THE REPULBIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

EDUCATION SECTOR PLAN (ROADMAP) FOR TRANSITIONING OF PARTNER FACILITIES TO GOVERNMENT PLANNING AND MANAGEMENT-2024/25-2034/35



February 2025

TABLE OF CONTENTS

Table of Contents i
List of Tables iv
List of Figures iv
Acronyms and Abbreviations v
Executive Summary vi
1 Introduction And Background 1
1.1 Introduction 1
1.2 Background 1
1.3 Plan Development Process 2
2 Situation Analysis 3
2.1 Status of Transition in the Education Sector 3
2.2 Understanding of transition in the education sector 6
2.3 Cost implication for the transitioning 8
2.3.1 Education sector releases against budget 9
2.4 Identified Key Challenges During Transitioning 9
2.5 Lessons Learned 11
2.6 Strategic Focus Areas During Transition 12
2.6.1 Infrastructure Development and Maintenance 12
2.6.2 Human Resource Management and Capacity Building 12
2.6.3 Quality Assurance and Monitoring 12
2.6.4 Community and Stakeholder Engagement 12
2.6.5 Strengthen capacity of Local Governments 13
3 Strategic Direction of the Transition Plan And Roadmap 14
3.1 Vision 14
3.2 Mission 14
3.3 Goal 14
3.4 Purpose 14
3.5 Strategic Objectives 14
3.6 Guiding Principles 15
3.7 Theory of Change 16
3.8 Strategic interventions and Activities 17

3.1 Phases of Transition 21
3.1.1 Phase 1: Preparation and Capacity Assessment 22
3.1.2 Phase 2: Infrastructure Development and Human Resource Strengthening 23
3.1.3 Phase 3: Transition Implementation and Integration 23
3.1.4 Phase 4: Full Government Management and Sustainable Operations 24
3.2 Timeline And Key Milestones for the Transition 24
4 Transition Governance and Management 26
4.1 Strengthening Leadership and Governance 26
4.2 Capacity Building and Capability Development 26
4.3 Partnership, Collaboration, and Coordination 27
4.4 Communication and Stakeholder Engagement 38
4.4.1 Development of a Communication and Advocacy Strategy 38
5 Risk Management 40
6 Financing and Cost Estimates 42
6.1 Cost Estimates 43
7 Monitoring, Evaluation, Learning and Reporting 46
7.1 Introduction 46
7.2 Monitoring of the Education Sector Transition Roadmap 46
7.2.1 Assessments 46
7.2.2 Reviews 46
7.2.3 Compliance Checks 46
7.3 Evaluation of the Education Sector Transition Roadmap 47
7.3.1 Evaluation Phases 47
7.3.2 Key Evaluation Questions 47
7.4 Learning 48
7.4.1 Mechanisms for Learning 48
7.4.2 Incorporating Lessons into Strategy 48
7.5 Reporting Mechanisms 48
7.5.1 Types of Reports 48
7.5.2 Dissemination of Reports 48
7.5.3 Feedback Mechanisms 49

Annex 50
Annex I: Monitoring and Evaluation Framework 50
Annex II: Staffing Gap Analysis Matrix.....54
Annex III: Infrastructure Gap Analysis Matrix 63

LIST OF TABLES

Table 1: Number and percentage of coded and uncoded primary and secondary schools in the settlements....4
Table 2: Share of positions filled in primary, secondary and tertiary institutions which are being supported by UNHCR / Partners....5
Table 3: Percentage of budget for education sector versus actual release for FY 2022/23 9
Table 4: Strategic Interventions and activities....17
Table 5: Timeline and Key milestones for Transition....24
Table 6: Roles and responsibilities of various stakeholders 28
Table 7: A communication and advocacy matrix for the education sector-specific transition strategy/roadmap 38
Table 8: Education Sector Risk Assessment and Mitigation Measures....40
Table 9: Costing for the education sector Transition....43
Table 10: Monitoring and Evaluation Framework....50
Table 11 Infrastructure gaps in schools within Refugee Hosting Districts (RHDs) 63

LIST OF FIGURES

Figure 1: Transition status of schools by settlement 4
Figure 2: Staffing gaps for teachers in Refugee Settlements (UNHCR, 2023)....5
Figure 3: Available classrooms and gaps in Schools within Settlements in Uganda....6
Figure 5: Theory of Change for the Education Sector Transition Plan and Roadmap 16

ACRONYMS AND ABBREVIATIONS

BRMS	Basic Requirements and Minimum Standards
CAO	Chief Administrative Officer
CRRF	Comprehensive Refugee Response Framework
DC	Development Cooperation
DEF	District Engagement Forum
DLG	District Local Governments
DP	Development Partners
EMIS	Education Management Information System
ERP	Education Response Plan
GoU	Government of Uganda
IFI	International Financial Institutions
KII	Key Informant Interviews
INGO	International Non-governmental Organisations
MDA	Ministries, Departments and Agencies
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoH	Ministry of Health
MoLG	Ministry of Local Government
MWE	Ministry of Water and Environment
NGOs	Non-governmental Organisations
NPA	National Planning Authority
NTS	National Transition Strategy
OPM	Office of the Prime Minister
REF	Refugee Engagement Forum
RELONS	Refugee Lead Organizations
PTA	Primary Teachers Associations
RHD	Refugee Hosting Districts
RHPG	Refugee Humanitarian Partner Group
RRP	Refugee Response Plan
SMC	School Management Committees
ToRs	Terms of Reference
UBOS	Ugandan Bureau of Statistics
UCRRP	Uganda Country Refugee Response Plan
UgIFT	Uganda Intergovernmental Fiscal Transfers Program for Results
UN	United Nations
UNGA	United Nations General Assembly
UNHCR	United Nations High Commissioner for Refugees

EXECUTIVE SUMMARY

Introduction and Background

The Education Sector Transition Plan is a key component of the *National Transition Strategy (NTS)*, designed to facilitate the gradual transfer of partner-managed and financed refugee education services to government planning and management. This plan provides a structured roadmap for a coordinated and phased transition, ensuring that education services, facilities, and systems align with national standards. It outlines strategic interventions, key milestones, and resource needs to support this process while addressing infrastructure, human resources, and financing challenges.

The transition reflects Uganda's commitment to the Global Compact on Refugees (GCR) and the Comprehensive Refugee Response Framework (CRRF), which prioritize self-reliance and integration of refugees into national development frameworks. Efforts under the Education Response Plan for Refugees and Host Communities (ERP I & II) and the Education and Sports Strategic Plan (ESSP) 2020/21–2024/25 have laid the foundation for this transition plan. However, challenges such as funding gaps, staffing shortages, infrastructure deficits, and inconsistencies in partner-led service delivery persist.

A key step in this transition has been the coding of education facilities, allowing schools to be formally recognized in government systems for planning and resource allocation. However, coding does not automatically ensure financial responsibility-sharing between government and partners, leading to continued reliance on humanitarian funding. Additionally, some education facilities remain ineligible for coding, necessitating a broader approach to sustainable management and cost-sharing mechanisms.

To address these challenges, this transition framework adopts a whole-of-government approach, ensuring sustainable education service delivery in RHDs. It focuses on integrating services for both refugees and host communities, strengthening institutional capacity, and developing long-term financing strategies for inclusive and resilient education systems.

Situation Analysis: Key Challenges

1. **Human Resource Constraints:** Recruiting and retaining teachers in government-managed schools is hindered by wage limitations, staffing shortages, and governance gaps, affecting education service delivery in refugee-hosting districts.
2. **Staffing Shortages:** Over 86% of teaching staff are partner-supported, leading to dependency on external funding and an insufficient number of government-paid teachers.
3. **Misinformation about Salary and Benefit Discrepancies:** Differences in salaries between government and partner-funded teachers create resistance to transition, requiring sensitization efforts to address misinformation.
4. **Recruitment Delays:** Bureaucratic hiring processes and funding constraints slow teacher recruitment, worsening staff shortages and affecting education quality.
5. **Retention Challenges:** High teacher turnover in remote refugee-hosting districts is exacerbated by the lack of hard-to-reach allowances, impacting the stability of schools.

6. **Limited Wage Allocation:** Government wage allocations do not align with the growing student population, leading to overcrowded classrooms and high teacher-to-pupil ratios.
7. **Inadequate Infrastructure:** Many schools rely on temporary, unsafe structures, with some classrooms accommodating 107 students per teacher, far exceeding acceptable standards.
8. **Limited Focus on Secondary Schools:** Only 18% of secondary schools have been coded for government oversight, limiting education progression in key settlements.
9. **Inequitable Access to Quality Education:** A lack of resources prevents the government from achieving its goal of one primary school per parish and one secondary school per sub-county in refugee-hosting districts.
10. **School Ownership Disputes:** Some community schools face ownership conflicts, as founders push for private control, complicating government transition efforts.
11. **Data Gaps:** The absence of comprehensive data on school infrastructure, staffing, and funding hinders effective planning and transition management.

Strategic Direction of the Plan

Vision

A sustainable, inclusive education system providing equitable, high-quality learning for all in refugee-hosting districts.

Mission

To transition education services from partner-led management to fully integrated, government-led systems that ensure accessible, quality education for refugee and host communities, supported by adequate infrastructure, resources, and a committed workforce.

Goal

To successfully integrate education services within refugee-hosting areas into the national education framework, enhancing educational access, equity, and quality for refugee and host communities by strengthening line ministry, local government, capacity and infrastructure.

Purpose

To establish a clear and actionable roadmap for the gradual, efficient transition of education services from partner management to government planning and management, addressing systemic gaps, promoting inclusivity, and ensuring sustainable educational service delivery across refugee-hosting districts.

Guiding Principles

The following principles shall be crucial in guiding the implementation of the education sector specific transition strategy / Road map:

Equity and Inclusivity: Ensure all children, including refugees and host community members, have equitable access to quality education without discrimination, addressing barriers to inclusion.

Community Ownership and Engagement: Involve local communities, including parents, educators, and local leaders, to foster shared responsibility and encourage long-term investment in education services.

Sustainability and Resource Optimization: Focus on sustainable practices and efficient use of resources to maintain education quality and continuity even after external funding is reduced.

Collaboration and Coordination: Strengthen partnerships among government entities, development partners, and NGOs to align objectives, pool resources, and support a unified approach to education delivery.

Accountability and Transparency: Maintain clear, transparent processes in budgeting, reporting, and implementation to build trust and ensure responsible use of resources across the education system.

Learner-Centered Approach: Prioritize the best interests of the learner, ensuring that all educational policies, infrastructure, and programs address the developmental, emotional, and academic needs of students.

Capacity Building and Local Empowerment: Develop local government and school staff capacity through training and support to prepare them for independent, effective management of transitioned education services.

Adaptability and Resilience: Build a responsive education system that can adapt to the evolving needs of refugee-hosting communities, addressing both current demands and future challenges.

Evidence Based Decision Making: Utilising reliable data, research, and proven best practices to guide decision making and planning, ensuring that actions are informed, effective, and aligned with the needs of the refugee and host communities and meet the requirements of education standards.

Transition Approach

The transition in the education sector will follow a structured, phased approach to ensure a shift from partner-managed to government planning and management (with partner support). Each phase is designed to build on the previous one, fostering gradual change through capacity-building, resource alignment, and policy adaptation. **Partial transition** occurs from Phases 1 to 3. **Full transition** in Phase 4.

Phase 1: Preparation and Capacity Assessment

- **Stage 1.1: Needs Assessment and Identification of Priority Schools**
  - Conduct comprehensive needs assessments
  - Identify priority schools for grant-aiding based on total enrollment and proportion of host community learners.
  - Confirm evidence of school and land ownership, with school management committees (SMCs) meeting requirements for coding and grant-aiding.
  - Ensure schools meet MoES criteria for selection.
  - Facilitate formal requests from school leadership for coding, submitted to the DLG
- **Stage 1.2: Resource Allocation and Budget Planning**
  - Develop a financial plan that includes wage availability as per MoFPED guidance and addresses identified funding gaps.
  - Align budget allocation with district ceilings for new and existing schools.

Phase 2: Infrastructure Development and Human Resource Strengthening

- **Stage 2.1: Infrastructure Development**
  - Construct and refurbish permanent classrooms, administrative blocks, and WASH facilities.
  - Prioritize projects in high-demand areas, ensuring a safe and conducive learning environment.
- **Stage 2.2: Teacher Recruitment, Training, and Compensation Alignment**
  - Expedite teacher recruitment through the District Service Commission, focusing on underserved and remote areas.
  - Align wages between government and partner-supported teachers to prevent salary discrepancies.
  - Implement continuous professional development and specialized training for teachers working with refugee learners.
- **Stage 2.3: Data Inclusion and EMIS Enhancement**
  - Update the EMIS to include refugee student data.
  - Adjust capitation grant calculations to factor in refugee enrollment for accurate funding.

Phase 3: Transition Implementation and Integration

- **Stage 3.1: Formal Handover and Coding Process**
  - DLG oversees technical handover; political leadership conducts formal commissioning.
  - Verify that schools meet coding requirements, including inspection reports, council resolutions, and functional SMCs.
  - Integrate transitioned schools into the government's operational framework, ensuring completion of coding and licensing.
- **Stage 3.2: Integration of Standards and Quality Assurance**
  - Standardize curriculum, instructional methods, and assessments across all transitioned schools.
  - Establish regular inspections and compliance checks by district inspectors to maintain quality assurance.
- **Stage 3.3: Inclusion of Refugee Students in Government Education Metrics**
  - Integrate refugee students into the EMIS database with corresponding capitation grant adjustments.
  - Update policy to include refugee data in funding formulas for equitable support.

Phase 4: Full Government Management and Sustainable Operations

- **Stage 5.1: Full Assumption of Management Responsibilities**
  - Transition all operational, financial, and administrative responsibilities to government entities.
  - Ensure sustainable financing for ongoing operations, including partnerships where necessary.
- **Stage 5.2: Sustainable Education Financing and Operational Independence**
  - Explore revenue generation strategies, including PPPs and community-based funding.
  - Establish and or implement policies for consistent funding, staffing, and infrastructure support for government-managed schools.

Cross-Phase Actions:

Stakeholder Engagement and Communication: Regular consultations with stakeholders to maintain transparency, address concerns, ensure continued support for the transition.

Capacity Building and Professional Development: Ongoing training for teachers and administrators to strengthen the education system's capability to manage the transition effectively.

Resource Mobilization and Financial Management: Continuous funding and financial oversight to meet infrastructure, staffing, and operational needs throughout the transition.

Monitoring, Evaluation, and Continuous Improvement: Establishment of a Monitoring and Evaluation (M&E) Framework; Quality Assurance and Compliance Checks to verify adherence to government education standards; Stakeholder Engagement and Continuous Learning (document and share lessons learned and best practices).

Cost Estimates

The costing in the table below has been informed by the budget figures from the ERP II and adjusted accordingly (especially for Years 5 to 10) to cater for inflations**.** The total cost estimate is **UGX. 5,386,005,443,900 (USD 1,455,677,147).**

		Exact Budget Figures as per ERP II				Estimated Figures Based on the Year 3 and 4					
Programme Area	**Activity Area**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**
ECD	Infrastructure	877,304	2,747,283	3,186,263	3,247,949	3,309,635	3,371,321	3,433,007	3,494,693	3,556,379	3,618,06
	Materials	611,581	1,208,246	1,239,256	1,270,054	1,300,852	1,331,650	1,362,448	1,393,246	1,424,044	1,454,84
	Teacher Salary	961,508	1,937,380	2,037,930	2,143,866	2,249,802	2,355,738	2,461,674	2,567,610	2,673,546	2,779,48
	Teacher Training	147,698	272,671	282,437	294,050	305,663	317,276	328,889	340,502	352,115	363,72
	Training to the Learners	288,610	572,918	589,220	606,727	624,234	641,741	659,248	676,755	694,262	711,76
	Strengthening School/Parents/Community structure	1,040,316	2,098,488	2,119,488	2,145,540	2,171,592	2,197,644	2,223,696	2,249,748	2,275,800	2,301,85
	System Strengthening (District)	84,230	227,242	229,210	173,184	245,674	245,674	245,674	245,674	245,674	245,67
	System Strengthening (National)				-						
	Piloting/ Innovations/ Material Development	502,830	993,174	1,027,218	1,062,234	1,097,250	1,132,266	1,167,282	1,202,298	1,237,314	1,272,33
	SUBTOTAL (ECD Programmes)	**4,514,077**	**10,057,402**	**10,711,021**	**10,943,606**	**11,304,702**	**11,593,310**	**11,881,918**	**12,170,526**	**12,459,134**	**12,747,74**
Primary	Infrastructure	2,617,552	6,359,345	7,372,953	7,571,623	7,770,293	7,968,963	8,167,633	8,366,303	8,564,973	8,763,64
	Materials	7,224,384	14,630,671	15,141,522	15,683,888	16,226,254	16,768,620	17,310,986	17,853,352	18,395,718	18,938,08
	Teacher Salary	10,539,210	22,977,541	23,889,128	24,842,897	25,796,666	26,750,435	27,704,204	28,657,973	29,611,742	30,565,51
	Teacher Training	519,434	1,142,130	1,140,911	1,187,008	1,233,105	1,279,202	1,325,299	1,371,396	1,417,493	1,463,59
	Training to the Learners Strengthening School/ Parents/ Community structure	5,402,422	11,005,820	11,354,146	11,726,565	12,098,984	12,471,403	12,843,822	13,216,241	13,588,660	13,961,07
	Strengthening School/ Parents/ Community structure	6,144,358	13,358,017	13,869,772	14,411,120	14,952,468	15,493,816	16,035,164	16,576,512	17,117,860	17,659,20
	System Strengthening (District)	69,569	139,752	140,977	142,203	143,429	144,655	145,881	147,107	148,333	149,55
	System Strengthening (National)	-			-						
	Piloting/ Innovations/ Material Development	1,399,068	2,811,732	2,918,652	3,029,514	3,140,376	3,251,238	3,362,100	3,472,962	3,583,824	3,694,68
	SUBTOTAL (Primary School Programme)	**33,915,996**	**72,425,006**	**75,828,062**	**78,594,820**	**81,361,575**	**84,128,332**	**86,895,089**	**89,661,846**	**92,428,603**	**95,195,36**
Secondary	Infrastructure	2,102,137	3,498,760	3,754,153	3,758,323	3,762,493	3,766,663	3,770,833	3,775,003	3,779,173	3,783,34
	Materials	1,616,146	3,395,216	3,674,659	3,919,720	4,164,781	4,409,842	4,654,903	4,899,964	5,145,025	5,390,08
	Teacher Salary	5,624,861	12,319,219	13,531,013	14,780,442	16,029,871	17,279,300	18,528,729	19,778,158	21,027,587	22,277,01
	Teacher Training	123,304	236,082	230,557	249,003	267,449	285,895	304,341	322,787	341,233	359,67
	Training to the Learners	1,186,309	2,569,747	2,815,879	3,070,312	3,324,745	3,579,178	3,833,611	4,088,044	4,342,477	4,596,91

		Exact Budget Figures as per ERP II				Estimated Figures Based on the Year 3 and 4					
Programme Area	**Activity Area**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**
	Strengthening School/Parents/Community structure	1,072,034	2,344,850	2,576,739	2,814,666	3,052,593	3,290,520	3,528,447	3,766,374	4,004,301	4,242,22
	System Strengthening (District)	10,114	21,147	22,373	23,292	24,211	25,130	26,049	26,968	27,887	28,80
	System Strengthening (National)				-						
	Piloting/ Innovations/ Material Development	166,566	310,218	337,278	365,724	394,170	422,616	451,062	479,508	507,954	536,40
	SUBTOTAL (Secondary School Programme)	**11,901,470**	**24,695,240**	**26,942,650**	**28,981,481**	**31,020,313**	**33,059,144**	**35,097,975**	**37,136,806**	**39,175,637**	**41,214,46**
TVET / HE	Infrastructure	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,39**
	Materials	353,847	1,012,147	1,348,625	1,710,382						
	Teacher Salary	948,821	2,767,626	3,716,701	4,719,011	5,721,321	6,723,631	7,725,941	8,728,251	9,730,561	10,732,87
	Teacher Training	14,901	43,203	58,007	73,772	89,537	105,302	121,067	136,832	152,597	168,36
	Training to the Learners	1,564,686	4,374,464	5,690,156	7,080,180	8,470,204	9,860,228	11,250,252	12,640,276	14,030,300	15,420,32
	Strengthening School/ Parents/ Community structure	7,200	13,800	13,800	14,400	15,000	15,600	16,200	16,800	17,400	18,00
	System Strengthening (District)	-			-						
	System Strengthening (National)				-						
	Piloting/ Innovations/ Material Development	138,188	174,296	193,454	213,710	233,966	254,222	274,478	294,734	314,990	335,24
	SUBTOTAL (TVET/Higher Education)	**3,286,039**	**8,643,933**	**11,279,139**	**14,069,850**	**14,788,424**	**17,217,379**	**19,646,334**	**22,075,289**	**24,504,244**	**26,933,19**
AEP	Infrastructure	468,720	968,688	1,031,184	1,062,432	1,093,680	1,124,928	1,156,176	1,187,424	1,218,672	1,249,92
	Materials	285,520	691,909	825,564	966,962	1,108,360	1,249,758	1,391,156	1,532,554	1,673,952	1,815,35
	Teacher Salary	667,092	1,649,842	2,018,033	2,421,096	2,824,159	3,227,222	3,630,285	4,033,348	4,436,411	4,839,47
	Teacher Training	21,758	53,633	65,580	78,526	91,472	104,418	117,364	130,310	143,256	156,20
	Training to the Learners	58,464	125,460	150,048	168,444	186,840	205,236	223,632	242,028	260,424	278,82
	Strengthening School/ Parents/ Community structure	5,573	8,959	11,145	11,145	11,145	11,145	11,145	11,145	11,145	11,14
	System Strengthening (District)	-			-						
	System Strengthening (National)	-			-						
	Piloting/ Innovations/ Material Development	474,673	1,283,646	1,375,490	1,612,186	1,848,882	2,085,578	2,322,274	2,558,970	2,795,666	3,032,36
	SUBTOTAL (Adolescents Programme)	**1,981,801**	**4,782,136**	**5,477,044**	**6,320,791**	**7,164,538**	**8,008,285**	**8,852,032**	**9,695,779**	**10,539,526**	**11,383,27**
System Strengthening	Infrastructure										

		Exact Budget Figures as per ERP II				Estimated Figures Based on the Year 3 and 4					
Programme Area	**Activity Area**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**
	Materials	-			-						
	Teacher Salary	-			-						
	Teacher Training	- -			-						
	Training to the Learners	-			-						
	Strengthening School/ Parents/ Community structure	-			-						
	System Strengthening (District)	492,000	504,000	492,000	504,000	516,000	528,000	540,000	552,000	564,000	576,0
	System Strengthening (National)	820,800	1,072,800	646,800	542,400	438,000	333,600	229,200	124,800	20,400	
	Piloting/ Innovations/ Material Development	48,000	96,000	48,000	96,000	144,000	192,000	240,000	288,000	336,000	
	SUBTOTAL (System Strengthening)	**1,360,800**	**1,672,800**	**1,186,800**	**1,142,400**	**1,098,000**	**1,053,600**	**1,009,200**	**964,800**	**920,400**	**576,0**
	GRAND TOTAL	**56,960,182**	**122,276,518**	**131,424,717**	**140,052,948**	**146,737,552**	**155,060,050**	**163,382,548**	**171,705,046**	**180,027,544**	**188,050,04**

1 INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This transition plan for the education sector is part of the *National Transition Strategy (NTS) for Transitioning of Partner Facilities in Refugee Settlements in Uganda to Government Planning and Management.* It provides a roadmap for a coordinated and phased transition of partner managed and financed refugee education services, facilities and systems to government planning and management on jointly agreed standards, and details key strategic interventions, key milestones and resource needs to support this process. The plan focuses on addressing key challenges related to infrastructure, human resources and financing, among others. Ultimately, the plan aims to guide gradual integration of refugee education services into Uganda's national education system, ensuring government ownership, sustainability, and equitable access to quality education for both refugees and host communities.

1.2 BACKGROUND

The transfer of education services in refugee settlements from humanitarian to Government planning and management with partner support reflects the Government of Uganda's commitment to the Global Compact on Refugees and the Comprehensive Refugee Response Framework (CRRF). These initiatives prioritize refugee self-reliance and integration of refugees into national development frameworks.

As part of the CRRF in Uganda, the Ministry of Education and Sports came up with the Education Response Plan for Refugees and Host Communities in Uganda (ERP I) implemented from January 2018 to June 2021. The second Education Response Plan (ERP II), to be implemented until 2025, aims at harnessing effort and coordination towards the provision of quality education and sports for all, as also stated in the Education and Sports Strategic Plan (ESSP) FY 2020/21–2024/25. The plan also foresees the development of actions that could curb and/or mitigate rising challenges including the growing number of refugees, incorporate the lessons learned and revive education service delivery in refugee-hosting districts following the COVID-19 pandemic. Successful implementation of these plans relies on the capacity of local authorities to adopt the governance, management, and operational changes needed to revive education services in refugee-hosting districts.

Whereas transitioning of education services is already taking place, there are still a number of challenges with regards to funding, staff and infrastructure gaps and issues with partners supporting education facilities with their own guidelines. The Ministry of Education (MoES) has developed procedures to be followed for *coding* as an effort to kick start the transition process. Coding refers to the process of allocating a unique identification code for education facilities, so that they can be included in Government systems and budgeted for. It also means that these facilities report to Government systems, including through Government Information Systems. The coding system ensures that each facility is distinctively identified which facilitates effective communication, resource allocation, and monitoring of services. In the case of education, coding means that the schools receive a capitation grant.

However, coding – per definition – does not refer to shared management and resourcing with implementing partners. Therefore, the aspect of (financial) responsibility-sharing is not included in the

concept of coding. However, de facto, coded facilities in refugee settlements are still largely funded through (humanitarian) partners, and it is clear that lack of partner support would pose challenges to social service delivery, with negative effects for both refugees and host communities, while posing an undue burden on Government. Furthermore, the requirements for coding (e.g. in terms of numbers of facilities per geographical location that can be coded) mean that there are some education or health facilities which might never be coded. Transition management in the education sector therefore needs to look at sustainable operating models for facilities from a broader perspective, including also for those that are not eligible for coding, and look into government led management and sharing of costs among partners and government

Therefore, there is need to develop a whole-of-government transition framework to guide the seamless transition of education services in refugee settlements and RHDs. This transition framework adopts a phased approach to ensuring sustainable delivery of education services in RHDs in Uganda. It focuses on integrating services for both refugees and host communities while addressing infrastructure, resource management, and institutional capacity.

1.3 PLAN DEVELOPMENT PROCESS

The plan was developed through a comprehensive and consultative process involving a wide range of stakeholders at the national, district, settlement, and community levels. A situational analysis was conducted to assess the current state of the transition, identify critical gaps, determine resource requirements, and set key milestones. Building on the findings from this analysis, the transition plan was created through collaborative discussions to define the vision, mission, objectives, and strategic interventions, establishing a clear roadmap for the sustainable transfer of partner facilities to government management.

To ensure a smooth and gradual implementation, the plan incorporates flexible phases with key milestones for each stage, allowing room for adaptation and a seamless handover as the transition progresses. An integrated Monitoring and Evaluation (M&E) framework was also developed to enable the Ministry of Education and stakeholders to monitor progress, address emerging challenges, and make necessary adjustments to ensure the transition is successful and aligned with long-term goals.

2 SITUATION ANALYSIS

The situational analysis of transition in the education sector aimed to assess the current status and challenges associated with transitioning partner-financed services to government management in refugee-hosting districts. This report provides a detailed overview of the status quo with regards to transition, and identifies gaps, resource needs, and potential risks. The analysis serves as a foundation for developing a comprehensive transition framework for the education sector outlining steps for a phased, sustainable handover to government planning and service delivery.

Children constitute 57% of the refugee population, with 40% of them under 12 years of age[1]. The high percentage of refugee children, particularly those under 12, necessitates targeted educational interventions to ensure their developmental needs are met and to foster long-term stability and integration. The gross enrolment rate for refugee children in the 12 refugee-hosting districts for different levels of education is 47.7%, 88.5% and 12.1% for pre-primary, primary and secondary, respectively[2].

The Intergovernmental Fiscal Transfers Program (UgIFT) financed the transfer of schools supported by humanitarian partners to the Local Government (LG) system, including both salary and operational costs via sector conditional grants. Under this Program, GoU coded and partially transitioned 51 humanitarian partner-supported primary schools serving refugee and host communities across 12 RHDs starting FY 2021/22. This involved identifying the schools, coding the schools to the government, moving a proportion of teachers onto the government payroll and starting to pay capitation grants to schools for both refugee and host community, children enrolled in transitioning schools.

While MoES has documents in place for transition procedures, these are not comprehensive guidelines. This set of documents include requirements for licensing and registration at Institution and District/Municipal levels. In the coding process there is an assessment whether a set of minimum requirements are met. For community primary schools to qualify for grant aiding, requirements include evidence of ownership of school and land, a minimum enrolment number, the availability of permanent structures, latest statistical forms, and evidence of a functional School Management Committee. District/municipal requirements for coding include: evidence of inspection reports (District / Municipal Inspector of Schools and District Health Inspector), evidence of Council Resolutions endorsed by the District Speaker, availability of vacancies within the district staff ceiling to cater for the new school, absence of any other government aided primary school in the parish and submission of applications to MoES.

2.1 STATUS OF TRANSITION IN THE EDUCATION SECTOR

According to UNHCR 2024 data, there are 310 primary and secondary schools across various refugee settlements in Uganda. Out of 277 primary schools across various settlements, only 35.4% have been coded, while just 18% of the 33 secondary schools have been coded to date. The findings highlight

[1] See, https://reporting.unhcr.org/operational/operations/uganda#:~:text=An%20additional%20eight%20per%20cent,24%20per%20cent%20are%20youth.

[2] See, https://www.education.go.ug/wp-content/uploads/2023/08/ERP-II-_Final-Printed-Version_24052023.pdf.

significant gaps in the integration of educational facilities within refugee settlements into the national education system, as evidenced by the low percentage of primary and secondary schools that have been coded. This underscores the need for a robust National Transition Strategy that addresses these discrepancies by setting clear guidelines and timelines for coding and integrating all partner-supported facilities.

Table 1: Number and percentage of coded and uncoded primary and secondary schools in the settlements

Settlements	**Primary Schools**			**Secondary Schools**		
	CODED	NOT CODED	% Coded	CODED	NON-CODED	% Coded
Adjumani	8	22	26.7%	3	1	75%
Bidibidi	15	15	50.0%	0	6	0%
Imvepi	5	8	38.5%	0	2	0%
Kiryandongo	7	3	70.0%	1	1	50%
Kyaka 2	10	4	71.4%	1	1	50%
Kyangwali	8	14	36.4%	1	0	100%
Lobule	1	1	50.0%	0	0	0%
Nakivale	13	54	19.4%	0	3	0%
Oruchinga	4	13	23.5%	1	0	100%
Palabek	4	7	36.4%	0	1	0%
Paloriya	3	16	15.8%	0	4	0%
Rhino_camp	16	16	50.0%	0	5	0%
Rwamwanja	4	6	40.0%	1	1	50%
Grand Total	**98**	**179**	**35.4%**	**6**	**27**	**18%**

Although terms like 'partial' and 'ready for transition' were used to describe transition in the education sector, as shown in Figure 1 the analysis revealed that schools were far from meeting national standards. Significant infrastructure and staffing gaps, along with a heavy dependence on humanitarian donors and development partners, underscored their unpreparedness for transition as reflected in Figure 2, and Figure 3. Accordingly, a criterion for determining the status of transition (Partial, and Full transition) has been defined under the different phases of transition.

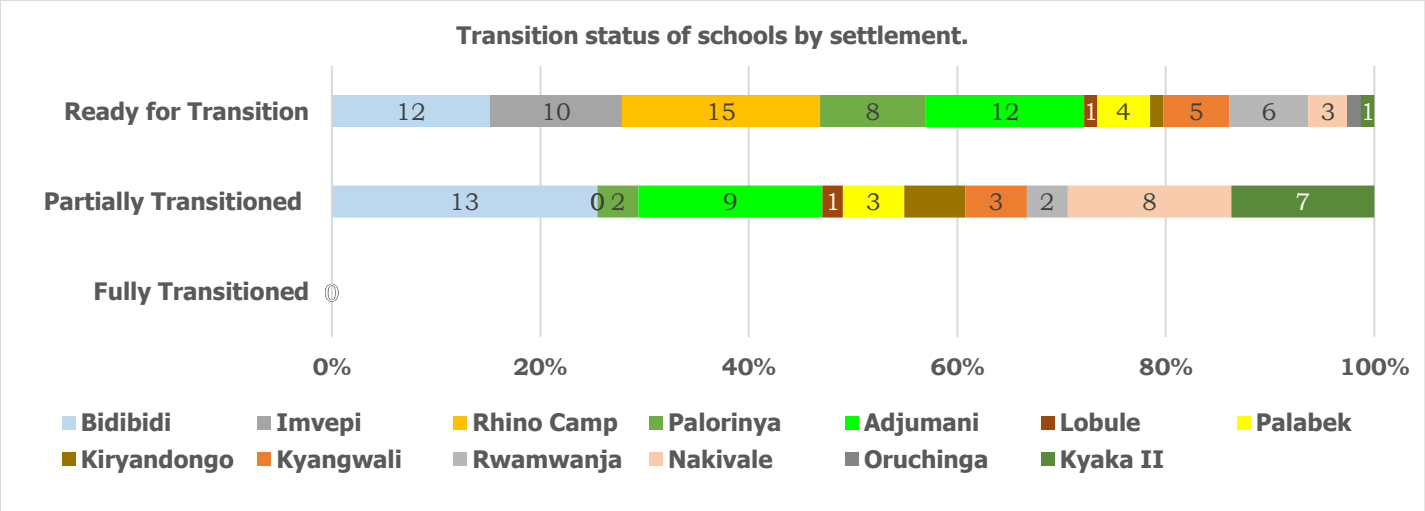


Figure 1: Transition status of schools by settlement

The human resource gap in the education sector remains a very big challenge across all the Refugee Host Districts and settlements as demonstrated in Figure 2 showing the current staffing gaps. This huge gap has an impact on the quality of education and outcome.

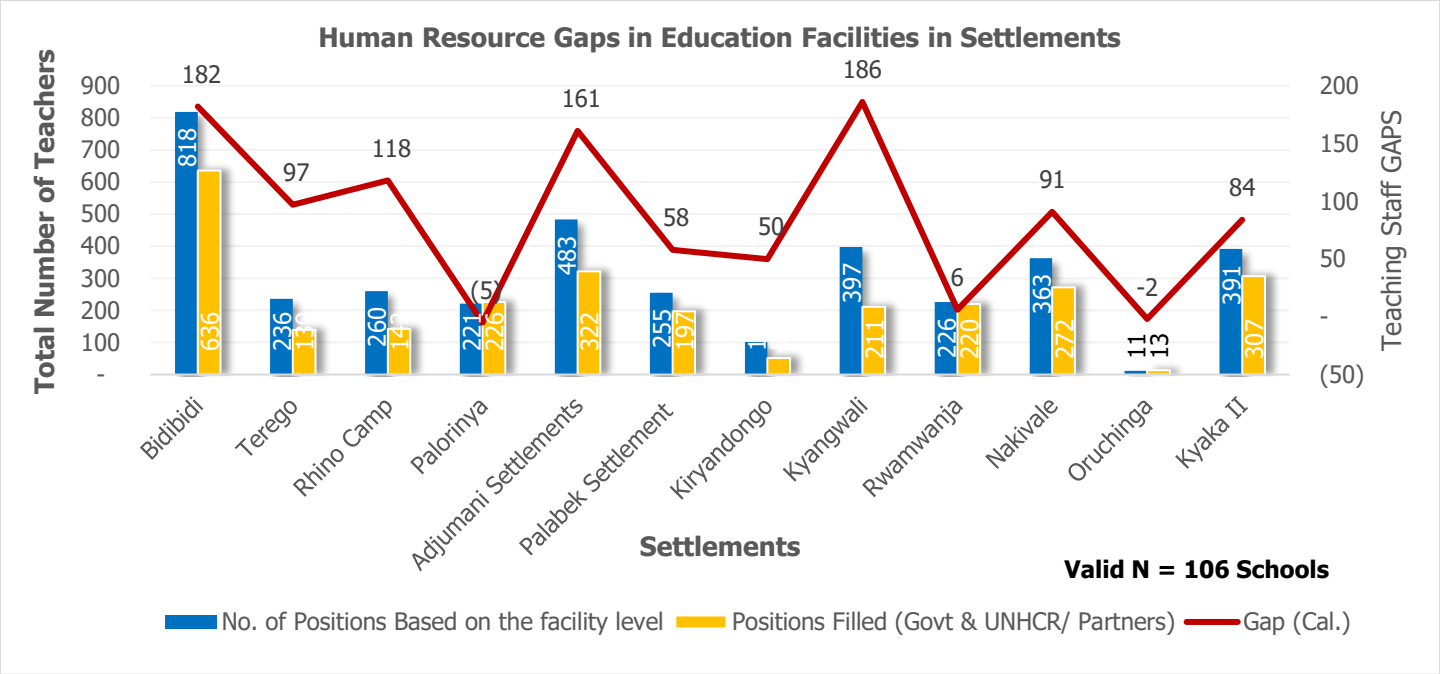


Figure 2: Staffing gaps for teachers in Refugee Settlements (UNHCR, 2023)

Additionally, the education sector in refugee settlements is heavily reliant on a donor-supported workforce. Table 2 shows that 86% of staffing positions currently filled in various primary, secondary, and tertiary institutions are supported by UNHCR and other partners, while the government covers only 14%. This dependency presents a significant challenge to the transition process, as the government will need to build capacity to gradually take over these positions. The implication being that, without a robust strategy to enhance government staffing and resource allocation, there is a risk of disruption in education services and a potential decline in quality once external support diminishes.

Table 2: Share of positions filled in primary, secondary and tertiary institutions which are being supported by UNHCR / Partners

Settlement	No. of Positions Based on the facility level	Positions Filled (Govt & UNHCR/ Partners)	Positions Filled (Govt)	Positions Filled (UNHCR/Partners)	% of Positions filled by UNHCR/Partners
Bidibidi	818	636	137	499	78.5%
Terego	236	139	-	139	100.0%
Rhino Camp	260	142	-	142	100.0%
Palorinya	221	226	39	187	82.7%
Adjumani Settlements	483	322	19	303	94.1%
Palabek Settlement	255	197	26	171	86.8%
Kiryandongo	101	51	19	32	62.7%
Kyangwali	397	211	20	191	90.5%
Rwamwanja	226	220	18	202	91.8%
Nakivale	363	272	44	228	83.8%
Oruchinga	11	13	0	13	100.0%

Settlement	No. of Positions Based on the facility level	Positions Filled (Govt & UNHCR/ Partners)	Positions Filled (Govt)	Positions Filled (UNHCR/Partners)	% of Positions filled by UNHCR/Partners
Kyaka II	391	307	60	247	80.5%
Total	**3,762**	**2,736**	**382**	**2,354**	**86.0%**

Similarly, the current infrastructure is inadequate, primarily due to a shortage of classrooms that meet national standards which could be the same in some other areas of the country. The majority of institutions lack sufficient classroom space, as illustrated in Figure 3, which highlights a significant gap of more than 915 classrooms that need to be built in order to improve the learning environment.

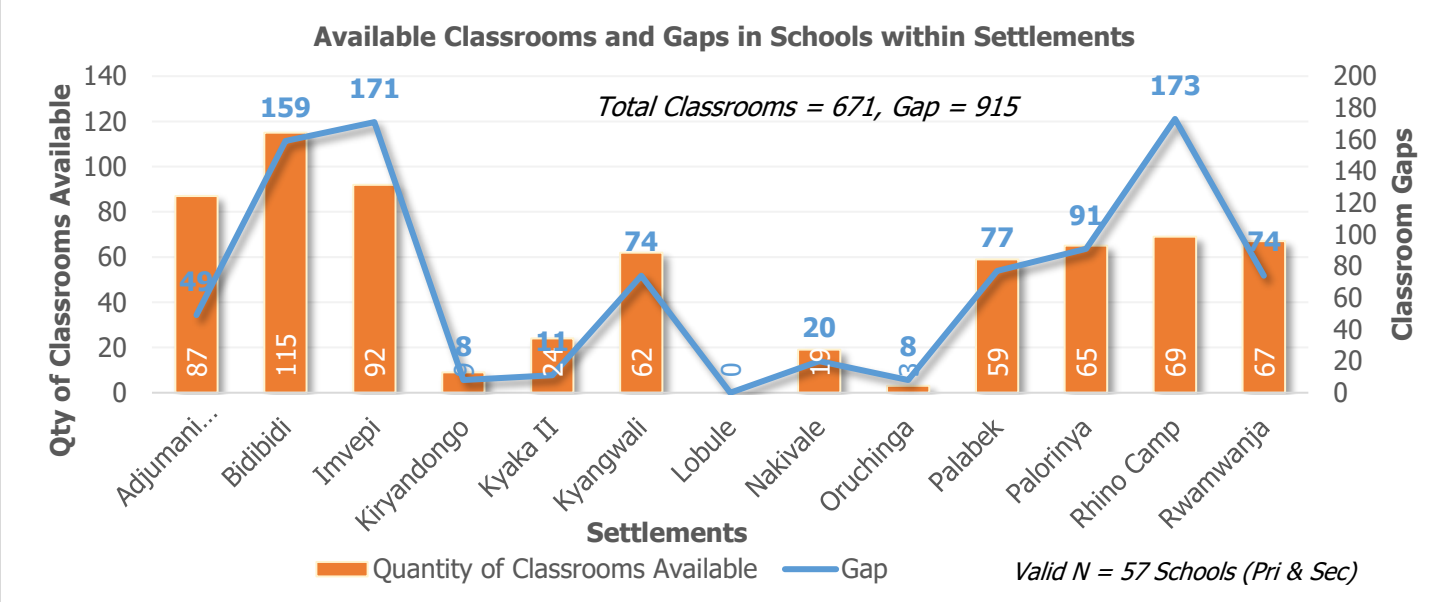


Figure 3: Available classrooms and gaps in Schools within Settlements in Uganda

A successful transition to government management will require significant investment in staff recruitment, retention, and capacity building by both government with assistance from partners. Strengthening the education workforce is essential to meeting growing demand and ensuring the delivery of quality, inclusive, and equitable education services for both refugee and host communities.

2.2 UNDERSTANDING OF TRANSITION IN THE EDUCATION SECTOR

While coding is a significant administrative step of transitioning the education facilities, it is not sufficient to ensure that transition is considered complete, which includes ensuring that facilities are well-resourced, effectively managed and able to deliver quality education.

Transition entails government assumption of refugee education financing and management, infrastructure operation and maintenance and resource preparedness, human resource capacity and training and a gradual integration of refugee and national students, as well as refugee teacher re-integration into the national education system. Below are some of the elements of a successful and sustainable transition as described by stakeholders:

Government Assumption of Refugee Education Management: The transition in the education sector involves a gradual shift from humanitarian-led to government-led management of refugee

education services. This process is seen as a structured and deliberate assumption of responsibility by the government, including for staffing and operation and maintenance of facilities. This requires careful planning and capacity-building. Stakeholders emphasize the need for a systematic approach, highlighting that a premature handover could risk compromising service quality. There is concern about the need for sufficient resources to maintain standards for both refugee and host community learners, as well as skepticism about whether government services will meet the same quality standards previously upheld by humanitarian organization. The strategy emphasizes the meeting of national standards as a pre-condition for transition.

Infrastructure Development and Resource Preparedness: Another crucial aspect of the transition is the readiness of schools in terms of infrastructure and resources. Schools serving refugee populations require adequate, sustainable facilities, including permanent classrooms, sufficient instructional materials, and teacher housing. Addressing these infrastructure gaps is seen as essential to a successful transition. Additionally, government standards as described in Basic Requirements and Minimum Standards (BRMS) must be met to ensure smooth integration. Without adequate infrastructure and resources, the transition may face significant delays and operational challenges.

Human Resource Capacity and Training: Human resource capacity is also a key focus, with stakeholders underscoring the need for more qualified teachers and administrative staff to ensure the education quality of transitioned schools. This includes recruiting additional personnel and providing ongoing professional development, particularly to equip teachers with the skills necessary to address the unique needs of refugee learners, such as language barriers and trauma. The government's investment in building a capable workforce is essential to achieving an effective and sustainable transition. It will also be important to consider refugee teachers with required qualifications to be licensed (in collaboration with the Ministry of Education of their country of origin) so that they can reinforce the human resource shortage but also give them (refugee teachers) a chance to contribute to the education sector of their hosting country and also earn from their qualification.

Gradual Integration of Refugee and National Students: The gradual integration of refugee students into the national education system is both an opportunity and a challenge. It requires an inclusive approach that ensures refugee students have equal access to educational opportunities alongside national students. Stakeholders are concerned that if not managed carefully, the transition could inadvertently result in disparities in access to education. Inclusivity and equality are seen as central to a fair and effective transition, aiming to provide the same educational standards and opportunities to all students, regardless of background.

The findings also suggest that while humanitarian partner-managed facilities often provided better short-term services, government-managed facilities are likely to offer more sustainable, long-term solutions when properly integrated into national systems. To ensure a successful transition from partner to government management, it is crucial for the transition strategy to focus on building government capacity, improving accountability, and addressing operational gaps. Additionally, the strategy should aim to sustain the benefits of partner-managed services while leveraging the strengths of government systems to ensure continuity and quality in service delivery.

During the transition, special consideration should be given to refugee children, many of whom are overage for their grade levels. For example, refugee children aged 15 to 17 may still be in primary

school, while their peers from the host communities are in secondary school. To support their integration and reduce stigma, remedial and accelerated learning programs should be considered, helping them catch up with their peers and transition smoothly into the national education system.

2.3 COST IMPLICATION FOR THE TRANSITIONING

The findings highlight a number of gaps in staffing, infrastructure in form of classes, latrine stances, inadequate access thus limited enrolment and funding challenges in the education sector across refugee settlements, which have direct implications for developing a national transition strategy.

Much as the education sector does not have a working budget for transitioning; according to the ERPII that addresses some of the challenges the sector is facing while transitioning there is, an estimated annual average of 674,894 targeted for learner enrolment per year, annual average of 13,203 teachers to be recruited and trained each year, 421 classrooms for 3 years to be constructed just to mention a few aspects. The ERP II budget estimates are shown below with a total cost of **$450,714,365**. for only 3 years ending in 2025, that can provide a projection for the period of transitioning. However, with the ERP 1 only 32% of the targeted funds **389,107,618** was achieved. The situation shows the bigger challenge ahead in terms of financing for the education response and in turn transition.

Table: ERP II Budget estimates 2022-2025

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

2.3.1 Education sector releases against budget

The Figure 3 illustrates the comparison between the percentage of the total district budget allocated to the education sector and the percentage actually released in five selected Refugee Hosting Districts (RHDs) for the financial year (FY) 2022/23. The data reveals significantly low budget releases across the sampled RHDs, impacting the quality and accessibility of education services.

Table 3: Percentage of budget for education sector versus actual release for FY 2022/23

		Budget Shs '000	Realised	%released
District	**Sector**	**FY2022/23**	**FY2022/23**	**FY2022/23**
ISINGIRO	Total District	82,510,803	12,362,866	15.0%
	Education	30,840,535	5,379,915	17.4%
KAMWENGE	Total District	50,762,953	9,367,041	18.5%
	Education	14,507,031	3,175,334	21.9%
KIRYADONGO	Total District	51,956,942	8,572,600	16.5%
	Education	12,973,944	2,877,156	22.2%
KOBOKO	Total District	27,346,167	5,398,942	19.7%
	Education	9,628,586	2,132,410	22.1%
OBONGI	Total District	21,077,627	2,850,421	13.5%
	Education	5,321,110	915,882	17.2%

Source: MoFPED 2022[3]

These figures indicate a consistent pattern of underfunding within District Local Governments (DLGs) and the education sector across these districts in FY 2022/23. Despite minor variations in the total budgets, the education sector faces similar funding challenges, which significantly affect education service provision during this transition phase. To address persistent underfunding of the sector, projections have been done over the 10-year period with an indication of need for increased funding for the education sector.

2.4 IDENTIFIED KEY CHALLENGES DURING TRANSITIONING

Human Resource Management for Education: The findings suggest that challenges in recruiting staff for government-managed facilities during the transition are multifaceted, primarily rooted in financial resource gaps in wage and non-wage, governance and coordination gaps as well as inadequate and irregular staffing norms. These issues not only affect the recruitment process but also have broader implications for service delivery in refugee-hosting regions.

Staffing Shortages: A significant challenge in the education sector during the transition to government-managed facilities is the persistent shortage of teaching staff. The number of teachers allocated to schools has not kept pace with the needs of transitioning institutions like the ever-increasing number of learners, leading to a heavy reliance on partner-supported staff. Over 86% of staff are partner supported as illustrated in Table 2 above.

3 https://budget.finance.go.ug/sites/default/files/National%20Budget%20docs/Draft%20Budget%20Estimates%20for%20%20Local%20Governments%20FY%202022_23.pdf

Misinformation about Salary and Benefit Discrepancies: Purported salary discrepancies between government-paid teachers and those funded by partners have created challenges in transitioning to full government control. Government -paid teachers often receive higher salaries, which fosters the willingness to shift to government payroll. However, there is need for a mind-set shift through sensitization to ensure that the misinformation is cleared within the communities. Without aligning pay scales between partner and government-funded teachers, the government risks further delay in the transition process and a continued dependency on external support.

Recruitment Delays: Delays in recruiting teachers for government-managed schools due to bureaucratic processes and funding limitations further exacerbate staffing shortages. This is particularly problematic in areas with high enrollment, where the slow recruitment process impacts the quality of education, leaving schools understaffed for extended periods. Streamlined clearance processes and improved funding for recruitment efforts are essential to address this issue.

Staff Retention Issues: Retaining teaching staff in refugee-hosting districts is a challenge, particularly in remote areas where conditions are less attractive. High turnover rates mean that teachers often leave for better opportunities, impacting the consistency and quality of education. Generally, in RHDs the absence of hard-to-reach allowances deters teachers from staying, thereby affecting the stability of government-managed schools during the transition.

Limited Wage Allocation: Limited wage allocations restrict the number of teachers the government can hire to meet the needs of transitioning schools. In areas with high refugee enrollment, such as Isingiro, current wage allocations do not match the demand for teachers, resulting in overcrowded classrooms and high teacher-to-pupil ratios. Increased wage allocations are necessary to match enrollment levels and improve the quality of education.

Inadequate Infrastructure: While enrollment in refugee settlements continues to increase, infrastructure remains inadequate, with many schools relying on temporary structures that are often in disrepair and pose safety risks. High pupil-to-classroom ratios and insufficient staff accommodations further strain the learning environment, affecting both staff welfare and student engagement. For instance, some schools have a classroom ratio as high as 107:1, far above recommended standards, highlighting the urgent need for investment in infrastructure.

Inadequate Prioritization of Secondary School Transition: Although several primary schools are considered for transition, secondary schools have not been prioritized, with only 18% coded for government oversight. Settlements like Bidibidi, Imvepi, Lobule, Nakivale, Palabek, Palorinya, and Rhino Camp lack any government-coded secondary schools, which limits students' progression to higher education and demonstrates a gap in transition planning.

Inequitable Access to Quality and Relevant Education: The Ministry of Education and Sports acknowledges the need to increase equitable access to quality, relevant education that aligns with job market demands and national aspirations. This includes policies to have at least one government primary school per parish and one secondary school per sub-county. This will call for prioritizing transition in districts where there is not yet a primary school per parish/secondary school per sub-county. However, inadequate resources and infrastructure in and for refugee-hosting districts hinder these goals, contributing to challenges in education quality and relevance.

Challenge of School Ownership: Transitioning schools with contested ownership has become a challenge. Some schools classified as community institutions face disputes, as founders wish to

establish private ownership, impacting service delivery and staff morale. This uncertainty about ownership and land rights complicates transition efforts and affects the long-term sustainability of schools in these areas.

Data limitation: Absence of reliable data regarding the status of facilities in terms of infrastructural, human and financial resources as well as eligibility and stages of transition. Whereas, efforts were made by OPM to collect these data, the exercise was not completed.

2.5 LESSONS LEARNED

(i) Continuous Engagement: The need for ongoing community engagement and sensitization was a key lesson, particularly in terms of ensuring that communities understand their roles in the education services and its cycle during and post-transition. A successful education sector transition also depends on strong community involvement in managing and maintaining education facilities through various structures. The formation of School Management Committees (SMCs), Primary Teachers Associations (PTAs) and involvement of faith-based bodies helps foster ownership and responsibility among the community, ensuring that the education facilities are well managed.

(ii) Sustained Financing and Infrastructure Development: The strategy should emphasize the need for continued financial support from government with support of partners to Local Governments during and after the transition. Investment in infrastructure should be prioritized, ensuring that refugee-hosting districts have adequate facilities to meet the increased demand for services as already mentioned in the situation analysis. Additionally, innovative financing mechanisms, such as public-private partnerships, foundations, private sector, multilateral and bilateral funding should be sought.

(iii) Shortfalls in Emergency Infrastructure: Structures put in place under emergency situations are liable to dilapidation and, and other deficiencies. For instance, it was as noted that some schools in transition had semi-permanent structures as classrooms that were on the brink of collapsing perhaps, they were constructed to serve for a short time therefore not meeting the current numbers in the Refugee-hosting Districts (RHDs). The implication is that insufficient infrastructure could severely hinder the quality of education post-transition, stressing the need for construction.

(iv) Promotion of Self-Reliance Projects for Refugees is a Sustainable approach to refugee support: Noted the need for refugees to be integrated in government programmes such as Parish Development Model (PDM) and "Emyooga" so that they can also start projects that will generate income on a sustainable basis. The Generating Growth Opportunities and Productivity for Women Enterprises (GROW) project was mentioned but it has just started. This will facilitate refugees and host communities to access better livelihood opportunities and as such be able to pay for services such as education to their children.

(v) Continued Engagement of Humanitarian Actors: Although the transition aims to move towards government-managed services, humanitarian actors still have a critical role to play in providing expertise, footing the wage bill, material and infrastructure support, sponsorship and emergency services during the transition period. The strategy should foster continued collaboration and clearly define the evolving role of humanitarian actors in the transition.

(vi) **Licensing and Government Takeover:** Formal licensing of schools and their full integration into the government system. Licensing ensures schools meet government standards and enables them to receive government support, such as capitation grants. Without licensing, schools remain solely dependent on partners, delaying the transition and limiting government resource access.

(vii) **Monitoring and Evaluation:** The importance of consistent monitoring and evaluation (M&E) throughout the transition process deserves emphasis. M&E ensures that the government and schools can track the progress of the transition, identify challenges, and make adjustments as necessary. Effective M&E will help sustain the progress made during the transition, ensuring that service delivery continues at a high standard.

(viii) **Accountability and Coordination Mechanisms:** The transition process lacks clear accountability and coordination among stakeholders, especially between OPM, UNHCR, LGs, and line ministries. The transition process requires a more robust coordination mechanism that engages all relevant stakeholders, ensuring that planning, approval, and execution steps are clearly defined.

2.6 STRATEGIC FOCUS AREAS DURING TRANSITION

The plan identifies five priority areas of focus, essential for transitioning to a government managed refugee education system, ensuring quality, equity, and sustainability in education services for all refugee and host community in Uganda. These include:

2.6.1 Infrastructure Development and Maintenance

Address the shortage and quality of infrastructure, including classrooms, administrative blocks, and staff housing. Prioritize construction of permanent facilities and improvements in WASH (Water, Sanitation, and Hygiene) infrastructure to meet growing enrolment demands and support a safe, conducive learning environment.

2.6.2 Human Resource Management and Capacity Building

Focus on ensuring adequate staffing levels, recruitment, and retention of qualified teachers, especially in remote and refugee-hosting areas. Emphasize equitable compensation for government and partner-supported teachers, offer professional development, and provide incentives for hard-to-reach areas to reduce turnover and improve service quality.

2.6.3 Quality Assurance and Monitoring

Strengthen monitoring and evaluation to ensure education quality aligns with national standards. Implement systems to track student progress, teacher performance, and school management effectiveness. Regular inspections and feedback mechanisms will help maintain service quality as the government gradually assumes responsibility.

2.6.4 Community and Stakeholder Engagement

Involve local leaders, parents, and other community members in school governance and decision-making processes to foster ownership and support for the transition. Establish clear communication channels and sensitization programs to reduce fears, promote understanding, and strengthen support for government-managed education services.

2.6.5 Strengthen capacity of Local Governments

Strengthen the capacity of local governments and line ministry to fully manage education services with partner support in refugee-hosting districts through securing necessary funding allocation, technical support and comprehensive training.

3 STRATEGIC DIRECTION OF THE TRANSITION PLAN AND ROADMAP

This chapter provides a comprehensive guide for steering the transition of education services from partner-managed systems to sustainable, government-led management. It outlines the foundational elements of the transition, beginning with a clear Vision, Mission, Goal, Purpose, and Objectives to establish a focused direction. The chapter then delves into essential Guiding Principles and identifies Priority Areas of Focus that will drive the strategy. With well-defined Strategic Objectives, targeted Interventions, and Activities, this framework is designed to address both immediate needs and long-term goals, ensuring continuity and improvement in education service delivery. Lastly, it details the Transition Approach, including phases and timelines, to outline a structured, phased progression from planning through full government integration.

3.1 VISION

A sustainable, inclusive education system providing equitable, high-quality learning for all learners in refugee-hosting districts.

3.2 MISSION

To transition education services from partner-led management to fully integrated, government-led systems that ensure accessible, quality education for refugee and host communities, supported by adequate infrastructure, resources, and a committed workforce.

3.3 GOAL

To successfully integrate education services within refugee-hosting areas into the national education framework, enhancing educational access, equity, and quality for refugee and host communities by strengthening line ministry, local government, capacity and infrastructure.

3.4 PURPOSE

To establish a clear and actionable roadmap for the gradual, efficient transition of education services from partner management to government planning and management, addressing systemic gaps, promoting inclusivity, and ensuring sustainable educational service delivery across refugee-hosting districts.

3.5 STRATEGIC OBJECTIVES

The plan outlines five (5) key strategic objectives to be implemented during the transition to achieve the desired goal. The strategic objectives include:

1. To improve educational infrastructure and learning environment by constructing and maintaining permanent classrooms, administrative blocks, and WASH facilities to meet growing enrollment demands, ensuring safe, inclusive spaces for both refugee and host communities.
2. To strengthen human resource capacity and retention strategies for teachers by ensuring adequate staffing, continuous training, and incentive programs that attract and retain qualified teachers in underserved areas.

3. To enhance education quality assurance and accountability through strengthened inspection, supervision, and monitoring systems that uphold standards across refugee and host community schools
4. To enhance collaboration and stakeholder engagement by actively involving government, partners, communities, and refugees in school governance, promoting clear communication, and coordinated efforts in education sector transition.
5. To Strengthen the capacity of local governments and line ministry to fully manage education services with partner support in refugee-hosting districts through securing necessary funding allocation, technical support and comprehensive training.

3.6 GUIDING PRINCIPLES

The following principles shall be crucial in guiding the implementation of the education sector specific transition strategy / Road map:

Equity and Inclusivity: Ensure all children, including refugees and host community members, have equitable access to quality education without discrimination, addressing barriers to inclusion.

Community Ownership and Engagement: Involve local communities, including parents, educators, and local leaders, to foster shared responsibility and encourage long-term investment in education services.

Sustainability and Resource Optimization: Focus on sustainable practices and efficient use of resources to maintain education quality and continuity even after external funding is reduced.

Collaboration and Coordination: Strengthen partnerships among government entities, development partners, and NGOs to align objectives, pool resources, and support a unified approach to education delivery.

Accountability and Transparency: Maintain clear, transparent processes in budgeting, reporting, and implementation to build trust and ensure responsible use of resources across the education system.

Learner-Centered Approach: Prioritize the best interests of the learner, ensuring that all educational policies, infrastructure, and programs address the developmental, emotional, and academic needs of students.

Capacity Building and Local Empowerment: Develop local government and school staff capacity through training and support to prepare them for independent, effective management of transitioned education services.

Adaptability and Resilience: Build a responsive education system that can adapt to the evolving needs of refugee-hosting communities, addressing both current demands and future challenges.

Evidence Based Decision Making: Utilising reliable data, research, and proven best practices to guide decision making and planning, ensuring that actions are informed, effective, and aligned with the needs of the refugee and host communities and meet the requirements of education standards.

3.7 THEORY OF CHANGE

The theory of Change for the Education Sector Transition Plan outlines the logical pathway through which the government through the MoES aims to achieve its vision of having a sustainable, inclusive education system that provides equitable, high-quality learning for all learners in Refugee-Hosting Districts (RHDs).

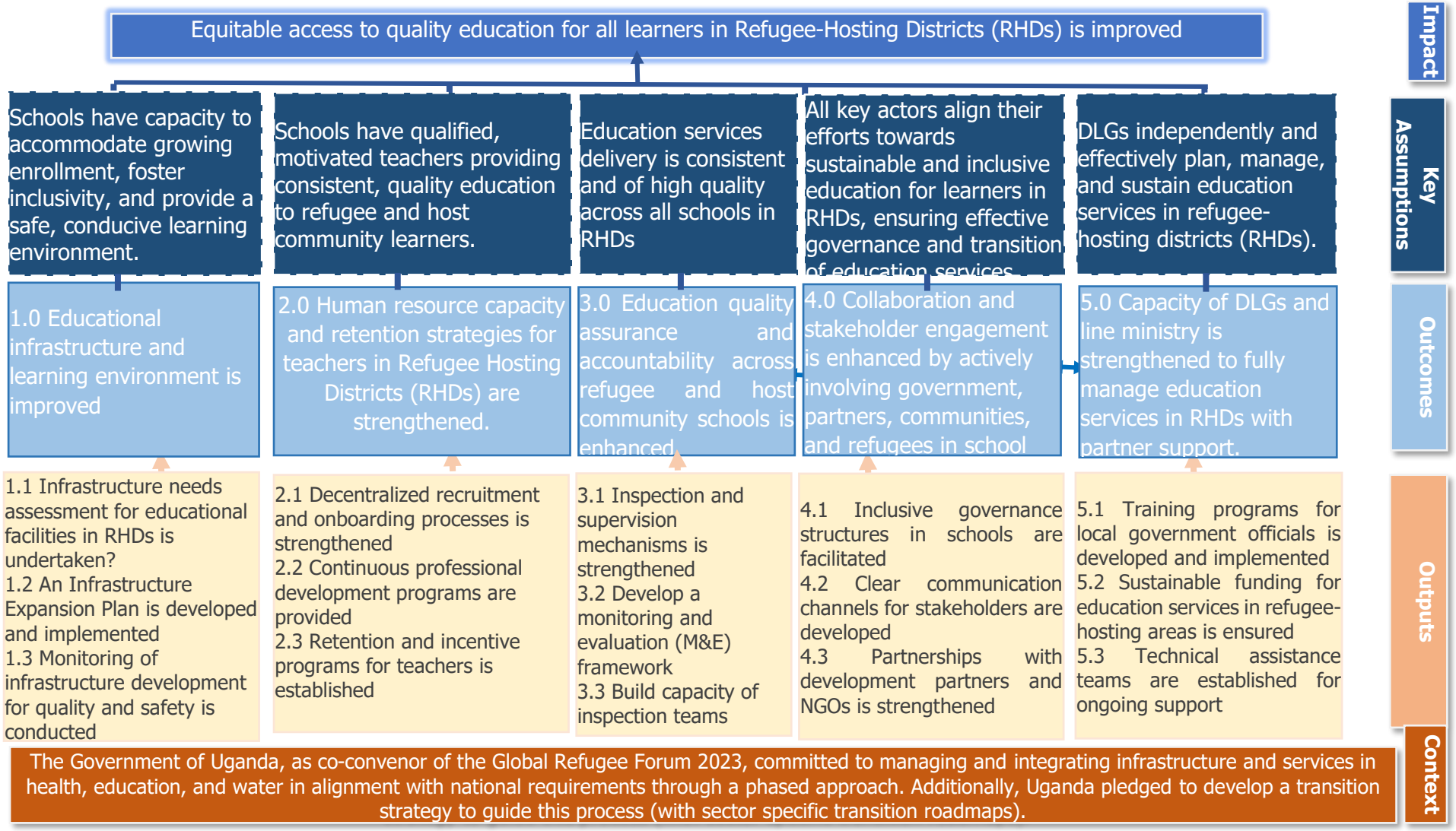


Figure 4: Theory of Change for the Education Sector Transition Plan and Roadmap

3.8 STRATEGIC INTERVENTIONS AND ACTIVITIES

A number of strategic interventions and activities have been proposed under each objective to address identified gaps and ensure successful transition of refugee education services into Uganda's national education system managed by government with the support of partners.

Table 4: Strategic Interventions and activities

Strategic Interventions	Key Activities	Responsibility
1.0 To improve educational infrastructure and learning environment by constructing and maintaining permanent classrooms, administrative blocks, and WASH facilities to meet growing enrollment demands, ensuring safe, inclusive spaces for both refugee and host communities.		
1.1 Conduct infrastructure needs assessment for educational facilities	1.1.1 Assess current infrastructure in target districts, focusing on classrooms, administrative blocks, and WASH facilities considering population projections.	MoES, District Education Offices
	1.1.2 Compile a detailed infrastructure report to identify gaps and prioritize projects, particularly where pupil-to-facility ratios are high	MoES, Local Government
1.2 Develop and implement an infrastructure expansion plan	1.2.1 Prepare a phased infrastructure expansion plan for permanent classrooms, WASH facilities, and immediate investments in critical areas	MoES, MoFPED, Local Government
	1.2.2 Secure funding from government, development partners, and public-private partnerships to support construction and maintenance projects	MoES, MoFPED, Development Partners
1.3 Monitor infrastructure development for quality and safety	1.3.1 Conduct regular inspections during and post-construction to ensure adherence to quality standards	MoES, District Engineers, Local Government
	1.3.2 Establish a maintenance schedule for completed infrastructure to sustain safe learning environments	MoES, Local Government
2.0 To strengthen human resource capacity and retention strategies for teachers by ensuring adequate staffing, continuous training, and incentive programs that attract and retain qualified teachers in underserved areas.		
2.1 Strengthen decentralized recruitment and onboarding processes	2.1.1 Enhance the role of District Service Commissions in expediting teacher recruitment in refugee-hosting districts	MoES, Local Government, District Service Commissions
	2.1.2 Implement streamlined onboarding processes for rapid integration of new teachers into underserved areas	MoES, Local Government

Strategic Interventions	Key Activities	Responsibility
2.2 Provide continuous professional development programs	2.2.1 Organize regular training and in-service workshops on teaching skills and classroom management	MoES, Teacher Training Institutions
	2.2.2 Partner with educational institutions to offer ongoing certification and skill-building programs	MoES, Development Partners, Uganda National Institute for Teacher Education (UNITE)
2.3 Establish retention and incentive programs for teachers	2.3.1 Increase the wage bill and align salaries for teachers in refugee-hosting districts, ensuring equity between government and partner-supported staff	MoES, MoFPED, Local Government
	2.3.2 Develop housing programs, including partnerships with private sector for staff housing, to improve teacher welfare and retention	MoES, MoFPED, Local Government, Private Sector
	2.3.3 Provide additional incentives such as hardship allowances and healthcare support to teachers in remote and underserved areas	MoES, MoFPED, Local Government
3.0 To enhance education quality assurance and accountability through strengthened inspection, supervision, and monitoring systems that uphold standards across refugee and host community schools		
3.1 Strengthen inspection and supervision mechanisms	3.1.1 Increase the frequency of inspections and follow up actions to uphold quality standards in refugee-hosting areas	MoES, District Education Officers
	3.1.2 Establish and recruit a team of trained inspectors for regular school assessments	MoES, Local Government
3.2 Develop a monitoring and evaluation (M&E) framework	3.2.1 Implement M&E systems to track student progress, teacher performance, and school management	MoES, Development Partners
	3.2.2 Conduct biannual reviews and provide feedback to schools on compliance with standards	MoES, Local Government
3.3 Build capacity of inspection teams	3.3.1 Conduct refresher training and certifications for inspection teams	MoES, Teacher Training Colleges
	3.3.2 Provide resources and tools necessary for effective school inspection and reporting	MoES, Development Partners
4.0 To enhance collaboration and stakeholder engagement by actively involving government, partners, communities, and refugees in school governance, promoting clear communication, and coordinated efforts in education sector transition.		

Strategic Interventions	Key Activities	Responsibility
4.1 Facilitate inclusive BRMS governance structures in schools	4.1.1 Establish school management committees that include local leaders, parents, and community representatives	MoES, Local Government, Refugee Welfare Committees
	4.1.2 Conduct regular meetings with these committees to ensure active involvement in school governance	MoES, Local Government
4.2 Develop clear communication channels for stakeholders	4.2.1 Establish newsletters, meetings, and community forums to provide updates on the transition	MoES, Local Government
	4.2.2 Organize regular sensitization meetings for communities to reduce fears of difficulties in service delivery and promote understanding	MoES, OPM, UNHCR
4.3 Strengthen partnerships with development partners and NGOs	4.3.1 Create formal agreements with NGOs and development partners, specifying roles and responsibilities	MoES, Development Partners, Local Government
	4.3.2 Conduct quarterly joint reviews to monitor collaboration effectiveness and adjust as needed	MoES, Development Partners
5.0 To Strengthen the capacity of local governments and line ministry to fully manage education services with partner support in refugee-hosting districts through securing necessary funding allocation, technical support and comprehensive training.		
5.1 Develop and implement training programs for local government officials	5.1.1 Organize targeted workshops on education service planning and management for local officials	MoES, MoLG, District Education Offices
	5.1.2 Conduct skill-building sessions on resource allocation, budgeting, and financial reporting	MoES, MoLG, Development Partners
5.2 Ensure sustainable funding for education services in refugee-hosting areas	5.2.1 Advocate for increased budget allocations specific to education needs in refugee-hosting districts	MoES, MoFPED, Local Government
	5.2.2 Identify and apply for grants and other funding from development partners	MoES, Development Partners
5.3 Establish technical assistance teams for ongoing support	5.3.1 Form technical support units within local government offices to address emerging challenges	MoES, Development Partners
	5.3.2 Conduct regular reviews of local government progress and provide targeted assistance as needed	MoES, OPM, District Education Offices

Crosscutting Issues

Land

Land titling and ownership for Government-managed education facilities that were previously overseen by partners presents a critical challenge in the transition process. The findings highlight the complexity of securing land titles in both refugee-hosting and host communities, emphasizing the need for early stakeholder engagement, clear communication with landlords, and coordinated efforts between local governments and the Office of the Prime Minister (OPM).The process of land titling for government-managed facilities, previously overseen by partners followed several best practices like the mapping and formal titling of government facilities with the help of the local land offices, systematic land identification and registration, which, when scaled, could mitigate land conflicts. Additionally, respondents emphasized the importance of involving local leaders, such as Local Council (LC)1 and sub-county chiefs, to facilitate community acceptance of the titling process especially crucial in areas where land is communally owned, as communal land titling for infrastructure. While titling government lands is seen as beneficial for long-term infrastructure development, it is hindered by funding limitations, land ownership disputes, and inadequate coordination among stakeholders. For communal land, ownership complicates matters further, as entire clans must be convinced to agree to the titling and resistance is also exacerbated when attempts are made to formalize temporary arrangements for refugee resettlement into permanent infrastructure, with landlords fearing permanent land loss and legal dispute and conflicting land claims further delay the titling process make it difficult for districts to meet infrastructure needs, such as school upgrades. The recommendations for better land titling is involvement of government officers in signing land titling documents rather than relying on neighboring landowners *and* providing land titles to operating institutions, ensuring that they meet the BRMS and have legal recognition and security and involvement of key stakeholders in the land titling process.

Community engagement

Effective strategies for community sensitization and engagement have included using local leaders to disseminate information, community dialogues, and outreach programs tailored to the needs of both refugees and the host community. The findings reveal that while existing strategies have had some success, there is a critical need for improvement in coordination and transparency. Refugee and host community leaders will be needed more to address community concerns, continuous sensitization and communication, safeguarding, involvement of trusted community figures such as religious and cultural leaders was also seen as vital, tailored awareness campaigns, decentralized engagement and decision-making, collaborative planning with refugees and engaging refugees and host communities in livelihood projects were seen as an effective way to reduce fears and facilitate a smoother transition.

3.1 Phases of Transition

The transition in the education sector will follow a structured, phased approach to ensure a shift from partner-managed to government planning and management (with partner support). Each phase is designed to build on the previous one, fostering gradual change through capacity-building, resource alignment, and policy adaptation. **Partial transition** occurs from Phases 1 to 3. **Full transition** in Phase 4.

Phase 1: Preparation and Capacity Assessment

- **Stage 1.1: Needs Assessment and Identification of Priority Schools**
  - Conduct comprehensive needs assessments
  - Identify priority schools for grant-aiding based on total enrollment and proportion of host community learners.
  - Confirm evidence of school and land ownership, with school management committees (SMCs) meeting requirements for coding and grant-aiding.
  - Ensure schools meet MoES criteria for selection.
  - Facilitate formal requests from school leadership for coding, submitted to the DLG
- **Stage 1.2: Resource Allocation and Budget Planning**
  - Develop a financial plan that includes wage availability as per MoFPED guidance and addresses identified funding gaps.
  - Align budget allocation with district ceilings for new and existing schools.

Phase 2: Infrastructure Development and Human Resource Strengthening

- **Stage 2.1: Infrastructure Development**
  - Construct and refurbish permanent classrooms, administrative blocks, and WASH facilities.
  - Prioritize projects in high-demand areas, ensuring a safe and conducive learning environment.
- **Stage 2.2: Teacher Recruitment, Training, and Compensation Alignment**
  - Expedite teacher recruitment through the District Service Commission, focusing on underserved and remote areas.
  - Align wages between government and partner-supported teachers to prevent salary discrepancies.
  - Implement continuous professional development and specialized training for teachers working with refugee learners.
- **Stage 2.3: Data Inclusion and EMIS Enhancement**
  - Update the EMIS to include refugee student data.
  - Adjust capitation grant calculations to factor in refugee enrollment for accurate funding.

Phase 3: Transition Implementation and Integration

- **Stage 3.1: Formal Handover and Coding Process**
  - DLG oversees technical handover; political leadership conducts formal commissioning.
  - Verify that schools meet coding requirements, including inspection reports, council resolutions, and functional SMCs.
  - Integrate transitioned schools into the government's operational framework, ensuring completion of coding and licensing.
- **Stage 3.2: Integration of Standards and Quality Assurance**
  - Standardize curriculum, instructional methods, and assessments across all transitioned schools.
  - Establish regular inspections and compliance checks by district inspectors to maintain quality assurance.
- **Stage 3.3: Inclusion of Refugee Students in Government Education Metrics**
  - Integrate refugee students into the EMIS database with corresponding capitation grant adjustments.
  - Update policy to include refugee data in funding formulas for equitable support.

Phase 4: Full Government Management and Sustainable Operations

- **Stage 5.1: Full Assumption of Management Responsibilities**
  - Transition all operational, financial, and administrative responsibilities to government entities.
  - Ensure sustainable financing for ongoing operations, including partnerships where necessary.
- **Stage 5.2: Sustainable Education Financing and Operational Independence**
  - Explore revenue generation strategies, including PPPs and community-based funding.
  - Establish and or implement policies for consistent funding, staffing, and infrastructure support for government-managed schools.

Cross-Phase Actions:

Stakeholder Engagement and Communication: Regular consultations with stakeholders to maintain transparency, address concerns, ensure continued support for the transition.

Capacity Building and Professional Development: Ongoing training for teachers and administrators to strengthen the education system's capability to manage the transition effectively.

Resource Mobilization and Financial Management: Continuous funding and financial oversight to meet infrastructure, staffing, and operational needs throughout the transition.

Monitoring, Evaluation, and Continuous Improvement: Establishment of a Monitoring and Evaluation (M&E) Framework; Quality Assurance and Compliance Checks to verify adherence to government education standards; Stakeholder Engagement and Continuous Learning (document and share lessons learned and best practices).

***Eligible for transition –** A facility is considered eligible for transition when it fulfils MoES quality and service delivery standards for the education sector

***Partial Transition** – Partial transition refers to a phase of shared management between the government and partners, during which infrastructure development, human resource capacity building, and the integration of facilities and systems into the government education system are still ongoing. This phase spans from Phase 1 to Phase 3, where both parties collaborate to ensure the smooth progression of the transition.

***Full Transition** – Full transition occurs when the government assumes complete management responsibility, with or minimal partner support. At this stage, all facilities and systems are fully integrated into the national education system. This transition is achieved in the final phase, when infrastructure development is considered complete, and staffing is fully managed by the government, ensuring sustainable and autonomous operation.

3.1.1 Phase 1: Preparation and Capacity Assessment

Objective: Establish a foundation for the transition through structured assessments, capacity building, and securing necessary resources.

In this initial phase, the emphasis is on evaluating current needs, planning resources, and setting up essential structures.

Stage 1.1: Conduct a comprehensive Needs Assessment in all RHDs, thereafter identify priority schools for grant-aiding based on enrollment data, particularly in areas with high host community representation. Selected schools must meet the Ministry of Education and Sports (MoES) criteria for support. School leaders are supported to make formal requests for coding, submitted to the District Local Government (DLG).

Stage 1.2: Resource Allocation and Budget Planning establishes a financial plan, aligning wage availability and addressing funding gaps based on guidance from the Ministry of Finance, Planning, and Economic Development (MoFPED). Budget allocations are structured around district ceilings, and evidence of school ownership and land agreements are confirmed for coding. This phase ensures a clear foundation, focusing on gaps and aligning resources to enable a successful transition.

Precondition for next phase: Completion of the needs assessment and budget planning, with resource alignment confirming readiness for the next phase.

3.1.2 Phase 2: Infrastructure Development and Human Resource Strengthening

Objective: Improve infrastructure and strengthen human resource capacities to create a conducive learning environment.

This phase focuses on developing physical and human resource structures to support a functional transition.

Stage 2.1: Infrastructure Development prioritizes constructing and refurbishing classrooms, administrative blocks, and WASH facilities in high-demand areas, aiming to provide safe and conducive learning environments.

Stage 2.2: Teacher Recruitment, Training, and Compensation Alignment aims to expedite teacher recruitment through the District Service Commission, with special attention to underserved areas. Additionally, efforts are made to harmonize compensation between government and partner-supported teachers, offering continuous professional development and specialized training for teachers working with refugee students.

Stage 2.3: Data Inclusion and EMIS Enhancement includes updating the Education Management Information System (EMIS) to incorporate refugee student data, ensuring capitation grants reflect actual enrollment levels for accurate and equitable funding.

Precondition: Completion of essential infrastructure improvements and sufficient teacher recruitment to meet local demands.

3.1.3 Phase 3: Transition Implementation and Integration

Objective: Implement the transition with structured handover, coding, and integration of refugee and host community education services under government management.

The implementation phase enables a structured handover and integration of schools under government systems.

Stage 3.1: Formal Handover and Coding Process is where the DLG oversees the technical handover, with formal commissioning by political leadership. Schools must meet coding requirements, including relevant inspection reports, council resolutions, and operational School Management Committees (SMCs). Completion of the coding and licensing process integrates the transitioned schools into the government's operational framework.

Stage 3.2: Integration of Standards and Quality Assurance ensures that curriculum, instructional methods, and assessments are standardized across transitioned schools, with district inspectors conducting regular quality checks.

Stage 3.3: Inclusion of Refugee Students in Government Education Metrics integrates refugee students into the EMIS, with capitation grants adjusted accordingly to ensure equitable resource distribution.

Precondition: Successful handover completion, compliance with government standards, and full integration of all student data.

3.1.4 Phase 4: Full Government Management and Sustainable Operations

Objective: Achieve full government-led management of transitioned education services, ensuring long-term sustainability and quality.

In the final phase, the government assumes full management responsibilities.

Stage 5.1: Full Assumption of Management Responsibilities formalizes the transition, transferring all operational, financial, and administrative duties to government entities, ensuring sustainable operations with partnerships as needed.

Stage 5.2: Sustainable Education Financing and Operational Independence emphasizes exploring diverse revenue generation strategies, such as public-private partnerships and community-based funding, to secure consistent resources for staffing, infrastructure, and operational needs.

Precondition: Verified financial sustainability, robust governance structures, and established, ongoing stakeholder engagement.

3.2 TIMELINE AND KEY MILESTONES FOR THE TRANSITION

Establishing a clear timeline with key milestones is essential to managing the transition efficiently and keeping all stakeholders aligned with the progress. This timeline outlines specific targets for each phase, setting measurable benchmarks for resource allocation, capacity building, and implementation. By tracking these milestones, the education sector can assess its achievements at each stage, make necessary adjustments, and maintain momentum toward a fully integrated, government-led education system.

Table 5: Timeline and Key milestones for Transition

Stages	Milestones	NDP (Period)	Resource Needs	Responsible Parties
Phase 1: Preparation and Capacity Assessment *(Objective: Establish a foundation for the transition through structured assessments, capacity building, and securing necessary resources)*				
Stage 1.1: Needs Assessment and Identification of Priority Schools	Identification of 1priority schools completed; coding requests submitted to DLG.	NDP 4 (Year 1)	Assessment tools, data collection resources, DLG and MoES support	MoES, DLGs, School Management Committees (SMCs)
Stage 1.2: Resource Allocation and Budget Planning	Financial plan developed, wage allocations confirmed, budget aligned to district ceilings.	NDP 4 (Year 2)	Budget allocation, wage support, MoFPED guidance	MoES, MoFPED, DLGs
Phase 2: Infrastructure Development and Human Resource Strengthening				

Stages	Milestones	NDP (Period)	Resource Needs	Responsible Parties
(Objective: Improve infrastructure and strengthen human resource capacities to create a conducive learning environment.)				
Stage 2.1: Infrastructure Development	New classrooms, administrative blocks, and WASH facilities constructed in high-demand areas.	NDP 4 (Year 3&4)	Construction materials, project funding, skilled labor, WASH resources	MoES, MoWT, District Engineers
Stage 2.2: Teacher Recruitment, Training, and Compensation Alignment	Teachers recruited and trained, wages aligned between government and partner-supported teachers.	NDP 4 (Year 5)	Recruitment funds, teacher training programs, compensation adjustments	MoES, District Service Commission, Partner Organizations
Stage 2.3: Data Inclusion and EMIS Enhancement	Refugee student data included in Education Management Information System (EMIS), capitation grants adjusted for equitable resource allocation.	NDP 4 (Year 5)	EMIS upgrade, data integration resources	MoES, District EMIS Officers
Phase 3: Transition Implementation and Integration *(Objective: Implement the transition with structured handover, coding, and integration of refugee and host community education services under government management.)*				
Stage 3.1: Formal Handover and Coding Process	Schools technically handed over by DLG, political commissioning completed, coding requirements verified.	NDP 5 (Year 1)	Inspection teams, DLG resources, licensing fees, coding documentation	DLGs, MoES, Political Leadership
Stage 3.2: Integration of Standards and Quality Assurance	Curriculum and assessments standardized; regular inspections conducted for quality assurance.	NDP 5 (Year 1)	Curriculum standardization resources, inspection protocols, quality assurance funds	MoES, DLGs, School Inspectors
Stage 3.3: Inclusion of Refugee Students in Government Education Metrics	Refugee data included in EMIS; funding policies updated to reflect equitable capitation grant allocation.	NDP 5 (Year 2)	Updated EMIS, policy adjustment resources, financial allocation tools	MoES, MoFPED
Phase 4: Full Government Management and Sustainable Operations (Objective: Achieve full government-led management of transitioned education services, ensuring long-term sustainability and quality.)				
Stage 5.1: Full Assumption of Management Responsibilities	Operational, financial, and administrative responsibilities fully transitioned to government entities.	NDP 5 (Year 4&5)	Government financial and operational resources, transition guidelines	MoES, DLGs, MoFPED
Stage 5.2: Sustainable Education Financing and Operational Independence	Sustainable financing strategies in place; partnerships established for revenue generation.	NDP 5 (Year 4&5)	Partnership resources, public-private financing models	MoES, MoFPED, Private Sector Partners

4 TRANSITION GOVERNANCE AND MANAGEMENT

Effective transition governance and management are critical for ensuring a smooth and sustainable handover of education services from partner to government oversight in refugee-hosting communities. This section outlines the strategic frameworks and actions required to strengthen governance structures, build capacity, and enhance collaboration within the education sector during the transition. By establishing robust leadership, equipping stakeholders with the necessary skills, and fostering strong partnerships, the government can facilitate a coordinated, inclusive approach that meets the educational needs of both refugee and host community learners. The subsections below detail the key elements needed to support governance, enhance operational readiness, and promote a smooth transition to government-led management.

4.1 STRENGTHENING LEADERSHIP AND GOVERNANCE

To ensure a successful transition, strong leadership and governance structures are essential at all levels of the education sector. This involves defining clear roles and responsibilities for district and national stakeholders and aligning their efforts with the strategic objectives of the transition process. Strengthening local leadership, especially within district education offices and schools, ensures that decision-making remains responsive to on-the-ground needs. Clear governance frameworks can provide the accountability and oversight needed to manage resources efficiently and maintain service quality during the transition.

Leadership development within schools and educational bodies must also prioritize inclusive governance practices that incorporate voices from both the host and refugee communities. By involving diverse stakeholders in decision-making, the education sector can foster greater community ownership and engagement in the transition. Schools and district offices should also establish or strengthen governance boards to oversee key aspects of service delivery, such as resource allocation, policy compliance, and performance monitoring, ensuring that all education services align with national standards and strategic objectives.

4.2 CAPACITY BUILDING AND CAPABILITY DEVELOPMENT

Capacity building is essential for a successful transition in the education sector, as it strengthens central and local government capabilities to maintain quality education for refugee and host communities as donor support decreases. This transition strategy outlines targeted actions to build local capacity to sustain education services. Key initiatives include recruitment of additional staff to replace partner-supported personnel and meet required staffing levels, aligning with national standards for education delivery. District and municipal leaders will also be supported to develop comprehensive district development plans and annual workplans that integrate refugee education needs, ensuring cohesive planning and resource alignment.

Training programs will be implemented to enhance the skills, knowledge, and competencies of educational staff, focusing on areas such as teaching methodology, educational governance, strategic planning, and resource mobilization. Ongoing professional development, mentorship, and incentivization will further equip and motivate the workforce to adapt to evolving educational needs, enabling them to provide sustainable, quality education for both refugee and host communities. Capacity building efforts will also address infrastructure improvements, ensuring

schools are well-equipped and meet national standards. These efforts include upgrading classrooms, ensuring access to essential resources like textbooks and teaching supplies, and strengthening systems for timely delivery of materials, creating an environment that supports comprehensive, quality education for all students.

4.3 PARTNERSHIP, COLLABORATION, AND COORDINATION

Strong partnerships between government bodies, humanitarian agencies, local communities, and other stakeholders are vital for achieving an effective transition. A collaborative approach allows for resource sharing, knowledge exchange, and the pooling of expertise, enabling the government to build on established networks and practices from the humanitarian sector. Coordination mechanisms, such as regular stakeholder meetings and joint planning sessions, can facilitate a smooth transition by ensuring that all actors are aligned on goals, timelines, and responsibilities.

To support standardized delivery of education services, implementation guidelines will be developed, ensuring that all partners work toward common objectives. Where necessary, Memoranda of Understanding (MOUs) will clarify roles and responsibilities, reinforcing transparency and accountability in managing refugee education services. Regular coordination meetings among stakeholders will enable ongoing assessment and adaptation, as well as allow for review of progress and challenges in each phase of the transition. Engaging refugees and local communities through sensitization meetings and dialogues will be key in fostering community ownership, as they participate in planning, implementation, and monitoring processes.

Additionally, open communication channels and clear frameworks for collaboration help mitigate challenges and avoid duplication of efforts during the transition. Engaging communities and local leaders as active participants in planning and decision-making fosters trust and strengthens public support for government-led education services. By prioritizing collaboration and coordination, the government can foster a unified response to education needs, ensuring that both refugee and host communities benefit from consistent, high-quality education services throughout the transition process. Table 4 details the roles and responsibilities of key stakeholders in the transition process.

Table 6: Roles and responsibilities of various stakeholders

S.N.	STAKEHOLDER	ROLES AND RESPONSIBILITIES
Government Ministries, Departments and Agencies (MDAs)		
1.	Ministry of Finance, Planning and Economic Development (MoFPED)	i) Provide all the necessary financial resources through the Medium-Term Expenditure Framework (MTEF) to ensure successful implementation of the strategy. ii) Lead the mobilization of resources from Development Partners and humanitarian donor agencies to support DLGs in the implementation of the National Transition Strategy (NTS) and the education sector transition plan / roadmap. iii) Oversee the established Transition Partnership Fund (TPF) iv) Track committed resources and ensure that financial support for the education refugee response is effectively managed and aligned with national priorities under NDP IV and subsequent development plans. v) Chair the National Transition Steering Committee
2.	Office of the Prime Minister (OPM) - Department of Refugees (DoR)	i) Coordinate meetings and activities of the National Transition Committee (NTC) (act as secretary) ii) Develop policy directives to align refugee services with national standards. iii) Responsible for Harmonisation and enforcement of policies that guide the transition from emergency response to sustainable refugee management. vi) Monitoring and Evaluation of the National Transition Strategy (NTS), and support MoES to ensure that refugee education services are incorporated into national education and reporting systems
4.	Inter-ministerial Committee on Refugees	i) Policy oversight and guidance - Provide strategic direction and ensure alignment of the transition process with national policies and priorities. ii) Facilitate inter-agency collaboration across ministries to ensure cohesive and integrated implementation of the transition strategy. iii) Oversee the mobilization and efficient allocation of resources to support government led refugee management. iv) Advocate for government budget prioritization and allocation for strategy implementation v) Monitoring and Accountability: Track progress, address policy and technical gaps and ensure accountability in the implementation of the transition strategy. vi) Ensure adherence to established national standards by all sectors and partners, ensuring that MWE, MoH, and MoES meet agreed service delivery standards for refugees and host communities.

5.	CRRF Secretariat	i) Provide strategic oversight and leadership and ensure that the transition aligns with the CRRF's principles and objectives, ensuring a holistic and coordinated approach. ii) Facilitate stakeholder engagement and coordination ensuring, effective collaboration and responsibility-sharing between government, UN agencies, donors, and other key stakeholders to promote inclusive decision-making and shared ownership. iii) Support the development and implementation of policies and programs that enable the government to take on refugee management responsibilities effectively. iv) Oversee the monitoring and evaluation of the transition process, ensuring progress is tracked, challenges are addressed, and outcomes are reported to stakeholders. v) Provide Secretariat to the Transition Steering Committee
3.	Ministry of Education and Sports	i) Provide technical leadership for the planning, implementation, and monitoring of education services in refugee-hosting districts. ii) Oversee the development and rehabilitation of education facilities in refugee-hosting districts, ensuring sustainability beyond the transition period. iii) Track education delivery and access for both refugees and host communities, feeding data into national reporting systems (e.g., access, retention, completion). iv) Ensure sustainable education resource management post-transition v) Ensure the integration of refugee education services into national education planning systems, including data collection and reporting. vi) Provide technical support and capacity-building to local governments to manage education services in refugee-hosting areas. vii) In collaboration with the OPM, initiate all the necessary amendments to the existing policy and legal frameworks to ensure smooth transition processes in education sector. viii) In collaboration with MoFPED, mobilize resources to ensure that the education sector transition roadmap is implemented.
4.	Ministry of Local Government (MoLG)	i) Oversee the integration of education facilities within local government structures ii) Support DLGs in managing transitioned services iii) Facilitate decentralization of resources and responsibilities.
5.	Ministry of Public Service	i) Human resource management including recruitment, deployment and capacity building ii) Development and or implementation of supportive policies for recruitment, retention, and remuneration of government staff;

		iii) Manage public sector wage bill and job classifications; iv) Ensure alignment of partner-supported staff with government structures.
6.	National Planning Authority (NPA)	i) Ensure that MDAs and RHDs develop strategic plans that integrate refugee education needs into NDPs ii) Ensure alignment of education sector response plans with the NDPs iii) Ensure that DLG PIAPs are aligned with the NDPs iv) Facilitate evidence-based planning for refugee education services.
District Local Governments (DLGs)		
9.	District Local Governments	i) Responsible for the overall management and delivery of education services transition at the local level, ensuring equitable access for both refugees and host communities. ii) Ensure that refugee and host community needs are integrated into district-level development plans and budgets. iii) Collect data from refugee settlements and host communities, submitting it to national systems (MoES) and the CRRF Steering Committee for regular reviews. iv) Build local capacity, including specific needs management, infrastructure maintenance, and data reporting systems. v) Engage with refugee and host communities to ensure the effective delivery of education services and resolve any challenges related to access, retention, staffing, or service delivery. vi) Through the district-level transition committees, coordinate implementing partners in the three sectors (water, education, and health) under the transition strategy
10.	District Service Commission	i) Recruit and appoint staff for government-managed facilities (district staff under education) in line with the prevailing guidelines at Ministry of Public Service ii) Ensure fair and timely hiring processes. iii) Address human resource gaps in the education sector in RHDs.
11.	District Planning Office	i) Coordinate data collection and education services needs assessments in refugee-hosting districts. ii) Integration of Refugee Needs into District Planning: Ensuring that refugee-related issues, needs, and education service delivery areas are included in work plans and budgets to facilitate comprehensive service provision. iii) Coordination of Partner Involvement: Facilitating joint planning and coordination meetings with partners, including NGOs and government agencies, to ensure all activities align with district priorities and needs.

		iv) Monitoring and Evaluation: Conducting joint performance reviews and monitoring activities to assess progress and identify gaps in education service delivery, focusing on collaborative oversight with partners and stakeholders. v) Monitor the progress of transitioned education services to ensure alignment with district development plans.
12.	District Education Officers (DEOs)	i) Monitor and maintain education facilities during and post-transition; ii) Coordinate education service delivery with partners and local stakeholders; iii) Ensure sustainable education services and infrastructure. iv) Data Collection and Technical Guidance on the quality of education in their districts by analysing key indicators, and inspecting schools and monitoring teachers v) Coordination of Partners: Leading the coordination of partners to ensure transparency, proper planning, and alignment of activities with district priorities, particularly in relation to education management and resource sustainability. vi) Collaboration with OPM: Working closely with the OPM to manage social services for refugees, integrating district-level activities with broader government frameworks for cohesive education service delivery. vii) Long-term Planning and Sustainability: Advocating for long-term partnerships with organizations that have sustainable goals, particularly for education related projects like distribution of education materials, support for school gardens etc.
United Nations (UN) Agencies		
13	United Nations High Commissioner for Refugees (UNHCR)	i) Provide technical assistance to the government and LGs in the transition process, ensuring that education services for refugees meet Basic Requirement and Minimum Standards (BRMS) during the transition. ii) Work with LGs and national authorities to monitor the quality and access of education services in refugee settlements, feeding data into both national and global reporting mechanisms. iii) Support local governments by providing capacity-building programs, including school management systems and capacity building of teachers iv) Advocate for sufficient funding from donors to support education services, ensuring adequate resources for infrastructure, maintenance, and staffing in refugee-hosting areas. v) Provide emergency education support, working with the government to rapidly scale up services when necessary (e.g. provision of infrastructure, influx of new refugees).

		vi) Lead the inter-agency coordination between various UN agencies active in the refugee response to avoid duplication of services and to ensure that the transition is efficient. vii) Support the government and development partners in the monitoring and evaluation of the transition process.
	Other UN bodies (e.g. World Health Organization (WHO), UNICEF and World Food Programme (WFP))	i) Facilitate and support the government-led refugee response through technical support to ensure that systems are managed in accordance with national standards and are responsive to the needs of refugees and host communities. ii) Participate and support multi-stakeholder engagements through strategic partnerships. iii) Support capacity development of government officials and local institutions iv) Resource Mobilization and Financial Support: support the transition process by leveraging funding for critical infrastructure, capacity-building efforts, and service delivery. v) Support and facilitate donor roundtables, ensuring that funding is channeled to priority areas and that financial commitments are aligned with the government's transition plan.
Development Partners (DPs) and Humanitarian Partners		
14.	Development Partners	i) Resource mobilization and financing to support the sustainability of transition, ensuring the government has the necessary funds to gradually take over refugee management responsibilities This includes infrastructure development, staff training, livelihood promotion to enhance refugees' and host communities' ability to pay, and capacity-building in public sector institutions. In the short-to-medium term, development partners could step in with subsidy payments or matching grants. ii) Provide technical assistance to the MoES and DLGs to enable them to implement the Education Sector Transition Roadmap and manage refugee services effectively and sustainably. iii) Capacity development of Local Governments: Support capacity development programmes for DLGs, Facilities and IPs to enable them undertake effective planning, budgeting and accountability for smooth implementation of the transition activities. iv) Strengthen the capacity of national institutions to deliver services in the sectors of Water, Health, and Education v) Support the development and review of policies, strategies, and programs that facilitate the transition, ensuring alignment with national priorities and international standards. vi) Long-Term Project Implementation: Support the implementation of long-term development projects that align with the national agenda and education sectoral refugee response plans, contributing to the ongoing integration of refugees into national programs.

		vii) Assist in monitoring and evaluating the transition process by supporting the development of indicators, data collection methods, and reporting systems. viii) Partner with the government to pilot innovative education interventions like community facilitators who bridge the gaps in learning needs for refugees, that can be scaled during the transition.
15.	Humanitarian Actors	i) Emergency Response: Continue to address immediate needs, in particular of new and recent arrivals ii) Provision of Essential Services: Deliver critical services in the short term, such as health care, education, and water, where gaps exist, until these services are fully integrated into the government system. iii) Capacity Building: Provide short-term training and technical support to local actors and government staff to ensure continuity of services during the transition. This can include training on rapid response systems, community engagement, and crisis management. iv) Monitoring and Evaluation: Support the government and development partners by monitoring the situation in refugee-hosting areas, gathering data, and informing transitional processes to ensure that refugee communities continue to receive necessary support during the shift.
16.	International Non-Governmental Organizations (INGOs)	i) As the government gradually assumes more responsibility, continue to provide critical services, especially in areas where the government's capacity is still insufficient, or where there is a need for continued emergency support. ii) Strengthen DLG institutions and governance systems that support refugee integration. iii) Implement all the relevant sector responses with resources from donors/UNHCR. iv) Support the monitoring and evaluation of the transition process, e.g. through impact evaluations. v) Support community engagement and empowerment to build ownership and sustainability of transitioned services vi) Advocate for the rights of refugees and vulnerable host community members, ensuring that education is accessible and equitable. vii) Facilitate community participation in education programs, particularly focusing on refugee and host community engagement to ensure inclusiveness and demand-driven service delivery. viii) Provide technical assistance and financial resources to DLGs in RHDs to deliver education services to refugees and the host communities. ix) Work closely with DLGs and partners to monitor service delivery and report on any gaps or challenges related to access to services for refugees.

17.	National Non-Governmental Organizations (INGOs)	i) Advocate for local and refugee community needs during the transition period within the education sector. ii) Implement community-level projects in partnership with local governments specifically in the education sector. iii) Coordination with District and Key Stakeholders: Collaborating closely with district authorities, OPM, and UNHCR to ensure all education-related activities are aligned with local and national transition efforts.
18.	Implementing Partners (IPs) in the education Sector	i) Coordination with District and Key Stakeholders: Collaborating closely with district authorities, OPM, and UNHCR to ensure all education-related activities are aligned with local and national transition efforts. ii) Community Sensitization and Engagement: Engaging and educating refugee and host communities about the transition process. iii) Resource Management and Donor Coordination: Managing dwindling resources and collaborating with donors to maintain service levels despite decreasing partner presence in the area. iv) Support in Transition Communication: Disseminating information regarding the transition through printed materials, community meetings, and other channels to keep all stakeholders informed and prepared for upcoming changes. v) Technical Implementation and Problem-Solving: Carrying out technical aspects of education projects, including provision of ECD, regulatory aspects of the education cycle and service delivery, often with oversight from OPM and other authorities.
▪ **Refugees and Host Communities**		
19.	Host Communities	i) Play a crucial role in the integration process, providing land for settlement and facilities and engaging in community-based initiatives that promote peaceful coexistence and shared development. This is very crucial in the Northern Region where land is communally owned as compared to the South West. ii) Host communities are also beneficiaries of the services offered. They visit health facilities, attend schools, and also get water for different uses to differing degrees. iii) Actively participate in the management of education services, including the formation of mobilisation of resources to facilitate non-teaching staff and formation of school committees. iv) Participate in community meetings and provide input on education services delivery discussions. v) Provide feedback through local governments and partners on the quality of education services, reporting issues such as land misappropriation
20.	Refugee-Led Organizations (RLOs)	i) Advocate for the rights and needs of refugees during the transition within the education sector. ii) Facilitate community-level projects related to education.

		iii) Build capacity of refugees and their leadership structures in peaceful co-existence, GBV, livelihoods, literacy among others. iv) Provide a communication channel between refugees and other stakeholders.
21.	Refugee Engagement Forum (REF)[4]	i) Elected refugee leaders participate in the CRRF Steering Group by ensuring that refugee voices are heard in decision-making processes. ii) Promote continued involvement of refugees in national decision-making processes in relation to the transition process. iii) Collect and present relevant data related to transitioned facilities for informed decision-making. iv) Participate in planning and coordination and provide input regarding priority actions and budgets during the transition. v) Establish community mobilization and sensitization plan to build community awareness about the transition process and the rights and responsibilities of refugees under government managed services. vi) Establish Conflict Resolution mechanisms to address potential disputes arising during the transition process and promote social cohesion between refugees and host communities. vii) Support development of skills in leadership, communication, and advocacy in settlements to facilitate smooth transition process. viii) Support data collection and reporting and ensure refugee perspectives are well reflected in progress reports and evaluations of the transition process ix) Provide regular feedback from the refugee communities to the government and implementing partners and service delivery and propose practical solutions. x) Prepare and submit quarterly progress reports to the District Transition Steering Committee
22.	Refugee Camp Commandants	i) Implementation of Government Policy: Enforcing government policy in refugee operations by overseeing its execution and ensuring adherence to established standards and guidelines within the education sector. ii) Coordination of Stakeholders: Collaborating with partners, district governments, and other agencies in delivery of education to refugees, facilitating cooperation among various stakeholders involved in the camps. iii) Monitoring and Oversight: Conducting oversight of refugee operations, organizing and participating in coordination forums such as education sector working groups to ensure proper implementation of activities.

[4] Refugee Engagement Forum in Uganda: Good Practice Study, 2021

		iv) Stakeholder Engagement and Management: Facilitating discussions with key stakeholders to align on the objectives and timelines of transition, acknowledging the diverse reactions from local and district officials.
23.	Refugee Leaders / Refugee Welfare Councils (RWC I, RWC II, and RWC III)	i) Sensitization and Mindset Change: Educating and raising awareness among the refugees and host communities, fostering better understanding and changing attitudes towards co-existence and collaboration. ii) Represent refugee communities in discussions about the transition in the sector. iii) Address grievances and advocate for improvements. iv) Provide leadership and guidance during the transition process. v) Advocacy for Refugees and Host Communities: Acting as a representative to advocate for the needs and rights of refugees and host communities, ensuring their concerns are addressed within the education sector vi) Bridging Communication Gaps: Serving as a mediator between service providers, local government, and the community to facilitate effective communication and collaboration during the transition. v) Monitoring and Evaluation: Overseeing the delivery of services to ensure they meet the needs of both refugees and host communities, providing feedback and identifying gaps in service provision. vi) Coordination with Stakeholders: Collaborating with partners, OPM, district officials, and other key stakeholders to share information and ensure that the transition process is understood and effectively implemented. vii) Spokespersons for the Community: Refugee leaders are viewed as the "spokesperson and ears of the grassroots challenges," playing a vital role in representing community views to government and partners. viii) Information Dissemination: Effective communication is a significant aspect of their role. Leaders serve to relay vital information regarding transitions, ensuring that it reaches the community accurately and effectively. ix) Mobilization and Community Engagement: Leaders are tasked with mobilizing community members and fostering resilience. x) Advocacy for Community Concerns: The leaders play a critical role in advocating for community needs and concerns during transitions.
24.	Refugees	i) Responsible for actively participating in livelihood programs, education, and community activities that promote and build their capacity for integration. ii) Refugees are encouraged to engage positively with host communities, contributing to social cohesion and mutual understanding. Their involvement in community activities will help build trust and collaboration under the transition process.

		iii) Refugees have a role in advocating for their own rights and needs, both individually and collectively. This can include participating in decision-making processes that affect their lives, such as local governance structures or refugee committees. This will be critical under the transition process.
25.	Religious and cultural leaders	i) Provide guidance and mobilize communities to support the transition in the educator sector. ii) Advocate for the needs of vulnerable populations regarding education services delivery. iii) Facilitate dialogue between stakeholders within the education sector on issues like land ownership in communal settings.
26.	The Private Sector (e.g. Telecommunication Companies, Commercial Banks, Construction Companies,	i) Engage in partnerships to enhance refugee livelihoods through employment, skills training, and investment in refugee-hosting areas. ii) Through CSR initiatives, companies can support refugee communities by funding social programs or donating goods and services (including accessories and education materials). iii) Drive innovation in service delivery for refugees, such as developing digital financial services, mobile health applications, and online education platforms. These innovations can help bridge the gap between humanitarian aid and sustainable development. iv) Engage in PPPs with the government and NGOs to deliver services and infrastructure projects in refugee-hosting areas, such as building schools, health centres, and water supply systems.

4.4 Communication and Stakeholder Engagement

Effective communication and stakeholder engagement are essential for the successful implementation of the education sector transition roadmap. As the government gradually assumes responsibility for managing educational services in refugee-hosting areas, a comprehensive communication and stakeholder engagement approach will foster trust, support, and collaboration among all involved parties. This approach will involve engaging key stakeholders—including government agencies, local communities, development partners, and refugees—through targeted communication and advocacy efforts to ensure clarity, inclusiveness, and buy-in. Establishing open communication channels will facilitate timely information sharing, reduce misunderstandings, and promote active participation in decision-making processes.

4.4.1 Development of a Communication and Advocacy Strategy

A robust communication and advocacy strategy in Table 6 is central to engaging stakeholders throughout the transition, it outlines how messages are crafted and disseminated to reach various audiences effectively, ensuring that stakeholders remain informed, aligned, and engaged in the transition process. It will focus on transparency, inclusivity, and culturally sensitive communication to build trust, address stakeholder concerns, and promote coordinated efforts.

Table 7: A communication and advocacy matrix for the education sector-specific transition strategy/roadmap

Communication Objectives	Key Messages	Target Audiences	Communication Channels	Timeline	Responsible Parties
1. To raise awareness of the transition roadmap	The government is committed to sustainable, inclusive education for all, including refugees and host communities	General public, refugee and host communities	Community meetings, radio programs, posters, social media	Quarterly	Ministry of Education, Local Governments, RELONs
2. To engage government stakeholders in the transition process	Transition aligns with national education goals, supporting Uganda's Vision 2040 and sustainable service delivery	Ministry of Education, district officials, policymakers	Policy briefs, government meetings, reports	Monthly	Ministry of Education, MoFPED, Academia
3. To secure development partner and donor support	Government-led transition will promote sustainable education with continued partner collaboration	Development partners, NGOs, donors	Stakeholder meetings, reports, online portals, newsletters	Biannually	Ministry of Education, OPM, MoFPED
4. To build trust with communities and encourage participation	Education services will remain inclusive and accessible; all community concerns are prioritized for	Local leaders, parents, refugee and host communities	Community meetings, printed materials, school boards, radio	Ongoing	Local Governments, School Management

	improved service quality				Committees, IPs, RELONs
5. To improve teacher and staff engagement	Teachers will benefit from continuous professional development, incentives, and improved working conditions	Teachers, education administrators	Workshops, newsletters, WhatsApp groups, teacher forums	Quarterly	Ministry of Education, District Education Officers, IPs
6. To inform students and parents about service continuity	Education standards will be maintained, ensuring quality and accessibility in both refugee and host community schools	Students, parents, school administrators	Assemblies, school boards, parent-teacher meetings	Beginning of each term	Schools, District Education Officers, IPs
7. To align with broader social and political agendas	Transition supports Uganda's commitments under CRRF and the SDGs, reinforcing Uganda's leadership in refugee inclusion	National government, international agencies	Reports, national and international forums, policy briefs	Annually	OPM, Ministry of Education, MoFPED, UNHCR
8. To promote inclusive school governance	Encouraging active participation from local leaders, parents, and refugee representatives in school decision-making	Local leaders, parents, refugee representatives	School governance meetings, newsletters, community radio	Biannually	School Management Committees, Local Government

5 RISK MANAGEMENT

This section outlines key risks associated with transitioning from partner-financed to government-managed education systems, along with proposed mitigation strategies. Key risks include staffing shortages, increased school dropouts, compromised quality of education, and challenges in resource allocation among others. These risks are primarily driven by reduced funding, inadequate infrastructure, and a decline in training and capacity-building opportunities. Effective mitigation measures involve increasing government funding, enhancing teacher incentives, maintaining scholarships, ensuring transparent budgeting, and investing in infrastructure and quality assurance systems.

Table 8: Education Sector Risk Assessment and Mitigation Measures

Risk Observed or Anticipated	Risk Contributors / Factors	Probability of Occurrence	Impact of Risk	Risk Mitigation Measures
Staffing Shortages and High Turnover	Inadequate salaries, job insecurity, high workload, reduced training and development opportunities	High	Decreased quality of education, increased teacher attrition, reduced student engagement	Increase funding for recruitment, enhance teacher incentives, ensure regular professional development programs
Increased School Dropouts	Higher education costs, loss of subsidies, inability to meet financial demands for education	Medium	Lower educational attainment, increased poverty, decreased enrollment, rise in illiteracy	Introduce scholarships, maintain low school fees, ensure government covers subsidies post-transition
Loss of Training and Capacity-Building Programs	Reduced training budgets, loss of partner-driven capacity-building initiatives	Medium	Decline in teacher quality, reduced innovative teaching, poor learning outcomes	Continue training through government funding, collaborate with NGOs for capacity-building programs
Compromise in Quality of Education	Lack of qualified staff, inadequate learning materials, poor infrastructure	High	Reduced educational standards, poor student performance, increased dropouts	Strengthen quality assurance systems, invest in infrastructure, ensure regular monitoring and evaluation
Resource Allocation Challenges	Misuse of funds, delayed disbursement, poor accountability, lack of transparency	High	Inefficient use of resources, poor education delivery, stakeholder mistrust	Implement transparent budgeting systems, increase community involvement in budgeting, regular audits
Inadequate Infrastructure	Poor maintenance of school facilities, limited funding for	High	Poor learning environment, overcrowded classrooms,	Secure funding for infrastructure, ensure maintenance plans are in

and Learning Resources	infrastructure, lack of learning materials		limited access to quality resources	place, collaborate with private sector

6 FINANCING AND COST ESTIMATES

The section provides a comprehensive overview of the financial requirements, funding mechanisms, and focuses on ensuring that adequate funding is secured to implement the roadmap effectively, with a clear breakdown of costs across critical areas such as infrastructure, human resources, instructional materials, and quality assurance mechanisms.

To secure sustainable financing for a successful education sector transition, establishing stable, long-term funding streams is vital to maintain quality and continuity in government-managed services for both refugee and host communities. This requires incorporating refugee education needs into national frameworks, such as the National Development Plan (NDP IV) and the District Development Plans (DDPs) and the national education budget, ensuring dedicated support for both capital development and operational costs. By embedding refugee education into broader government planning, this strategy aims to secure consistent financial resources, adaptable to evolving demands in education services. Efforts will focus on mobilizing diversified funding sources through strategic partnerships with international donors, NGOs, and the private sector, helping to bridge funding gaps and reduce dependency on humanitarian aid.

6.1 COST ESTIMATES

The costing in the table below has been informed by the budget figures from the ERP II and adjusted accordingly (especially for Years 5 to 10) to cater for inflations.

Table 9: Costing for the education sector Transition

		Exact Budget Figures as per ERP II (in USD.)				Estimated Figures Based on the Year 3 and 4 (in USD.)						
Programme Area	**Activity Area**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Total**
ECD	Infrastructure	877,304	2,747,283	3,186,263	3,247,949	3,309,635	3,371,321	3,433,007	3,494,693	3,556,379	3,618,065	30,841,899
	Materials	611,581	1,208,246	1,239,256	1,270,054	1,300,852	1,331,650	1,362,448	1,393,246	1,424,044	1,454,842	12,596,219
	Teacher Salary	961,508	1,937,380	2,037,930	2,143,866	2,249,802	2,355,738	2,461,674	2,567,610	2,673,546	2,779,482	22,168,536
	Teacher Training	147,698	272,671	282,437	294,050	305,663	317,276	328,889	340,502	352,115	363,728	3,005,029
	Training to the Learners	288,610	572,918	589,220	606,727	624,234	641,741	659,248	676,755	694,262	711,769	6,065,484
	Strengthening School/Parents/Community structure	1,040,316	2,098,488	2,119,488	2,145,540	2,171,592	2,197,644	2,223,696	2,249,748	2,275,800	2,301,852	20,824,164
	System Strengthening (District)	84,230	227,242	229,210	173,184	245,674	245,674	245,674	245,674	245,674	245,674	2,187,910
	System Strengthening (National)				-							0
	Piloting/ Innovations/ Material Development	502,830	993,174	1,027,218	1,062,234	1,097,250	1,132,266	1,167,282	1,202,298	1,237,314	1,272,330	10,694,196
	SUBTOTAL (ECD Programmes)	**4,514,077**	**10,057,402**	**10,711,021**	**10,943,606**	**11,304,702**	**11,593,310**	**11,881,918**	**12,170,526**	**12,459,134**	**12,747,742**	**108,383,438**
Primary	Infrastructure	2,617,552	6,359,345	7,372,953	7,571,623	7,770,293	7,968,963	8,167,633	8,366,303	8,564,973	8,763,643	73,523,281
	Materials	7,224,384	14,630,671	15,141,522	15,683,888	16,226,254	16,768,620	17,310,986	17,853,352	18,395,718	18,938,084	158,173,479
	Teacher Salary	10,539,210	22,977,541	23,889,128	24,842,897	25,796,666	26,750,435	27,704,204	28,657,973	29,611,742	30,565,511	251,335,307
	Teacher Training	519,434	1,142,130	1,140,911	1,187,008	1,233,105	1,279,202	1,325,299	1,371,396	1,417,493	1,463,590	12,079,568
	Training to the Learners Strengthening School/ Parents/ Community structure	5,402,422	11,005,820	11,354,146	11,726,565	12,098,984	12,471,403	12,843,822	13,216,241	13,588,660	13,961,079	117,669,142
	Strengthening School/ Parents/ Community structure	6,144,358	13,358,017	13,869,772	14,411,120	14,952,468	15,493,816	16,035,164	16,576,512	17,117,860	17,659,208	145,618,295
	System Strengthening (District)	69,569	139,752	140,977	142,203	143,429	144,655	145,881	147,107	148,333	149,559	1,371,465
	System Strengthening (National)	-			-							0
	Piloting/ Innovations/ Material Development	1,399,068	2,811,732	2,918,652	3,029,514	3,140,376	3,251,238	3,362,100	3,472,962	3,583,824	3,694,686	30,664,152

		Exact Budget Figures as per ERP II (in USD.)				Estimated Figures Based on the Year 3 and 4 (in USD.)						
Programme Area	**Activity Area**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Total**
	SUBTOTAL (Primary School Programme)	**33,915,996**	**72,425,006**	**75,828,062**	**78,594,820**	**81,361,575**	**84,128,332**	**86,895,089**	**89,661,846**	**92,428,603**	**95,195,360**	790,434,689
Secondary	Infrastructure	2,102,137	3,498,760	3,754,153	3,758,323	3,762,493	3,766,663	3,770,833	3,775,003	3,779,173	3,783,343	35,750,881
	Materials	1,616,146	3,395,216	3,674,659	3,919,720	4,164,781	4,409,842	4,654,903	4,899,964	5,145,025	5,390,086	41,270,342
	Teacher Salary	5,624,861	12,319,219	13,531,013	14,780,442	16,029,871	17,279,300	18,528,729	19,778,158	21,027,587	22,277,016	161,176,196
	Teacher Training	123,304	236,082	230,557	249,003	267,449	285,895	304,341	322,787	341,233	359,679	2,720,330
	Training to the Learners	1,186,309	2,569,747	2,815,879	3,070,312	3,324,745	3,579,178	3,833,611	4,088,044	4,342,477	4,596,910	33,407,212
	Strengthening School/Parents/Community structure	1,072,034	2,344,850	2,576,739	2,814,666	3,052,593	3,290,520	3,528,447	3,766,374	4,004,301	4,242,228	30,692,752
	System Strengthening (District)	10,114	21,147	22,373	23,292	24,211	25,130	26,049	26,968	27,887	28,806	235,977
	System Strengthening (National)				-							0
	Piloting/ Innovations/ Material Development	166,566	310,218	337,278	365,724	394,170	422,616	451,062	479,508	507,954	536,400	3,971,496
	SUBTOTAL (Secondary School Programme)	**11,901,470**	**24,695,240**	**26,942,650**	**28,981,481**	**31,020,313**	**33,059,144**	**35,097,975**	**37,136,806**	**39,175,637**	**41,214,468**	**309,225,184**
TVET / HE	Infrastructure	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**258,396**	**2,583,960**
	Materials	353,847	1,012,147	1,348,625	1,710,382							4,425,001
	Teacher Salary	948,821	2,767,626	3,716,701	4,719,011	5,721,321	6,723,631	7,725,941	8,728,251	9,730,561	10,732,871	61,514,735
	Teacher Training	14,901	43,203	58,007	73,772	89,537	105,302	121,067	136,832	152,597	168,362	963,580
	Training to the Learners	1,564,686	4,374,464	5,690,156	7,080,180	8,470,204	9,860,228	11,250,252	12,640,276	14,030,300	15,420,324	90,381,070
	Strengthening School/ Parents/ Community structure	7,200	13,800	13,800	14,400	15,000	15,600	16,200	16,800	17,400	18,000	148,200
	System Strengthening (District)	-			-							0
	System Strengthening (National)				-							0
	Piloting/ Innovations/ Material Development	138,188	174,296	193,454	213,710	233,966	254,222	274,478	294,734	314,990	335,246	2,427,284
	SUBTOTAL (TVET/Higher Education)	**3,286,039**	**8,643,933**	**11,279,139**	**14,069,850**	**14,788,424**	**17,217,379**	**19,646,334**	**22,075,289**	**24,504,244**	**26,933,199**	**162,443,830**
AEP	Infrastructure	468,720	968,688	1,031,184	1,062,432	1,093,680	1,124,928	1,156,176	1,187,424	1,218,672	1,249,920	10,561,824
	Materials	285,520	691,909	825,564	966,962	1,108,360	1,249,758	1,391,156	1,532,554	1,673,952	1,815,350	11,541,085
	Teacher Salary	667,092	1,649,842	2,018,033	2,421,096	2,824,159	3,227,222	3,630,285	4,033,348	4,436,411	4,839,474	29,746,962
	Teacher Training	21,758	53,633	65,580	78,526	91,472	104,418	117,364	130,310	143,256	156,202	962,519
	Training to the Learners	58,464	125,460	150,048	168,444	186,840	205,236	223,632	242,028	260,424	278,820	1,899,396

		Exact Budget Figures as per ERP II (in USD.)				Estimated Figures Based on the Year 3 and 4 (in USD.)						
Programme Area	**Activity Area**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Total**
	Strengthening School/ Parents/ Community structure	5,573	8,959	11,145	11,145	11,145	11,145	11,145	11,145	11,145	11,145	103,692
	System Strengthening (District)	-			-							0
	System Strengthening (National)	-			-							0
	Piloting/ Innovations/ Material Development	474,673	1,283,646	1,375,490	1,612,186	1,848,882	2,085,578	2,322,274	2,558,970	2,795,666	3,032,362	19,389,727
	SUBTOTAL (Adolescents Programme)	**1,981,801**	**4,782,136**	**5,477,044**	**6,320,791**	**7,164,538**	**8,008,285**	**8,852,032**	**9,695,779**	**10,539,526**	**11,383,273**	**74,205,205**
System Strengthening	Infrastructure											0
	Materials	-			-							0
	Teacher Salary	-			-							0
	Teacher Training	- -			-							0
	Training to the Learners	-			-							0
	Strengthening School/ Parents/ Community structure	-			-							0
	System Strengthening (District)	492,000	504,000	492,000	504,000	516,000	528,000	540,000	552,000	564,000	576,000	5,268,000
	System Strengthening (National)	820,800	1,072,800	646,800	542,400	438,000	333,600	229,200	124,800	20,400		4,228,800
	Piloting/ Innovations/ Material Development	48,000	96,000	48,000	96,000	144,000	192,000	240,000	288,000	336,000		1,488,000
	SUBTOTAL (System Strengthening)	**1,360,800**	**1,672,800**	**1,186,800**	**1,142,400**	**1,098,000**	**1,053,600**	**1,009,200**	**964,800**	**920,400**	**576,000**	**10,984,800**
	GRAND TOTAL	**56,960,182**	**122,276,518**	**131,424,717**	**140,052,948**	**146,737,552**	**155,060,050**	**163,382,548**	**171,705,046**	**180,027,544**	**188,050,042**	**1,455,677,147**

7 MONITORING, EVALUATION, LEARNING AND REPORTING

7.1 INTRODUCTION

The Monitoring, Evaluation, Learning, and Reporting (MELR) framework plays a crucial role in guiding the education sector transition strategy / Roadmap, providing essential feedback, and ensuring that planned objectives and outcomes are achieved effectively. The MELR framework will enable stakeholders to measure progress, assess outcomes, draw lessons from implementation, and adapt strategies based on insights gained. This chapter details the mechanisms for monitoring, evaluation, learning, and reporting, which will support continuous improvement, accountability, and transparency during the transition process.

7.2 MONITORING OF THE EDUCATION SECTOR TRANSITION ROADMAP

Monitoring will involve systematic tracking of activities and progress against the roadmap's objectives, ensuring that each intervention is implemented as planned. This section describes the different components of monitoring, including assessments, reviews, and compliance checks, which provide regular, evidence-based updates on implementation progress. **A detailed monitoring and Evaluation Framework has been attached in Annex 1 of this Roadmap**.

7.2.1 Assessments

Assessments will serve as foundational monitoring activities conducted periodically to collect quantitative and qualitative data on key indicators. These assessments will involve:

1. Baseline Assessments: Initial assessments conducted at the onset of the transition to establish a reference point for evaluating progress.
2. Periodic Assessments: Ongoing assessments at specific intervals (e.g., quarterly or annually) to track incremental progress.
3. Endline Assessments: Conducted at the conclusion of the transition phase to compare outcomes against the baseline and provide a final status of progress.

7.2.2 Reviews

Reviews will involve a regular examination of the roadmap's implementation to identify progress, challenges, and areas needing adjustment. Key review types include:

1. Quarterly Reviews: Assess progress and ensure activities align with short-term objectives. These reviews will allow stakeholders to make adjustments to maintain focus and ensure milestones are achieved.
2. Mid-Term Reviews: Conducted midway through the transition period to assess whether strategic objectives are on track. The results of the mid-term review will inform decisions on necessary adjustments or resource reallocations.
3. Annual Reviews: Comprehensive reviews held annually to evaluate overall progress against annual targets, assess compliance, and identify success stories or areas needing improvement.

7.2.3 Compliance Checks

Compliance checks will ensure that all interventions adhere to sector standards, policies, and agreed-upon timelines. These checks will cover areas such as:

1. Resource Allocation Compliance: Ensuring funds are disbursed as per budget allocations and that expenditures align with the roadmap objectives.
2. Quality Compliance: Verifying that the quality standards for infrastructure, teacher recruitment, and educational materials are met as per BRMS.
3. Regulatory Compliance: Ensuring that all activities comply with national education policies, local government guidelines, and donor requirements.

7.3 EVALUATION OF THE EDUCATION SECTOR TRANSITION ROADMAP

Evaluation will provide a systematic assessment of the roadmap's effectiveness, efficiency, relevance, and sustainability. The evaluation process will help answer critical questions about the relevance, efficiency, effectiveness, sustainability, coherence and impact of interventions, their outcomes, and the overall achievement of strategic objectives.

7.3.1 Evaluation Phases

Evaluation activities will be conducted in three main phases:

1. Formative Evaluation: Conducted early in the transition phase to evaluate planning and design, helping ensure the roadmap's relevance and alignment with sector needs.
2. Summative Evaluation: Conducted at the end of the roadmap period to assess the effectiveness, impact, and sustainability of interventions.
3. Impact Evaluation: Conducted to measure the long-term effects of the transition on education quality, access, infrastructure, teacher capacity, and student performance.

7.3.2 Key Evaluation Questions

The following key questions will illicit answers which will inform ongoing improvements and will be critical for stakeholders when making future policy and programmatic decisions.

1. **Effectiveness:** To what extent are the intended strategic objectives of the education sector transition plan / roadmap being achieved? To what extent have the planned activities under the education sector transition plan led to improvements in the delivery and quality of education services in RHDs?
2. **Efficiency:** How effectively are resources (financial, human, and technical) being allocated and utilized in the implementation of the education sector transition plan? To what extent does the education sector transition plan achieve its objectives within the planned timeframe and budget?
3. **Relevance:** To what extent do the interventions address the priority needs of refugee and host communities?
4. **Sustainability:** To what extent will the positive effects of the transition endure beyond the support of partners? How well does the education sector transition plan build institutional capacity to ensure long-term management and delivery of education services by the government? What mechanisms are in place to ensure the continued financing and support of the education sector following the completion of the transition phase?
5. **Impact:** What are the intended and unintended long-term effects (both positive and negative) have been observed as a result of the interventions of the education sector transition strategy / roadmap in terms of access, quality, and equity in education?
6. **Coherence:** How well does the education sector transition plan align with existing national policies, strategies, and priorities? To what extent does the education sector transition plan

foster coordination and synergies between stakeholders, including government, development partners, and local actors?

7.4 LEARNING

The learning component aims to capture knowledge gained throughout the roadmap's implementation, which can be applied to improve future activities, enhance decision-making, and foster innovation. Learning processes will include mechanisms for collecting, analyzing, and sharing lessons across stakeholders to facilitate adaptive management and iterative improvements.

7.4.1 Mechanisms for Learning

Learning Workshops: Held periodically to gather insights from field teams, local government, teachers, and communities, these workshops will foster dialogue on successes, challenges, and best practices.

Knowledge Sharing Platforms: Development of an online repository or knowledge-sharing platform where documents, reports, and lessons learned can be easily accessed by stakeholders.

Quarterly Reflection Sessions: Structured discussions following quarterly reviews to reflect on the implementation process, extract actionable insights, and make necessary adjustments to the roadmap.

7.4.2 Incorporating Lessons into Strategy

Learning outcomes will be integrated into decision-making processes by: Using insights to adapt ongoing interventions; Modifying strategies and approaches based on identified best practices or challenges; Sharing lessons across sectors and with partners to improve the broader transition strategy.

7.5 REPORTING MECHANISMS

Effective reporting will ensure that progress, findings, and insights are communicated transparently and efficiently among all stakeholders, fostering accountability and enabling informed decision-making.

7.5.1 Types of Reports

1. Quarterly Progress Reports: Brief updates detailing activity progress, challenges, and interim results, shared with the Ministry of Education and key stakeholders.
2. Annual Progress Reports: Comprehensive reports covering all roadmap activities, outcomes, and deviations from planned objectives. These reports will include recommendations for ongoing improvement.
3. Evaluation Reports: Reports generated after each major evaluation phase, covering findings on effectiveness, efficiency, relevance, and sustainability of interventions.
4. Endline Report: A final report summarizing the transition roadmap's outcomes, overall achievements, challenges encountered, and key lessons.

7.5.2 Dissemination of Reports

1. Stakeholder Meetings: Regular meetings will be held to present and discuss reports, allowing stakeholders to ask questions, offer feedback, and make recommendations.
2. Online Platforms: Reports will be made accessible on a central online repository accessible to all stakeholders for transparency and easy reference.

3. Briefs for Policy Makers: Summarized briefs will be developed for high-level policymakers to inform strategic decisions and prioritize resource allocation.

7.5.3 Feedback Mechanisms

To ensure that the reporting process remains dynamic and responsive, feedback loops will be established where stakeholders can provide input on reports. This feedback will be analyzed to improve both the quality of future reports and the effectiveness of the MELR processes.

ANNEX

ANNEX I: MONITORING AND EVALUATION FRAMEWORK

Table 10: Monitoring and Evaluation Framework

Strategic Interventions	Key Activities	Indicators	Target	Frequency of Data Collection	M&E Responsibility
Objective 1: To improve educational infrastructure and learning environment by constructing and maintaining permanent classrooms, administrative blocks, and WASH facilities to meet growing enrollment demands, ensuring safe, inclusive spaces for both refugee and host communities.					
1.1 Conduct infrastructure needs assessment for educational facilities	**1.1.1** Assess current infrastructure in target refugee hosting districts, focusing on classrooms, administrative blocks, and WASH facilities	Number of assessments completed	100% of districts assessed	Annual	District Education Officers, MoES
	1.1.2 Compile a detailed infrastructure report to identify gaps and prioritize projects	Completed infrastructure report	1 report per district	Annual	MoES, Local Government
1.2 Develop and implement an infrastructure expansion plan	**1.2.1** Prepare a phased infrastructure expansion plan for permanent classrooms, WASH facilities, and immediate investments in critical areas	Number of facilities with completed expansion plans	90% of target schools	Annual	MoES, MoFPED
	1.2.2 Secure funding from government, development partners, and public-private partnerships to support construction and maintenance	Amount of funding secured	100% of required budget	Quarterly	MoES, MoFPED

1.3 Monitor infrastructure development for quality and safety	**1.3.1** Conduct regular inspections during and post-construction to ensure adherence to quality standards	Number of inspections conducted	Quarterly inspections	Quarterly	MoES, District Engineers
	1.3.2 Establish a maintenance schedule for completed infrastructure	Percentage of facilities with maintenance schedules	100% of completed facilities	Bi-annual	Local Government, District Engineers
Objective 2: To strengthen human resource capacity and retention strategies for teachers by ensuring adequate staffing, continuous training, and incentive programs that attract and retain qualified teachers in underserved areas.					
2.1 Strengthen decentralized recruitment and onboarding processes	**2.1.1** Enhance the role of District Service Commissions in expediting teacher recruitment in refugee-hosting districts	Recruitment turnaround time	2 months or less	Annual	District Service Commissions, MoES
	2.1.2 Implement streamlined onboarding processes for rapid integration of new teachers	Percentage of new hires completing onboarding	95% of new hires onboarded	Quarterly	MoES, Local Government
2.2 Provide continuous professional development programs	**2.2.1** Organize regular training and in-service workshops	Number of teachers trained	100% of teachers annually	Bi-annual	MoES, Teacher Training Institutions
	2.2.2 Partner with institutions to offer ongoing certification and skill-building programs	Number of skill-building programs conducted	Minimum 2 programs per district	Annual	MoES, Development Partners
2.3 Establish retention and incentive programs for teachers	**2.3.1** Increase the wage bill and align salaries for teachers in refugee-hosting districts	Wage bill alignment progress	Wage parity achieved	Annual	MoFPED, Local Government
	2.3.2 Develop housing programs, including partnerships with the private sector	Percentage of teachers with housing access	50% of teachers housed	Bi-annual	MoES, MoFPED
	2.3.3 Provide additional incentives, such as hardship allowances	Percentage of teachers receiving incentives	80% in eligible areas	Annual	MoFPED, Local Government
Objective 3: To enhance education quality assurance and accountability through strengthened inspection, supervision, and monitoring systems that uphold standards across refugee and host community schools					

3.1 Strengthen inspection and supervision mechanisms	**3.1.1** Increase inspection frequency to uphold standards in refugee-hosting areas	Number of inspections completed	Quarterly for each school	Quarterly	MoES, District Education Officers
	3.1.2 Establish a team of trained inspectors for school assessments	Number of inspectors trained	100% of inspectors trained	Annual	MoES, Local Government
3.2 Develop a monitoring and evaluation (M&E) framework	**3.2.1** Implement M&E systems to track student progress, teacher performance, and school management	M&E framework coverage rate	100% of target schools	Quarterly	MoES, Development Partners
	3.2.2 Conduct biannual reviews and provide feedback to schools	Number of biannual reviews completed	100% of target schools	Bi-annual	MoES, Local Government
3.3 Build capacity of inspection teams	**3.3.1** Conduct refresher training for inspection teams	Number of inspectors trained	100% annually	Bi-annual	MoES, Teacher Training Colleges
	3.3.2 Provide resources and tools for school inspection and reporting	Percentage of inspectors equipped	100% with required tools	Annual	MoES, Development Partners
Objective 4: To enhance collaboration and stakeholder engagement by actively involving government, partners, communities, and refugees in school governance, promoting clear communication, and coordinated efforts in education sector transition.					
4.1 Facilitate inclusive governance structures in schools	**4.1.1** Establish school management committees with local leaders and community representatives	Number of school management committees established	100% of schools	Bi-annual	MoES, Local Government
	4.1.2 Conduct regular meetings with these committees	Meeting frequency and attendance rate	Quarterly meetings	Quarterly	MoES, Local Government
4.2 Develop clear communication channels for stakeholders	**4.2.1** Establish newsletters, meetings, and forums for updates	Frequency of communication updates	Quarterly updates	Quarterly	MoES, Local Government
	4.2.2 Organize sensitization workshops to promote understanding	Number of workshops conducted	Minimum 2 per district annually	Quarterly	MoES, OPM
4.3 Strengthen partnerships with development partners and NGOs	**4.3.1** Create formal agreements specifying roles	Number of agreements in place	1 agreement per partner	Annual	MoES, Development Partners

	4.3.2 Conduct quarterly joint reviews	Number of joint reviews conducted	Quarterly joint reviews	Quarterly	MoES, Development Partners
Objective 5: To Strengthen the capacity of local governments and line ministry to fully manage education services with partner support in refugee-hosting districts through securing necessary funding allocation, technical support and comprehensive training.					
5.1 Develop and implement training programs for local government officials	**5.1.1** Organize workshops on education service planning and management	Number of officials trained	100% annually	Annual	MoES, MoLG
	5.1.2 Conduct sessions on resource allocation, budgeting, and reporting	Number of training sessions conducted	2 sessions per district	Bi-annual	MoES, MoLG
5.2 Ensure sustainable funding for education services in refugee-hosting areas	**5.2.1** Advocate for increased budget allocations	Budget allocation level	100% of required budget	Annual	MoES, MoFPED
	5.2.2 Apply for grants from development partners	Number of grants secured	Minimum 2 per year	Annual	MoES, Development Partners
5.3 Establish technical assistance teams for ongoing support	**5.3.1** Form technical support units within local government	Number of technical units established	1 per RHD	Annual	MoES, Development Partners
	5.3.2 Conduct regular reviews of local government progress	Frequency of progress reviews	Quarterly reviews	Quarterly	MoES, OPM

ANNEX II: STAFFING GAP ANALYSIS MATRIX

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
Yumbe	**Bidi Bidi**	Alaba Primary School	1	3102	59	36	11	25	36(11 Govt, 25 UNHCR)	23	
		Kena Valley Primary School	1	2093	42	25	12	13	25(12 Govt, 13 UNHCR)	17	
		Twajiji Primary	1	3240	61	31	13	18	31(13 Govt, 18 UNHCR)	30	
		Ofonze Primary School	1	2015	38	29	9	20	29(09 Govt, 20 UNHCR)	9	
		Kurunga Primary School	1	1232	23	21	11	10	21(11 Govt, 10 UNHCR)	2	
		Yoyo Central Primary	1	2272	43	37	10	27	37(10Govt, 27 UNHCR)	6	
		Ambia Primary	1	1529	29	19	10	9	19(10 Govt, 09 UNHCR)	10	
		Luzira Bright View Primary School.	1	2259	43	27	7	20	27(07 Govt, 20 UNHCR)	16	
		Hope Primary School,	1	1855	35	27	10	17	27(10 Govt, 17 UNHCR)	8	
		Knowledge Primary School	1	1039	19	18	9	9	18(09 Govt, 09 UNHCR)	1	
		Ayivu Primary School	1	1739	33	29	9	20	29(09 Govt, 20 UNHCR)	4	Status in schools recently transitioned under Ugift
		Yangani Progressive Primary School	1	4706	89	51	15	36	51(15 Govt, 36 UNHCR)	38	
		Okubani Primary School	1	1468	28	34	11	23	34(11 Govt, 13 UNHCR)	-6	
		HIGHLAND P/S	1	1207	23	14	0	14	14	9	Schools established by UNHCR and partners to respond to emergencies.

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
		ROCKLAND P/S	1	3510	66	43	0	43	43	23	
		NIPATA VALLEY P/S	1	1339	25	37	0	37	37	-12	Far away from existing government facilities
		HILLTOP P/S	1	1025	19	16	0	16	16	3	
		VALLEY VIEW SEC.SCH	1	1504	28	28	0	28	28	0	All teachers paid by UNHCR and Humanitarian actors
		ARIWA SECONDARY SCHOOL	1	1041	20	23	0	23	23	-3	
		HIGHLAND SECONDARY SCHOOL	1	2255	43	27	0	27	27	16	
		YOYO SS	1	1672	32	23	0	23	23	9	
		KADO SECONDARY SCHOOL	1	267	5	17	0	17	17	-12	
		NIPATA SEC	1	800	15	24	0	24	24	-9	
		Sub-Total (Bidibidi)	**23**	**43,169**	**818**	**636**	**137**	**499**	**252**	**182**	**-**
Terego	**Imvepi**	Yacha Primary	1	1184	22	17	0	17	17	5	No schools transitioned under Ugift
		Longamere Annex Primary	1	1449	27	11	0	11	11	16	All teachers paid by UNHCR and Humanitarian actors
		Awa Primary	1	1252	24	12	0	12	12	12	
		Emmanuel Primary	1	3376	64	20	0	20	20	44	
		Longamere Main Primary	1	2311	44	17	0	17	17	27	
		Equatoria Primary	1	1275	24	12	0	12	12	12	
		Imvepi Secondary	1	1129	21	25	0	25	25	-4	
		Yikuru Secondary	1	534	10	25	0	25	25	-15	
		Sub-Total (Terego)	**8**	**12,510**	**236**	**139**	**-**	**139**	**139**	**97**	**-**

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
Madi-Okollo	**Rhino Camp**	ARIAZE Primary	1	1464	28	13	0	13	13	15	No schools transitioned under Ugift
		ST. MARY OCIA P/S	1	1535	29	12	0	12	12	17	All teachers paid by UNHCR and Humanitarian actors
		AMURU Primary	1	3211	61	22	0	22	22	39	
		KATIKU Primary	1	2519	48	12	0	12	12	36	
		OFUA II Primary	1	1181	22	9	0	9	9	13	
		OFUA III Primary	1	2012	38	13	0	13	13	25	
		OFUA Secondary	1	961	18	31	0	31	31	-13	
		ST. LUKE WIDDI Secondary	1	868	16	30	0	30	30	-14	
		Sub-Total (Rhino Camp)	**8**	**13,751**	**260**	**142**	**-**	**142**	**142**	**118**	**-**
Obongi	**Palorinya**	BONGILO P/S	1	2323	51	45	20	25	45 Teachers (20 Govt and 25 UNHCR)	6	Recently transitioned under the Ugift
		MOROBI P/S	1	1840	41	31	19	12	31 Teachers (19 Govt and 12 UNHCR)	10	
		KALI CENTRAL P/S	1	1475	28	18	0	18	18	10	
		BUDRI P/S	1	1289	24	21	0	21	21	3	
		LURU P/S	1	1560	29	25	0	25	25	4	All teachers paid by UNHCR and Humanitarian actors
		Idiwa Parents SS	1	1333	25	39	0	39	39	-14	
		Luru SS	1	639	12	21	0	21	21	-9	
		Daegun Palorinya SS	1	599	11	26	0	26	26	-15	
		Sub-Total (Palorinya)	**8**	**11,058**	**221**	**226**	**39**	**187**	**150**	**(5)**	**-**

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
Adjumani	**Adjumani Settlements**	ZOKA CENTRAL	1	2174	41	29	4	25	29 Teachers (04 Govt and 25 UNHCR)	12	Recently transitioned under Ugift
		AYILO 1 A	1	3154	60	36	3	33	36 Teachers (3 Govt and 33 UNHCR)	24	
		AYILO 1 B	1	1916	37	30	3	27	30 Teachers (03 Govt and 27 UNHCR)	7	
		NYUMANZI 1	1	2186	49	21	3	18	21 Teachers (03 Govt and 18 UNHCR)	28	
		PAGIRINYA 2	1	2224	32	21	3	18	21 Teachers (03 Govt and 18 UNHCR)	11	
		NYUMANZI 2 P/S	1	2054	39	25	3	22	25 Teachers (03 Govt and 22 UNHCR)	14	
		Liberty Primary School	1	1669	31	16	0	16	16	15	Schools established by UNHCR and partners to respond to emergencies.
		Ayilo II A Primary	1	1965	37	20	0	20	20	17	
		Agojo South Primary	1	961	18	12	0	12	12	6	Schools more than 3km from existing government schools
		Zoka South Primary	1	1681	32	43	0	43	43	-11	
		Boroli Junnior Primary School	1	1445	27	14	0	14	14	13	All teachers paid by UNHCR and Humanitarian actors
		AYILO SS	1	521	10	9	0	9	9	1	
		PAGIRINYA SS	1	1713	32	16	0	16	16	16	
		LEWA SS	1	634	19	18	0	18	18	1	
		MAAJI 3 SS	1	1022	19	12	0	12	12	7	

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
		Sub-Total (Adjumani Settlements)	**15**	**25,319**	**483**	**322**	**19**	**303**	**160**	**161**	-
Lamwo	**Palabek Settlement**	Canaan P/S	1	2534	48	38	9	29	38 Teachers (09 Govt and 29 UNHCR)	10	Newly coded under UgiFT project but UNHCR and Humanitarian actors still take care of most of the recurrent costs such as wages
		Ogili Hills P/S	1	2609	49	34	9	25	34 Teachers (09 Govt and 25 UNHCR)	15	
		Awich P/S	1	2802	53	32	8	24	32 Teachers (08 Govt and 24 UNHCR)	21	
		BRIGHT FUTURE PRIMARY SCHOOL	1	1728	33	34	0	34	34	-1	Schools established by UNHCR and partners to respond to emergencies.
		AYWEE PRIMARY SCHOOL	1	1700	32	33	0	33	33	-1	
		PROGRESSIVE PRI SCH	1	2137	40	26	0	26	26	14	Schools more than 3km from existing government schools
		PALUDA SECONDARY SCHOOL						0		0	
		PALABEK OGILI SECONDARY SCHOOL						0		0	
		Sub-Total (Palabek Settlement)	**6**	**13,510**	**255**	**197**	**26**	**171**	**93**	**58**	-

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
Koboko	**Lobule**							0		0	
Kiryandongo	**Kiryandongo**	EMATONG P/S	1	2046	37	11	0	11	11	26	Newly coded under UgiFT project but UNHCR and Humanitarian actors still take care of most of the recurrent costs such as wages
		ST BAKHITA P/S	1	1567	29	9	9	0	09 Teachers (09 Govt and 0 UNHCR)	20	
		VICTORIA P/S	1	801	18	12	10	2	12 Teachers (10 Govt and 11 UNHCR)	6	
		KIRYANDONGO HIGH SCHOOL	1	881	17	19	0	19	19	-2	Schools established by UNHCR and partners to respond to emergencies.
		Sub-Total (Kiryandongo)	**4**	**5,295**	**101**	**51**	**19**	**32**	**30**	**50**	-
Kikuube	**Kyangwali**	Kentomi Primary School	1	2,372	45	26	5	21	Of the 26 only 5 are Govt teachers	19	Newly coded under UgiFT project but UNHCR and Humanitarian actors still take care of most of the recurrent costs such as wages
		Karuhinda Primary School	1	5,376	101	53	7	46	Of the 53 only 7 are Govt teachers	48	
		Maratatu Primary School	1	6,130	116	50	8	42	Of the 50, only 8 are Govt teachers	66	
		Kagoma Primary School	1	1379	26	14	0	14	14	12	Paid by UNHCR and Humanitarian actors

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
		Nyampindu Primary School	1	1614	30	12	0	12	12	18	Paid by UNHCR and Humanitarian actors
		Malembo Primary School	1	1235	23	23	0	23	23	0	Paid by UNHCR and Humanitarian actors
		Kavule Primary School	1	1783	34	19	0	19	19	15	Paid by UNHCR and Humanitarian actors
		Mombasa Primary School	1	1147	22	14	0	14	14	8	Paid by UNHCR and Humanitarian actors
		Sub-Total (Kyangwali)	**8**	**21,036**	**397**	**211**	**20**	**191**	**82**	**186**	**0**
Kamwenge	**Rwamwanja**	Nkoma COU Primary School	1	2,077	39	36	11	25	Of the 36, only 11 are Govt teachers	3	Newly coded under UgiFT project but UNHCR and Humanitarian actors still take care of most of the recurrent costs such as wages
		Mahega Primary School	1	2,248	42	32	7	25	Of the 32, only 7 are Govt teachers	10	
		Kyempango Primary School	1	2,900	55	51	0	51	All 51 teachers are UNHCR/Partner supported	4	Schools established by UNHCR and partners to respond to emergencies.
		Nteziryayo Primary School	1	4,012	76	61	0	61	All 61 teachers are UNHCR/Partner supported	15	
		Ntenungi Secondary School	1	790	14	40	0	40	40 All supported by UNHCR and Humanitarian partners	-26	Schools more than 3km from existing government schools
		Rwamwanja BTVET	1	434			0	0	Not coded yet, no Govt Tutor; All tutors are Partner supported	0	

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
		Sub-Total (Rwamwanja)	**6**	**12,461**	**226**	**220**	**18**	**202**	**0**	**6**	**0**
Isingiro	**Nakivale**	Misyera A Primary School	1	1,894	36	27	5	22	Of the 27, only 5 are Govt teachers	9	Newly coded under UgiFT project but UNHCR and Humanitarian actors still take care of most of the recurrent costs such as wages
		Ruhoko ECD & Primary School	1	1,894	36	37	6	31	Of the 37, only 6 are Govt teachers	-1	
		Kabahinda Primary School	1	1,949	37	34	7	27	Of the 34, only 7 are Govt teachers	3	
		Karintuma Primary School	1	1,367	26	21	5	16	Of the 21, only 5 are Govt teachers	5	
		Nyakagando Primary School	1	1,404	26	29	5	24	Of the 29, only 5 are Govt teachers	-3	
		Nakivale Primary School	1	3,830	72	47	8	39	Of the 47, only 8 are Govt teachers	25	
		Nyarugugu ECD & PS	1	3,461	65	42	8	34	Of the 42, only 8 are Govt teachers	23	
		Nakivale Secondary School	1	1,707	32	22	0	22	22	10	Schools established by UNHCR and partners to respond to emergencies.
		Rubondo Secondary School	1	539	10			0		10	
		Nakivale Vocational Training Center	1	1,214	23	13	0	13	13	10	
		Sub-Total (Nakivale)	**10**	**19,259**	**363**	**272**	**44**	**228**	**35**	**91**	**0**

District	Settlement	Name of Facility	No. Sch	Population	No. of Positions Based on the facility level	Positions Filled	Positions Filled (Govt)	Positions Filled (UNHCR/ Partners)	Positions Filled2	Gap (Cal.)	Comments
Isingiro	**Oruchinga**	Michinga II Community Primary School	1	568	11	13	0	13	13	-2	13 teachers are UNHCR/Partner and PTA supported
		Sub-Total (Oruchinga)	**1**	**568**	**11**	**13**	**0**	**13**	**13**	**-2**	**0**
Kyegegwa	**Kyaka II**	Kyamagabo Primary School	1	2,467	47	34	7	27	Of the 34, only 7 are Govt teachers	13	
		Itambabiniga Primary School	1	2,774	52	40	8	32	Of the 40, only 8 are Govt teachers	12	
		Kaborogotota ECD & Primary School	1	1,860	35	28	5	23	Of the 28, only 5 are Govt teachers	7	
		Kakoni ECD & Primary School	1	2,301	43	25	6	19	Of the 25, only 6 are Govt teachers	18	
		Mukondo ECD & Primary School	1	3,560	67	43	9	34	Of the 43, only 9 are Govt teachers	24	
		Byabakora ECD & Primary School	1	2,768	52	46	12	34	Of the 46, only 12 are Govt teachers	6	
		Bwiriza ECD & Primary School	1	3,483	66	45	13	32	Of the 45, only 13 are Govt teachers	21	
		Bukere Secondary School	1	1,532	29	46	0	46	-All Tutors UNHCR/Partner	-17	
		Sweswe Vocational Training Center	1	130						0	
		Sub-Total (Kyaka II)	**9**	**20,875**	**391**	**307**	**60**	**247**	**0**	**84**	**0**
		Total	**106**	**198,811**	**3,762**	**2,736**	**382**	**2,354**	**1,096**	**1,026**	**-**

ANNEX III: INFRASTRUCTURE GAP ANALYSIS MATRIX

Table 11 Infrastructure gaps in schools within Refugee Hosting Districts (RHDs)

District	Settlement	Sch. Valid N	Name of Facility	Type of Infrastructure Based on the facility level	Quantity available	Gap	Comments
Yumbe	BidiBidi	1	HIGHLAND P/S	Classrooms	4	19	4 Permanent classrooms
	BidiBidi	1	ROCKLAND P/S	Classrooms	18	47	18 Permanent classrooms
	BidiBidi	1	NIPATA VALLEY P/S	Classrooms	12	13	12 Permanent classrooms
	BidiBidi	1	HILLTOP P/S	Classrooms	6	13	6 Permanent classrooms
	BidiBidi	1	VALLEY VIEW SEC.SCH	Classrooms	24	4	24 permanent Complete
	BidiBidi	1	ARIWA SECONDARY SCHOOL	Classrooms	9	11	09 Permanent classrooms
	BidiBidi	1	HIGHLAND SECONDARY SCHOOL	Classrooms	15	27	15 Permanent classrooms
	BidiBidi	1	YOYO SS	Classrooms	15	16	15 Permanent classrooms
	BidiBidi	1	KADO SECONDARY SCHOOL	Classrooms	6	0	6 Permanent classrooms
	BidiBidi	1	NIPATA SEC	Classrooms	6	9	6 Permanent classrooms
	Sub-Total (Bidibidi)	**10**			**115**	**159**	
Terego	Imvepi	1	Yacha Primary	Classrooms	12	16	6 permanent Complete and 6 permanent incomplete
	Imvepi	1	Longamere Annex Primary	Classrooms	11	18	6 permanent Complete and 5 permanent incomplete
	Imvepi	1	Awa Primary	Classrooms	14	20	6 permanent Complete and 8 permanent incomplete
	Imvepi	1	Emmanuel Primary	Classrooms	14	40	8 permanent Complete and 6 permanent incomplete
	Imvepi	1	Longamere Main Primary	Classrooms	11	38	9 permanent Complete and 2 permanent incomplete
	Imvepi	1	Equatoria Primary	Classrooms	9	20	3 permanent Complete and 6 permanent incomplete
	Imvepi	1	Imvepi Secondary	Classrooms	15	15	6 permanent Complete and 9 permanent incomplete

District	Settlement	Sch. Valid N	Name of Facility	Type of Infrastructure Based on the facility level	Quantity available	Gap	Comments
	Imvepi	1	Yikuru Secondary	Classrooms	6	4	6 permanent Complete
	Sub-Total (Imvepi)	**8**			**92**	**171**	
Madi-Okollo	Rhino Camp	1	ARIAZE Primary	Classrooms	9	23	9 permanent Complete
	Rhino Camp	1	ST. MARY OCIA P/S	Classrooms	13	23	10 permanent Complete and 03 permanent incomplete
	Rhino Camp	1	AMURU Primary	Classrooms	12	36	6 permanent Complete and 16 permanent incomplete
	Rhino Camp	1	KATIKU Primary	Classrooms	6	29	6 permanent Complete
	Rhino Camp	1	OFUA II Primary	Classrooms	5	14	2 permanent Complete and 3 permanent incomplete
	Rhino Camp	1	OFUA III Primary	Classrooms	9	26	6 permanent Complete and 3 permanent incomplete
	Rhino Camp	1	OFUA Secondary	Classrooms	9	12	6 permanent Complete and 3 permanent incomplete
	Rhino Camp	1	ST. LUKE WIDDI Secondary	Classrooms	6	10	6 permanent Complete
	Sub-Total (Rhino Camp)	**8**			**69**	**173**	
Obongi	Palorinya	1	Belle P/S	Classrooms	11	32	6 permanent Complete and 5 permanent incomplete
	Palorinya	1	BUDRI P/S	Classrooms	14	10	14 permanent Complete
	Palorinya	1	LURU P/S	Classrooms	8	21	5 permanent Complete and 8 permanent incomplete
	Palorinya	1	Idiwa Parents SS	Classrooms	15	10	15 permanent incomplete
	Palorinya	1	Luru SS	Classrooms	12	12	12 permanent Complete
	Palorinya	1	Daegun Palorinya SS	Classrooms	5	6	5 permanent classrooms
	Sub-Total (Palorinya)	**6**			**65**	**91**	
Adjumani	Adjumani Settlements	1	Liberty Primary School	Classrooms	15	7	15 permanent Complete

District	Settlement	Sch. Valid N	Name of Facility	Type of Infrastructure Based on the facility level	Quantity available	Gap	Comments
	Adjumani Settlements	1	Ayilo II A Primary	Classrooms	17	10	14 permanent Complete and 3 permanent incomplete
	Adjumani Settlements	1	Agojo South Primary	Classrooms	12	5	12 permanent Complete
	Adjumani Settlements	1	Zoka South Primary	Classrooms	18	11	15 permanent Complete and 3 permanent incomplete
	Adjumani Settlements	1	Boroli Junnior Primary School	Classrooms	9	12	6 permanent Complete and 3 permanent incomplete
	Adjumani Settlements	1	NYUMANZI SS	Classrooms	7	0	7 permanent Complete
	Adjumani Settlements	1	AYILO SS	Classrooms	9	4	6 permanent Complete and 3 permanent incomplete
	Sub-Total (Adjumani Settlements)	**7**			**87**	**49**	
Lamwo	Palabek	1	BRIGHT FUTURE PRIMARY SCHOOL	Classrooms	12	20	6 permanent Complete and 6 permanent incomplete
	Palabek	1	AYWEE PRIMARY SCHOOL	Classrooms	9	23	6 permanent Complete and 3 permanent incomplete
	Palabek	1	PROGRESSIVE PRI SCH	Classrooms	15	25	15 permanent Complete
	Palabek	1	PALUDA SECONDARY SCHOOL	Classrooms	8	9	8 Permanent classrooms
	Palabek	1	PALABEK OGILI SECONDARY SCHOOL	Classrooms	15	0	15 Permanent classrooms
	Sub-Total (Palabek)	**5**			**59**	**77**	
Koboko	Lobule	1	Ponyura P/S	Classroom	0	0	0
	Sub-Total (Lobule)	1			**0**	**0**	
Kiryandongo	Kiryandongo	1	KIRYANDONGO HIGH SCHOOL	Classrooms	9	8	09 Permanent classrooms
	Sub-Total (Kiryandongo)	**1**			**9**	**8**	
Kikuube	Kyangwali	1	Kagoma Primary School	Classrooms	15	11	15 Permanent classrooms

District	Settlement	Sch. Valid N	Name of Facility	Type of Infrastructure Based on the facility level	Quantity available	Gap	Comments
	Kyangwali	1	Nyampindu Primary School	Classrooms	16	14	13 permanent Complete and 3 permanent incomplete
	Kyangwali	1	Malembo Primary School	Classrooms	9	14	9 permanent Complete
	Kyangwali	1	Kavule Primary School	Classrooms	13	22	10 permanent Complete and 3 permanent incomplete
	Kyangwali	1	Mombasa Primary School	Classrooms	9	13	9 permanent Complete
	Sub-Total (Kyangwali)	**5**			**62**	**74**	
Kamwenge	Rwamwanja	1	Kyempango Primary School	Classrooms	28	27	28 permanent Complete
	Rwamwanja	1	Nteziryayo Primary School	Classrooms	27	42	15 permanent Complete and 12 permanent incomplete
	Rwamwanja	1	Ntenungi Secondary School	Classrooms	12	5	Permanent classrooms
	Rwamwanja		Rwamwanja BTVET Center				
	Sub-Total (Rwamwanja)	**3**			**67**	**74**	
Isingiro	Nakivale	1	Nakivale Secondary School	Classrooms	19	20	19 Permanent classrooms
	Nakivale		Rubondo Secondary School	Classrooms			Permanent classrooms
	Nakivale		Nakivale Vocational Training Center				
	Sub-Total (Nakivale)	**1**			**19**	**20**	
Isingiro	Oruchinga	1	Michinga II Community Primary School	Classrooms	3	8	3 Permanent classrooms
	Sub-Total (Oruchinga)	**1**			**3**	**8**	
Kyegegwa	Kyaka II	1	Bukere Secondary School	Classrooms	24	11	Permanent classrooms
	Kyaka II		Sweswe BTVET Center				
	Sub-Total (Kyaka II)	**1**			**24**	**11**	
	Overall Total	**57**			**671**	**915**	