



MINISTRY OF EDUCATION AND SPORTS

EDUCATION RESPONSE PLAN FOR REFUGEES AND HOST COMMUNITIES IN UGANDA



MAY 2018

FORWARD

The heavy inflow of refugees since 2016 has made Uganda one of the largest refugee hosting countries in the world. While this massive refugee influx in itself makes up an exceptional humanitarian crisis in the recent years, it should be also considered as a 'children's crisis' where 61% of the total refugee population are estimated to be children under the age of 18 years old. The children in the host communities in Uganda are equally affected by this influx, as the number of refugees are exceeding the host community population in some of the districts in the West Niles region.

The Government of Uganda has been serving as a model example in the international community by granting refugees in Uganda asylum and access to the same rights as its citizens, including the right to education. This was committed through several policies and frameworks, such as the Refugee Act 2006, Refugee Regulations 2010, Comprehensive Refugee Response Framework for Uganda and the Education Sector Strategic Plan 2017-2020.

No one chooses to become a refugee, and we therefore treat the most vulnerable children who were forced to flee from their country of origin with dignity, as much as we do to our children in Uganda.

With no distinction, education is hope among refugee children as well as for children from host communities. Education brings a sense of normalcy to their lives after being affected by severe circumstances. It provides protection mechanisms to these children in challenging conditions, and helps them to cope with the difficult situation as well as building the foundation to reach their full potential of their lives. As such, education is an essential enabler to break of the vulnerability created by conflict and displacement.

This Education Response Plan for Refugees and Host-Communities in Uganda was developed against this background; in order to ensure improved learning outcomes for increasing numbers of refugee and host-community children and adolescents across Uganda. The plan is a product of the concerted efforts of various stakeholders, including the Ministry of Education and Sports, donors, Civil Society Organizations and the United Nation Organizations, through the contribution of financial support, technical expertise and practical input.

It is our sincere hope that Uganda will be supported by partners to ensure that all children in Uganda will be provided with opportunities to access inclusive, quality education, through the implementation of this plan.

Hon. Janet K. Museveni

FIRST LADY AND MINISTER OF EDUCATION AND SPORTS

ACKNOWLEDGEMENT

This Education Response Plan for Refugees and Host Communities (ERP) in Uganda is a product of the concerted efforts of various stakeholders who have contributed financial support, technical expertise and practical input.

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Special thanks to the Education in Emergency Working Group, consisted of various Civil Society Organizations which are implementing education response programmes in the refugee hosting districts, for providing feedback and inputs to the plan and the costing model.

The development of this plan benefitted from the engagement of an ERP Reference Group, composed of representatives from Uganda's development and humanitarian response partners. The ministry would like to specifically extend its gratitude to the DFID, USAID and the World Bank, which provided technical support for the development of the plan and thorough review for quality assurance, as well as drafting the structure and funding modalities for implementation of the plan. The Ministry would also like to thank the numerous organizations which provided support for the development of this plan, including ECW, ECHO and JICA.

The product of this enormous effort should go a long way in improving learning outcomes for both refugee and host community learners who are in dire need of education.

EXECUTIVE SUMMARY

The purpose of this plan is to set out a realistic and implementable plan to ensure improved learning outcomes for increasing numbers of refugee and host-community children and adolescents across Uganda. This purpose is described in the **introduction**. This Plan shows how an average of 675,000 learners per year can be reached with improved education services, for three and half years. This will cost around USD 395 million in total.

The plan begins with a **situation analysis**, which shows the immense and growing needs of the refugee and host community children, across all levels of education. With current levels of funding, the quality of education and the number of places in school, falls well short of the aspirations of the communities. In some settlements, each classroom often has over 200 learners. Under the leadership of the Ministry of Education, this plan can help to shape a response to these needs.

The **policy context** is presented. This plan is designed to implement the strategies and principles which guide Uganda's refugee response and education system.

A **theory of change** has been developed to guide this response. The overall ambition of this plan is to improve learning outcomes for the refugees and their hosting communities. This will be achieved under three groups of activities: Improved Equitable Access to Inclusive Relevant Learning Opportunities, Improved Delivery of Quality Education Services and Training, and Strengthened Systems for Effective Delivery. A Key assumption is that sufficient funding becomes available to provide quality education, which can improve learning.

The detailed **plan** is presented to deliver the improvements envisaged in the theory of change. Activities have been carefully prioritised to ensure that this plan is ambitious yet realistic, so that the plan can guide implementation. Targets have been set to show improvements in education which can be achieved.

The plan will **managed** by the Ministry of Education, involving a wide range of stakeholders in decision making. The Plan should harness the work of all actors from policy makers to those implementing programmes.

Financing for the plan will be provided through a range of channels. Over time, donor financing should become increasingly aligned behind the plan.

High quality **monitoring and evaluation** will be embedded into this plan, to guide implementation and allow for an on-going process of prioritisation of activities.

This refugee crisis will be protracted. **Sustainability** is built into this plan, particularly through strengthening government capacity, at national and local level, to lead and manage the response.

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Cover Page: UNICEF (2017) Children learning how to count in English in Bidi Bidi Refugee Settlement in Yumbe district in Uganda 1 March, 2017.

ACRONYMS

AEP	Accelerated Education Programmes
BTC	Belgian Technical Cooperation
BTVET	Business, technical and Vocational Education and Training
CCTs	Coordinating Centre Tutors
CRRF	Comprehensive Refugee Response Framework
ECD	Early Childhood Development
ECW	Education Cannot Wait
EMIS	Education Management Information System
EiEWG	Education in Emergencies Working Group
GER	Gross Enrolment Rate
GPS	Global Positioning System
HIV/AIDS	Human immunodeficiency virus / acquired immunodeficiency syndrome
ICT	Information and communication technologies
IGAD	Intergovernmental Authority on Development
INGO	International Non-Governmental Organisation
INEE	International Network for Education in Emergencies
M&E	Monitoring and Evaluation
MHM	Menstrual Hygiene Management
MLA	Measuring Learning and Achievement
MoES	Ministry of Education and Sports
NDP II	Uganda's Second National Development Plan
NFE	Non-formal education
NGO	Non-Governmental Organisation
OPM	Office of the Prime Minister
PLE	Primary Leaving Examination
PTR	Pupil Teacher Ratio
ReHoPE	Refugee and Host Population Empowerment
RIMS	Refugee Information Management System
SDGs	Sustainable Development Goals
SGBV	Sexual and Gender Based Violence
UBOS	Uganda Bureau of Statistics
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VTI	Vocational Training Institutes
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WHS	World Humanitarian Summit

1. INTRODUCTION

The purpose of the Education Response Plan for Refugees and Host Communities (“Education Response Plan”) is to set out a realistic and implementable plan to ensure improved learning outcomes for increasing numbers of refugee and host-community children and adolescents across Uganda. The timeframe for this plan starts in January 2018 and runs to June 2021. The period January 2018 to June 2018 is considered year zero with the first full year of the plan starting in line with the Uganda’s budget year in July 2018. The plan is designed to be a three-year rolling plan; with each year that passes, the achievements, lessons learned and challenges are reviewed and an additional year added to the planning cycle. Year zero (January to June 2018) comprises both direct implementation of the priorities and activities set out in this plan as well preparatory work, analysis and studies to inform ongoing implementation in year 1 (July 2018 – June 2019).

At a cost of USD 395 million and in line with potential levels of funding over 3.5 years, the Education Response Plan will reach just over 675,000 refugee and host community learners per year.

In line with the Government of Uganda’s policy towards refugees, the Comprehensive Refugee Response Framework and the Sustainable Development Goals, a core principle of the Education Response Plan is to ensure that all refugee children and adolescents as well as children within host communities have access to good quality education at all levels, irrespective of the country of origin of refugees and their location within Uganda. It is important to note, however, that the Education Response Plan is designed to be realistic and implementable based on existing and potential resource flows. With this in mind, a process of careful staging and prioritisation has been essential.

The Education Response Plan is designed within the context of the **Education Sector Strategic Plan (2017-2020)**. Under Objective One of the Education Sector Strategic Plan (ESSP), the sector sets out the need to develop and implement response programs for the provision of quality education to refugees and the host communities. This creates a clear entry point for all refugee interventions in the education sector in Uganda.

The **Comprehensive Refugee Response Framework (CRRF)** for Uganda was launched at a high-level meeting in Kampala in March 2017. The purpose of the CRRF is to harness a whole-of-society approach in responding and finding solutions to refugee crises in Uganda, building on existing initiatives and policies.

The CRRF is part of an enabling policy environment including the Refugee Act 2006 and the Refugee Regulations 2010, which state that refugees have access to the same public services as nationals, including education services. Further, Uganda’s Second National Development Plan (NDP II) aims to assist refugees and host communities by promoting socioeconomic development in refugee-hosting areas. This is supported by the United Nations through the Refugee and Host Population Empowerment (ReHoPE) initiative developed in collaboration with the World Bank and the Settlement Transformation Agenda (STA) that requires the Office of the Prime Minister (OPM) to develop and implement a Refugee Settlement Transformative Agenda and provides an entry for the decentralized districts to make provisions for the refugees.

BOX 1: EDUCATION FOR EMPOWERMENT, INDEPENDENCE & SELF RELIANCE



Barbara* and her 12 year old daughter, Sofia*, have been at Rhino Camp refugee settlement since November 2016. They fled fighting in South Sudan. Sofia is back in school as part of Save the Children’s accelerated learning programme at Ariwa school.

Armed militia conducted a campaign of terror Barbara’s village. Some of her neighbours were killed, others were abducted. It took her five days to reach the border. During the journey her husband was killed in front of her – and the attackers were going to kill her baby. “I told them, if you want to kill my baby, it is better for you to kill us together. They got my baby and hung the baby facing down and they were holding a knife. I started calling Jesus name, be with me,” explains Barbara. Her baby was spared.

Barbara is a great believer in education. “The importance of education is that, if you are learned, the little information you got will empower the child to be independent, to be self-reliant, to be able to handle issues and to be able to sit well with others,” she says.

But while Barbara wants to keep her daughter in school, she does not have the money to pay for fees. The result is that Sofia regularly misses classes.

Sofia explains that she wants to become a nurse or a doctor, “I love school because I wanted to continue reading so that when I grow up I can support my mother”.

Her school is under stress. It is severely overcrowded, with over 85 students in some classes. In total, over 1,450 children attend the school, nearly two thirds of whom are recently arrived refugees.

(*names have been changed to protect identities.)

Save the Children UK (2017) “Restoring Hope, Building Futures” p.10

2. SITUATION ANALYSIS

This analysis starts with an overview of the situation faced by refugees and host communities in Uganda. Further analysis is then presented by sub-sector and theme.

Overview

Uganda has a long history of welcoming refugees and asylum seekers. Currently, Uganda hosts approximately 1.4 million refugees making it Africa's largest refugee hosting country and one of the five largest refugee hosting countries in the world. Most recently, throughout 2016 and 2017, Uganda was impacted by three parallel emergencies from South Sudan, the Democratic Republic of the Congo (DRC), and Burundi. As of December 2017, there are 1,395,146 refugee and asylum seekers in Uganda, which translates to 36 refugees per 1,000 inhabitants. Among the total refugees, 1,037,898 are from South Sudan.

More than 50% of the refugee population in Uganda is located in refugee settlements in the West Nile region. In the 5 districts in the West Nile there are almost a million refugees making up 32% of the population, while in the Districts of Adjumani and Moyo refugees now make up well over half of the total population. More than 400,000 refugees live in the central and southern districts of Hoima, Kyegegwa, Kamwenge, Isingiro, and in Kampala.

The unprecedented mass influx of refugees into Uganda in 2016 and 2017 has put enormous pressure on the country's basic service provision, in particular health and education services. Refugees share all social services with the local host communities. The refugee hosting districts are among the least developed districts in the country, and thus the additional refugee population is putting a high strain on already limited resources.

In line with the Comprehensive Refugee Response Framework (CRRF), embraced by the Government of Uganda in 2017, there is need for coordinated education service delivery. This entails a paradigm shift from a mainly humanitarian focus to developing integrated services for the long term.

Education situation

In Uganda, there are 34 refugee-hosting sub-counties in 12 districts, namely, Yumbe, Moyo, Arua, Adjumani, Koboko, Lamwo, Kiryandongo, Kyangwali, Kamwenge, Kyegegwa, Isingiro and Kampala (list of 34 sub-counties are in Section 4). The table below shows all refugee children and youth within the specified age range according to Refugee Information Management System (RIMS), including refugees from South Sudan, DRC, Burundi and other countries. The population data for host communities covering 3-24 year olds in the 34 refugee hosting sub-counties is from the UBOS 2014 Census.

Table 1: School Aged Population¹ in the target areas (as of November 2017)

Education level	Refugee	Host Community*	Total
Pre- Primary Level (3-5 y)	164,795	119,572	284,367
Primary Level (6-12 y)*	370,303	245,766	616,069
Secondary Level (13-17 y)*	147,020	163,192	310,212
Post-Secondary Level (18-24 y)	116,079	105,376	221,455
TOTAL	798,197	633,906	1,432,103

¹ The age bracket presented in the chart is based on the UNHCR data on school aged population for the refugees. *The school going age bracket for the Host Community is 3-5 years for pre-primary, 6-13 years for primary level, 14-18 years for secondary level and 18-24 for post-secondary level based on the Uganda National Household Survey 2016-17 p.33.

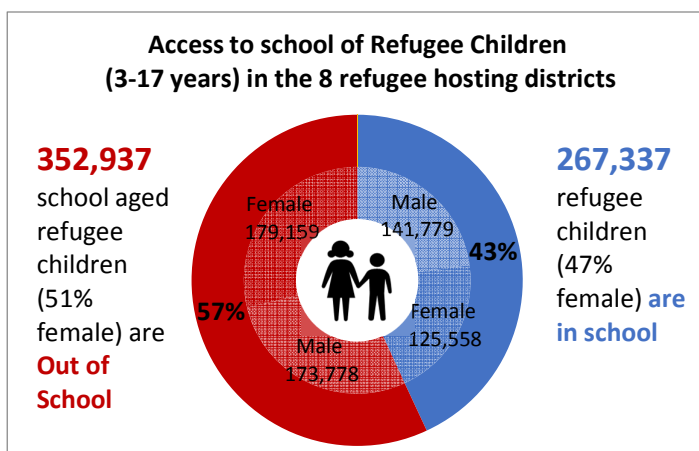
For the refugee enrolment data, data are only available for the 8 refugee hosting districts, namely Adjumani, Arua, Isingiro, Kamwenge, Kiryandongo, Kyegegwa, Moyo and Yumbe². As Table 2 describes, there are currently more than 616,000 school age children among the refugee population in the 8 refugee hosting districts. Of these children, only 43% (around 267,000) enrol in any kind of education services. Gross enrolment rate (GER) stand at 39% for ECD, 58% for primary, and 11% for secondary. Among these, females represent approximately half of all the children enrolled in ECD programmes and primary schools. However and only a third of the children enrolled in secondary schools are female.

In the host community in the 34 refugee hosting sub-counties in the 12 districts, there are more than 520,000 school age children, among which 66% (around 349,000) are enrolled in school (EMIS, 2016). Although the GER in primary school is relatively high, the access to ECD is particularly showing a challenging situation, together with access to secondary schools.

Table 2: Gross enrolment of Refugee and Host Community by level (September 2017)

Group	Education Level	Population	Gross enrolment	Gross Enrollment Rate (GER)	% female of gross enrolment
Refugee (in 8 districts)	ECD (3-5 year old)	150,482	57,927	38.5%	51%
	Primary School (6-12 year old)	334,259	194,532	58.2%	47%
	Secondary School (13-17 year old)	131,782	14,878	11.3%	33%
	Total	616,523	267,337	43.4%	
Host Community (34 sub-counties in 12 districts)	ECD (3-5 year old)	119,572	22,862	19.1%	50%
	Primary School (6-13 year old)	245,766	296,767	120.8%	49%
	Secondary School (14-18 year old)	163,192	29,232	17.9%	42%
	Total	528,530	348,861	66.0%	

Among the school aged refugee population in the 8 refugee hosting districts, nearly 353,000 children aged 3-17 (which accounts for 57% of the total school aged children) are out of school. When comparing it among the settlements (refer to Chart 1 in Annex A), Bidibidi, Adjumani, Imvepi and Rhino settlements which are located in the West Nile region catering mainly to the South Sudanese Refugees, have the largest numbers of children out of school.



Data also shows that 37% of enrolled ECD learners, 19% of enrolled primary learners and 25% of enrolled secondary learners among the refugee population in the 8 districts are overaged³ (refer to Table 16 in Annex A). This is due to children who have missed school due to conflict, displacement and other major disruptions. In the case of ECD, some of the learners may actually be younger than the prescribed age, due to parents taking the children to ECD centres for care in the daytime.

² The refugee enrolment data for Kampala, Hoima, Koboko and Lamwo are not available mainly due to the fact that the said settlements are relatively new.

³ older than the prescribed age for each grade

The increasing numbers of refugees have put pressure on ECD centres, primary and secondary schools, many of which already faced challenges of poor infrastructure and insufficient teachers. For example in Yumbe district, the school- aged population has more than doubled since early 2016. In four government primary schools neighbouring refugee settlements, refugee children now outnumber children from host communities⁴. Schools have welcomed and integrated the refugee children. However, the district education departments do not have sufficient capacity to provide additional facilities and resources for the current numbers of learners.

Table 3: Teacher/ Classroom gap analysis of Refugees in the 8 refugee hosting districts (November 2017)

Education Level	Current Pupil Teacher Ratio (PTR)	Teacher gap for currently enrolled*	Teacher gap for all children of age level*	Current Pupil Classroom Ratio (PCR)	Classroom gap for currently enrolled*	Classroom gap for all children of age level*
ECD (3-5 y/o)	55	1,598	4,116	159	2,517	5,549
Primary School (6-13 y/o)	85	1,757	3,440	154	3,028	4,711
Secondary School (14-17 y/o)	50	0	2,071	143	244	2,342
Total		3,355	9,627		5,788	12,603

*Teacher/ Classroom gap when applying the government standards of PTR/PCR 25:1 for ECD and 53:1 for Primary and Secondary School

Sub-sector – context and issues to address

Pre-School Level

ECD is recognised at the first level of education by the Ugandan Education Act 2008. ECD is provided by private entities and parents/ guardians are expected to contribute to the child's participation. This level of education is not compulsory. ECD is expected to be delivered in the child's mother tongue.

As detailed in the National Integrated ECD Policy of Uganda (March 2016), ECD is the foundational stage in human development when an individual's development is most rapid and profound. These early years are a critical period of adaptability and responsiveness to interventions. High quality ECD programs can enhance the child's language, emotional, intellectual and social skills which are essential for transitioning to formal schooling. Children with these skills and experiences are more likely to enrol on time, stay in school and perform well. By contrast, when young children are deprived of nutrition, stimulation, and protection, there can be a damaging long-term impact. These adversities influence lifelong trajectories of physical and mental well-being, learning and school success that compromise core capabilities of individuals including economic and social participation as adults in society.

Provision of early childhood development (ECD) programmes in the target areas offers an opportunity to address trauma young children may be suffering and to offer young children a protective environment within a strange setting. This sense of normalcy and opportunity to play, socialise and learn is crucial to the overall development of the child. A safe, stimulating and nurturing environment can foster transformative gains for young refugees and children from host communities and their families. They are best supported through community based integrated early childhood services that ensure their safety, survival, well-being and the right to learning opportunities.

⁴ Yumbe District Education Office Monthly Monitoring Report September 2017

Access to ECD remains limited in both refugee settlements and host communities. Overall, more children from refugee community are accessing ECD services than children in host communities: 39% refugee versus 19% host community GER for ECD. Among the 39% of refugee children accessing ECD, 51% are female and 37% of those enrolled are outside of the expected age range. The higher level of enrolment within the refugee community, is a reflection of the importance given to the group from a protection perspective. It is noteworthy that ECD centres also suffer from the challenge of enrolment of older children. This not only crowds the ECD classrooms but also prohibits the older children from age-appropriate learning. For overage children, this is sometimes due to ECD being free within the settlements and often more readily accessible than primary level education.

For those children accessing ECD, quality is constrained by large class sizes, shortage of caregivers, and a large number of untrained caregivers. Under pressure of high demand and low supply existing ECD centres are overcrowded and fail to meet basic standards of a safe and stimulating learning environment. For example, in Palorinya settlement 7,937 children are enrolled in ECD centres, but only 42 caregivers are in place, giving a ratio of 1 caregiver to 189 children. Up to 62% of the caregivers in refugee settlements in West Nile region have not received the recommended training by Ministry of Education and Sports. An estimated 70% of ECD centres use temporary structures.

Other gaps in ECD service delivery includes lack of appropriate play and learning materials, limited access to safe water additional and sanitation and support for training of community members who volunteer to be part of Centre Management Committees. An estimated 2,517 ECD classrooms and 1,598 ECD caregivers are required to meet the government pupil classroom ratio standards (25:1) for the children currently enrolled in ECD centres. If all refugee children aged 3-5 years in the target areas are to access quality ECD, then 5,549 new classrooms and 4,116 new caregivers would be needed in addition to the current existing resources (as highlighted in Chart 3).

Part of the reason for low ECD enrolment within host communities is because ECD service provision in Uganda is mainly through the private sector and not affordable for the local community. In settlements most ECD programmes are through NGOs and free of charge. Whilst adult refugees are involved in ECD programmes helping with the mother tongue delivery, more work can be done to produce appropriate materials. This raises issues regarding the sustainability of centres which are reliant on ongoing donor financial support. The ECD policy encourages private public partnerships, cost sharing, community ownership and the government's commitment and engagement to ensure equitable and sustainable provision. This needs to be further explored.

Primary School Level

The Ugandan Education Act 2008 states that 'primary education shall be universal and compulsory for pupils aged 6 (six) years and above which shall last seven years'. This includes refugee children. In addition, there is an automatic promotion through the school years, and access to examinations should be free. Whilst schools may ask parents for voluntary donations to cover urgent issues, no child may be refused entry to the school due to lack of contribution from parents or guardians.

Across schools in Uganda, learning outcomes primary schools are a major challenge, in 2015 only around half of the children at P6 reached the expected levels in literacy and numeracy assessments⁵. Dropout rates remain high at upper primary resulting in low transition to secondary school, especially for girls. There is also a fairly low survival rate⁶ of 32.0% for primary and a low P7 completion rate⁷ of

⁵ Education and Sports Sector Strategic Plan 2017-2020

⁶ Survival Rate: P1 (grade1) learners reaching P7 (7th Grade)

⁷ P7 Completion Rate: The ratio of P7 learners who passes the Primary Leaving Examinations (PLE) against the P7 learners who sat in the exam. The PLE is a requirement to enter Secondary Schools.

61.5% (EMIS, 2016). Further, there is limited participation of children with disabilities and other vulnerable children in schools. In all of these respects the districts hosting refugees generally perform worse than the average. Whilst education provides a safe space for refugee children in the daytime, it is through effective learning that the cycles of poverty and conflict can be challenged and broken.

Primary schools within the host community are already oversubscribed with 120.8% gross enrolment, indicating a large number of overage children within the schools. This coupled with half of all primary aged refugee children being enrolled in primary schools has resulted in congestion and poor conditions in the classrooms. This makes learning difficult for all, and particularly difficult for learners with disabilities, who may need additional support.

The average current pupil: teacher ratio in primary schools for the 8 refugee hosting districts is 85:1. In Bidibidi settlement in Yumbe, and Imvepi settlement in Arua, the pupil teacher ratio raises to 94:1 and 133:1 respectively. This compares to a national average of 43:1⁸. The current high pupil: teacher ratio affects classroom management and has a significant impact on the quality of the teaching and learning process. An additional 6,987 teachers are required to cater for all children of primary school age refugee children in the country. To adequately serve just the currently enrolled learners in settlements in the 8 refugee hosting districts, an estimated additional of 1,757 teachers are required to bring the pupil teacher ratio to the government standards of 53 pupils to 1 teacher in the refugee hosting schools.

Increasing the number of qualified teachers in primary schools remains a priority intervention in order to improve the quality of education. However there are a number of bottlenecks to employ new teachers. To teach in schools in Uganda, a person must be registered to teach and licenced as set out in the Education Act. Currently many refugee teachers serve as classroom assistants since their qualifications are not recognized by Ministry of Education and Sports. This urgently needs to be addressed. An accelerated approach to re-train, register and licence refugee teachers would significantly improve the number of teachers in schools in the refugee settlements. Consequently, better learning outcomes may result from the reduced pupil to teacher ratio. More refugee teachers will also support children in lower grades to learn in their local language, as per Ugandan policy, although there is a real challenge with managing language of instruction issues within host community and settlement areas. This needs more careful analysis.

Whilst there are Ugandans who are licenced to teach and available to be employed as teachers, there exists a teacher ceiling in government primary schools, which determines the numbers of teachers that can be on payroll within a district. This ceiling was last raised some years ago, based on the then Ugandan population in the districts. With population growth and the influx of refugees the ceiling requires revision to allow more teachers onto the government payroll.

Even for qualified teachers working in primary schools in the targeted areas, skills in managing large classes, understanding the different needs of children who may be suffering trauma, teaching children whose mother tongue is different to their own, being able to support new arrivals and bring individual children up to the expected level of the class, and understanding the needs of children from different backgrounds are often limited. A training package for all teachers in schools hosting refugees is required to address these limitations. In addition teachers, and other school staff, must be educated about appropriate medical and protection referral pathways available for learners.

Whilst the South Sudanese primary curriculum is in English and has some similarities to the Uganda primary curriculum, for the refugees from Burundi, the Republic of Congo and other Francophone countries, adjusting to a new curriculum in a foreign language is challenging. In addition early grade

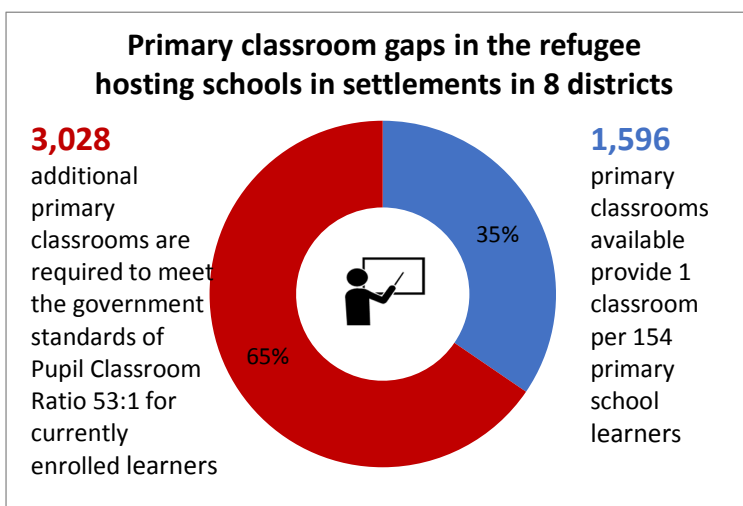
⁸ Education and Sports Sector Strategic Plan 2017-2020

teaching in the Ugandan Education System should be in mother tongue. More Community involvement in schools, language skills for teachers and learners and bridging courses for the refugees could address these gaps.

Corporal punishment is illegal in Uganda, reports during refugee consultations in the settlements indicate it is still practiced in primary schools, and feelings of discrimination in the classroom are reported by some refugees. Better training on positive classroom management techniques and increased monitoring, supervision and support to schools is required to address this.

New primary schools opened to address the large influx of refugees do not benefit from Government capitation grants or school facilitation grants. For existing primary schools, the school capitation grants are calculated taking into account only Ugandan children. Therefore government schools hosting refugees have to stretch these grants further. This means that primary schools which are opened in the settlements as community or private/ NGO schools are often fully dependent on donor funds for running costs including teacher salaries. For sustainability the Ugandan Government will need to develop a long term plan to transition primary schools to Government ownership and/ or oversight. Options could include exploring new approaches to partnerships between Government of Uganda non-state providers of education.

Classroom shortages is a key limitation in providing primary education, especially in the refugee settlements. Despite concerted efforts by partner agencies to provide semi-permanent and permanent classrooms, most of the classrooms are still operating in temporary structures (sometimes under trees) which can be dangerous, especially during rainstorms. Continuous maintenance of these temporary structures is costly. While on average, the pupil:

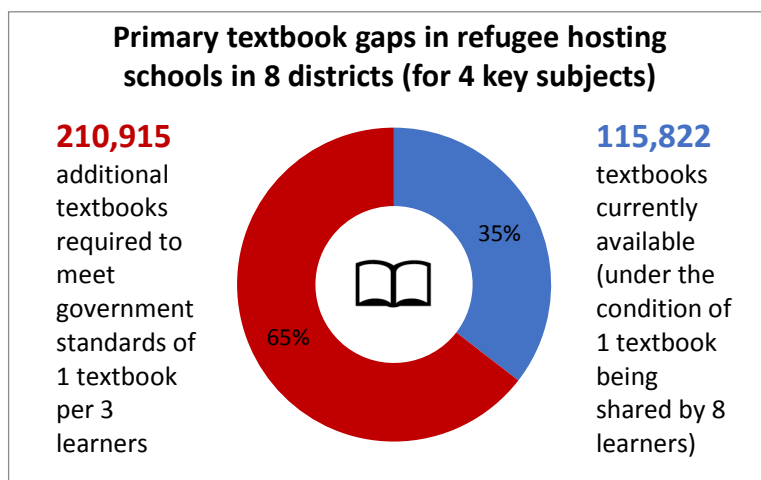


classroom ratio for primary schools in refugee settlements is 154:1, in Palorinya settlement it is 253:1 and 188:1 in Imvepi settlement⁹. An estimated 3,028 classrooms¹⁰ are needed to bring the current enrolled learners to a pupil classroom ratio of 53:1 as per national standards (in single shifting). This classroom gap grows to 5,391 additional classrooms for all primary aged children to be enrolled¹¹. Whilst much progress has been made on trying to increase the cost effectiveness of classroom and school construction, more needs to be done in order to drive down costs while maintaining quality, including benefitting from economies of scale and ensuring that decisions on whether to construct permanent or semi-permanent structures are based on careful analysis of refugee and host community populations.

⁹ UNHCR gaps analysis, September 2017

¹⁰ Note that classroom data does not differentiate between temporary, semi-permanent and permanent classroom. There is a possibility that more classroom will be needed as temporary structure gets easily destroyed

¹¹ These figures are based on single shift schooling as currently practiced in Uganda



Other constraints include, inadequate supply of school materials including desks, text books and scholastic materials, lack of teacher accommodation, inadequate number of trained head teachers, and insufficient WASH provision including fully accessible gender segregated toilets. The current pupil textbook ratio in the refugee hosting schools stands at 1 textbook to 8 pupils, against the

government standard of 1 to 3. These constraints contribute to poor learning outcomes. Also, during the consultations for this plan the lack of any education opportunity beyond primary school was cited as a reason for early drop out from primary education.

Secondary School Level

Secondary Level education in Uganda is not compulsory. The Ugandan Government introduced Universal Secondary Education in 2007. Under the secondary scheme, learners who get specific grades in each of the four primary school leaving exams can study free in public schools and participate in private schools. The Government provides a grant for each child to the participating secondary schools, however the grants are not available to schools for refugee children. There is expected to be one participating secondary school in every sub-county, however there are still sub-counties without secondary schools, and this includes sub-counties where the refugees are hosted. The construction of secondary schools for access to Universal Secondary Education in these sub-counties is a priority action within the Education and Sports Sector Strategic Plan 2017-2020.

As evidenced in the Uganda Demographic and Health Survey 2016 and the Ugandan National Household study 2016/17, successful completion of secondary education is critical in improving women’s life chances, increasing employment opportunities, preventing child marriage, reducing HIV infection, delaying early motherhood, decreasing likelihood of being a victim of sexual and gender based violence (SGBV), and in time leading to women having healthier children and families.

Secondary school provision is limited for refugees and host communities in the refugee hosting districts. Access to secondary education among refugee population in the 8 refugee hosting districts remains as low as 11% with only 33% of these being girls. Only 18% of the host community secondary school aged children in the 8 refugee hosting districts are enrolled in secondary schools, which is lower than the national average (27.1%).

One of the bottlenecks for refugees to access secondary schools is the lack of documentation to prove completion of primary education in their home countries. Even when certificates are available, the equivalency of the certificates can be unclear and some secondary schools require refugees to complete the Ugandan primary leavers’ exam to qualify for enrolment. In some areas (but not all) refugees are treated like other foreign learners and charged fees to take the primary leavers’ exam.

Other constraints to secondary education include, long distances between home and existing secondary schools, poor facilities including a lack of science laboratories and equipment, lack of

libraries with relevant books, lack of up to date technology and power, and a lack of teachers accommodation. Other bottlenecks are similar to those at the primary level; corporal punishment, lack of a protective supportive environment, language issues (particularly for learners from the francophone countries), teachers not equipped to deal with the issues associated with teaching refugees and host community children together, protecting children from harm, building resilience, and providing psychosocial support and referrals.

For the current secondary school enrolment in the settlements and host community, an estimated 244 additional classrooms are required to meet the government standards of one classroom for every 53 learners. Whilst this analysis shows the number of teachers is enough to meet the number of children who are currently enrolled in secondary schools, this does not take into account the specialist subject teachers often required, and so there is a need for a full analysis of workforce capacity needs. If all secondary aged children in the area were to attend, the classroom gap and teacher gap grow to 2,342 and 2,071 respectively, to meet the government standards (53:1). Of course not all secondary level learners have the prerequisite primary school leavers' certificate so this level of provision is not necessary in mainstream secondary schools.

Out of School Adolescents and Youth

There remains a large population of children, adolescents and youth in both the refugee settlements and host communities who have limited learning opportunities, either because they have missed the opportunity for schooling due to protracted crisis and are too old to join the formal schools, or they do not have the necessary examination certificates. This lack of opportunity for the adolescents and youth could easily lead to negative coping mechanisms and social instability. Education interventions are particularly important to build social cohesion between the refugees and host communities, and between different refugee groups. The profile and needs of these adolescents and youth varies and different interventions should be taken into consideration to meet the needs of the learners.

Life skills teaching can complement education or training. Out of school adolescents and youth are more vulnerable to protection and health risks, including early marriage, teenage pregnancy, unsafe sexual relationships and violence as well as HIV/AIDS. Schools and places of informal learning can provide life skills training in a safe and protective environment, appropriately equipped with WASH infrastructure.

Accelerated education programmes present opportunities for children who are unable to enrol in the formal primary school system. Scaling up accelerated education programmes will help increase overall school enrolment and reduce the number of over aged children currently enrolled in primary schools, currently estimated at 19% (approximately 38,000 learners in the 8 refugee hosting districts). Several different accelerated education programmes exist in Uganda. These vary in the curriculum used and the time to complete the course. Plans are underway to harmonise the accelerated education programmes across the settlements, based on a review of learners' needs, and to revise the curriculum to ensure it is relevant and up to date. This work can help to shape the interventions implemented under this plan. Other smaller non-formal education programmes are provided on a project basis in the settlements. For example, adolescents who have dropped out of secondary school can benefit from computer-based self-paced learning helping them to transition into the Ugandan secondary school system. Computer based learning will also serve as a platform to reinforce knowledge. For example, there is an ongoing pilot using ICT to help girls improve their maths and science skills.

Vocational Skills training can benefit adolescents and youth who may not be able, or do not choose, to join the formal education system. With the aim to improve the quality, relevance and efficiency of the skills provision system in Uganda, the MoES adopted a Strategic Plan for BT/VET in 2012, 'Skilling

Uganda' (2012-2021). The Strategy highlights the importance of skills development for both economic and social progress. The main purpose is to create employable skills and competencies relevant to the labour market. "Skilling Uganda" foresees an open system for skills training for all Ugandans, thus including ensuring equitable access to skills training for youth in refugee and host communities. This strategic plan uses some of the principles such as providing adapted non-formal training, flexible learning arrangements, and redesigning relevant and qualitative non-formal assessment and training packages (ATP's).

Through formal and non-formal vocational training, learners can develop literacy, numeracy, financial literacy and entrepreneurial skills. Many youth have limited access to the local labour market. This training provides important opportunities to acquire productive skills that can enable them to engage in a meaningful occupation and earn a living. Both refugees and host communities have however very limited access to formal Business, Technical and Vocational Education and Training (BTVET), due to high entry requirements (learners can only access formal BTVET at craft levels after completing senior four), unattainable tuition fees, lack of adaptation to the refugee context, and limited provision.

Cross Cutting Issues

School Feeding

During consultations with district stakeholders in the refugee response in West Nile region and South-Western region, participants shared experience of children not being able to concentrate in the classroom due to hunger and some children not regularly attending school and even dropping out due to lack of food during the school day. The policy of the Government is that feeding a child in school is a parental responsibility. In the refugee-hosting areas, some parents within both the refugee and host communities struggle to live up to this responsibility due to their own precarious situation. Accordingly, a number of organisations in the target areas already provide school feeding, including the mobilisation of communities to provide or produce food for sustainable provision of meals to all children in the school. While the provision of school meals by Government partners can help improving access to education in the short term, any school feeding model being developed must build on government ownership, and encompass clear strategies for long-term sustainability to ensure there are no negative consequences when external funding ends. In addition, any school feeding model should gather and document reliable evidence on its benefits.

School meals are the most common safety net globally. School feeding can alleviate the burden on parents and mitigate the likelihood of taking or keeping children out of school¹². Providing school meals generates a high return on investment¹³ by increasing enrolment, attendance¹⁴ and completion rates and improving education outcomes. This is especially evidenced in the increase in enrolment and attendance rates amongst girls¹⁵, who typically face more barriers to access education. Providing school meals has also been shown to improve the nutrition status of children, decrease morbidity, increase learning capacities and boost cognitive development.¹⁶

¹² AFRIDI (2009). The Impact of School Meals on School Participation: Evidence from Rural India, *Journal of Development Studies* 47(11): 1636-56

¹³ Every US\$1 invested in school meals programmes brings a US\$3-10 economic return from improved health, education and productivity (*The School Feeding Investment Case*, WFP 2013)

¹⁴ KRISTJANSSON ET AL (2016). Costs and cost-outcome of school feeding programmes and feeding programmes for young children. Evidence and recommendations. *International Journal of Educational Development* 48:79-83

¹⁵ GELLI (2015). School feeding and girls' enrolment: the effects of alternative implementation modalities in low-income settings in sub-Saharan Africa, *Frontiers in Public Health* 3(76)

¹⁶ 3IE (2016). The impact of education programmes on learning and school participation in low- and middle-income countries. *Systematic Review Summary* 7

Where a school feeding programme manages to procure food from local groups of smallholder farmers, these can gain better access to a stable, institutional market. Such home-grown school meals programmes can also generate additional economic benefits for the local economy and improve food security within the community.

District Education Offices

Under the decentralized governance system, the district local governments (District Education Departments) are responsible for monitoring and inspection of schools under their jurisdiction to ensure compliance to policy guidelines, provide supportive supervision and coordinate activities of partners. The opening of more schools in the refugee settlement by partners has increased the areas of operations and most of the district education departments in the refugee hosting districts are overstretched. For example, Yumbe district has only 3 inspectors and 4 Coordinating Centre Tutors (CCTs) to monitor and supervise 167 primary schools and ECD centres with a total number of 1,821 teachers and caregivers. In addition, the refugee situation has added an additional 72 primary schools and ECD centres in the refugee settlement with more than 840 teachers. Education department staff have multiple new demands on their time, with minimal financial and technical support, which risks rendering the system overburdened and ineffective.

Gender

Gender issues cut across all levels of education. Girls are more likely to drop out of school earlier in both the refugee and host communities. This is partly due to costs of education, the typical practice of prioritising boys access to education over girls, boys being taken out of school to perform income generating activities, plus pressures for early marriage, teenage pregnancy, the distance to schools and the prevalence and fear of SGBV in or on the way to schools meaning that parents/ guardians chose not sending girls to school as a protective measure, and cultural norms. One fifth of females over the age of 15 in Uganda have experienced some form of SGBV¹⁷. In addition a number of refugees in Uganda are survivors of SGB and other forms of violence, experienced in their home countries, whilst travelling to Uganda and in Uganda itself. Keeping girls and boys in education in a safe protective learning environment, with the appropriate psychosocial support is seen as a measure to help children heal and equip them for better opportunity in life. In addition a gender imbalance exists across the education system. Many teachers and head teachers are male, school management committees are mainly male, and most supervisors / inspectors of school are male.

Menstrual hygiene management is an issue for girls, particularly in the settlements, distribution and disposal of sanitary materials in schools remains a problem, and the high cost of suitable products mean that some girls are missing school every month, which can impact on learning. Many of the schools do not have an adequate number of adolescent friendly WASH facilities.

Learners with disabilities

12% of the Ugandan population are estimated to have a disability. This is higher in urban areas than rural ones, and higher for women as compared to men¹⁸. Within the settlements, the exact percentage of refugee learners with disabilities is not yet known. In the recent Uganda Household survey having a disability was listed as one of the main reasons children did not attend school. With large overcrowding in classrooms and a lack of specialised teaching staff it is very difficult for teachers to cater for the individual needs of all learners. There is a lack of materials available to make learning accessible to all. Many of the temporary shelters and some semi-permanent schools are not fully accessible, and more accessible latrines need to be provided. In addition, better links can be made between schools and the various support groups for people with disabilities.

¹⁷ Uganda Demographic and Health Survey 2016

¹⁸ Uganda Census, UBOS 2014

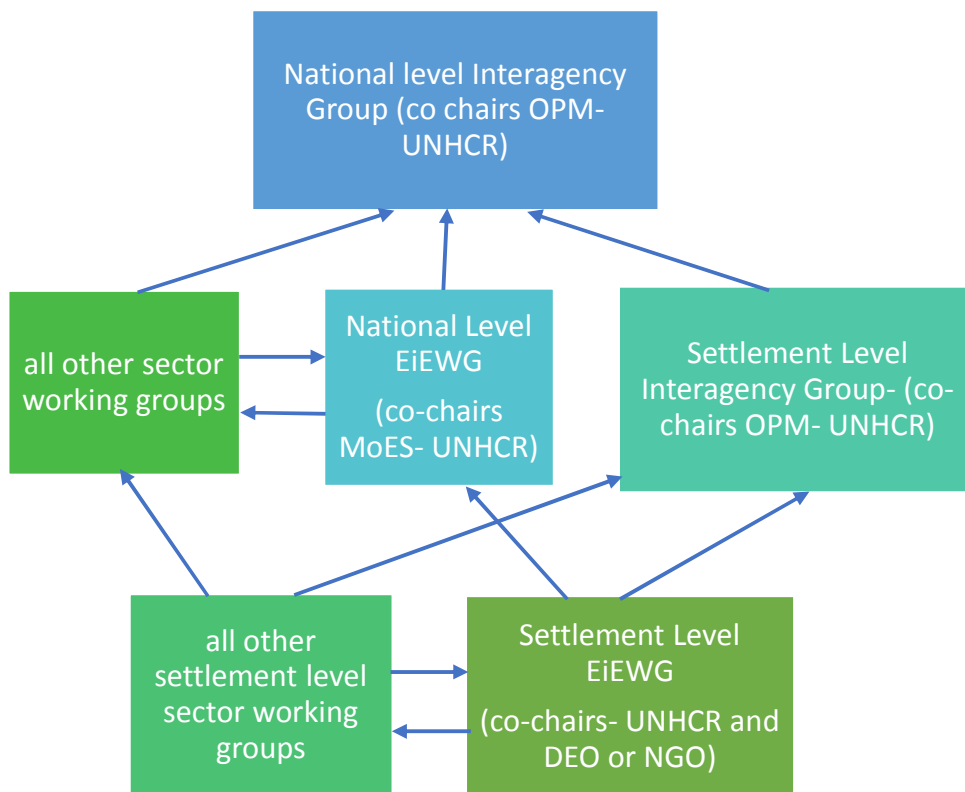
Coordination

Whilst current efforts are being made under the interagency group to eliminate gaps in 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 coordination of education implementing partners in development programmes in their areas. To help bridge the humanitarian and development work the district education offices are expected to co-lead the settlement level education in emergencies working groups (EiEWG), which feeds into the settlement level interagency groups co-led by OPM and UNHCR. In practice, due to pressures of workload in the district offices, and often 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 from humanitarian to development spheres.

The 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 Interagency group co-led by OPM and UNHCR. However currently some settlement EiEWG are more operational than others. Dedicated staff time to coordinate, and clear understanding of roles and responsibilities, are required. There is also limited coordination between local and national levels; an issue this plan will help to address.

Co-ordination is also needed amongst development partners and donors. The Education Development Partners (EDPs) in Uganda have designated the EDP Basic Education Working Group as the main forum for strategic coordination as part of the Education Refugee Response. The Basic Education Working group is currently chaired by USAID and reports into the main EDP group.



Given the current needs, staff and capacity gaps, the task of coordination at district and settlement level is large and requires additional dedicated, qualified staff and resources to fulfil the role successfully at national and district level. Plans on how to successfully bridge the coordination of humanitarian and development programmes without compromising accountabilities and duties on either side need to be strengthened.

Monitoring and Evaluation

Linked with coordination is monitoring and data management. Basic school data for ECD, primary and secondary level schooling within the settlements is captured twice termly by UNHCR for reporting to the Interagency Group and for sharing with donors and partners. GPS mapping of school facilities is ongoing, and for those settlements where this is completed the data is housed with UNHCR and UBOS. Currently, the Education Management Information System (EMIS) only captures data of refugees in registered schools as foreign learners. It is recommended that a separate module for education data for refugees is incorporated into the EMIS. Plans for appropriate integration between refugee and national data over time should be considered. In addition the Ministry's inspectorate information system which is currently in a pilot phase does not yet include schools in the settlements. As this is a cloud hosted system which can generate real time data an opportunity exists to expand the system to include the schools in the settlements. This would allow for quick and regular updates of programmes for monitoring success and bottlenecks in provision of education for the refugees and host communities, both at district and national levels. More in-depth education analysis and evaluations of programmes is done on an individual project basis and not always shared to all partners and through all relevant Government Ministries; this could be improved.

3. RATIONALE AND POLICY CONTEXT

The proposed refugee and host community interventions are premised on a number of international, regional and national commitments and a number of policies, plans and frameworks by the government.

WORLD HUMANITARIAN SUMMIT: A JOINT PROGRAMME

The first World Humanitarian Summit (WHS) convened in 2016 and put forward an Agenda for Humanity. In advancing an Agenda for Humanity, the WHS committed to a new way of working in emergencies and protracted crisis to reduce and end human suffering. It called for cooperation and collaboration instead of competition; and, for coordination to end fragmentation between humanitarian and development funding and programming. The WHS also emphasized the need for a holistic and cross-sectoral approach and encouraged joint programming and multi-year frameworks.

COMPREHENSIVE REFUGEE RESPONSE FRAMEWORK FOR UGANDA

The Comprehensive Refugee Response Framework (CRRF) for Uganda was launched at a high-level meeting in Kampala in March 2017, with a view to harness a whole-of-society approach in responding and finding solutions to refugee crises in Uganda, building on existing initiatives and policies.

The CRRF is part of a rich policy environment including the Refugee Act 2006 and the Refugee Regulations 2010, which states that refugees have access to the same public services as nationals, including education services. Further, Uganda's Second National Development Plan (NDP II) aims to assist refugees and host communities by promoting socioeconomic development in refugee-hosting areas. This is supported by the United Nations through the Refugee and Host Population Empowerment (ReHoPE) initiative developed in collaboration with the World Bank and the Settlement Transformation Agenda (STA) that requires the Office of the Prime Minister to develop and implement a Refugee Settlement Transformative Agenda, and provides an entry for the decentralized districts to make provisions for the refugees.

The main identified aims of the CRRF response in Uganda is to facilitate the link between humanitarian and development actors and activities; to agree on policy priorities; to enhance development in the refugee hosting districts, and improve the integrated service delivery in areas such as education, health, water, sanitation and livelihoods for both refugees and host communities. Education has been identified by refugees as high priority.

The Government of Uganda's policy framework is progressive, with all new arrivals receiving land for residential and farming purposes, and the right to access to health, education and social services established within the national development plan. Refugees also have the right to work and to establish businesses.

Uganda's response is hampered by humanitarian funding patterns (normally 12 months or less, and funding received amounting to less than 40 % of the identified needs). Within the humanitarian response the first priority remains on saving lives and ensuring basic necessities are met including providing safe spaces for children and education.

EDUCATION CANNOT WAIT

Uganda has been selected as a priority country by Education Cannot Wait (ECW) – a global fund for education in emergencies established at the WHS. The core objectives of ECW revolve around the call of the WHS, specifically on the provision of catalytic funding in support of education provision for marginalised children, coordination, cooperation and joint-programming.

DJIBOUTI DECLARATION ON REFUGEE EDUCATION BY MEMBER STATES

As part of the General Assembly commitments, IGAD Heads of State committed to take the lead in addressing several sectoral problems. At the Djibouti Declaration, of refugee education convened in December 2017, the member states committed themselves to establish regional minimum education standards on access and delivery of quality education for pre-primary, primary, secondary, higher education including TVET and education for people with special needs, to benefit refugees, returnees and host communities in order to maximize learning outcomes. They also committed to urge local and international partners to provide sustained and increased support for infrastructure and capacity building for skills development particularly in refugee hosting areas, and to integrate the education of refugees and returnees into national education sector plans by 2020.

EDUCATION SECTOR STRATEGIC PLAN

The Ministry of Education and Sports have developed a new strategic plan which includes the provision of education to children in refugee and host communities. Under objective one, the education and sports sector strategic plan 2017-2020 clearly states “the need to develop and implement response programs for the provision of quality education to refugees and the host communities”. This plan is designed to provide an implementable plan to deliver this strategic intention.

The three objectives of the strategy overall are to:

- Achieve equitable access to relevant and quality education and training
- Ensure delivery of relevant and quality education and training; and
- Enhance efficiency and effectiveness of education and sports service delivery at all levels.

THE EDUCATION RESPONSE PLAN FOR REFUGEES AND HOST COMMUNITIES

The Education Response Plan for Refugees and Host-Communities in Uganda is presented against this background. The Government of Uganda serves as a model example in affording refugees in Uganda asylum and access to the same rights as its citizens, including the right to education. Uganda is one of UNHCR’s pilot countries of the Global Compact for Refugees and the Comprehensive Refugee Response Framework. Echoing the calls of the WHS, the Education Response Plan for Refugees and Host-Communities in Uganda presumes that quality education is central and logical to achieving all the other Sustainable Development Goals (SDGs), strengthen the odds for preventing conflict, maintain peace and security, and advance economic development.

This plan also aims to bridge humanitarian and development programming and to advocate for predictable and sustainable financing for this emergency and protracted crisis. Under the coordination of the Ministry of Education and Sports, OPM and UNHCR, this plan recognizes the comparative advantages of both humanitarian and development actors. It reinforces an interdependent approach over a three year period that addresses both an immediate humanitarian crisis-response, as well as medium-and long-term investments towards recovery and development.

THE PLACE OF THIS PLAN WITHIN THE POLICY CONTEXT

In the humanitarian response, Education remains one of the least funded sectors, Uganda’s commitment through these overarching frameworks requires a costed operational education response plan to guide and coordinate future funding, development and humanitarian efforts to collectively agree upon education priorities for both refugees and host communities. The refugee and host community education response plan will go a long way in strengthening humanitarian response to the refugee crisis. This Plan envisions that all host community and refugee children have equitable access to quality learning in every level of education (pre-primary, primary, and secondary education and non-formal education), but recognizes that a series of concrete steps will need to be taken over a period of time to achieve this vision.

BOX 2: I WANT TO BE A SCIENTIST

Daniel* is a budding scientist and was top of his class in South Sudan. He is sitting at the back of his classroom quietly reading his book. The classroom, a temporary tent-like structure is stiflingly hot and very dark. There is not one text book in sight.

“I want to be a scientist” he explains. On that long journey from South Sudan, most people brought nothing but themselves. Daniel, however, clung to his book and a desire to learn in school.

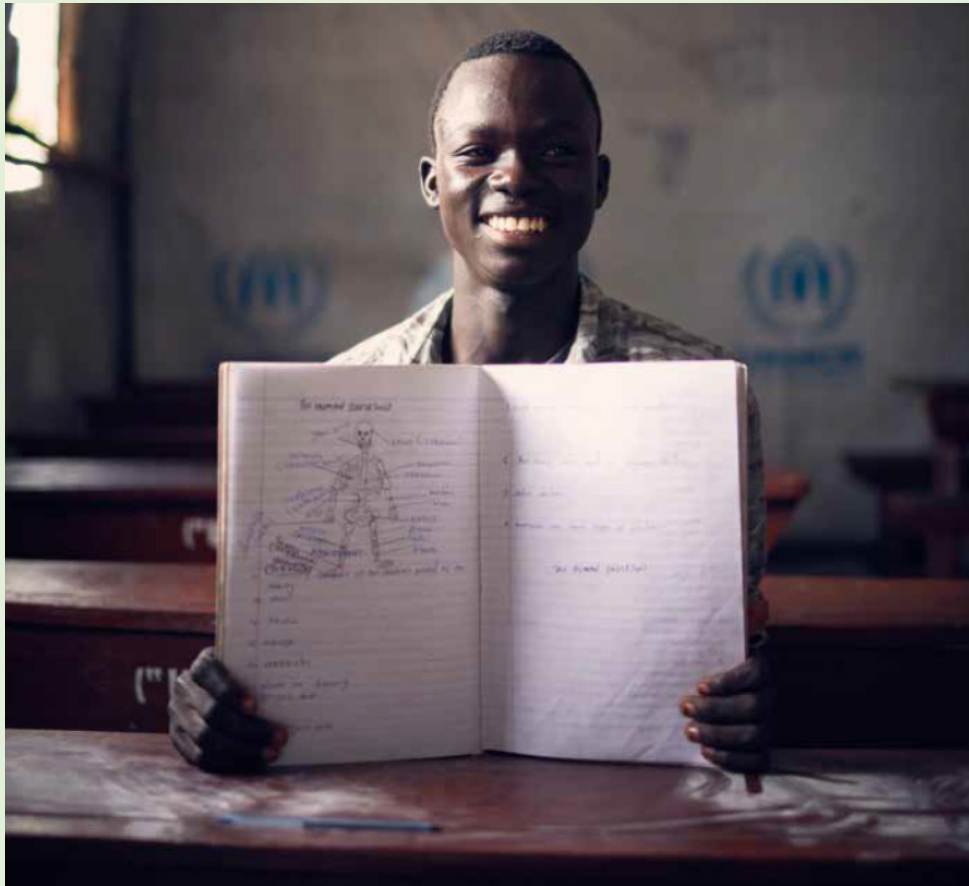
Daniel lives in Bidi Bidi, now the largest refugee settlement in the world with around 270,000 people. His school represents a microcosm of the challenges facing refugees. There are over 1,400 registered students, 800 of whom are attending classes, in a school with just 5 teachers. It is unclear what happened to the

remaining 600 children. The ratio of pupils to teachers in the grade 1 class is 130:1. In Daniel’s class, Primary 6, the ages of the student range from 12 – 27 years old.

The nine teachers are struggling. There are simply too many children and not enough resources. The teachers live in UNHCR tents adjacent to the school – also impossibly hot and uncomfortable.

Sitting outside the sweltering and stuffy classroom, under a tree, two of the teachers are marking a test. Hundreds of children are crowding around. The marks of the children vary widely. The teachers explain that they are teaching the Ugandan curriculum in English. Many of the South Sudanese children do not understand English and hence the degree to which they are learning is an issue.

(*names have been changed to protect identities.)



Save the Children UK (2017) “Restoring Hope, Building Futures” p.13

4. THEORY OF CHANGE

The theory of change responds to the educational needs described in the situational analysis. Guided by Uganda's Comprehensive Refugee Response Framework, it describes the strategic inputs and activities, which we believe will lead to outcomes that contribute to the result of improved learning outcomes for the refugees and their hosting communities.

This theory of change attempts to address the multiple needs in the education response. Given the wide gap of resources and capacity to address the overwhelming numbers and high education hopes of the new refugees crossing borders into Uganda, the most pressing and obvious needs are to provide furnished classrooms, fully functional schools, qualified teachers, teaching and learning materials, water and sanitation facilities, child protection and wellbeing. The situation analysis demonstrates that currently there is an enormous shortfall of these most basic requirements, with an estimate of over 3,000 additional classrooms and 1,750 more teachers needed simply to address the current gap for primary schooling (when following the government standard of 53:1). Without significant progress towards putting these fundamentals in place, there is no possible path towards the results of improved learning outcomes for children currently served, much less for new refugees who arrive daily.

These pressing needs must be balanced with the need to embed inclusive and quality education from the outset of the Response Plan. The impact of improved learning will not be achieved without quality education service provision. Building on existing good practice and further embedding better systems are essential, so that the transition from a humanitarian to a development response can be made over time. Therefore, the Plan also recognizes the crucial role of systems strengthening and close partnership with government bodies, under the leadership of the Ministry of Education.

Thus, this Plan aims to result in the provision of accessible and safe infrastructure, including classrooms, offices, water points and latrines; additional qualified teachers using an accelerated training program; appropriate instructional materials; a system of supervision, inspection, professional development of teachers and educators; and strengthened management, including monitoring and evaluation. These inputs are necessary to improve the two most pressing, short term outcomes for the Plan: **Improved Equitable Access to Inclusive Relevant Learning Opportunities**, and **Improved Delivery of Quality Education Services and Training**.

The Plan's activities and outcomes, as well as the longer-term result, address the needs for: early childhood development; primary school age children; those overaged who have missed or dropped out of primary school and seek to re-enter the education system through Accelerated Education Programs; those able to enrol in secondary schools; and adolescents who are unable to enrol in secondary education and seek relevant and flexible skills training. It is recognized that the requirements for infrastructure, teaching, materials and equipment, supervision, professional development and management are quite different for each of these levels and types of education. The Education Response Plan's theory of change does not attempt to address the specific needs, issues and outcomes for each of these, but rather provides an overall framework that can be applied, with modifications, to these levels and forms of education.

The Education Response Plan outcomes also call for activities related to developing and piloting innovations in the design and use of infrastructure, and for the improvement of teaching and learning within schools, classrooms and communities. These innovations include: the use of double shifts, the application of ICTs for learning, addressing social-emotional and psycho-social issues for refugee children and teachers, enhancing safety, innovative but low cost pedagogies, use of children's spoken languages, and drawing on persons from the community as assistant teachers, especially for over-

sized classes. These innovations seek to break new ground in providing a high quality of education, improved protection, resilience and child wellbeing, and learning outcomes at a reasonable cost.

In addition, it is of critical importance that systems are in place to track changes in learning outcomes over time both within settlement areas as well as within hosting communities. There are a number of current initiatives that can be used for this purpose, although some would need further adaptation. These includes the Government of Uganda's existing National Assessment of Progress in Education (NAPE) as well as the household survey of learning (Uwezo) conducted by the organisation Twaweza.

Inclusive education and equity are built into all aspects of this Plan. This means there will be targeted interventions for a range of learner groups, the Plan incorporates specific activities to improve the attendance of girls in school, in particular through appropriate WASH facilities, and the recruitment and training of female teachers. There are also activities to ensure girls have a positive experience of education, such as promoting increased awareness of safeguarding issues in schools. For children with disabilities the Plan calls for appropriate support activities, and will ensure that all learning environments are accessible for those with disabilities.

To achieve both equitable, inclusive access and quality teaching, the Plan calls for resources and support for the third overarching outcome: **Strengthened Systems for Effective Delivery**. This outcome is realized through activities that include advocacy for policy and regulations needed to address unique refugee needs (such as the current ceiling on appointing additional teachers and Coordinating Centre Tutors for the teacher training colleges); strengthening capacity at district and national levels for coordinating donors and implementing partners; managing an EMIS for refugees and host-communities; supporting the Plan's monitoring and evaluation system; and engaging local communities in support of children's education and schools.

The fundamental principle of the Education Response Plan, as for the Comprehensive Refugee Response Framework, calls for an effective system for the coordination of donors, implementing agencies, and the Ministry of Education and Sports. At an operational level this requires strengthening and resourcing both the national MoES and especially the District Education Offices so that they can increasingly take on responsibilities of coordination, including refugee and host-community education information management systems, monitoring and evaluation.

The link between the inputs and activities described broadly here and the Plan outcomes and results is based on a wide body of research and experience, well documented by the International Network for Education in Emergencies: <http://www.ineesite.org/en/> and other sources. The Plan has drawn on the recommendations of the INEE Minimum Standards for Education: Preparedness, Response, Recovery, which represents the combined experience of hundreds of implementing partners and donors in providing education in emergency contexts.

Assumptions

There are a number of assumptions on which the linkages from inputs and activities, to outputs, outcomes and the long-term results are based. The Plan is grounded on a forecast from OPM/UNHCR on the projected increase of the refugee population. Should this prediction prove to be an underestimate, there would need to be additional resources and actions to realize the outcomes of improved access and quality, or the result of improved learning.

Secondly, there is the assumption that the financing required to incrementally improve both access and quality for the refugee and host-community children will be forthcoming. Without that financing the Plan will face very difficult strategic choices between expanding access into inadequate infrastructure, overwhelmed undertrained teachers, and severe shortages of instructional materials,

or holding to quality standards by denying opportunity to refugee children-with very high hopes - for places in ECD, primary and secondary schools, accelerated education programs, and youth training.

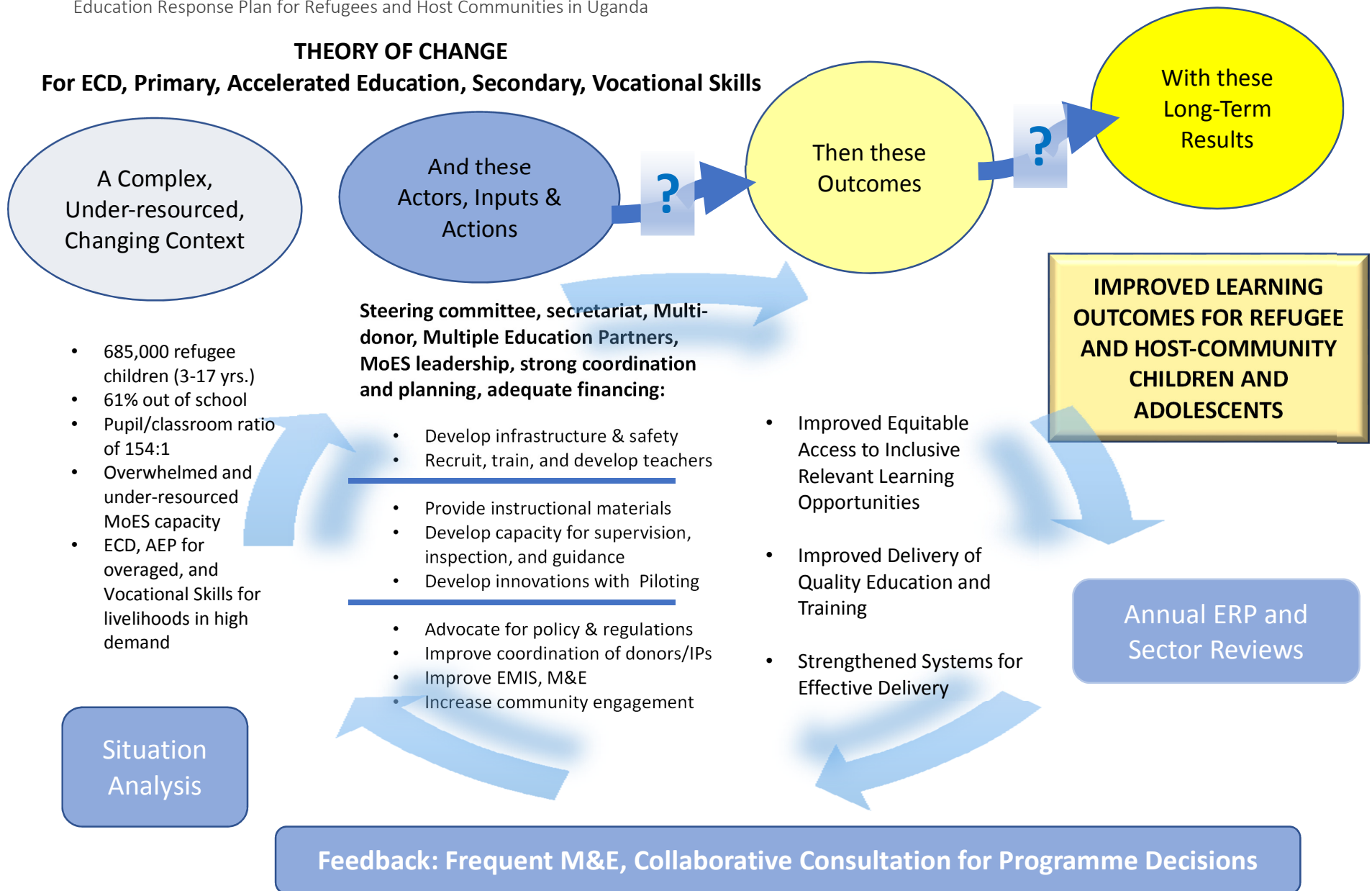
Assumption three is that there will be regular monitoring of the implementation and programmes and theories of change will be revised if required.

The fourth Assumption is that there is enough capacity in the MoES and implementing partners to complete the work planned.

The Education Response Plan's theory of change is represented in the diagram below. This diagram does not attempt to present all of the details of the Plan, but provides an overview of the main elements, and the logic and processes that have been described here. The arrows from the inputs and activities to the outcomes, and from the outcomes to the results are marked with question marks to make the point that these are essentially hypotheses, and are subject to confirmation and change. A theory of change for social development is useful to the extent that it can be evaluated and changed, based on feedback. That is the role of the feedback loops using the M&E, feeding into stakeholder consultations which result in programme adaptations, which thereby modify, deepen and strengthen the theory of change. This cycle is represented by the light blue arrows from the situational analysis (which must be regularly updated), to the inputs and activities, and to the outputs and the results.

THEORY OF CHANGE

For ECD, Primary, Accelerated Education, Secondary, Vocational Skills



5. PLAN AND BUDGET

It is important that what is set out to be achieved is realistic within potential funding scenarios. As mentioned in the introduction to the Education Response Plan, a detailed and costed prioritisation exercise was undertaken in order to develop an ambitious but feasible plan. Based on the situational analysis and the theory of change, this section sets out three overarching outputs with prioritised and costed activities under each. More details on the prioritisation and costing methodology are included in Annex C.

The overall objective of the plan is to ensure the children, adolescents and youth from the refugee and host communities to access sustained quality learning opportunities. The plan targets an average of 676,000 refugees and host communities learners per school calendar year. The plan will support Uganda to meet its long term commitment to the SDGs to ensure all school-age children to have access to quality education programme by 2030, the results will also contribute to the Uganda Refugee Response Plan 2018. As explained in detail below, the number of target beneficiaries is based on the target enrolment which has been set for each year, which also incorporates the projected refugee influx in the coming years and the population growth in the host communities. The target number of children, adolescents and youth to be reached over the 3.5 years of the plan increases from 531,156 in Year 0 (January to June 2018) to 715,328 in Year 3 (July 2020 to June 2021). The plan goes beyond improving the number of children accessing education. It also puts in place activities to improve the quality of education at all levels, and strengthen the management of the education system.

The cost of providing a better education for an average of 676,000 children annually for these 3.5 years is 395 million USD. This Plan calls for the international community to provide financing towards this goal and clearly shows the results which can be achieved if the financing becomes available. In order to achieve the output areas identified in the Theory of Change, the plan consists of the following three output areas with a breakdown of 17 activity areas as listed below. The seventeen activity areas are further broken down by detailed activities as listed in Annex B.

Output 1: IMPROVED EQUITABLE ACCESS AND INCLUSIVE RELEVANT LEARNING OPPORTUNITIES

- 1.1. Increased provision of education infrastructure (ECD, primary, accelerated, and secondary including child-friendly spaces)
- 1.2. Support Provision of Scholastic Materials and Instruction Materials
- 1.3. Develop Skills and Livelihoods Opportunities for out of school adolescent and youth
- 1.4. Expand Access to Education for Children with Disabilities
- 1.5. Improve Safety and Learning Environment
- 1.6. Other Innovations to increase access to education

Output 2: IMPROVED DELIVERY OF QUALITY EDUCATION AND TRAINING

- 2.1. Increasing Teacher Supply and Quality (all levels)
- 2.2. Support Capacity Development, Support Supervision and Inspection (ECD, primary, AEP and secondary)
- 2.3. Enhance Support to School Inspection and Support Supervision
- 2.4. Provision of adequate supply of relevant teaching and learning materials
- 2.5. Improve pedagogy and Pilot innovations
- 2.6. Support to school clubs and co-curricular activities

Output 3: STRENGTHENED SYSTEM FOR EFFECTIVE DELIVERY

- 3.1. Advocate for a supportive policy and regulations

- 3.2. Improved management and coordination of education services delivery by partners
- 3.3. Improved data, management and information systems for M&E
- 3.4. Increased Community Engagement on Education Issues (all levels)
- 3.5. Coordination to enhance integrated ECD services

STRATEGIC PRIORITIES

There are several key strategies underlying the Plan. Firstly, based on the ReHoPE strategy that all refugee response should cater the children from the host community, the plan targets to provide education opportunities to 3 to 24 year old children, adolescents and youth both from refugee and host communities. An average of 23% of the target beneficiaries for each year would be from the host communities. Secondly, in order to bring more learners into education and ensure the quality of learning, the plan prioritizes to improve the pupil teacher ratio by employing more teachers, rather than improving the pupil classroom ratio by establishing more classrooms. This strategic decision was made to ensure the educational access of more children while maintaining and improving the quality of learning in the long term. Thirdly, the absorption capacity of the government primary and secondary schools will be strengthened through setting increasing targets in the pupil teacher ratio over the years, as well as introducing double shifting partially to the target schools. Fourthly, a range of non-formal alternative education programmes will be introduced and/or strengthened to provide access to education for the overaged children, out of school children and youth. Lastly, this plan was established as a rolling-work plan, which the priorities will be reviewed annually, so that they are chosen activities are based on the latest data and needs analysis.

OVERVIEW OF THE PLAN OUTCOME AND ACTIVITIES

The following presents the overview of the three main output areas of the Plan. 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 of the prioritization of each of the activity (as listed in Annex A) 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 West region), education implementing partners and the donor community.

Output 1: IMPROVED EQUITABLE ACCESS TO INCLUSIVE RELEVANT LEARNING OPPORTUNITIES

These activities are aimed to expand access to education, by construction of school facilities, provision of scholastic/ instructional materials, expansion of access to life-skills/ vocational skills opportunities and making the school environment a safer and accessible place, especially taking into consideration of the children with disabilities who have currently very limited access to education.

The magnitude of the refugee influx has resulted in serious lack of learning facilities and congestion in existing schools, which resulted in huge infrastructure demands to enhance access to education. In this plan, semi-permanent classroom¹⁹ construction has been prioritized for primary school level which targets the largest number of children. In contrast, permanent classroom construction are prioritized in Secondary School level, as specific infrastructures needed for secondary schools (e.g. laboratories) are only able to be accommodated on a permanent structure foundations. The classroom construction for ECD is less prioritized than Primary and Secondary Schools, considering the relatively

¹⁹ The design of the semi-permanent structures for Primary School and Secondary School approved by the Ministry of Education and Sports and acknowledged from the refugee hosting districts. The design enables the community to upgrade it into a permanent structure based on the necessity and available resources.

high enrolment rate in ECD among the refugees compared with the host communities. In order to improve the absorption capacity of the government schools, the plan targets 30% of the Primary School and Secondary School to be double shifted over the period of the Plan, in both Primary School and Secondary School.

From the standpoint of retaining learners in school, maintaining good health and protecting girls from various forms of violence, gender segregated latrines and WASH facilities (including gender facilities for menstrual hygiene management and girls' changing rooms) has been prioritized in the plan for all education levels (ECD to Secondary Schools). Together with the construction of WASH facilities, training on hygiene and sanitation practices, menstrual hygiene management, provision of sanitary kits and awareness raising of child protection issues in schools are also prioritized in the plan.

Inadequate support is provided to children with disabilities from the refugees and host communities, and their access to education is highly constrained. It is estimated that 11% of the learners in the target districts are with disabilities. The Plan prioritizes the improvement of school environment and distribution of assistive devices.

Adolescents and youth (14 to 24 years old) account for 33% of the refugee population, however the majority of them are over-aged to be enrolled in their appropriate education level, and suffer from lack of learning and employment opportunities. In addition, as highlighted in the situational analysis, 57% of the school aged children are out of school. Therefore, the plan incorporates provision of life skills and vocational skills training, and also prioritizes Accelerated Education Programmes (AEP) (including the construction of AEP centres) for the overaged and out of school children who have not completed primary education in their country of origin. The harmonization of the AEP curriculum is also embedded in this plan for standardised service delivery.

Output 2: IMPROVED DELIVERY OF QUALITY EDUCATION AND TRAINING

The activities under this output constitutes of salary for teachers, provision of induction teacher training sensitive to catering for refugee children, continuous teachers' development support, school governance strengthening, provision of teacher and learning materials, support to school clubs and improvement of pedagogy and pilot innovations.

In order to ensure the quality of education provided to the learners from the refugee and host community, the plan prioritizes resource allocation to improve the teacher pupil ratio all levels by recruiting additional teachers and promoting rapid accreditation of teachers from the refugee community (targeting refugees who were already performing as accredited teachers in their country of origin).

The plan also aims to enhance teachers' capacity through induction training to ensure the learning and wellbeing of the children in the refugee context - for example, working with large classes, assessment of learning and social and emotional learning (SEL)/Psycho-social Support/GBV counselling, and special needs education. Continuous Professional Development training and leadership training to school managements are also planned.

As many schools are reported to not have enough materials to cater for the refugee influx, the supply of text books, teachers guide and learning materials have been prioritized all across the education levels, including AEP and Vocational skills training based on the pupil textbook ratio which has been targeted for each year.

Output 3: STRENGTHENED SYSTEM FOR EFFECTIVE DELIVERY

The activities under Output 3 cover institutional development both at national and district level, (policy advocacy work including lifting teacher ceiling, refugee children benefiting from Universal Secondary Education, development of refugee education policy), coordination and planning support at district level, data and information management support and enhanced community engagement.

Based on the analysis of the current conflict situation, it is expected that majority of the refugees will remain in the country at least during the implementation of this Plan. The system strengthening component through robust policies and strengthened governance, plays a crucial role in ensuring the sustainability of the humanitarian response to the refugees and enhancing the national education capacity which the host community will equally benefit. Host community schools will also benefit directly from a stronger system of support and data analysis.

In order to cater to the large demand for education from the refugees and host community, various policy discussions are required at the national level. The current Ugandan education system sets a ceiling in the number of teacher to be employed in each districts, which is now creating a burden to hire additional government funded teachers in the refugee hosting districts. Unlike in the case of primary schools, refugee children are required to pay certain amount of fees to gain access to the government funded secondary schools, which is also creating a negative effect to enhance the enrolment of refugee learners in secondary education. These issues, together with lack of harmonized AEP curriculum, dissemination of school feeding guideline and harmonized condition of services for teachers in refugee hosting districts, can be accommodated through legislative reform and the development of refugee education policy aligned with the ESSP and Uganda Education White Paper which due to be revised.

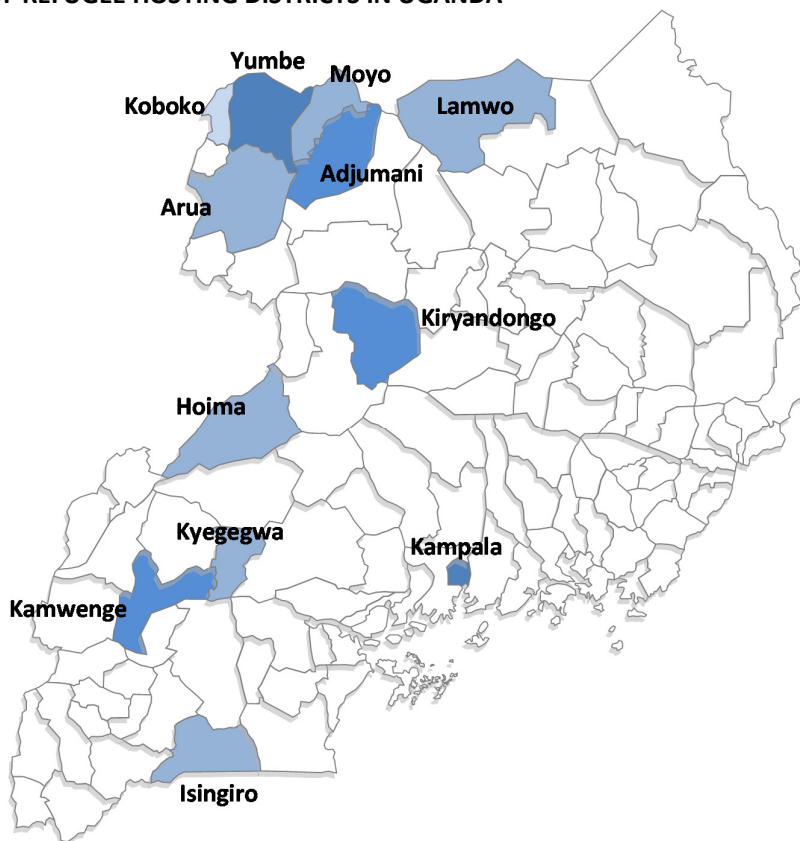
The national level system strengthening will be implemented together with development of comprehensive education database which captures the refugee learner's enrolment data together with the national enrolment data through EMIS. The support also includes co-ordination of the response and ongoing evaluation of its success, which will improve the efficiency and effectiveness of the strategy in the long-run.

Together with the national level system strengthening, the Plan prioritizes system strengthening at the settlement and district level, through support in coordination, planning and management. Community engagement (including community sensitization on Home Grown School Feeding and school participation) is also necessary, as parents and the community members have an essential role in determining the demand for education. The positive engagement of community members, including women, will not only enhance the participation to education and lead to good maintenance of the schools, but will also pave the way to mitigate the tension among the refugee and host community and enhance social cohesion.

GEOGRAPHICAL COVERAGE OF THE PLAN

The plan targets to be implemented in the 34 sub counties in the 12 districts, which the refugee settlements are currently established (as the following map shows). The 12 districts corresponds to the areas which are showing challenging education indicators in the host communities (in enrolment rate, pupil teacher ratio etc.), possibly affected by the large influx of refugees.

MAP OF REFUGEE HOSTING DISTRICTS IN UGANDA



LIST OF THE 12 REFUGEE HOSTING DISTRICTS AND 34 SUBCOUNTIES

District	Sub county	District	Sub county
1. Adjumani	1. Adjumani T/C	5. Kamwenge	19. Katalyeba T.C
	2. Ofua		20. Nkoma
	3. Dzaipi	6. Kiryandongo	21. Mutunda
	4. Pachara		22. Bweyale T.C
	5. Ukusijoni	7. Koboko	23. Lobule
	6. Itirikwa		8. Kyegegwa
	7. Pakelle	25. Kyegegwa Rural	
2. Arua	8. Rigbo	26. Ruyonza	
	9. Omugo	9. Lamwo	27. Palabek-Gem
	10. Uriama		28. Palabek-Kal
	11. Udupi	10. Moyo	29. Ituri
3. Hoima	12. Kyangwali	11. Yumbe	30. Romogi
4. Isingiro	13. Kikagate		31. Kochi
	14. Ngarama		32. Kululu
	15. Isingiro T.C		33. Odravu
	16. Rugaaga	34. Ariwa`	
	17. Rushasha	12. Kampala	
	18. Kashumba		

TARGETING OF THE PLAN**Table 4: Overall Population Projection in the 34 Refugee Hosting Sub Counties**

R/ HC	Education level	Current As of Nov 2017	2018	2019	2020	2021
Refugee (3-17 y/o)	ECD (3-5 y/o)	164,795	199,402	223,330	223,330	223,330
	Primary School (6-13 y/o)	370,303	448,067	501,835	501,835	501,835
	Secondary School (14-17 y/o)	147,020	176,684	197,886	197,886	197,886
	Post Secondary (18-24 y/o)	116,079	138,541	155,166	155,166	155,166
	SUBTOTAL	798,197	962,694	1,078,217	1,078,217	1,078,217
Host Community (3-18 y/o)	ECD (3-5 y/o)	119,572	124,050	128,659	133,458	138,437
	Primary School (6-12 y/o)	245,766	254,948	264,436	274,315	284,574
	Secondary School (13-18 y/o)	163,192	169,202	175,365	181,779	188,432
	Post Secondary (19-24 y/o)	105,376	109,234	113,226	117,374	121,671
	SUBTOTAL	633,906	657,434	681,686	706,926	733,114
GRAND TOTAL		1,432,103	1,620,128	1,759,903	1,785,143	1,811,331

This plan targets refugees and the host communities from 3 to 24 years old in the 34 refugee-hosting sub-counties in 12 districts, namely, Yumbe, Moyo, Arua, Adjumani, Koboko, Lamwo, Kiryandongo, Kyangwali, Kamwenge, Kyegegwa, Isingiro and Kampala. It covers all refugee children, adolescents and youth registered by OPM, including refugees from South Sudan, DRC, Burundi and other countries and the host community children from the 34 refugee hosting sub-counties. The overall population for each year is projected based on the following assumptions.

- **Refugee**
Population data from 3 to 24 years old in the 12 refugee hosting districts as of November 2017. Based on the current population data, the projected refugee influx for 2018 and 2019 provided by OPM/UNHCR was reflected. As there are no projections available for 2020 and 2021, the same population projection of 2019 has been applied for these 2 years. As the refugee population projection cannot be set in a long term, the target population will be reviewed and updated periodically.
- **Host Community**
3 to 24 age groups population data in the 34 refugee hosting sub-counties in 12 districts from the UBOS 2014 Census for the 2017 current population, and then projected for further years using the UBOS population projection for 2018 to 2021.

Based on the above population projection, the plan targets the number of learners, teachers, classrooms, textbooks and stances based on the target indicators which is set for each year. For the refugee target, the plan sets a reasonable target for each of the indicators to be achieved by the end of the implementation of this plan (by June 2021), based on the current status as of November 2017 in the 8 refugee hosting districts where enrolment data was available²⁰. As the 'Year 0'²¹ only covers from January to June 2018, the improvement in the target to be achieved during this 6 months is set half, compared with the other years.

For the host community, the target of these indicators were mainly drawn from the Education and Sports Sector Strategic Plan 2017/18-2019/20, which the Ministry of Education has set the target for every year. The coverage of the host community who will be benefiting from this plan among the 34

²⁰ As the education data (e.g. enrolment, teachers, and classrooms) was only available in the 8 out of the 12 refugee hosting districts, the plan applies the data for the 8 refugee hosting district as the current status of representing the overall refugee hosting districts. Therefore, the target to be accomplished by June 2021 is set as a target to be achieved by the 12 refugee hosting districts. However, further situational analysis for each district is in need in the district level planning.

²¹ Year 0 allows for preparation work for the plan to be finalized and to align to the Government's financial year.

refugee hosting sub-counties, was decided based on the number of host community children who are already accessing the refugee hosting schools, and the coverage of the host community beneficiaries which is benchmarked in the CRRF and ReHoPE strategy.

Target Enrolment in 3.5 years

The overall Gross Enrolment Ratio (GER) target was set for each year as the chart below (as highlighted in yellow). The enrolment target was set based on the following strategic decisions.

Table 5: Target Gross Enrolment Rate

R/ HC	Education level	Current As of Nov 2017	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Refugees (3-17 y/o)	ECD (3-5 y/o)	38.5%	38.7%	39.1%	39.6%	40.0%
	Primary School (6-12 y/o)	58.2%	59.2%	61.1%	63.1%	65.0%
	Secondary School (13-17 y/o)	11.3%	12.5%	15.0%	17.5%	20.0%
	Accelerated Education Program	1.4%	4.1%	9.4%	14.7%	20.0%
Host Community (3-18 y/o)	ECD (3-5 y/o)	19.1%	20.2%	21.3%	23.5%	25.7%
	Primary School (6-12 y/o)	120.8%	121.6%	122.4%	124.0%	125.6%
	Secondary School (13-18 y/o)	17.9%	19.0%	20.1%	22.3%	26.7%
	Accelerated Education Program	1.4%	1.9%	3.0%	4.0%	5.0%

Refugee

- In terms of targeting, the refugee ECD GER target at the end of Year 3, was set based on the decision that it will be minimized considering that the current enrolment rate of the refugees (38.5%) is already exceeding the host community GER (19.1%).
- The Primary education GER target was agreed with the partner organizations based on the expected implementing capacity and the growth rate of each year.
- The secondary school enrolment target was set by taking into consideration of absorbing the primary school graduates which was estimated based on the national P7 survival rate (33.0%), P7 completion rate (69.6%), the PLE passing rate (89.0%) and the S1 transition rate (70.5%) which is targeted for 2020 in the MoES ESSP 2017/18 – 2019/20. The target is also set to cater to the overaged children who are awaiting for the opportunity to access secondary schools, currently constrained by the lack of service provision in secondary education.
- For the Accelerated Education Programme (AEP), considering that many of the refugee children are overaged and have missed out the opportunity to complete primary education in their country of origin, it was decided to set the target high to feed into the formal primary and secondary schools.

Host Community

- For the host community, the national outcome growth target was applied to the current status of the 34 refugee hosting sub counties (added 2.2% for ECD, 1.6% for Primary School, 2.2% for Secondary School each year, as targeted in EMIS 2016). The target for AEP is set based on the ratio of host community learners who are accessing AEPs in the settlement.

Settlement/ Non-settlement

Although the overall enrolment target was set based on the refugee and host community population, the fact that the refugee hosting schools (in settlement and in host community) are both catering to learners from the refugees and host communities was taken into consideration, as the host community children accessing the refugee hosting schools will inevitably receive the interventions provided to the refugees. By identifying the number of host community children who are accessing the refugee hosting schools, the target of settlement and non-settlement Gross Enrolment was set, which became the basis of calculating the target number of activities for each of the activity listed in Annex A.

- **Settlement**
Beneficiaries accessing schools in the settlement catchment area (Refugee Hosting Schools), covering children/adolescents from both refugee and host communities
- **Non-Settlement**
Beneficiaries accessing schools in the sub-counties, which are not hosting any refugees, covering only children/adolescents from host community but may potentially host refugees

In order to develop a realistic and implementable plan, the plan sets a coverage ratio of the settlement and non-settlement targets. As explained in detail in Annex C, the Plan will cover 100% of the Settlement and 20% of the Non-Settlement as defined above. This translates into covering a yearly average of 49% of the total 3 to 24 year old refugee population, and 22% of the total 3 to 24 year old host community population from the 34 refugee hosting sub-counties. The coverage was set based on a detailed costing and prioritization exercise, given the realistic funding/ resources the sector is able to expect during the duration of implementing this plan. As this is a rolling work plan, the target population are to be revisited each year and further planning should be done to provide educational access to all affected children beyond 2021.

Targeting of Teachers, Classrooms, Stances and Textbooks in 3.5 years

A reasonable target to be achieved by the end of the implementation of this Plan (by June 2021) for the Pupil Teacher Ratio (PTR), Pupil Classroom Ratio (PCR), Pupil Textbook Ratio, and Pupil Stance Ratio has been set based on the current status as of November 2017 (highlighted in yellow in following charts). This is the target set to be accomplished if all the activities (detailed in Annex B) and the target refugee and host communities are fully implemented and covered.

The target for Year 1 and Year 2 was set to have a gradual improvement in the indicators, from the current status to the target aimed for Year 3. As the 'Year 0' only covers from January to June 2018, the improvement in the target during this 6 months is set half, compared with the other years.

Table 6: Target Pupil Teacher Ratio (PTR)

	Education level	Current As of Nov 2017	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Settlement	ECD (3-5)	55	53	49	44	40
	Primary School (6-12)	85	83	77	71	65
	Secondary School (13-17)	50	53	53	53	53
	AEP	34	50	50	50	50
Non-Settlement	ECD (3-5)	24	24	24	25	25
	Primary School (6-12)	60	59	57	55	53
	Secondary School (13-18)	20	53	53	53	53
	AEP	-	-	-	-	-

Table 7: Target Pupil Classroom Ratio (PCR)

	Education level	Current As of Nov 2017	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Settlement	ECD (3-5)	159	153	142	131	120
	Primary School (6-12)	154	147	135	122	110
	Secondary School (13-17)	143	138	129	119	110
Non-Settlement	ECD (3-5)	29	28	27	26	25
	Primary School (6-12)	73	70	67	64	61
	Secondary School (13-18)	45	45	45	45	45

Table 8: Target Pupil Textbook Ratio

	Education level	Current As of Nov 2017	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Settlement	Primary School (6-12)	8	7	6	4	3
	Secondary School (13-17)	36	31	22	12	3
Non-Settlement	Primary School (6-12)	3	3	3	3	3
	Secondary School (13-18)	N/A	3	3	3	3

Table 9: Target Pupil Stance Ratio

	Education level	Current As of Nov 2017	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Settlement	ECD (3-5)	81	79	76	73	70
	Primary School (6-12)	108	103	92	81	70
	Secondary School (13-17)	54	54	54	54	54
Non-Settlement	ECD (3-5)	23	23	23	23	23
	Primary School (6-12)	53	53	53	53	53
	Secondary School (13-18)	31	31	31	31	31

For the settlement indicators, an achievable target was set by considering the current status which shows quite substantive gap with the non-settlement schools (host community schools). The indicators which the current status is showing lower than the national standard (e.g. PTR for secondary school in the settlement), the national standard has been set as a target all across the years. For the non-settlement schools, the target is aligned with the ESSP, except for the Primary School level Pupil Classroom Ratio (target being set as 61:1) which the current level (73:1) is far beyond the national target of 53:1. The target for this indicator was discussed and agreed by the task team and the ministry.

Double-shifting is taken into consideration by covering 10% of the total target schools in Year 1, 20% in Year 2 and 30% in Year 3. The double shifting has implication on the number of classrooms to be constructed (by reducing the number of classrooms by the target ratio of double-shifted schools for each year), and number of teachers (by adding the number of teachers by the target ratio of double-shifted schools for each year). This was done under the assumption that different set of teachers will be teaching in the morning and afternoon class when the double shifting is implemented.

However, as explained above (and also in Annex C), the final targeting and costing was calculated based on the target coverage of activities and the coverage of the settlement and non-settlement. Therefore the actual target indicators to be accomplished by the end of this plan will differ from the above mentioned targets, especially for the activities which was prioritized as 'B' or 'C' (e.g. Pupil Classroom Ratio), or for the none-settlement schools. The target indicators will be clarified in the Results Matrix which will be developed during 'Year 0' (preparation phase).

NUMBER OF BENEFICIARIES

The Education Response Plan targets to reach an average of 523,719 refugee learners and 152,344 host community learners (average of 676,063 Learners in TOTAL) each year, to be enrolled in the various education levels, and adding 392,014 new learners to the currently enrolled children.

Table 10: Target Number of Children Enrolled

Category	Programme Area	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Refugee	ECD Programme	77,197	87,418	88,375	89,332
	Primary School Programme	265,128	306,693	316,443	326,193
	Secondary School Programme	22,161	29,739	34,658	39,577
	Accelerated Education Programme	13,759	34,094	51,221	66,790
	Life skills training	7,881	17,653	17,653	17,653
	Vocational skills training (incl. non-formal)	7,094	15,888	15,888	15,888
	Refugee Enrolment TOTAL	393,220	491,485	524,238	555,433
Host Community	ECD Programme	18,560	19,327	20,424	21,578
	Primary School Programme	102,719	106,100	110,058	114,185
	Secondary School Programme	11,027	11,748	12,909	14,970
	Accelerated Education Programme	1,592	2,397	3,005	3,269
	Life skills training	2,784	2,886	2,992	3,101
	Vocational skills training (incl. non-formal)	1,253	2,597	2,693	2,791
	Host Community Enrolment TOTAL	137,936	145,057	152,081	159,895
% of Total Beneficiaries from the Host Community		26%	23%	22%	22%

In order to cater to the huge demand of the above enrolment, an increasing number of teachers is needed which is calculated based on the target Pupil Teacher Ratio for each year. The Plan targets to reach an average of 10,578 teachers in the settlement and 1,399 teachers in the non-settlement (average of 11,977 teachers in total), which is an addition of 8,172 new teachers to be hired in addition to the current number of teachers in the target refugee and host communities.

Table 11: Target Number of Teacher to be Recruited and Salary Paid (TOTAL)

Category	Programme Area	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Settlement	ECD Programme	1,781	2,156	2,395	2,685
	Primary School Programme	3,829	5,141	6,250	7,592
	Secondary School Programme	526	672	767	862
	Accelerated Education Programme	307	730	1,085	1,401
	Vocational skills training (incl. non-formal)	180	360	360	360
	TOTAL in Settlement	6,443	8,698	10,496	12,541
Non-Settlement	ECD Programme	68	83	111	140
	Primary School Programme	874	951	1,044	1,147
	Secondary School Programme	240	240	240	240
	Accelerated Education Programme	0	0	0	0
	Vocational skills training (incl. non-formal)	36	72	72	72
	TOTAL in Non-Settlement	1,182	1,274	1,395	1,527
% of Total Beneficiaries from the Host Community		7,625	9,972	11,891	14,068

Similar to that of the number of teachers, the number of classrooms to be targeted has been calculated based on the target enrolment and the Pupil Classroom Ratio which has been set for each

year. The Plan targets to reach an average of 3,682 classrooms per year, which translates into 878 new classrooms to be constructed in addition to the current existing classrooms.

Table 12: Target Number of Classrooms (TOTAL)

Category	Programme Area	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)
Settlement	ECD Programme	479	574	631	698
	Primary School Programme	1,673	1,865	1,881	1,884
	Secondary School Programme	157	194	212	227
	TOTAL in Settlement	2,309	2,634	2,724	2,809
Non-Settlement	ECD Programme	48	62	87	115
	Primary School Programme	609	667	738	817
	Secondary School Programme	96	107	126	161
	TOTAL in Non-Settlement	754	836	950	1,093
% of Total Beneficiaries from the Host Community		3,063	3,470	3,674	3,902

TOTAL COST ESTIMATE (in USD)

Based on the coverage of beneficiaries targeted above, a costing model was developed to estimate the total cost of this plan. The unit cost for each activity was based on the Education and Sports Sector Strategic Plan 2017/18-2019/20 (MoES) and inputs gained by Education in Emergency Working Group. As this plan is expected to be implemented by not only the government but also by all relative stakeholders, the overhead cost was embedded in the unit cost (+20%). Further assumptions and details of the costing model are explained in Annex C.

The final cost of the plan is estimated to be **394,726,858 USD**. The breakdown of the cost based on activity area and programme area for each year is as follows. Please refer to Annex D for a further detailed breakdown of the cost estimate.

Table 13: Breakdown of costing based on Activity Area for each year

Activity Area	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)	TOTAL
Infrastructure	\$ 24,694,725	\$ 27,001,878	\$ 26,715,068	\$ 33,503,906	\$ 111,915,577
Materials	\$ 14,378,392	\$ 21,021,764	\$ 22,593,011	\$ 24,674,469	\$ 82,667,636
Teacher Salary	\$ 18,899,778	\$ 25,708,324	\$ 31,574,938	\$ 38,937,632	\$ 115,120,671
Teacher Training	\$ 488,983	\$ 732,255	\$ 934,146	\$ 1,245,488	\$ 3,400,873
Training to the Children	\$ 6,507,960	\$ 13,242,690	\$ 13,585,207	\$ 14,409,432	\$ 47,745,289
Strengthening Community	\$ 3,577,024	\$ 5,112,226	\$ 6,709,789	\$ 9,308,754	\$ 24,707,794
Strengthening District	\$ 485,360	\$ 557,759	\$ 660,273	\$ 838,774	\$ 2,542,164
Strengthening National	\$ 187,371	\$ 374,743	\$ 374,743	\$ 374,743	\$ 1,311,600
Piloting/ Material Development	\$ 1,714,984	\$ 2,425,280	\$ 816,282	\$ 358,707	\$ 5,315,253
GRAND TOTAL	\$ 70,934,577	\$ 96,176,919	\$ 103,963,457	\$ 123,651,906	\$ 394,726,858

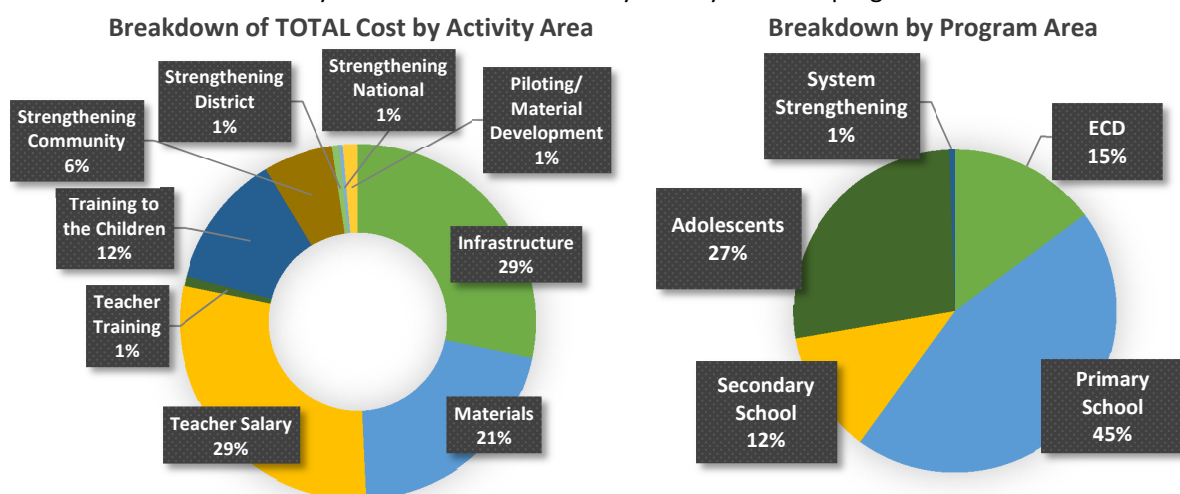
Table 14: Breakdown of costing based on Programme Area for each year

Programme Area	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)	TOTAL
ECD	\$ 12,381,506	\$ 13,029,875	\$ 14,784,082	\$ 18,594,287	\$ 58,789,749
Primary School	\$ 33,951,293	\$ 42,405,012	\$ 46,326,098	\$ 56,504,824	\$ 179,187,228
Secondary School	\$ 11,616,900	\$ 11,837,275	\$ 11,441,312	\$ 14,441,316	\$ 49,336,804
Adolescents	\$ 12,684,534	\$ 28,292,551	\$ 30,763,278	\$ 33,462,793	\$ 105,203,157
System Strengthening	\$ 300,343	\$ 612,206	\$ 648,686	\$ 648,686	\$ 2,209,920
GRAND TOTAL	\$ 70,934,577	\$ 96,176,919	\$ 103,963,457	\$ 123,651,906	\$ 394,726,858

Table 15: Breakdown of costing based on Priority of the Activity for each year

Programme Area	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)	TOTAL
Priority A	\$ 49,909,512	\$ 65,762,274	\$ 72,486,457	\$ 86,741,936	\$ 274,900,179
Priority B	\$ 13,483,456	\$ 22,933,712	\$ 24,271,778	\$ 28,693,876	\$ 89,382,823
Priority C	\$ 7,541,609	\$ 7,480,933	\$ 7,205,222	\$ 8,216,093	\$ 30,443,857
GRAND TOTAL	\$ 70,934,577	\$ 96,176,919	\$ 103,963,457	\$ 123,651,906	\$ 394,726,858

The total cost of the 3.5 years will be broken down by activity area and programme area as follows:



6. MANAGEMENT

Governance arrangements

Several principles should govern the high-level management structure suggested below:

- Government ownership of the plan and its implementation should be established and supported
- The management structure should allow the widest possible range of donors to finance the plan. This means that robust fiduciary safeguards and risk management procedures are essential.
- Consultation with stakeholders, including those in affected areas, and clear and transparent decision-making (for example around priority activities).

A steering group will oversee the implementation of the plan. This should be co-chaired by government and a donor representative funding the plan. A draft TOR has been developed for this group. It includes:

- Supporting resource mobilization
- Providing strategic guidance on resource allocation to priority areas of the plan
- Developing guidelines for implementation of the response plan
- Providing oversight to partners on the implementation of the response plan to maintain compliance with government priorities and priorities of development partners
- Establishing and maintaining engagement with various stakeholders (Government, development partners, NGOs etc.) in the implementation of the response plan
- Commissioning assessments, reviews and evaluations
- Conducting periodic monitoring implementation and publish reports on the status of implementation.

A Secretariat will need to be established to support the implementation of the Plan. This team should sit within the MoES but will require external funding over the duration of the plan to provide sufficient technical capacity.

THE ROLE OF EACH STAKEHOLDER

The Government of Uganda

The overall coordination of the plan will be the responsibility of MOES - under the coordination of Education Planning and Policy Analysis Department²². The effective implementation of this plan will strongly depend on the successful coordination between the Office of the Prime Minister (OPM), other line ministries; departments and agencies, district local governments and municipalities, development partners, private sector, NGOs, faith-based organisations, community-based organisations, and communities.

The Ministry of Education and Sports

MoES will use Government of Uganda decentralized planning and service delivery model to implement the plan by incorporating components of the education response plan in local Government development plans. Capacity strengthening and support from partners is expected to facilitate this.

²² Final draft of the education and sports sector strategic plan 2017/18 – 2019/20

Development partners

The MOES will engage with donor agencies, UN agencies and other education partners to mobilize resources and better coordinate implementation of interventions, including monitoring and evaluation, to achieve results at scale.

Implementing Partners

Implementing partners such as UN agencies, INGOs, NGOs, private providers, and government bodies etc., will cooperate with district and settlement level authorities to ensure a harmonized approach is achieved. They will also engage in the coordination and reporting systems as required. Implementing partners will need to liaise effectively with refugee and host community to ensure the success and relevance of activities.

Public-private institutions

The MOES and partners shall explore opportunities for public-private partnerships and work with the private sector. With over 20% of primary schools being private²³ and private providers of ECD, primary and secondary schools, and skills training, there is need to engage the private sector to harness their contribution, expand provision of services and capacities, create sustainable approaches and provide more resources to support the plan.

Refugee and host community

The communities and parents play a very important role of ensuring school going-age children go to school, as do school level committees such as School Management Committees, Parents Teachers' Associations and Refugee Welfare Committees. Additionally, parents contribute in monetary and or in-kind to the education and school feeding of their children. 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

COORDINATION

Coordination between implementing partners, stakeholders, other education actors and cross sectoral working groups (including WASH, Child Protection, Shelter) is important for the success of the plan. The system of coordination is to be led by the proposed Steering Group and Secretariat to be established with a high level of management and technical capacity. This group would also have responsibility for managing any future multi-donor trust fund, and providing the overall leadership for the plan's implementation. This requires that the institutional and technical support needed for the Steering Group and Secretariat to effectively carry out these functions will be forthcoming. It is envisaged that this steering committee will develop coordination mechanisms building on current existing co-ordination structures, including under the Interagency Group, the Education in Emergency Working Group and the structures under the Education Sector Support Committee- both at national and settlement/ district levels linked in the work under output 3. This will link into the CRRF steering committee.

Partnerships

This plan envisages working collaboratively in multi-stakeholder partnerships. The humanitarian refugee response in Uganda is co-led and coordinated by OPM and UNHCR, with broad participation of UN and NGO partners (national and international), in line with the Refugee Coordination Model. In view of achieving an effective and integrated response, members of the refugee and host communities are also involved in planning the response and so are local authorities and relevant line Ministries. The

²³ JRS Needs; assessment – Adjumani, 2017.

ReHoPE and CRRF underscore the importance of ‘building block of comprehensive response to the displacement in Uganda’²⁴. Effective partnerships will call for shared responsibility and accountability in fulfilling the roles while maximizing the comparative advantage of each stakeholder in education.

7. FINANCING

Financing modalities for this plan

The financing modalities for this plan will be informed by the following principles;

- To align donor financing where possible to promote efficiency
- To enable the MoES to lead implementation of the plan, whilst giving donors the necessary fiduciary safeguards.

It is anticipated financing modalities will develop over the course of this plan. A phased approach is being followed, which over time will allow more donor finance to be spent ideally through a joint fund, and for MoES to take on greater ownership. A joint-fund would need to be established in the early stages of this Plan. The resulting mechanism will need to channel funding directly to implementers.

In the immediate term, donors will largely support the plan through direct funding of implementing partners, whilst different financing mechanisms for support of the plan are explored and developed.

It is recognised that due to existing project agreements, individual donor restrictions and because of the humanitarian nature of the work some donors will continue to directly fund implementing partners, even in the long term. For transparency and efficiency it is important to establish a tracking and monitoring system of all funds regardless of the funding modality used.

8. MONITORING AND EVALUATION

The Education Response Plan for refugees and host community has multiple funding pathways. As such a strong Monitoring and Evaluation approach is required to capture all contributions to the plan. This approach will require one overarching monitoring and reporting framework, to ensure a solid, coherent, comprehensive and synchronized response. Systematic and regular monitoring will be established both at settlement/ district and national levels with feedback embedded into the system to enable timely tracking of implementation and seek creative ways to address constraints.

The Plan advocates a rigorous system of monitoring and evaluation, whereby the data on the implementation of activities, and the indicators for the outcomes, are tracked, reviewed and acted upon in a timely manner, particularly at the District level. For this M&E activity to be possible, organizational capacity at the District and sub-District levels will have to be strengthened and supported. This system of adaptive management is necessary to be considered, given the complex, under-resourced and changing current situation. The well-established technology of ICTs and tablets make the collection, analysis and reporting of data vastly more efficient than the traditional system of paper reporting forms. This technology makes it possible to implement these frequent feedback loops. As the situation stabilizes, it will be possible to reduce this level of effort, and provide less frequent

²⁴ ReHoPE strategy 2017

reviews of the data and the input from key stakeholders: the MoES, donors, implementing partners on the front lines, and local community representatives.

The regular reviews are intended not simply for reporting, but for consultation and input from these key stakeholders so that the information can be used to critically review the links between inputs, activities, outputs and outcomes, and to take programmatic actions to improve the implementation of the Plan. It is of little use to wait for a whole year to address the issues that will arise (including reviewing the results of innovations), so as to make programme adjustments as needed.

The Plan calls for the integration of its monitoring and evaluation results within the Ministry's EMIS and the Annual Education Sector Review. The Education Response Plan is organized so that its three outcomes: equitable access, enhanced quality, and strengthened systems correspond to the strategic objectives of the Education Sector Strategic Plan (2017/18-2019/20). Thus the Education Response Plan is not a parallel and separate operation, but fully integrated within the Government's Plans and systems.

The results framework is annexed, highlighting indicators that will be tracked and reported against. The aim is to improve data disaggregation. Where relevant the results framework disaggregates data by sex, and where possible by disability, so that needs can be analysed, and further targeted interventions developed as necessary.

A monitoring framework and settlement level annual implementation plans will be developed in year zero, indicators may be refined at this point. The intention is to conduct a baseline/ midline and end line survey where indicated in the results framework.

In addition, these annual reviews will feed into the ESSP Annual Review processes, and into other appropriate structures. The work undertaken under output 3 will feed into and strengthen the monitoring framework.

9. RISK MANAGEMENT: SOCIAL, ENVIRONMENTAL, SUSTAINABILITY

Social Safeguards

The Education Response Plan could trigger a range of social risks associated with involuntary resettlement due to the potential need for relocation for site specific civil works where new schools need to be constructed. Additionally, the project will support an undertaking of low scale and limited civil works to existing schools. In this context, there may be limited possibilities of displacement of land and land use. It would be optimum if the support is provided after the land ownership and an absence of displacement issues have been confirmed. This seeks to reduce and avert possible conflicts in selected beneficiary schools. Should resettlement issues are identified, appropriate mitigations plans shall be prepared in consultation with the affected communities and individuals to address specific impacts, proposed mitigation measures and compensation issues.

The Education Response Plan implementation may also generate risks associated with the potential influx of labour to target areas during construction activities. To mitigate this, the implementation teams shall ensure that appropriate social controls and staffing are included in contractor selection and supervision phases of civil works. Additionally, the implementation may decide to sensitise local communities on social risks associated with influx of labour, as well as strengthen the capacity of

local authorities to manage these risks. The mitigation measures shall be supported during implementation of the activities under the Plan.

Environmental safeguards

The Education Response Plan may engender risks associated with the support to civil works activities which may generate localised, site-specific environmental impacts. During construction, the generic impacts may include, amongst others, dust and noise pollution, occupational safety of workers and the nearby members of the public, and construction waste management. In order to address and guide implementation of environmental and social aspects of the project, an Environmental and Social Management Frameworks (ESMF) shall be developed by the agencies implementing the Plan. The preparation of the ESMF shall be consultative, involving a range of relevant stakeholders.

The Education Response Plan implementation may also generate risks associated with adverse impacts on biodiversity and physical cultural heritage. An Environmental and Social Impact Assessment (ESIA) shall be undertaken to specify sites which may require physical cultural resource investigation, assessment and management. An additional mitigation measure proposed is to integrate appropriate environmental controls provisions in the procurement, contractor selection and supervision phases of civil works. The mitigation measures shall be included in relevant activities under the Plan.

Sustainability risks

Uganda is expected to have a protracted refugee crisis and therefore ensuring both financial and programmatic sustainability is important. For this plan, it is envisaged that multiple funding modalities will be used. MoES will continue to finance government schools in the host district as is the case for the rest of the country. Various development partners will fund activities outlined in this plan both in the refugee settlements and the host community schools/institutions. In the medium term the MoES will have better capacity to collect information through improved management information system integrated data on refugees, plan for and provide additional services to both the refugee and host communities. In the long term the intention is to move to an even more aligned financing structure over time where a number of activities are captured on and off budget through the budget process from central to local governments. As such, national ownership is established at the outset and strengthened during the implementation cycle. Specifically strengthening of the district level planning and delivery mechanism is crucial for long term sustainability. To enable full ownership of the basic education provision, it is important that a comprehensive plan is developed for the coding of schools and where appropriate transferring primary and secondary schools to Government ownership. A long term plan is also required for the Government to take full responsibility for teachers working in the schools. This will require long term donor support for increased recurrent costs for primary school per capita grants and grants for Universal Secondary Education and teacher salaries and associated costs. It is likely this will need to happen in a phased manner.

Local governments will build capacity through implementation of projects. Local governments are responsible for implementation and compliance of national educational standards at schools. Programme implementation will play a critical role in bringing these national and local government together to help build collaborative platforms, and institutional structures and processes, which will build up and sustain refugee education. Relevant parts of this plan will be incorporated into district development plans to ensure alignment of priorities.

ANNEX A: SUPPORTING DATA OF THE SITUATIONAL ANALYSIS

Chart 1: Educational Access of Primary and Secondary School Aged Refugee Children (6-17 years) by Settlements in the 8 refugee Hosting Districts (as of November 2017)

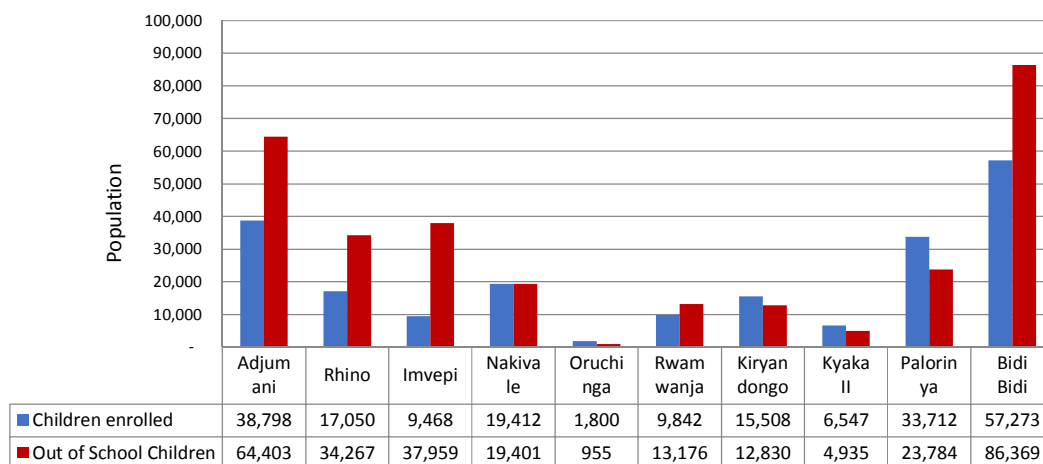


Table 16: Population, Enrolment, Out of School Children and Overaged Children of the Refugee Population in the 8 Refugee Hosting Districts (RMIS & Multiple Sources, September 2017)

Education Level	Population	Net enrolment	Gross enrolment	# Out of School Children*	% Out of School Children	# overage children enrolled	% overage children enrolled
ECD (3-5 y/o)	150,482	36,214	57,927	114,268	76%	21,713	37%
Primary (6-13 y/o)	334,259	156,835	194,532	177,424	53%	37,697	19%
Secondary (14-17 y/o)	131,782	11,127	14,878	120,655	92%	3,751	25%
Total	616,523	204,176	267,337	412,347	67%	63,161	24%

*out of school children per level takes into account the overage children enrolled in the preceding level

ANNEX B: ACTIVITIES INCLUDED IN THE PLAN

#	Activity Description	Coverage Target
1.0	IMPROVED EQUITABLE ACCESS TO RELEVANT LEARNING OPPORTUNITIES	
1.1	Increased provision of education infrastructure (ECD, primary, accelerated, and secondary including child-friendly spaces)	
1.1.1	Construction of Temporary Classrooms	
1.1.1.1	ECD	A
1.1.1.2	Primary School	A
1.1.1.3	Secondary School	C
1.1.2	Construction of Semi-Permanent Classrooms	
1.1.2.1	ECD	B
1.1.2.2	Primary School	A
1.1.2.3	Secondary School	B
1.1.3	Construction of Permanent Classrooms	
1.1.3.1	ECD	C
1.1.3.2	Primary School	C
1.1.3.3	Secondary School	A
1.1.4	Construction of Teacher's Houses	
1.1.4.1	Low cost teacher houses	A
1.1.4.2	Primary School	C
1.1.4.3	Secondary School	C
1.1.5	Construction of WASH facilities/Gender facilities for MHM, Girls' changing rooms	
1.1.5.1	ECD (latrine, hand washing facility, water harvesting)	A
1.1.5.2	Primary School (latrine, hand washing facility, water harvesting)	A
1.1.5.3	Secondary School (latrine, hand washing facility, water harvesting)	A
1.1.5.4	ECD (teacher latrine, borehole)	A
1.1.5.5	Primary School (teacher latrine, borehole)	A
1.1.5.6	Secondary School (teacher latrine, borehole)	A
1.1.6	Provision of playground/sports ground [ECD, primary, secondary]	
1.1.6.1	ECD	B
1.1.6.2	Primary School	C
1.1.6.3	Secondary School	C
1.1.7	Construction of additional school buildings, e.g. Food stores, kitchens, libraries, laboratories	
1.1.7.1	ECD	C
1.1.7.2	Primary School	C
1.1.7.3	Secondary School	C
1.1.8	Rehabilitation and Upgrading of Existing Facilities	
1.1.8.1	ECD	C
1.1.8.2	Primary School	B
1.1.8.3	Secondary School	C
1.1.9	Maintenance cost for Facilities	
1.1.9.1	ECD centre	C
1.1.9.2	Primary School	B
1.1.9.3	Secondary School	C
1.1.10	Construction of Staff Room	
1.1.10.1	Secondary School	C
1.1.11	Furniture for Centres/ Schools	
1.1.11.1	Primary School	B
1.1.11.2	Secondary School	C

#	Activity Description	Coverage Target
1.1.11.3	Vocational Training Institutions	B
1.1.12	Establishment of Child Friendly Spaces (CFS)	
1.1.12.1	Child Friendly Space (integrated with ECD centres)	C
1.1.13	Establishment of Accelerated Learning Programme (AEP) Centre	
1.1.13.1	AEP Centre	A
1.2	Support Provision of Scholastic Materials and Instruction Materials	
1.2.1	Supply of scholastic materials (exercise books, pens, pencils, rulers, math set etc.)	
1.2.1.1	Primary School	A
1.2.1.2	Secondary School	B
1.2.1.3	AEP Centre	A
1.2.2	Supply of ECD kits, slates and play materials	
1.2.2.1	ECD	A
1.3	Develop Skills and Livelihoods Opportunities for out of school adolescent and Youth	
1.3.1	Expand Non Formal and Formal Vocational Skills Training at All Levels (including PPP approaches)	
1.3.1.1	Scholarship for VTI (formal TVET)	C
1.3.1.2	Scholarship for VTI (VTI based non-formal skills training)	C
1.3.1.3	Non formal vocational skills training (outside VTIs)	B
1.3.2	Expand life skills and livelihood opportunities	
1.3.2.1	Life skills training	B
1.4	Expand Access to Education for Children with Disabilities	
1.4.1	Support distribution of assistive devices (such as hearing aid, crutches, braille, large prints, eye glasses etc.) to children with disabilities	
1.4.1.1	ECD	A
1.4.1.2	Primary School	A
1.4.1.3	Secondary School	A
1.4.2	Improve accessibility to school environment for children with disabilities	
1.4.2.1	ECD	A
1.4.2.2	Primary School	A
1.4.2.3	Secondary School	A
1.5	Improve Safety and Learning Environment	
1.5.1	Increase awareness and monitoring of child protections issues in schools (training of RTRR guidelines, community engagement)	
1.5.1.1	ECD	A
1.5.1.2	Primary School	A
1.5.1.3	Secondary School	A
1.5.1.4	AEP Centre	A
1.5.2	Support improvement of hygiene and sanitation practices in schools. (soft component)	
1.5.2.1	ECD	A
1.5.2.2	Primary School	B
1.5.2.3	Secondary School	B
1.5.3	Supply sanitary kits to girls above 10 years old	
1.5.3.1	Primary School	A
1.5.3.2	Secondary School	A
1.5.3.3	AEP Centre	A
1.5.4	Burning facilities (incinerator) for burning disposable sanitary pads	
1.5.4.1	Primary School	B
1.5.4.2	Secondary School	B

#	Activity Description	Coverage Target
1.5.4.3	AEP	B
1.5.5	Support training on menstrual hygiene management	
1.5.5.1	Primary School	A
1.5.5.2	Secondary School	A
1.5.5.3	AEP Centre	A
1.6	Other Innovations to increase access to education	
1.6.1	Introduce double shift schools	
1.6.1.1	Piloting of double shift (Primary)	A
1.6.1.2	Piloting of double shift (Secondary)	A
1.6.2	Expand accelerated Learning Programme	
1.6.2.1	Piloting of AEP in secondary school	B
1.6.2.2	Publish and distribute updated secondary AEP curriculum/ teacher's guide to secondary level AEP centres	B
1.6.2.3	Support other innovations to increase access to education	C
1.6.4	Introduction of distance learning through ICT innovation	
1.6.4.1	Piloting of use of ICT in Education	C
2.0	IMPROVED DELIVERY OF QUALITY EDUCATION AND TRAINING	
2.1	Increasing Teacher Supply and Quality (all levels)	
2.1.1	Salary for existing teachers and newly recruited additional teachers (Teachers, Classroom Assistant, care givers and skills instructors)	
2.1.1.1	ECD caregivers	A
2.1.1.2	Primary School Head Teachers	A
2.1.1.3	Primary School teachers	A
2.1.1.4	Primary School assistants	A
2.1.1.5	Secondary School Head Teachers	A
2.1.1.6	Secondary School teachers	A
2.1.1.7	AEP teachers	A
2.1.1.8	AEP assistant teachers	A
2.1.1.9	Vocational Skills Instructors (based in VTIs)	A
2.1.2	Provide induction training and refreshers courses for teachers (including on large class, Social Emotional Learning/Psycho-social support, GBV counselling, CDRM, accelerated education methodology, use of local materials etc.)	
2.1.2.1	ECD	A
2.1.2.2	Primary School teachers (incl. Head Teachers)	A
2.1.2.3	Primary School assistants	A
2.1.2.4	Secondary School teachers (incl. Head Teachers)	A
2.1.2.5	AEP teachers	A
2.1.2.6	AEP assistant teachers	A
2.1.3	Development of training programmes designed for refugee teachers	
2.1.3.1	Development of training programmes for refugee teachers	A
2.1.4	Provide accelerated training and accreditation for refugee teachers	
2.1.4.1	Primary School	A
2.1.4.2	Secondary School	A
2.1.5	Review and update existing primary AEP curriculum/ teacher's guide	
2.1.5.1	Review and update existing primary AEP curriculum/ teacher's guide	B
2.2	Support Capacity Development, Support Supervision and Inspection (ECD, primary, AEP and secondary)	
2.2.1	Increase Teacher Quality through targeted professional development and supervision (all levels)	
2.2.1.1	Continuous Professional Development of ECD caregivers	B
2.2.1.2	Continuous Professional Development of PS teachers	B

#	Activity Description	Coverage Target
2.2.1.3	Continuous Professional Development of SS teachers	B
2.2.1.4	Continuous Professional Development of AEP centres	B
2.2.1.5	Continuous Professional Development of TVET lecturers	B
2.2.2	Provide leadership and management training to school leaders (Head teachers & Deputies)	
2.2.2.1	ECD	B
2.2.2.2	Primary School	B
2.2.2.3	Secondary School	B
2.3	Enhance Support to School Inspection and Support Supervision	
2.3.1	Support School Inspection	
2.3.1.1	ECD	B
2.3.1.2	Primary School	B
2.3.1.3	Secondary School	B
2.3.2	Strengthen Support Supervision	
2.3.2.1	ECD	B
2.3.2.2	Primary School	B
2.3.2.3	Secondary School	B
2.4	Provision of adequate supply of relevant teaching and learning materials	
2.4.1	Supply of textbooks, teacher's guides, caregiver's guide, curriculum books etc.	
2.4.1.1	ECD Learning Framework, ECD caregivers guide etc. to ECD centres	A
2.4.1.2	Teachers guide, curriculum books etc. to Primary School	A
2.4.1.3	Teachers guide, curriculum books etc. to Secondary School	A
2.4.1.4	Teachers guide, curriculum books etc. to AEP Centres	A
2.4.1.5	Learner Textbook (Primary School)	A
2.4.1.6	Learner Textbook (Secondary School)	B
2.4.1.7	Learner Textbook (AEP centres)	A
2.4.2	Provision of teaching and learning materials for life skills and vocational skills training	
2.4.2.1	Materials for Life skills training	A
2.4.2.2	Materials for TVET (including VTI based non-formal vocational training)	A
2.4.2.3	Materials for Non formal vocational skills training (outside VTIs)	A
2.4.3	Review and update 'Assessment and Training Package for Skills Training' (for Vocational Skills training)	
2.4.3.1	Review and update 'Assessment and Training Package for Skills Training'	B
2.5	Improve pedagogy and Pilot innovations	
2.5.1	Develop bridging program for refugee learners (a programme to re- oriented refugee learners into Ugandan education system, curricula, language of instruction, examination system etc.)	
2.5.1.1	Primary School	A
2.5.1.1	Secondary School	A
2.5.2	Expansion of the bridging program for refugee learners	
2.5.2.1	Primary School	B
2.5.2.2	Secondary School	B
2.5.3	Pilot Early grade Reading and Numeracy	
2.5.3.1	Piloting early grade reading and numeracy	A
2.5.4	Promote access to learning materials through ICT innovations	
2.5.4.1	Primary School	C
2.5.4.2	Secondary School	C
2.6	Support to school clubs and co-curricular activities	
2.6.1	Provide materials for games and sports	
2.6.1.1	Primary School	B

#	Activity Description	Coverage Target
2.6.1.2	Secondary School	B
2.6.2	Support children clubs (MDD, debating, art, craft and life skills development)	
2.6.2.1	Primary School	B
2.6.2.2	Secondary School	B
3.0	STRENGTHENED SYSTEM FOR EFFECTIVE DELIVERY	
3.1	Advocate for a supportive policy and regulations	
3.1.1	Advocacy for lifting of teachers ceiling in the refugee hosting districts	
3.1.1.1	Advocacy for lifting of teachers ceiling	A
3.1.2	Advocate for refugee learners to access USE schools	
3.1.2.1	Advocate for refugee learners to access USE schools	A
3.1.3	Support dissemination of guidelines on school feeding in the refugee settings	
3.1.3.1	Support dissemination of guideline on school feeding in the refugee settings	A
3.1.4	Support development of guidelines for harmonization of AEP programs	
3.1.4.1	Support guidelines for harmonization of AEP programs	A
3.1.5	Support development of refugee education policy aligned with ESSP and the White Paper under review	
3.1.5.1	Support refugee education policy	A
3.1.6	Advocate for regulation and harmonization of terms and condition of service for teachers in refugee hosting districts	
3.1.6.1	Advocate for regulation and harmonization of terms and condition of service for teachers in refugee hosting districts	C
3.2	Improved management and coordination of education services delivery by partners	
3.2.1	Support for leadership and coordination of education service delivery at settlement, district and national level. (Establish national and district coordination units in refugee hosting districts)	
3.2.1.1	Leadership and management support at district level	A
3.2.2	Support MoES in management of refugee education response	
3.2.2.1	Support MoES for management of response	A
3.2.3	Increase capacity of refugee hosting districts to manage education response	
3.2.3.1	Increase capacity of district education offices	A
3.2.4	Support district/settlement level planning in refugee hosting districts	
3.2.4.1	support district/settlement level planning in refugee hosting districts	A
3.2.5	Increase capacity of education partners (e.g. INEE training to NGO partners)	
3.2.5.1	Increase capacity of education partners	B
3.3	Improved data, management and information systems for M&E	
3.3.1	Develop a comprehensive education database incorporated in EMIS and integrated with Inspectorate Information System at district and national level	
3.3.1.1	Develop a comprehensive education database	A
3.3.2	Establish a robust M&E system for the refugee and host community education response plan	
3.3.2.1	Establish a M&E system	A
3.3.3	Conduct research, studies and documentation: detailed baseline surveys, MLA, end line, language assessment, documentation of learning etc. to inform implementation of the response plan	
3.3.3.1	Baseline survey	A
3.3.3.1	Measuring Learning and Achievement (MLA)	A
3.3.3.1	End line survey	A
3.3.3.1	Language assessment	B
3.3.3.1	Others (including documentation of learning etc.)	C
3.3.4	Annual reviews linked to ESR to track progress and make reports	

#	Activity Description	Coverage Target
3.3.4.1	Annual review	B
3.4	Increased Community Engagement on Education Issues (all levels)	
3.4.1	Support establishment of Home Grown School Feeding from host communities and refugees. (supply of basic kitchen utensils)	
3.4.1.1	ECD	B
3.4.1.2	Primary School	B
3.4.1.3	Secondary School	B
3.4.1.4	Facilitate famers from the community to schools for school feeding programme	B
3.4.2	Community sensitization and support to PTA, SMCs, CMCs, BOGs to conduct monitoring of Home Grown School Feeding	
3.4.2.1	ECD	B
3.4.2.2	Primary School	B
3.4.2.3	Secondary School	B
3.4.3	Establish and support PTA, SMCs, CMCs, BOGs to conduct monitoring of school programmes and safety and security of learners	
3.4.3.1	ECD	B
3.4.3.2	Primary School	B
3.4.3.3	Secondary School	B
3.4.4	Promote community sensitization and awareness to strengthen participation in school programmes	
3.4.4.1	ECD (Centre Management Committees)	B
3.4.4.2	Primary School (School Management Committees)	B
3.4.4.3	Secondary School (Board of Governance)	B
3.5	Coordination to enhance integrated ECD services	
3.5.1	Mapping of ECD service points	
3.5.1.1	Mapping of ECD service points	B
3.5.2	Support capacity building of ECD committees and focal persons at district, sub-county, parish, settlement levels	
3.5.2.1	Capacity building of ECD focal person and ECD committees	B
3.5.3	Parenting session on Key Family Care Practices	
3.5.3.1	Parenting session on Key Family Care Practices	A

ANNEX C: DETAILS OF THE COSTING MODEL

DESIGN OF COSTING MODEL

In order to understand the scale of support needed to provide access to quality education for the refugees and host community children, a costing model was developed to 1) identify the number of targets for each activity (including the targets for number of enrolment, teachers and infrastructures), 2) to estimate the cost for each activity per year for refugees and host communities, 3) to guide the decision on realistic annual targets for PTR, PCR and GER to be set during the planning period.

The costing model was developed as a joint effort of the sub-committee of the ERP Task Team with technical support from Ministry of Education and Sports, Save the Children UNICEF, UNHCR and USAID. Additional information on the unit cost was provided by Education in Emergencies working Group members with special contributions from Ministry of Education and Sports, Belgian Technical Cooperation (BTC), East African Playground, Save the Children International, UNESCO, UNHCR, UNICEF, War Child Canada, War Child Holland, WFP and Windle Trust Uganda among others. All the activities together with the unit cost was reviewed by the EiE Working Group. The design of the costing model was presented several times to the ERP Reference Group for review, guidance and feedback prior to the presentation to the M&E working group in the Ministry of Education, and the feedbacks from the participants were reflected to the design of the costing model.

The following steps were taken to establish the costing model.

- Clarify the number of target beneficiaries from refugee and host communities
- Agree with all the activities in the education emergency response with partners
- Prioritize all the activities by A, B and C
- Identify and agree on the unit cost for each activity
- Set the 3-year target for each decision making points (e.g. Gross Enrolment Rate, Pupil Teacher Ratio, Pupil Classroom Ratio)
- Identify the number of activities implemented for each of the activity based on the decision making points
- Finalize the Costing Options based on the total cost.

The costing model takes into consideration of the expected refugee influx until 2019 and the population growth in the refugee hosting communities. By applying the beneficiaries and indicators (GER, PTC, PTR etc.) targeted for each year (with gradual shifting in target indicator across the 3 years, which are set differently from refugees and host community), the total cost per activity was calculated. As the education data (e.g. enrolment, teachers, and classrooms) was only available in the 8 out of the 12 refugee hosting districts, the plan applies the data for the 8 refugee hosting district as the current status of representing the overall refugee hosting districts. Therefore, the target to be accomplished by June 2021 is set as a target to be achieved by the 12 refugee hosting districts. However, further situational analysis for each district is in need in the district level planning.

By applying these steps, a detailed cost estimate was established which allows revisions of costs and targets on an annual basis taking the changes in the situation and the priorities into consideration.

The following assumptions were made to for developing the model.

- Overhead Cost embedded in the unit cost (+20%)
- VAT is not included in the unit cost
- Exchange Rate: 1 USD= 3650 UGX (UN Exchange rate as of Dec 2017)

- Double-shifting is incorporated in the target figures (10% of the total target schools in Year 1, 20% in Year 2, 30% in Year 3 is targeted to be double-shifted)
- The costing is based on the understanding that this is a rolling work plan, and the budget to be reviewed each year
- The unit cost is used as a planning guide and actual cost with depend on individual organization guidelines for costing funding proposals

Based on the target population and targets in enrolment, teachers, classrooms, textbooks and stances set above, each activity, which was further broken down by different education level has been identified with a numerical formula which calculates the costing for each year, based on the target indicator set for each year. As the following example shows, the general idea of the numerical formula is to multiply the number of Activities (which is identified by dividing the target indicator by the target enrolment) to the Unit cost for each activity, which gives the estimated cost needed for the activity for each year. The calculation is done for every activity, by settlement and non-settlement, and by different education levels, as the unit cost varies for each education level. In this way, the estimated beneficiaries for each activity is identified, together with total cost which is needed for each year.

General Idea of the Costing

Unit Cost x # of Activities targeted for each year = Cost per year

Example:
Activity 2.1.1 Salary for existing teachers and newly recruited additional teachers (Teachers, Classroom Assistant, care givers and skills instructors)

ECD Caregiver Salary for Year 1 for Settlement

732 USD x (**95,408 pupils** / **49.5 PTR**) = **1,623,832 USD**

ECD caregiver salary per teacher per year

Targeted ECD aged children in Settlement for year 1

Targeted ECD Pupil Teacher Ratio in Settlement for year 1

Cost needed for ECD Caregiver Salary for year 1

All the activities are also tagged with the following information, so as to give costing summaries in different dimensions.

- **Coverage Target of the Activity:** every activity is marked as either A, B and C.
- **Programme Area:** every activity is marked as either the following categories; ECD programme, Primary School Programme, Secondary School Programme, Adolescents Programme (including AEP, vocational and life skills training), System Strengthening.
- **Activity Area :** Every activity is marked as either the following categories; Infrastructure, Materials, Teacher Salary, Teacher Training, Training to the Children, Strengthening Schools/ Parents/ Community Structures, System Strengthening (District), System Strengthening (National), Piloting/ Innovations/ Materials Development.

Taking into consideration of the scale of funding which is expected from the donor community and the contribution from the Government of Uganda, the costing was calculated based on the following coverage of the target activities and the coverage of the settlement and non-settlement:

- **Coverage Target of the Activity:** A:100%, B:80%, C:20%
- **Coverage of the Settlement and Non-Settlement:** Settlement:100%, Non-settlement:20%

ANNEX D: DETAILED COST ESTIMATE

Table 17: Breakdown of costing based on Programme and Activity Area for each year

Programme Area	Activity Area	Year 0 (Jan to June 2018)	Year 1 (July 2018 to June 2019)	Year 2 (July 2019 to June 2020)	Year 3 (July 2020 to June 2021)	TOTAL
ECD	Infrastructure	\$ 7,602,271	\$ 7,209,132	\$ 8,015,205	\$ 10,127,032	\$ 32,953,640
	Materials	\$ 819,415	\$ 952,620	\$ 1,025,727	\$ 1,179,502	\$ 3,977,265
	Teacher Salary	\$ 1,623,810	\$ 1,966,738	\$ 2,201,270	\$ 2,482,710	\$ 8,274,528
	Teacher Training	\$ 285,557	\$ 280,399	\$ 191,422	\$ 229,535	\$ 986,913
	Training to the Learners	\$ 131,310	\$ 175,890	\$ 225,929	\$ 309,962	\$ 843,090
	Strengthening School/ Parents/ Community structure	\$ 1,666,660	\$ 2,276,634	\$ 2,908,143	\$ 3,968,679	\$ 10,820,115
	System Strengthening (District)	\$ 252,483	\$ 168,461	\$ 216,386	\$ 296,869	\$ 934,198
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
	Piloting/ Innovations/ Material Development	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL (ECD Programmes)		\$ 12,381,506	\$ 13,029,875	\$ 14,784,082	\$ 18,594,287	\$ 58,789,749
Primary	Infrastructure	\$ 9,843,258	\$ 12,175,901	\$ 11,233,200	\$ 13,639,724	\$ 46,892,083
	Materials	\$ 7,144,054	\$ 8,200,505	\$ 8,788,687	\$ 9,673,821	\$ 33,807,068
	Teacher Salary	\$ 13,430,178	\$ 17,550,223	\$ 21,401,862	\$ 26,594,618	\$ 78,976,881
	Teacher Training	\$ 272,221	\$ 421,155	\$ 441,798	\$ 537,382	\$ 1,672,557
	Training to the Learners	\$ 830,940	\$ 1,127,721	\$ 1,478,555	\$ 2,081,492	\$ 5,518,708
	Strengthening School/ Parents/ Community structure	\$ 1,472,556	\$ 2,041,380	\$ 2,659,079	\$ 3,725,546	\$ 9,898,561
	System Strengthening (District)	\$ 100,593	\$ 136,447	\$ 178,917	\$ 252,241	\$ 668,198
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
	Piloting/ Innovations/ Material Development	\$ 857,492	\$ 751,680	\$ 144,000	\$ -	\$ 1,753,172
SUBTOTAL (Primary School Programme)		\$ 33,951,293	\$ 42,405,012	\$ 46,326,098	\$ 56,504,824	\$ 179,187,228
Secondary	Infrastructure	\$ 6,024,223	\$ 5,151,241	\$ 4,069,881	\$ 5,508,076	\$ 20,753,421
	Materials	\$ 1,740,729	\$ 2,188,382	\$ 2,546,956	\$ 3,090,033	\$ 9,566,100
	Teacher Salary	\$ 2,470,693	\$ 3,028,143	\$ 3,522,407	\$ 4,262,403	\$ 13,283,646
	Teacher Training	\$ 54,560	\$ 42,827	\$ 33,395	\$ 33,395	\$ 164,177
	Training to the Learners	\$ 148,882	\$ 210,283	\$ 295,879	\$ 478,758	\$ 1,133,802
	Strengthening School/ Parents/ Community structure	\$ 300,323	\$ 468,121	\$ 644,396	\$ 1,003,558	\$ 2,416,398
	System Strengthening (District)	\$ 19,997	\$ 28,279	\$ 40,399	\$ 65,093	\$ 153,768
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
	Piloting/ Innovations/ Material Development	\$ 857,492	\$ 720,000	\$ 288,000	\$ -	\$ 1,865,492
SUBTOTAL (Secondary School Programme)		\$ 11,616,900	\$ 11,837,275	\$ 11,441,312	\$ 14,441,316	\$ 49,336,804
Adolescent	Infrastructure	\$ 1,224,972	\$ 2,465,604	\$ 3,396,783	\$ 4,229,074	\$ 11,316,434
	Materials	\$ 4,674,193	\$ 9,680,257	\$ 10,231,640	\$ 10,731,113	\$ 35,317,204
	Teacher Salary	\$ 1,375,096	\$ 3,163,219	\$ 4,449,398	\$ 5,597,902	\$ 14,585,616
	Teacher Training	\$ 84,708	\$ 219,440	\$ 222,559	\$ 232,261	\$ 758,968
	Training to the Learners	\$ 5,188,764	\$ 11,497,231	\$ 11,629,816	\$ 11,752,136	\$ 40,067,947
	Strengthening School/ Parents/ Community structure	\$ 136,800	\$ 313,200	\$ 448,800	\$ 561,600	\$ 1,460,400
	System Strengthening (District)	\$ -	\$ -	\$ -	\$ -	\$ -
	System Strengthening (National)	\$ -	\$ -	\$ -	\$ -	\$ -
	Piloting/ Innovations/ Material Development	\$ -	\$ 953,600	\$ 384,282	\$ 358,707	\$ 1,696,589
SUBTOTAL (Adolescents Programme)		\$ 12,684,534	\$ 28,292,551	\$ 30,763,278	\$ 33,462,793	\$ 105,203,157
System Strengthen	Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ -
	Materials	\$ -	\$ -	\$ -	\$ -	\$ -
	Teacher Salary	\$ -	\$ -	\$ -	\$ -	\$ -
	Teacher Training	\$ -	\$ -	\$ -	\$ -	\$ -
	Training to the Learners	\$ -	\$ -	\$ -	\$ -	\$ -
	Strengthening School/ Parents/ Community structure	\$ 686	\$ 12,891	\$ 49,371	\$ 49,371	\$ 112,320
	System Strengthening (District)	\$ 162,000	\$ 324,000	\$ 324,000	\$ 324,000	\$ 1,134,000
	System Strengthening (National)	\$ 137,657	\$ 275,314	\$ 275,314	\$ 275,314	\$ 963,600
	Piloting/ Innovations/ Material Development	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL (System Strengthening)		\$ 300,343	\$ 612,206	\$ 648,686	\$ 648,686	\$ 2,209,920
GRAND TOTAL		\$ 70,934,577	\$ 96,176,919	\$ 103,963,457	\$ 123,651,906	\$ 394,726,858

Table 18: Breakdown of costing based on Activity for each year (detailed breakdown)

#	Activity Description	TOTAL COST (USD)				
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	TOTAL
1.0 IMPROVED EQUITABLE ACCESS TO RELEVANT LEARNING OPPORTUNITIES						
1.1 Increased provision of education infrastructure (ECD, primary, accelerated, and secondary including child-friendly spaces)						
1.1.1	Construction of Temporary Classrooms	449,050	274,061	127,642	138,010	988,762
1.1.2	Construction of Semi Permanent Classrooms	4,676,628	2,901,550	1,433,502	1,596,535	10,608,214
1.1.3	Construction of Permanent Classrooms	418,132	295,599	189,768	216,770	1,120,269
1.1.4	Construction of Teacher's Houses	2,128,190	2,700,982	3,175,643	3,744,619	11,749,433
1.1.5	Construction of WASH facilities/Gender facilities for MHM, Girls' changing rooms	8,532,816	11,027,088	11,590,320	14,557,344	45,707,568
1.1.6	Provision of playground/sports ground [ecd, primary, secondary]	725,789	975,264	1,264,771	1,759,037	4,724,861
1.1.7	Construction of additional school buildings, e.g.. Food stores, kitchens, libraries, laboratories	824,416	1,120,144	1,529,788	2,295,531	5,769,880
1.1.8	Rehabilitation and Upgrading of Existing Facilities	488,670	974,733	974,733	974,733	3,412,869
1.1.9	Maintenance cost for Facilities	49,920	67,632	88,776	124,920	331,248
1.1.10	Construction of Staff Room	57,600	50,499	37,874	49,710	195,682
1.1.11	Furniture for Centers/ Schools	4,466,687	3,356,046	1,537,149	1,587,547	10,947,429
1.1.12	Establishment of Child Friendly Spaces (CFS)	215,808	187,776	138,624	163,584	705,792
1.1.13	Establishment of Accelerated Education Programme (AEP) Centre	1,009,164	2,277,828	3,258,159	4,065,490	10,610,642
1.2 Support Provision of Scholastic Materials and Instruction Materials						
1.2.1	Supply of scholastic materials (exercise books, pens, pencils, rulers, math set etc.)	4,101,930	5,090,076	5,706,038	6,311,627	21,209,671
1.2.2	Supply of ECD kits, slates and play materials	208,966	279,912	359,543	493,273	1,341,694
1.3 Develop Skills and Livelihoods Opportunities for out of school adolescent and Youth						
1.3.1	Expand Non Formal and Formal Vocational Skills Training at All Levels (including PPP approaches)	3,422,366	7,579,284	7,618,298	7,658,813	26,278,762
1.3.2	Expand life skills and livelihood opportunities	1,691,432	3,746,314	3,765,575	3,785,566	12,988,886
1.4 Expand Access to Education for Learners with Disabilities						
1.4.1	Support distribution of assistive devices (such as hearing aid, crutches, braille, large prints, eye glasses etc.) to Learners with disabilities	3,148,637	3,590,246	3,768,595	3,961,267	14,468,746
1.4.2	Improve accessibility to school environment for Learners with disabilities	132,888	180,552	236,640	337,368	887,448
1.5 Improve Safety and Learning Environment						
1.5.1	Increase awareness and monitoring of child protections issues in schools (training of RTRR guidelines, community engagement)	1,189,200	1,738,080	2,315,760	3,201,120	8,444,160
1.5.2	Support improvement of hygiene and sanitation practices in schools. (soft component)	256,925	347,481	454,382	640,517	1,699,305
1.5.3	Supply sanitary kits to girls above 10 years old	1,626,936	2,011,222	2,245,482	2,472,416	8,356,056
1.5.4	Burning facilities (incinerator) for burning disposable sanitary pads	933,687	1,441,564	1,961,121	2,722,148	7,058,521
1.5.5	Support training on menstrual hygiene management	235,382	390,067	536,295	728,180	1,889,925
1.6 Other Innovations to increase access to education						
1.6.1	Introduce double shift schools	1,714,984	-	-	-	1,714,984
1.6.2	Expand accelerated Learning Programme	-	864,000	294,682	269,107	1,427,789
1.6.4	Introduction of distance learning through ICT innovation	-	-	144,000	-	144,000
2.0 IMPROVED DELIVERY OF QUALITY EDUCATION AND TRAINING						
2.1 Increasing Teacher Supply and Quality (all levels)						
2.1.1	Salary for existing teachers and newly recruited additional teachers (Teachers, Classroom Assistant, care givers and skills instructors)	18,899,778	25,708,324	31,574,938	38,937,632	115,120,671
2.1.2	Provide induction training and refreshers courses for teachers (including on large class, Social Emotional Learning/Psycho-social support, GBV counselling, CDRM, accelerated education methodology, use of local materials etc.)	558,706	740,635	620,413	759,787	2,679,541
2.1.3	Development of training programmes designed for refugee teachers	-	45,000	45,000	-	90,000
2.1.4	Provide accelerated training and accreditation for refugee teachers	-	-	46,075	54,426	100,501
2.1.5	Review and update existing primary AEP curriculum/ teacher's guide	-	25,600	25,600	25,600	76,800
2.2 Support Capacity Development, Support Supervision and Inspection (ECD, primary, AEP and secondary)						
2.2.1	Increase Teacher Quality through targeted professional development and supervision (all levels)	138,340	178,185	177,687	218,360	712,572
2.2.2	Provide leadership and management training to school leaders (Head teachers & Deputies)	107,760	145,676	190,338	267,985	711,760
2.3 Enhance Support to School Inspection and Support Supervision						
2.3.1	Support School Inspection	123,177	166,594	217,851	307,101	814,722
2.3.2	Strengthen Support Supervision	123,177	166,594	217,851	307,101	814,722
2.4 Provision of adequate supply of relevant teaching and learning materials						
2.4.1	Supply of textbooks, teacher's guides, caregiver's guide, curriculum books etc.	844,453	1,146,384	1,465,711	2,160,509	5,617,057
2.4.2	Provision of teaching and learning materials for life skills and vocational skills training	3,803,501	7,761,332	7,801,275	7,842,673	27,208,781
2.4.3	Review and update 'Assessment and Training Package for Skills Training' (for Vocational Skills training)	-	64,000	64,000	64,000	192,000

Education Response Plan for Refugees and Host Communities in Uganda

#	Activity Description	TOTAL COST (USD)				
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	TOTAL
2.5 Improve pedagogy and Pilot innovations						
2.5.1	Develop bridging program for refugee learners (a programme to re-oriented refugee learners into Ugandan education system, curricula, language of instruction, examination system etc.)	-	1,440,000	-	-	1,440,000
2.5.2	Expansion of the bridging program for refugee learners	442,560	604,800	798,720	1,148,160	2,994,240
2.5.3	Pilot Early grade Reading and Numeracy	-	31,680	-	-	31,680
2.5.4	Promote access to learning materials through ICT innovations	-	-	288,000	-	288,000
2.6 Support to school clubs and co-curricular activities						
2.6.1	Provide materials for games and sports	229,248	313,152	416,928	603,264	1,562,592
2.6.2	Support Learners clubs (MDD, debating, art, craft and life skills development)	251,231	343,180	456,907	661,111	1,712,430
3.0 STRENGTHENED SYSTEM FOR EFFECTIVE DELIVERY						
3.1 Advocate for a supportive policy and regulations						
3.1.1	Advocacy for lifting of teachers ceiling in the refugee hosting districts	857	1,714	1,714	1,714	6,000
3.1.2	Advocate for refugee students to access USE schools	857	1,714	1,714	1,714	6,000
3.1.3	Support dissemination of guidelines on school feeding in the refugee settings	1,714	3,429	3,429	3,429	12,000
3.1.4	Support development of guidelines for harmonization of AEP programs	25,714	51,429	51,429	51,429	180,000
3.1.5	Support development of refugee education policy aligned with ESSP and the White Paper under review	10,286	20,571	20,571	20,571	72,000
3.1.6	Advocate for regulation and harmonization of terms and condition of service for teachers in refugee hosting districts	3,771	7,543	7,543	7,543	26,400
3.2 Improved management and coordination of education services delivery by partners						
3.2.1	Support for leadership and coordination of education service delivery at settlement, district and national level. (Establish national and district coordination units in refugee hosting districts)	128,571	257,143	257,143	257,143	900,000
3.2.2	Support MoES in management of refugee education response	42,857	85,714	85,714	85,714	300,000
3.2.3	Increase capacity of refugee hosting districts to manage education response	12,857	25,714	25,714	25,714	90,000
3.2.4	Support district/settlement level planning in refugee hosting districts	20,571	41,143	41,143	41,143	144,000
3.2.5	Increase capacity of education partners (e.g. INEE training to NGO partners)	13,714	27,429	27,429	27,429	96,000
3.3 Improved data, management and information systems for M&E						
3.3.1	Develop a comprehensive education database incorporated in EMIS and integrated with Inspectorate Information System at district and national level	6,000	12,000	12,000	12,000	42,000
3.3.2	Establish a robust M&E system for the refugee and host community education response plan	8,571	17,143	17,143	17,143	60,000
3.3.3	Conduct research, studies and documentation: detailed baseline surveys, MLA, end line, language assessment, documentation of learning etc. to inform implementation of the response plan	20,571	41,143	41,143	41,143	144,000
3.3.4	Annual reviews linked to ESR to track progress and make reports	2,743	5,486	5,486	5,486	19,200
3.4 Increased Community Engagement on Education Issues (all levels)						
3.4.1	Support establishment of Home Grown School Feeding from host communities and refugees. (supply of basic kitchen utensils)	692,675	949,799	1,276,962	1,784,946	4,704,381
3.4.2	Community sensitization and support to PTA, SMCs, CMCs, BOGs to conduct monitoring of Home Grown School Feeding	28,405	170,433	170,433	170,433	539,704
3.4.3	Establish and support PTA, SMCs, CMCs, BOGs to conduct monitoring of school programmes and safety and security of learners	691,989	936,907	1,227,590	1,735,575	4,592,061
3.4.4	Promote community sensitization and awareness to strengthen participation in school programmes	692,058	937,001	1,227,713	1,735,748	4,592,521
3.5 Coordination to enhance integrated ECD services						
3.5.1	Mapping of ECD service points	69,120	-	-	-	69,120
3.5.2	Support capacity building of ECD committees and focal persons at district, sub-county, parish, settlement levels	57,600	-	-	-	57,600
3.5.3	Parenting session on Key Family Care Practices	174,937	234,330	300,994	412,946	1,123,207
GRAND TOTAL		70,934,577	96,176,919	103,963,457	123,651,906	394,726,858