

THE EDUCATION RESPONSE PLAN COVERS:

Pre-primary Education

A child's development in their first few years will shape the rest of their lives, for better or worse. Only 39% of refugee children and 19% of the host community are currently enrolled in Early Childhood Development (ECD). Even for those who attend, the quality is constrained by large class sizes, poor infrastructure and shortage of trained caregivers.

Primary Education

On average, there are 154 pupils per classroom in primary schools in the refugee settlements, three times more than the national standard. Most classrooms operate in temporary structures or in the open, which can be dangerous especially during the rainy season. The primary schools lack teachers, teaching and learning materials and basic materials such as desks and chairs. Water and sanitation provision is insufficient, including fully accessible gender-segregated toilets.

Secondary education

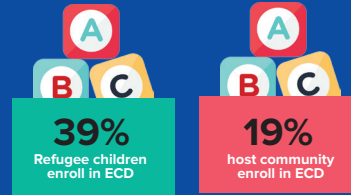
Only 11% of secondary-aged refugee children and 18% of the host community are enrolled in secondary schools, and only a third of those enrolled are girls. Few available schools and the long distances to reach them, a lack of facilities and a lack of documentation are some of the many challenges that force children to drop out.

Out-of-School Adolescents and Youth

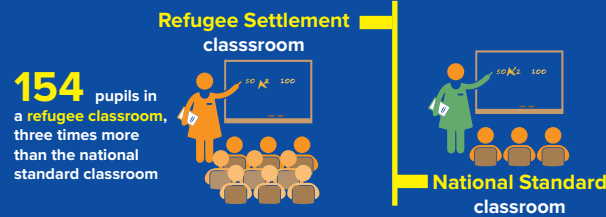
Many youths have missed out on the opportunity for schooling due to conflict and displacement. Some of them are too old to join the formal schools or cannot access their examination certificates that are needed to progress. Getting these youths back into education can help give them a future through:

- Accelerated Education Programmes (AEP) use a specially designed, condensed curriculum to help older youth cover two to three years of school learning in one year for them to re-integrate in the formal education system.
- Life skills training helps to equip the most vulnerable adolescents and youth with knowledge that will protect them from risks such as early marriage, teenage pregnancy, sexual violence and HIV/AIDS.
- Vocational skills training to help youth acquire practical skills and competencies to be employed or self-employed, and become professionally active members of society.

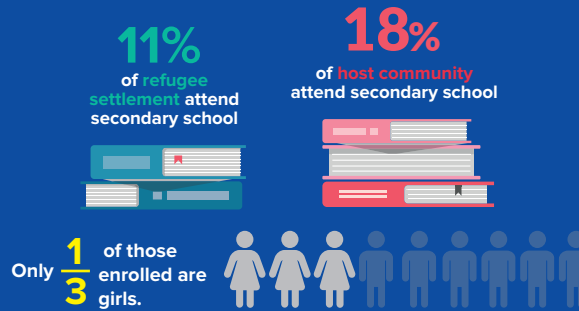
PRE-PRIMARY EDUCATION



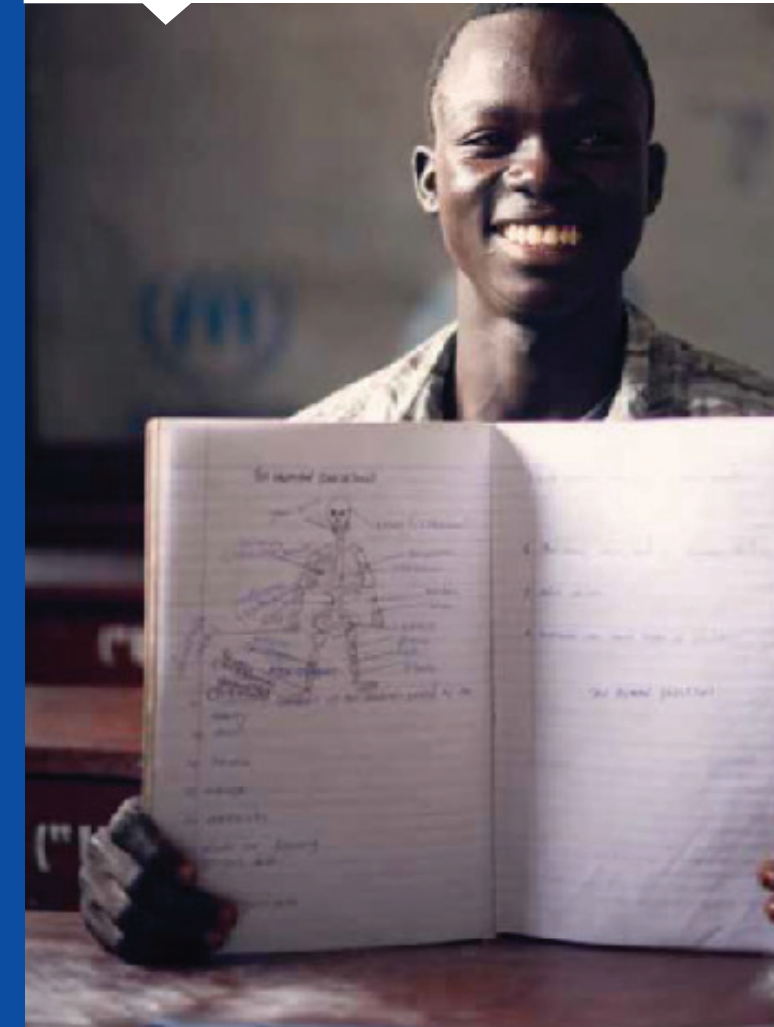
PRIMARY EDUCATION



SECONDARY EDUCATION



MINISTRY OF EDUCATION AND SPORTS



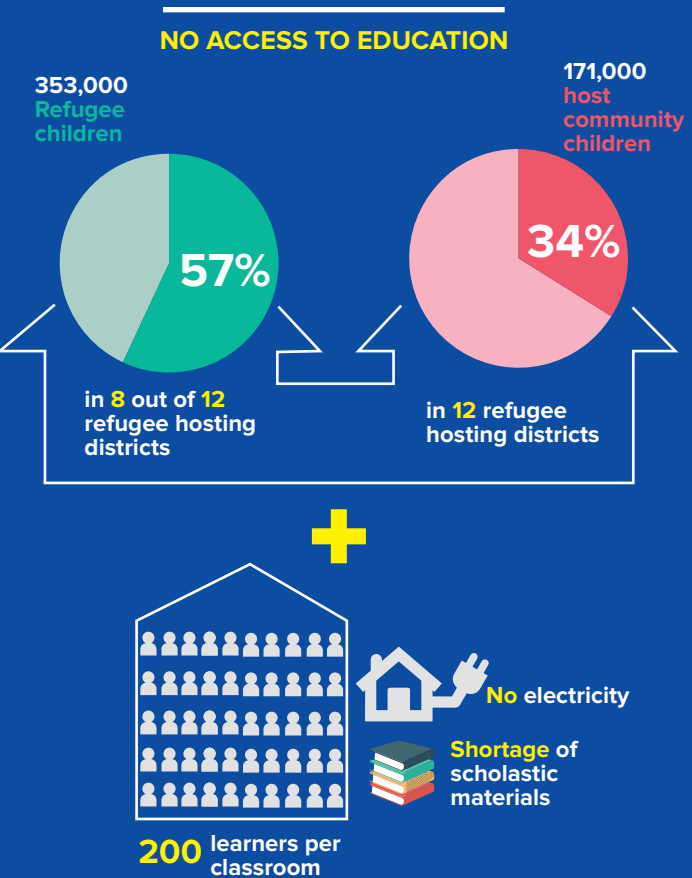
THE EDUCATION RESPONSE PLAN FOR REFUGEES AND HOST COMMUNITIES IN UGANDA

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Uganda hosts the largest number of refugees in Africa, and is one of the top refugee-hosting countries worldwide. More refugees continue to arrive daily, with most fleeing from extreme violence in South Sudan, Democratic Republic of Congo and other conflict affected countries. The crisis is likely to be protracted for many years. This is overwhelmingly a children's crisis – as 82% of refugees are women and children and at least 61% are under the age of 18.

However, the majority do not have access to education. 57% of refugee children (around 353,000) in 8 out of 12 refugee-hosting districts and 34% of host community children (around 171,000) in the 12 refugee-hosting districts are out of school. These districts are among the least developed in the country, and the additional influx is putting a severe strain on already limited resources. Schools – many of which are already facing challenges of poor infrastructure and shortage of teachers – are under increasing pressure. Some classrooms have more than 200 learners, with no walls or basic sanitation, and there is a shortage of books, desks and basic materials. This has a significant negative impact on the quality of learning.



THE EDUCATION RESPONSE PLAN

To address these huge needs, the **Education Response Plan (ERP) for Refugees and Host Communities in Uganda** has been developed. The impetus for developing the plan was provided by Education Cannot Wait (ECW) and the formulation process was led by the Ministry of Education and Sports (MoES), supported by the Education Development Partner Working Group, UN agencies and development organizations in the country.

This Plan – the first of its kind – shows how an average of 567,500 learners per year can be reached with improved education services, at a total cost of USD 389 million over 3.5 years.

The Plan sets out how we together can realise a vision where all refugee children, as well as host community children, have access to quality learning. It targets 3-24 year-olds in 12 refugee-hosting districts in Uganda, and entails a paradigm shift from a mainly humanitarian focus to developing integrated services for the long term for both refugee and host community children. It advocates for predictable and sustainable financing for this emergency and protracted crisis and aspires to bridge humanitarian response with sustainable development

The Plan will be managed by the MoES and the ERP Steering Committee to ensure a coordinated and effective education response. It calls for donor financing for education to over time become increasingly aligned with the Plan. It has been designed in line with the Comprehensive Refugee Response Framework (CRRF) for which Uganda is one of the pilot countries. It also aligns with Uganda's Education and Sports Sector Strategic Plan 2017/18 -2019/20, and will support Uganda to meet the Sustainable Development Goal 4 to ensure that all school-age children have access to quality education by 2030.



The target of the Plan is ambitious but realistic, based on sound targeting and costing. It will be achieved through three groups of activities:

- **Improved equitable access to inclusive relevant learning opportunities**, through constructing classrooms and school facilities, providing scholastic materials, expanding access to life-skills and vocational skills opportunities, and making schools safer and more accessible – for example so that children with disabilities can attend.
- **Improved delivery of quality education services and training**, by providing salaries and training for teachers, developing their skills, strengthening school governance, supporting school clubs, piloting innovations and improving pedagogy.
- **Strengthened systems for effective delivery**, through policy and advocacy work, institutional development at both national and district level, supporting district-level coordination and planning, enhancing engagement with communities, supporting data and information management.

WHY EDUCATION?

Education protects.

Classrooms provide refugee children with sanctuary, friendship and routine, and can protect them from forced recruitment into armed groups, child labour, sexual exploitation and child marriage, and help them cope with trauma



Education is a right.

It is enshrined in the 1948 Universal Declaration of Human Rights, which recognizes its vital role in the full development of the human personality, strengthening respect for human rights, and promoting peace and understanding

Education empowers.

It gives refugees the knowledge and skills to live productive, fulfilling and independent lives. In Uganda, for every extra year a refugee child spends in school, their income increases by 3%



Education enlightens.

The classroom is a place for children to learn about themselves and the world around them. These refugee children will be the next generation who may one day go home and shape their countries' futures

