Education Dashboard

Uganda Refugee Response Plan (RRP) 2024-2025

Reporting period

2025

Term 3

OVERVIEW

The Uganda Country Refugee Response Plan (UCRRP) 2024–2025, aligned with the second Education Response Plan for Refugees and Host Communities (ERP II), aims to provide 674,895 learners annually (498,769 refugees and 176,126 nationals) with access to quality and inclusive education. Uganda hosts over 1.97 million refugees, 64% aged 3–24 years, creating immense demand for pre-primary, primary, secondary, tertiary, and skills education. Since the start of the year, over 150,000 new arrivals have been registered with 59% 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. Severe global funding reductions have critically impacted the education sector, which heavily relies on humanitarian financing for recurrent costs. This has resulted in the scaling down or suspension of essential services, including teacher recruitment and training, provision of learning materials, partner support, remedial education, co-curricular activities, child safeguarding, and school infrastructure development. Since the beginning of the year, 2,531 trained primary and secondary teachers have been disengaged, worsening efficiency indicators. With additional funding cuts anticipated, recent sector gains risk reversal. While 41% (135) government grant-aided schools serve 284,830 learners (197,180 refugees), 28% (92) community schools, which depend entirely on humanitarian support, face closure in 2026 due to lack of teachers potentially denying 126,961 learners (107,411 refugees) access to education. This underscores the urgent need for sustainable education financing and delivery models.

Term 3 2025 Analysis of results

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

In Term 3, 2025, a total of 704,530 learners including 452,257 refugees (53% male) and 252,288 nationals (51% male) were enrolled across pre-primary, primary, secondary, tertiary, and non-formal education and skills training institutions, representing 104% of the annual target (674,895 learners). Compared to Term 2, Gross Enrolment Rates (GER) improved in pre-primary (31% to 34%) and primary (79% to 80%), while secondary remained stagnant at 10%. Exceptionally high primary GER persisted in Lobule (189%) and Oruchinga (117%). However, ECD enrolment remained critically low in Adjumani (11%), Rhino (15%), Kyangwali (16%), and Rwamwanja (17%), while secondary GER was lowest in Kyangwali (6%), Rhino (6%), Nakivale (7%), and Palabek (7%). Low enrolment in several settlements is largely attributed to new refugee arrivals facing curriculum differences, language barriers, and lack of certified prior learning documentation, particularly affecting secondary education access. Interventions including bridging programmes, learning equivalency certification, and community mobilization are underway to address these gaps. Additionally, 29,324 learners with disabilities were enrolled, yet only 3.3% (981) received assistive devices, highlighting a significant support gap. Meanwhile, 13,650 overage and out-of-school learners accessed education through the Accelerated Education Programme (AEP)up from 11,718 in Term 2, demonstrating growing demand for alternative learning pathways.

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 58:1 in pre-primary (up from 53:1), 93:1 in primary (up from 84:1), and 45:1 in secondary (up from 41:1). Similarly, Pupil–Classroom Ratios (PCRs) remain critically high at 70:1 in pre-primary, 122:1 in primary (up from 119:1), and 92:1 in secondary (up from 87:1), 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 1,686 teachers and 1,900 classrooms in pre-primary, and 3,268 teachers and 4,302 classrooms in primary education. Extremely high primary PCRs have been recorded in Imvepi (143:1), Rhino (158:1), Kyangwali (163:1), and Kyaka (142:1), while secondary PCRs are highest in Adjumani (121:1), Kiryandongo (115:1), Palabek (131:1), 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 6:1, far above the national standard of 1:1, reflecting a gap of approximately 112,124 textbooks per subject. This deficit continues to undermine the quality of teaching and learning.

Outcome 3:Strengthened systems for effective and resilient service delivery

Government-led coordination remained strong throughout the period, with sustained partner engagement through quarterly Steering Committee meetings, monthly Education in Emergencies Working Group (EiEWG) sessions, and regular Task Team meetings, ensuring alignment with national priorities. Community and parental engagement also improved, with functional school management structures reported in 89% of pre-primary (up from 88%), 95% of primary, and 97% of secondary schools. Capacity-building initiatives, including EMIS and TELA trainings, strengthened school administrators' competencies in data management, reporting compliance, and learner placement, leading to improved enrolment accuracy and EMIS reporting. In addition, through the Resource Mobilization Task Team, advocacy efforts intensified, resulting in a World Bank commitment to finance teacher recruitment and retention in the medium term, significantly strengthening the sector's sustainability efforts.

Q 4 2025 Challenges/Opportunities

1. 92 community schools risk opening in 2026 without teachers, potentially denying 126,961 learners (107,411 refugees and 19,551 nationals) access to education. Urgent fundraising efforts are required to bridge teacher financing gaps; 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.Failure to harmonize science teachers' salaries has resulted in high attrition, severely weakening science education delivery and outcomes; and; 4.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 1 2026 Sector Priorities

Fundraising through engagement of government and donors for bridging the teacher salaries ; 2.Assessment of education service delivery in the settlement schools due to funding cuts; 3.Follow up approval of the double swift school system guidelines to guide its implementation; 4.Conducting the ERP II financial tracking for the period July 2023 to June 2025; 5.Conducting the ERP II endline evaluation to assess the extent to which the planned outcomes have been achieved; and 6.Development of ERP III (July 2026 – June 2030)

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

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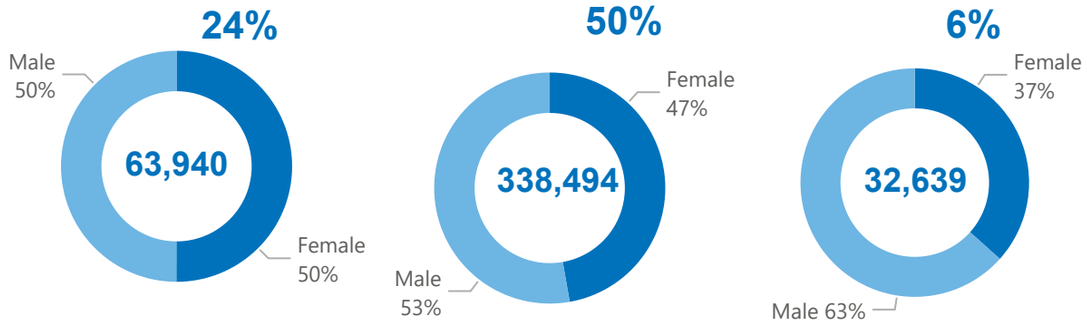
NUMBER OF REPORTING SCHOOLS

Status	ECD	Primary	Secondary	Total
Community	**311**	**104**	**26**	**441**
In_settlement	259	81	22	**362**
out_settlement	52	23	4	**79**
government		**228**	**23**	**251**
In_settlement		129	8	**137**
out_settlement		99	15	**114**
Private	**113**	**119**	**13**	**245**
In_settlement	79	88	7	**174**
out_settlement	34	31	6	**71**
Total	**424**	**451**	**62**	**937**

Location	ECD	Primary	Secondary	Total
out_settlement	86	153	25	**264**
In_settlement	338	298	37	**673**
Total	**424**	**451**	**62**	**937**

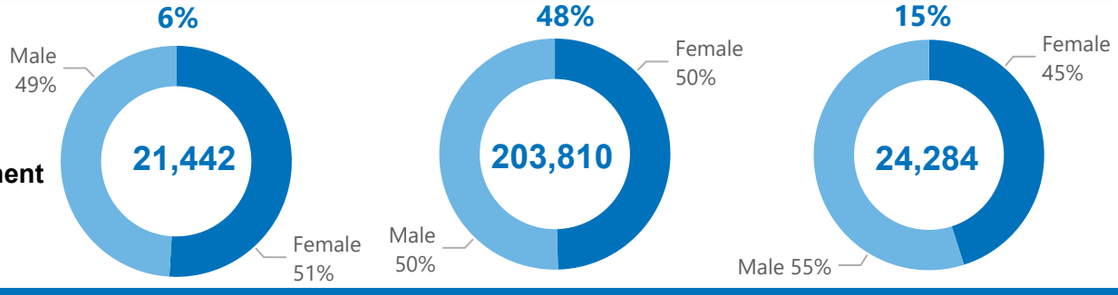
KEY PERFORMANCE INDICATORS

	OVERALL	PRE-PRIMAY	PRIMARY	SECONDARY
REF_ Gross Enroll Rate (GER)	47%	34%	80%	10%
Net Enroll Rate (NER)	30%	24%	50%	6%



435,073
Refugee Gross Enrolment in Pre-primary, Primary and Secondary

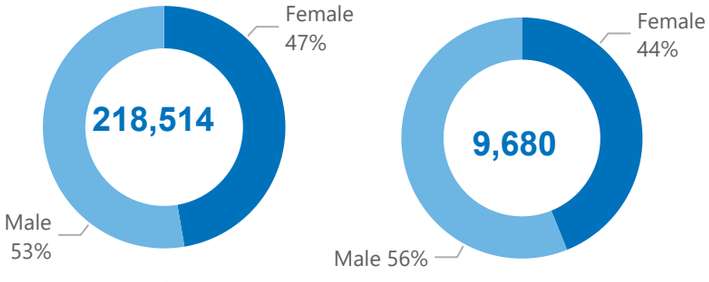
Nat_ Gross Enroll Rate (GER)		6%	48%	15%



249,536
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**

3% **Secondary**

CHILDREN WITH DISABILITY (CWD)

	TOTAL	MALE	FEMALE
CWD	29,324	15,445	13,879
Pre-Primary	2,352	1,263	1,089
Primary	25,071	13,080	11,991
Secondary	1,901	1,102	799
CWD Assisted	981	497	484

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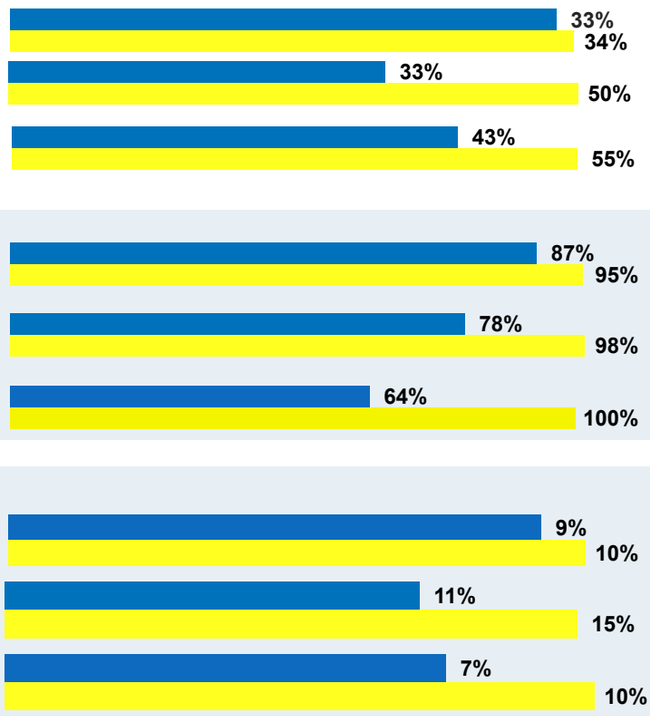
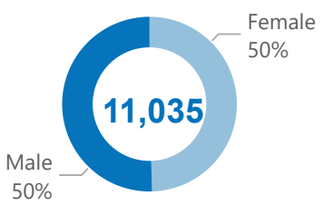
OUTCOME 1: Improved Continued, Safe and Equitable Access and Retention to Inclusive Learning and Skills Training Opportunities

Indicator	*Actual*	*Target*
Children enrolled in Pre-primary school (GER)		
- Congolese Refugees	33%	34%
- South Sudanese Refugees	33%	50%
- Other refugees	43%	55%
Children enrolled in Primary School (GER)		
- Congolese Refugees	87%	95%
- South Sudanese Refugees	78%	98%
- Other refugees	64%	100%
Children enrolled in Secondary school (GER)		
- Congolese Refugees	9%	10%
- South Sudanese Refugees	11%	15%
- Other refugees	7%	10%

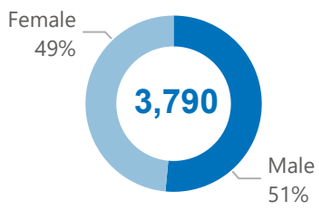


Formal and Non-Formal Education and Training

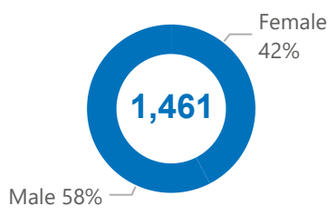
Learners in Accelerated Education Program-Primary



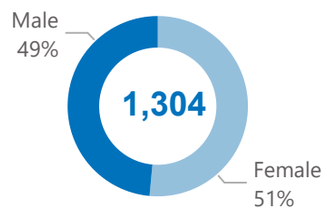
Learners in Accelerated Education Program-Secondary



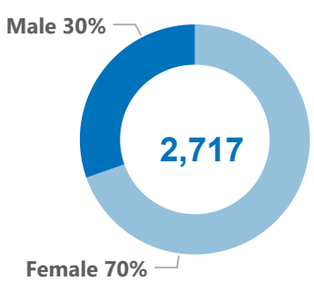
Refugees accessing Scholarships for higher Education



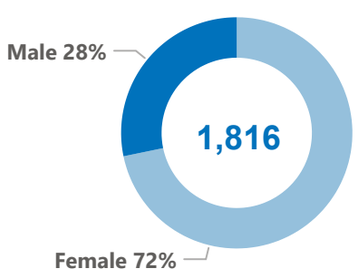
Learners in Technical Vocational Education and Training-TVET



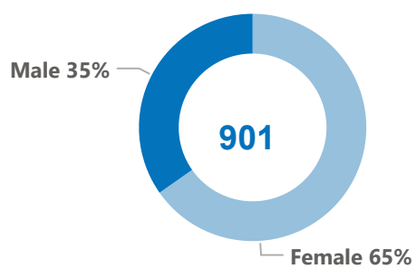
Non-Formal Training-Overall



Non-Formal Training_Refugee



Non-Formal Training_Nationals



Overall Enrollment in Tertiary Education

Category	Male	Female	Total
Non-Formal	1,046	2,460	3,506
Scholarship	620	841	1,461
TVET	671	633	1,304
Total	**2,337**	**3,934**	**6,271**

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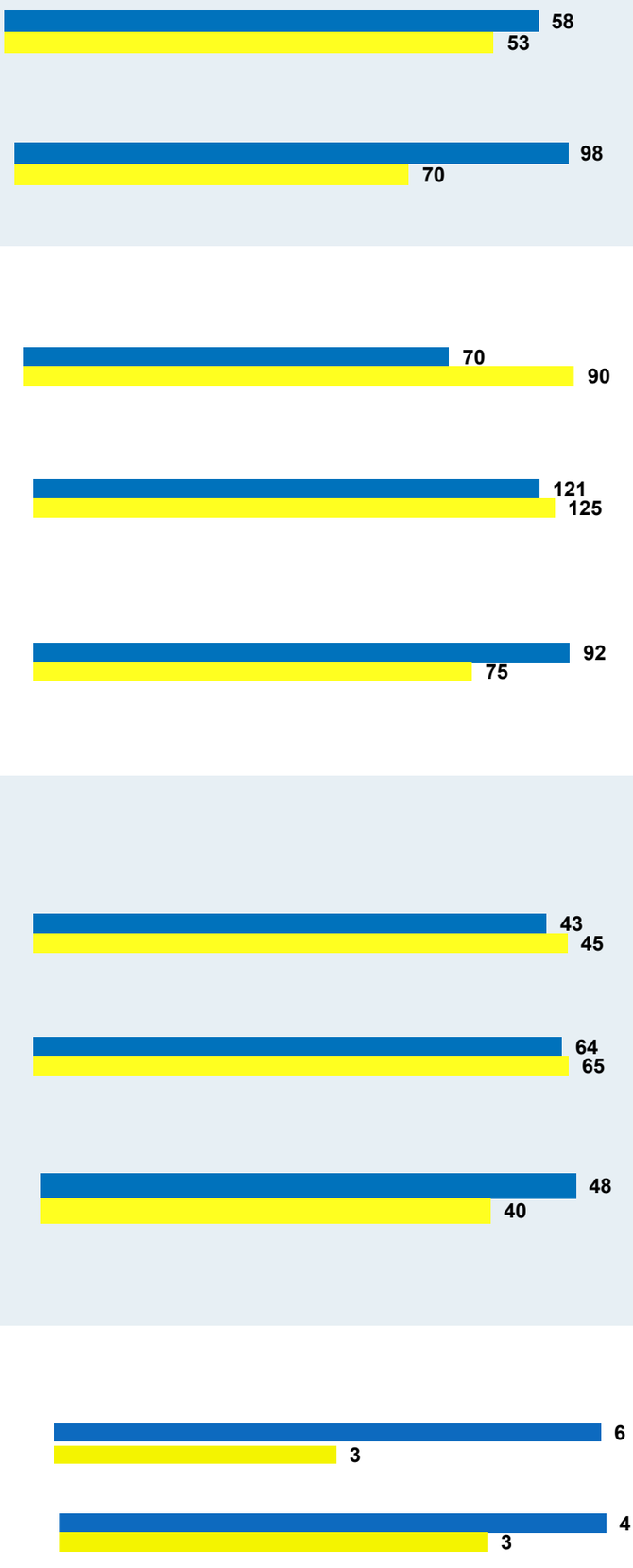
OUTCOME 2: Improved delivery of quality Education and skills training

Indicator	*Actual*	*Target*
Pupil Teacher Ratio (PTR)		
- Pre-primary	58	53
- Primary	98	70
Pupil Classroom Ratio (PCR)		
- Pre-primary	70	90
- Primary	121	125
- Secondary	92	75
Pupil Stance Ratio (PSR)		
- Pre-primary	43	45
- Primary	64	65
- Secondary	48	40
Pupil Desk Ratio (PDR)		
- Primary	6	3
- Secondary	4	3



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OUTCOME 3: Strengthen systems for effective and resilient service delivery

89%
Pre-Primary schools have functional School Management structures

95%
Primary schools have functional School management structures

97%
Secondary schools have functional School management structures

Major Gaps

3,253
Teacher gap in Primary School

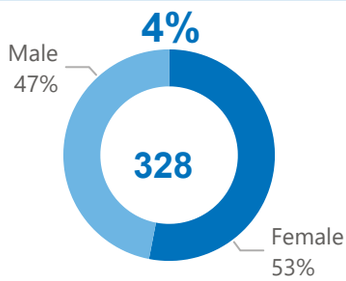
65,352
Gap in desks in Primary Schools

2,689
Gap in Latrine Stances in Primary

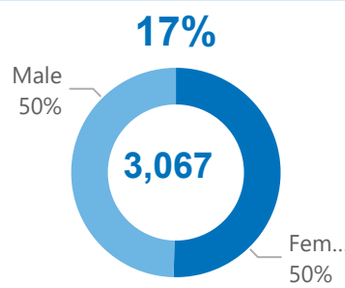
4,299
Gap in classrooms in Primary

Refugee learners in Kampala

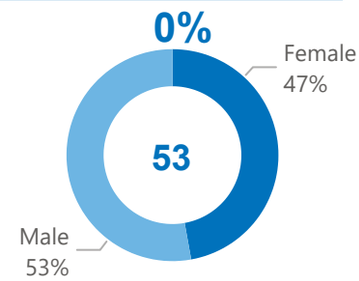
Gross Enroll Rate (GER) for Refugees



Pre-Primary



Primary



Secondary

Funding

$133M
Total required

$34.5M
Received

$98.5M
Gap

source: Activity Info Partner funding report for Q4 2025

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

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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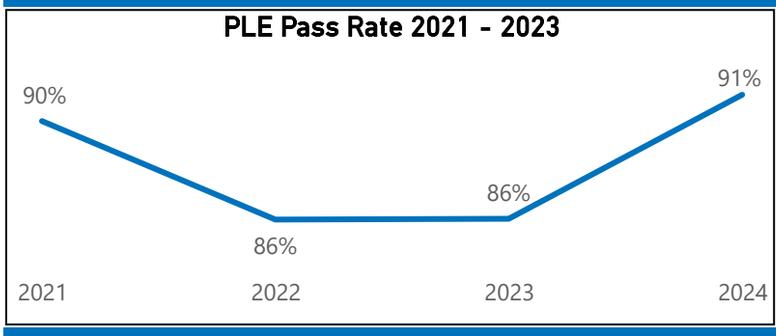
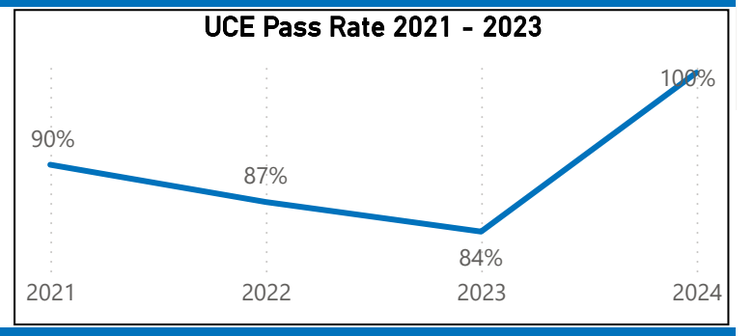
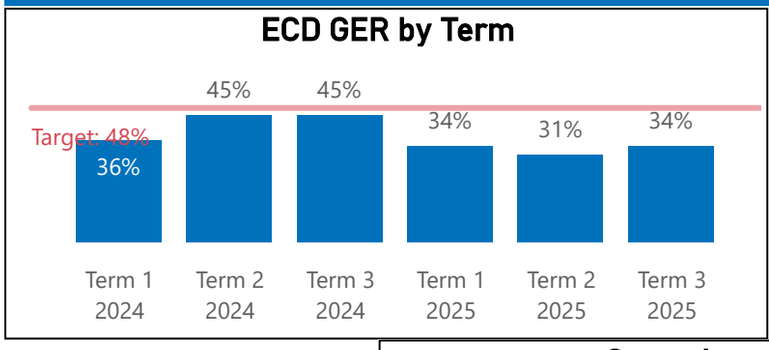
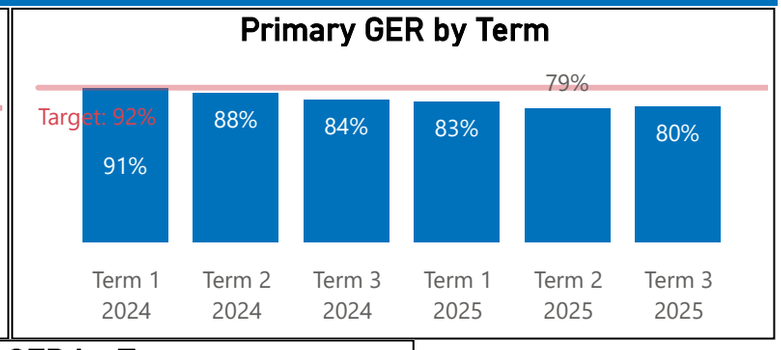
UNEB PASS RATES 2021 - 2024

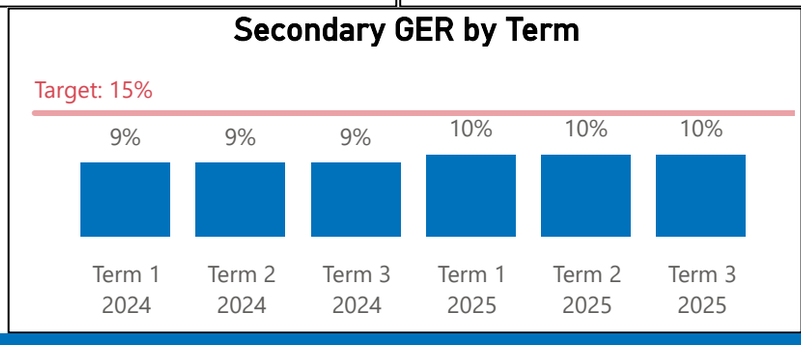




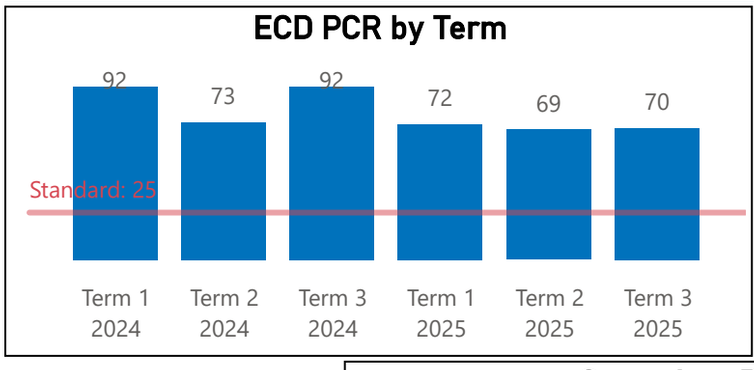
GROSS ENROLLMENT RATES(GER) TRENDS 2023-2025

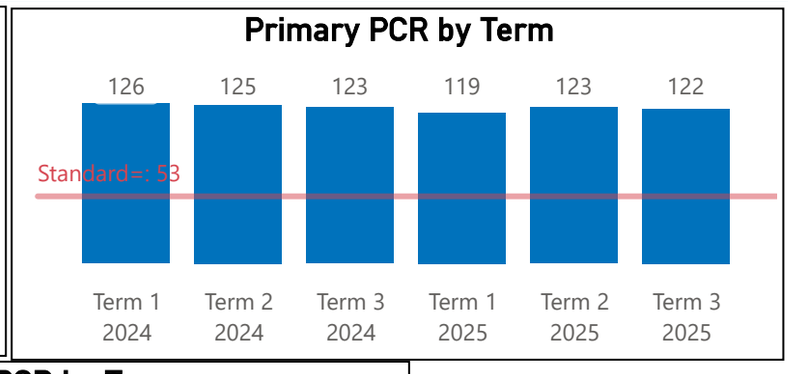


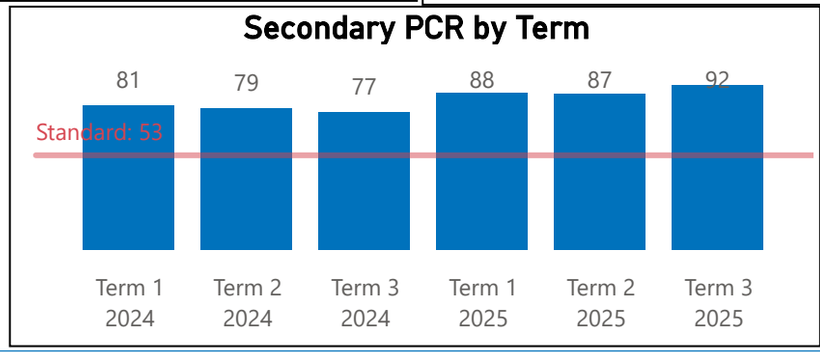




PUPIL CLASSROOM RATIO(PCR) TRENDS







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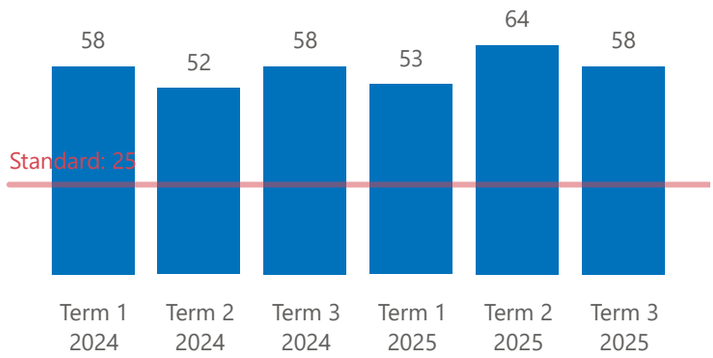
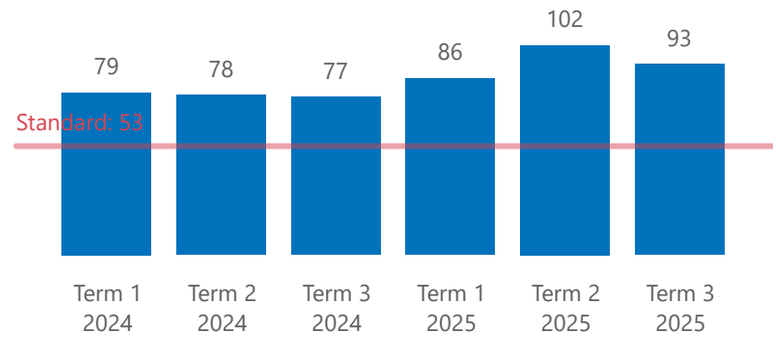
PUPIL TEACHER RATIO(PTR) TREND

ECD PTR by Term

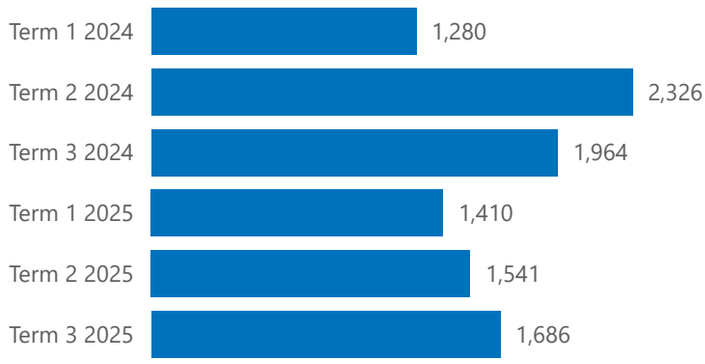


Primary PTR by Term

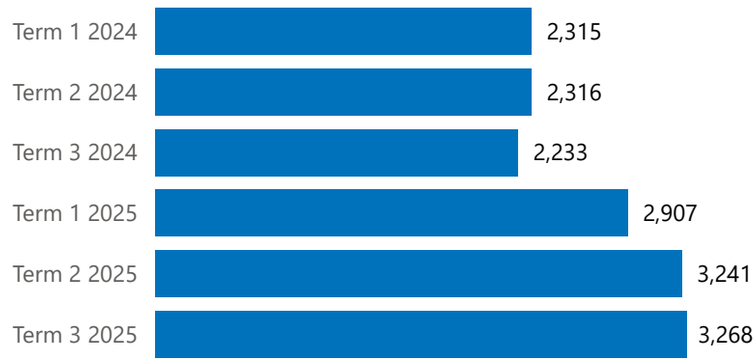


TEACHER GAP BY TERM

ECD Teacher gap by Term

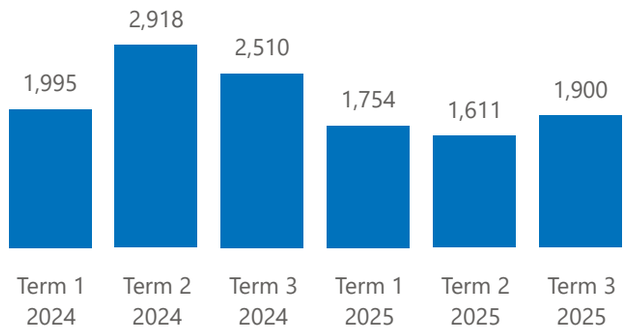


Primary Teacher gap by Term

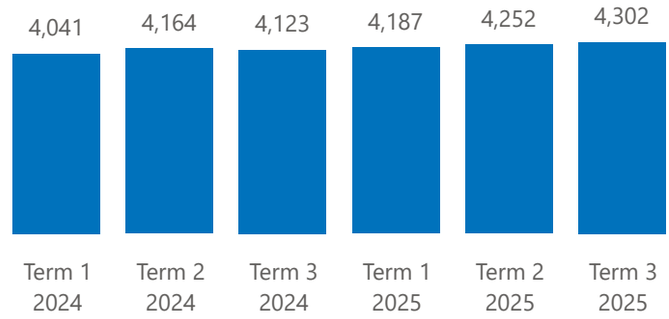


CLASSROOM GAP BY TERM

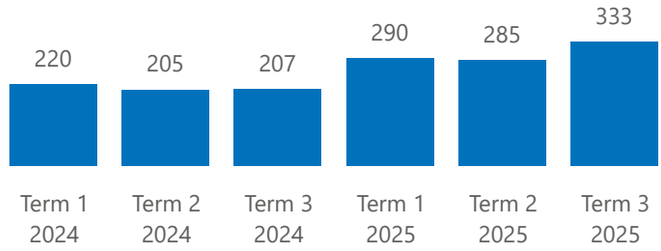
ECD Classroom gap by Term



Primary Classroom gap by Term



Secondary Classroom gap by Term



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

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