



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS



SECOND EDUCATION RESPONSE PLAN FOR REFUGEES AND HOST COMMUNITIES IN UGANDA

2021/22 – 2024/25



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Foreword

The second Education Response Plan for Refugees and Host Communities (ERP II) in Uganda was developed as a follow-up to the Education Response Plan for Refugees and Host Communities (ERP I). Developed in 2017 and launched by the Ministry of Education and Sports in 2018, ERP I was developed as one of the first government Plans in the world that was aligned to the Comprehensive Refugee Response Framework (CRRF), aiming to improve learning outcomes for increasing numbers of refugee and host-community children and adolescents across the country.

While ERP I was considered a great success for streamlining and attracting support for refugees and host communities in Uganda, its implementation was fraught with numerous challenges including the COVID-19 pandemic, which led to the closure of both public and private institutions. To a certain extent, the pandemic reversed achievements made during ERP I.

The new reality required a refreshed and detailed Plan in order to ensure improved learning outcomes for increasing numbers of refugee children in host communities. ERP II is therefore a product of the increased efforts of numerous stakeholders, including the Ministry of Education and Sports, line ministries, education development partners (EDPs), non-government organizations and the United Nations.

Uganda is one of the largest refugee-hosting countries in the world and nearly 60 per cent of the refugee population settled in Uganda is estimated to be comprised of children (i.e. under the age of 18). The population of refugee children has grown compared to that during ERP I and in some districts such as Adjumani and Obongi, school-going refugee children exceed the populations of host community children. These demographic changes to the local community coupled with social aspects unique to refugees create distinctive challenges to service delivery.

As the old African adage says, “it takes a village to raise a child”; as such, Uganda treats these vulnerable children as her own. Education brings a sense of normalcy to their lives after the trauma of displacement. Uganda provides protection mechanisms to these children in challenging conditions and helps them to overcome these difficulties and reach their full potential to serve their communities. Education is therefore an enabler to break what could be the vulnerability circle of poverty and destitution.

Uganda has constituted policies and regulations such as the Refugee Act 2006, the Refugee Regulations 2010, the Comprehensive Refugee Response Framework (CRRF) and the Education and Sports Sector Strategic Plan (ESSP) 2021–2025. These policy frameworks make the country a model example among the international community for granting asylum to refugees and allowing them access to the same rights as its citizens, including the right to education.

It is the government’s sincere hope that implementation of this second Plan will continue to receive financial support and technical expertise from partners. We will ensure that all children in the country are provided with opportunities to access inclusive, quality education at all levels.



Janet K. Museveni

First Lady and Minister of Education and Sports

Acknowledgement

The development of the Education Response Plan (ERP) for Refugees and Host Communities in Uganda has received assistance in terms of technical expertise and financial resources from a diverse range of stakeholders. The Ministry of Education and Sports acknowledges the invaluable support received from Education Cannot Wait and the Local Education Development Partner Working Group. Their assistance in providing motivation, overall guidance and financial support has been instrumental in the development of the Plan.

The Education in Emergencies (EiE) Working Group, which consists of Civil Society Organizations implementing education programmes for refugees and host communities, has also made a significant contribution to the ERP II by providing guidance and feedback on the situation analysis, as well as offering valuable insights for prioritizing activities within plan.

The Ministry appreciates continued support and financial assistance provided by UNHCR, UNICEF, IRC and Play matters. Their contributions have been instrumental in the development of the plan. They have provided essential support by facilitation the hiring of staff for the ERP for the ERP Secretariat and by offering funding for crucial consultative workshops and meetings that have played a pivotal role in shaping the ERP II.

The Ministry acknowledges the efforts and contributions made by the District Local Governments in formulating the District Refugee Response Plans, which was instrumental in the development of ERP II. Additionally, the formulation of this ERP II was enhanced by the active involvement of an ERP Reference Group, the ERP task team, and Sub-task teams from different Plan components. These teams consisted of representatives from Government, education development, and humanitarian response partners, all of whom contributed significantly.

The Ministry would also like to express special gratitude to several Donor Agencies that contributed to the development of the ERP II. These include, the Education Partner groups comprising the following Governments and organisations. The Governments include: Belgium, Denmark, Finland, Ireland, Japan, Korea, Norway, United Arab Emirates, United Kingdom and United States of America; and the organisations include: the United Nations Agencies such as United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF), United Nations High Commission for Refugees (UNHCR) and the World Bank.

The Ministry is also grateful for the technical and financial support by International and National Non- Governmental Organizations such as the International Rescue Committee (IRC), the Diocese of Rottenburg-Stuttgart, GIZ, Transform Aid International, ENABEL particularly for their comprehensive review, valuable feedback and quality assurance efforts. Appreciation is also made to the private philanthropies and charities that have made the development of this Plan possible. They include the LEGO Foundation, KFW and the Google.org Foundation

I wish to extend sincere gratitude on behalf of the Ministry of Education ad Sports, and on my own behalf to all stakeholders for their joint endeavours and shared commitment to advance educational access, improve learning outcomes and foster skills development for children and youth in both refugee and host communities.



Ketty Lamaro

Permanent Secretary

Ministry of Education and Sports

Executive Summary

The Education Response Plan II for Refugees and Host Community in Uganda (ERP II) provides a comprehensive Plan aimed at mobilizing resources and coordinating efforts that caters for the education of refugees and host communities in Uganda.

ERP II aims to reach an average of 674,895 beneficiaries per year over the period of 3.5 years from January 2022 (FY2022/23) to June 2025 (FY2024/25) at a cost of \$450 million. The Plan will be implemented in the 37 sub counties in the 12 refugee-hosting districts, and in Kampala. ERP II is anchored in a firm policy framework, annexed to the Education and Sports Strategic Plan (ESSP) FY 2020/21–2024/25, tethered to the Sustainable Development Goals (SDGs), the African Union Agenda 2063, and the National Development Plan III (2020/21 - 2024/25) among other frameworks.

ERP II is the successor of ERP I, which aimed at access to quality education for 567,500 refugee children in the host communities per year, over a period of 3.5 years (2018 to 2021) at a cost of \$389million. The first Plan saw partners mobilize funds up to 32 per cent of the total cost in the first two years of implementation, contributing to the achievement of common goals and objectives in the refugee response. While improvements were made in educational access, particularly in primary education level with the Gross Enrolment Rate (GER) of refugees improving from 58.2 per cent in 2017/2018 to 88.5 per cent in 2020/2021, it is still below the national average primary GER of 111 per cent as recorded in 2017/2018. Refugee-hosting districts also experience low learning outcomes and limited access to skills development despite the overwhelming numbers of young people requiring vocational skills. ERP II was developed based on the challenges and lessons learned from ERP I and consists of seven chapters.

Chapter One Introduction

This chapter provides the background for developing ERP II, by reviewing the achievements, challenges, lessons learned, and gaps and constraints of ERP I.

Chapter Two Situation analysis

Based on the legal framework of ERP II as a guide to its implementation, this chapter presents the situation faced by refugees and host communities in accessing quality education services in Uganda. While progress has been made during ERP I, particularly in terms of enrolment across all education levels, challenges still remain in the secondary education level, with the Gross Enrolment rate (GER) only reaching 12.1 per cent for refugees and 10 per cent for nationals in refugee-hosting communities. This is mainly attributed to the low retention rate in primary education and the limited transition to post-primary, including secondary, and technical vocational education and training (TVET). There is still a huge infrastructure gap across all education levels in the settlements, with the pupil to classroom ratio (PCR) reaching 135:1 in primary and 87:1 in secondary education. Only 1,820 refugee learners are enrolled in technical vocational education and training (0.4 per cent of the target population).

Chapter Three Theory of change

The theory of change was developed based on the understanding that inequitable education opportunities hamper the access and delivery of quality education to refugee, children and adolescents in the host communities as revealed in the situational analysis. It articulates how improvement of learning outcomes and skills for crisis affected and host communities' children and adolescents will be achieved through improving equitable access and retention; delivery of the quality of education and training and strengthening systems for effective and resilient service delivery. The root cause was identified as the inadequate system readiness to host and fully accommodate the increasing number of refugees. If the challenges are not addressed, significant increase in school dropouts, abuse and violence are expected to occur.

Chapter Four Strategic direction

This chapter offers the strategic direction of ERP II. The strategic direction is informed by the situational analysis and the theory of change. An activity list was developed which was refined with costing and prioritization exercise within the intended outcomes and outputs. The three main outcome areas are as follows;

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

Outcome 2: Improved delivery of quality education and training

Outcome 3: Strengthened systems for effective and resilient service delivery

Chapter Five Plan implementation

Implementation of ERP II is the responsibility of the Ministry of Education and Sports (MoES), in collaboration with MDAs, the Comprehensive Refugee Response Framework, Host District Local Governments, the Department of Refugees (DoR)/Office of the Prime Minister (OPM), the Education Development Partners Group, United Nations organizations and other partners including Non-Governmental Organizations (NGOs), Civil Society Organizations (CSOs), Faith-Based Organizations (FBOs) and Community-Based Organizations (CBOs).

Chapter Six Monitoring and evaluation

The ERP II monitoring and evaluation (M&E) system will be guided by the theory of change and the logical framework. Without reinventing the wheel, the ERP I M&E system and its tools will be reviewed and updated to align it to ERP II requirements. The revamped Education Management Information System (EMIS) module will also be applied to the refugee data.

Chapter Seven Risk management, mitigation and localization

The Plan identifies possible risks including the operational, financial, pandemic, influxes and other emergencies that are likely to affect its implementation. It identifies mitigation measures to ensure continued education service delivery and proposes maintenance of a risk register to identify and mitigate any possible risks.

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Acronyms

AEP	Accelerated Education Programme
BTVET	Business, Technical and Vocational Education and Training
CPD	Continuous Professional Development
CRRF	Comprehensive Refugee Response Framework
ECCE	Early Childhood Care and Education
ECW	Education Cannot Wait
ERP I	First Education Response Plan in Uganda
ERP II	Second Education Response Plan in Uganda
GER	Gross Enrolment Rate
GPI	Gender Parity Index
ICT	Information and Communication Technologies
INGO	International Non-Government Organization
MHM	Menstrual Hygiene Management
MoES	Ministry of Education and Sports
MPHSS	Mental Health and Psychosocial Support
NDP III	Third National Development Plan
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
OPM	Office of the Prime Minister
PLE	Primary Leaving Examination
PTR	Pupil Teacher Ratio
SDGs	Sustainable Development Goals
GBV	Gender Based Violence
RHD	Refugee-Hosting District
RHS	Refugee-Hosting Sub- County
UCE	Uganda Certificate of Education

UDHS	Uganda Demographic and Health Survey
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Fund
USSEP	Uganda Secondary School Effectiveness Project
UgIFT	Uganda Intergovernmental Fiscal Transfer Programme
WASH	Water, Sanitation and Hygiene
WHS	World Humanitarian Summit

Definition of Terms

Refugee	Someone who “owing to a well-founded fear of being persecuted for reasons of race, sex, religion, nationality, membership of a particular social group or political opinion, that person is outside the country of his or her nationality and is unable, or owing to that fear, is unwilling to return to or avail himself or herself of the protection of that country”
Settlement	Broadly used to describe a designated community in which refugees/displaced people live.
In-settlement	Refers to beneficiaries accessing schools within the settlement catchment area that receive children/adolescents from both refugee and host communities
Out of/outside settlement	Refers to the area of the refugee-hosting sub-county (RHS) outside the designated settlement/community in which refugees live
Outside-settlement	Refers to beneficiaries accessing schools within the refugee-hosting sub-county but outside the designated settlement areas.
Refugee-hosting sub counties	Sub-counties within which the designated refugee settlements are located
Refugee-hosting districts	Districts in which refugee settlements are located.
Learning outcomes	Statements of the knowledge, skills and abilities that individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.
Bridging programme	Study programmes serving to bridge a perceived gap between students’ existing English language proficiency and/or academic level and the level deemed necessary for them to study through the medium of English.
Inclusive education	“.. a transformative process that ensures full participation and access to quality learning opportunities for all children, young people and adults, respecting and valuing diversity, and eliminating all forms of discrimination in and through education. The term inclusion represents a commitment to making preschools, schools, and other education settings, places in which everyone is valued and belongs, and diversity is seen as enriching.” (UNESCO, 2019, Paragraph 2, page 1. Cali commitment to equity and inclusion in education. ED/ESC/IGE/2019/10)
Children with disabilities	Children who have “substantial functional limitation of ... daily life activities caused by physical, mental or sensory impairment and environment barriers, resulting in limited participation in society on equal basis with others and includes an impairment specified in Schedule 3” (Persons with Disabilities Act, 2020 [Act 3 of 2020]).

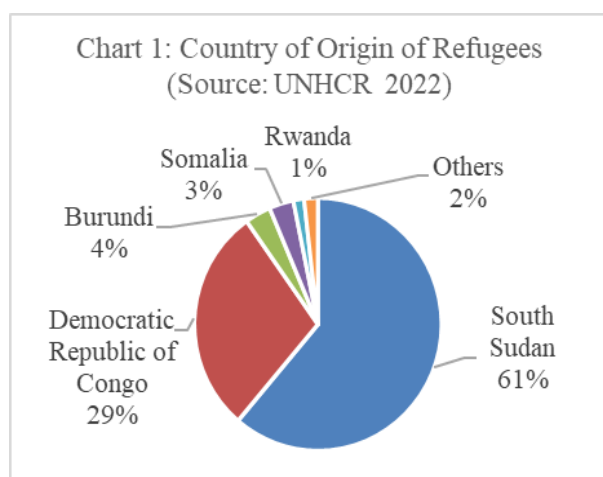
Impairments	<p>“problems in body function or structure such as a significant deviation or loss” (WHO, 2002, Towards a Common Language for Functioning, Disability and Health: ICF, WHO/EIP/GPE/CAS/01.3). The Persons with Disabilities Act, 2020 (Act 3 of 2020) of Uganda specifies some impairments in Schedule 3: Physical disability caused by cerebral palsy, amputation of a limb, paralysis or deformity; hearing disability including deafness and hard-of-hearing disability; visual disability including blindness and low-vision disability; deaf-blindness; mental disability including psychiatric disability and learning disability; dwarfism; albinism and multiple disabilities.</p>
Children with special needs	<p>Children who have some unique needs that require exceptional care and extra help. Their special needs may stem from various factors such as disability, environment, gender, age, and socioeconomic development. Some examples include: children with disabilities, children living under difficult circumstances, children with health problems and children affected by or infected with HIV.</p> <p>However, people often use the term “special needs learners” to refer specifically to “children with disabilities”. In particular, special needs education (SNE) teachers are those trained in specialized teaching methods, including sign language and Braille transcription.</p>
Assistive devices	<p>Wheelchairs, callipers, crutches, white canes, orthopaedic appliances, qualified readers; taped texts, audio, visual and pictorial recordings; braille and tactile equipment or materials, large print and other such devices that support persons with disabilities in participating effectively in all aspects of life.</p>
Transferable life skills	<p>Talents and abilities that can be used in many different jobs and career paths such as communication, problem solving etc.</p>
Blended learning	<p>An educational practice that combines face-to-face teaching and online instruction.</p>

CHAPTER ONE – INTRODUCTION

1.0 Background

The stability of Uganda in the region has created an oasis of peace for populations forced to seek refuge and asylum in another country. Uganda is a party to the 1951 Refugee Convention and 1967 Protocol, which it signed in September 1976. Since then, Uganda has been undertaking legislative and institutional reforms aimed at providing a safe and peaceful environment full of opportunities to exploit and hence conducive to hosting refugees and asylum-seekers. “Refugee-friendly” policies and Plans include the granting of various rights to refugees and asylum-seekers, such as rights to education, work, private property, health care and other basic social services.

Due to this refugee friendly policy, Uganda welcomes the highest number of refugees in the whole of Africa and the third largest refugee-hosting country in the world¹. As of June 2022, Uganda is home to over 1.53 million refugees and asylum-seekers. The largest numbers of these were of South Sudan nationality constituting 61 per cent, followed by refugees from Democratic Republic of Congo (DRC) constituting 29 per cent. Other refugees are from neighbouring countries such as Burundi, Somalia and Rwanda. According to UNHCR 2020, 94 per cent of the population lives in settlements, while the remainder are in urban areas. Females and Males represent 52 per cent and 48 per cent of the population respectively, while 57 per cent are children under the age of 18 years.



As long as the instability in South Sudan still persists, and conditions are non-conducive or unsafe to return, most refugees are likely to remain in Uganda in the short- to medium-term. In addition, political tensions arising from the outbreak of civil war in the Tigray region of Ethiopia as well as the spread of COVID-19 has increased the likelihood of further refugee arrivals.

COVID-19 has increased competition to secure adequate resources for refugee populations and further exacerbated underlying vulnerabilities due to protracted displacement. This additional pressure continues to mount on the Ugandan government to ensure basic services, economic opportunities to the refugees, and realize social cohesion among the refugee-hosting communities. As a result, continued support to the country which hosts mixed-migrant populations will be critical in 2022 and beyond.

1.1 Achievements, challenges and lessons learned from Education Response Plan I

The Education Response Plan for Refugees and Host Communities in Uganda (ERP I) implemented from January 2018 to June 2021, was developed to mobilize resources and coordinate efforts towards increased access to quality and relevant education for refugees and host communities. ERP I set out a realistic and implementable Plan to ensure improved learning outcomes and attainment of quality skills for the increasing numbers of refugee and host-community children in Uganda. The Plan set out an ambitious but realistic target of reaching 567,500 refugees over a period of 3.5 years at a cost of \$389 million. ERP I undertook a whole society approach in responding and finding solutions to the refugee situation in Uganda, building on existing initiatives and policies. The goal of ERP I was to improve

¹ UNHCR (2021) Global Trends Forced Displacement in 2020.

learning outcomes for refugee and host community children and adolescents. This Plan envisaged three outcome areas: improved equitable and inclusive access to relevant learning opportunities; improved delivery of quality education and training; and a strengthened system for effective delivery. The following table presents the summary of achievements, challenges, lessons learned, and gaps and constraints of ERP I. A more detailed review of ERP I may be found in Annex 1.

Table 1: Summary of Education Response Plan I review

Achievements	<p><u>Improved equitable access to inclusive relevant learning opportunities</u></p> <ul style="list-style-type: none"> ● The gross enrolment rate (GER) for refugees improved for all levels, while a decline was recorded for host community for primary and secondary level. ● In FY 2020/21, the Government grant aided 51 primary schools, bringing the number of government schools to 68 in the refugee-hosting districts. ● Eight Early Childhood Development (ECD) centres, ten primary schools and three secondary schools were newly established reducing the distances to school. <ul style="list-style-type: none"> ● 1,028 classrooms and 4,393 latrine stances were established for primary, secondary and accelerated education programmes (AEP), improving the Pupil Classroom Ratio from 154:1 to 135:1 for primary and from 143:1 to 87:1 for secondary between 2017 and 2021. ● Continued learning was supported during the COVID-19 period through self-study materials, radio, television lessons and the use of information and communications technology (ICT). ● AEP and double-shifting innovations were implemented, which are estimated to have increased access for 14,915 primary learners. <p><u>Improved delivery of quality education and training</u></p> <ul style="list-style-type: none"> ● Academic performance improved, with 9.77 per cent more children sitting for the 2021 primary leaving exam (PLE) compared to 2019 and an 8.7 per cent increase in candidates qualifying for post-primary education. ● The pupil-teacher ratio in the settlement improved between 2017 and 2021, from 85:1 to 67:1 for primary and from 50:1 to 30:1 for secondary. ● Teacher salaries were harmonized to the first level of the government payroll scale. ● Enhanced capacity-building of teachers through refresher courses in methodology and continuous professional development (CPD). <ul style="list-style-type: none"> ● Newly licensed and registered 100 schools, leading to improved learning environments and adherence to the Basic Requirements and Minimum Standards (BRMS) and regulations. <p><u>Strengthened systems for effective delivery</u></p> <ul style="list-style-type: none"> ● Improved coordination between partners and government. ● Improved support supervision and inspection through capacity-building and provision of ICT equipment at district, school, and community levels. ● Improved access to quality information through improved data collection, analysis, and management. <ul style="list-style-type: none"> ● National- and district-level monitoring and evaluation system and funding tracking mechanism developed, leading to enhanced collaboration between partners in tracking progress.
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	<ul style="list-style-type: none"> ● District-level ERP developed to ensure contextualization of the national Plan to the district refugee education response.
Challenges	<p><u>Improved equitable access to inclusive relevant learning opportunities</u></p> <ul style="list-style-type: none"> ● GER of girls both in primary (84.5 per cent) and secondary (7.5 per cent) are still lower than the overall GER of refugees at 88.5 per cent and 12 per cent respectively. ● Only 2 per cent of learners with disability enrolled in school (global average: 10 per cent). ● Little or no improvement in secondary GER between 2017 and 2021 (from 11.3 per cent to 12.1 per cent for refugees and from 17.9 per cent to 9.1 per cent for host communities); this was attributed to the limited number of secondary schools, high school fees and societal challenges leading to early marriages and teenage pregnancies. ● Low retention in primary schools and limited transition to secondary and post-secondary education. ● Gaps in the number of school facilities meeting the government standard ratio, particularly in relation to classrooms, latrine stances, furniture and learning materials. ● Existing school facilities not accessible to children with disabilities (only 2 per cent of all primary and secondary schools are inclusive to all learners). <p><u>Improved delivery of quality education and training</u></p> <ul style="list-style-type: none"> ● Limited facilities and equipment to ensure quality education, including science laboratories, libraries, ICT labs, science equipment and access to power. ● Inadequate teacher accommodation, leading to teachers being demoralised and not arriving at school on time. ● Inadequate number of teachers (the pupil-teacher ratio [PTR] stands at 56:1 and 67:1 for ECD and Primary, against the government standard of 25:1 and 53:1 respectively). ● Academic qualification and credentials of refugees not recognized, despite some refugees having the required skills to become teachers. ● Limited parent participation in education and school programmes leading to student absenteeism, inadequate school feeding, gender-based violence, negative parental attitudes and unfavourable cultural beliefs. ● Limited provision of technical vocational education and training (TVET) programme, hindered by inadequate funding, lack of trained instructors, limited learning materials, and readily available markets. <p><u>Strengthened systems for effective delivery</u></p> <ul style="list-style-type: none"> ● Improved through ERP I, but still room for enhancing coordination to avoid duplication of services and poor coordination among implementing partners. ● Inadequate and inconsistent funding/donor fatigue left some interventions partially implemented or unimplemented. ● Delay in the development of District ERPs, which affected the alignment of district Plans to the national ERP.

	<ul style="list-style-type: none"> ● Limited involvement of beneficiaries, including learners, teachers, parents and lower local government officials in the Planning formulation. ● Inadequate number of staff at District Education Offices to facilitate ERP I. ● ERP I was silent on the provision of early childhood care and education (ECCE) and the promotion of sciences. ● Achievements made under ERP1 were undermined by the COVID-19 pandemic.
Lessons learned	<ul style="list-style-type: none"> ● More schools required, particularly at secondary level, to align with the policy of the Government of Uganda of having at least one secondary school in all sub-counties. ● Enhanced support required for transitioning to secondary/vocational training, to cater to the large number of learners who complete primary education. ● New innovations needed, such as rotations, double-shifting, ICT as pedagogical tool, blended learning and learning through play to improve access. ● Learning environment requires improvement through the provision of more infrastructure, teachers, materials, learning opportunities and psychosocial support. ● Awareness-raising and mainstreaming the COVID-19 response and the reintegration of dropouts are important measures to improve retention, completion and enrolment. ● Affirmative actions and follow-ups needed for girls and learners with disabilities: tracking dropouts, proving retention programmes and scholarships, enhancing community sensitization and awareness-raising programmes, developing inclusive curriculums and improving school infrastructure. ● Improved coordination by all stakeholders leads to improved efficiency in education service delivery and increased support supervision. ● Provision of vocational skills through formal and non-formal training and retooling increases employment opportunities. ● Early childhood care and education, post-secondary training, skilling and co-curricular activities are necessary to achieve holistic education in ERP II. ● Science, technology, engineering and mathematics/Innovation (STEM)/(STEI) and ICT in education can be enhanced through teacher development, implementation of lower-secondary curriculum, construction of science and ICT laboratories, installation of power and provision of libraries. ● Ensuring safety and improvements in the learning environment is crucial to curbing bullying and violence against children in schools. ● Community sensitization and strengthened parent and teacher associations (PTAs) are necessary in order to increase school participation, improve school feeding and guarantee ownership. ● Implementing bridging programmes is critical to absorbing/attracting refugees into the education system and making up for lost years. ● Increasing funding to address the existing gaps in education calls for clear long-term commitment from humanitarian and development partners. ● Registering and hiring refugee teachers by recognising their academic qualifications is beneficial to bridging the language gap, especially in lower-primary. ● Adapting contingency Planning will mitigate negative impacts on education amid disasters and pandemics.

	<ul style="list-style-type: none"> ● Aligning Plans, budgets and reports enhances the enforcement of an integrated work Plan and improved reporting using standard formats and frequencies. ● Involving all beneficiaries in formulating and disseminating the Plan to all stakeholders increases ownership and response. ● Recruitment of a data analyst to provide technical support to the District Education Office and its partners improved data collection and information management. ● Establishment of a permanent data management system will enable evidence-based Planning and aid decision-making.
Gaps and constraints	<ul style="list-style-type: none"> ● Insufficient coverage/Planning for early childhood care and education and co-curricular activities. ● Inadequate availability of data to inform Planning and decision-making. ● Inadequate emphasis on TVET, STEM/STEI and ICT as guided in the LSC. ● Funding gap and inadequate multi-year funding commitment leading to uncertainty in the implementation and sustainability of some interventions. ● Less emphasis on secondary education. ● Absence of contingency Planning to enable response to disasters and pandemics.

1.2 Development of Education Response Plan II for refugees and host communities

ERP II has been developed to harness effort and coordination towards the provision of quality education and sports for all, as stated in the Education and Sports Strategic Plan (ESSP) FY 2020/21–2024/25 and is annexed to the ESSP. The goal of NDP III (the third National Development Plan 2020/21–2024/25) is to increase average household incomes and improve Ugandans’ quality of life. ERP II directly contributes to four of the six objectives of the Human Capital Development Programme:

- The first: to improve the foundations of human capital
- The second: to produce an appropriately knowledgeable, skilled and ethical labour force
- The third: to streamline/emphasize STEI/STEM in the education system and
- The fifth: to reduce vulnerability and gender inequality throughout the life cycle. Therefore, the alignment to NDP III is demonstrated within ERP II

The objectives of ERP II are based on the strategies and intervention underpinning the ESSP 2020/21–2024/25, which include: (i) to achieve equitable access to relevant and quality education and training; (ii) to ensure delivery of relevant and quality education and training; and (iii) to enhance the efficiency and effectiveness of education and sports service delivery at all levels. These three strategic objectives are aimed at improving equitable access to quality and relevant education in the country. This is the basis that informed the development of ERP II.

Further to the above, the 2021–2025 Planning period saw the Government shift towards programmatic Planning and budgeting. This has brought about the need to develop an ERP II that aligns to the new Planning landscape and has created an opportunity to identify, harmonize and align the views of different stakeholders and all strategies and efforts aimed at granting refugees and asylum-seekers the same rights as citizens, especially regarding the right to education. The new Plan also permits the development of actions that could curb and/or mitigate rising challenges including the growing number of refugees, incorporate the lessons learned and revive education service delivery in refugee-hosting districts following the COVID-19 pandemic.

ERP II highlights the current refugee response environment and offers guidance on the strategic path and resources needed to achieve the desired outcomes. It provides a framework to guide partners' expected outputs and targets and help them to allocate their resources competitively, while championing sustainable development, harnessing synergies and exploiting the comparative advantages of each participating partner. The Plan presents a theory of change to provide education to refugee and host communities, analyses potential risks and proposes risk control/mitigation measures.

ERP I ended in June 2021, creating a half-year gap between it and ERP II that covers the period January 2022 to June 2025. This six-month gap was for the country to respond to the school closure caused by the COVID-19 pandemic, which was provided for by Uganda COVID-19 Education Sector Response Guidelines. The projection of enrolments between 2022 and 2025 was based on the baseline data of Term 1, 2020 and the projected influx of refugees for the coming years. In addition, while the baseline data used for this Plan was from Term 1, 2020, a gap analysis exercise was conducted after the school reopened in January 2022 following the school closure. As the enrolment data across all levels did not show a significant difference between Term 1 2020 and Term 1 2022, the Term 1 2020 data was used for the baseline of this Plan, as a more extensive data collection exercise took place when the 2020 data was collected.

The development of ERP II has been a concerted effort by all stakeholders at school, settlement, district and national levels. It has involved the participation and inclusion of both technical officers and political leaders. It has garnered the involvement and recognized the humanitarian effort of non-state actors including community-based, education development and non-governmental organizations. ERP II has encompassed strategies developed in the approved District Refugee Response Plan for the 12 refugee-hosting districts. The process was spearheaded by an ERP II Taskforce Committee with representation from the groups listed above.

CHAPTER TWO – SITUATIONAL ANALYSIS

This chapter starts with an analysis of the legal framework within which ERP I was implemented and ERP II was developed; an overview of the situation faced by refugees and host communities in Uganda, and then presents the detailed situational analysis of each level of education.

The analysis is based on the baseline study report of June 2021, the consultation meeting on ERP I in refugee-hosting districts, and the gap analysis conducted was based on the data collected in September 2021.

2.1 Legal and policy framework

Refugee and host community actions are premised on a number of national, regional and international commitments that inform several government policies, Plans and frameworks.

2.1.1 The Refugees Act 2006

The asylum policies of Uganda uphold key rights, including freedom of movement and expression. The Government favours a settlement approach, whereby land is provided to refugees in order to help them become self-reliant.

Article 29 and 32 established the rights of refugees in Uganda; The Act, inter alia, offered refugees the same rights to education as nationals, as long as they met the criteria within the Act, which are consistent with the Geneva Refugee Conventions of 1956. The Act provides for “education, other than elementary education for which refugees must receive the same treatment as nationals, and in particular regarding access to particular studies, the recognition of foreign certificates, diplomas and degrees and the remission of fees and charges”.

2.1.2 The World Humanitarian Summit

The first ever World Humanitarian Summit (WHS) was convened in May 2016 to demonstrate support for a new agenda for humanity. Among the core commitments of the summit was to “leave no one behind”, which focused on addressing forced displacement. The core responsibilities undertaken among others were (a) to empower and protect women and girls; (b) to eliminate gaps in education for children, adolescents and young people; (c) to enable adolescents and young people to be agents of positive transformation; and d) to address other groups or minorities in crisis settings. Through a special session, the World Humanitarian Summit endorsed the charter on the inclusion of persons with disabilities in humanitarian action, showing the need for inclusive education and actions for learners with disabilities.

Core Responsibility 4, in particular, recognized the key role that governments play in managing humanitarian situations, including ensuring education for displaced populations. It also highlighted access to quality education in displacement settings as an area for urgent action.

2.1.3 Education Cannot Wait

Education Cannot Wait (ECW) was established as a global fund dedicated to education in emergencies. ECW aims to coordinate and programme funding from different partners and countries to provide host countries and communities with increased financial and political support to share responsibility for refugees and strengthen protection for refugees and internally displaced persons. Uganda is one of the beneficiaries of ECW.

2.1.4 Djibouti Declaration on education for refugees, returnees and host communities

The declaration was adopted by ministers of the Intergovernmental Authority on Development (IGAD) in charge of education in December 2017. Among other things, it emphasized the need to

foster strong political will, to create a conducive policy environment and to share responsibility by ensuring that refugees and returnees are included in national education systems and provided with quality education, including skills and competencies.

The members committed to establishing regional minimum education standards and targets for quality education at all levels for refugees and returnees with a focus on maximizing learning outcomes. These were to be implemented and monitored through costed long-term refugee education response strategies.

2.1.5 The Comprehensive Refugee Response Framework 2017

The purpose of the Comprehensive Refugee Response Framework (CRRF) is to harness a whole-society approach² to respond and find solutions to refugee crises in Uganda. The main aims of the CRRF response are: to facilitate the link between humanitarian and development actors and activities; to agree on policy priorities; to enhance development in refugee-hosting districts; and to improve integrated service delivery in areas such as education, health, water, sanitation and livelihoods for both refugees and host communities.

2.1.6 The Local Government Act, 1997, amended

Schedule 2, Part 2 specifies the functions and services for which district councils are responsible, which include but are not limited to: education services, covering nursery, primary, secondary, trade, special education and technical education, among others. It further specifies that the Councils' functions include aiding and supporting the establishment and maintenance of schools, providing education bursaries to children in the district and informal education programmes for both adults and young people.

2.1.7 Other relevant policy frameworks

ERP II is anchored in the Sustainable Development Goals (SDGs); specifically, SDG 4, which emphasizes equitable quality education, promoting lifelong learning opportunities and skills revolution. It's also anchored in SDG 10 which calls for reduced inequalities. It recognizes that quality education is a key contributor to other SDGs for promoting employability, environment protection, good health, reduced poverty, peace and security, economic empowerment, and development. It is further supported by the African Union Agenda 2063, which focuses on promoting prosperity for Africa based on inclusive growth and sustainable development.

ERP II is also anchored within the existing Education and Sports Sector legal and policy frameworks including the Education Act 2008, the Gender in Education Sector Policy 2016, the TVET policy 2019, The National Integrated Early Childhood Development Policy 2016, Convention on the Rights of Persons with Disabilities ratified in 2008, Children's Act 2016 and the National Teacher Policy 2019, among others. It is under this legal regime and policy frameworks that ERP II is developed to fulfil the commitments of government. It details the aspirations and ambitions of various stakeholders in strengthening access to inclusive, quality, relevant education and skills to refugees and host communities in Uganda.

2.2 Overview of the refugee situation in Uganda

2.2.1. Population overview

As of June 2022, Uganda was hosting 1.53 million refugees and migrants settled mainly in 12 districts in the West, West Nile and Kampala. The refugee population has grown from 1.4 million in 2018

² This includes representatives from governments, NGOs, refugees, United Nations agencies, private sector, international financial institutions and civil society, academia and faith leaders.

during the ERP I period to 1.53 million in the Planning phase of ERP II. The percentage of refugees to the total district population ranges from 2.1 per cent to 71.4 per cent. Obongi district has the highest composition of refugees, followed by Adjumani district. The pressures that education service delivery undergoes in these districts is a revelation. With the exception of Kampala, the total population of school-going refugees (aged 3–18 years) was 785,216, constituting 51.3 per cent of the total refugee population.

Table 2: Population of refugee and host communities by refugee hosting districts

	District	Settlement	Refugee population (June 2022)	Host population	Percentage refugee population of district	3–18 y/o refugee pop (June 2022)
1	Adjumani	Adjumani	237,787	237,400	50.0%	134,397
2	Terego	Imvepi	59,549			33,301
3	Kiryadongo	Kiryadongo	69,866	322,300	17.8%	39,872
4	Kyegegwa	Kyaka II	117,450	475,600	aa19.8%	58,189
5	Kikuube	Kyangwali	123,954	376,600	24.8%	60,923
6	Koboko	Lobule	5,823	267,700	2.1%	3,067
7	Isingiro	Nakivale	145,613	616,700	19.1%	67,529
		Oruchinga	7,761			3,768
8	Lamwo	Palebek	69,702	145,400	32.4%	41,513
9	Obongi	Palorinya	125,687	50,300	71.4%	63,909
10	Madi Okollo	Rhino Camp	136,909	770,600	15.1%	77,679
11	Kamwenge	Rwamwanja	82,926	475,600	14.8%	42,814
12	Yumbe	Bidibidi	227,996	699,300	24.6%	134,913
13	Kampala	n/a	118,249	1,709,900	6.5%	34,271
	Total		1,529,272	6,147,400		796,145

Source; UNHCR, June 2022 Population and gap analysis 2021&2020

2.2.2 Enrolment in refugee-hosting districts

The gross enrolment rate for refugee children in the 12 refugee-hosting districts for different levels of education is 47.7 per cent, 88.5 per cent and 12.1 per cent for pre-primary, primary and secondary, respectively. Compared to September 2017, there is an increase of 30.30 per cent and 0.80 per cent in the GER at primary and secondary level. The GER of female refugees translated into a Gender Parity Index (GPI) of 1.03 at pre-primary; 0.92 at primary and 0.45 at secondary. Compared to nationals in 37 refugee-hosting sub-counties whose GPI stood at 1.05, 0.93 and 0.78 respectively, indicating that the participation of females decreased as education levels increased. Among the refugee population, 15.7 per cent of learners enrolled in pre-primary, 32.7 per cent in primary and 2.9 per cent in secondary level are either overage or underage for their respective education levels.

Table 3: Enrolment of refugee and host community

Group	Education level	Population	Gross enrolment	Gross enrolment rate	Female GER	Net enrolment rate	Female NER
Refugees (in 12 refugee-hosting districts)*	Pre-primary (3–5 years old)	170,843	81,556	47.7%	48.5%	32.0%	32.4%
	Primary school (6–12 years old)	336,478	297,673	88.5%	84.5%	55.8%	54.4%
	Secondary school (13–18 years old)	197,048	23,793	12.1%	7.5%	7.4%	5.5%
	Total	704,369	403,022				
Nationals (in 37 sub-counties in the 12 refugee-hosting districts)*	Pre-primary (3–5 years old)	182,770	60,285	33.0%	33.7%	21.7%	22.5%
	Primary school (6–12 years old)	378,877	343,903	90.8%	87.4%	67.0%	64.8%
	Secondary school (13–18 years old)	248,080	24,589	9.9%	8.7%	7.8%	7.3%
	Total	809,727	428,777				
Nationals (Overall of 12 Refugee-hosting Districts)*	Pre-primary (3–5 years old)	660,951	322,764	48.8%	n/a	n/a	n/a
	Primary school (6–12 years old)	1,406,542	1,323,412	94.1%	93.9%	n/a	n/a
	Secondary School (13–18 years old)	970,535	200,681	20.7%	19.1%	n/a	n/a
	Total						

Source: *Gap Analysis 2021 based on the population and enrolment data of March 2020
 **Calculated based on Uganda Bureau of Statistics (UBOS) 2019 Population Projection data and enrolment data from 2019 Masterlist of Education Institutions in Uganda

The above table also shows that while the GER for primary-level nationals in the 37 refugee-hosting sub-counties is higher than that for primary-level refugees (90.8 per cent compared to 88.5 per cent), when compared with overall enrolment in the 12 refugee-hosting districts, the GER for pre-primary, primary and secondary is lower. This shows that nationals in the 37 refugee-hosting sub-counties are more affected by the refugee influx than the rest of the district, meaning that targeted support will be needed to ensure their continued access to quality education.

2.2.3 Estimate of out-of-school children

Among the children and young people aged 3–18 years old residing in the 37 refugee-hosting sub-counties, 744,055 are estimated to be out of school, which equates to 49 per cent of that age group. The breakdown of this estimate by education level shows that nearly 40 per cent of the primary- and secondary-school-aged children and young people (6–13 years old) are out of school, among both refugees and nationals. However, this estimate does not take into account the age breakdown of enrolments, meaning that it is not possible to take into consideration the overaged and underaged

children in all education levels. By looking at the gap between GER and NER in the above table, the large presence of overaged (or underaged) children is evident, particularly at primary level. However, as the actual data on overaged children enrolling in primary is missing, the following estimate combines the primary and secondary out-of-school children (OOSC) estimates, under the assumption that the overaged children enrolled in secondary are within the secondary school age.

Table 4: Estimate of out-of-school children by age group

Refugee/ host community	Education level	Population (2020)	Estimated OOSC			percentage by age group
			Female	Male	Total	
Refugee	ECD (3–5 y/o)	170,843	57,606	58,584	116,190	68%
	Primary (6–12 y/o)	533,526	121,492	99,726	221,218	41%
	Secondary (13–18 y/o)					
	Subtotal	704,369	179,098	158,310	337,408	48%
Nationals	ECD (3–5 y/o)	182,770	71,861	71,179	143,040	78%
	Primary (6–12 y/o)	626,957	142,574	121,033	263,607	42%
	Secondary (13–18 y/o)					
	Subtotal	809,727	214,435	192,212	406,647	50%
Grand total	1,514,096	393,533	350,522	744,055	49%	

Source: Gap Analysis 2021(March 2020)

The estimates for OOSC at Early Childhood Education (ECE) level (both refugees and nationals) were calculated by subtracting the net enrolment from the Population Data. The primary and secondary OOSC estimate was calculated by subtracting the gross enrolment for primary and the net enrolment for secondary, taking into consideration the large presence of overaged children in primary. Learners enrolled outside the official age range are not included in the above calculation.

2.2.4 Facilities

The increasing number of refugees has put pressure on schools, across all education levels, that already faced challenges of poor infrastructure. For example, the school-age population has more than doubled in Yumbe district since early 2016. In some government primary schools near refugee settlements, refugee learners outnumbered learners from the host community. Schools have welcomed and integrated refugee children; however, the district education departments do not have sufficient capacity to provide additional facilities and resources for the current numbers of learners. The following table presents the gaps in terms of meeting government standards for children currently enrolled.

Table 5: Infrastructure gap analysis of refugee-hosting schools and non-refugee-hosting schools

Group	Education level	Pupil: classroom ratio (:1)	Gaps in classroom*	Pupil per desk (:1)	Gaps in desks*	Pupils per latrine stance (:1)	Gaps in latrine stance*
Schools in settlements	Pre-primary	122	2,644	11	75,731	51	343
	Primary	135	3,741	6	52,852	59	1,702
	Secondary	87	184	3	767	34	70
Schools outside settlements	Pre-primary	62	1,393	8	51,383	34	15
	Primary	74	1,701	5	42,835	45	739
	Secondary	46	20	3	788	28	-

Source: Gap Analysis 2021

*The gaps in classroom, desks and latrine stances are the number of classrooms, desks and latrine stances lacking when applying the government standards against the gross enrolment of each education level. Government Standards: pupil-teacher/classroom ratio 25:1; pupil-chair ratio 1:1; pupil section ratio (PSR) 45:1 for pre-primary (Guidelines for ECD Centre, Ministry of Education and Sports 2008); 53:1 for primary and secondary school, pupil-desk ratio (PDR) 3:1, PSR 45:1 and teacher accommodation 1:1.

Whereas on average, at the non-refugee-hosting schools, secondary meets the Basic Requirements and Minimum Standards (BRMS) for the pupil-chair ratio (PCR) at 46:1, there are still gaps in some sub-counties given the variation in availability of facilities. For example, whereas all host community schools meet BRMS for PCR, Obongi and Koboko have a classroom gap of 16 and 4 respectively.

2.2.5 Teachers

The average pupil-to-teacher ratio (PTR) in primary schools is currently 67:1 in refugee-hosting schools and 47:1 in non-refugee-hosting schools in the target districts. This is a significant improvement on the figures for ERP, which were 85:1 in refugee-hosting schools and 60:1 in non-refugee-hosting schools. However, the pupil-to-teacher ratio in the refugee-hosting districts is still high compared to the Uganda national average for all levels of education. To adequately serve just the currently enrolled learners in settlements in the target areas, an estimated additional 6,185 teachers are required to bring the pupil-teacher ratio to the government standards of 25 pupils to 1 teacher for ECCE and 53 pupils to 1 teacher for primary and secondary, in refugee-hosting areas (settlement and non-settlement).

Table 6: Teacher gap analysis of refugee-hosting schools and non-refugee-hosting schools

Group	Education level	Number of teachers	Pupil-teacher ratio (PTR)	Teacher gap for currently enrolled	No of teacher accommod. unit	Teacher per housing unit	Gaps in teacher accommod.
Schools in settlements	ECD	1,490	56	1,838	n/a	n/a	n/a
	Primary	4,907	67	1,316	1,204	4	3,703
	Secondary	765	30	963	139	6	626
Schools outside settlements	ECD	1,789	33	569	n/a	n/a	n/a
	Primary	6,683	47	501	1,493	4	5,190
	Secondary	1,425	18	994	174	8	1,251
TOTAL		16,497		6,185	3,010	-	10,770

Source: Gap Analysis 2021

2.2.6 Quality

According to the Education Situation Analysis report, 2,019 unlicensed schools do not meet the Basic Requirements and Minimum Standards (BRMS), especially in terms of providing appropriate infrastructure and quality of teaching and learning. Of the 752 ECD, 901 primary and 116 secondary schools in refugee and host communities, 171 ECD, 309 Primary and 67 secondary private schools were licensed, representing 23 per cent, 34 per cent and 58 per cent respectively.

According to the ERP I Baseline Survey Report of June 2021, the low proficiency rates were partly attributed to contextual factors such as a limited understanding of English language, classroom size, limited training of teachers related to sounds, limited instruction materials, limited ongoing support for learning, and gender barriers.

The British Council's review the Impact of Refugees on Schools in Uganda ... with special emphasis on language mapping and language use³ found that differences in the language of instruction was observed to affect learners' progress and their understanding of class material. It noted the need to: train teachers to use bilingual or multilingual approaches in classrooms; rethink the duties, job descriptions and profiles of classroom assistants, language assistants and potential refugee teachers; and provide simple, non-fiction readers, including bilingual readers in order to improve quality teaching and learning.

2.3 Education analysis by level

The Ugandan formal education system comprises four levels; pre-primary, primary, post-primary education and training, and tertiary and university education. Non-formal education and other bridging programmes such as accelerated Education Programme are key in the delivery of education to children in crisis, so that they may attain skills and catch up on lost learning time.

2.3.1 Pre-primary level

The total number of pre-primary schools in refugee-hosting districts in 2020 was 752, of which 279 schools were located within settlements and 473 outside settlements. The total number of learners was 141,841, of which 81,556 (57.5 per cent) were refugees.

Access

The Gross Enrolment Ratio (GER) in the refugee-hosting sub-counties was recorded at 40 per cent. The GER for refugees stood at 47.7 per cent while that for nationals stood at 33.7 per cent, showing a significant improvement from 2017 when the figures were 39 per cent and 19 per cent respectively. The GER for boys in pre-primary was 39 per cent and 41 per cent for girls, translating into a GPI of 1.04. The GPI was favourable for girls for both refugees and nationals at 1.03 and 1.05 respectively.

The reason why pre-primary enrolment for refugees is higher than for nationals is because ECD centres continue to act as a platform not only for providing appropriate educational support to children aged 3–5, but also for providing social services to young mothers and caregivers, who are often under the age of 18 themselves.

The Net Enrolment Rate (NER) for refugee children stood at 32.0 per cent and 21.7 per cent for children in the host community. This indicates that despite the increase in the number of schools a large number of children aged 3–5 years are estimated to be out-of-school. The coverage of OOSCs also varies across refugee-hosting districts.

³ The review was carried out at 30 refugee-impacted schools, ten in each of three districts – Arua, Isingiro and Yumbe – which have recently received the greatest numbers of refugees

Infrastructure

The pupil-classroom ratio (PCR)⁴ and pupil desk ratio for the 37 refugee-hosting sub-counties were 87:1 and 10:1 respectively; significantly higher than the national standard of 25:1 and 3:1. The pupil stance ratio was also recorded at 42:1; lower than the nationally recommended standard. However, there was a significant gap between inside and outside the settlement, with PCR inside the settlement marking 122:1 compared to 62:1 outside the settlement. The significant lack of classrooms puts schools in a difficult position in terms of following the standard operating procedures (SOPs) when faced with emergencies such as the COVID-19 pandemic.

Quality

The total number of caregivers in pre-primary was 3,279; of these, 1,490 provided services at schools within the settlements and 1,789 at schools outside the settlements in the refugee-hosting sub-counties. This translated into PTRs of 56:1 and 33:1 respectively, equating to a teacher gap of 1,838 and 569 teachers respectively. Female teachers constituted 72 per cent of the total number of pre-primary teachers.

Inadequate teachers compounded the problem of low development of critical competences. Only the Adjumani and Yumbe host communities met the recommended standard at 25:1 and 22:1 respectively. Kyangwali and Palabek settlements recorded the highest PTR at 135:1 and 138:1 caregiver per pupil respectively.

2.3.2 Primary school level

Access

According to the gap analysis, 2021, there are 901 primary schools in the 12 refugee-hosting districts, 252 of which were located in the settlements and 649 in the host community.

The schools in the settlement areas are hosting an average of 1,298 learners compared to 485 in the host communities. To increase the number and functionality of schools in the settlements, there is a need for Government to grant aid (take over) to donor-supported refugee schools.

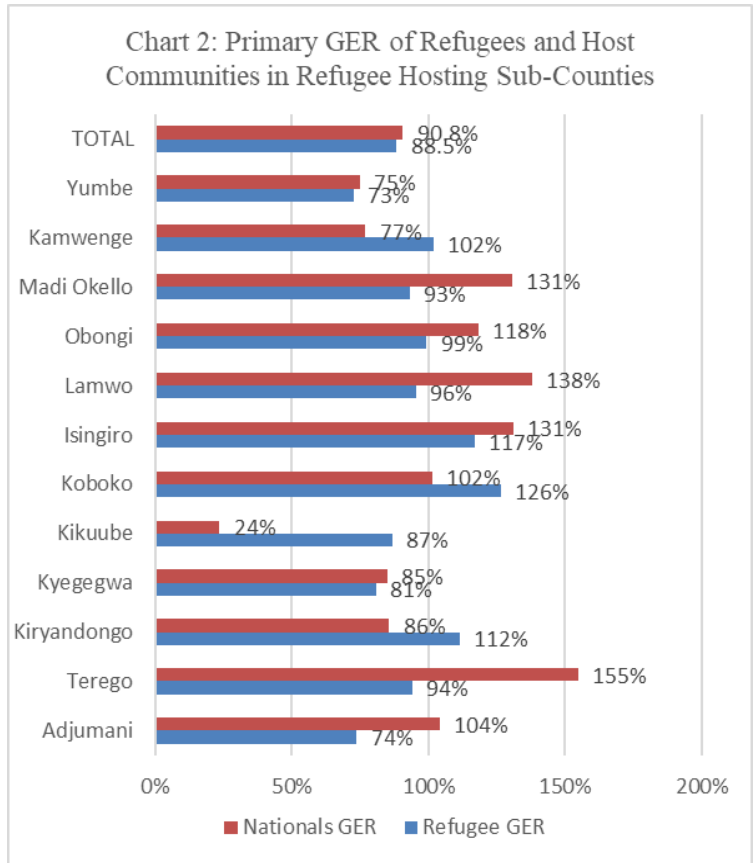
The overall GER for primary was 90 per cent: lower than the national average at 111 per cent and the Sustainable Development Goal target of 100 per cent. This was also down on the 120.8 per cent recorded in ERP I. The GER was 88.5 per cent for refugees and 90.8 per cent for nationals while the NER stood at 55.8 per cent and 67.0 per cent respectively.

The low enrolment rate for refugees was attributed to inadequate bridging programmes, especially for refugee children whose mother tongue did not correspond to the language of instruction, overcrowding in schools and inadequate sensitization of communities on education.

⁴ Computation of PCR included all permanent, semi-permanent and temporary classrooms.

The GER for refugee females was 84.5 per cent and that for nationals was 87.4 per cent compared to 92.3 per cent for refugee male and 94.4 per cent for male nationals. This translated into a gender parity of 0.92 and 0.93 for refugees and nationals respectively. The GPI for NER was almost the same at 0.95 for refugees and 0.94 for nationals. This implies that for every boy accessing primary education, 0.94 girls access the same education.

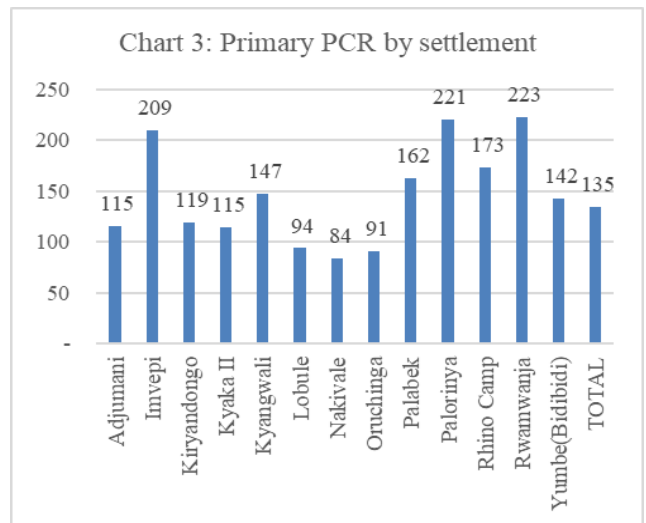
According to the VENA Report 2020, only 14 per cent of refugees aged 15 to 17 years had completed primary education by 2020, compared to 34 per cent among the host community counterparts. The Baseline Survey report for ERP of June 2021 highlighted attitude and literacy levels of parents, availability of teachers at schools, distances to schools and availability of school fees as key factors leading to low completion rates.



Infrastructure

Classrooms

Overall, the pupil-classroom ratio (PCR) in refugee-hosting sub-counties stood at 96:1. Compared to the classroom gap analysis November 2017, PCR in settlements improved from 154:1 in 2017 to 135:1, while in host communities it declined from 73 to 74. Significant differences were noted across refugee-hosting sub-counties, for example Imvepi, Palorinya and Rwamwanja settlements had the highest PCRs at 209, 221 and 223 respectively.



In order to meet the BRMS of 1:53, an additional 3,741 classrooms would be required in the settlements and 1,701 in the host communities, in spite of the type of structures⁵. Despite the concerted efforts of Government and development partners to provide classrooms, the need has grown. Improved efforts in implementing double shifts and investment in infrastructure could reduce the pressure to provide additional classrooms.

Desks

The average pupil-desk ratio (PDR) was 6:1 and 5:1 for schools in settlements and host communities respectively. This compares unfavourably to the recommended standards of three learners per desk.

⁵ Type of structure refers to whether classrooms are permanent, semi-permanent or temporary

PDR was higher than recommended in all areas except for the Madi Okollo and Obongi host communities at 3:1 each. The above inadequacy in furniture equates to a desk gap of 52,852 and 42,835 for settlements and host communities respectively. The situation was exacerbated by the COVID-19 pandemic, for which the standard operating procedures called for social distance, recommending a pupil-desk ratio of 2:1.

Stances and WASH facilities

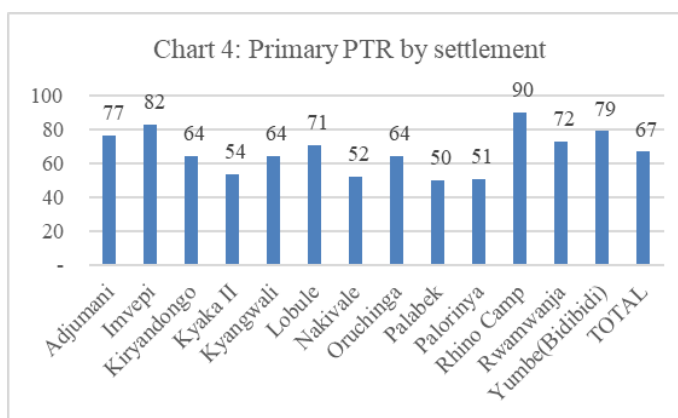
According to the 2021 gap analysis, the average pupil stances ratio (PSR) was 51 compared to the recommended 45, equating to a gap of 1,722 latrine stances. However, the ratio varied across areas. For instance, the lowest PSR was recorded in Obongi at 33:1 while the highest was recorded in the Rwamwanja settlement at 86:1. Given the continuing promotion of WASH, this ratio is likely to improve further.

Quality

Teachers

The refugee-hosting sub-counties recorded a total of 11,590 teachers, 39 per cent of whom were female. The overall pupil to teacher Ratio (PTR) was recorded at 55:1, which showed that 1,416 teachers needed to be additionally recruited to meet the Government recommended standards of 53:1.

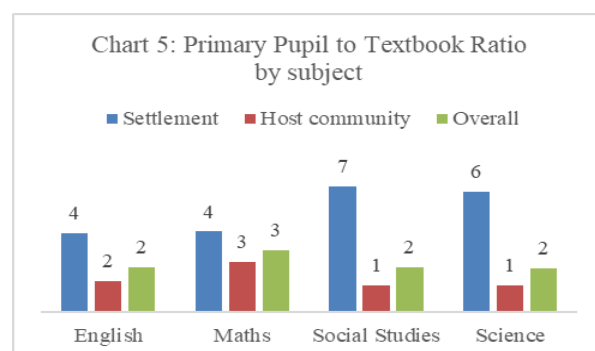
While there has been significant improvement in PTR at primary level for schools in settlement areas, the situation varies across settlements. In the Bidibidi and Imvepi settlements, PTR improved to 79:1 and 82:1 in 2020, compared to the Planning phase of ERP I (November 2017), when it stood at 94:1 and 133:1 respectively. The difference in PTR shows the inefficiencies in deployment and is also affected by the limitations of moving wage budgets between district local governments. Teacher shortages affect classroom management and negatively impact the delivery of quality education. In the 2021/22 financial year, the government allocated additional wages to local governments through the World Bank’s Uganda Intergovernmental Fiscal Transfers (UgIFT) programme, in order to improve school staffing levels, which is likely to improve PTRs.



On average, the ratio of teachers per teachers’ house unit was 4:1 compared to the standard 1:1. As of Term 1, 2020, accommodation was available for 2,679 teachers; however, in order to meet the government standard, an additional 8,893 housing units are needed. Both schools inside and outside settlements recognized a significant gap in teacher accommodation, with the schools outside the settlement (5,190) requiring more teacher accommodation than those inside the settlement (3,703).

Instructional materials

Analysis of instructional materials in schools focused on the four core subjects taught in Primary, namely English, Mathematics, Social Studies and Science. On average, the pupil to textbook ratio (PTBR) was 3:1 for all schools within the refugee-hosting sub-counties. When compared by location, five learners shared a text book in the settlement schools compared to two learners in schools outside settlements. Notably, Palabek, Palorinya and Bidibidi settlements and schools outside the Kikuube district settlement had as many as 10 learners sharing a textbook. The PTBR differed across subjects with schools in settlement recording a higher ratio across subjects. In order to meet the recommended 3:1 across schools, an additional 1,052,140 textbooks are needed for schools located in settlements and 841,874 for schools outside settlements.



Learning achievements

The result of the literacy and numeracy assessment which took place as part of the ERP Baseline Report, presented that male learners are scoring higher than the female learners both in literacy and numeracy both for refugee and the nationals. The result clearly highlights the need to focus on improving the learning outcomes of female learners, particularly in the area of literacy.

Table 7: Proficiency rates for primary level

Indicator	Refugee	Nationals	Average
Literacy rate P3 F	5.8%	2.4%	4.9%
Literacy rate P3 M	7.3%	3.1%	6.3%
Literacy rate P6 F	29.2%	32.4%	30.2%
Literacy rate P6 M	36.6%	33.0%	35.5%
Numeracy rate P3 F	65.7%	54.0%	62.9%
Numeracy rate P3 M	74.8%	66.4%	72.8%
Numeracy rate P6 F	92.9%	93.3%	93.0%
Numeracy rate P6 M	97.9%	95.5%	97.2%

Source: Gap Analysis 2021

The results of the Early Grade Reading Assessment (EGRA) showed that reading proficiency at P.6 was slightly higher than P.3 with only 10 per cent scoring below 25 per cent, compared to 61 per cent at P.3. The best-performing district was Kampala with 52 per cent of P.6 learners scoring 70 per cent and above, while 2 per cent scored below 25 per cent. The percentage of P.6 learners with low competences in EGRA was highest in the districts of Obongi (79 per cent, n=100) followed by Lamwo (73 per cent, n=98), Isingiro (71 per cent, n=363) and Kamwenge (67 per cent). This low performance was partly attributed to contextual factors such as limited understanding of English language, classroom size, limited training of teachers in sounds, limited instruction materials, limited ongoing support for learning and gender barriers.

As regards the Early Grade Mathematics Assessment (EGMA) in refugee-hosting districts, P.3 performance was low, with only 34 per cent of learners scoring 70 per cent and above. EGMA performance in P.6 was good, with 63 per cent scoring 70 per cent and above. The P.6 learners excelled in all sub-tasks, with the exception of word problems and some missing numbers. Contextual factors such as language of instruction in country of origin, classroom size, quality of teachers, use of materials and ongoing support for learning and gender barriers had a great impact in contributing to skills and learning outcomes.

Universal Primary Education pass rates

A total of 9,878 refugees (33 per cent girls), of a total of 749,761 candidates, sat the Primary Leaving Examination (PLE) on 30 and 31 March 2021. This represented a 9.77 per cent increase on the 9,147 refugee candidates who sat for the exams in 2019. In the 2020 PLE, more refugee candidates obtained divisions 1 to 4 (8,797) compared to 2019 (8,086). There was an increase of 8.7 per cent in candidates qualified to register for any post-primary level. In Kampala, 337 refugees (56 per cent girls) sat the PLE, of whom 99 per cent (333) obtained divisions 1 to 4.

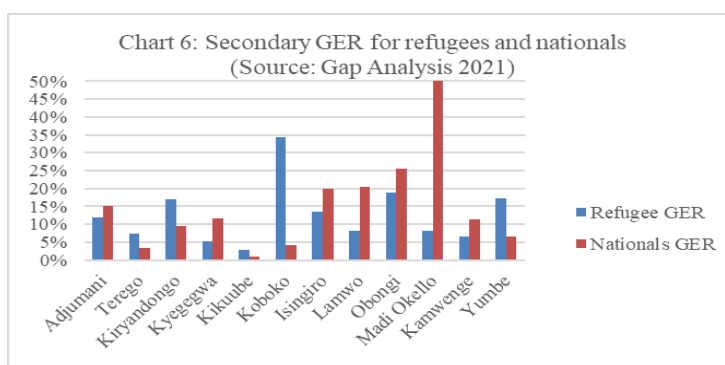
2.3.3 Secondary school level

The Gap Analysis 2021 showed that 48,382 learners were enrolled in secondary school in the 37 refugee-hosting sub-counties, 49.2 per cent of whom were refugees. The total number of secondary schools was 116, of which 38 schools were located within settlements and 78 outside settlements; 37 of the schools were Government-aided, the remaining 79 were private/ community owned. However, some sub-counties such as Katalyeba Town Council and Nkoma in Kamwenge District still lack government secondary schools.

Access

Enrolment rate

According to the Gap Analysis, the secondary GER for refugees was 12.1 per cent compared to 9.9 per cent for nationals in the 37 refugee-hosting districts. Compared with the 2017 data, this represented a 0.8 per cent increase for refugees and an 8.0 per cent decrease for nationals. While the reduction in the GER of nationals in the 37 refugee-hosting sub-counties is alarming, it is more concerning that both the GER for refugees and nationals in refugee-hosting areas remains significantly lower than the national secondary GER of 25 per cent. As regards gender, girls are experiencing significant challenges to accessing secondary education compared to boys. GER for refugee girls was 7.5 per cent compared to 16.9 per cent for refugee boys, equating to a Gender Parity Index (GPI) of 0.45. The situation is similar for nationals in refugee-hosting districts, with GER for girls at only 8.7 per cent, compared to 11.2 per cent for boys, equating to a GPI of 0.78. NER for refugees and nationals stood at 7.4 per cent and 7.3 per cent respectively.



The low transition and retention rates in secondary schools are also noted to be a significant issue, which is attributed to the limited number of secondary schools; the long distances travelled to schools by learners; school fees and the challenges of early marriages and teenage pregnancies. This calls for intensified affirmative action for girls and sensitization of parents/guardians.

Infrastructure

The pupil-classroom ratio (PCR) was reported at 87:1 and 46:1 for schools located within settlements and outside settlements respectively, whereas the desk ratio was on average 3:1 for both areas. This indicates a shortfall of 184 classrooms in the settlements and 788 desks in the host community for the existing enrolment, based on the government standard ratio. Compared to 2017, when ERP I was Planned, PCR in the settlements improved from 143:1 to 59:1, thus reducing the classroom shortfall from 244 to 184 in the settlements.

The latrine stance ratio, both inside and outside the settlement was within the recommended standards of 1:45, except for Palabek in Lamwo (51), Rhino Camp in Madi Okollo (56); Rwamwanja in Kamwenge (56), Bidibidi in Yumbe (69) and the Koboko host-community (49).

Quality Teachers

There are a total of 2,190 teachers in the refugee-hosting districts, 65 per cent of whom work in schools located outside settlements. Compared to the recommended standard of 1:53, the teacher-pupil ratio was reported at 29:1⁶ and 18:1 for settlements and host communities respectively. While this PTR seems very low compared to that of the primary schools, it is important to note that secondary education in Uganda is subject-based, and teachers are hired for each subject. Therefore, teacher numbers are naturally higher than for primary, meaning that calculating PTRs by simply dividing the number of teachers against the enrolment would not tell effectively communicate the teacher needs of secondary schools. In order to fully understand teacher needs, it is critical to have data on teachers by subject.

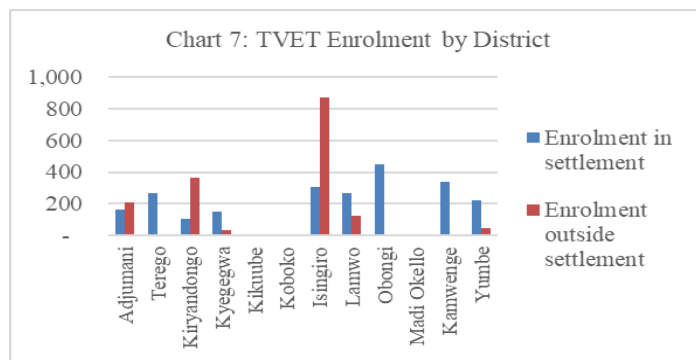
In addition, only 26 per cent of the 2,190 teachers were female. Teachers are adults with whom adolescent learners interact regularly over years and the limited number of female teachers poses challenges for the mentorship, counselling, and retention of girls. Accommodation for secondary teachers also remains a significant challenge, as may be seen from the fact that an additional 626 teacher home units are needed within settlements and 1,251 outside settlements.

Teacher training

According to the Report on Training Needs Assessment of Secondary School Teachers in Refugee Settlements and Host Communities in Uganda (May 2021, Intergovernmental Authority on Development (IGAD)/Ministry of Education and Sports), there was (a) little/no evidence of learner-centred teaching methodologies; (b) challenging teaching and learning conditions such as large classes, poor infrastructure with few teaching and learning resources and high levels of need and demand for secondary school teacher training; (c) provision of short-term training to teachers with limited evidence of need for such training; (d) disproportionate deployment of female teachers in refugee settlements and host community secondary schools. In an attempt to bridge the skill and competency gap, there is a need for consideration of the professional development of teachers teaching in secondary schools in refugee settlements and host communities.

2.3.4 Vocational skills training

With the aim of improving the quality, relevance and efficiency of the skills provision system in Uganda, the Ministry of Education and Sports adopted the Technical Vocational Education and Training (TVET) Policy in 2019. This policy was developed to support the creation of needed employable skills and competencies relevant to the transformational national labour market, as opposed to just acquisition of educational certificates. The Policy emphasizes a flexible workplace-oriented (practical) delivery when juxtaposed with the theoretical knowledge acquisition under the current general education system and it shifts TVET management from government-led to Public-Private Partnership (PPP) delivery. While the policy mainly targets Ugandan nationals, it also aims to ensure that young people in refugee settlements and host communities acquire productive skills that can enable them to engage in a meaningful occupation and earn a living. As of March 2021, there were



⁶ Staffing needs in secondary are better arrived per subject and periods to cover the lessons. Assessment is recommended before concluding that there is no teacher gap in secondary.

a total of 29 vocational training institutions located in refugee-hosting districts, with 2 districts not having any vocational/technical schools. Only 1,820 refugees and 2,091 nationals were enrolled in TVET in the refugee-hosting sub-counties, which equates to 0.4 per cent of refugees and 0.8 per cent of nationals in the target population aged 13–24 years old.

In areas where skills training institutions are lacking, such as at the Lobule and Oruchinga settlements, training is organized by partners in various places and not necessarily with the vocational training institution. Learners who complete the training are provided with start-up kits as capital investment to enable them to start to earn a living from the skills that they have acquired.

Factors affecting the quality of some vocational training includes: absence of vocational schools/training centres; inadequate staffing and distribution of school materials to trainees; skills programmes provided by some partners being non-standardized and also varying across partners in terms of training content, duration of training, qualifications of instructors and support to graduate trainees; and instructors' limited access to continuous professional development.

2.3.5 Accelerated Education Programme

The total number of learners enrolled in the Accelerated Education Programme (AEP⁷) was 13,663 in 34 centres within settlements and 1,252 in 9 centres outside settlements. Of these learners, 7,538 were female and 7,377 male (Gap Analysis 2021). Analysis of the teaching staff showed a total of 309 teachers (45 per cent female) equating to a pupil-teacher ratio of 44:1 at centres within settlements; and 79 teachers (34 per cent female) equating to a pupil-teacher ratio of 16:1 at centres outside settlements.

While the aim of AEP is to provide opportunity for children to transition to formal education, the transition rate from AEP to formal education (primary and secondary) was recorded to be very low at 32 per cent (n=2,971), according to the Draft Tracer Study Report, 2019, conducted in three districts: Arua, Yumbe and Moyo. Of those who transitioned, 74 per cent went to primary schools, 13 per cent to secondary schools, 12 per cent to higher levels of AEP and 1 per cent to vocational training.

The low transition rate was particularly significant for females with only 2 out of 10 AEP learners transitioning to secondary schools. The low transition was attributed to AEP learners considering themselves older than other learners and hence opting to join income-generating activities. The limited availability of secondary and vocational schools in settlements and host communities was also raised as an impediment to transition to formal education for AEP learners (ERP Baseline Survey Report, 2021).

The baseline survey report also showed that the performance of P.3 literacy (EGRA) was similar for learners in AEP and non-AEP. The breakdown was as follows:

- 70 per cent and over – 5 per cent AEP and 4 per cent non-AEP;
- 60–69 per cent – 3 per cent AEP and 3 per cent non-AEP;
- 50–59 per cent – 6 per cent AEP and 4 per cent non-AEP;
- 25–49 per cent – 39 per cent AEP and 23 per cent non-AEP;
- 0–24 per cent – 47 per cent AEP and 65 per cent non-AEP).

⁷ AEP is a flexible, age-appropriate programme run in an accelerated time frame, which aims to provide access to education for disadvantaged, overage, out-of-school children and youth - particularly those who missed out on, or had their education interrupted due to poverty, marginalisation, conflict and crisis (<https://www.unhcr.org/accelerated-education-working-group.html>)

For numeracy, AEP learners performed significantly better (p-value 0.000; 54 per cent, n=790) than non-AEP learners (27 per cent, n=2,263) in P.3 numeracy (Early Grade Maths Assessment – EGMA). The higher performance in EGMA by AEP learners was attributed to age, as was overall performance, where learners aged 15 years and over performed better in EGMA than those under 15 years. More learners in refugee settlement schools (37 per cent) performed significantly well than learners in host community schools (25 per cent).

AEP in Uganda was largely supported by a number of education partners working in the field of accelerated education. There remained a need for the Government to increase support for the programme and also scale it up to benefit more learners.

2.4 Priority issues across education levels.

2.4.1 Effects of COVID-19 on teaching and learning

The Government closed schools and education institutions on 20 March 2020, as part of the measures to control the spread of COVID-19. Schools fully reopened in January 2022.

As regards learners in refugee and host communities, approximately 251,037 learners (54 per cent girls and 46 per cent boys) for all levels, from ECD to secondary and AEP, accessed some form of distance learning. 742 Children with disabilities (51 per cent boys and 49 per cent girls) were supported during the COVID-19 pandemic; 389 Teachers (formal, assistants or volunteers) were trained in distance learning facilitation during the COVID-19 pandemic (Education Dashboard, Uganda COVID-19 Response 2020–2021, September 2021).

The number of targeted children accessing distance learning in any form varied across education levels. Most learners in ECD were able to access distance learning compared to 21 per cent of learners in primary and 24 per cent in secondary, compared to against the target 70 per cent⁸. Access to distance learning also differed between refugee and host community learners as presented in the table below.

Table 8: Access to distance learning of refugee and host community learners

Level/type of learner	Number of learners	Refugees accessing distance learning	Host community accessing distance learning
ECD	171,038	62 per cent	38 per cent
Primary	73,231	19 per cent	81 per cent
Secondary	6,410	39 per cent	61 per cent
AEP	358	28 per cent	72 per cent
Special needs (SEN)	742	12 per cent	88 per cent

Source: Education Dashboard, Uganda COVID-19 Response 2020–2021, September 2021)

Continuity of learning was a prerogative of both partners and Government through the printing and distribution of home study materials and the procurement and distribution of radios and connectivity. In some settlements such as Kyaka, tablets were utilized to complement learning, while in Nakivale a play-based methodology was developed to facilitate adaptation to social distancing⁹. However, it was reported that learners indicated difficulty in understanding the self-study materials and had little time

⁸ The percentage achievement was calculated using the number of children enrolled in term one 2020 as the denominator.

⁹ Report on the Physical Verification and Monitoring of ECW Seed Funded Project sites and ERP I implementation, September 2020

for home learning as they were engaged in economic activities; there was no documented evidence of learners supported with home learning.

The COVID-19 pandemic period called for psychological and child protection support to learners and parents. Child protection and gender-based violence against children, especially girls, were reported at all settlements; these included forced early marriages, pregnancies and child labour and there were some deaths due to unsafe abortions. For instance, Adjumani district alone reported over 150 cases of pregnancies in 4 months, while Palorinya settlement recorded over 100 incidents of defilement that were reported to the police. Learners accessing mental health and psychosocial support (MHPSS) services during the COVID-19 period numbered 220,992, of whom 54 per cent were boys and 46 per cent girls, while 173 parents accessed the same services, of which 21 per cent were male and 79 per cent female. Local district governments, implementing partners, settlement commandants and community leaders should continue to provide mental health and psychosocial support and vigilantly monitor and engage with parents and learners on adolescent development, sex education, life skills and sexually related Gender-Based Violence (GBV), to curb the rising cases of teenage pregnancy and forced early marriages.

According to the National Assessment of Progress in Education (NAPE) report of 2021¹⁰, at least half of the primary schools and two-thirds of the secondary schools, learners could not study during lockdown because of engagement in home chores and casual labour and loss of interest in learning. Reasons given for learners not returning to school after lockdown included: lack of tuition fees (40 per cent); teenage pregnancy (18 per cent of P6 and 30.5 per cent of S3); early marriages (10 per cent of P6 and 23 per cent of S3 learners); preference for casual labour (14 per cent of P6 and 12 per cent of S3); loss of interest in studies (13 per cent of P6 and 7 per cent of S3); and other challenges including sickness, domestic violence and fear of contracting COVID-19.

According to the NAPE report 2021 entitled *The Effect of COVID-19 Pandemic on Teaching and Learning at Primary and Secondary Education Levels in Uganda*, showed that the percentage of P6 learners rated proficient in both literacy and numeracy dropped by 4.7 percentage points in 2018 (from 31.8 to 27.1) and by 13.4 from 2018 to 2021 (from 54.6 to 41.2). For S3 level, the percentage of learners rated proficient in English Language increased by 10.3 percentage points from 2017 (47.4 per cent) to 2021 (57.7 per cent) and those rated proficient in Mathematics increased by 3.2 percentage points (from 39.3 per cent in 2017 to 42.5 per cent in 2021).

Teachers of P6 and S3 classes who reported back to school after lockdown indicated that the challenges they had faced during lockdown included: financial distress, for instance due to inability to provide for family and friends due to lack of a salary or allowances (mainly those in private schools); inability to visit friends and relatives because of high transport costs for social support; psychological torture due to engagement in low-class enterprise underrated by community members; idleness/boredom; marriage breakdown (arguments); forgetting subject content; losing interest in teaching. Despite these challenges, the lockdown came with a silver lining: teachers had enough time for family/community/themselves; started new income-generating activities; became innovative; had enough time for their side business; received support from family members, friends and school authority; and received support from government/non-governmental organizations (NGOs) (Source: NAPE Report 2021).

While the report was critical to informing strategy for the next years, there were no statistics on the percentage of teachers returning to school or the condition of infrastructure, instructional materials,

¹⁰ The NAPE report 2021 was conducted in at least half of primary schools and two thirds of secondary schools upon the return of semi-candidate classes during lockdown. It indicated that the percentages were likely worsen given the prolonged lockdown. It is worth noting that NAPE 2017 targeted only learners at hard-to-reach schools in rural areas.

equipment and furniture. The need to address the gaps and setbacks mentioned above in order to get education back on track is more critical now than ever before.

Whereas schools were provided with items and facilities for implementation of the standard operating procedures in preparation for school reopening, ERP II needs to strategize to rebuild and ensure the resilience of the education system. This can be achieved by: continuing to supply these items; countering inequalities in terms of access to learning and learning achievements; addressing the current infrastructure and teacher capacity inadequacy; rolling out e-learning; supporting abridged curriculums/AEP and addressing learner regression.

2.4.2 Gender-based violence, sexual abuse and exploitation

Sexual and reproductive health and education outcomes are positively related. Girls who are exposed to gender-based violence, sexual abuse and exploitation and teenage pregnancy are less likely to stay in school, participate in the workforce and have healthy, well-educated children.

According to the Ministry of Education and Sports (2010), adolescent pregnancy is estimated to account for 59 per cent of school dropout cases in Uganda. A report on teenage pregnancy assessment¹¹ showed that the majority of male sexual partners of pregnant teenagers were people over 25 years old who should actually be at the centre of protecting these teenagers: they included teachers, health workers, humanitarian/NGO workers, security officers, parents and religious and community leaders. One issue is the limited coverage of child protection agencies in refugee-hosting districts, as most agencies are concentrated in urban and semi-urban areas. Limited follow-up on child protection issues and cases of teenage pregnancy and early marriages are also acknowledged as an issue, especially in settlements and refugee-hosting sub-counties.

It is therefore prudent to counter the above vices by: (a) sensitizing communities and creating awareness (IEC materials); (b) providing youth counselling services; (c) providing life skills and vocational training to engage in income-generating activities; (d) supporting school-based interventions and providing youth-friendly services, including the provision of sanitary pads, basic needs (food, health care, etc.) and implementation of a role model approach; (e) advocacy for children's rights and law enforcement, as well as stay in school campaigns. (f) establishing new ways of providing information and support to adolescents and young people in the event of school disruption/closure.

2.4.3 Mental health and psychosocial support

Mental health and behavioural problems are the greatest contributor to absenteeism, low retention/survival, poor social wellbeing and low educational attainment in affected children. Children exposed to humanitarian emergencies, displacement, and gender-based violence are more likely to have poor physical and mental health. While schools are seen as safe, healing environments for learners, they can also be used as referral centres facilitating access to psychosocial support services. The Human Capital Development Programme in the newly adopted Planning and budgeting programme offers a platform on which education, health, gender and social development specialists can Plan and work together to address mental health in this ERP. The Government requires all schools to have senior teachers who are able to extend various forms of support to learners. While these services are provided, there is limited data on the actual programmes taking place in schools.

In refugee and host communities, counselling/psychosocial services are critical, given that many children are exposed to trauma and social distress. This is also coupled with the challenges posed by COVID-19, which aggravated cases of gender-based violence, child labour, sexual abuse and teenage

¹¹ AVSI Foundation (2021) conducted in Lamwo, Arua, Maracha, Zombo and Kikuube districts in September 2020

pregnancies. The prolonged school closure and COVID-19 stress factors also equally affected the well-being of teachers, which had to be addressed by the Government and partners.

Therefore, a teacher training package is critically needed to address the wellbeing of teachers and learners and to provide teachers with psychosocial support, psychological first aid skills and the ability to identify cases that should be referred to a higher level of care. Synergies should be developed to enable the school community to access mental health and psychosocial support (MHPSS) at nearby centres and health units. Efforts should further be made to link school-based MHPSS interventions to community-based support structures such as the child protection committees, to ensure support for children both at school and at home. Finally, the information system should be expanded to collect statistics on MHPSS cases and their access to services.

2.4.4 School feeding

The education sector is cognizant of the fact that school meals attract learners to school, lead to increased retention and stay of learners in school, increase attendance, reduce malnutrition and have an impact on teaching and learning. In line with the Education Act 2008 and the school feeding and nutrition guidelines 2013, school feeding is the responsibility of parents.

Analysis of the availability of school feeding programmes in schools indicated that implementation of the programme declined as the level of education progressed; example: in Kiryandongo, 88 per cent of pre-primary schools were found to have school feeding programmes compared to 59 per cent and 19 per cent for primary and secondary respectively. It was also noted that in schools where efforts were made to provide school meals, priority was given to candidate and semi-candidate classes (district refugee response Plans).

Parents' contributions towards school feeding have achieved more in the urban schools around the country, and to a small extent in the rural schools. These contributions are made in terms of direct cash payments used to incentivize the cooks and enable the purchase of food items at urban schools, while at rural schools parents provide in-kind contributions which are more affordable as they come from their farm harvest. While partners have endeavoured to support school feeding particularly by providing of schools with cooking utensils (e.g. catering cooking vessels), cash contributions for school food and/or contributions of food items in kind, all stakeholders should agree on a more sustainable model of providing school meals or implementing school feeding programmes. Already, home-packed meals have been one of the government's recommended and promoted school feeding modalities; however, this strategy has had minimal success due to food shortages in most families, a lack of safe packing materials and safe storage at school and parents' low appreciation of the impact of school meals on learning outcomes.

Interventions such as parent-led school kitchen gardens, especially at schools in rural refugee settlements where there is adequate land space to carry out agricultural activity, need to be promoted. This model should be used as an entry point to interest parents to learn good agricultural practices through the school demonstration kitchen gardens and increase their food productivity. Additionally, it also provides an opportunity to mobilize and engage school managers, parents and community members to participate more actively in Planning for a sustainable strategy to support school feeding and find local solutions to issues affecting the education of their children. It could also be used to create linkages with livelihood partners and government relevant ministries to supplement the school feeding programme through the provision of improved seedlings.

2.4.5 Inspection and support supervision

The inspection and supervision of schools and education activities is a primary responsibility of the District Education Department. The Report on the District Consultation on ERP I indicated that limited

inspection, monitoring and support supervision of schools/institutions represented a challenge to implementation of the Plan; they also impacted on the ability of the education office to monitor the various partner activities within and outside the settlement. It was recommended that districts be supported in their inspection and supervision role through the recruitment of staff, provision of transport, capacity-building and financial assistance.

2.4.6 Learners with disabilities

According to the Baseline Survey Report for ERP for Refugees and Host Communities (ERP (June 2021), of the total enrolment of 3,412 learners with physical disabilities, 3,329 (1,512 females and 1,817 males) were enrolled at primary schools, 51 (12 females and 39 males) at secondary schools and 32 (18 females and 14 males) in adult literacy programmes (ALP), while data was not available for ECD and AEP. The ERP Refugee Database, Term 3, 2019, showed that 261 schools had improved accessibility for learners with disabilities, although compliance with Education in Emergency (EiE) national minimum infrastructure accessibility standards was very low and only met by 15 schools representing 2 per cent of the total primary and secondary schools located in the refugee-hosting sub-counties.

Several interventions have been implemented by both Government and partners to improve inclusive education. In the 2021/22 financial year, the Government started providing special top-up capitation grants of UGX 18,700 to learners with disabilities in the secondary and primary levels of Government aided schools. With support from partners 1,219 primary schools got assistive devices, 686 primary and 4 secondary teachers completed the National Introduction to Inclusive Education training programme and scholarships were facilitated for 18 learners with special educational needs¹² (10 female, 9 male).

Despite the aforementioned interventions, the challenge of low access to education for learners with disabilities still persists. The main factors hindering their access to education include: discrimination and stigmatization; fear of abuse from peers; negative attitudes; distance and bad roads between home and school; inaccessible school facilities such as steep ramps and unadopted toilets; lack of trained teachers with skills to apply inclusive education methodologies within mainstream schools; and a lack of inclusive teaching and learning materials (ERP, 2021; Government of Uganda, 2015; NUDIPU, 2015). Children with disabilities also have to bear higher education costs than their peers (spending 50 per cent more on transportation and buying assistive devices) (MGLSD, 2020)¹³.

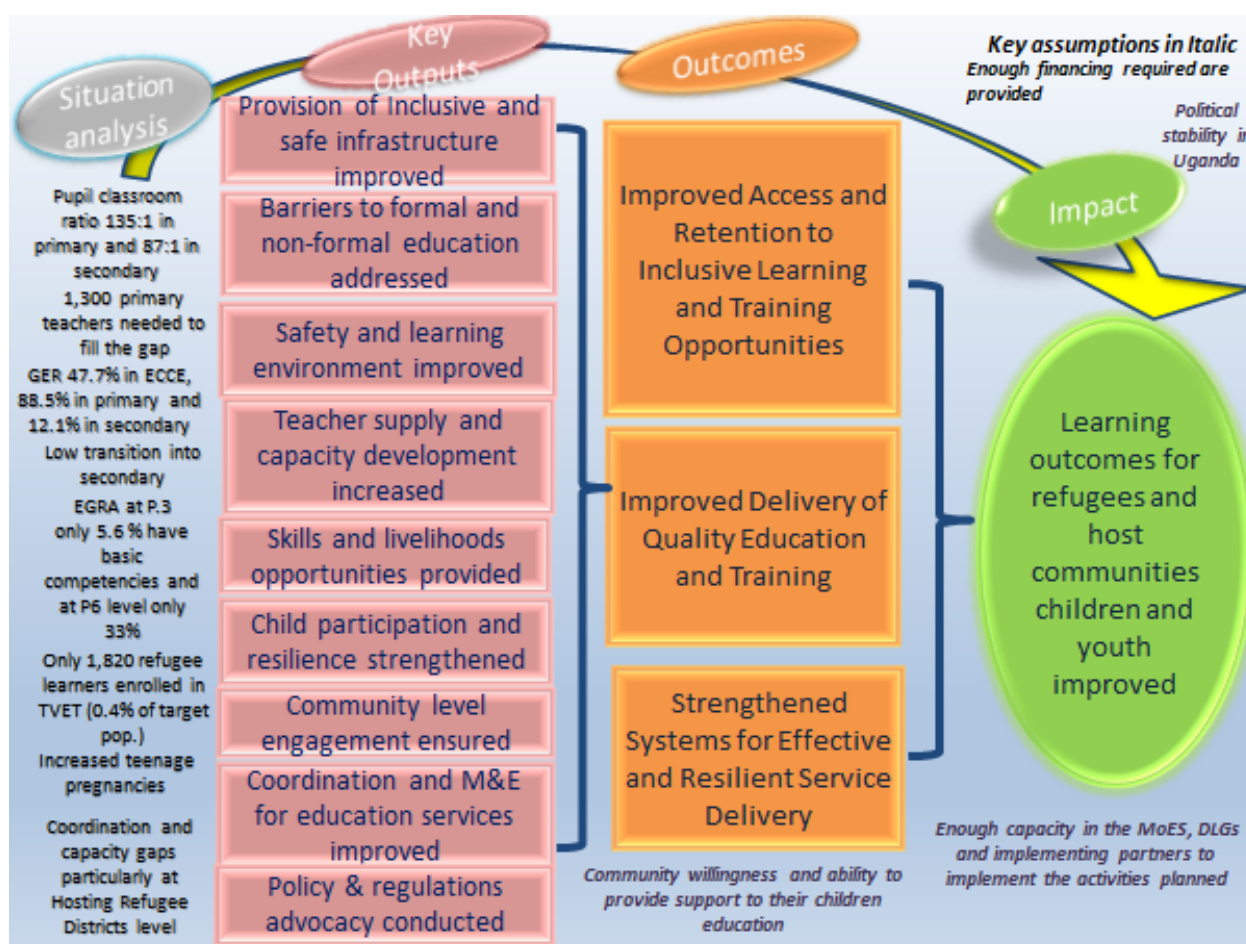
¹² This could mean learners with disabilities (refer to definition of terms)

¹³ ERP Baseline Survey Report, 2021: [Government of Uganda. \(2015\). Initial report of State party to the Committee on the Rights of Persons with Disabilities. CRPD/C/UGA/1: National Union of Disabled Persons of Uganda \(NUDIPU\). \(2015\). Alternative Report to the United Nations Committee of Experts on the Implementation of the Convention on the Rights of Persons with Disabilities: Ministry of Gender, Labour and Social Development. \(2020\). Harnessing Their Potential. The State of Disability in Uganda. Summary Report.](#)

CHAPTER THREE – THEORY OF CHANGE

The theory of change found that inequitable education opportunities hampered access to and delivery of quality education to refugee and host communities, as revealed in the problem analysis. The root causes were found to be continuous refugee influx and inadequate system readiness to host and accommodate them. It predicted school dropouts, abuse and violence if the challenges were not addressed.

The central problem that ERP II aims to solve is that of limiting the negative effects of crisis and emotional distress that are likely to affect refugee children. It focuses on the goal of ERP II while developing key outputs that, if implemented, are likely to lead to the envisaged outcomes. The theory of change is shown in the figure below;



Assumptions

- 1) The theory of change is grounded on an Office of the Prime Minister/UNHCR forecast of the projected increase in the refugee population.
- 2) Financing required to incrementally improve continued safe access, retention and quality for refugee and host-community children will be forthcoming.
- 3) There will be regular monitoring of implementation and programmes; theories of change will be revised if required.
- 4) There is enough capacity in the Ministry of Education and Sports, DLGs and implementing partners to complete the work Planned and to implement Planned activities for refugee and host communities.
- 5) Willingness and ability of the community to provide support for their children's education.

- 6) The environment in the countries of origin of refugees and asylum-seekers remains non-conducive for voluntary return, entailing protracted displacement and continued new influxes to Uganda.
- 7) Political stability in Uganda.

CHAPTER FOUR – STRATEGIC DIRECTION

The strategic direction of ERP II was informed by the situational analysis and the theory of change. A list of 265 activities were developed and then refined with a costing and prioritization exercise to achieve the intended outcomes and outputs.

The overall objective of the Plan is to ensure that children, adolescents and young people from the refugee and host communities have access to inclusive learning opportunities of sustained quality.

ERP II was developed as an annex to ESSP 2020/21–2024/25 and is set to support meeting the vision and objectives of the sectoral Plan while contributing to the third National Development Plan (NDP III) and the 2030 SDG targets. In particular the Plan is aimed at achieving the Human Capital Development Programme objectives under NDP III and SDG4 directly. The Plan not only focuses on improving access for both refugee and host community children but also prioritizes activities to improve the quality and efficiency of the education service delivery. The Plan has also been drawn up to include recovery and resilience strategies for the education system following the COVID-19 pandemic and for learners' well-being. These will be delivered through three outcomes areas intended positively to impact and improve learning outcomes and skills for refugee and host community children and adolescents.

The Plan aims to provide education and skills to an average of 659,527 learners per year, covering education levels from pre-primary, primary and secondary through to business, Technical and Vocational Education and Training (BTVET) and Accelerated Education Programmes (AEP). The cost of implementation of ERP II is estimated at \$450,714,365 over 3.5 years from January 2022 to June 2025. This calls for the collaboration and commitment of all stakeholders including the Government of Uganda, the international community, civil society organizations and others to provide financial and technical support towards the intended results. The detailed list of activities may be found in Annex B.

4.1 Overview of the Plan outcome and activities

The three main outcome areas of the Plan are aimed at achieving the overall goal: **improved access to safe, equitable, quality, inclusive education supporting learning outcomes and skills for crisis-affected children and young people (in refugee and host communities)**. Each of the three output areas are closely interdependent and only together will they contribute to the overall objective of this Plan. The following overview also describes the rationale for prioritization of each of the activities (as listed in Annex B), which was based on the situation analysis (in Section 2) and extensive consultations with national- and district-level government stakeholders (especially in the West Nile region and South-western region), education implementing partners and education development partners.

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

The activities are aimed at providing safe, equitable inclusive education and skills development services to increase learners' access to and retention in school. Over the Planning period of 3.5 years, the Plan aims to attract 125,723 out-of-school children to newly enrol in school. The projected increase in refugee and host community enrolment needs to be accommodated in the education system while ensuring that learning is not compromised for the host community. Therefore, the Plan will focus on the following outputs: (i) improved provision of safe, inclusive infrastructure to ensure availability, safety, and inclusivity with emphasis for children with disabilities; (ii) various barriers to formal and non-formal education addressed; (iii) safety and learning environment improved; and (iv) skills and livelihoods opportunities provided for in- and out-of-school adolescents and young people.

The Plan will target the construction, rehabilitation, upgrading and furnishing of classrooms, staff houses, washing facilities, kitchens, libraries, laboratories and child- and youth-friendly spaces. This is mainly to reduce the huge congestion and meet the infrastructure needs implied by the projected increase in enrolment. The Plan has accorded priority to the provision of desks, chairs and workshop tables to improve access to sitting spaces for ECCE and primary levels.

To improve the absorption of the education system and utilization of school facilities, the Plan proposes implementation of the double-shift system. It estimates that 10 per cent of all primary schools located inside settlements will be double shifted in Year 1, 20 per cent in Year 2 and 30 per cent in Year 3.

On the other hand, ERP II Plans to address barriers to education by improving and scaling up the school feeding programmes and provision of scholarships to secondary, TVET, and tertiary education levels to counter the low transition and retention rates. Additionally, the Plan will address gender barriers to education and emphasize well-being, social and emotional learning and psychosocial issues.

Learning from the COVID-19 pandemic, the Plan has taken into account the need to build a resilient and sustainable education system. Implementing partners will continue to promote remote learning through the provision of home-based learning materials and continued training of teachers/caregivers and parents in remote learning. Vocational skills training will be enhanced by providing training opportunities in entrepreneurship and job readiness skills, providing start-up kits for TVET graduates and promoting work-based learning/internships.

Outcome 2: Improved delivery of quality education and training

The Plan will not only focus on increasing access at all education levels but also ensure that learning is not compromised and that learners reach their full potential. To achieve this outcome, the Plan sets out activities aimed at improving the quality of teaching and learning: (i) recruit, deploy and hire teachers aligned with national teacher competencies; (ii) support continuous blended training and teacher well-being; (iii) provide relevant curriculum, teaching and learning materials; (iv) measure learners and teachers' competencies and skills in a timely manner; (v) strengthen child participation and resilience; and (vi) enhance opportunities for supporting pupils' learning in school.

ERP II is cognisant that teachers are the key input to quality education; therefore, recruitment, deployment and teacher well-being will take priority over the 3.5 years of the Plan. The focus will also be on the accreditation of teachers from the refugee community, who were former teachers in their country of origin, enabling them to teach in Uganda as well as to align their competences to national standards.

Priority will also be given to capacity-building for the teachers/caregivers. The Plan provides for induction training for newly appointed teachers, capacity-building for large class management, social and emotional learning/psychosocial support, inclusion, various aspects of pedagogy, gender-based violence counselling, CDRM, accelerated education methodology (remedial learning) and the use of local materials among others. These activities, coupled with the provision of teaching and school materials for all levels, will go a long way to ensuring the availability of materials to cater for the refugee influx and meet the target pupil textbook ratio.

From the situation analysis, it was learned that learning outcomes are affected by different curriculums and languages of origin. Therefore, the Plan proposes the implementation of a bridging programme to ease the transition of learners to the Ugandan curriculum. In order to monitor and track the set targets for quality education, timely measurement of learners and teachers' competencies, skills and well-

being are Planned. These will allow for timely emphasis and or corrective measures based on drawn results.

Outcome 3: Strengthened systems for effective and resilient service delivery

To ensure sustainable provision of quality, inclusive education to refugee and host community children, Plans have been set out to strengthen systems and ensure effective and resilient service delivery at both local and central Government levels. This will be achieved by: (i) ensuring community-level engagement; (ii) improving coordination mechanisms, including multisectoral mechanisms, and the management of education services; (iii) strengthening evidence-driven education Planning and decision-making; and (iv) adopting a risk-informed programming and contingency measures approach; and (v) conducting policy & regulations advocacy.

Activities have been Planned to raise awareness and improve coordination at parental and family, community, school, sub-national and national levels. These will include sensitization, awareness creation, capacity-building and monitoring, and support supervision of engagement in school programmes and various management and oversight forums. Emphasis will be on: the importance of education; understanding all children, boys and girls, with and without disabilities; safeguarding principles relating to education; and their role of supporting children to go to school and stay in school.

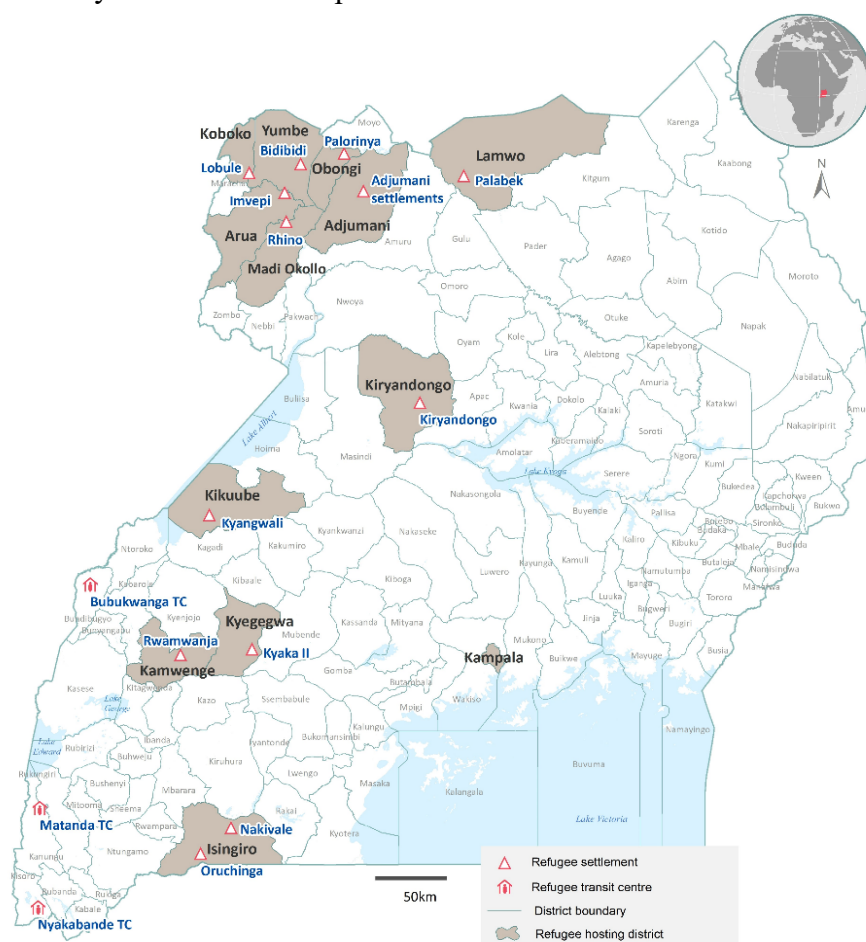
While the above are Planned for implementation, the Plan recognizes the need for:

- (a) Continued data/information management; whereas this was largely addressed in ERP 1, ERP II will focus on: implementation of the revamped EMIS, which includes refugee data; further disintegration of data to capture the compliance, skills attainment, well-being and abilities of learners; and emphasizing the need for timely data collection.
- (b) Strengthened school inspection, mentoring, monitoring and support supervision for quality assurance and evidence-based Planning. The Plan proposes national joint supervision and monitoring activities and decentralized activities led by the District Education Office, Directorate of Education Standards and Centre Coordinating Tutors.
- (c) Strengthened coordination mechanisms at both national and sub-national level to support harmonization of efforts. It emphasizes coordination of donors/international partners/the Government of Uganda (MoES, DLGs, OPM, CRRF) and ensures the communication of agreed actions at both levels, increasing the capacity of NGO partners, district education offices, sub-counties and parishes to manage the education response for refugees, and the creation of a comprehensive database of EiE implementing partners.
- (d) Advocacy for policy discussions addressing guidelines on the double-shift system aimed at addressing the large enrolments in schools; the lifting of teacher ceilings in refugee host communities; regulation and harmonization of terms and condition of service for teachers in refugee-hosting districts; Accelerated Education Programme guidelines; accreditation of refugee teachers; recognition and grading of prior education certification and school feeding, especially in refugee settlements. These issues are critical for emphasis especially that review of the Education Government White Paper Policy aligns with ERP II Plan implementation.
- (e) Systematic integration of contingency measures to ensure continued safe learning for all learners, adopting a multi-hazard approach considering all eventual emergency scenarios caused by natural hazard, epidemics, and new refugee influxes. It further takes into account the sustainability of the humanitarian response to ensure continued funding for the education provision in refugee host communities.

The Plan emphasizes system strengthening at all levels and aims to create awareness in all stakeholders of their roles and responsibilities regarding the effective provision of education to children in refugee and host communities. It spells out strategies for effective coordination between implementing partners, building resilience in the education system and sustainably implementing education interventions.

4.2 Geographical coverage of the Plan

The Plan is to be implemented in the 34 sub-counties of the 12 districts in which the refugee settlements are currently located and Kampala.



The boundaries and names shown on this map do not imply official endorsement or acceptance by the United Nations.
 Creation: 17 Jan 2020 Sources: UNHCR, UBOS Feedback: IM Team Uganda (ugakaimug@unhcr.org) | UNHCR BO KAMPALA

4.3 Targeting of the Plan

4.3.1 Population projection

The refugee population projections are based on the actual refugee registration data from 2020 and 2022 and therefore show a fluctuating trend due to refugees returning home and additional refugees arriving in the country. The population projections for 2023 and 2024 are calculated based on the expectation of annual growth of 3 per cent for each age group that includes a new influx. As for the data of 2020 to 2022 is based on actual population data. The host community population baseline is calculated based on the total population of nationals in the 37 refugee-hosting sub-counties. The population projection of the host communities is projected with an annual growth of 3 per cent as per the UBOS projection of the national population growth per annum.

Table 9: Population projection

R/HC	Education level	Baseline 2020*	2021 May Pop.*	2022 May Pop.*	2023 Pop. Projection	2024 Pop. Projection
Refugee (3–18 y/o)	ECD (3–5 y/o)	170,843	177,127	171,499	176,644	181,943
	Primary school (6–13 y/o)	336,478	362,021	364,124	375,048	386,299
	Secondary school (13–18 y/o)	197,048	255,798	262,455	270,329	278,439
	Adolescents (10–18 y/o)	341,253	410,950	418,508	431,063	443,995
	Subtotal	1,045,622	1,205,896	1,216,586	1,253,084	1,290,676
Host Community (3–18 y/o)	ECD (3–5 y/o)	182,770	188,344	194,089	200,008	206,108
	Primary school (6–12 y/o)	378,877	390,433	402,341	414,612	427,258
	Secondary school (13–18 y/o)	248,080	255,646	263,444	271,479	279,759
	Adolescents (10–18 y/o)	410,456	422,975	435,875	449,170	462,869
	Subtotal	1,220,183	1,257,398	1,295,749	1,335,269	1,375,994
	Grand total	2,265,805	2,463,294	2,512,335	2,588,353	2,666,670

Source: the refugee population data for 2020, 2021 and 2022 was provided by UNHCR.

4.3.2 Enrolment target and projection

Over the period January 2022 to June 2025, the Plan aims to target an annual average of **674,894 learners per year**. This equates to increasing total enrolment by newly bringing **141,932 out-of-school children into the education system**, both within and outside settlements.

Table 10: Target enrolment in 3.5 years

R/HC	Education level	Year 0 (Jan 2022 to June 2022)	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)
Refugee (3–18 y/o)	ECD (3–5 y/o)	84,556	81,869	84,325	86,855
	Primary school (6–13 y/o)	322,985	327,593	340,233	353,337
	Secondary school (13–18 y/o)	32,805	35,628	38,724	41,974
	TVET	4,208	6,636	9,196	11,904
	AEP	18,565	22,045	25,940	30,048
	Subtotal	463,119	473,771	498,418	524,118
Nationals (3–18 y/o)	ECD (3–5 y/o)	20,173	21,578	22,657	23,782
	Primary school (6–12 y/o)	127,368	133,028	138,208	143,580
	Secondary school (13–18 y/o)	6,713	8,075	9,488	10,979
	TVET	1,239	1,564	1,909	2,274
	AEP	1,896	2,794	3,733	4,727
	Subtotal	157,389	167,039	175,995	185,342
	Grand total	620,508	640,810	674,413	709,460

Table 11: Target NEW enrolment from Year 1 to Year 3

Location	Education level	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)	Total
In settlement	ECD (3–5 y/o)	-	2,707	2,793	8,655
	Primary school (6–13 y/o)	6,729	13,855	14,365	59,690
	Secondary school (13–18 y/o)	2,983	3,233	3,397	17,017
	TVET	2,458	2,593	2,742	10,198
	AEP	4,255	4,698	4,959	106,764
	Subtotal	16,425	27,086	28,256	202,324
Outside settlement	ECD (3–5 y/o)	638	828	861	3,115
	Primary school (6–12 y/o)	3,538	3,965	4,112	15,812
	Secondary school (13–18 y/o)	1,201	1,276	1,344	5,488
	TVET	296	312	330	1,221
	AEP	124	136	143	2,984
	Subtotal	5,797	6,517	6,790	28,620
Grand total		22,222	33,603	35,046	230,944

Table 12: Target gross enrolment rate

R/HC	Education level	Baseline	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)	Target percentage increase
Refugee (3–18 y/o)	ECD (3–5 y/o)	47.7%	47.7%	47.7%	47.7%	0%
	Primary school (6–13 y/o)	88.5%	90.0%	90.7%	91.5%	+3.0%
	Secondary school (13–18 y/o)	12.1%	13.6%	14.3%	15.1%	+3.0%
	TVET	0.3%	1.1%	1.4%	1.8%	+1.4%
	AEP	3.8%	5.3%	6.0%	6.8%	+3.0%
Nationals (3–18 y/o)	ECD (3–5 y/o)	33.0%	34.0%	34.5%	35.0%	+2.0%
	Primary school (6–12 y/o)	90.8%	92.3%	93.0%	93.8%	+3.0%
	Secondary school (13–18 y/o)	9.9%	12.4%	13.7%	14.9%	+5.0%
	TVET	0.8%	1.5%	1.9%	2.2%	+1.4%
	AEP	0.5%	1.0%	1.3%	1.5%	+1.0%

4.3.3 Teacher and classroom targets

Resource and facility gaps were observed even after ERP I, ERP II will prioritize addressing these gaps as projected below;

a) Teachers

The Plan aims to target an annual average of **13,203 teachers to be recruited and trained each year**, in order to cater to the target enrolment as presented above and by improving the Pupil-to-Teacher Ratio. This translates to **3,894 newly hired teachers** across all education levels, both in and outside the settlement.

Table 13: Target number of teachers to be recruited and trained each year

Location	Education level	Year 0 (Jan 2022 to June 2022)	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)
In settlement	ECD (3–5 y/o)	1,566	1,551	1,622	1,697
	Primary school (6–13 y/o)	5,311	5,991	6,262	6,545
	Secondary school (13–18 y/o)	1,012	1,110	1,215	1,326
	TVET	180	278	384	499
	AEP	461	574	703	846
	Subtotal	8,530	9,504	10,186	10,913
Outside the settlement	ECD (3–5 y/o)	573	606	647	690
	Primary School (6–12 y/o)	2,095	2,171	2,256	2,344
	Secondary School (13–18 y/o)	520	587	657	732
	TVET	101	138	176	214
	AEP	35	42	51	60
	Subtotal	3,324	3,544	3,787	4,040
Grand total		11,854	13,048	13,973	14,953

Table 14: Target number of **NEW teachers to be hired from Year 1 to Year 3**

Location	Education level	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)	Total
In settlement	ECD (3–5 y/o)	-	71	74	145
	Primary school (6–13 y/o)	680	271	283	1,234
	Secondary school (13–18 y/o)	98	106	111	315
	TVET	98	106	115	319
	AEP	113	129	142	384
	Subtotal	989	683	725	2,397
Outside settlement	ECD (3–5 y/o)	33	41	44	118
	Primary school (6–12 y/o)	76	85	88	249
	Secondary school (13–18 y/o)	67	71	74	212
	TVET	37	38	39	114
	AEP	8	8	9	25
	Subtotal	221	243	254	718
Grand total		1,210	926	979	3,115

Table 12: Target pupil to teacher ratio (PTR)

R/HC	Education level	Baseline	Year 0 (Jan 2022 to June 2022)	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)
Refugees (3–18 y/o)	ECD (3–5 y/o)	56	55	54	54	53
	Primary school (6–13 y/o)	67	66	60	59	59
	Secondary school (13–18 y/o)	30	30	30	30	30
	TVET	26	26	26	25	25
	AEP	44	43	42	41	40
Nationals (3–18 y/o)	ECD (3–5 y/o)	33	32	31	31	30
	Primary school (6–12 y/o)	47	47	47	47	47
	Secondary school (13–18 y/o)	18	18	18	18	18
	TVET	8	8	8	8	8
	AEP	16	16	16	16	16

Classroom

The Plan aims to target an annual average of **3,514** classrooms in order to cater to the target enrolment as presented above and by improving the Pupil-to-Classroom Ratio each year. This translates to **newly construct 333 classrooms** across pre-primary, primary and secondary education levels, both in and outside the settlement.

Table 17: Target number of classrooms needed to cater to the enrolment for each year

Location	Education level	Year 0 (Jan 2022 to June 2022)	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)
In settlement	ECD (3–5 y/o)	693	693	707	722
	Primary school (6–13 y/o)	2,480	2,480	2,542	2,608
	Secondary school (13–18 y/o)	269	272	280	288
	Subtotal	3,442	3,445	3,529	3,618
Outside settlement	ECD (3–5 y/o)	959	968	979	991
	Primary school (6–12 y/o)	4,250	4,281	4,315	4,351
	Secondary school (13–18 y/o)	564	569	575	581
	Subtotal	5,773	5,818	5,869	5,923
Grand total		9,215	9,263	9,398	9,541

Table 18: Target number of **NEW classrooms to be established from Year 1 to Year 3**

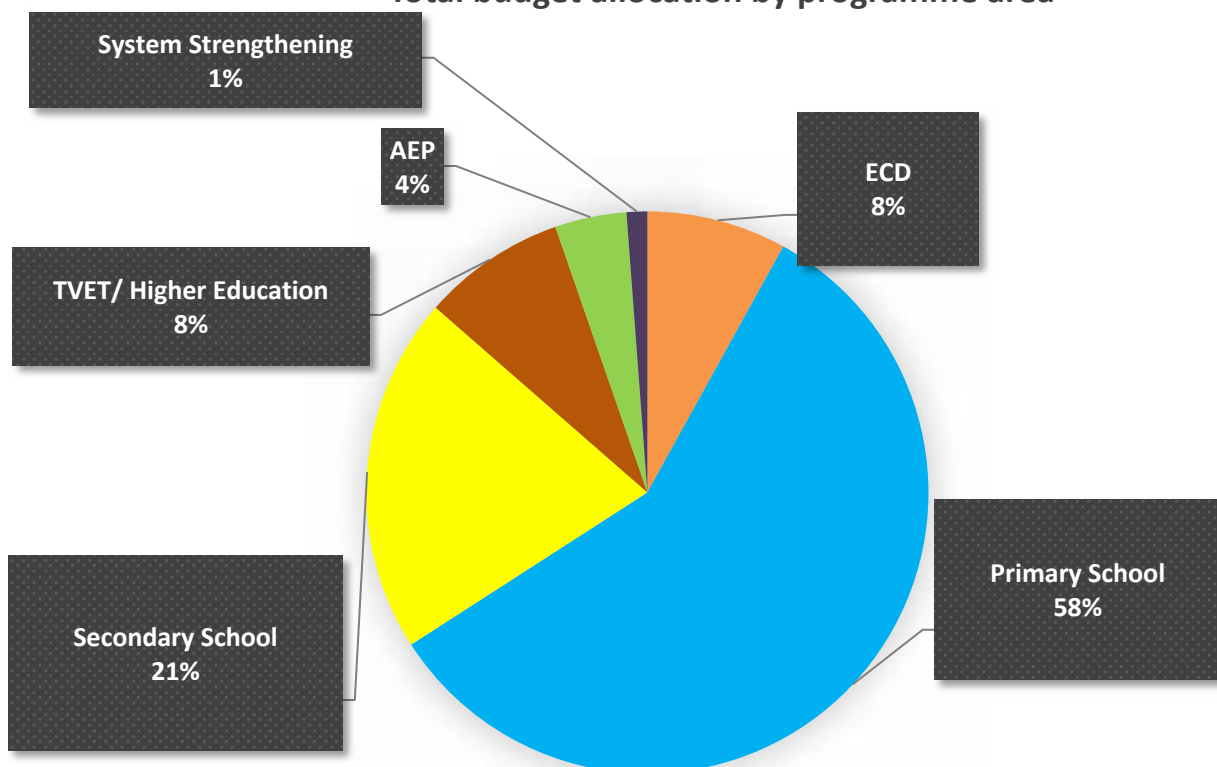
	Education level	Year 0 (Jan 2022 to June 2022)	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)	Total
In settlement	ECD (3–5 y/o)	9	0	14	15	38
	Primary school (6–13 y/o)	50	0	62	66	178
	Secondary school (13–18 y/o)	8	3	8	8	27
	Subtotal	67	3	84	89	243
Outside settlement	ECD (3–5 y/o)	6	9	11	12	38
	Primary school (6–12 y/o)	17	31	34	36	118
	Secondary school (13–18 y/o)	5	5	6	6	22
	Subtotal	28	45	51	54	178
Grand total		95	48	135	143	421

4.4 Total cost estimate

The total cost of the Plan is estimated at **\$450,714,365**. The detailed cost of this Plan is presented in Annex C.

	Activity Area	Year 0 (Jan 2022 to June 2022)	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)	TOTAL
Settlement and Non-Settlement	Infrastructure	\$ 6,324,108	\$ 13,832,472	\$ 15,602,949	\$ 15,898,724	\$ 51,658,253
	Materials	\$ 10,091,478	\$ 20,938,188	\$ 22,229,625	\$ 23,551,006	\$ 76,810,297
	Teacher Salary	\$ 18,741,491	\$ 41,651,608	\$ 45,192,805	\$ 48,907,313	\$ 154,493,217
	Teacher Training	\$ 2,756,071	\$ 6,420,565	\$ 7,306,345	\$ 8,319,565	\$ 24,802,546
	Support to the Learners	\$ 6,571,515	\$ 13,975,564	\$ 15,070,597	\$ 16,215,021	\$ 51,832,698
	Strengthening Community	\$ 8,269,480	\$ 17,824,114	\$ 18,590,944	\$ 19,396,871	\$ 64,081,410
	Strengthening District	\$ 872,358	\$ 1,238,709	\$ 801,715	\$ 636,816	\$ 3,549,598
	Strengthening National	\$ 604,356	\$ 726,231	\$ 729,644	\$ 748,264	\$ 2,808,494
	Piloting/ Material Development	\$ 2,729,325	\$ 5,669,066	\$ 5,900,093	\$ 6,379,368	\$ 20,677,852
GRAND TOTAL		\$ 56,960,182	\$122,276,518	\$131,424,717	\$140,052,948	\$450,714,365
Settlement	Priority A	\$ 28,850,192	\$ 63,316,721	\$ 68,075,597	\$ 73,069,911	\$ 233,312,421
	Priority B	\$ 9,863,793	\$ 20,350,094	\$ 22,587,705	\$ 23,888,427	\$ 76,690,019
	Priority C	\$ 2,190,773	\$ 4,267,844	\$ 4,513,639	\$ 4,859,824	\$ 15,832,080
SUBTOTAL		\$ 40,904,759	\$ 87,934,659	\$ 95,176,940	\$ 101,818,162	\$ 325,834,520
Non-Settlement	Priority A	\$ 10,924,294	\$ 23,547,718	\$ 25,127,613	\$ 26,707,088	\$ 86,306,712
	Priority B	\$ 4,282,596	\$ 9,384,083	\$ 9,666,667	\$ 10,001,129	\$ 33,334,475
	Priority C	\$ 848,534	\$ 1,410,057	\$ 1,453,497	\$ 1,526,569	\$ 5,238,658
SUBTOTAL		\$ 16,055,424	\$ 34,341,859	\$ 36,247,777	\$ 38,234,786	\$ 124,879,845
GRAND TOTAL		\$ 56,960,182	\$122,276,518	\$131,424,717	\$140,052,948	\$450,714,365

Total budget allocation by programme area



4.5 Funding of the Plan

It is envisaged that combining several funding streams will maximize opportunities for resource mobilization to fund the current education response Plan (ERP II) in Uganda. The following funding mechanism is being used to mobilize resources for the national ERP and will be adopted for fundraising/resource mobilization for ERP II.

a) Government funding for education interventions in refugee-hosting districts

The Government of Uganda will continue to support education interventions in refugee-hosting districts through the regular budgeting process. These funds include capitation grants and teacher's salaries in government-aided schools, funds for inspection and support supervision as well as school supplies. Even at district level, the new Planning guidelines require all district local governments to Plan for refugees in their districts. The **Annex F** provides an excerpt on the guidelines for coding community schools. The Annex also gives a reflection of current practices towards transition from humanitarian to development funding through the Uganda Intergovernmental Fiscal Transfers Program.

b) Direct funding by donors to United Nations agencies and non-government organizations

It is recognized that due to existing project agreements, individual donor restrictions and the humanitarian nature of interventions in the refugee response, some donors will continue to allocate funds directly through United Nations agencies and NGO Education implementing partners. However, for reasons of transparency, accountability and efficiency, all donors and partners will be expected to inform the Ministry of Education and Sport of all funds allocated through these arrangements and provide timely reports to the Education Response Plan Steering Committee.

c) Bilateral/multilateral funding of the refugee education response by donors through the Government of Uganda

The Government of Uganda will continue to mobilize resources from bilateral and multilateral funding to support specific interventions, for example USEEP, Uganda Intergovernmental Fiscal Transfers (UgIFT), etc. The ERP steering committee will decide on whether to continue with the same management modality of (i) a multi-partner trust fund and/or (ii) using an INGO/NGO consortium-managed fund or change it to a more efficient management system by exploring the other options based on the performance of the management of ERP I funds.

For reasons of transparency, accountability and efficiency, all donors and implementing partners will be expected to provide timely reports through the coordination structure of the Education Response Plan Secretariat at the Ministry of Education and Sport, in order that all resources and results can be tracked and monitored, regardless of the funding mechanism used.

CHAPTER FIVE – IMPLEMENTATION ARRANGEMENTS OF THE PLAN.

Implementation of ERP II is the responsibility of the Ministry of Education and Sports, in collaboration with other stakeholders including MDAs, CRRF, host district local governments, the Department of Refugees (DoR)/OPM, the Education Development Partners Group, United Nations organizations, the private sector and other partners including non-governmental organizations, civil society organizations, faith-based organizations and community-based organizations.

The national level ERP is operationalized through the district level ERP tailored to the contextual peculiarities of a given district.

The aspirations of ERP are reflected in the annual district Plans and activity Plans of the other stakeholders in education response.

5.1 Governance arrangement

Governance of the Plan will be guided by the following principles:

- a. **Leadership:** the Plan will be owned by the government of Uganda and spearheaded by the Ministry of Education and Sports, which will provide technical support, guide, coordinate, regulate, monitor and promote the delivery of quality education and implementation of the education response.
- b. **Sustainability:** the Plan emphasizes resource mobilization, integration of services, promotion of local content and efficient use of resources. Where applicable, the Buy Uganda Build Uganda (BUBU) Policy is encouraged through local procurement of goods and services by key stakeholders. The Plan envisages robust fiduciary safeguards, risk management procedures and a clear monitoring and evaluation structure.
- c. **Participation, Transparency and Accountability:** the Plan will promote multisectoral participation and inclusiveness of all partners, thus promoting effective utilization of resources. In determining priorities, especially in affected areas, all stakeholders will be consulted to ensure a transparent decision-making process. The governance and management arrangements will have provision for all possible actors willing to contribute to the financing of the Plan in an accountable and transparent way.
- d. **Evidence-based approach:** the Plan is premised on facts and figures for effective decision-making and actions, evidence and sustainable results, replicable efforts and lessons learned.

5.2 Roles of Education Response Plan stakeholders

5.2.1 The Government of Uganda

The government of Uganda, through the national Planning authority, has formulated a National Development Plan 2020–2025 (NDP III). This Plan is operationalized through sector synergy programmes. The education sector is part of the overall Human Capital Programme, whereby each sector develops a sectoral strategic Plan whose goals contribute to the overall programme implementation action Plans (PIAPs). This Education Response Plan 2022–2025 (ERP II) is therefore an action Plan that in part operationalizes the Education Sector Strategic Plan 2020–2025.

The Ministry of Education and Sports, under the leadership of the Permanent Secretary of the Education and Sports Sector is responsible for overall coordination and implementation of the Education response Plan. Effective coordination of other stakeholders is deemed essential to the implementation and operationalization of ERP II. Stakeholders includes: line ministries; departments and agencies; district local governments and municipalities; development partners; private sector; NGOs; faith-based organizations; community-based organizations, and communities.

The roll-out of ERP services is in accordance with the existing service delivery model operated by the national and local governments in line with the respective public service mandate and performance-reporting frameworks.

5.2.2 The Ministry of Education and Sports

The Ministry of Education and Sports ensures the effective delivery of quality education to refugees and host communities through the decentralized Planning framework and service delivery systems. The Ministry provides sector performance standards and performance indicators that are embedded in the district development Plans (DDPs), district annual Plans (DAPs), district ERP implementation Plans (DERP) and activity Plans (APs) of the respective partner agencies. The Ministry spearheads lateral coordination of other government agencies for complementary/collaborative mandates or expertise needed for effective delivery of the education response in Uganda.

5.2.3 The ERP Steering Committee

The National Steering Committee provides the cardinal function of strategic guidance and oversight of implementation of ERP II. The committee comprising of various stakeholders reports to the Permanent Secretary Ministry of Education and Sports. The purpose of the steering committee is to ensure efficient and effective implementation of the Plan. Its composition and terms of reference are detailed in Annex.

The main roles of the ERP Steering Committee

- a. To guide the processes for the formulation and review of Education Response Planning at national level.
- b. To ensure transparency and accountability to Government of Uganda and its partners on funds allocated towards the Plan
- c. To promote and support resource mobilization, including coordination of all actors involved in the refugee response
- d. To provide oversight supervision and guidance to partners on the implementation of the Response Plan, in line with the existing education sector priorities.
- e. To establish and maintain forums for regular engagement with various stakeholders (government, local government, NGOs, private sector and others), to ensure that implementation feedback is shared, constraints are addressed and Education Response improvement projects and programmes are approved, in a timely manner.
- f. To conduct periodic monitoring of implementation of ERP, including commissioning assessments, reviews and evaluations relating to the Plan and its implementation.
- g. To ensure coordination with local government steering committees.

5.2.4 The ERP Secretariat

The ERP Steering Committee has extended the terms of existence of the ERP Secretariat that supported implementation of ERP I. The Secretariat will continue to support coordination of the implementation of . Where applicable, further competencies in line with new themes included in , such as tertiary education, will be recruited to make the Secretariat more effective. The key role of the Secretariat is to ensure the effective implementation of Steering Committee decisions.

The Secretariat is responsible for: establishing a comprehensive coordination system, building on and strengthening existing mechanisms at national, district and settlement levels; providing all necessary administrative support to the Steering Committee; strengthening the process and frequency of data collection and dissemination across all levels; and liaising with the information analysts and leads in the settlements, local government offices and the various committees established to support the Ministry's overall leadership of the Plan. The roles and responsibilities of ERP secretariat are elaborated in Annex G

5.2.5 District ERP Steering Committee

The district steering committee provides guidance and oversight at district level, concerning its efficient and effective implementation, supervision, monitoring and coordination functions. The Chief Administrative Officer is the Chair of the district steering committee. The details and composition of the district steering committee, its roles and responsibilities are included in the district ERP booklet.

5.2.6 Development and Implementing partners

MoES will engage with Education Development Partners, United Nations agencies and other education partners to mobilize resources and coordinate the implementation of interventions, including monitoring and evaluation, to achieve the expected results. The implementing partners, including INGOs, NGOs, FBOs, private providers and MDAs, etc., will cooperate with district- and settlement-level authorities to ensure that a harmonized approach is achieved. They will also engage in the coordination and reporting systems as required. In order to ensure the success and relevance of activities, the implementing partners will liaise closely with the refugee and host communities.

5.2.7 Refugee and host communities

The communities, including parents and school-level committees such as school management committees, parent teacher associations and refugee welfare committees, play a very important role in ensuring that school-age children go to school. Therefore, deliberate efforts will be put in place to seek the views of these groups in the Planning and implementation process, so that their needs can be recognized and addressed.

5.3 Coordination mechanisms for implementation of the Plan

Coordination between implementing partners, stakeholders, other education actors and cross sectoral working groups (including WASH, Child Protection and Shelter) is important for the success of the Plan.

The current and existing coordination structures will form a basis for the development of coordination mechanisms. These include the Inter-agency Group, the Education in Emergency Working Group and the structures under the Education Sector Consultative Committee, which will exist at national and settlement/district levels.

Coordination will be spearheaded by the steering committee as already mentioned. The above coordination and work will be linked to the CRRF Steering Committee and the Office of the Prime Minister.

Whereas efforts are being made under the inter-agency group to eliminate gaps in field operations, there is still a need to strengthen cross-sectoral Planning and implementation. Effective delivery of education interventions in humanitarian situations requires support from other sectors. Key areas for cross-sectoral coordination include health and nutrition, WASH, child protection (including referral mechanisms), livelihoods and gender.

The District Education Offices have responsibilities for coordinating education implementing partners in development programmes in their areas. In order to connect humanitarian and development work, District Education Offices are expected to co-lead the settlement-level EiEWG, which feeds into the settlement-level inter-agency groups co-led by the Office of the Prime Minister and UNHCR. In practice, due to workload pressures in the district offices, and often also due to the distance between the local government offices and the settlements, this task is delegated to education implementing partners in the settlements, undermining the potential bridge between the humanitarian and development spheres.

EiEWGs at settlement level report to the national level EiEWG co-led by the Ministry of Education and Sports and UNHCR, who report to the national level inter-agency group co-led by the Office of the Prime Minister and UNHCR. However, some settlement EiEWG are currently more operational than others. There is a need for staff to dedicate time to coordination functions as well as to invest in understanding their roles and responsibilities. There is also limited coordination between local and national levels, an issue that this Plan and the dedicated co-ordination capacity within the Secretariat will help to address.

5.4 Partnerships

This Plan, for which the Ministry of Education and Sports has primary responsibility for implementing and mobilizing resources, envisages working collaboratively in multi-stakeholder partnership arrangements. The humanitarian refugee response in Uganda is co-led and coordinated by the Office of the Prime Minister and UNHCR, with the broad participation of the United Nations and NGO partners (national and international), in line with the Refugee Coordination Model. For the purposes of achieving an effective and integrated response, members of the refugee and host communities are also involved in Planning the response, as are local authorities and relevant line ministries. Effective partnerships will call for shared responsibility and accountability in fulfilling the roles, while maximizing the comparative advantage of each stakeholder in education.

CHAPTER SIX: MONITORING AND EVALUATION

The ERP II monitoring and evaluation (M&E) system will be guided by the theory of change and the logical framework. The system will leverage the M&E system developed under ERP I at national and district level. The system will collect, collate and analyse data on the implementation of costed activities in this Plan and their funding. Both qualitative and quantitative information will be captured to inform decision-makers about the progress of the Plan against expected results at national and district level. This will allow decision-makers to identify implementation bottlenecks, make informed decisions and take timely corrective action.

During implementation of ERP I, the ERP Secretariat developed the M&E system for ERP I with the support of the Information Management (IM) task team¹⁴ and in collaboration with the Office of the Prime Minister, the Department of Refugees (DoR), the Refugee-hosting Districts and the Education in Emergencies (EIE) Working Group. Without reinventing the wheel, the ERP I M&E system and its tools will be reviewed and updated to align it to ERP II requirements.

6.1 Monitoring and Evaluation tools

6.1.1 ERP logical framework.

The ERP I logical framework was developed and approved by the ERP Steering Committee in 2019 as one of the main monitoring tools. The relevant indicators were disaggregated by sex and by disability. Disaggregation by age was lacking, however, which would have permitted the capture of a wider understanding of disability.

Development of the ERP II logical framework was based on the ERP I logical framework, while taking into consideration the new activities of ERP II, and further disaggregating indicators including age and disability based on the Washington questions, which capture a wider understanding of disability.

6.1.2 Education Response Plan Monitoring and Evaluation Guide.

The M&E Guide was developed between December 2019 and February 2020 and finalized in March 2020. The purpose of the M&E Guide was to help steer monitoring and evaluation processes throughout the lifespan of ERP I. The guide clarified how and when data would be collected, tracked and analysed; it defined indicators, measurement approaches and results dissemination.

Through wider consultation, the ERP I M&E Guide will be updated to include the ERP II theory of change and the logical framework and to ensure that it is aligned to ERP II requirements. ERP II M&E will define clear processes for systematic monitoring and regular evaluation of the Plan to enable its progress and performance to be tracked and analysed.

6.1.3 Harmonized database and data collection tools.

In February 2020, the ERP Secretariat, in collaboration with partners, stakeholders and districts, developed the ERP I harmonized database based on various tools used by the districts (inspection tools), MoES (framework) and partners (Activity Info and the enrolment and attendance tool). The tool was approved in March 2020 and then revised in May 2021 by the information management task team, with the support of the districts and the District Data Analysts. Data collection tools¹⁵ fully aligned with the database were developed in May–June 2021. The database and tools were used to collect data between June and July 2021; however, the data collection exercise was delayed by the

¹⁴ Information Management task team members: the Ministry of Education and Sport, Finn Church Aid (FCA), the Consortium Management Unit, Windle International – Uganda, Save the Children, NRC, HI, United Nations Childrens Fund (UNICEF), UNHCR.

¹⁵ For collecting data at all levels: ECD, primary, secondary, AEP and vocational. Data was collected in July 2021.

second wave of the COVID-19 pandemic and the related travel restrictions. The harmonized database and data collection tools would be updated to align them to the ERP II logical framework, ensuring disability inclusion and permitting data disaggregation and analysis by disability using internationally comparable tools such as the Washington Group set of questions.

6.2 Digital technologies for monitoring and evaluation.

Currently, data is collected using paper forms. Digital technologies can improve data quality, timeliness and mitigate delays in data collection due to uncertainty. ERP II will pilot different options for data collection, including the use of open-source software, and online/offline software will be used to ensure access to information even in areas where Internet connections are unreliable. This will be done through the use of tablets and phones.

6.3 Financial tracking.

As part of its overall monitoring role, the ERP Secretariat conducted a data collection exercise between June and August 2020 to track expenditure on ERP I in its first 2.5 years. The exercise was conducted to provide the ERP Steering Committee with a record of realized funding/funding gaps against the estimated costs. It built on a similar exercise conducted in 2019, but adopted improved methodology and assumptions based on lessons learned.

For the ERP II financial tracking, the exercise will be conducted at the end of every financial year of ERP II to provide updated progress on financial expenditure and gaps.

6.4 Systems integration and coordination

6.4.1 Education Management Information System refugee data integration.

The revamp of the Education Management Information System (EMIS) commenced in May 2021. The aim was to change the approach to data collection – which had hitherto used a national annual school census – such that individual learners would be monitored through a unique ID. The new system will be linked with other systems such as examination bodies, the universities system, UBOS etc.

The previous EMIS only captured the data of refugees in registered schools as foreign learners. It was recommended that a separate module for education data for refugees be incorporated into EMIS. To achieve this goal, the ERP Secretariat collaborated with the MoES Planning Department to ensure that refugee data was integrated into the new EMIS. During ERP II, the systems integration will be finalized and operationalized. This will notably improve the monitoring of refugee students using their individual ID and linkage with the OPM system.

6.4.2 Geographical Information System.

An interactive web-based map was developed by the education consortium as a centralized, routinely updated reference for school-level data that is collected from settlement and non-settlement schools. This information will include, inter alia, data on enrolment and the number of teachers, classroom assistants and classrooms. Utilizing data collected using tablets, the system will be updated by the education consortium and the ERP Secretariat on a termly basis. This will provide comprehensive mapping of schools and examination centres at settlements in refugee-hosting districts.

6.4.3 Government of Uganda Refugee Response Monitoring System.

The Government of Uganda Refugee Response Monitoring System (GoU-RRMS) is an online system developed by OPM to manage, coordinate and monitor refugee partnerships and implementation processes while tracking compliance and adherence to the Refugee Policy and other Government refugee regulations. GoU-RRMS adopted all ERP Plan indicators using the April 2019 version, in addition to other indicators outside ERP. The system is operational and has already taken stock of the

validity of partners in the refugee response, tracked all their Plans and reported on them to OPM. Data can be analysed by strategic users at both central/national and LG levels. The ERP secretariat will liaise with OPM to ensure that education indicators adopted in the system are updated to align with ERP II indicators.

6.4.4 UNHCR system.

Activity Info is an M&E software purposively developed for data collection and reporting which works both online and offline. It is optimized for reporting on activities which are geographically dispersed and implemented by multiple partner organizations. The software has been used to track activities implemented by humanitarian partners working in the Uganda refugee response since early 2019. UNHCR provided access to this software for all partners in the response. The list of indicators was updated in December 2019 to ensure alignment with the ERP logical framework. The system will be updated and aligned with the ERP II logical framework indicators.

6.5 Refugee-hosting district monitoring and evaluation

District system strengthening strategy. The ERP Secretariat developed a strategy to guide the ERP district system strengthening component, which includes M&E and coordination. The strategy was shared with districts, field staff and EIEWG members for feedback and approved in 2020. The following activities were implemented as part of M&E support:

- a) **Recruitment of data analysts.** As part of the district capacity support, a team of data analysts were recruited to provide technical support to the District Education Office and partners on data collection and information management at district and settlement level. The five data analysts provided capacity-building, notably as regards cascading down to district level, the national M&E tools such as the harmonized database, district ERP logical framework, M&E Guide, etc. They supported the coordination of data collection and collation in the district, updated and maintained the district database, disseminated information at various levels and supported partnership and coordination.
- b) **Capacity-building activities.** The ERP Secretariat, in coordination with the data analysts, will organize training in M&E, specifically based on the M&E Guide and harmonized data collection tools. Additional training will be organized based on specific district needs.

The roles of the data analysts were clearly valuable to the data collection and M&E systems of ERP I; however, they were recruited temporarily. For effective, real-time, sustainable M&E during ERP II, data analysts need to be retained or followed up by Government-recruited statisticians in the district education departments.

6.6 Surveys and studies conducted during Education Response Plans I & II

6.6.1 Survey and studies conducted during Education Response Plan I

Baseline 2.0. The purpose of the baseline survey was to provide benchmark information at output, outcome and impact levels, against the performance indicators identified in the ERP I logical framework matrix. The survey was supposed to be completed by May 2020 however, the timeline was extended to March 2021 due to the COVID-19 pandemic. The final report was approved by the ERP Steering Committee in June 2021 and the results were used to design ERP II.

COVID-19 Pandemic survey. The ERP Secretariat and the Information Management task team Planned to conduct a COVID-19 survey in August 2021 to ascertain the key achievements and challenges of the COVID-19 interventions and generate lessons for out-of-school learning and make recommendations for ensuring and improving learning during the pandemic. However, due to the

COVID-19 pandemic, the country imposed another lockdown and the activity was postponed until early 2022.

Education Response Plan I endline evaluation. The purpose of the endline evaluation was to: (i) provide information to support learning among key stakeholders from the experience of implementing ERP 1 at national and district levels, with a view to informing ERP II and similar initiatives; (ii) ensure and support the accountability of ERP partners for the results they have achieved during the implementation period.

6.6.2 Surveys and studies to be conducted during Education Response Plan II

Midline survey. A midline survey will be conducted after 2.5 years of implementation of the Plan to assess progress and results. The impact-level indicators will also be assessed and compared with the ERP I Endline results.

Endline impact survey. At the end of the Plan, a final impact evaluation will be conducted by independent evaluators to provide a final assessment of the performance and results of the Plan, capture and disseminate experiences and lessons learned and share knowledge. The evaluation will answer key questions relating to the Plan's performance and support the Government and donors in making key Plan decisions, such as how to improve it, which activities to continue or discontinue and whether the Plan should be scaled up. It will ensure accountability and learning.

Reviews. Annual reviews will be conducted for reporting and evidence-based decision-making on how to improve implementation of the Plan, etc. In addition, these annual reviews will feed into the MoES Annual Review processes and other appropriate structures.

6.7 Learning, knowledge management and visibility

Learning and knowledge management (KM) will play a key role in improving the results of the Plan. A full section on learning, KM and visibility has been developed in the ERP M&E Guide. The approach outlines systems, processes and responsibilities to ensure that the Secretariat will generate, capture, analyse, document, package and disseminate knowledge and lessons learned throughout the Plan period as well as externally. In addition, the Communication Plan will be reviewed and updated to ensure alignment with ERP II.

CHAPTER SEVEN – RISK MANAGEMENT, MITIGATION AND LOCALIZATION

Implementation of ERP II will not be devoid of risks as was the case with ERP 1. It is prudent that possible risks be identified and mitigation measures developed to ensure continued education service delivery. This will also require Plan interventions to be localized and/or implemented in a sustainable manner.

7.1 Risk management and mitigation

As specified in ERP 1, the three main areas of risk are: (i) social safeguards such as forced resettlement due to the construction of school facilities and influx of labour into vulnerable areas; (ii) environmental safeguards such as detrimental impacts of construction; and (iii) sustainability risks deriving from the protracted nature of refugee displacement in Uganda. The need for the response to be led and owned by the Government of Uganda at national and district level will still stand and be monitored in this Plan.

Some of these risks have been compounded during ERP I, such as the reduction in the humanitarian assistance received by refugees (notably in-kind and cash food assistance). This has increased the adoption of negative coping mechanisms in refugee households, such as stopping the education of their children so that they can contribute to generating income.

In addition to the above, other risks include:

- a) Operational risks – application of skills attained from capacity-building of teachers and non-maintenance of school infrastructure. These will be mitigated by enhancing inspection and school-based supervision, rolling out performance-based Plans and metrics developed by MoES, ensuring the development of feasible school maintenance Plans and advocating for additional resources for school infrastructure maintenance.
Teacher turnover and attrition of teachers hired by partners. This will be mitigated by harmonizing teachers' remuneration and terms across implementing partners and coordinating teacher recruitment.
- b) Financial risks – a reduction in both donor and public funding for the education sector would pose a risk of non-implementation of the Plan activities. Improving financial management and the implementation of strategies for financing this Plan is critical to mitigating this risk.
- c) Refugee influx above the Plan projections – this would place additional pressure on existing services and further stretch the limited resources. The Plan suggests annual reviews to inform adjustments to the Planned activities to cater for influxes.
- d) COVID-19 pandemic – the pandemic still poses a risk of school closure and safety. School closures escalate the number of out-of-school children and at the same time leads to the loss of attained competences. This risk will be mitigated by implementing the MoES COVID-19 Response Plan for recovery and building resilience in the education system.

As was the case with ERP I, other unforeseen risks might arise that could affect the successful implementation of this Plan. The ERP Secretariat will maintain the ERP Risk Register for this purpose and could also train local governments in identifying and mitigating risks. For effective management, it is recommended that semi-annual risk management/review reports be submitted to the steering committee.

7.2 Localization

Local partners have strong community connections and are essential to identifying the solutions to problems affecting their communities. Implementing programmes that are designed by the community and for the community will ensure the sustainable implementation of local solutions.

With the Government of Uganda leading the refugee response, local actors need to be empowered to participate. This approach should focus on providing sub-national Government officials with capacity development support and essential resources, so that they are able to undertake their duties in line with national- and district-level Plans.

ERP II needs to take advantage of the parish development model to deepen its Implementation. The Plan should coordinate with parish structures and committees, especially for social services and information system pillars for the identification of out-of-school, data collection and the monitoring and implementation of interventions such as school feeding, community engagement etc. Parish structures should also be used to encourage bottom-up Planning and the incorporation of refugee response into parish committee Plans, monitoring and reporting activities.

Similarly, during the implementation of ERP II, it is important that implementing partners focus on strengthening local actors' involvement in refugee response. Despite a relatively strong and diverse civil society with long experience in development, the international community is severely lagging behind with its Grand Bargain commitments in Uganda; therefore, donors, international NGOs (INGOs) and Government officials should focus on empowering national local humanitarian actors in the refugee response, given the strong-community connections that they hold and the long-term presence that they are likely to have. They need to actively ensure that local humanitarian actors are supported in terms of financing, financing processes and programme implementation and that they are included in coordination mechanisms and decision-making. This can be achieved by a variety of methods, such as improving the circulation of calls for proposals, simplifying application processes, encouraging INGOs to form equal, trusting partnerships with local humanitarian actors, providing capacity-building support and ring-fencing funds specifically for local humanitarian actors.

In the same vein, local humanitarian actors should ensure that all activities are carried out in line with approved Plans and in collaboration with the Government, having sought its approval.

Localising the refugee response is currently not a major focus for many stakeholders. However, shifting the power to local actors will ensure that the refugee response in Uganda is implemented in a sustainable manner that clearly demonstrates value for money.

ANNEXES

Annex A: Activities included in the Plan

Overall goal: crisis-affected children and young people (in refugee and host communities) able to access improved, safe, equitable and inclusive quality education supporting learning outcomes and skills.

#	Outcome/output/activity description	National priority
Outcome 1: Improved continuous, safe and equitable access to and Retention in inclusive learning and training opportunities.		
Output 1.1: Provision of inclusive and safe infrastructure improved		
1.1.1 Build safe and inclusive infrastructure aligning with and compliant with INEE minimum standards/local regulations and inclusion		
1.1.1.1 Construction of safe and inclusive temporary classrooms		
11111	ECCE	C
11112	Primary school	C
11113	Secondary school	C
1.1.1.2 Construction of safe and inclusive permanent (incomplete) classrooms		
11111	ECCE	B
11112	Primary school	B
11113	Secondary school	C
11114	AEP Centre	A
1.1.1.3 Construction of safe and inclusive permanent classrooms		
11131	ECCE	C
11132	Primary school	B
11133	Secondary school	B
11134	TVET	C
1.1.1.4 Construction of teachers' houses		
11141	Teachers' houses for primary school	B
11142	Teachers' houses for Secondary school	B
1.1.1.5 Construction of administration block (staffroom)		
11151	Administration block for primary school	C
11152	Administration block for secondary school	C
11153	Administration block for TVET instructors	C
1.1.1.6 Construction of accessible WASH facilities in schools		
11161	ECCE (latrine, handwashing facility, water harvesting)	A
11162	Primary school (latrine, handwashing facility, water harvesting)	B
11163	Secondary school (latrine, handwashing facility, water harvesting)	C
11164	ECCE (teacher latrine, borehole)	C
11165	Primary school (teacher latrine, borehole)	C
11166	Secondary school (teacher latrine, borehole)	C
1.1.1.7 Establishment of playground/sports ground		
11171	Playground for ECCE	C
11172	Playground for primary school	C
11173	Sports ground for secondary school	C
1.1.1.8 Construction of additional school buildings, e.g. kitchens, libraries, laboratories		

#	Outcome/output/activity description	National priority
11181	ECCE – kitchens	B
11182	Primary school – kitchens	B
11183	Secondary school – libraries	B
11184	Secondary school – science laboratories	A
11184	Secondary school – ICT laboratories	A
11185	Secondary school – dormitories	A
1.1.1.9 Construction of child- and youth-friendly spaces		
11191	Child-friendly spaces/youth-friendly spaces	C
1.1.2 Rehabilitation and maintenance of existing facilities		
1.1.2.1 Rehabilitation and upgrading of existing facilities		
11211	ECCE	C
11212	Primary	C
11213	Secondary	C
11214	TVET	C
1.1.2.2 Maintenance cost for existing facilities		
11221	ECD centre	C
11222	Primary	C
11223	Secondary	C
11224	TVET	C
1.1.3 Provision of school furniture		
1.1.3.1 Provision of desks, chairs and workshop tables		
11311	ECCE – chairs	C
11312	Primary school – chairs and desks	B
11313	Secondary school – chairs and desks	B
Output 1.2: Various barriers to formal and non-formal education addressed		
1.2.1 Financial support for unconditional and unrestricted scholarships/cash for education grants.		
1.2.1.1 Provision of scholarships (including for children with disabilities)		
12111	Parents of ECCE level learners	C
12112	Primary level learners	C
12113	Secondary level learners	A
12114	Provision of scholarships for VTI (formal TVET)	A
12115	Scholarships for VTI (VTI-based non-formal skills training)	A
12116	Scholarships for higher education	A
1.2.2 Improve and scale up school feeding programmes		
1.2.2.1 Establish school feeding programme (including training and community sensitization)		
12211	ECCE	A
12212	Primary	B
12213	Secondary	B
12214	AEP	C
1.2.2.2 Provide meals to learners in training institutes and during work-based learning/internship.		
12221	TVET	B

#	Outcome/output/activity description	National priority
1.2.3	Expand access to education and children with disabilities	
1.2.3.1	Conduct disability gap analysis in the targeted communities, and develop action Plan to reduce impact of gender-/disability-related barriers to education	
12311	All education levels	A
1.2.3.2	Identify and diagnose learners with disabilities	
12321	ECCE	A
12322	Primary	A
12323	Secondary	A
12324	TVET	B
1.2.3.3	Provide assistive devices to children with disabilities, based on diagnosis	
12331	ECCE	A
12332	Primary	A
12333	Secondary	A
12334	TVET	B
1.2.3.4	Orient parents and pre-primary teachers in special needs education (including the use of assistive devices)	
12341	ECCE	B
12342	Primary	B
12343	Secondary	B
12344	TVET	C
1.2.3.5	Train teachers in special needs education and inclusive pedagogy	
12351	ECCE	A
12352	Primary	B
12353	Secondary	A
12354	TVET	A
1.2.3.6	Improve accessibility to school environments for children with disabilities	
12361	ECCE	C
12362	Primary	C
12363	Secondary	C
12364	TVET	C
1.2.3.7	Expand home-based/community learning for children with disabilities	
12371	ECCE	B
12372	Community-based skills (mobile) training centre	B
1.2.3.8	Provide adapted school and learning materials for children with disabilities	
12381	Primary	A
12382	Secondary	A
1.2.4	Expand other innovations and complementary learning modalities to increase access to education	
1.2.4.1	Train teachers to implement double-shifting in schools	
12411	Primary	B
12412	Secondary	C
1.2.4.2	Hold community dialogue to implement double-shifting in schools	

#	Outcome/output/activity description	National priority
12421	Primary	B
12422	Secondary	C
1.2.4.3 Expand the Accelerated Learning Programme (AEP)		
12431	Piloting of AEP in secondary school	C
12432	Publish and distribute updated Secondary AEP curriculum/teacher's guide to secondary level AEP centres	C
12433	Implementation of the secondary AEP (including training, distribution of materials, by referring to USEP, WB)	C
12434	Develop resource books for primary AEP	C
1.2.4.4 Provision of remote learning materials in any form (receiving home learning materials, radio learning, through EdTech and others)		
12441	ECCE	C
12442	Primary	C
12443	Secondary	C
12444	AEP	C
12445	Outreach (mobile) skills training centres	C
12446	Provision of EdTech	C
1.2.4.5 Training of teachers in remote learning		
12451	ECCE	C
12452	Primary	C
12453	Secondary	C
1.2.4.6 Training of parents and community members in remote learning		
12461	ECCE (training of parents book to the parents)	C
12462	Primary	C
12463	Secondary	C
Output 1.3: Safety and learning environment improved		
1.3.1 Mainstream protection and provide school-based actions to address issues of bullying, violence, MHPSS through increased participation of children in school development and improved referral system between schools, protection/social services and other support mechanisms		
1.3.1.1 Train teachers in well-being, social and emotional learning and psychosocial support		
13111	ECCE	C
13112	Primary	C
13113	Secondary	C
13114	TVET	C
1.3.1.2 Implement MHPSS, peace education and conflict resolution activities in schools		
13121	Primary	C
13122	Secondary	C
1.3.1.3 Conduct life skills training including dispute resolution, entrepreneurship, self-esteem, communication, negotiation and sexual and reproductive health		
13131	ECCE	C
13132	Primary	B
13133	Secondary	B
13134	AEP	C
1.3.2 Establish functional protection platforms and referral mechanisms in schools		

#	Outcome/output/activity description	National priority
1.3.2.1	Training in the reporting, tracking, referral and response (RTRR) guidelines to increase awareness and monitoring of child protection issues in schools	
13211	ECCE	B
13212	Primary	B
13213	Secondary	B
13214	AEP	C
1.3.3	Water, sanitation and hygiene (WASH) and menstrual hygiene management (MHM)	
1.3.3.1	Support improvement of hygiene and sanitation practices in schools (soft component)	
13311	ECCE	B
13312	Primary	A
13313	Secondary	A
1.3.3.2	Supply sanitary kits to girls over 10 years old	
13321	Primary	A
13322	Secondary	A
13323	AEP	A
1.3.3.3	Construct incinerator for burning disposable sanitary pads	
13331	Primary	B
13332	Secondary	B
13333	AEP	C
1.3.3.4	Support training in menstrual hygiene management	
13341	Primary	A
13342	Secondary	B
13343	AEP	C
Output 1.4 Skills and livelihoods opportunities for in- and out-of-school adolescents and young people provided		
1.4.1	Expand support to learners enrolled in TVET	
1.4.1.1	Engage business mentors from the private sector to provide career guidance, employment and business start-up opportunities	
14111	Provide work-based learning/internship	A
14112	Invite private skills business stakeholders to provide training/mentorship for TVET learners	C
14113	Conduct annual, shared and coordinated private sector mapping	C
14114	Implement centralized and digitized information management systems (student and teacher database, ongoing training sessions and use of tracking start-up kit by graduates and partner 4W)	B
1.4.2	[Community-based] Develop skills and livelihood opportunities for in- and out-of-school adolescents.	
1.4.2.1	Conduct market labour scan in refugee-hosting districts to establish marketable trades	
14211	TVET	B
1.4.2.2	Conduct entrepreneurship skills training	
14221	TVET	B
1.4.2.3	Provide training in 'job readiness' skills	
14231	TVET	B

#	Outcome/output/activity description	National priority
1.4.2.4	Train young people through market-driven vocational skills courses	
14241	TVET	B
1.4.3	Expand support to TVET graduates	
1.4.3.1	Provide start-up kits for TVET graduates	
14311	TVET	B
Outcome 2: Improved delivery of quality education and training		
Output 2.1: Teachers recruited, deployed and hired aligned with national teacher competencies		
2.1.1	Recruit and deploy teachers and instructors	
2.1.1.1	Payment of salary for existing teachers and newly recruited additional teachers (teachers, classroom assistants, caregivers and skills instructors)	
21111_1	ECCE	A
21111_2	Primary school head teachers	A
21111_3	Primary school deputy head teachers	A
21111_4	Primary school teachers	A
21111_5	Primary school classroom assistants	A
21111_6	Secondary school head teachers	A
21111_7	Secondary school deputy head teachers	A
21111_8	Secondary school teachers (non-science/mathematics teachers) – Education Officer	A
21111_9	Secondary school teachers (non-science/mathematics teachers) – Education Officer	A
21111_10	Secondary school teachers (non-science/mathematics teachers) – Education Officer	A
21111_11	Secondary school teachers (non-science/mathematics teachers) – Education Officer	A
21111_12	Secondary school teachers (support staff)	A
21111_13	AEP teachers	A
21111_14	AEP classroom assistants	A
21111_15	TVET instructors – Tutor (science)	A
21111_16	TVET instructors – Diploma Tutor (science)	A
21111_17	TVET instructors – Graduate Tutor (non-science)	A
21111_18	TVET instructors – Diploma Tutor (non-science)	A
Output 2.2: Teachers (male and female) received continuous and blended training and their well-being was supported		
2.2.1	Provision of induction training for newly appointed teachers in refugee-hosting districts	
2.2.1.1	Provision of induction training for newly appointed teachers (including on large classes, social and emotional learning/psychosocial support, GBV counselling, CDRM, accelerated education methodology, use of local materials, etc.)	
22111	ECCE	B
22112	Primary school teachers (incl. head teachers)	B
22113	Primary school assistants	C
22114	Secondary school teachers (incl. Head Teachers)	B
22115	TVET	B
22116	AEP teachers	B
22117	AEP assistant teachers	C
2.2.2	Enhancement of continuous professional development and refresher training to improve knowledge and skills	

#	Outcome/output/activity description	National priority
2.2.2.1 Continuous professional development (in-service training) to teachers and tutors		
22211	In-service training for pre-primary teachers	B
22212	Continuous professional development of primary school teachers	B
22213	Continuous professional development of secondary school teachers	B
22214	Continuous professional development at AEP centres	B
22215	Continuous professional development of TVET lecturers (including training on financial literacy, entrepreneurship, soft skills, pedagogy, etc.)	B
2.2.2.2 Supplementary training in inclusion, protection mainstreaming and gender-sensitive methodologies		
22221	ECCE	B
22222	Primary	C
22223	Secondary	C
22224	AEP	B
22225	TVET	B
2.2.2.3 Training in literacy and numeracy pedagogies to improve learning outcomes		
22231	Primary	B
22232	Secondary	C
2.2.2.4 Establish teacher learning circles for continuous support (peer-to-peer model)		
22241	ECCE	C
22242	Primary	B
22243	Secondary	B
2.2.3 Provide leadership and management training for school managers (head teachers and deputies)		
2.2.3.1 Train head teachers and deputies in leadership and management skills		
22311	ECCE	B
22312	Primary	C
22313	Secondary	C
22314	TVET	C
2.2.4 Support teachers' well-being		
2.2.4.1		
22411	ECCE	C
22412	Primary	C
22413	Secondary	C
22414	TVET	C
2.2.5 Extended training and accreditation support for refugee teachers		
2.2.5.1 Development of training programmes designed for refugee teachers		
22511	Primary	B
22512	Secondary	C
2.2.5.2 Provide accelerated training and accreditation for refugee teachers (including costs of accreditation process)		
22521	Primary	B
22522	Secondary	C
22523	Accreditation cost for primary refugee teachers	B
22524	Accreditation cost for secondary refugee teachers	C

#	Outcome/output/activity description	National priority
2.2.6	Strengthen pre-service teacher training	
2.2.6.1	Strengthen capacities of master trainers and graduate tutors in primary teachers' colleges (PTC)s	
22611	ECCE	C
22612	Primary	C
22613	Secondary	C
2.2.6.2	Provide training to students enrolled in primary teachers' colleges in refugee-hosting districts	
22621	ECCE: training in the caregiver training framework and community childcare (CCP) programme	C
22622	Primary	C
22623	Secondary	C
Output 2.3: Provision of relevant curriculum, teaching and learning materials		
2.3.1	Provide relevant teaching and learning materials	
2.3.1.1	Provide instructional materials (including teacher's guides, caregiver's guides, curriculum books, etc.)	
23111	ECD Learning Framework, ECD Caregivers Guide, Early development Standards, National Integrated Early Childhood Development (NIECD) Policy for pre-primary teachers	B
23112	Teachers guide, curriculum books etc. to primary schools	B
23113	Teachers guide, curriculum books etc. to secondary schools	B
23114	Science materials to secondary schools	B
23115	Teachers guide, curriculum books etc. to AEP centres	B
23116	Teachers guide for BTVET	B
2.3.1.2	Provide learner's textbooks	
23118	Learner textbook (primary school)	C
23119	Learner textbook (secondary school)	B
23120	Learner textbook (AEP centres)	B
2.3.1.3	Provide materials for vocational skills training	
23231	Equipment and tools, materials for TVET (including VTI-based non-formal vocational training)	A
23232	Materials for non-formal vocational skills training (outside VTIs)	A
23233	Provide relevant safety gear for machine use	B
23234	Provide routine service and maintenance of machines	C
2.3.2	Provision of school materials	
2.3.2.1	Provide school and stationery materials (exercise books, pens, pencils, rulers, maths set, etc.)	
23211	Stationery items for teachers at ECD centres	B
23212	Primary	A
23213	Secondary	A
23214	AEP	A
23215	TVET	B
2.3.2.2	Provision of ECD kits and equipment	
23221	ECD kits	A

#	Outcome/output/activity description	National priority
23222	Provision of play facilities to ECD	B
2.3.2.3	Provision of first aid kits	
23231	ECCE	A
23232	Primary	A
23233	Secondary	A
23234	AEP	A
23235	TVET	A
2.3.3	Enhanced capacity to develop locally sourced learning materials	
2.3.3.1	Training of parents and pre-primary teachers in the development of local play and learning materials	
23311	ECCE	B
Output 2.4: Timely measurement of learners and teachers' competencies and skills		
2.3.4.1	Conduct learning assessments to measure learners' competencies and skills	
23411	Primary	B
23412	Secondary	B
2.3.4.2	Measurement of teachers' competencies and well-being	
23421	Primary/secondary	B
Output 2.5: Child participation and resilience strengthened		
2.5.1	Promote formation and activities of school clubs	
2.5.1.1	Provide materials for games and sports	
25111	Primary	B
25112	Secondary	B
2.5.1.2	Establish and support school clubs (MDD, debating, art, craft and life skills development, etc.)	
25121	Primary	B
25122	Secondary	B
2.5.1.3	Organize child-led events at school-based clubs to promote student participation and leadership	
25131	Primary	C
25132	Secondary	C
Output 2.6: Enhanced opportunities for supporting students' learning in schools		
2.6.1	Provision of language bridging programmes to support the transition to the locally offered curriculum for newly arrived refugee children in Uganda	
2.6.1.1	Implement bridging programme for refugee learners	
26111	Primary	C
26112	Secondary	C
2.6.2	Provision of remedial learning for children enrolled in school	
2.6.2.1	Training of teachers in remedial learning	
26211	Primary	A
26212	Secondary	A
2.6.2.2	Provision of remedial learning opportunities to learners enrolled in school	
26221	Primary	A
26222	Secondary	A
Outcome 3: Strengthened systems for effective and resilient service delivery		
Output 3.1: Community-level engagement ensured		

#	Outcome/output/activity description	National priority
3.1.1	Raise community awareness of: (i) the importance of education and understanding for all children, boys and girls, with and without disabilities; (ii) safeguarding principles relating to education; (iii) parents and caregivers' role in supporting children to go to school and stay in school; (iv) participation in school activities	
3.1.1.1	Conduct community sensitization and awareness-raising campaigns to strengthen participation in school programmes	
31111	ECCE	A
31112	Primary	A
31113	Secondary	A
31114	TVET	A
3.1.1.2	Establish community-based groups and engage parent champions and parents	
31121	ECCE	B
31122	Primary	B
31123	Secondary	B
3.1.2	Parent and family engagement in coordination and decision-making (CMCs/PTA/SMCs)	
3.1.2.1	Train school/centre-based parent organizations (CMCs/PTAs/SMCs) to support education (school improvement Planning, school safety, attendance tracking and monitoring, community outreach to influence attitudes towards inclusion, girls' education and the barriers facing the most vulnerable and marginalized children)	
31211	ECCE	A
31212	Primary	B
31213	Secondary	C
3.1.2.2	Establish and support PTAs, SMCs, CMCs, BOGs to conduct monitoring of school programmes and the safety and security of learners	
31221	ECCE	A
31221	Primary	B
31221	Secondary	C
Output 3.2: Coordination and management of education services improved		
3.2.1	Strengthen national and sub-national coordination to support harmonization of efforts	
3.2.1.1	Conduct meetings at national and district level to coordinate donors/international partners/the Government of Uganda (MoES, DLGs, OPM, CRRF) and ensure communication of the agreed actions at both levels	
32111	Conduct coordination meetings	A
3.2.1.2	Support MoES in management of refugee education response	
32121	Management of ERP II	A
3.2.1.3	Increase the capacity of refugee-hosting districts to manage education responses	
32131	Increase the capacity of district education offices	B
32132	Increase the capacity of sub-counties	C
3.2.1.4	Support district/settlement level Planning in refugee-hosting districts	
32141	Support district/settlement Planning in refugee-hosting districts	A
3.2.1.5	Increase capacity of education partners (e.g. INEE training to NGO partners)	
32151	Increase capacity of education partners	B
3.2.1.6	Create comprehensive database of EiE implementing partners	
32161	Create comprehensive database of EiE implementing partners	A
Output 3.3: Evidence driven education Planning and decision-making strengthened		

#	Outcome/output/activity description	National priority
3.3.1	Improve EMIS, M&E systems at national and district level for accountability and transparency	
3.3.1.1	Develop a comprehensive refugee education database incorporated into EMIS and integrated with the inspectorate information system at district and national level	
33111	Develop a comprehensive education database	A
3.3.1.2	Update the M&E system for the refugee and host community education response Plan	
33121	Update the M&E system	A
3.3.1.3	Train national and district level MoES in the use of EMIS and M&E tools	
33131	Train national and district levels in the use of EMIS and M&E tools	A
3.3.1.4	Provide ICT Equipment at local government level to support Planning and decision-making	
33141	Provision of ICT Equipment at district and sub-county level	A
3.3.2	Strengthened quality assurance and evidence-based Planning	
3.3.2.1	Strengthen school inspection	
33211	ECCE	A
33212	Primary	A
33213	Secondary	A
3.3.2.2	Strengthen mentoring and support supervision	
33221	ECCE	A
33222	Primary	A
33223	Secondary	A
3.3.2.3	Conduct national joint supervision and monitoring activities	
33231		C
3.3.2.4	Organize quality assurance visits and data analysis workshops at local government level	
33241		C
3.3.2.5	Conduct research, studies and documentation	
33251	Mid-term survey (including MLA, teacher competencies, well-being)	A
33252	Endline survey (including MLA, teacher competencies, well-being)	A
33253	Annual review	C
3.3.2.6	Documentation of best practices for policy advocacy and improved Planning	
33261	Other (including documentation of learning, etc.)	C
3.3.3	Strengthened quality assurance of ECCE services	
3.3.3.1	Mapping of ECD service points	
33311	ECCE	B
3.3.3.2	Dissemination of guidelines on the licensing, establishment and management of ECCE Centres, as well as operational standards and regulations on all aspects of ECCE.	
33321	ECCE	B
Output 3.4: Risk-informed programming and contingency measures approach adopted		
3.4.1	Systematic integration of contingency measures to ensure continued safe learning to all learners, adopting a multi-hazard approach considering all eventual emergency scenarios caused by natural hazard, epidemics and new refugee influxes	
3.4.1.1	Analysis of existing risk mitigation practices (best practices and gaps)	
34111		B

#	Outcome/output/activity description	National priority
3.4.1.2	Risk analysis of the targeted geographies to determine actions and contingency measures	
34121		B
3.4.1.3	National, sub-national and school-level staff trained in DRR/school improvement Planning	
34131		B
3.4.1.4	Quarterly review of DRR/school improvement Plans to reflect on measures and their effectiveness and remedial actions	
34141		B
Output 3.5 Policy & regulations advocacy conducted		
3.5.1	Context-relevant policy actions supported	
3.5.1.1	Advocate for double-shifting policy and regulations	
35111	Advocate for double-shifting policy and regulations	A
3.5.1.2	Advocate for lifting the teachers' ceiling in refugee-hosting districts	
35121	Advocacy for lifting of teachers' ceiling	A
3.5.1.3	Advocacy for regional qualification and accreditation framework for refugees	
35131	Advocacy for regional qualification and accreditation framework for refugees	A
35132	Advocacy for national qualification and accreditation framework for refugees from Francophone countries	A
3.5.1.4	Advocate for regulation and harmonization of terms and condition of service for teachers in refugee-hosting districts	
35141	Advocate for regulation and harmonization of terms and condition of service for teachers in refugee-hosting districts (AELP, equating and grading prior education, school feeding)	A

Annex B: Detailed cost estimate

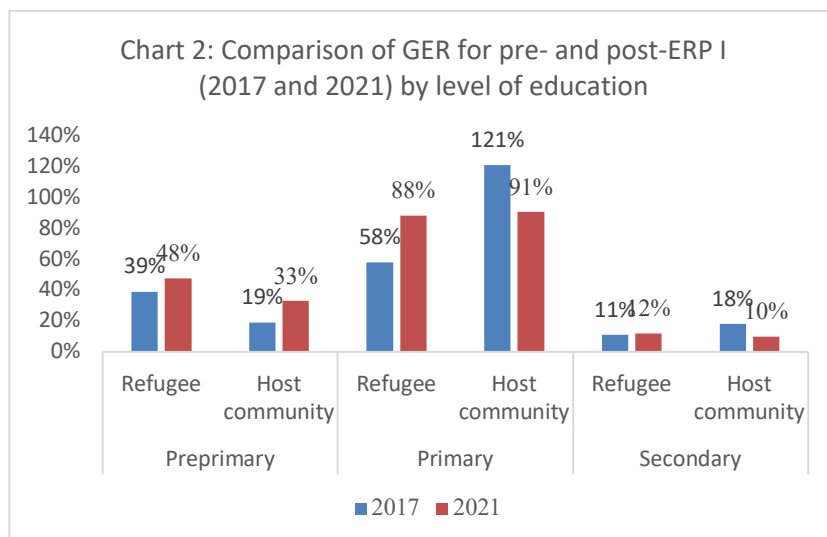
Programme Area	Activity Area	Year 0 (Jan 2022 to June 2022)	Year 1 (July 2022 to June 2023)	Year 2 (July 2023 to June 2024)	Year 3 (July 2024 to June 2025)	TOTAL
ECD	Infrastructure	\$ 877,304	\$ 2,747,283	\$ 3,186,263	\$ 3,247,949	\$ 10,058,800
	Materials	\$ 611,581	\$ 1,208,246	\$ 1,239,256	\$ 1,270,054	\$ 4,329,137
	Teacher Salary	\$ 961,508	\$ 1,937,380	\$ 2,037,930	\$ 2,143,866	\$ 7,080,684
	Teacher Training	\$ 147,698	\$ 272,671	\$ 282,437	\$ 294,050	\$ 996,857
	Training to the Learners	\$ 288,610	\$ 572,918	\$ 589,220	\$ 606,727	\$ 2,057,476
	Strengthening School/ Parents/ Community structure	\$ 1,040,316	\$ 2,098,488	\$ 2,119,488	\$ 2,145,540	\$ 7,403,832
	System Strengthening (District)	\$ 84,230	\$ 227,242	\$ 229,210	\$ 173,184	\$ 713,866
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
Piloting/ Innovations/ Material Development		\$ 502,830	\$ 993,174	\$ 1,027,218	\$ 1,062,234	\$ 3,585,456
SUBTOTAL (ECD Programmes)		\$ 4,514,077	\$ 10,057,402	\$ 10,711,021	\$ 10,943,606	\$ 36,226,106
Primary	Infrastructure	\$ 2,617,552	\$ 6,359,345	\$ 7,372,953	\$ 7,571,623	\$ 23,921,473
	Materials	\$ 7,224,384	\$ 14,630,671	\$ 15,141,522	\$ 15,683,888	\$ 52,680,465
	Teacher Salary	\$ 10,539,210	\$ 22,977,541	\$ 23,889,128	\$ 24,842,897	\$ 82,248,776
	Teacher Training	\$ 519,434	\$ 1,142,130	\$ 1,140,911	\$ 1,187,008	\$ 3,989,483
	Training to the Learners	\$ 5,402,422	\$ 11,005,820	\$ 11,354,146	\$ 11,726,565	\$ 39,488,953
	Strengthening School/ Parents/ Community structure	\$ 6,144,358	\$ 13,358,017	\$ 13,869,772	\$ 14,411,120	\$ 47,783,267
	System Strengthening (District)	\$ 69,569	\$ 139,752	\$ 140,977	\$ 142,203	\$ 492,502
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
Piloting/ Innovations/ Material Development		\$ 1,399,068	\$ 2,811,732	\$ 2,918,652	\$ 3,029,514	\$ 10,158,966
SUBTOTAL (Primary School Programme)		\$ 33,915,996	\$ 72,425,006	\$ 75,828,062	\$ 78,594,820	\$ 260,763,884
Secondary	Infrastructure	\$ 2,102,137	\$ 3,498,760	\$ 3,754,153	\$ 3,758,323	\$ 13,113,373
	Materials	\$ 1,616,146	\$ 3,395,216	\$ 3,674,659	\$ 3,919,720	\$ 12,605,741
	Teacher Salary	\$ 5,624,861	\$ 12,319,219	\$ 13,531,013	\$ 14,780,442	\$ 46,255,535
	Teacher Training	\$ 123,304	\$ 236,082	\$ 230,557	\$ 249,003	\$ 838,946
	Training to the Learners	\$ 1,186,309	\$ 2,569,747	\$ 2,815,879	\$ 3,070,312	\$ 9,642,247
	Strengthening School/ Parents/ Community structure	\$ 1,072,034	\$ 2,344,850	\$ 2,576,739	\$ 2,814,666	\$ 8,808,289
	System Strengthening (District)	\$ 10,114	\$ 21,147	\$ 22,373	\$ 23,292	\$ 76,925
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
Piloting/ Innovations/ Material Development		\$ 166,566	\$ 310,218	\$ 337,278	\$ 365,724	\$ 1,179,786
SUBTOTAL (Secondary School Programme)		\$ 11,901,470	\$ 24,695,240	\$ 26,942,650	\$ 28,981,481	\$ 92,520,841
TVET/HE	Infrastructure	\$ 258,396	\$ 258,396	\$ 258,396	\$ 258,396	\$ 1,033,583
	Materials	\$ 353,847	\$ 1,012,147	\$ 1,348,625	\$ 1,710,382	\$ 4,425,001
	Teacher Salary	\$ 948,821	\$ 2,767,626	\$ 3,716,701	\$ 4,719,011	\$ 12,152,159
	Teacher Training	\$ 14,901	\$ 43,203	\$ 58,007	\$ 73,772	\$ 189,883
	Training to the Learners	\$ 1,564,686	\$ 4,374,464	\$ 5,690,156	\$ 7,080,180	\$ 18,709,487
	Strengthening School/ Parents/ Community structure	\$ 7,200	\$ 13,800	\$ 13,800	\$ 14,400	\$ 49,200
	System Strengthening (District)	\$ -	\$ -	\$ -	\$ -	\$ -
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
Piloting/ Innovations/ Material Development		\$ 138,188	\$ 174,296	\$ 193,454	\$ 213,710	\$ 719,649
SUBTOTAL (TVET/ Higher Education)		\$ 3,286,039	\$ 8,643,933	\$ 11,279,139	\$ 14,069,850	\$ 37,278,961
AEP	Infrastructure	\$ 468,720	\$ 968,688	\$ 1,031,184	\$ 1,062,432	\$ 3,531,024
	Materials	\$ 285,520	\$ 691,909	\$ 825,564	\$ 966,962	\$ 2,769,954
	Teacher Salary	\$ 667,092	\$ 1,649,842	\$ 2,018,033	\$ 2,421,096	\$ 6,756,064
	Teacher Training	\$ 21,758	\$ 53,633	\$ 65,580	\$ 78,526	\$ 219,497
	Training to the Learners	\$ 58,464	\$ 125,460	\$ 150,048	\$ 168,444	\$ 502,416
	Strengthening School/ Parents/ Community structure	\$ 5,573	\$ 8,959	\$ 11,145	\$ 11,145	\$ 36,822
	System Strengthening (District)	\$ -	\$ -	\$ -	\$ -	\$ -
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
Piloting/ Innovations/ Material Development		\$ 474,673	\$ 1,283,646	\$ 1,375,490	\$ 1,612,186	\$ 4,745,995
SUBTOTAL (Adolescents Programme)		\$ 1,981,801	\$ 4,782,136	\$ 5,477,044	\$ 6,320,791	\$ 18,561,772
System Strengthen	Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ -
	Materials	\$ -	\$ -	\$ -	\$ -	\$ -
	Teacher Salary	\$ -	\$ -	\$ -	\$ -	\$ -
	Teacher Training	\$ -	\$ -	\$ -	\$ -	\$ -
	Training to the Learners	\$ -	\$ -	\$ -	\$ -	\$ -
	Strengthening School/ Parents/ Community structure	\$ -	\$ -	\$ -	\$ -	\$ -
	System Strengthening (District)	\$ 492,000	\$ 504,000	\$ 492,000	\$ 504,000	\$ 1,992,000
	System Strengthening (National)	\$ 820,800	\$ 1,072,800	\$ 646,800	\$ 542,400	\$ 3,082,800
Piloting/ Innovations/ Material Development		\$ 48,000	\$ 96,000	\$ 48,000	\$ 96,000	\$ 288,000
SUBTOTAL (System Strengthening)		\$ 1,360,800	\$ 1,672,800	\$ 1,186,800	\$ 1,142,400	\$ 5,362,800
GRAND TOTAL		\$ 56,960,182	\$ 122,276,518	\$ 131,424,717	\$ 140,052,948	\$ 450,714,365

Annex C. Achievements, challenges and lessons learned

1. Achievements from ERP I

Overall, the Plan mobilized the resources, both human and financial, of all implementing partners and stakeholders towards a common goal and objectives. The Plan was the basis of increased equitable access and inclusive relevant learning opportunities.

- i. The GER for refugees improved for all levels, while a decline was recorded for host community



primary and secondary levels, as shown in Chart 2. It is important to note that the 2017 statistics, as presented in ERP I, were drawn from 8 refugee-hosting districts compared to the 12 refugee-hosting districts in the 2021 Gap analysis.

The female refugee gross enrolment in primary remained the same as in 2017 at 47 per cent while for secondary it increased by 12 per cent to 45 per cent. For nationals, gross enrolment increased by 1 per

cent to 50 per cent in primary and by 3 per cent to 45 per cent in secondary. Enrolments of refugee children with disabilities increased from 772 (Baseline 2.0) to 7,627¹⁶ in 2020. The improvement in GPI was achieved through the promotion of inclusive education, WASH interventions, MHM and psychosocial support.

- ii. There were 2,261 learners enrolled in vocational skills training, 535 informal and 1,726 in non-formal training; 13,663 learners were enrolled in AEP, of which 6,935 (51 per cent) were female and 6,728 male.
- iii. In the 2020/21 financial year, Government grants aided 51 primary schools, bringing the number of Government schools in the refugee-hosting sub-counties to 68 in a bid to increase access to education for crisis-affected children and nationals in the host community.
- iv. Eight ECD centres, ten primary and three secondary schools were established and access roads and bridges were constructed/opened. This has reduced the distances that pupils and students have to travel to access education.
- v. Infrastructure (i.e. sanitation facilities, laboratories, libraries and classrooms) was improved, schools were enclosed with fences and furniture was provided to primary and secondary schools. This has led to improvement of the efficiency ratios; for example, the PCR for primary improved from 154 in 2017 to 135 in 2021; and from 143 in 2017 to 87 in 2021 for secondary (*Gap analysis 2021; and ERP I*).

¹⁶ This took into account multiple disabilities: mental, visual, speech, hearing, autism and physical impairment; however, this might underrepresent the total number of learners with disabilities.

Table 24: Infrastructure established in settlement schools

Infrastructure in settlement schools	Primary	Secondary	AEP
Classrooms	768	146	114
Latrine stances	3,711	682	

- v School materials (home learning materials, textbooks, play materials, exercise books, pens, pencils, etc.), furniture and laboratory equipment were provided. The number of textbooks more than doubled from 115,822 in 2017 to 256,104 in 2021, hence improving the overall pupil-textbook ratio from 1:8 to 1:5 in primary.
- v Learning support continued during COVID-19 through home/self-study materials, radio and television lessons and the use of ICT in education, including the provision of ICT equipment (tablets, computers etc.), EdTec, Kolibri¹⁷; and promotion of small-group learning (District consultative workshop on ERP I, September 2021).
- i. AEP and double-shifting innovations to improve access to education were implemented estimated to have increased access for 14,915 primary learners during the ERP I period

ERP I became the basis for improved delivery of quality education and training, with the following results:

- i. EGMA performance: 34 per cent and 63 per cent of learners in P.3 and P.6 respectively scored 70 per cent and over;

EGRA performance: 4 per cent of learners in P.3 and 5 per cent in P.6 scored over 70 per cent (ERP baseline survey report, June 2021).

The proficiency rates were recorded as follows:

Table 25: EGRA and EGMA proficiency rates of learners in refugee and host communities

Indicator	Refugee	Host	Average
Literacy rate P3 F	5.8 per cent	2.4 per cent	4.9 per cent
Literacy rate P3 M	7.3 per cent	3.1 per cent	6.3 per cent
Literacy rate P6 F	29.2 per cent	32.4 per cent	30.2 per cent
Literacy rate P6 M	36.6 per cent	33.0 per cent	35.5 per cent
Numeracy rate P3 F	65.7 per cent	54.0 per cent	62.9 per cent
Numeracy rate P3 M	74.8 per cent	66.4 per cent	72.8 per cent
Numeracy rate P6 F	92.9 per cent	93.3 per cent	93.0 per cent
Numeracy rate P6 M	97.9 per cent	95.5 per cent	97.2 per cent

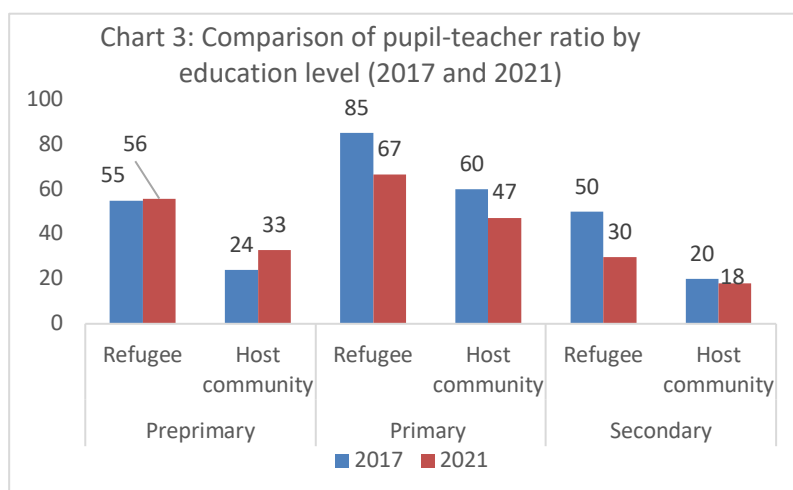
Source: ERP Baseline 2.0 report

- ii. There was an improvement in academic performance, as evidenced by improved PLE and UCE results in settlement schools. A 9.77 per cent increase was registered in the number of refugee candidates that sat for 2021 PLE exams compared to 2019 and an 8.7 per cent increase in candidates who qualified for any post-primary level. The success rate has also increased from 88 per cent (2019) to 89 per cent in 2020.

¹⁷ Kolibri is a learning app to support learners in their revision at school/home, using a tablet, without needing to connect to the Internet

For UCE, 94 per cent of 879 registered candidates (645 male, 234 female) sat for exams and 85 per cent (747) of those whose aggregate grades were between Division 1 and Division 4 were considered to have passed.

- iii. The pupil-teacher ratio was maintained below the national minimum standards, as shown in Chart 3. Though higher than the recommended standards, the PTR for primary schools in settlement improved from 85:1 in 2017 to 67:1 in 2021.



This was achieved through the recruitment of qualified teachers and classroom assistants (ECCE, primary and secondary school) and improved retention.

- iv. Harmonized partner supported teacher salary to the first level of the Government payroll scale.
- v. Enhanced capacity-building was provided for teachers through refresher courses on methodologies, continuous professional development (CPD) for teachers, inclusive education and the accelerated education programme (AEP).
- vi. Teachers' houses were constructed, improving teachers' accommodation situation.
- vii. One hundred schools that were not formally licensed were licensed and registered. This improved the learning environment and adherence to the BRMS and regulations.

Table 26: Schools licensed and registered during EPR 1

Level	Government	Community/private	Total
Pre-primary	n/a	60	60
Primary	23	7	30
Secondary	3	7	10
Totals	26	74	100

Because of the Plan, systems were strengthened for effective delivery through:

- i. Improved coordination between partners and government through:
 - (a) District/settlement level – monthly settlement Education in Emergency working group meetings, quarterly education sector coordination meetings and multisectoral district coordination meetings among others.
 - (b) National level – quarterly steering committee meetings; monthly Education in Emergency working group meetings; monthly information management task team meetings; resource mobilization task team meetings; education development partner meetings; local development partner meetings and quarterly Comprehensive Refugee Response Framework working group meetings.

- .ii This enabled progress to be tracked and gaps to be identified and generated feedback and action points to improve implementation of the Plan.
- iii Improved support supervision and inspection through the establishment and capacity-building of management structures and ICT equipment support at district, schools and community levels.
- .iv Improved access to quality information for Planning and to understand trends and performance and existing gaps to inform partner interventions. This was a result of improved data collection, analysis and management, harmonized databases and information sharing.
- .v. Development of M&E system and tools at national and district levels and increased collaboration between partners in tracking implementation and progress towards set targets. At national level, the ERP logical framework and M&E guide were developed and applied, while at district level, a district system-strengthening strategy was developed and data analysts were recruited.
- ivi Development of district ERPs to ensure contextualization of the national Plan to the district refugee education response.
- iiiii Mainstreaming of the ERP programme in existing government structures to ensure sustainability. More evident was the alignment of ERP in the district Plans and sector strategic Plan.
- iiiiiii Increased tracking of funding towards the provision of education to refugees and host communities. By June 2020 (two years of ERP 1), \$124,160,074 had been spent towards implementation of the three outcomes of ERP 1, representing about 31 per cent of the required funding.

While ERP I attracted funding, improved implementing partner and donor coordination and provided more transparency and accountability in delivery of services in refugee-hosting districts, a number of challenges remained.

2. Challenges from ERP I

Overall, GER and NER have remained below the national average of 111 per cent and 94 per cent respectively, as recorded in 2017/2018. Refugee-hosting districts still experience low learning outcomes and low access to skills development despite the overwhelming numbers of young people requiring vocational skills.

Outcome 1: Improved equitable access to inclusive and relevant learning opportunities

- i. Despite the affirmative actions, the enrolment of children with disabilities and girls in both primary (GER=84.5 per cent) and secondary (GER=7.5 per cent) was still lower than the overall GER for refugees in primary and secondary (88.5 per cent and 12 per cent respectively). About 2 per cent of learners with disabilities enrolled compared to the global average of about 10 per cent. Additionally, GPI declined as education levels progressed, falling from 1.04 and 1.05 in pre-primary to 0.45 and 0.78 in secondary, for refugees and nationals respectively.
- .ii There are still low retention rates in, and transition rates into, secondary and post-secondary education. GER in secondary remained low at 12.1 per cent and 9.1 per cent for refugees and host community respectively in 2021, with little or no improvement in September 2017 (11.3 per cent and 17.9 per cent). This was attributed to the limited number of secondary schools, the long distances travelled to schools by learners, school fees and societal challenges that ultimately lead to early marriages and teenage pregnancies.

- iii. For post-secondary education, access to tertiary and university education for refugees has been very low due to funding limitations. This is evidenced by the growing number of applicants who express interest in the scholarship each year. In 2018, 8 per cent of 991 applicants were awarded scholarships; in 2019, this figure rose to 13 per cent of 781 applicants and 3 per cent of 1,224 applicants in 2021[1] (WIU_DAFI Annual reports). This demonstrates the acute need expressed by existing qualified applicants in the refugee community.
- iv. High ratios and many gaps still persist in the provision of facilities e.g. (classroom gap 5,442 in primary and 166 in secondary), latrine stances (2,067 in primary, 46 in secondary), furniture (95,688 in primary and 1,209 in secondary) and learning materials to meet BRMS (Gap analysis, September 2021).
- v. Even with the improved availability of infrastructure, some facilities remain inaccessible to all children including children with disabilities. Only 2 per cent of total primary and secondary schools located in refugee-hosting sub-counties were found to be accessible to all (ERP Refugee Database, 2019). Emphasis should be put on compliance with the EiE national accessibility standards.

Outcome 2: Improved delivery of quality education and training

- i. The promotion of science has remained difficult given the limited number of science laboratories, libraries/reading rooms and ICT labs and the inadequate laboratory equipment and chemicals in secondary schools, coupled with limited access to power in schools.
- ii. The low motivation of teachers was attributed to inadequate teacher accommodation: at primary level there is an average of four teachers per unit, while at secondary the figure is 7:1, thus above the recommended 1:1 ratio.
- iii. The shortage of teachers (PTR) still persists, especially at pre-primary (2,395) and primary (1,416) levels.
- iv. Recognition of academic qualifications of refugees. Despite some refugees being skilled professionals (e.g. teachers), many refugees and other asylum-seekers' credentials are not recognized and thus they cannot resume their careers. There is a need to have their qualifications recognized and for this process to be digitized.
- v. Limited parental participation in education and school programmes creates challenges in relation to absenteeism, school feeding, gender-based violence, negative parental attitudes and persistent negative cultural beliefs.
- vi. Bridging learning across countries is hindered by different languages of instruction and non-recognition of learners' certification. Government teachers not participating in settlement activities such as small group learning also remained a challenge.
- vii. Implementation of the BTVET programme is hindered by inadequate funding, inadequately trained instructors, limited learning materials and readily available markets. There is a need to scale up formal and non-formal programmes that create linkages between learning and earning. Young people should be equipped with entrepreneurial, transferable life skills and digital skills through the support of trained instructors and effective education programmes that enhance literacy and numeracy so that they can favourably compete for employment opportunities.

Outcome 3: Strengthened systems for effective delivery

- i Even when ERP I improved synergies and coordination, duplication of services and poor coordination among implementing partners was still noticeable, mainly in inconsistencies in data- and information-sharing and little alignment of partner activities with district development Plans.
- i Inadequate funding and inconsistent funding/donor fatigue left some interventions partially/not implemented. ERP 1 was inadequately funded, with a shortfall of 61 per cent by June 2020 (two years of ERP 1).
- j Delay in the development of district ERPs, which affected the alignment of district Plans to the national ERP
- j Limited involvement of beneficiaries including learners, teachers, parents, lower levels of local government etc., in formulating Plans.
- ✓ Low facilitation of district education office evidenced by inadequate staff to handle ERP activities; inadequate transport, furniture and equipment for coordination.
- ✓ ERP I notably had some omissions. Specifically, ERP I was silent on the provision of ECCE and the promotion of sciences.
- i The achievements made under ERP I were undermined by the COVID-19 pandemic, which further affected the implementation of ERP I activities and posed additional challenges such as increased teenage pregnancies, child labour and abuse among others.

.. Lessons learned from Education Response Plan I

- i. Increasing the number of schools, especially at secondary level, through implementation of the policy of the Government of Uganda of having secondary schools in all sub-counties, constructing more schools and coding more community schools.
- i Large numbers of learners who successfully complete primary education need to be supported to access secondary education/vocational training and build on gains achieved in primary education.
- j New innovations such as rotations, double-shifting, ICT as a pedagogical tool, blended learning and learning through play all improve access to education.
- j Providing more infrastructure, teachers and learning materials and expanding e-learning opportunities and psychosocial support all greatly improve the school learning environment.
- ✓ Creating more awareness through reprogramming and mainstreaming COVID-19 interventions, awareness creation and AE, VOC response, as well as advocacy for the reintegration of girls/boys who have dropped out are all important to improving retention and improving completion and enrolment rates.
- ✓ Access and efficiency rates for both learners with disabilities and girls can be improved by affirmative actions involving all stakeholders: drop-out tracking and follow-up mechanisms; programmes encouraging learners to stay and transition to other levels; sensitization, awareness

and response; scholarships; community sensitization and awareness of sexual exploitation, etc. Additionally, improving accessibility, e.g. constructing ramps on school infrastructure in accordance with accessibility standards, following up on the development of an inclusive curriculum and providing assistance in the form of assistive devices/technology are all necessary improvement measures for girls and SNE learners

- i. Improved coordination by all stakeholders including MDAs, donors and LGs led to improved efficiency in education service delivery and increased support supervision for education programmes.
- ii. Providing vocational skills through formal and non-formal training and retooling increases learners' employment opportunities.
- iii. Considering ECCE, post-secondary training and skilling and co-curricular in ERP II are necessary for holistic education.
- iv. The following are all critical to effective, quality learning in schools: promotion of STEM/STEI and ICT in schools through continuous professional development for teachers; implementation of the revised lower secondary curriculum; construction of science and ICT laboratories and provision of laboratory equipment and apparatus; installation of electricity (including solar power and generators); provision of school library and stocked reading rooms.
- v. It is always important to improve safety in the learning environment to curb bullying and violence against children and regulate the establishment of schools.
- vi. Sensitizing the community and strengthening PTAs to increase the participation of learners (go to school, stay in school and complete school), improve school feeding and guarantee ownership of investments.
- vii. Implementing bridging programmes is critical to absorbing/attracting refugees into the education system and making up for lost years.
- viii. Increasing funding to address the existing gaps in education calls for clear long-term commitment from humanitarian and development partners.
- ix. There is a need for refugee teachers to be registered with MoES and for their academic qualifications to be recognized, in order that they may be afforded access to employment under the Refugee Act 2006; this is beneficial in order to bridge the language gap, especially in lower primary.
- x. Adapting contingency Planning will mitigate the negative impact of disasters and pandemics etc. on education. There is therefore a need to integrate COVID 19 interventions into normal Plan implementation.
- xi. Aligning Plans, budgets and reports by establishing standard formats and frequencies improves reporting and enhances enforcement of an integrated work Plan.
- xii. Involving all beneficiaries in formulating and disseminating Plans to reach all stakeholders (i.e. all leadership levels in the district, sub-county, teachers, parents, learners, implementing partners, religious leaders, cultural leaders and the media) increases ownership and response.

Additionally, involving the top political and technical leaders in district local government in the district ERP process and coordination activities improves implementation and oversight.

- xxi: Coordination of data collection and collation and dissemination in the district and at the various levels was greatly improved by recruiting data analysts to provide district education offices and partners with technical support in data collection and information management at district and settlement level and in cascading national M&E tools down through the system.
- xx: Establishment of a permanent data management system that will enable evidence-based Planning and aid decision-making. Leverage funding to all sectors baseline, midline and endline assessment of learning outcomes in the settlements.

4. Gaps and constraints in ERP I

- i. Insufficient coverage/Planning for ECCE and co-curricular activities
- ii. Inadequate availability of certain data, such as data disaggregated by disability and age to inform Planning and decision-making
- iii. Inadequate emphasis on TVET, STEM/STEI and ICT as guided in the LSC.
- iv. Funding gap and inadequacy of multi-year funding commitment leading to uncertainty in the implementation and sustainability of some interventions.
- v. Less emphasis on secondary education (the sub-sector still lagged behind)
- vi. Absence of contingency Planning to enable response to uncertainty, disaster and pandemics

Further to the above, the 2021–2025 Planning period saw government shift to programmatic Planning and budgeting. This meant that it was necessary for ERP II development to be aligned with the new Planning landscape. At the same time this permitted the development of interventions that could curb and or mitigate the growing challenges including the growing number of refugees, incorporate the lessons learned, and revive education service delivery in refugee-hosting districts following the COVID-19 pandemic.

5 Financing of the Plan

The total cost for ERP 1 was estimated at \$389,107,619. As part of its overall monitoring role, in 2020, the ERP Secretariat embarked on an exercise to collect data to track spending on ERP. The results showed that in its first 2.5 years \$126m had been spent on ERP-specific activities¹⁸; 32.5 per cent of the total estimated cost had been mobilized and spent¹⁹. This is analysed below by programme area, activity area and source of funding.

Table 11: Realised funding by Programme Area

Programme area	Estimated cost (Jan 2019–Jun 2021) \$	Realised funding \$	Percentage realised
Pre-primary	19,568,152	3,000,000	15%
Primary	194,287,759	75,000,000	39%
Secondary	51,793,632	18,000,000	35%
Vocational skills and adolescent development	120,348,875	11,000,000	9%
System strengthening	3,109,200	10,000,000	322%
AEP and other	/	9,000,000	/
Total	389,107,618	126,000,000	32%

Realised funding by activity area

Activity area	Estimated cost (Jan 2019–Jun 2021) \$	Realised funding \$	Percentage realised
Infrastructure	104,159,467	27,000,000	26%
Materials	77,870,054	16,000,000	21%
Teacher salaries	106,846,143	22,000,000	21%
Teacher training	5,820,166	9,000,000	155%
Training to children	59,263,167	28,000,000	47%
Strengthening community	25,642,995	4,000,000	16%
Strengthening district	1,073,533	14,000,000	1,304%
Strengthening national	3,188,149	3,000,000	94%
Piloting/material development	5,243,944	1,000,000	19%
Other	/	2,000,000	/
Total	389,107,618	126,000,000	32%

Various financing mechanisms were used throughout ERP I; this maximized opportunities for resource mobilization. The sources of funding are detailed below.

¹⁸ Spending that goes towards an activity named and costed in ERP. For this spending, we provide much more detail about the breakdown of spending

¹⁹ ERP Financial Tracking System Report, October 2020

Source of funding for ERP I

	Financing mechanisms	Amount realized \$
1	Government of Uganda funding to Education interventions in refugee-hosting districts	12,000,000
2	Multilateral	38,600,000
3	Bilateral	35,000,000
	Combination	37,000,000
	Foundations and private donors	3,400,000
	Total	126,000,000

The best funding option depended on the context and speed of operation of the funding mechanism. During implementation of ERP I, the option of using an INGO/NGO consortium to manage the funds was adopted for most of the multi-year funds including ECW, the LEGO Foundation, ECHO, etc.

For reasons of transparency, accountability, and efficiency, the ERP Secretariat exercise was conducted to improve financial reporting by partners. However, the following limitations were experienced.

The methodology and findings had the following limitations:

1. Government spending was based on budgets rather than actual spending. These take longer to acquire (and in the case of capitation grants, were not available). However, the understanding was that execution rates were relatively high.
2. Partners' spending was based on a number of assumptions and estimates made by those partners, which depended on their recall, their datasets, their understanding of the questionnaire and the time they were able to give to the exercise. The authors did go back to a number of partners for whom an entry looked unusual, so attempts have been made to quality-assure the data collected.
3. It is possible that partner projects were missing, due to partners' lack of time or awareness of the exercise. Thus, it would be very hard ever to produce a comprehensive dataset of all spending on ERP with 100 per cent certainty.

Annex D: Logical model and results framework

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)			Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency						
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023			Milestone 2023-2024	Target 2024-2025				
Goal: improved learning outcomes for refugee and host community children and young people	Literacy and numeracy rate	Literacy rate P3 F	5.80%								2.40%					Survey study	Baseline – endline project	
		Literacy rate P3 M	7.30%									3.10%						
		Literacy rate P3 FD	19.90%									13.40%						
		Literacy rate P3 MD	18.40%									15.70%						
		Literacy rate P6 F	29.20%									32.40%						
		Literacy rate P6 M	36.60%									33.00%						
		Literacy rate P6 FD	41.20%									43.30%						
		Literacy rate P6 MD	38.80%									36.20%						
		Numeracy rate P3 F	65.70%									54.00%						
		Numeracy rate P3 M	74.80%									66.40%						
		Numeracy rate P3 FD	57.30%									46.00%						
		Numeracy rate P3 MD	54.00%									48.20%						
		Numeracy rate P6 F	92.90%									93.30%						
		Numeracy rate P6 M	97.90%									95.50%						
		Numeracy rate P6 FD	84.60%									87.70%						
		Numeracy rate P6 MD	83.30%									79.00%						

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)				Means of verification	Frequency			
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023			Milestone 2023-2024	Target 2024-2025	
Outcome 1.0 Improved Continuous, safe and equitable access to and retention in inclusive learning and training opportunities	Percentage of children enrolled (GER)	Pre-primary total	47.7%	47.7%	47.7%	47.7%	47.7%	47.7%	47.7%	47.7%	33.0%		ERP Gap Analysis		
		Pre-primary F													
		Pre-primary M													
		Primary total	88.5%	88.5%	90.0%	90.7%	91.5%	90.8%							
		Primary F													
		Primary M													
		Secondary total	12.1%	12.1%	13.6%	14.3%	15.1%	9.9%							
		Secondary F													
		Secondary M													
		GER for children with disabilities can be used with denominator- calculated percentage agreed at international level													
Overall	Percentage of children accessing learning opportunities (overall GER)														
Completion rates (all levels).	P7 F												EMIS		
	P7M														
	S4F														
	S4M														
Transition rate	Primary												EMIS		
	Secondary														
	TVET														
Survival rate (percentage)	Tertiary														
	Primary												EMIS		
	Secondary														

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency	
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024			Target 2024-2025
	Percentage of learners trained in TVET etc. at pre-selected centres who are now employed (formal/non-formal/informal)	Overall	58%	60%	60%	60%	60%	58%					Tracer study	Annually
		Female						58%						
		Male						58%						
Output indicators for Outcome 1														
1.1 Provision of inclusive and safe infrastructure improved	No of new classrooms constructed	Primary	47	-	59	62	62	16	29	32	34	ERP database, Activity		
		Pre-primary	8	-	13	14	14	5	8	10	11	Info and district report/M&E system		
		Secondary	7	2	7	7	7	4	4	5	5			
		AEP	13	28	30	31	31	2	3	3	3			
1.2 Various barriers to formal and non-formal education addressed	Percentage of schools with school feeding programmes	Pre-primary	80%	90%	100%	100%	100%	90%	100%	100%	100%	ERP database, Activity		
		Primary	30%	40%	50%	50%	50%	40%	50%	50%	50%	Info and district report/M&E system		
		Secondary	60%	65%	70%	75%	75%	65%	70%	70%	75%			
		AEP primary	10%	15%	20%	20%	20%	15%	20%	20%	20%			
1.4 Support provision of school materials	Percentage of learners provided with education supplies (school materials)	AEP secondary	60%	65%	70%	75%	75%	65%	70%	70%	75%	ERP database, activity		
		Pre-primary	80%	80%	80%	80%	80%	80%	80%	80%	80%	Info and district report/M&E system		
		Primary	80%	80%	80%	80%	80%	80%	80%	80%	80%			
		Secondary	80%	80%	80%	80%	80%	80%	80%	80%	80%			
1.5 Skills and	No of learners enrolled in	Formal F	1,229	1,229	1,297	1,371	1,48	148	156	165	165	ERP database,		

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)				Means of verification	Frequency	
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023			Milestone 2023-2024
livelihoods opportunities provided for (in- and out-of-school) adolescents and youth	vocational skills training (formal and non-formal)	Formal M		1,229	1,229	1,297	1,371	148	148	156	165	activity info and district report/M&E system	
		Non-formal F		1,500	1,700	1,900	2,000						
		Non-formal M		1,500	1,700	1,900	2,000						
1.6 Improve safety and learning environment	No of teachers trained in social well-being, social and emotional learning and psychosocial support	Pre-primary F		79	78	82	85	29	31	32	35	ERP database, activity info and District Report/M&E system	
		Pre-primary M		79	78	82	85	29	29	33	35		
		Primary F		266	300	342	387	105	109	113	118		
		Primary M		266	300	342	387	105	109	113	117		
		Secondary F		51	56	61	67	27	30	33	37		
		Secondary M		51	55	61	66	26	29	33	37		
		Pre-primary		142	143	145	147	72	73	73	74		
		Primary		128	130	131	133	98	99	99	100		
		Secondary		21	22	24	25	12	13	13	13		
		AEP		4	4	5	5	1	1	1	1		
1.7 Other innovations to improve access to education	Number of learners provided with blended learning materials (radios or tablets)	ECCE F		4,318	4,222	4,357	4,497	920	952	993	1,036	Activity info, UNHCR reports	
		ECCE M		4,318	4,222	4,357	4,497	920	952	993	1,036		
		Primary F		17,591	17,927	18,620	19,338	4,928	5,105	5,303	5,509		
		Primary M		17,591	17,927	18,620	19,338	4,928	5,105	5,303	5,509		
		Secondary F		1,509	1,658	1,820	1,989	468	528	592	659		
		Secondary M		1,509	1,658	1,820	1,989	468	528	592	659		
		AEP F		632	755	885	1,016	18	21	25	29		
		AEP M		632	755	885	1,065	17	21	25	28		
Outcome 2.0 Improved delivery of quality	Percentage of learners who transition from AEP to formal	Female	65%	65%	70%	70%					Tracer study	Annually	

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)			Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency				
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023			Milestone 2023-2024	Target 2024-2025		
education and training for refugees and host communities	education (primary and secondary) in pre-selected schools	Male	65%	65%	65%	70%	70%									
	Pupil/student: teacher ratio	Pre-primary	56	55	54	54	53	33	33	33	33	33	33	33	ERP gap analysis	Every term
		Primary	67	66	60	55	50	47	47	47	47	47	47	47		
		Secondary		30	30	30	30	30	18	18	18	18	18	18		
	Pupil/student: Stances ratio.	Pre-primary	51	49	48	46	45	34	34	34	34	34	34	34		
		Primary	59	58	57	56	55	45	45	45	45	45	45	45		
		Secondary	34	34	34	34	34	28	28	28	28	28	28	28		
	Pupil/student: desk ratio	Pre-primary	11	10	10	9	8	8	8	8	8	8	8	8		
		Primary	6	5	5	5	4	5	5	5	5	5	5	5		
		Secondary	3	3	3	3	3	3	3	3	3	3	3	3		
	Pupil/student: textbook ratio.	Primary	5	5	4	4	3	2	2	2	2	2	2	2		
		Secondary	6	5	5	4	4	4	1	1	1	1	1	1		
	Pupil-classroom ratio (PCR)	Pre-primary	122	120	118	117	115	62								
		Primary	135	132	130	127	125	74								
		Secondary	87	85	84	82	80	46								
Percentage of teachers/instructors who have the professional competency required for implementing the programme	Pre-primary						NA									
	Primary						NA									
	Secondary															
Proportion of instructors with relevant competency	TVET															
	Tertiary															
Output indicators for Outcome 2																
2.1 Increased teacher supply and	No of teachers/caregivers supported by partners' salary	Pre-primary F		392	776	811	849	100	144	303	324	346	346	ERP database, Activity	Info and	
		Pre-primary M		392	776	812	849	287	144	303	324	346	346			
		Primary F		1456	3255	3394	3538		623	1283	1326	1372	1372			

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)						Means of verification	Frequency
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025		
adaptability to refugees' classroom context		Primary M		1456	3255	3394	3538	98	623	1283	1326	1372	District report/ M&E system	
		Classroom assistant F		399	899	940	982		158	326	339	352		
		Classroom assistant M		399	899	940	982	315	158	326	339	352		
		Secondary F		275	600	655	714	-	144	319	356	392		
		Secondary M		275	600	655	714	12	144	319	356	392		
		AEP trainers F		116	287	352	423	-	9	22	26	30		
		AEP trainers M		116	287	352	423	12	9	22	26	30		
		AEP classroom assistant F		35	87	106	127	-	3	7	8	9		
		AEP classroom assistant M		35	87	106	127	4	3	7	8	9		
		2.2 Supported capacity development and support and supervision	No of refugee teachers accredited	Primary F		-	-	43	63	-	4	5		
Primary M				21	35	43	63	5	4	5	5			
Secondary F				-	-	13	14	-	-	7	8			
Secondary M				11	12	13	14	6	6	7	8			
Pre-primary F				235	233	244	255	86	91	98	140			
Pre-primary M				235	233	244	255	86	91	98	140			
Primary F				160	180	205	233	63	66	68	71			
Primary M				160	180	205	233	63	66	68	71			
Secondary F				31	34	37	40	16	18	20	22			
Secondary M				31	34	37	40	16	18	20	22			
2.2 Supported capacity development and support and supervision	No of teachers trained in inclusion, protection mainstreaming and gender-sensitive education	AEP F		47	54	65	77	4	4	5	6	ERP database, activity info and District Report/ M&E system		
		AEP M		47	54	65	77	3	4	5	5			
		VTI tutors F		19	28	37	47	15	19	24	28			
		VTI tutors M		19	28	37	47	15	19	24	28			
		Pre-primary F		72	72	73	74	36	37	37	37			
		Pre-primary M		72	72	73	74	35	36	36	37			

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)				Means of verification	Frequency		
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023			Milestone 2023-2024	Target 2024-2025
2.5 Provision of school materials	deputies trained in school management	Primary F	13	13	14	14	10	10	10	10	10	Activity Info and District Report/M&E system		
		Primary M	13	13	13	13	10	10	10	10	10			
		Secondary F	3	3	3	3	2	2	2	2	2			
		Secondary M	2	2	2	2	2	2	2	2	2			
		VTI tutors F	1	1	1	1	1	1	1	1	1	1		
		VTI tutors M	1	1	1	1	1	1	1	1	1	1		
		Primary F	175,902	179,266	186,194	186,194	193,376	49,276	51,045	53,028	55,084	55,084		ERP database,
		Primary M	175,902	179,266	186,194	186,194	193,376	49,276	51,045	53,028	55,084	55,084		Activity
Secondary F	15,084	16,575	18,192	18,192	19,890	4,677	5,277	5,915	6,587	6,587	Info and District Report/M&E system			
Secondary M	15,084	16,575	18,192	18,192	19,890	4,677	5,277	5,915	6,587	6,587	Info and District Report/M&E system			
AEP F	6,317	7,549	8,841	8,841	10,155	174	210	247	285	285				
AEP M	6,317	7,549	8,841	8,841	10,155	174	210	247	285	285				
TVT F	793	1,160	1,538	1,538	1,922	182	242	302	364	364				
TVT M	793	1,160	1,538	1,538	1,922	182	242	302	364	364				
3.0 Systems for effective delivery strengthened	Percentage of schools inspected at least once a term	Pre-Primary	NA	100%	100%	100%	100%	100%	100%	100%	100%	School registration book and partners	Every term	
		Primary	NA	100%	100%	100%	100%	100%	100%	100%	100%			
		Secondary	NA	100%	100%	100%	100%	100%	100%	100%	100%			
		TVET	NA	100%	100%	100%	100%	100%	100%	100%	100%			
Output indicators for Outcome 3	Number of districts with functional refugee-inclusive M&E system	Pre-Primary	12	12	12	12	12	12	12	12	12	ERP database, internat. partners and District Report	Every term	
		Primary	12	12	12	12	12	12	12	12	12			
Community-level engagement ensured	No of education institutions reached with awareness-raising campaigns to	Pre-primary	0	-	0	0	0	0	0	0	0	ERP database, District Report/		
		Primary	0	-	0	0	265	196	0	198	199			

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)				Means of verification	Frequency				
			Milestone 2021-2022		Milestone 2022-2023		Milestone 2023-2024		Milestone 2024-2025				Milestone 2023-2024		Milestone 2024-2025	
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Target 2025	Baseline 2020-2021	Milestone 2021-2022			Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Target 2025
	strengthen participation in school programmes	Secondary		0	44	0	0	50	0	25	26	26		M&E system		
		TVET		0	14	14	15	0	6	6	6	6				
	No of school governance structures trained to support education Programmes	CMC		0	-	0	0	0	0	0	146	147				
		PTA/SMC		0	130	131	133	98	99	99	99	100				
	No of schools with functional school management structures (SMCs, CMCs, BOGs, PTAs)	Board of Governors		5	5	5	5	3	3	3	3	3				
		Pre-primary		251	279	279	279	279	279	279	279	279				
Risk-informed programming and contingency measures	No of schools with school improvement plans	Primary		256	259	262	265	196	197	198	199		ERP database, District Report/M&E system			
		Secondary		41	44	47	50	24	25	26	26					
	No of schools inspected at least once a term	Pre-primary		144	145	146	147	427	431	436	440					
		Primary		196	197	198	199	452	456	460	464					
	Strengthened quality assurance and evidence-based planning	Primary		24	25	26	26	65	69	73	76					
		Secondary														

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)			Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency	
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023			Milestone 2023-2024
Improved data management and information systems for M&E	No of head teachers trained on EMIS	Primary		279	279	279	279	279	279	279	279	ERP database, District Report/M&E system	
		Secondary		38	38	38	38	38	38	38	38		

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency				
			Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025	Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024			Target 2024–2025			
Goal: improved learning outcomes for refugee and host community children and young people	<i>Literacy and numeracy rate</i>	<i>Literacy rate P3 F</i>	5.80%									2.40%				Survey study	Baseline – endline project
		<i>Literacy rate P3 M</i>	7.30%									3.10%					
		<i>Literacy rate P3 FD</i>	19.90%									13.40%					
		<i>Literacy rate P3 MD</i>	18.40%									15.70%					
		<i>Literacy rate P6 F</i>	29.20%									32.40%					
		<i>Literacy rate P6 M</i>	36.60%									33.00%					
		<i>Literacy rate P6 FD</i>	41.20%									43.30%					
		<i>Literacy rate P6 MD</i>	38.80%									36.20%					
		<i>Numeracy rate P3 F</i>	65.70%									54.00%					
		<i>Numeracy rate P3 M</i>	74.80%									66.40%					
		<i>Numeracy rate P3 FD</i>	57.30%									46.00%					
		<i>Numeracy rate P3 MD</i>	54.00%									48.20%					
		<i>Numeracy rate P6 F</i>	92.90%									93.30%					
		<i>Numeracy rate P6 M</i>	97.90%									95.50%					
		<i>Numeracy rate P6 FD</i>	84.60%									87.70%					
		<i>Numeracy rate P6 MD</i>	83.30%									79.00%					

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)						Means of verification	Frequency				
			Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025	Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025						
Outcome 1.0 Improved continuous, safe and equitable access to and retention in inclusive learning and training opportunities	Percentage of children enrolled (GER)	Pre-primary total	47.7%	47.7%	47.7%	47.7%	47.7%	47.7%	47.7%	47.7%	47.7%	33.0%			ERP Gap Analysis			
		Pre-primary F																
		Pre-primary M																
		Primary total	88.5%	88.5%	90.0%	90.7%	91.5%	90.8%										
		Primary F																
		Primary M																
		Secondary total	12.1%	12.1%	13.6%	14.3%	15.1%	9.9%										
		Secondary F																
		Secondary M																
		GER for children with disabilities can be used with denominator-calculated percentage agreed at international level																
		Overall																
		Percentage of children accessing learning opportunities (overall GER)																
		Completion rates (all levels).	P7 F														EMIS	
	P7M																	
	S4F																	
	S4M																	
Transition rate	Primary														EMIS			
	Secondary																	
	TVET																	
	Tertiary																	

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency				
			Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025	Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024			Target 2024–2025			
	Survival rate (percentage)	Primary															
		Secondary															
	Percentage of learners trained in TVET etc. at pre-selected centres who are now employed (formal/non-formal/informal)	Overall	58%	60%	60%	60%	60%	60%	60%	60%	58%					Annually	
		Female									58%						
		Male									58%						
Output indicators for Outcome 1																	
1.1 Provision of inclusive and safe infrastructure improved	No of new classrooms constructed	Primary	47	59	-	59	62	62	62	62	-	16	29	32	34	ERP database, Activity info and district report/M&E system	
		Pre-primary	8	13	-	13	14	14	14	14	-	5	8	10	11		
		Secondary	7	7	2	7	7	7	7	7	-	4	4	5	5		
		AEP	13	30	28	30	31	31	31	31		2	3	3	3		
1.2 Various barriers to formal and non-formal education addressed	Percentage of schools with school feeding programmes	Pre-primary	80%	100%	90%	100%	100%	100%	100%	100%	80%	90%	100%	100%	100%	ERP database, Activity info and district report/M&E system	
		Primary	30%	50%	40%	50%	50%	50%	50%	50%	30%	40%	50%	50%	50%		
		Secondary	60%	70%	65%	70%	75%	75%	75%	75%	60%	65%	70%	75%	75%		
		AEP primary	10%	20%	15%	20%	20%	20%	20%	20%	10%	15%	20%	20%	20%		
		AEP secondary	60%	70%	65%	70%	75%	75%	75%	75%	60%	65%	70%	75%	75%		
1.4 Support provision of school materials	Percentage of learners provided with education supplies (school materials)	Pre-primary	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	ERP database, activity info and district	
		Primary	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%		
		Secondary	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%		
		AEP	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%		

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)					Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency		
			Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025	Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025				
		TVET		80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	report/M&E system		
1.5 Skills and livelihoods opportunities provided for (in- and out-of-school) adolescents and youth	No of learners enrolled in vocational skills training (formal and non-formal)	Formal F		1,229	1,229	1,297	1,297	1,371	1,371	148	148	156	165	ERP database, activity info and district report/M&E system		
		Formal M		1,229	1,229	1,297	1,297	1,371	1,371	148	148	156	165			
		Non-formal F		1,500	1,700	1,900	1,900	2,000	2,000							
		Non-formal M		1,500	1,700	1,900	1,900	2,000	2,000							
1.6 Improve safety and learning environment	No of teachers trained in social well-being, social and emotional learning and psychosocial support	Pre-primary F		79	78	82	82	85	85	29	29	31	35	ERP database, activity info and District Report/M&E system		
		Pre-primary M		79	78	82	82	85	85	29	29	33	35			
		Primary F		266	300	342	342	387	387	105	105	109	118			
		Primary M		266	300	342	342	387	387	105	105	109	117			
		Secondary F		51	56	61	61	67	67	27	27	30	37			
		Secondary M		51	55	61	61	66	66	26	26	29	37			
		Pre-primary		142	143	145	145	147	147	72	72	73	74			
		Primary		128	130	131	131	133	133	98	98	99	100			
		Secondary		21	22	24	24	25	25	12	12	13	13			
		AEP		4	4	5	5	5	5	1	1	1	1			
1.7 Other innovations to improve access to education	Number of learners provided with blended learning materials (radios or tablets)	ECCE F		4,318	4,222	4,357	4,357	4,497	4,497	920	952	993	1,036	Activity info, UNHCR reports		
		ECCE M		4,318	4,222	4,357	4,357	4,497	4,497	920	952	993	1,036			
		Primary F		17,591	17,927	18,620	18,620	19,338	19,338	4,928	5,105	5,303	5,509			
		Primary M		17,591	17,927	18,620	18,620	19,338	19,338	4,928	5,105	5,303	5,509			
		Secondary F		1,509	1,658	1,820	1,820	1,989	1,989	468	528	592	659			
Secondary M		1,509	1,658	1,820	1,820	1,989	1,989	468	528	592	659					

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency	
			Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025	Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024			Target 2024–2025
Outcome 2.0 Improved delivery of quality education and training for refugees and host communities	Percentage of learners who transition from AEP to formal education (primary and secondary) in pre-selected schools	AEP F	632	755	885	885	1,016	18	21	25	29	Tracer study	Annually	
		AEP M	632	755	885	885	1,065	17	21	25	28			
	Female	65%	65%	70%	70%	70%	70%					Tracer study	Annually	
		Male	65%	65%	70%	70%	70%							
	Pupil/student: teacher ratio	Pre-primary	56	55	54	54	53	33	33	33	33	33	ERP gap analysis	Every term
		Primary	67	66	60	55	50	47	47	47	47	47		
	Secondary	30	30	30	30	30	30	18	18	18	18	18	Tracer study	Annually
		Pre-primary	51	49	48	46	45	34	34	34	34	34		
	Pupil/student: Stances ratio.	Primary	59	58	57	56	55	45	45	45	45	45	Tracer study	Annually
		Secondary	34	34	34	34	34	28	28	28	28	28		
	Pupil/student: desk ratio	Pre-primary	11	10	10	9	8	8	8	8	8	8	Tracer study	Annually
		Primary	6	5	5	5	4	5	5	5	5	5		
	Secondary	3	3	3	3	3	3	3	3	3	3	3	Tracer study	Annually
		Primary	5	5	4	4	3	2	2	2	2	2		
	Pupil/student: textbook ratio.	Secondary	6	5	5	4	4	1	1	1	1	1	Tracer study	Annually
Pre-primary		122	120	118	117	115	62	62	62	62	62			
Pupil-classroom ratio (PCR)	Primary	135	132	130	127	125	74	74	74	74	74	Tracer study	Annually	
	Secondary	87	85	84	82	80	46	46	46	46	46			
Percentage of teachers/instructors who have the professional competency required for	Pre-primary						NA	NA	NA	NA	NA	Survey	Annually	
	Primary													
Secondary							NA	NA	NA	NA	NA	Survey	Annually	

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency
			Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025	Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024		
2.2 Supported capacity development and support and supervision	No of teachers trained in inclusion, protection mainstreaming and gender-sensitive education	Pre-primary M		235	233	244	255	86	91	98	140	ERP database, activity info and	Every term
		Primary F		160	180	205	233	63	66	68	71	District Report/M&E system	
		Primary M		160	180	205	233	63	66	68	71		
		Secondary F		31	34	37	40	16	18	20	22		
		Secondary M		31	34	37	40	16	18	20	22		
		AEP F		47	54	65	77	4	4	5	6		
		AEP M		47	54	65	77	3	4	5	5		
		VTI tutors F		19	28	37	47	15	19	24	28		
		VTI tutors M		19	28	37	47	15	19	24	28		
		Pre-primary F		72	72	73	74	36	37	37	37		
2.5 Provision of school materials	No of head teachers and deputies trained in school management	Pre-primary M		72	72	73	74	35	36	36	37	ERP database, Activity Info and	Every term
		Primary F		13	13	14	14	10	10	10	10	District Report/M&E system	
		Primary M		13	13	13	13	10	10	10	10		
		Secondary F		3	3	3	3	2	2	2	2		
		Secondary M		2	2	2	2	1	1	1	1		
		VTI tutors F		1	1	1	1	1	1	1	1		
		VTI tutors M		1	1	1	1						
		Primary F		175,902	179,266	186,194	193,376	49,276	51,045	53,028	55,084		
		Primary M		175,902	179,266	186,194	193,376	49,276	51,045	53,028	55,084		
		Secondary F		15,084	16,575	18,192	19,890	4,677	5,277	5,915	6,587		
3.0 Systems for effective delivery strengthened	Percentage of schools inspected at least once a term	Secondary M		15,084	16,575	18,192	19,890	4,677	5,277	5,915	6,587	ERP database, Activity Info and	Every term
		AEP F		6,317	7,549	8,841	10,155	174	210	247	285	District Report/M&E system	
		AEP M		6,317	7,549	8,841	10,155	174	210	247	285		
		TVT F		793	1,160	1,538	1,922	182	242	302	364		
		TVT M		793	1,160	1,538	1,922	182	242	302	364		
		Pre-Primary	NA	100%	100%	100%	100%	NA				School registration book and partners	
		Primary	NA	100%	100%	100%	100%	NA					
		Secondary											
		TVET	NA	100%	100%	100%	100%	NA					

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)					Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency			
			Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025	Baseline 2020-2021	Milestone 2021-2022	Milestone 2022-2023	Milestone 2023-2024	Target 2024-2025					
Community-level engagement ensured	Number of districts with functional refugee-inclusive M&E system		12	12	12	12	12	12	12	12	12	12	12	ERP database, internat. partners and District Report	Every term		
	Number of policies/guidelines approved by government																
Output indicators for Outcome 3																	
Community-level engagement ensured	No of education institutions reached with awareness-raising campaigns to strengthen participation in school programmes	Pre-primary		0	-	0	0	0	0	0	0	0	145	146	147	ERP database, District Report/M&E system	
		Primary		0	-	0	265	196	0	198	199	0	198	199	199		
		Secondary		0	44	0	50	0	25	26	26	0	25	26	26		
		TVET		0	14	14	15	0	6	6	6	0	6	6	6		
	No of school governance structures trained to support education Programmes	CMC		0	-	0	0	0	0	0	0	0	0	146	147		147
		PTA/SMC		0	130	131	133	98	99	99	100	99	99	100	100		100
		Board of Governors		5	5	5	5	3	3	3	3	3	3	3	3		3
	No of schools with functional school management	Pre-primary		251	279	279	279	279	279	279	279	279	279	279	279		279
		Primary		241	276	276	276	276	276	276	276	276	276	276	276		276
		Secondary		33	38	38	38	38	38	38	38	38	38	38	38		38

Impact	Indicators	Level	Refugees (12 refugee-hosting districts)				Host community (34 refugee-hosting sub-counties)					Means of verification	Frequency			
			Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024	Target 2024–2025	Baseline 2020–2021	Milestone 2021–2022	Milestone 2022–2023	Milestone 2023–2024			Target 2024–2025		
	structures (SMCs, CMCs, BOGs, PTAs)															
Risk-informed programming and contingency measures	No of schools with school improvement Plans	Primary		256	259	262	265	196	197	198	199					
		Secondary		41	44	47	50	24	25	26	26					
Strengthened quality assurance and evidence-based Planning	No of schools inspected at least once a term	Pre-primary		144	145	146	147	427	431	436	440					
		Primary		196	197	198	199	452	456	460	464					
Improved data management and information systems for M&E		Secondary		24	25	26	26	65	69	73	76					
	No of head teachers trained on EMIS	Primary		279	279	279	279	279	279	279	279					
		Secondary		38	38	38	38	38	38	38	38					

Annex E: Terms of Reference of the National Steering Committee

Background

The unprecedented mass influx of refugees into Uganda since 2016 has put enormous pressure on the country's resources, in particular health and education services. More than two thirds of the refugee population in Uganda is located in refugee settlements in the West Nile region. In the five districts in the West Nile region, almost a million refugees make up 32 per cent of the population, while in the Districts of Adjumani and Moyo refugees now make up well over half of the total population. Refugees share all social services with the local host communities. The refugee-hosting districts are among the least developed districts in the country, so the additional refugee population is putting considerable strain on already meagre resources and services. In line with the Comprehensive Refugee Response Framework (CRRF), which was adopted by the Government of Uganda in 2016, there is a need for coordinated education service delivery. This entails a paradigm shift from a mainly humanitarian focus towards development, as well as ensuring broader stakeholder involvement to address these needs and ensure integrated service delivery.

In light of the need for additional support and resources, multiple education partners have worked with the Government of Uganda to develop a rolling Education Response Plan for Refugees and Host Communities (2018–2021). A steering committee is to be established to ensure efficient and effective implementation of the Plan.

These Terms of Reference are designed to guide the work of the Education Response Plan for Refugees and Host Communities Steering Committee (hereinafter the “Steering Committee”).

Role of the Education Response Plan for Refugees and Host Communities Steering Committee

The primary role of the Steering Committee is to provide strategic guidance and oversight of the Ugandan Education Response Plan for Refugees and Host Communities. Reporting to the Minister of Education and Sports, the main roles of the Steering Committee include:

1. Reviewing and approving the Education Response Plan for Refugees and Host Communities, as well as each subsequent update/revision of the rolling Plan, on an annual basis.
2. Ensuring transparency and accountability to the Government of Uganda and its partners regarding funds allocated to the Education Response Plan for Refugees and Host Communities.
3. Promoting and supporting resource mobilization and improved coordination of all actors involved in the refugee response.
4. Providing oversight and guidance to partners on the implementation of the response Plan to maintain compliance with identified priorities.
5. Establishing and maintaining engagement with various stakeholders (government, local government, NGOs etc.), including existing coordination structures, particularly CRRF and Education Development Partners, throughout implementation of the Education Response Plan.
6. Conducting periodic monitoring of implementation of the Education Response Plan, including commissioning assessments, reviews and evaluations relating to the Plan and its implementation.

With representation from MoES top management, the Ministry of Finance and Economic Planning, the Ministry of Local Government and the Office of the Prime Minister, as well as Education Development Partners and civil society, the Steering Committee will make decisions in consultation

with the Minister of Education and Sports and the Ministry's political leadership. An ERP Secretariat will support the Steering Committee in implementing its role as stipulated above.

The Steering Committee will report to the Minister of Education and Sports on a quarterly basis. Decisions made by the Steering Committee, in liaison with the political leadership, will be communicated through the appropriate channels by the Secretariat at the appropriate time.

The Steering Committee will operate within the broader coordination arrangements of the comprehensive refugee response in Uganda, maintaining close ties with the CRRF Steering Group and ensuring that the respective secretariats (CRRF and ERP) work closely together. Efforts will be made to make the steering committee meetings targeted and flexible to minimize additional transaction costs.

Role of individual Steering Committee members

The role of individual members of the Education Response Plan for Refugees and Host Communities Steering Committee includes:

- Understanding the strategic implications and outcomes of initiatives being pursued through the Plan.
- Appreciating the significance of the Plan for some or all major stakeholders and perhaps representing their interests.
- Being genuinely interested in the initiative and the outcomes being pursued in the Plan.
- Being an advocate for the Plan's outcomes.
- Having a broad understanding of project management issues and the approach being adopted.
- Being committed to and actively involved in pursuing the Plan's outcomes.

In practice, this means that individual members should make every effort to represent the interests of the results to be achieved through ERP rather than pushing for individual institution or agency interests:

- Ensuring that the requirements of stakeholders are met by the outputs of the Plan.
- Helping to balance conflicting priorities and resources.
- Providing guidance to implementers of the Plan.
- Considering ideas and issues raised.
- Reviewing the progress of the Plan.
- Checking that activities adhere to standards of best practice

General considerations for the Education Response Plan Steering Committee

Membership

The Education Response Plan for Refugees and Host Communities Steering Committee shall comprise high-level representatives designated as per the list below. It is expected that the NGO representatives and the education development partner (EDP) representative will rotate on an annual basis. In addition, it should be noted that the Steering Committee will draw on inputs and insights from the CRRF Steering Group.

1. Two Co-Chairs (MoES and EDP)
2. MoES Under-secretary
3. Director, Basic & Secondary Education (MoES)
4. Director, Education Standards (MoES)
5. Director, Higher Education (MoES)
6. Commissioner, Planning (MoES)
7. One representative, Ministry of Finance and Economic Planning
8. One representative, Ministry of Local Government

9. One representative, Office of the Prime Minister (CRRF Secretariat)
10. One representative, UNHCR
11. One representative, UNICEF
12. One representative, Education Development Partners (EDP)
13. One representative, international NGO implementing partner
14. One representative, refugee-led NGO implementing partner
15. Executive Director, Forum for Education NGOs in Uganda (FENU)

Co-Chairs

The Co-Chairs shall be the MoES Permanent Secretary and the Chair of the Education Development Partners. The Co-Chairs shall convene the Education Response Plan for Refugees and Host Communities Steering Committee meetings. Chairing of the meetings shall alternate between the Co-Chairs.

If the designated Chair is not available, then the Co-Chair shall be responsible for convening and conducting that meeting. The Co-Chairs are responsible for informing each other as to the salient points/decisions raised or agreed to at that meeting.

Secretariat

An ERP Secretariat shall be set up at the Ministry of Education and Sport, whose role will include serving the Steering Committee, including drafting the agenda (on the instruction of the co-chairs). All Steering Committee agenda items (with accompanying meeting papers) must be forwarded to Steering Committee members by the Co-Chairs, by close of business five working days prior to the next scheduled meeting.

Members may raise items under “Other Business” if necessary and as time permits.

Minutes and meeting papers

The format of minutes of Education Response Plan for Refugees and Host Communities Steering Committee meetings shall be agreed at the first meeting.

The minutes of each Education Response Plan for Refugees and Host Communities Steering Committee meeting shall be prepared by the Secretariat.

Full copies of the minutes, including attachments, shall be provided to all Education Response Plan for Refugees and Host Communities Steering Committee members no later than seven working days after each meeting.

The minutes will be shared with the Education in Emergencies working group within the Inter-agency structure through national level co-leads, as well as with the Education Sector Consultative Committee and EDP group, no later than 14 working days after each meeting. The minutes will also be shared with the CRRF Secretariat to allow it to pursue cross-sectoral linkages.

By agreement of the Steering Committee, out-of-session decisions will be deemed acceptable. Where agreed, all out-of-session decisions shall be recorded in the minutes of the next scheduled Education Response Plan for Refugees and Host Communities Steering Committee meeting.

The minutes of each Education Response Plan for Refugees and Host Communities Steering Committee meeting will be monitored and maintained by the Secretariat as a complete record.

On a quarterly basis, a report on progress in implementation of the Education Response Plan for Refugees and Host Communities shall be submitted to the political leadership of the Ministry of Education and Sports.

Frequency of Meetings

The Steering Committee shall convene meetings as required, with an expected minimum of one meeting per quarter. It is expected that meetings will be more frequent in the early stages of the Education Response Plan while it and the implementation Plans, M&E framework and other project documents need approval. A meeting schedule will be developed and agreed on an annual basis by the committee.

Due to the humanitarian nature of the Plan, in the event that urgent decisions need to be made out of session, the Co-Chairs will call an extraordinary meeting for the purpose. In these situations quorums for agreement will still be observed.

Proxies for members

Members of the Education Response Plan for Refugees and Host Communities Steering Committee shall nominate a designated proxy to attend meetings on behalf of the member, if they are unable to attend. It is important that this proxy should be the same person over time.

The Chair shall be informed of the substitution at least two working days prior to the scheduled nominated meeting.

The nominated proxy shall have voting rights at the attended meeting. The nominated proxy shall provide relevant comments/feedback to the attended meeting on behalf of the Steering Committee member they are representing.

Quorum Requirements

A minimum attendance of 50 per cent of Education Response Plan for Refugees and Host Communities Steering Committee members (8 out of 15) is required for recommendations or resolutions to be validly passed at the meeting. The quorum must include both of the Co-Chairs or their designated proxies.

Annex F: Guidelines for Grant aiding Private/Community Schools in Uganda

Grant aiding of private schools is guided by wage availability from Ministry of Finance, Planning and Economic Development (MoFPED), and by the coding instructions from Ministry of Public Service. Selected schools by District Local Governments must meet the basic requirements as stipulated in the Basic Requirements and Minimum Standards Indicators for Education Institutions 2009 (BRMS). The minimum requirements guide institution management, provision and management of structures and facilities, staff organization and development, organization and management of teaching and learning. Once the schools are determined and agreed, recruitment of primary and secondary school teachers is conducted by the District and Education Service Commissions respectively. An excerpt of the BMRS (MoES, 2009) spells out requirements for licensing, registration, and grant aiding of private/community schools.

General requirements for Grant Aiding Community Primary Schools

- i. The school should be licensed or registered by MoES.
- ii. Clear evidence of ownership of the school.
- iii. Clear school land ownership.
- iv. Evidence of school enrolment

- v. Availability of permanent classrooms, play area latrines, and furniture.
- vi. Availability of latest statistical forms and EMIS number
- vii. Availability of land of at least 5 acres for rural and at least 2 acres for urban schools with evidence of ownership by the school

District Level specific requirements for Grant Aiding

- i. Evidence of inspection reports by the District / Municipal Inspector of Schools and District Health Inspector, recommending the school.
- ii. Evidence of Council Resolutions endorsed by the District Speaker.
- iii. Availability of vacancies within the district staff ceiling to cater for the new school within the approved pupil teacher ratio of 53:1; as confirmed in writing by the Chief Administrative Officer.
- iv. The school should be in a parish without any government aided primary school.
- v. Distance from the nearest Government Aided Primary School of at least more than 3 Kms.

Lessons learned from the UgIFT Medium-Term Plan regarding the indicative costs for transition from private to Grant-aided schools

In the fiscal year 2021/2022, under the UgIFT Medium-Term Plan government transitioned 51 of the 347 community schools in refugee hosting districts to grant serving 250,000 refugee and host children in the 12 Refugee Hosting Districts at the time. The total annual cost of UGX 4 billion included both Wage and Non-Wage Recurrent costs (see Table 28 below).

Table 28: Budget for the 51 primary schools transitioned to grant aiding

<i>Indicative Planning figures for 51 Primary Schools transitioned to Grant -Aiding through the UgIFT Programme in the past 2 Financial Years</i>			
Item	FY 2021/22	FY 2022/23	
Wage	3,409,271,777.48	3,409,271,777.48	
NWR	641,128,044.92	725,948,131.66	
Total	4,050,399,822.40	4,135,219,909.14	

Source; (Ministerial Policy Statement, 2021/2022)

The two main components considered were addition of refugee communities to the population variables included in Education Conditional Grants to Local Governments and the transition of Non-Government Refugee-Serving Primary Schools to Local Governments. The three types of costs for this activity were estimated as follows:

- i) *Staff costs of education workers:* The cost of staff for transitioned schools was computed by applying the current government pay scale for primary education worker (i.e. entry level salaries) to the effective number of teachers per school
- ii) *Additional costs with capitation grants related to students enrolled in transitioned schools:* The cost of capitation grants was calculated between FYs 2021/22 and 2023/24 by multiplying the per student amount by the level of enrolment of each school (which was assumed to be constant). In addition to this variable amount, each school was assigned a minimum allocation of Ushs 1.35 million in line with the current capitation policy.

Once grant-aided, Inspection and Monitoring costs get embedded in the District Local Government Budgets.

Annex G: Work schedules of the Secretariat staff

Education Response Plan Coordinator

The main objective of this position is to provide technical leadership and facilitate the processes that will ensure a well-coordinated, coherent, strategic, and effective education response for refugee and host communities (education response) by a mobilized and adequately resourced group of agencies, organizations, non-governmental organizations, local communities, etc. and assist the Government of Uganda and local authorities in education response Planning and strategy formulation.

The ERP Coordinator will coordinate the work of the ERP Secretariat that was established within the Ministry of Education and Sports (MoES) and will be guided by the decisions of the ERP Steering Committee.

The ERP Coordinator will also keep the inter-agency EiEWG lead agencies (UNHCR and MoES) apprised of strategic issues through regular meetings. He/she will work closely with the UNHCR and MoES leads of EiEWG at the national level, and with the EiEWG leads in the settlements across Uganda. He/she will also liaise and coordinate with all other stakeholders for the implementation of the ERP.

Within the coordination structure, he/she will ensure linkages between the Steering Committee, concerned government agencies, local government offices, relevant committees, and units within MoES, relevant humanitarian and development actors, existing coordination systems at national, district, and refugee settlement levels including the Education in Emergencies Working Groups, relevant bodies within the MoES, and the CRRF Secretariat.

Additionally, He/She will work with relevant humanitarian and development coordination mechanisms and contribute to the work of the EiEWG at national and sub-national levels; Liaise with other sectors, humanitarian and development actors, government counterparts and relevant authorities to create linkages between humanitarian and development coordination mechanisms in the districts and at national level, facilitating the transition from humanitarian assistance to longer-term development efforts.

Other tasks will include liaison with all relevant stakeholders, including the EiEWG leads in the settlements, local government offices and the various committees and units established within the MoES to support MoES' overall leadership of the ERP. Furthermore, he/she will consolidate progress updates on implementation of the ERP including achievements and gaps and prepare related reports and periodic updates for dissemination to relevant stakeholders.

The ERP Coordinator will work with the EiEWG and the M&E specialists in the Secretariat to give direction and guidance to district and settlement level actors/ coordinators regarding their Planning and proposal developments and ensure coordination for all ERP implementations.

ERP Secretariat Assistant Coordinator

The main objective of the position is to provide administrative support to the Steering Committee of the ERP. The main responsibilities of the Assistant Coordinator will include, but not be limited to the tasks below;

The Assistant Coordinator will be responsible for Organisation of ERP Steering Committee meetings, including maintaining lists of contacts, sending invitations, providing minutes and relevant documentation, and other related administrative support; ensuring Steering Committee members are furnished with all pertinent information prior to any meeting. S/He will Brief other Secretariat staff on relevant information regarding the Steering Committee, keep records and archive information

pertinent to the Steering Group and the Secretariat, and manage all administrative matters of the Secretariat.

Additionally, the Assistant Coordinator Prepare correspondence, reports, and justifications as required on general administrative matters and other assigned areas of responsibility. S/He will interact with other sectors, humanitarian and development actors, MoES committees, government counterparts and relevant authorities to ensure smooth running of the Steering Committee and the Secretariat.

Information Management Officer for the ERP Secretariat

The objective of the Information Management Officer is to coordinate the education information management functions of the EIE partners to ensure data from the settlement EIE Working Group is also available to the MoES and districts in a timely manner; ensuring alignment with the Education Management information System(EMIS) and Uganda Refugees Response Monitoring System(URRMS). The Information Management Officer will support MoES with information management for the ERP implementation.

The Education Information Management Officer will be based at the Ministry of Education and Sports (MoES). S/he will work under the ERP Secretariat in Basic Education Department in MoES and the Information Management Unit of UNHCR, and key responsibilities will include the following.

Support compilation, aggregation, and analysis of education-related data and information elements required to produce standardized information products and implementation of data collection Plans for baseline and context-specific data. S/he will work closely with partners and UNHCR field staff to review existing data collection and analysis procedures. With field staff, identify capacity gaps in data management and deliver targeted training in monitoring, evaluation and learning.

S/He will support dissemination of data and information products nationally and regionally through MoES portals, the Uganda Refugee Portal and relevant online platforms as required. The Education Information Management Officer will Support and collaborate with relevant stakeholders to ensure refugees data inclusion in the national Education Information Management System. S/he will also provide oversight and supervision to the District Data Analyst to ensure implementation of harmonized data management at the district and settlement level.

Early Child Care and Education Expert

The objective of this position is to provide technical support for pre-primary education in the ERP Secretariat and ensure inclusion of ECCE initiatives into existing government-led coordination mechanisms. The key functions include development of an effective ECCE strategy for ECCE in the ERP II, while maintaining the guidance provided in the Program Implementation Action Plan of the National Development Plan III PIAP and ECCE policy.

S/He will identify entry points for Partner engagement within the ERP, mapping strategic partners to ensure prioritization and advocacy for pre-primary education for refugees and host communities. The ECCE Expert will support representation of the mandate of the ERP in key strategic platforms and ensure accurate information dissemination. S/He will support mobilization of resources for ECCE in the ERP, tracking fund utilization, documenting key outcomes and gaps. S/He will facilitate dialogues regarding key issues related to implementation of relevant MoES guidelines and transition to Primary education.

District Data Analyst

The main objective is to provide technical support and build capacity to the district education and partner staffs on data collection and information management. S/he will be based in the District and

will work in the District Education Office and UNHCR field office. The main tasks include Capacity building for District staff through trainings and mentorships, coordinating settlement/ district level data collection and collation, Updating and maintaining district/settlement education database, Ensuring timely preparation of progress report for the national/district ERP and support dissemination of information through the different appropriate channels.



SECOND EDUCATION RESPONSE PLAN FOR REFUGEES AND HOST COMMUNITIES IN UGANDA

MINISTRY OF EDUCATION AND SPORTS

Education Response Plan Secretariat

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