Education Dashboard

Uganda Refugee Response Plan (RRP) 2022-2023

Reporting period

Term 3

OVERVIEW

The Education Sector Strategy in the UCRRP (2022-2023) is aligned with the aspirations of the Second Education Response Plan (ERP II) and the Third National Development Plan (NDP III). The ERP II aims to ensure that an average of 674,895 children, adolescents, and youth from the refugee and host communities, have access to sustained quality and inclusive learning opportunities annually. Currently, the education sector is implementing a multi-year resilience program framework, to leverage and align additional funding to the sector. The sector continues to leverage continuous support from MoES and its line departments where a joint monitoring and verification exercise of ERP II implementation was conducted in the 12 refugee hosting districts. In collaboration with CRRF secretariate and the MoF, the sector contributed to the round table discussions on transitional management and responsibility sharing where the education sector made a presentation on key focus areas for transition under education and education partners pledged towards education and transition. Furthermore, the sector concluded the partner's expression of interest to appeal for 2024-2025 UCRPP funding for the education sector and assessment of new education partners.

Achievements

The overall Gross Enrollment Rate for refugees (GER) for all the levels(ECD, Primary, and Secondary) dropped to 55% in term three compared to 57% in term two 2023. The GER for refugees in ECD overall decreased from 44% in term one to 43% in term three, Primary increased from 94% in term one to 95% in term Three, while secondary school has been consistently the same at 10% throughout 2023. This may be attributed to refugees returning to sit higher class exams in their countries of origin, especially South Sudanese, and inconsistency in the number of schools reporting in the different terms by partners where it is indicated that there is the unwillingness of private schools in hosting sub-counties to share data and the closure of some ECD centers leading to drop in enrolment figures . Trained headteachers and data focal persons in primary and secondary schools of Imvepi, Rhino, Palabek, Kyaka II, Rwamwanja, Oruchinga and Nakivale on Education Management Information System(EMIS) enrollment, and this has led to an increased number of learners in EMIS in those locations. The Special Need Education department of MOES also trained 13 district SNE officers and 26 Coordinating Centre Tutors from all the RHDs as TOTs on Special Needs Education implementation, this is to empower them to be able to train teachers in all the settlement schools on how to implement inclusive teaching and learning in schools.

Challenges

Inadequate data from host community schools, low EMIS enrollment in most schools emanating from mainly inaccessibility to EMIS portals by school headteachers, limited resources such as equipment, internet connectivity, and capacities of schools to progressively promote learners from 2022 to 2023 within EMIS. Key mention is that the new P1s who did not have

KEY PERFORMANCE INDICATORS AND ACTIVITY OUTPUTS

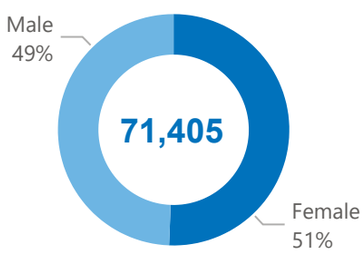
55%
Overall gross enrolment

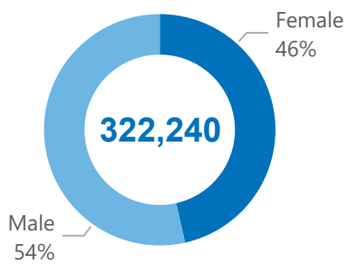
ECD
43%
ECD - Gross Enrollment

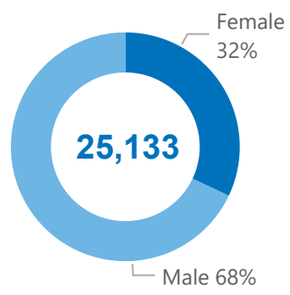
PRIMARY
95%
Primary - Gross Enrollment

SECONDARY
10%
Secondary - Gross Enrollment

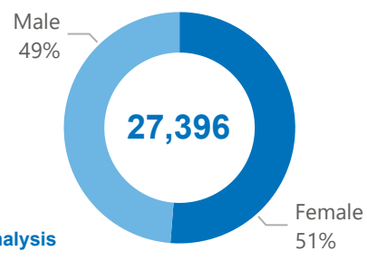
418,778
Refugee Gross Enrolment in ECD, Primary and Secondary

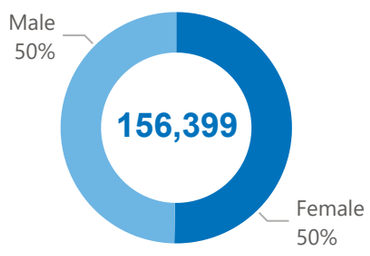


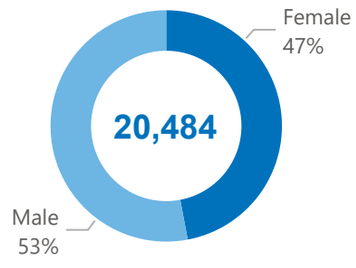




204,279
Nationals Gross Enrolment in ECD, Primary and Secondary





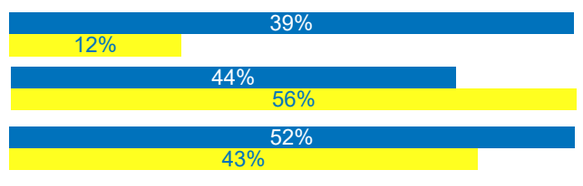


Source: ERP Term 1 2023 Gap Analysis

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	**39%**	**12%**
- South Sudanese Refugees	**44%**	**56%**
- Other refugees	**52%**	**43%**
Children enrolled in Primary School (GER)		
- Congolese Refugees	**93%**	**95%**
- South Sudanese Refugees	**90%**	**90%**
- Other refugees	**97%**	**95%**

Actual *Target*



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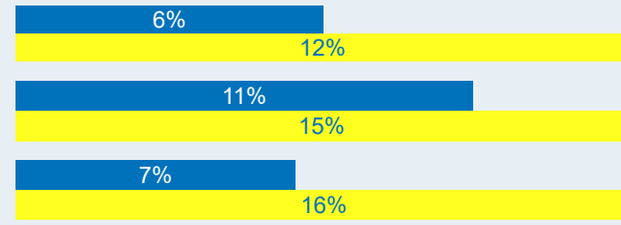
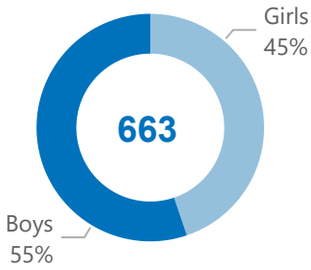
OUTCOME 1: Improved Continued, Safe and Equitable Access and Retention to Inclusive Learning and Skills Training Opportunities

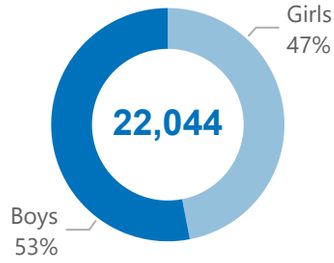
Indicator	Actual	Target/Standard ('23)
Children enrolled in Secondary school (GER)		
- Congolese Refugees	6%	12%
- South Sudanese Refugees	11%	15%
- Other refugees	7%	16%



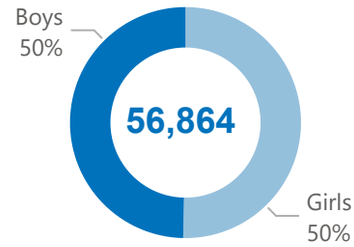
Refugees accessing Scholarships for higher Education



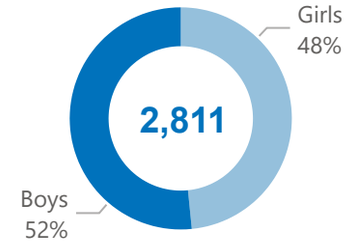
Number of Learners with disability enrolled



Learners enrolled in Accelerated Education Program

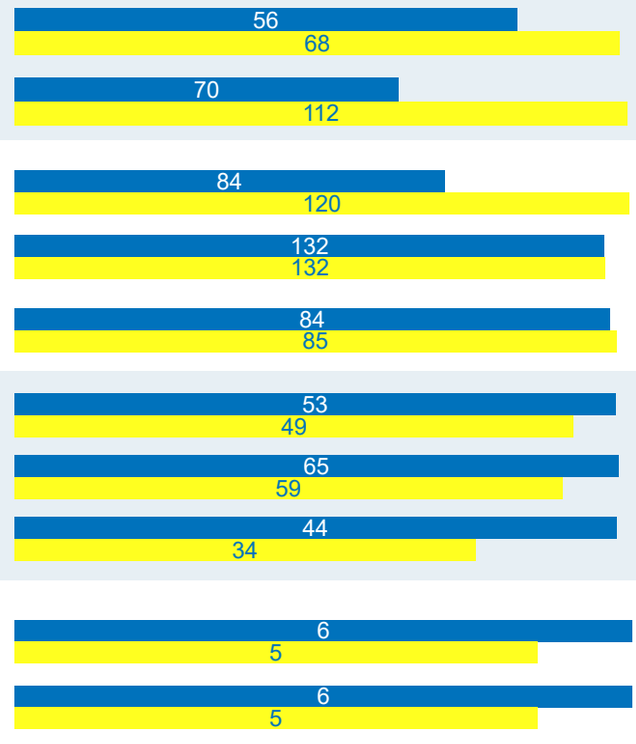


Learners enrolled in Vocational Studies



OUTCOME 2: Improved delivery of quality Education and skills training

Pupil Teacher Ratio (PTR)		
- Pre-primary	56	68
- Primary	70	112
Pupil Classroom Ratio (PCR)		
- Pre-primary	84	120
- Primary	132	132
- Secondary	84	85
Pupil Stance Ratio (PSR)		
- Pre-primary	53	49
- Primary	65	59
- Secondary	44	34
Pupil Desk Ratio (PDR)		
- Primary	6	5
- Secondary	4	5



1,666 Teacher gap in Primary School

59,057 Gap in desks in Primary Schools

2,462 Gap in Latrine Stances in Primary

4,062 Gap in classrooms in Primary

23 Partners

Funding

$80M Total required

$38.3M Received

$41.7M Gap

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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

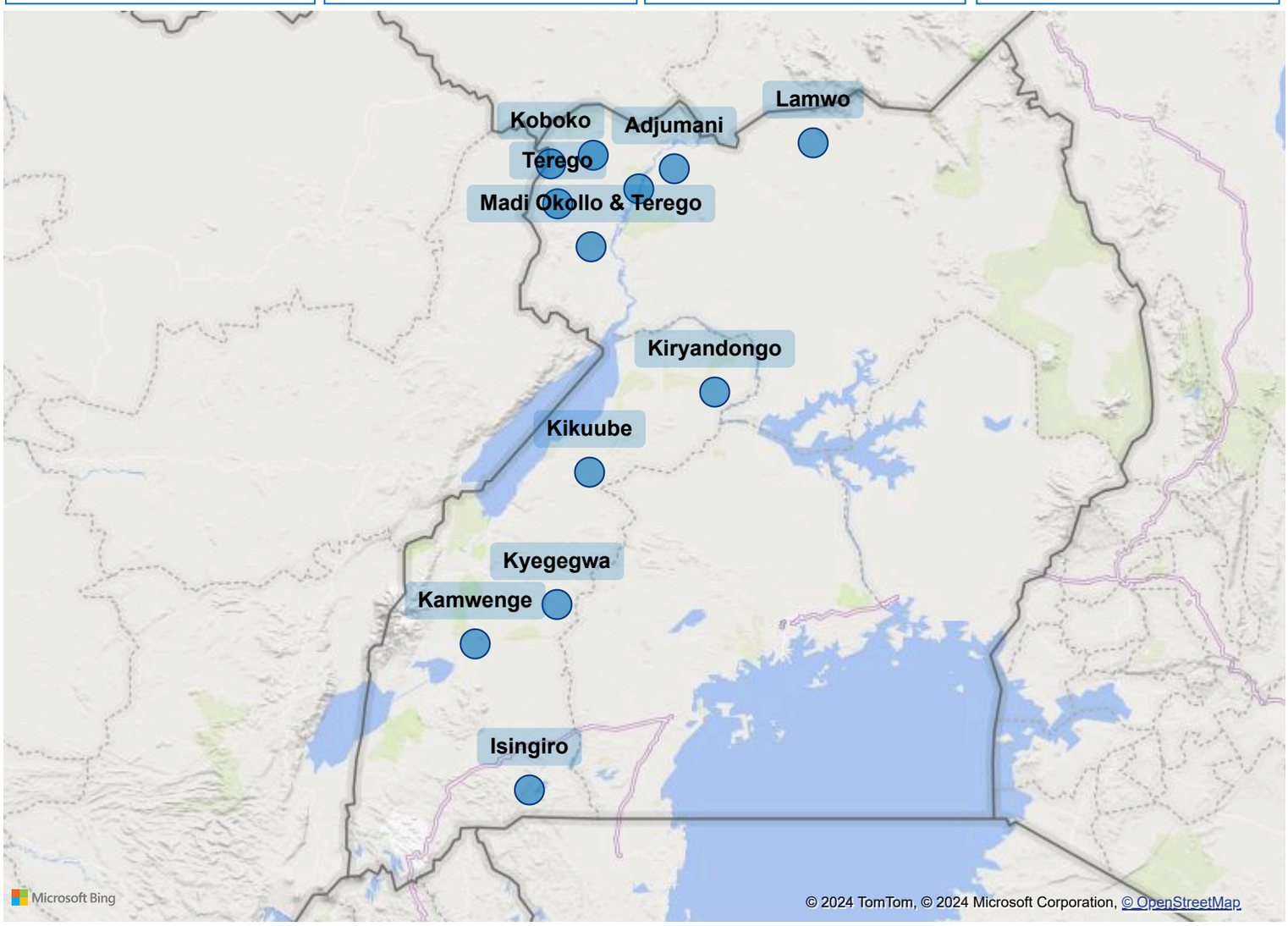
97%
Secondary schools have functional School management structures

Partners

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)

Operational presence

District	School Location	School Type	Partner Name
All	All	All	All



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