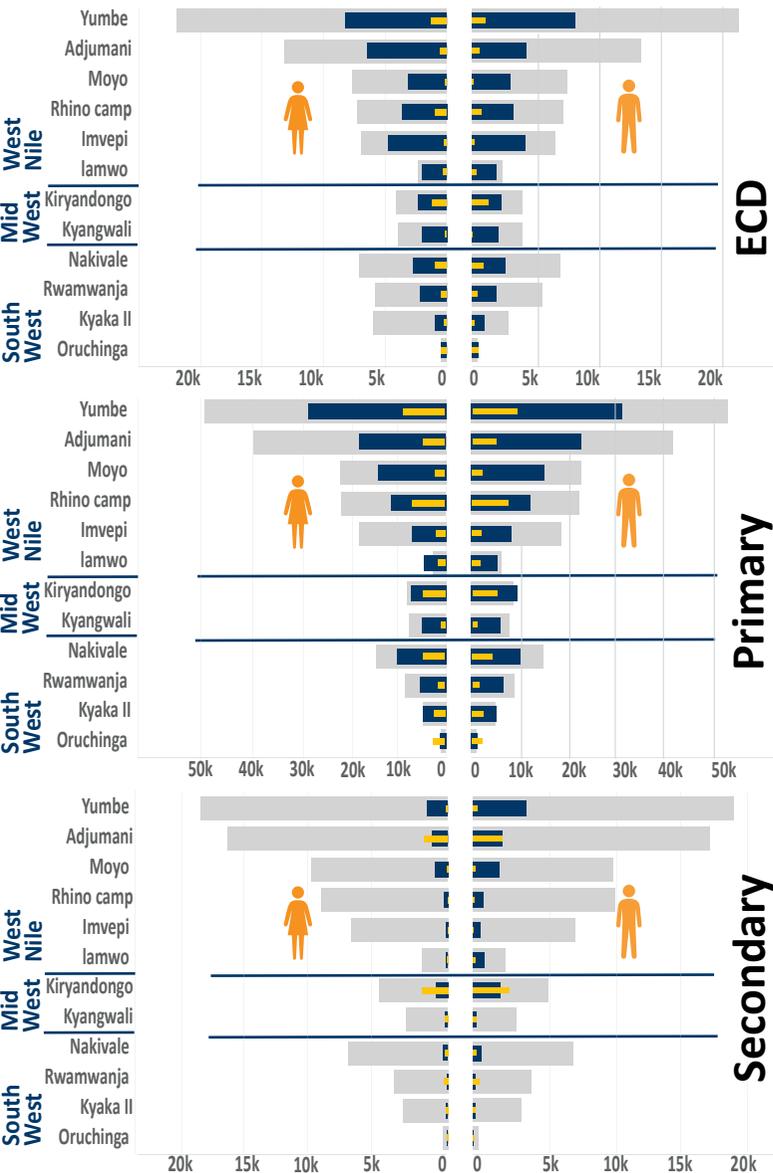




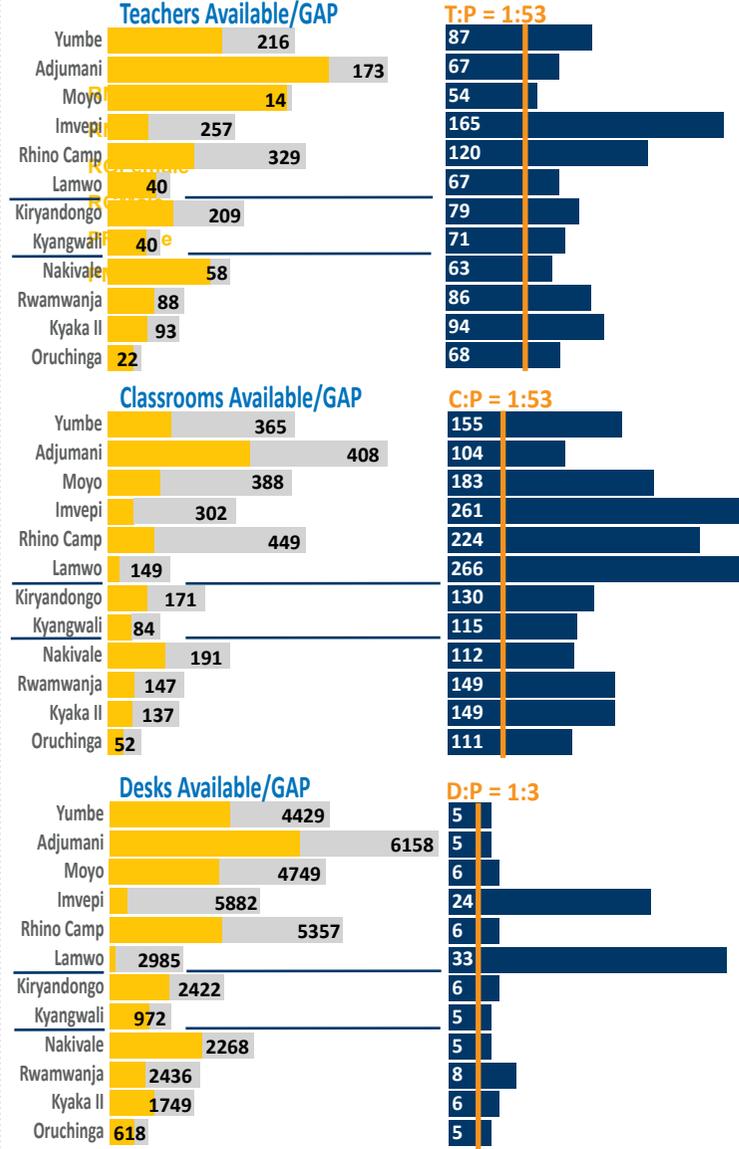
● Nationals Enrolled ● Gross refugee Enrolled ● Refugee Children out of School

**EDUCATION ENROLMENT DATA**



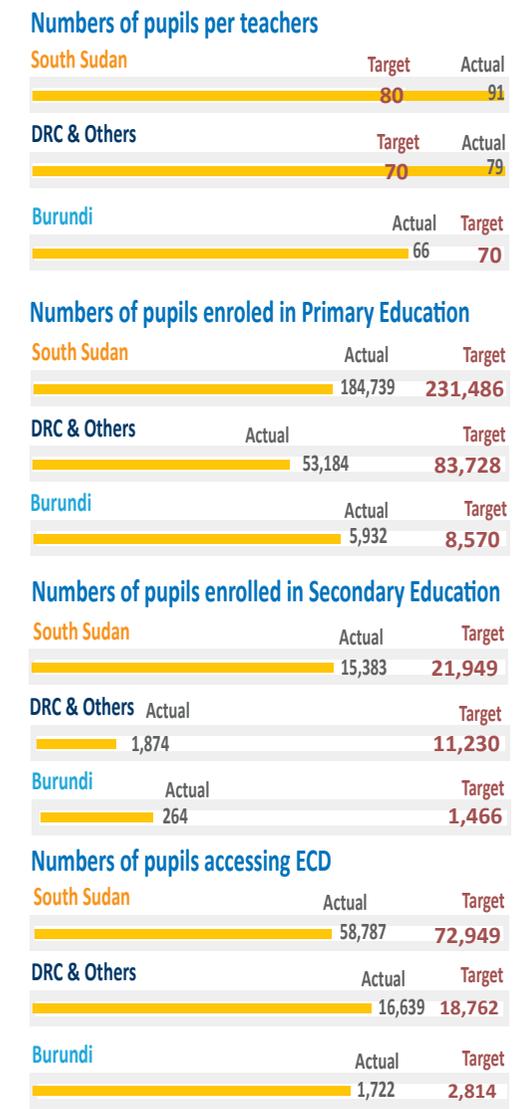
● Available ● GAP ● National Standard

**EDUCATION GAP ANALYSIS**



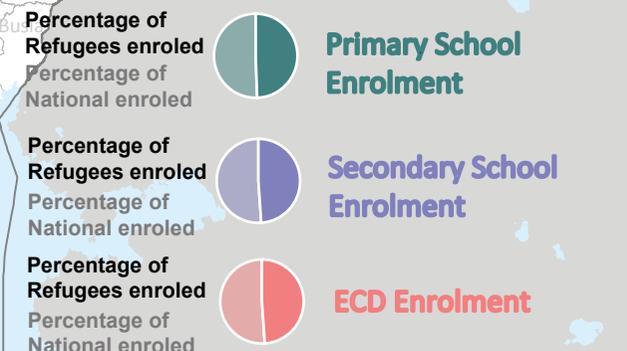
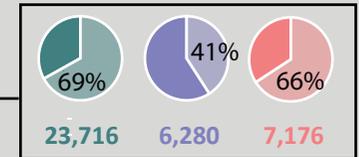
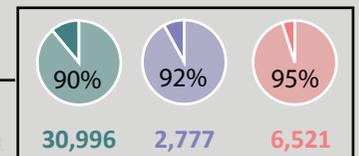
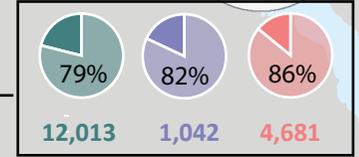
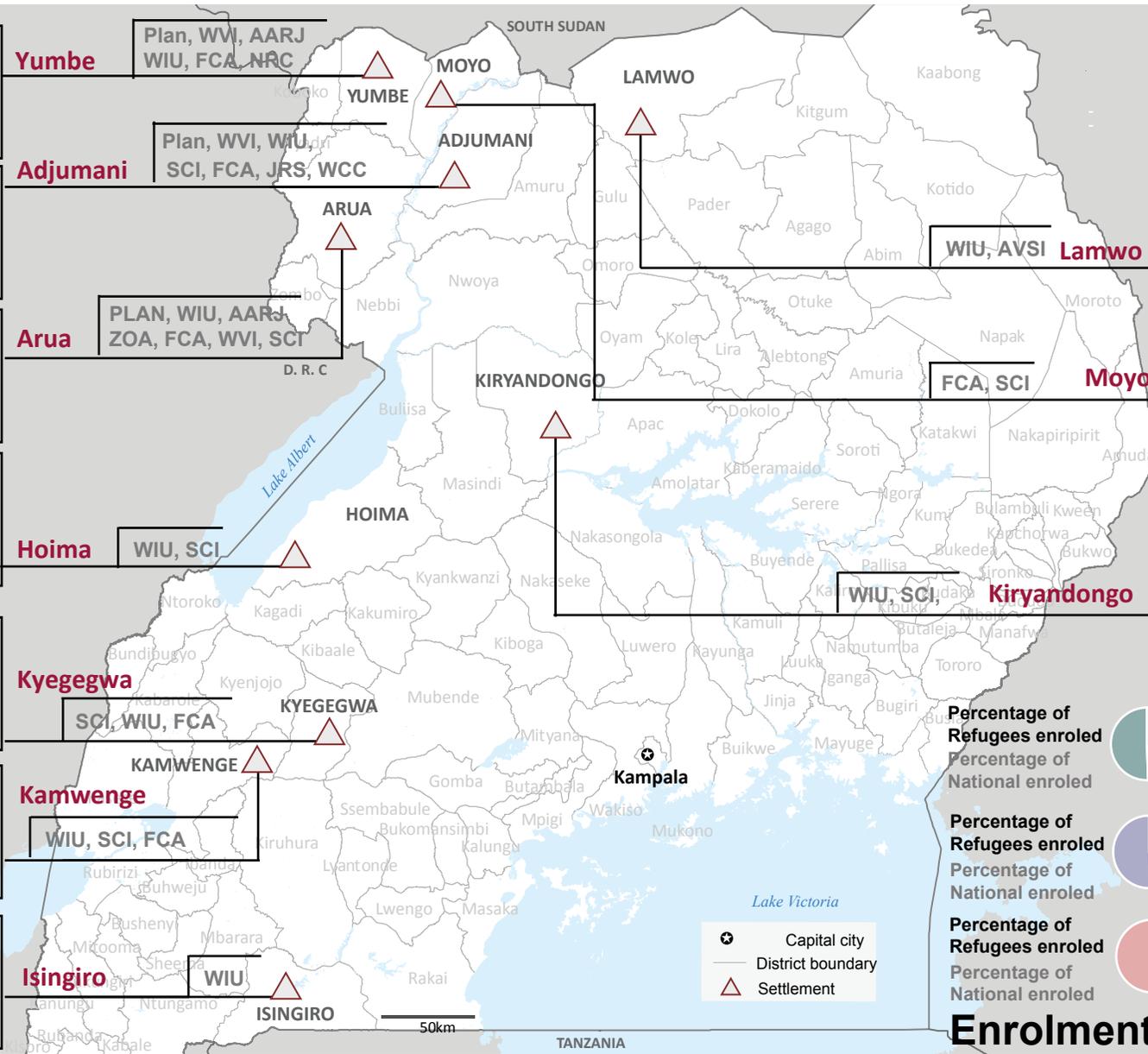
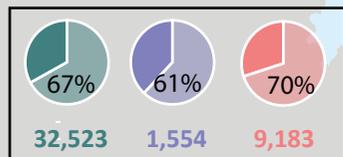
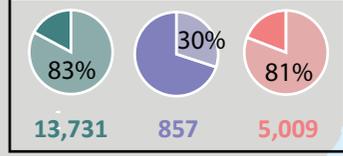
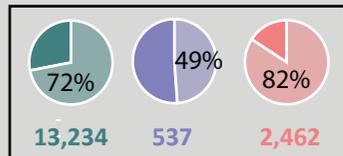
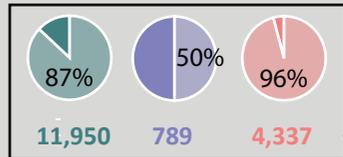
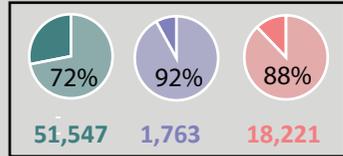
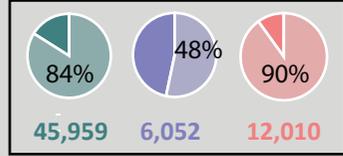
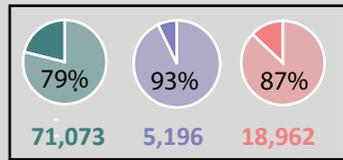
● South Sudan ● DRC & Others ● Burundi

**REFUGEE RESPONSE PLAN**



DESKS TO PUPIL RATIO (D:P) CLASSROOM TO PUPIL RATIO (C:P) TEACHER TO PUPIL RATIO (T:P)

Source: Education Sector.  
 Author: UNHCR Representation in Uganda For more information on Education, please contact: hanlon@unhcr.org  
 feedback ugakaimug@unhcr.org Education Term 2 data as of August 4, 2018.  
 For more info, please visit: www.ugandarefugees.org



**Enrolment Data Term 2 2018**

Source: Education Sector.  
 Author: UNHCR Representation in Uganda - For more information on Education, please contact: hanlon@unhcr.org  
 feedback ugakaimug@unhcr.org Education Term 2 data as of August 4, 2018.  
 For more info, please visit: www.ugandarefugees.org

## Key Achievements in Sector

- UNHCR played a lead role in supporting the Ministry of Education and Sports (MoES) to develop and launch its Education Response Plan for Refugee and Host Communities. This 3-year rolling plan runs to 2021 and aims to reach over 567,500 learners per year.
- UNHCR is working closely with MoES and INGO partners to develop guidelines for the continued roll out of Accelerated Education, ensuring children who are overage but have dropped out of primary education have the opportunity to continue their education.
- Support to teachers and school management and parent committees is ongoing to create a sense of ownership over the schools, and ensure strong administrative functions.
- In the urban programme, within the 23 primary schools with the highest refugee population, 2,745 refugee children are enrolled.
- In consultation with KCCA (Kampala City Council Authority), UNHCR is constructing classrooms and waterborne toilets to support the urban education programme.
- In response to the South Sudanese influx, UNHCR worked closely with MoES, Ministry of Works & Transport and the Office of the Prime Minister (OPM) in the design of high-quality, wheelchair accessible semi-permanent classrooms.
- These structures are now being built to finish within a matter of weeks, ensuring more children can access education in safety and with dignity.
- UNHCR is paying the salaries of over 2,000 teachers. These teachers are paid the same salary as their government-employed counterparts, and their recruitment and deployment is done with the support of District Education Offices. Teacher salaries take a significant portion of UNHCR's education budget. UNHCR also provides "top-up's" for Head Teachers in government schools.
- In West Nile, Classroom Assistants – who are South Sudanese trained teachers- play a key role in overcoming children's language difficulties and supporting teachers to handle very large classes (average pupil teacher ratio 1:85. Can be as high as 1:130 in lower classes). Classroom Assistant are also remunerated by UNHCR.
- Other programmes and approaches include: specific support to children with disabilities and girls to ensure they can also access education; equipping schools with furniture; distribution of learning materials and dignity kits (including sanitary materials) to students.

## Gaps and Challenges

- Classroom shortage is critical across the refugee hosting districts. Currently, there is a gap of 2,844 classrooms required to meet the government standard 53:1 pupil: classroom ratio.
- An additional 1,540 teachers are needed to meet the government standard of 53:1 pupil:teacher ratio.
- The numbers of refugee children out of school remain high.
- There is an additional challenge of ensuring girls access and complete secondary school with only 30% of the total enrolment at secondary level being girls.
- Opportunities for post-primary alternative education and life-skills education are largely lacking with limited alternatives for youth engagement in vocational skills training.
- Prioritising the promotion of girls' education and that of children with disabilities and special needs remains critically important.

## CRRF Response

A three year rolling Education Response Plan for Refugees and Host Communities in Uganda 2018-2021 has been developed by Government and partners to address the gaps in education provision for refugees and the host communities. It reflects pillars 2 and 3 of the CRRF, bridging the humanitarian and development nexus.

## Way Forward

- Recruitment, training and capacity building of teachers at all levels of education to increase access, quality and learning outcomes.
- Build more classrooms for primary and secondary schools.
- Aim to increase the number of girls completing P7 and progressing through secondary school.
- Promote a culture of learning through provision of more textbooks and learning materials, books and utilizing relevant information technology.
- Work with Government to implement education approaches to ensure children's learning is uninterrupted.
- Make facilities and classroom environments more inclusive so that children with special needs can thrive.
- Create and utilise opportunities for the development of relevant and accessible e-learning opportunities at all levels of education.
- Further progress opportunities for youth and adolescents currently not accessing education to re-enter education through Accelerated Education, life-skills programmes and/or quality vocational skills programmes.

## Education Contacts

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