Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

Reporting period

2025

Term 2

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. Uganda hosts over 1.94 million refugees, 63.4% being between the age of 3-24 years of age- underscoring the high need for pre-primary, primary, secondary, tertiary education and skilling. The response continues to receive new arrivals with over 140,000 received since the beginning of the year. Notable is the new Sudanese with unique integration demands as result of great difference in education curriculum and language of instruction, absence of certification of priori learning documents have affected their integration The education sector has greatly been impacted by the global humanitarian funding reductions. The impact on the education sector has been grave because education provision for refugees and host communities in the settlement areas is largely humanitarian supported for the recurrent education costs. This has led to the suspension, halting and deprioritization of key education response activities. Most affected being teachers supply and capacity enhancement, partner presence, provision of scholastics and instructional supplies, support to non- certification / remedial examinations, co-curricular activities, non-earmarked school infrastructure development, co-curricula activities, child safe-guarding, lifelong learning etc. Concretely, since the beginning of the year, at least 26.1% (1,307) primary and 24% (255) secondary trained teachers have been discontinued. This in addition to 72.3% (357) Assistant teachers and 37% (534) care givers. Key efficiency rations have worsened across the various levels; Pupil Teacher Ratios (PTR) increasing from 86:1 to as high as 117:1 with settlements like Adjumani (207:1), Rhino (157:1) and Imvepi (186:1) being heavily impacted. With continued influx of refugees, education indicators will continue to deteriorate compromising the quality of teaching and learning. With further funding reductions looming, the gains realized in the sector are likely to crumble. Apart from 37% (136) government grant aided schools that support access to education for over 273,301 learners (197,180 refugees) and the private schools available, 25% (92) community schools that solely depend on the humanitarian partners risk phasing out which would render over 119,431 (102,714 refugees) without access to education opportunities. The need for more sustainable models for education provision remains critical for the operation.

Term 2 2025 Analysis of results

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

A total of 717,685 - 424,474(51% male) refugee and 293,211(53% male) national learners are enrolled at pre-primary, primary, secondary schools, tertiary and other non-formal and skills training institutions in term 2 2025 representing 106.3 % of the targeted 674,895 learners. In comparison to term I 2025, Gross Enrolment Rates (GER) dropped in Early Childhood Development (ECD) from 34% to 31 % and in primary education from 83% to 79% while secondary education remained at 10%. In primary Lobule (194%) and Oruchinga (124%) continue to register GER of over 100%. A significant decrease in enrollment rates have been noted in settlements like Kyaka II in ECD declining from 47% in term 1 to 33% in term 2. In primary schools GER decreased in Rhino from 98% to 85%, Imvepi from 103% to 97% Kyangwali from 100% - 92% in term 2 compared to term 1. In secondary a decline in GER was noted in Palabek decreasing from 12% to 7% in term 2. The decline is attributed to the increasing number of new arrivals with unique challenges including curriculum difference, language challenges, high number of refugees without proof of prior learning certification required for enrolment especially at secondary level, etc. These challenges have greatly affected the integration of the new arrivals in the national education system. Efforts are being made to support bridging Programmes, equation and documentation of prior learning, enhanced community mobilization among others. 29,256(15,791 male and 14,161 female) learners with disabilities have been enrolled in term II compared to 28,341 in term I. However, only 3.8% (1147) received assistive devices to support their learning. More learners with special needs need to be supported to attain their learning potential. In addition, 11,718(9,518 refugees and 2,195 nationals) overaged and out of school learners accessed learning through Accelerated Education Programme (AEP). This included 7,920 in primary and 3,790 in secondary.

Outcome 2: Improved Delivery of Quality Education and Skills Training

The Quality of Education Outcome 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 64:1 for pre-primary (an increase from 53:1), 102:1 for community and government primary schools(an increase from 84:1), and 44:1 for secondary (up from 41:1). Similarly, the Pupil-Classroom Ratios (PCR) are 69:1 for pre-primary, 123:1 for primary (an increase from 119:1), and 87:1 for secondary all 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 gap of 1,541 teachers and 1,611 classrooms. At the primary level, the gaps are even more pronounced, with 3,241 teachers and 4,252 classrooms needed to meet the required standards. In Primary a high Pupil Classroom Ratio has been noted in Imvepi (158:1), Rhino (163:1), Kyangwali (143:1) and Kyaka (153;1) while in secondary PCR is highest in Adjumani (148:1), Kiryandongo (114:1), Palabek (131:1) and Kyangwali (208:1). 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 in primary compared to national standard of 1:1 reflecting a gap of 115,862 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 remained strong throughout the period. The sector actively engaged partners through quarterly Steering Committee meetings, monthly Education in Emergencies Working Group (EiEWG) sessions, and regular Task Team meetings, ensuring alignment with national priorities. Collaboration with parents and community members also improved significantly, with 88% of pre-primary (up from 86%), 96% of primary(up from 94%), and 97% of secondary(up from 96%) school management structures reported as functional. In addition, regular EMIS trainings were conducted to strengthen the capacity of school administrators in data management and compliance, resulting in improved EMIS reporting and enrollment accuracy across schools.

Q 3 2025 Challenges/Opportunities

1. 1709 teachers have been impacted by the funding cuts. In addition to the teachers affected, over 65% of the sector recurrent cost in refugee operation are met by humanitarian actors making education delivery fragile especially with the current funding cuts. 2. 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. 3. Increased teacher workload due reduced teacher workforce is affecting the quality of teaching and learning. There is need to intensify monitoring and supervision of teachers by headteachers and district inspector of schools using the Teacher Effectiveness and Learners Assessment (TELA)system. 4. The response has not been able to harmonize science teachers' salaries, fact that has led to high attrition rates.

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

Sectors contacts: Dr. Cleophus Mugenyi - MOES cleophusma@yahoo.com Julius Okello - UNHCR Okelloju@unhcr.org Joseph Asali - FCA Joseph.Asali@kirkonulkomaanapu.fi

Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

Reporting period
2025
Term 2

NUMBER OF REPORTING SCHOOLS

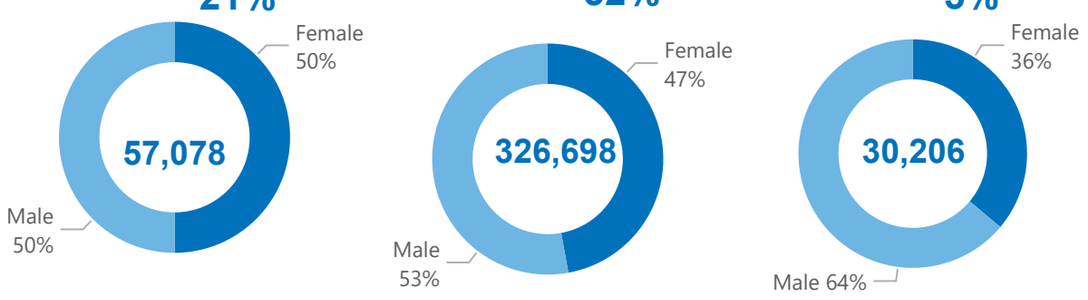
Status	ECD	Primary	Secondary	Total
Community	**324**	**118**	**27**	**469**
In_settlement	217	76	23	**316**
out_settlement	107	42	4	**153**
government		**253**	**27**	**280**
In_settlement		126	7	**133**
out_settlement		127	20	**147**
Private	**153**	**170**	**14**	**337**
In_settlement	56	85	6	**147**
out_settlement	97	85	8	**190**
Total	**477**	**541**	**68**	**1086**

Location	ECD	Primary	Secondary	Total
out_settlement	204	254	32	**490**
In_settlement	273	287	36	**596**
Total	**477**	**541**	**68**	**1086**

KEY PERFORMANCE INDICATORS

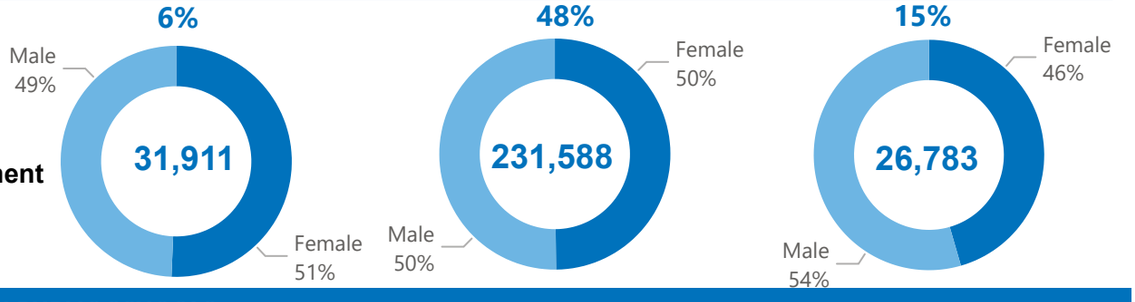
	OVERALL	PRE-PRIMAY	PRIMARY	SECONDARY
REF_ Gross Enroll Rate (GER)	45%	31%	79%	10%
Net Enroll Rate (NER)	30%	21%	52%	5%

413,982
Refugee Gross Enrolment in Pre-primary, Primary and Secondary



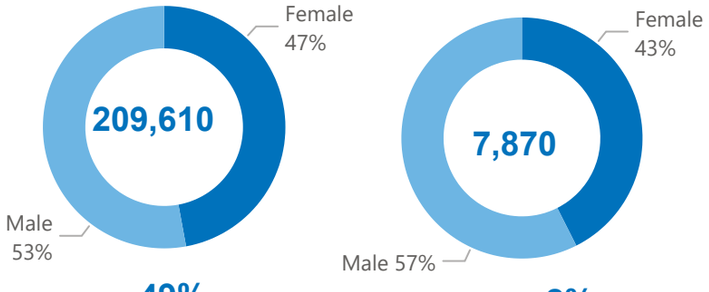
Nat_ Gross Enroll Rate (GER)	6%	48%	15%	

290,282
Nationals Gross Enrolment in Pre-Primary, Primary and Secondary



REFUGEE ENROLLMENT IN PUBLIC SCHOOLS

Refugee enrolled in grant-aided schools in the settlements



49% **Primary**

2% **Secondary**

CHILDREN WITH DISABILITY (CWD)

	TOTAL	MALE	FEMALE
CWD	29,956	15791	14165
Pre-Primary	2,476	1304	1172
Primary	25,559	13379	12180
Secondary	1,921	1108	813
CWD Assisted	1147	643	504

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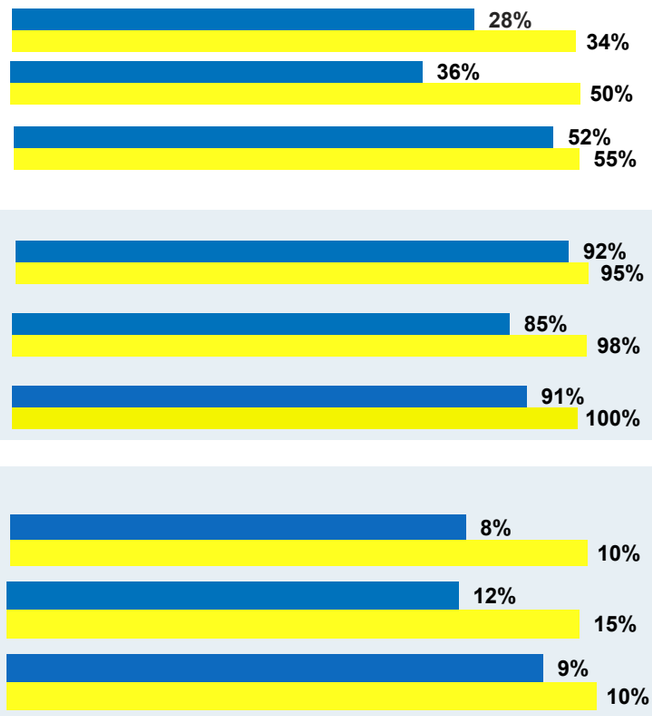
OUTCOME 1: Improved Continued, Safe and Equitable Access and Retention to Inclusive Learning and Skills Training Opportunities

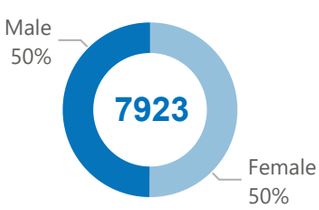
Indicator	*Actual*	*Target*
Children enrolled in Pre-primary school (GER)		
- Congolese Refugees	28%	34%
- South Sudanese Refugees	36%	50%
- Other refugees	52%	55%
Children enrolled in Primary School (GER)		
- Congolese Refugees	92%	95%
- South Sudanese Refugees	85%	98%
- Other refugees	91%	100%
Children enrolled in Secondary school (GER)		
- Congolese Refugees	8%	10%
- South Sudanese Refugees	12%	15%
- Other refugees	9%	10%

Actual *Target*

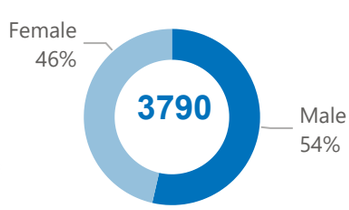


Formal and Non-Formal Education and Training

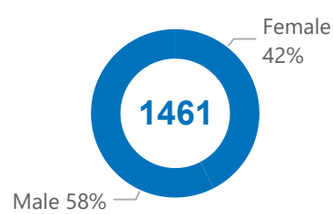
Learners in Accelerated Education Program-Primary



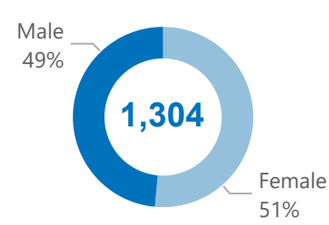
Learners in Accelerated Education Program-Secondary



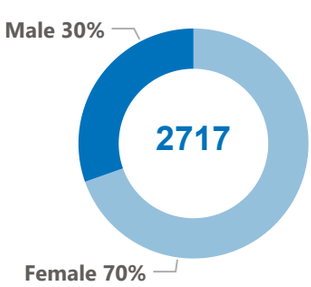
Refugees accessing Scholarships for higher Education



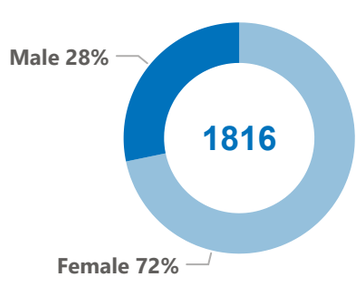
Learners in Technical Vocational Education and Training-TVET



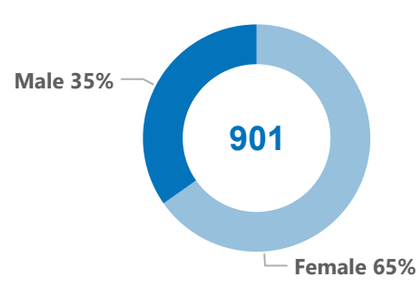
Non-Formal Training-Overall



Non-Formal Training_Refugee



Non-Formal Training_Nationals



Overall Enrollment in Tertiary Education

Category	Male	Female	Total
Non-Formal	1046	2460	3506
Scholarship	620	841	1461
TVET	671	633	1304
Total	**2337**	**3934**	**6271**

Education Dashboard

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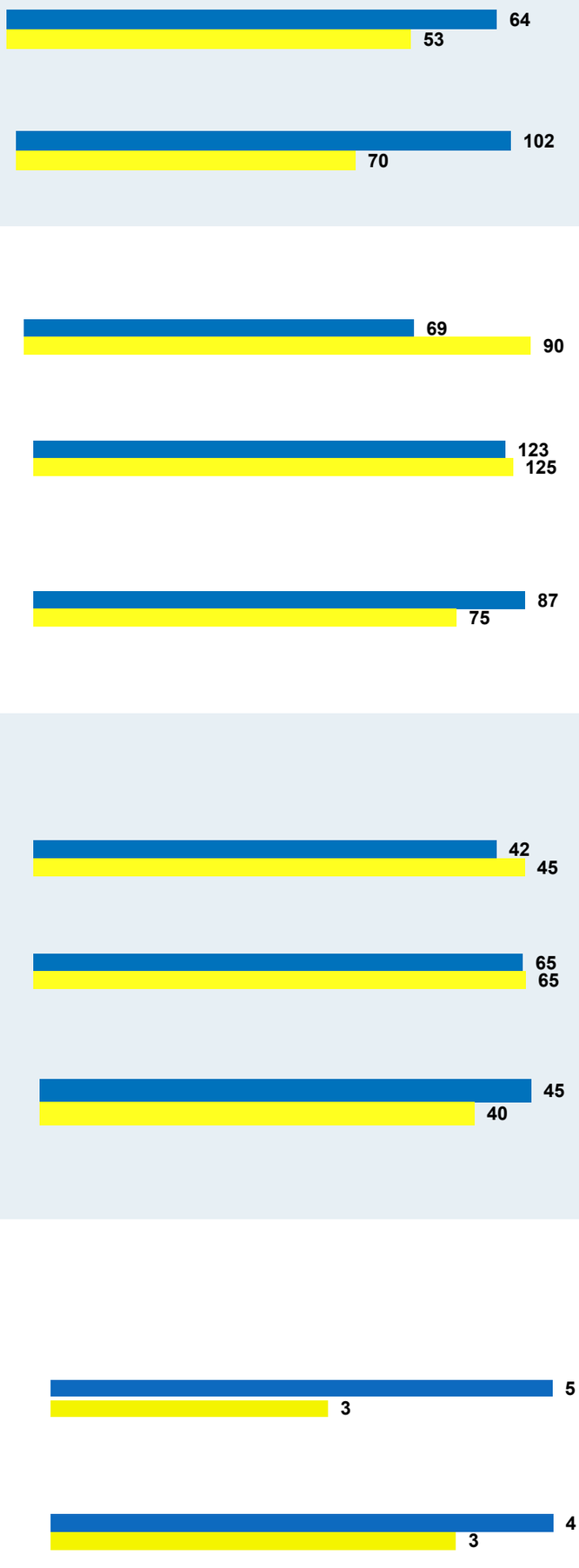
OUTCOME 2: Improved delivery of quality Education and skills training

Indicator	*Actual*	*Target*
Pupil Teacher Ratio (PTR)		
- Pre-primary	64	53
- Primary	102	70
Pupil Classroom Ratio (PCR)		
- Pre-primary	69	90
- Primary	123	125
- Secondary	87	75
Pupil Stance Ratio (PSR)		
- Pre-primary	42	45
- Primary	65	65
- Secondary	45	40
Pupil Desk Ratio (PDR)		
- Primary	5	3
- Secondary	4	3

Actual *Target*



Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

Reporting period
2025
Term 2

OUTCOME 3: Strengthen systems for effective and resilient service delivery

88%
Pre-Primary schools have functional School Management structures

96%
Primary schools have functional School management structures

97%
Secondary schools have functional School management structures

Major Gaps

3,241
Teacher gap in Primary School

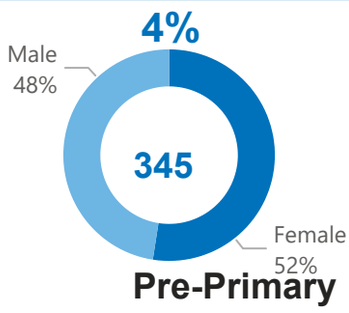
59,073
Gap in desks in Primary Schools

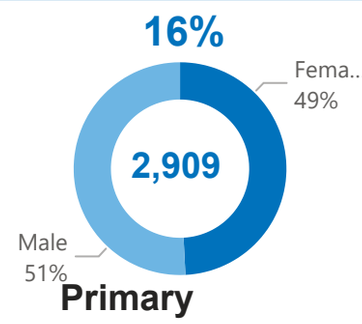
2,674
Gap in Latrine Stances in Primary

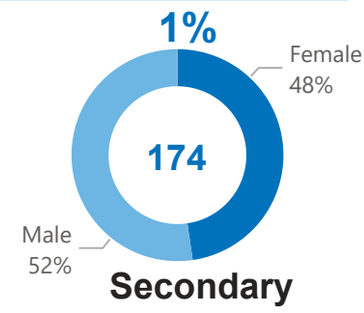
4,252
Gap in classrooms in Primary

Refugee learners in Kampala

Gross Enroll Rate (GER) for Refugees







Funding

$133M
Total required

$27M
Received

$106M
Gap

source: Activity Info Partner funding report for Q3 2025

Partners

25

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, Plan International, Promoters of Agriculture and Market Linkages, Regional Psychosocial Support Initiative, 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, ZOA International

Sectors contacts:

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Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

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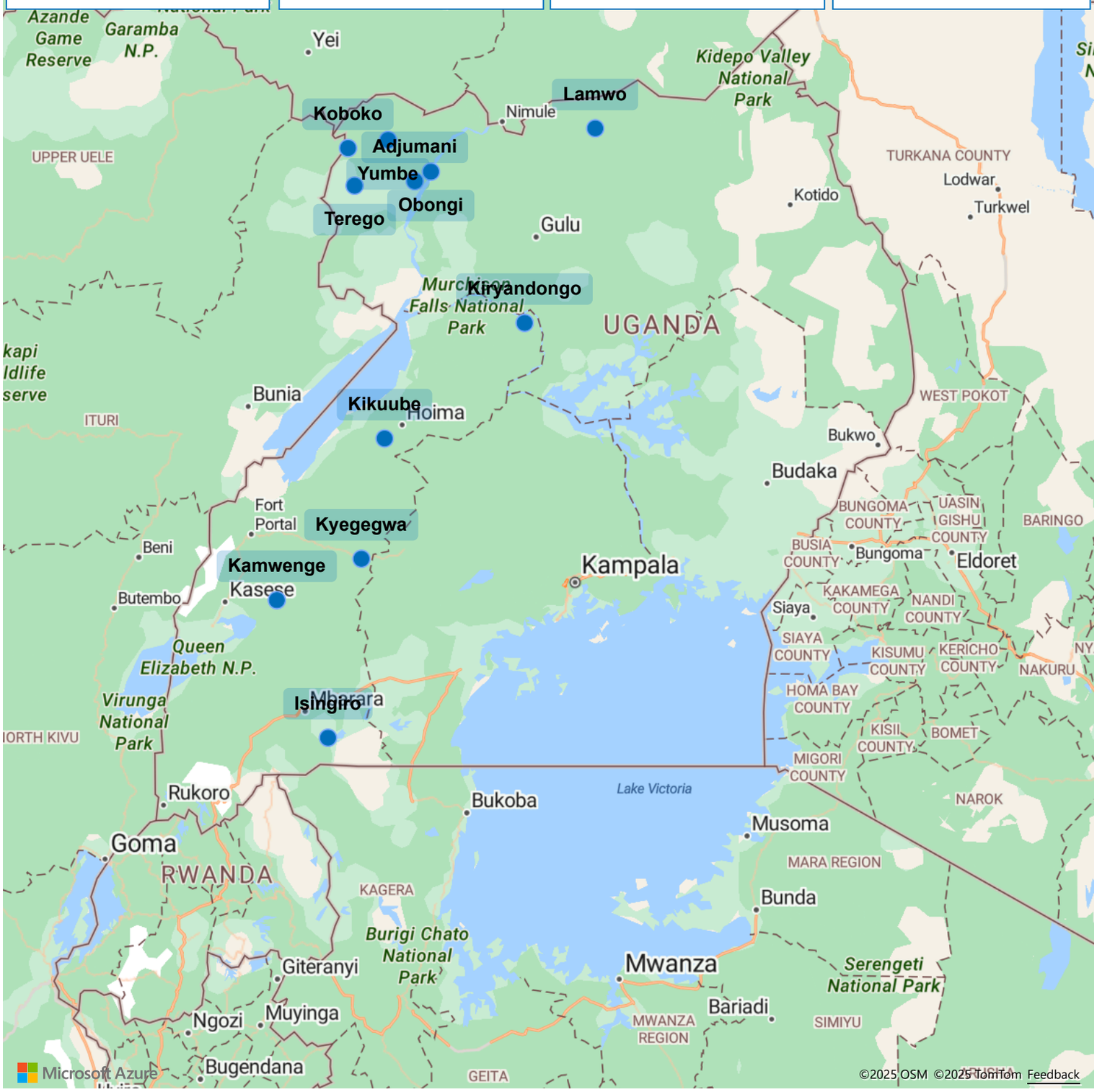
Operational presence

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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cleophusma@yahoo.com

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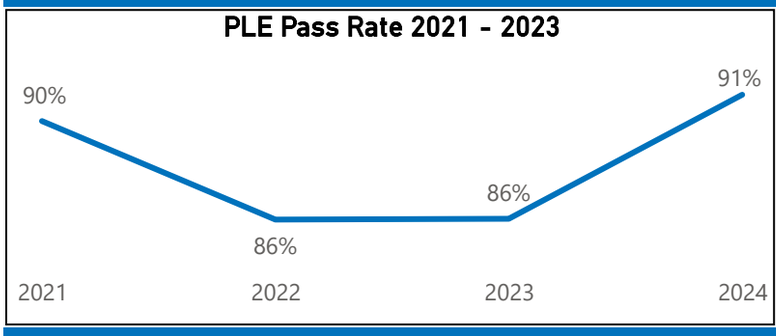
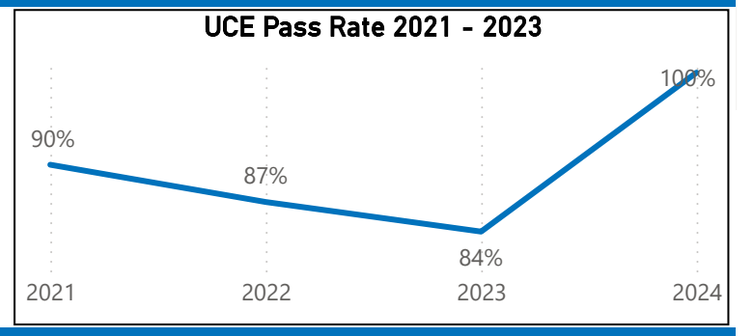
Education Trend Analysis

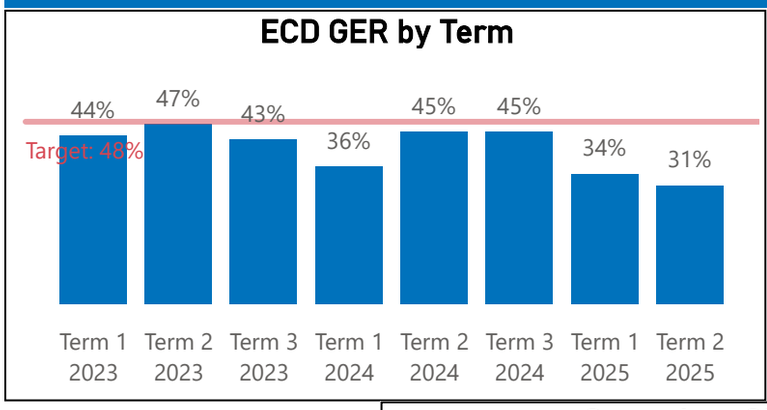
Uganda Refugee Response Plan (RRP) 2024-2025

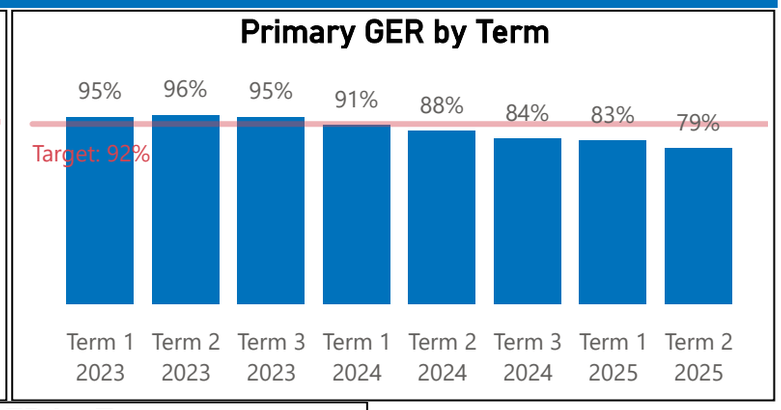
UNEB PASS RATES 2021 - 2024

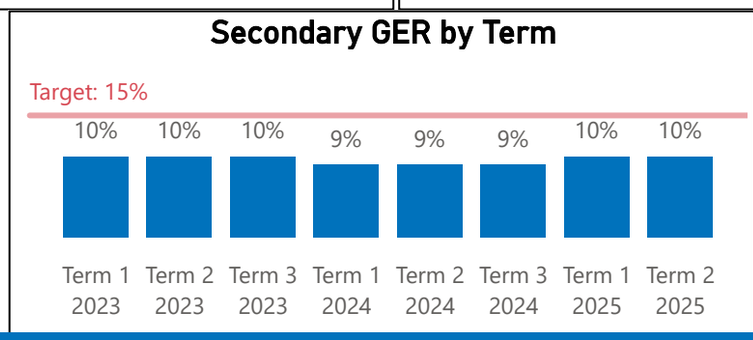




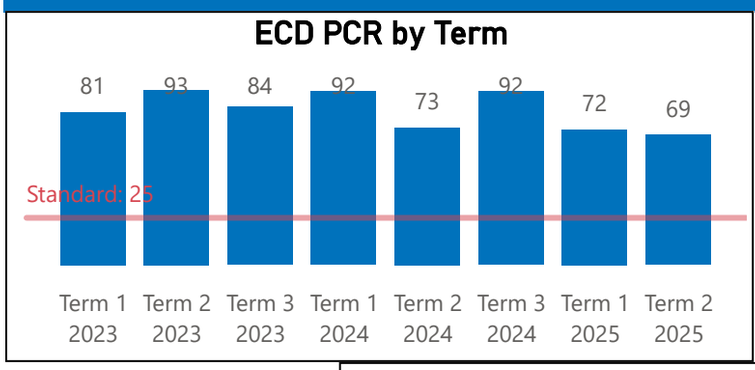
GROSS ENROLLMENT RATES(GER) TRENDS 2023-2025

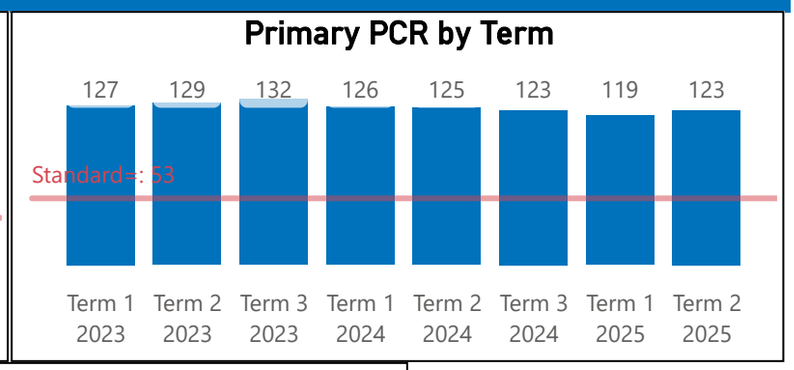


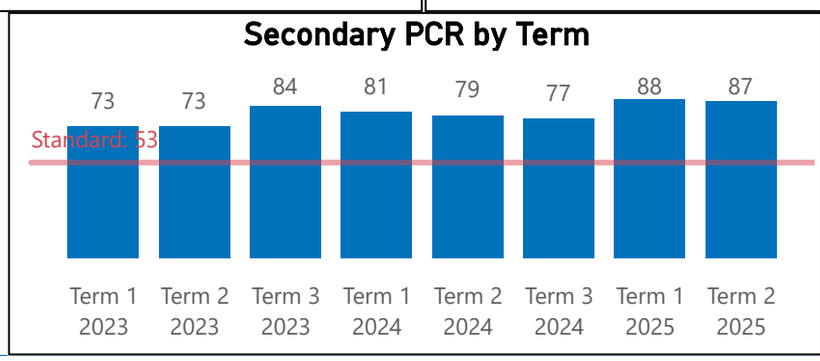




PUPIL CLASSROOM RATIO(PCR) TRENDS







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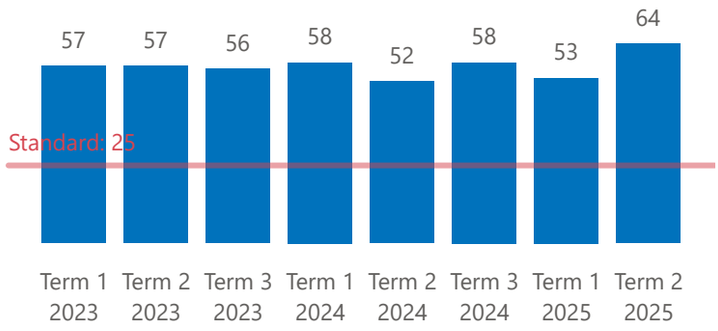
Education Trend Analysis

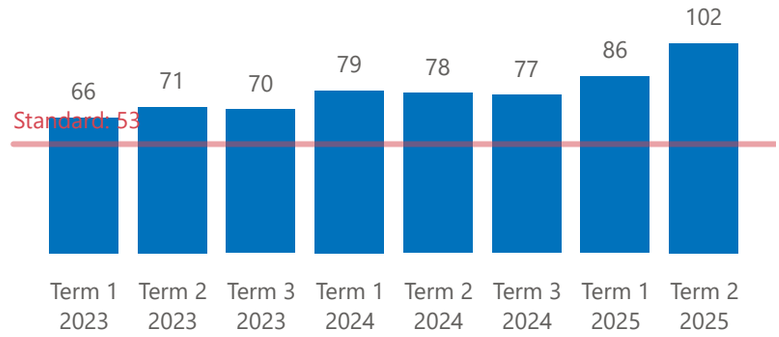
Uganda Refugee Response Plan (RRP) 2024-2025

PUPIL TEACHER RATIO(PTR) TREND

ECD PTR by Term

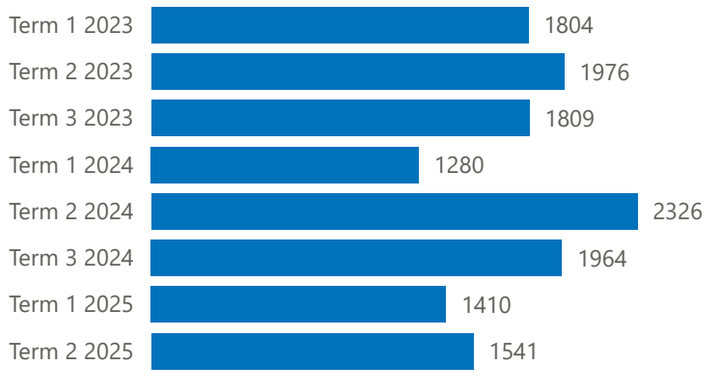


Primary PTR by Term

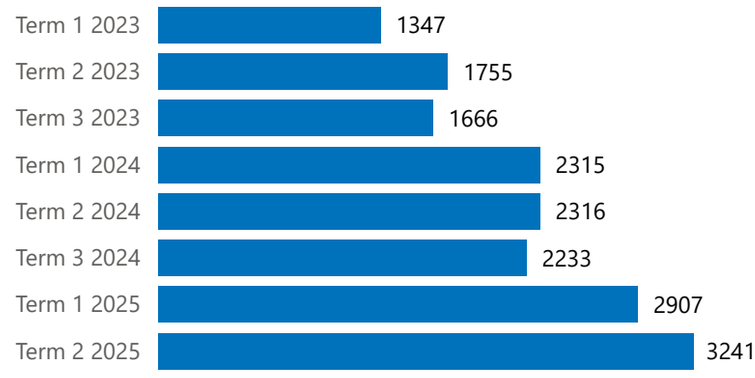


TEACHER GAP BY TERM

ECD Teacher gap by Term

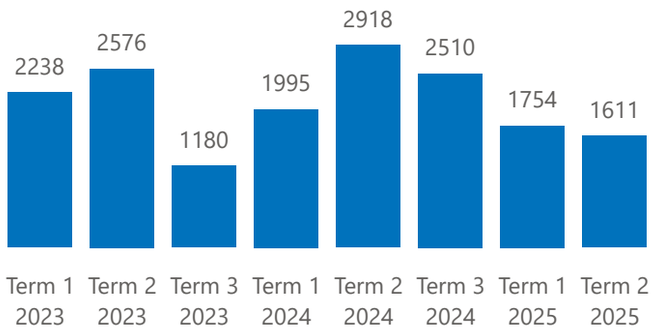


Primary Teacher gap by Term

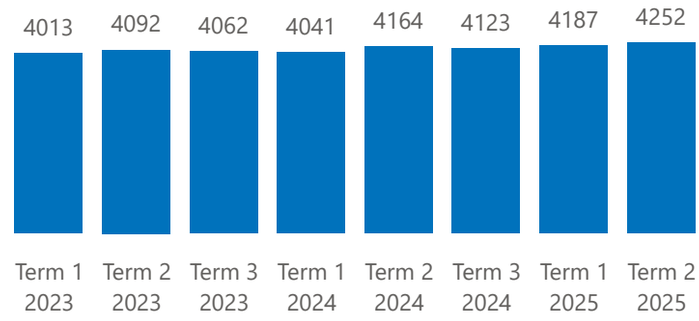


CLASSROOM GAP BY TERM

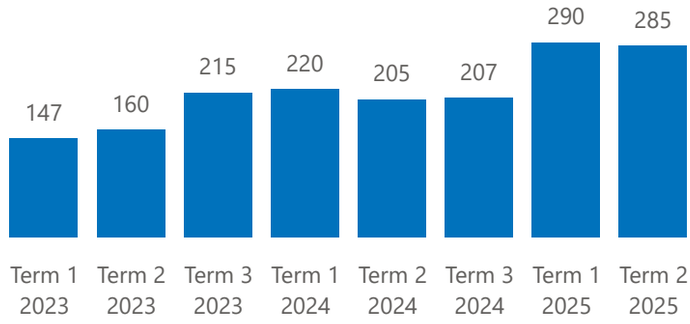
ECD Classroom gap by Term



Primary Classroom gap by Term



Secondary Classroom gap by Term



Sectors contacts:

Dr. Cleophus Mugenyi - MOES
cleophusma@yahoo.com

Julius Okello-UNHCR
okelloju@unhcr.org

Joseph Asali - FCA
Joseph.Asali@kirkonulkomaanapu.fi