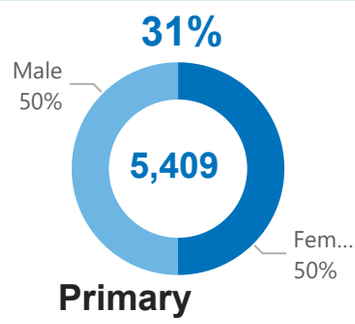
2,585
Gap in Latrine Stances in Primary

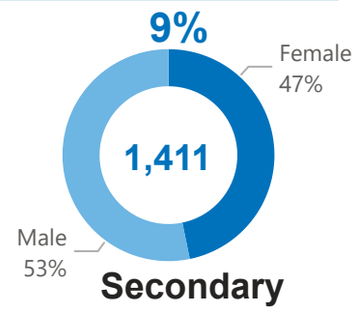
4,187
Gap in classrooms in Primary

Refugee learners in Kampala

Gross Enroll Rate (GER) for Refugees







Funding

$133M
Total required

$13M
Received

$120M
Gap

source: Activity Info Partner funding report for Q1 2025

Partners

23

Association for Aid and Relief Japan, Association of Volunteers in International Service (AVIS), Community Empowerment for Rural Development (CEFORD), Finn Church Aid (FCA), Finnish Mission Uganda (FMU), Hope Foundation (HF), Hopelink Action Foundation Uganda (HAFU), Humanity&Inclusion, I CAN South Sudan (ICSS), International Rescue Committee (IRC), Jesuit Refugee Service(JRC), Norwegian Refugee Council (NRC), Plan International (PLAN), Promoters of Agriculture and Market Linkages(PAML), Rural Initiative for Community Empowerment in West Nile (RICE), Save the Children International (SCI), Simbi Foundation (formerly The Walking School Bus) (SIMBI), Transcultural Psychosocial Organization (TPO), Transformation and Restoration Initiative (TRI), War Child Holland (WCH), Windle International Uganda (WIU), World Vision International (WVI), ZOA International (ZOA)

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Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

Reporting period

Term 3

Operational presence

District	School Location	School Type	Partner Name
All	All	All	All

The boundaries and names shown and the designations on this map do not imply official endorsement or acceptance by the United

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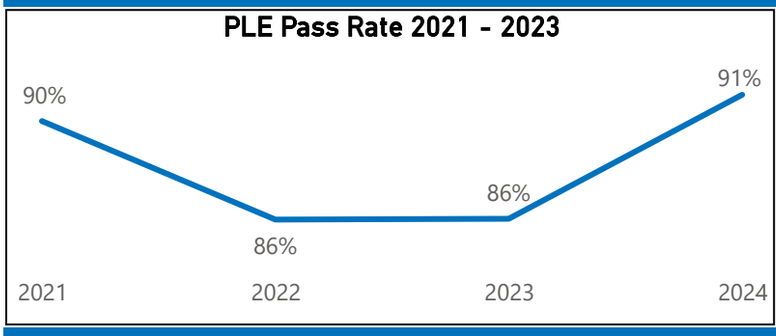
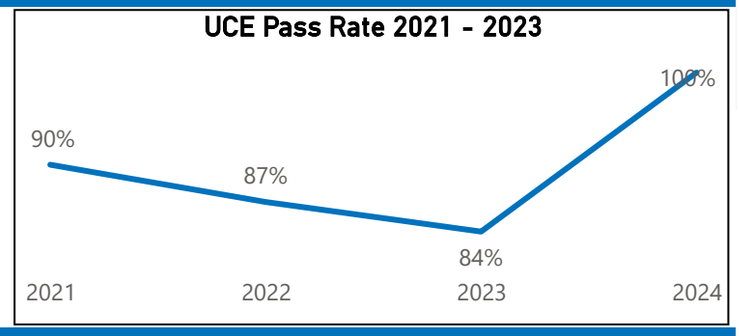
Education Trend Analysis

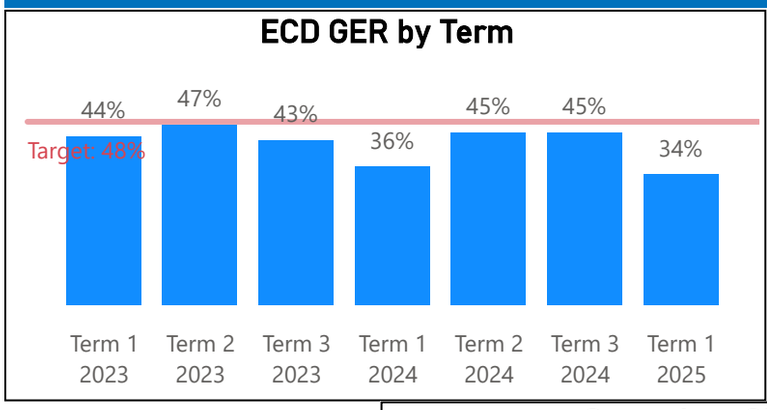
Uganda Refugee Response Plan (RRP) 2024-2025

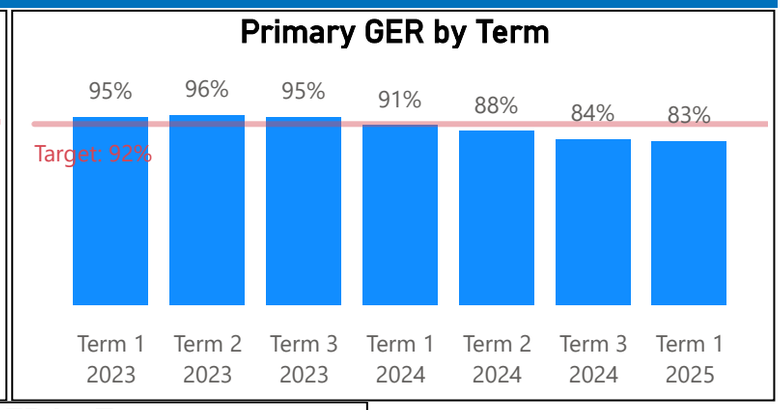
UNEB PASS RATES 2021 - 2024

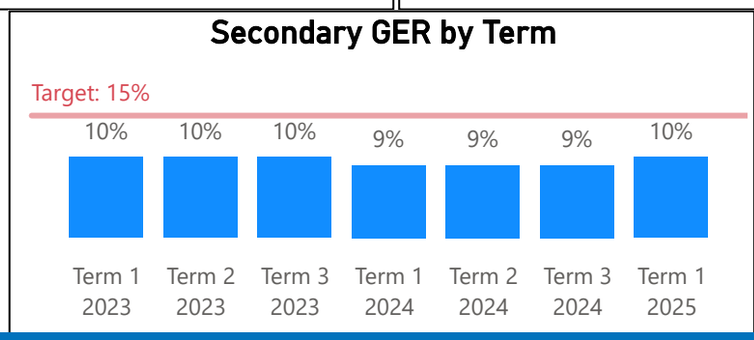




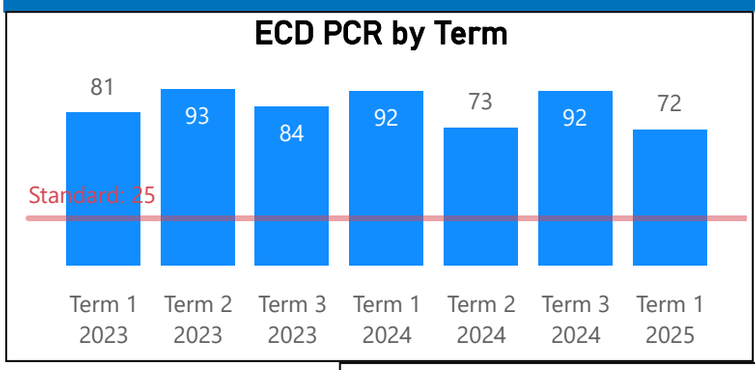
GROSS ENROLLMENT RATES(GER) TRENDS 2023-2025

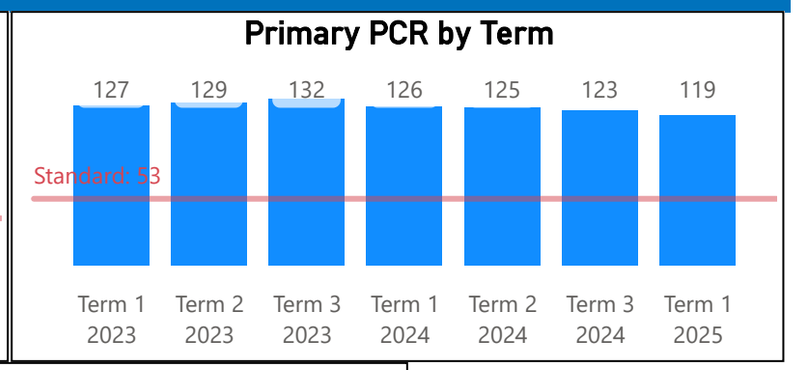


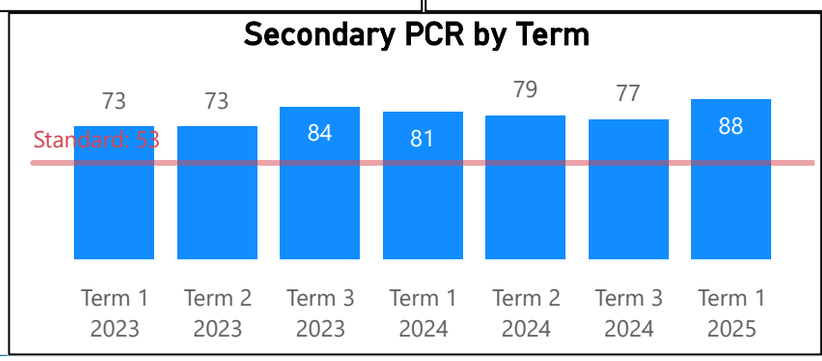




PUPIL CLASSROOM RATIO(PCR) TRENDS







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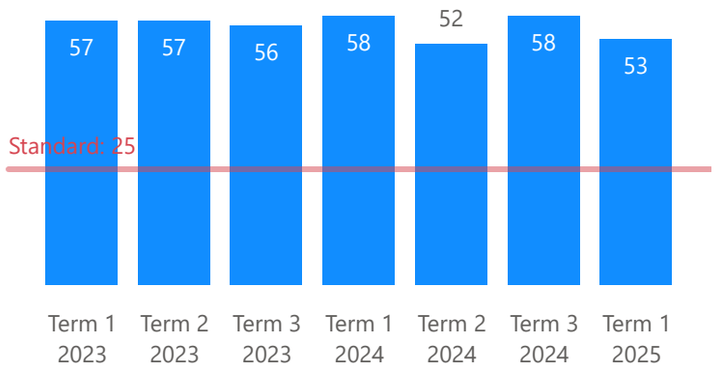
Education Trend Analysis

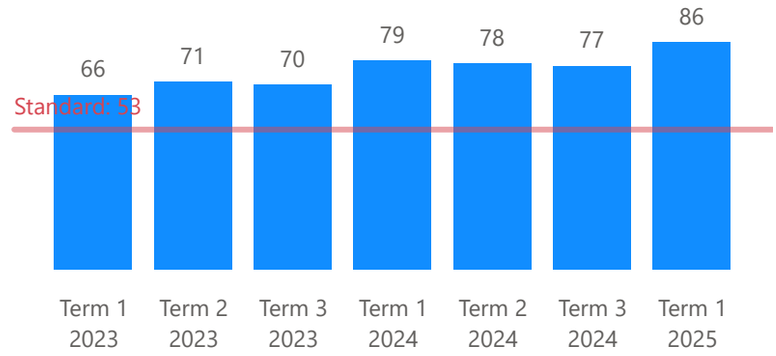
Uganda Refugee Response Plan (RRP) 2024-2025

PUPIL TEACHER RATIO(PTR) TREND

ECD PTR by Term

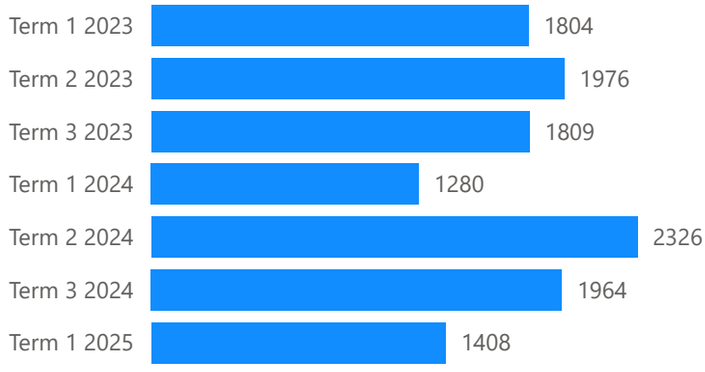


Primary PTR by Term

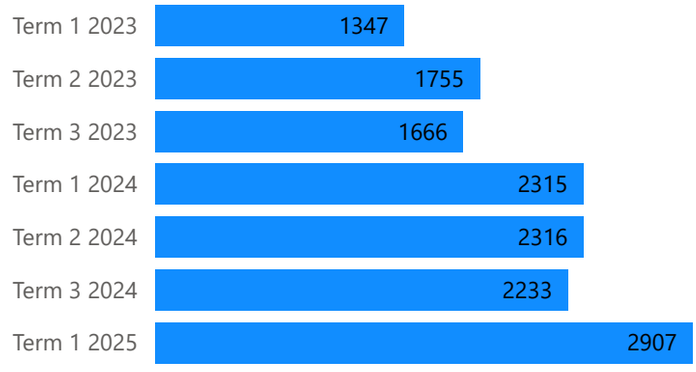


TEACHER GAP BY TERM

ECD Teacher gap by Term

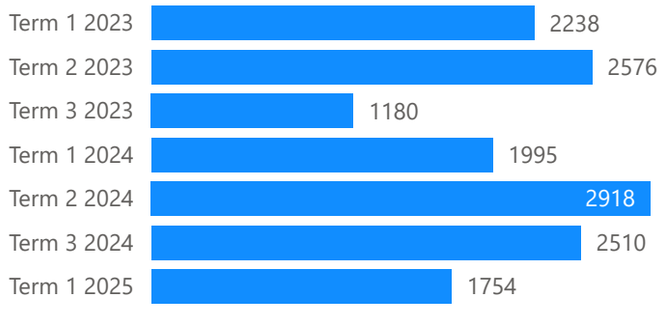


Primary Teacher by Term



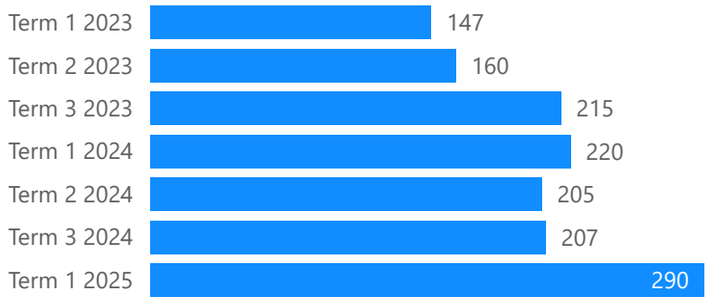
CLASSROOM GAP BY TERM

ECD Classroom gap by Term



Primary Classroom gap by Term

Secondary Classroom gap by Term



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