Education Dashboard

Uganda Refugee Response Plan (RRP) 2026-2030

Reporting period

2026

Term 1

OVERVIEW

The Uganda Country Refugee Response Plan (UCRRP) 2026–2030 is aligned with the second Education Response Plan for Refugees and Host Communities (ERP II), with the goal of integrating refugees into Uganda's national education system, with a particular focus on data inclusion through the Education Management Information System (EMIS) and increased access to public schools by 2030. This is envisioned to enhance sustainable access to quality and inclusive education. Uganda hosts over 2 million refugees, 63% aged 3–24 years, creating immense demand for pre-primary, primary, secondary, tertiary, and skills education. Since the start of the year, over 31,827 new arrivals have been registered with 58% (18.385) aged 3-24 years. Their integration is challenged by differences in curriculum, language of instruction, and lack of certified prior learning documentation, further straining an already overstretched education system and contributing to declining learning outcomes. The year started with only 2,154 trained teachers (1364 by government and 790 through humanitarian actors) available to reopen primary and secondary schools in primary and secondary schools. An assessment done in March 2026 revealed huge teacher gaps in community and government schools with average of 150:1 Pupil to Teacher Ratio in west nile schools. With funding from FCDO, additional 1109 primary and secondary school teachers were contracted from March until July 2026 to address short term needs of Rhino, Adjumani, Bidibidi, Palabek and Kiryandongo.

Term 1 2026 Analysis of results

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

In Term 1, 2026, a total of 618,431 learners, including 397,593 refugees (53% males, 47% females) and 220,838 nationals (51% males, 49 females), were enrolled across pre-primary, primary, secondary, tertiary, and non-formal education and skills training institutions, representing 92% of the annual target (674,895 learners). Overall, only 46% of the refugee learners aged 3-18 years are enrolled in school. This is a decrease from 47% from Term 3 2025. Compared to Term 3 2025, Gross Enrolment Rates (GER) decreased in pre-primary (34% to 28%) and primary (80% to 75%) and secondary (10% to 9%). Very low GER in primary was recorded in Kiryandongo (37%), Adjumani (44%), Nakivale (64%) and Kyaka II (70%). Pre-primary GER remained critically low in Adjumani (6%), Rhino (5%), Lobule (6), Kyangwali (13%) and Kiryandongo (14%) while secondary GER was lowest in Kyangwali (5%), Nakivale (6%), Rhino (6%), Adjumani (7%) and Palabek (7%) Additionally, 31,894 learners with disabilities were enrolled, with only 2.4% (766) receiving assistive devices, highlighting a significant gap in inclusive education programming and services. Meanwhile, 9,843(6,990 primary and 2,853 secondary) overage and out-of-school learners accessed education through the Accelerated Education Programme (AEP) which is a decrease from 13,650 in Term 3 2025.

Outcome 2: Improved Delivery of Quality Education and Skills Training

Quality of Education Outcome Indicators remain below national standards, rendering teaching and learning environments largely unconducive. Pupil–Teacher Ratios (PTRs) significantly exceed recommended standards, standing at 56:1 in pre-primary (up from 53:1), 94:1 in primary (down from 117:1), and 39:1 in secondary (down from 41:1). The reduction in PTR in Primary and secondary was due to the 1109 additional teachers enrolled under the bridge funding. Similarly, Pupil to Classroom Ratios (PCRs) remain critically high at 57:1 in pre-primary, 116:1 in primary, and 83:1 in secondary, all far exceeding national standards of 25:1 for pre-primary and 53:1 for both primary and secondary. These figures reflect severe shortages of teachers and classrooms across all education levels. Current gaps include 1,257 teachers and 1,032 classrooms in pre-primary, and 3,124 teachers and 3,894 classrooms in primary education. Extremely high primary PCRs have been recorded in Imvepi (163:1), Rhino (161:1), Kyangwali (156:1), and Palabek (135:1), while secondary PCRs are highest in Palabek (127:1), Kiryandongo (109:1) and Rhino (109:1), and Rwamwanja (132:1). These locations should be prioritized for urgent classroom construction and staffing support. Furthermore, reductions in humanitarian funding have constrained partners' ability to implement the 300% government-approved salary increment for science teachers, resulting in high attrition rates and reduced capacity to retain qualified science teachers. The Pupil-Textbook Ratio in primary education stands at 5:1, far above the national standard of 1:1, reflecting a gap of approximately 295,661 textbooks per subject. This deficit continues to undermine the quality of teaching and learning.

Outcome 3: Increased integration of refugees in public education system.

203,088 refugees, including 195,990 in primary and 7098 in secondary schools are enrolled in government schools, representing 21% of the refugee gross enrollment rate and accessing the capitation grant from the government. This indicates 62% of the total refugees are enrolled in primary and secondary schools. The sector continues to engage with the World Bank and development donors to advocate for the transition of the 92(86 primary and 24 secondary) Community schools to government management. Capacity building on EMIS and TELA was conducted for the 79 government primary schools in KCCA to ensure accurate data capture and compliance to MoES information systems. Despite funding pressures, coordination mechanisms under government leadership remained functional throughout the reporting period. Quarterly Steering Committee meeting, monthly Education in Emergencies Working Group (EiE WG) sessions, and regular technical task team engagements continued to support alignment and collective planning. School governance and community participation remain strong, with functional management structures reported in 92% of pre-primary schools, 94% of primary schools, and 95% of secondary schools.

Q 1 2026 Challenges/Opportunities

1.The sector failed to report on 50 ECD Centres and 13 primary schools due to coordination and operational challenges caused by limited resources (human and financial). This calls for strengthening data management coordination and capacity enhancement for partners and schools on data management.

2. Reduced teacher staffing has significantly increased workloads, undermining the quality of teaching and learning. Enhanced monitoring and supervision by headteachers and District Inspectors of Schools leveraging the Teacher Effectiveness and Learners Assessment (TELA) system should be intensified.

3. Partner operational presence has markedly declined due to funding cuts, limiting support for monitoring, coordination, and education service delivery, while District Local Governments also face critical capacity constraints.

Q 2 2026 Sector Priorities

1. Finalizing the ERP II financial tracking and Endline evaluation
2. Develop and implement Ebola Response Plan for Education.
3. Capacity building of DLGs, partners and teachers on coordination and data management
4. Intensify resource mobilization for critical activities beyond the current bridge plan.
5. Development of ERP III (July 2026 – June 2030)

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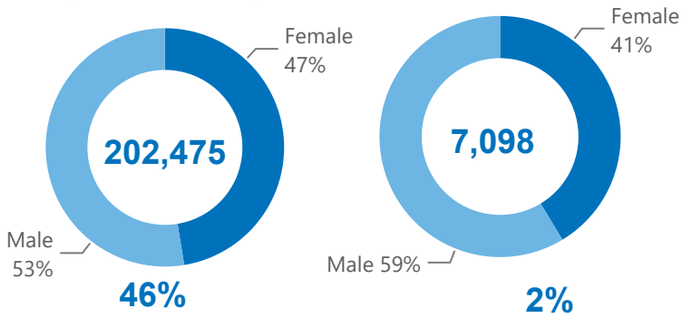
Reporting period: April | 2026 | Term 1

KEY PERFORMANCE INDICATORS

	OVERALL	PRE-PRIMAY	PRIMARY	SECONDARY
Refugees Gross Enroll Rate (GER)	42%	28%	75%	9%
Refugees Net Enroll Rate (NER)	28%	21%	49%	5%
Refugee Gross Enrolment in Pre-primary, Primary and Secondary	391,637	50,649 (Male 50%, Female 50%)	312,316 (Male 53%, Female 47%)	28,672 (Male 64%, Female 36%)
National Gross Enroll Rate (GER)		6%	57%	16%
Nationals Gross Enrolment in Pre-Primary, Primary and Secondary	218,108	16,410 (Male 50%, Female 50%)	179,716 (Male 51%, Female 49%)	21,982 (Male 56%, Female 44%)

REFUGEE ENROLLMENT IN PUBLIC SCHOOLS

Refugee enrolled in grant-aided schools in the settlements



46% Primary

2% Secondary

CHILDREN WITH DISABILITY (CWD)

	TOTAL	Males	Females
CWD	32,242	17,006	15,236
Pre-Primary	2,127	1,146	981
Primary	28,135	14,742	13,393
Secondary	1,980	1,118	862
CWD Assisted	766	389	377

Major Gaps

3,144	56,265	2,337	3,918
Teacher gap in Primary School	Gap in desks in Primary Schools	Gap in Latrine Stances in Primary	Gap in classrooms in Primary

Key Efficiency Ratios

	Pupil Teacher Ratio(PTR)	Pupil Classroom Ratio(PCR)	Pupil Stance Ratio(PSR)	Pupil Textbook Ratio(PSR)
Pre-Primary	56	57	35	24
Primary	94	115	62	5
Secondary	39	83	42	3

In Primary: PTR=107:1 in Government schools, 87:1 in Community schools and 43:1 in Private schools while PCR=128:1 in Government schools, 110:1 in Community Schools and 62:1 in Private schools

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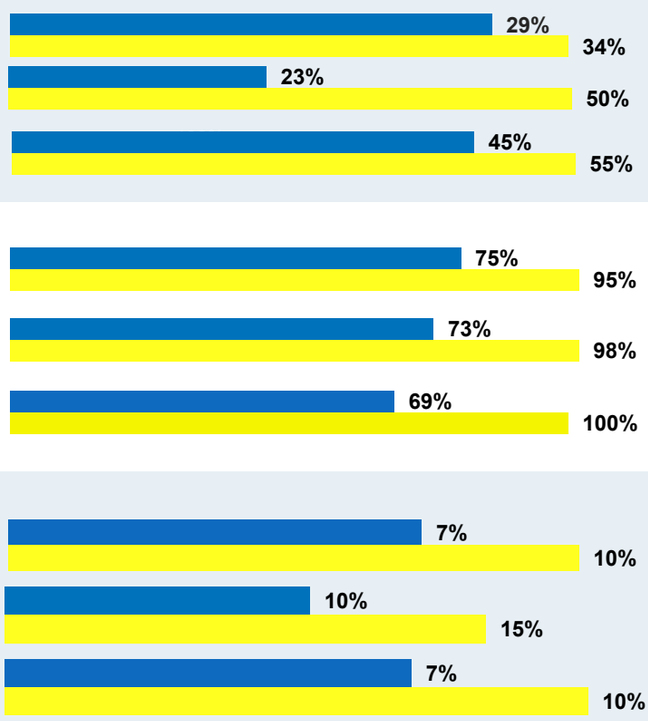
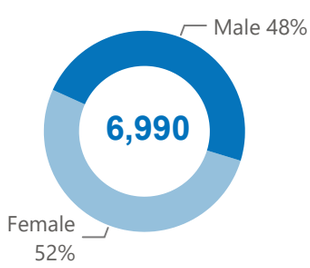
OUTCOME 1: Improved Continued, Safe and Equitable Access and Retention to Inclusive Learning and Skills Training Opportunities

Indicator	Actual	Target
Children enrolled in Pre-primary school (GER)		
- Congolese Refugees	29%	34%
- South Sudanese Refugees	23%	50%
- Other refugees	45%	55%
Children enrolled in Primary School (GER)		
- Congolese Refugees	75%	95%
- South Sudanese Refugees	73%	98%
- Other refugees	69%	100%
Children enrolled in Secondary school (GER)		
- Congolese Refugees	7%	10%
- South Sudanese Refugees	10%	15%
- Other refugees	7%	10%

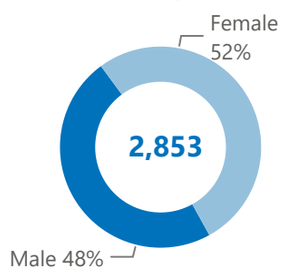


Formal and Non-Formal Education and Training

Learners in Accelerated Education Program-Primary



Learners in Accelerated Education Program-Secondary



Tertiary Enrolment

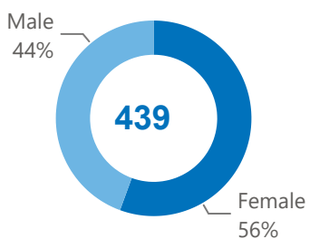
Category	Male	Female	Total
Non-Formal	23,205	39,103	62,308
Scholarship	620	841	1,461
TVET	544	651	1,195
Total	**24,369**	**40,595**	**64,964**

Refugee learners enrolled in Kampala schools

Gross Enrolment Rate (GER) for Refugees

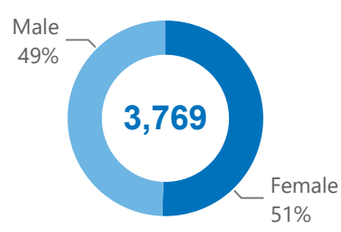
Pre-Primary

6%



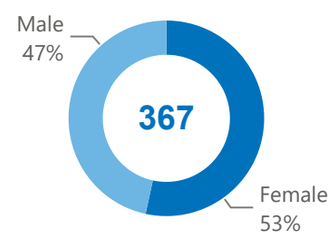
Primary

21%



Secondary

2%



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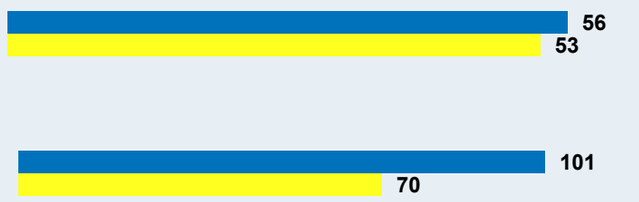
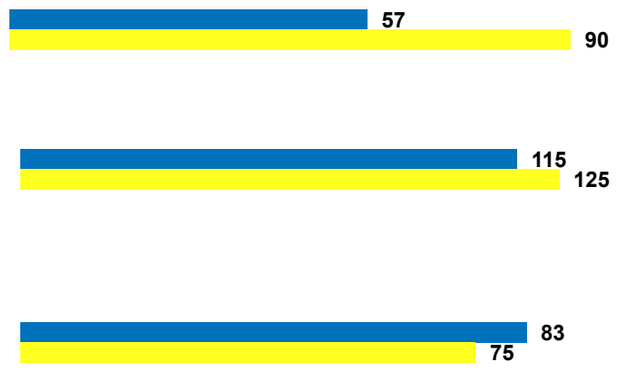
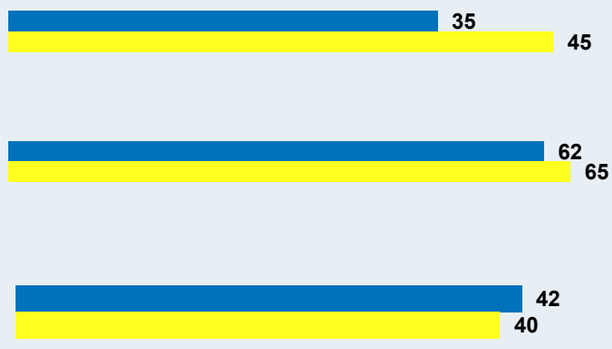
OUTCOME 2: Improved delivery of quality Education and skills training

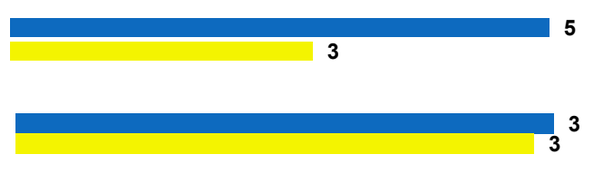
Indicator	*Actual*	*Target*
Pupil Teacher Ratio (PTR)		
- Pre-primary	56	53
- Primary	94	70
Pupil Classroom Ratio (PCR)		
- Pre-primary	57	90
- Primary	115	125
- Secondary	83	75
Pupil Stance Ratio (PSR)		
- Pre-primary	35	45
- Primary	62	65
- Secondary	42	40
Pupil Desk Ratio (PDR)		
- Primary	5	3
- Secondary	3	3

Actual *Target*









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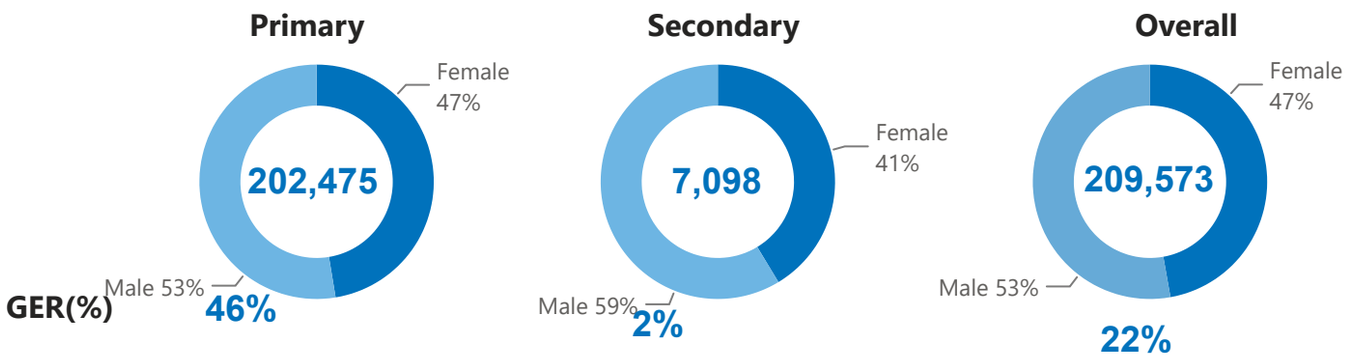
Term 1

OUTCOME 3: Increased integration of refugees in Public education system

Refugees Enrolled in national education system(Public schools)



Note: *62% of the refugees enrolled in primary and secondary are in government grant aided schools*

Functional School Governance Structures

92%

Pre-Primary schools have functional Centre Management Committees

94%

Primary schools have functional School Management Committees

95%

Secondary schools have functional Board of Governors/PTAs

Funding

$107M	$13.7M	$93.3M
Total required	**Received**	**Gap**

***Source**: Activity Info Partner funding report for Q1 2026*

Partners

28

Association for Aid and Relief Japan | Association of Volunteers in International Service | Building Resources Across Communities | ChildFund International | Finn Church Aid | His Sickles International Mission | Humanity&Inclusion | International Rescue Committee | Jesuit Refugee Service | Katalemwa Cheshire Home | Kulika Uganda | LEC - Uganda | Norwegian Refugee Council | Oxford Committee for Famine Relief | Plan International | Promoters of Agriculture and Market Linkages | Regional Psychosocial Support Initiative | Right to Play | Rural Initiative for Community Empowerment in West Nile | Street Child | Transcultural Psychosocial Organization | Uganda Society for Disabled Children | War Child Holland | Windle International Uganda | World Vision International | YOUNG AFRICAN REFUGEES FOR INTERGRAL DEVELOPMENT | Youth Social Advocacy Team | ZOA International

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Education Trend Analysis

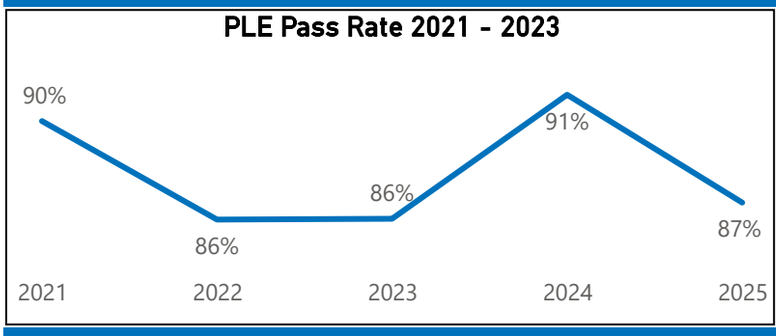
Uganda Refugee Response Plan (RRP) 2024-2025

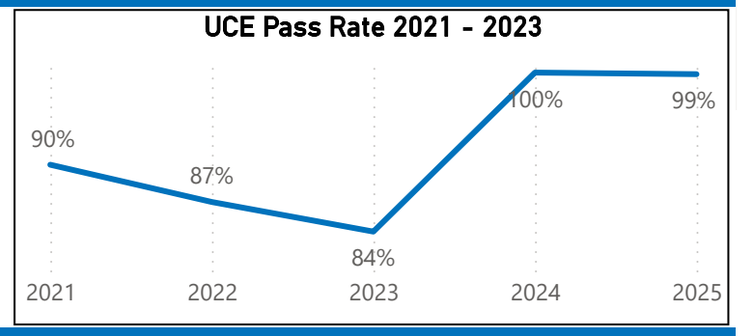
Reporting period

2025

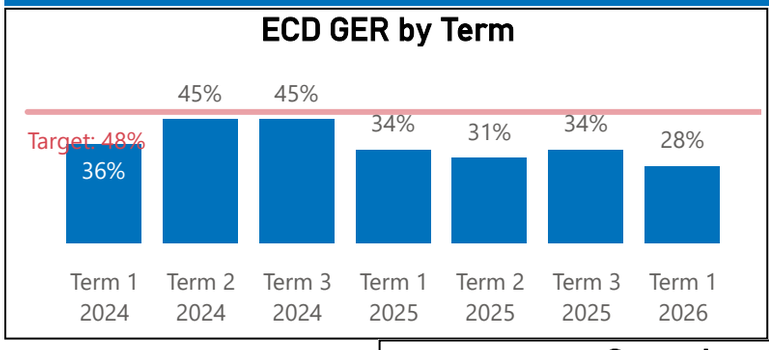
Term 1

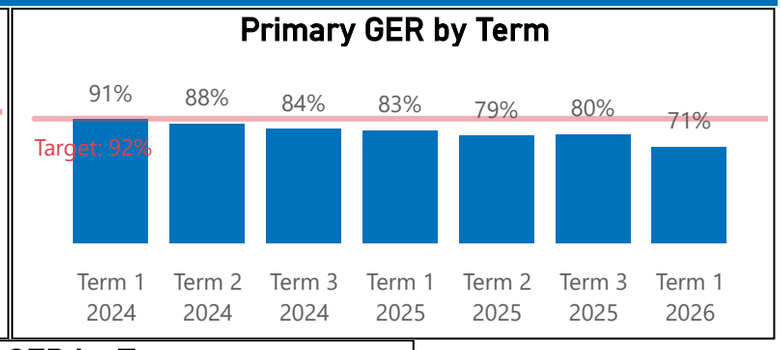
UNEB PASS RATES 2021 - 2024

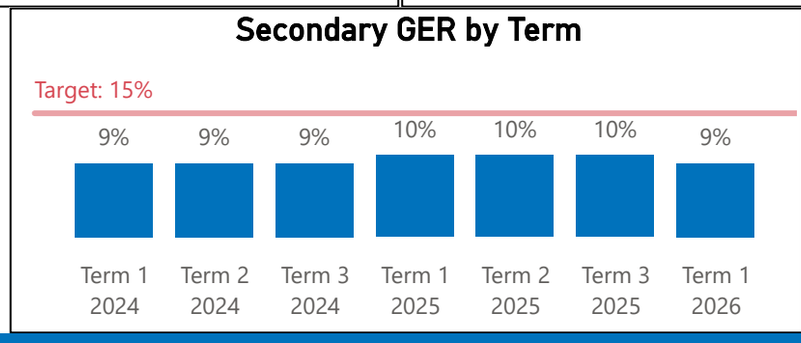




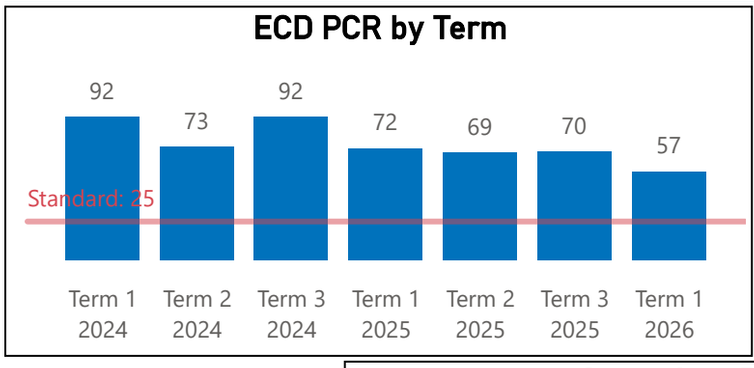
GROSS ENROLLMENT RATES(GER) TRENDS 2023-2025

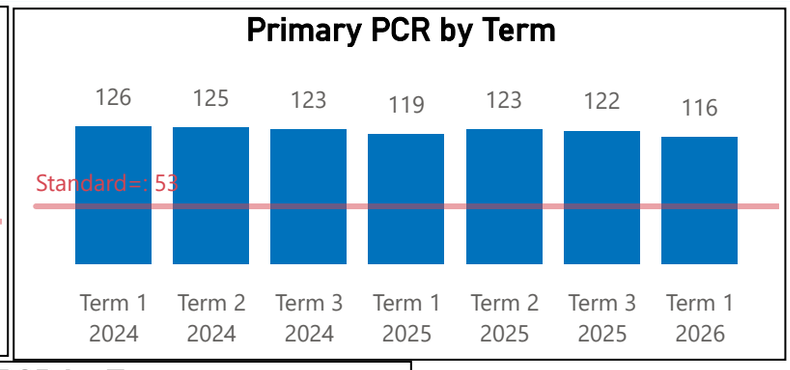


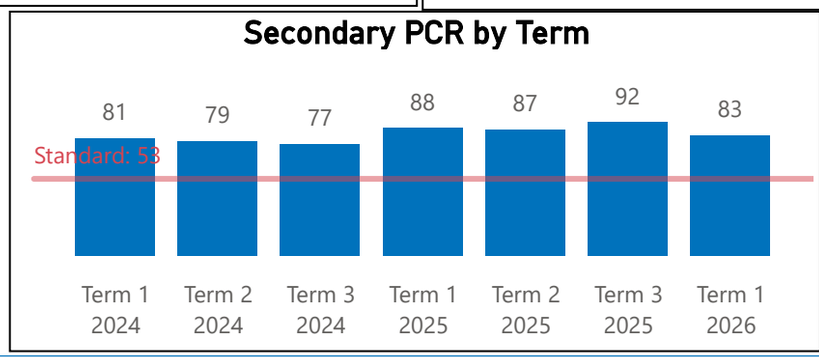




PUPIL CLASSROOM RATIO(PCR) TRENDS







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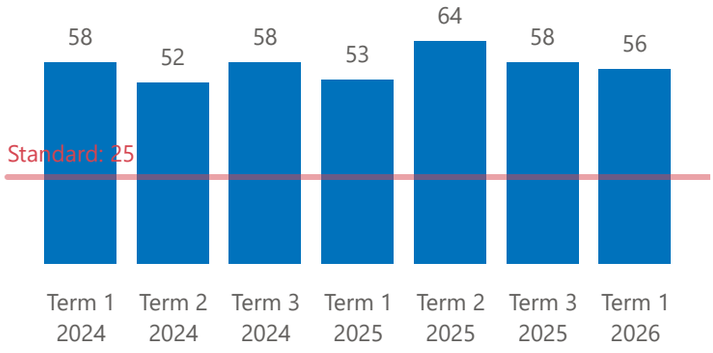
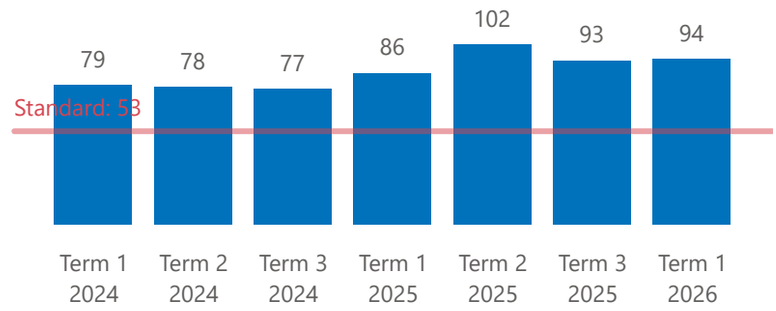
PUPIL TEACHER RATIO(PTR) TREND

ECD PTR by Term

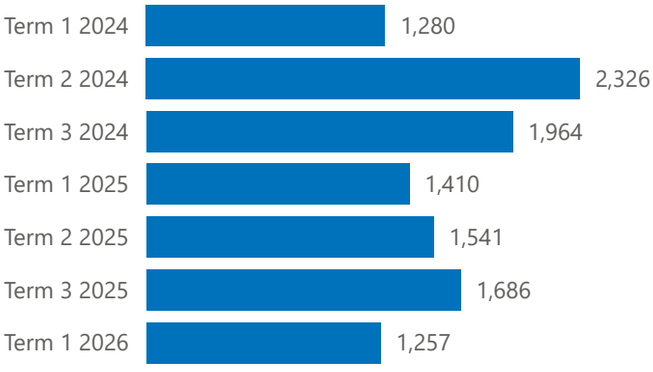


Primary PTR by Term

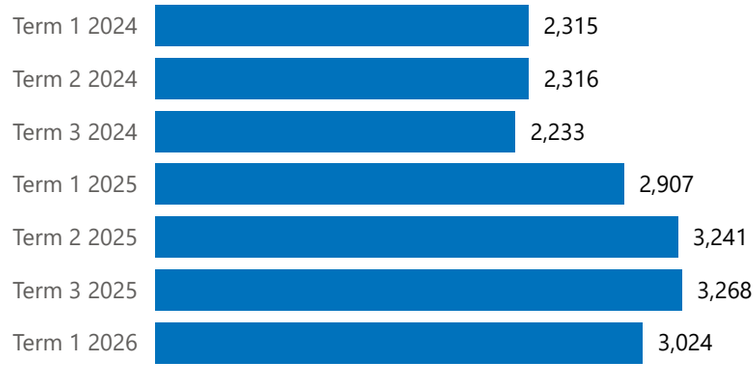


TEACHER GAP BY TERM

ECD Teacher gap by Term

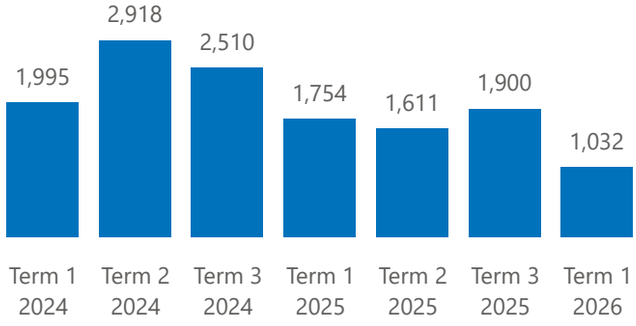


Primary Teacher gap by Term

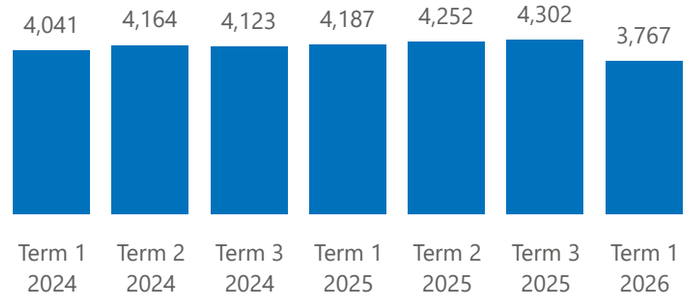


CLASSROOM GAP BY TERM

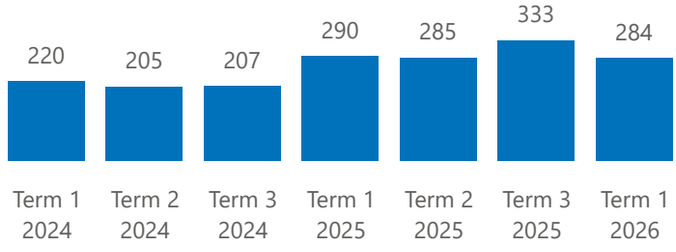
ECD Classroom gap by Term



Primary Classroom gap by Term



Secondary Classroom gap by Term



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