



RESTORING HOPE, REBUILDING FUTURES



Save the Children

**A plan of action for delivering universal education
for South Sudanese refugees in Uganda**



EXECUTIVE SUMMARY

South Sudan's refugee children in Uganda face an education emergency. Uprooted by a brutal campaign of terror, over half-a-million¹ have fled across the border into northern Uganda – one of the poorest parts of one of the world's poorest countries. For almost a year, one South Sudanese child has crossed the border every minute². Many have lost parents, brothers, sisters and friends. They have witnessed unspeakable acts of violence. These children need security and a chance to rebuild their lives. Education has a vital role to play. Yet the vast majority of South Sudanese refugee children are either out-of-school or crammed into overcrowded schools lacking the teachers and books needed to deliver effective learning. There is a real and present danger that an entire generation of refugee children will be deprived of the education they need to rebuild their lives.

The Ugandan government has responded to the refugee crisis with extraordinary generosity. In marked contrast to governments in the rich world, it has offered sanctuary, and provided refugees with land, seeds and tools so that they can rebuild their livelihoods. It has opened its already over-stretched schools, health facilities and other services to refugee populations. On any measure of commitment, Uganda has delivered on its side of the global 'compact' to support a more effective response to refugees which was agreed by the United Nations General Assembly last year.

The same cannot be said of the international community. Donor governments have funded just 17 per cent of the UN appeal for the South Sudan refugee response in Uganda this year³. The response to the education emergency has bordered on derisory. Only a small fraction of the grossly inadequate \$61.6m appeal for education⁴ has been delivered. To make matters worse, the funding provided has been short-term, unpredictable, and focussed on individual projects. This has made it impossible for the Government of Uganda, UN agencies and national and international NGOs to plan for what has all the hallmarks of a protracted and systemic crisis requiring a long-term, predictable finance to underpin a credible programme. In effect, the international community has turned its back on some of the world's most vulnerable children, leaving Uganda, and host communities living in endemic poverty, to shoulder the responsibility alone.

This report challenges donor governments and international agencies to do better. It sets out a plan of action which, if implemented, could deliver quality universal pre-primary, primary and secondary education for South Sudanese refugee children in Uganda at an average cost of \$132 million USD a year for three and a half years. This represents around \$152 USD per child annually⁵. The costs should be viewed as an investment in the future of over 1 million children – not just up to 900,000 refugees, but also the Ugandan children who will benefit from the expansion in services in the areas hosting refugees. These children need an education to rebuild their lives and – above all – to restore hope. In recognition of the importance of supporting the Government of Uganda and ensuring that the communities in which refugees are being settled need support too, around one-third of the proposed spending would be directed towards the strengthening of systems for host communities.

Among the priority areas of expenditure that the plan would fund are:

- The construction of 304 new pre-primary and primary school sites using semi-permanent classrooms constructed to a standard conducive to learning
- The construction of 110 new secondary schools
- The provision of reading material, text books and school supplies to all schools
- The recruitment and payment of over 4,00 trained caregivers who will provide children with pre-primary learning opportunities
- The employment of 5,307 primary and secondary school teachers
- The recruitment, training and accreditation of 750 primary school teachers from South Sudan

Our proposal is rooted in realism. The investments we propose are designed not to meet an implausibly high-standard, but to deliver tangible and meaningful opportunities. We propose the construction of semi-permanent rather than high-cost permanent schools. Operating on a 'double-shift' basis, these schools could accommodate early learners, as well as primary and secondary school pupils. The plan also calls for more effective utilisation of South Sudanese refugee teachers. Many of these teachers are trained. They speak the home languages of refugee children, many of whom are struggling to make the transition to Uganda's English language curriculum. However, despite the important role they could play in bridging language gaps in the classroom qualified South Sudanese refugee teachers currently lack viable pathways to professional recognition in Uganda.

There are opportunities to tap into new sources of finance. The success of any strategy for education will hinge on early humanitarian action with a bridge to predictable, long-term finance designed to scale up quality service delivery. Indicative options that could help secure the funding necessary to deliver this plan include:

- \$60 million USD a year from the World Bank's new International Development Association (IDA) 'regional sub-window for refugees'
- \$20 million USD a year from the Global Partnership for Education (GPE)
- \$5 million USD a year from Education Cannot Wait: the fund for education in emergencies (ECW), with a focus on supporting pre-primary provision
- \$50 million USD a year from bilateral aid donors through programmes linking the refugee response to investments in resilience

In the medium-term effective coordination of funding opportunities is critical – and the Education Commission could play a role. Chaired by the UN's Special Envoy for Global Education, the Education Commission has proposed the creation of an International Finance Facility for Education. This would operate as a partnership between developing countries, international financial institutions like the World Bank, regional development banks and public and private donors to mobilise new financial resources for low- and middle-income countries, including those facing shocks associated with humanitarian crises. Such a mechanism would help to cut through the fragmented and often competing financing and delivery mechanisms that are supposed to support protracted humanitarian crises. Effective coordination and pooled resourcing would help to facilitate engagement from private sector donors, who could play a critical role in northern Uganda.

Predictable finance is a necessary but insufficient condition for universal refugee education. Effective delivery will depend on far-reaching reforms. The current international response suffers not just from chronic under-funding, but also from highly-fragmented and poorly coordinated planning – and from institutionalised short-termism. There is an urgent need to integrate the humanitarian response into a wider development strategy, as envisaged under Uganda’s current policy framework. At the same time, there may be a need to reform administrative and regulatory arrangements in Uganda. We recommend that:

- The Government of Uganda, which has demonstrated great leadership in the face of a significant crisis, should review the current division of labour between the Office of the Prime Minister and the Ministry of Education and Sports in managing the refugee response.
- The education sector should replicate the policy and practice inherent in the Second National Development Plan and include the specific needs of refugee populations and host communities in its new Education Sector Plan.
- The removal of all fees associated with the equation of education related documents and the creation of an expedited process for the recognition of prior learning by refugees now living in and looking to access education in Uganda.
- The removal of exam fees for refugees, including secondary entrance and higher education examination and associated application fees.
- The creation of an accelerated teacher training programme for South Sudanese teachers, allowing them to become registered teachers in Uganda, ideally via in-service teacher training which would allow them to work as teaching assistants whilst studying and prior to accreditation. Our costings provide for such a programme along with the salaries of 750 such teachers over the duration of the plan.
- Development and agreement of new specifications for school buildings which would allow for greater value for money and improved construction times with the phased replacement of these buildings once the need for permanent schools in these areas has been established.

Uganda is a test-case. In 2016 at the World Humanitarian Summit, world leaders pledged support for a ‘Grand Bargain’ aimed at strengthening national and international responses to humanitarian crises and promised to link humanitarian action to long term development.

Later in the year, in recognition of the urgent need for more effective responses to mass displacement, the UN General Assembly agreed the New York Declaration on Migrants and Refugees. The Declaration calls on countries to implement Comprehensive Refugee Response Frameworks (CRRF), which aims to build a bridge from humanitarian action to long-term development, and to address the needs of host communities. Uganda agreed to be in the first group of countries implementing the CRRF. It has kept to its side of the bargain. The international community should now follow Uganda’s example and provide support at the scale envisaged under the CRRF – and merited by the South Sudanese refugee crisis. Failure to back the country will call into question the credibility of these promises and put the wider CRRF process at risk.

There is a premium on urgency. Many of the children who have fled into South Sudan have already lost a year of schooling and many more have never enrolled in school in the first place. They cannot afford another year of prevarication on the part of donor governments. Refugee children and their parents consistently identify education as a priority. They see schooling as a source of hope and opportunity – and they are right. It is time for the international community to listen to their voices.



INTRODUCTION

Aged 14, Daniel*, understands the value of education. When he fled the armed violence unleashed against civilians in South Sudan's Central Equatoria region and crossed as a refugee into Uganda, he left with the clothes on his back, the broken sandals on his feet, and his most prized possession – a science book. One year ago Daniel was sailing through his education a top-performing student in primary school. He lived in a secure home in a part of South Sudan which had been free from violence. That changed in November 2016 when armed militia killed his father, abducted his mother and terrorised his village. Daniel's home was destroyed and his school closed.

In the face of this overwhelming adversity, Daniel has retained a burning ambition for learning. "I want to be a scientist or a doctor," he says, adding: "education is my only chance for a better life."

Today, Daniel's hopes for an education, like those of an entire generation of South Sudanese refugees, are hanging by a thread. This report sets out an agenda through which the international community can keep those hopes alive.

A NEGLECTED CRISIS

Crowded out by high profile conflicts in Syria and Iraq, the refugee crisis unfolding in northern Uganda barely registers on the radar of the world's media. Yet Uganda now hosts the world's third-largest refugee population – and South Sudanese refugees represent the fastest growing refugee population. As South Sudan's descent into terror has spread to the previously stable regions of Central Equatoria and Eastern Equatoria, almost 1 million people have sought refuge across the Ugandan border⁶. Over 80 per cent of South Sudanese refugees arriving in Uganda are women and children⁷.

The scale of the exodus is not widely recognised. For almost a year now, one child has been crossing the border from South Sudan into Uganda every minute⁸. Many of these children have witnessed unspeakable atrocities, including the killing of parents, brothers, sisters and friends, sexual violence, and torture. They have been uprooted and forced to flee to an unfamiliar environment. Now they urgently need protection, security and a chance to rebuild their lives, including through education. Which in addition to supporting children's learning can play a critical role in improving traumatised children's psychological wellbeing and facilitating a return to normalcy.

A BEACON OF HOPE

Uganda has responded with extraordinary compassion and generosity to this crisis.

Already home to 400,000 refugees from Burundi and DR Congo⁹, since July 2016 the South Sudanese refugee population in Uganda has doubled. One resettlement area at Bidi Bidi, in Yumbe district, hosts over 270,000 people¹⁰, making it the largest refugee settlement in the world. Pressure on local resources and host communities is mounting.

Yet the Ugandan government has retained its 'open door' policy, allowing refugees, irrespective of nationality access to its territory, land to settle and cultivate along with the right to seek employment and establish businesses. Refugees in Uganda also have access to public services including health and education, vital travel, identity and other documents.

Uganda's approach to refugees stands in stark contrast with that of many of the world's richest nations. But as refugee numbers have increased, Uganda's coping capacity has been stretched to breaking point.

ACHIEVEMENTS AND PROGRESS AT RISK

The international response to the unprecedented movement of refugees, both in Uganda and elsewhere, has been inadequate. At the same time, what has been achieved should not be under-stated. Humanitarian aid has played a crucial role in delivering life-saving nutritional support, water and sanitation, and shelter. Lives have been saved. However, faced with protracted crises that demands predictable long-term financing at levels which reflect real needs, the international community is delivering inadequate and overwhelmingly short-term funding, through highly fragmented delivery systems.

Nowhere are the limitations of the international response more visible than in education with 3.5 million refugee children around the world denied their right to learn. The situation in northern Uganda, home to over half-a-million school age refugees illustrates the challenge¹¹. The majority are out of school. Most of those in school are sitting in chronically overcrowded classrooms without books, and being taught by teachers lacking the support they need to deliver a child-friendly experience, let alone one that promotes learning.

What is missing is a coherent strategy, backed by financial commitments, to get every refugee child not just into school but into a learning environment. We demonstrate that universal schooling for refugees is both affordable and achievable, *if* the international community acts decisively.

A SHARED RESPONSIBILITY

It has good reason to do so. Last September, at a UN Summit for Refugees and Migrants convened in New York, governments committed to a game-changing approach to refugee responses. Under the the Comprehensive Refugee Response Framework (CRRF)¹² donor countries pledged to integrate humanitarian action into wider strategies for recovery and rebuilding – and to support low and middle income countries that host most of the world's refugees. Uganda agreed to implement the approach, and its refugee policy is lauded as one of the most generous in the world.

The international community must now follow Uganda's example and live up to the commitments agreed in the *New York Declaration for Migrants and Refugees*. The crisis in northern Uganda is not just a humanitarian emergency. It is a test case of the willingness of the donor community to back its pledges with practical actions, and ensure that the responsibility of responding to the refugee crisis is shared fairly. With progress under the CRRF due to be reviewed again at the UN General Assembly in 2018, what happens in Uganda will determine the whole international framework. Even more immediately, other countries hosting large populations of refugees are looking at how the world responds to Uganda's plea for assistance in responding to the world's third largest refugee population.





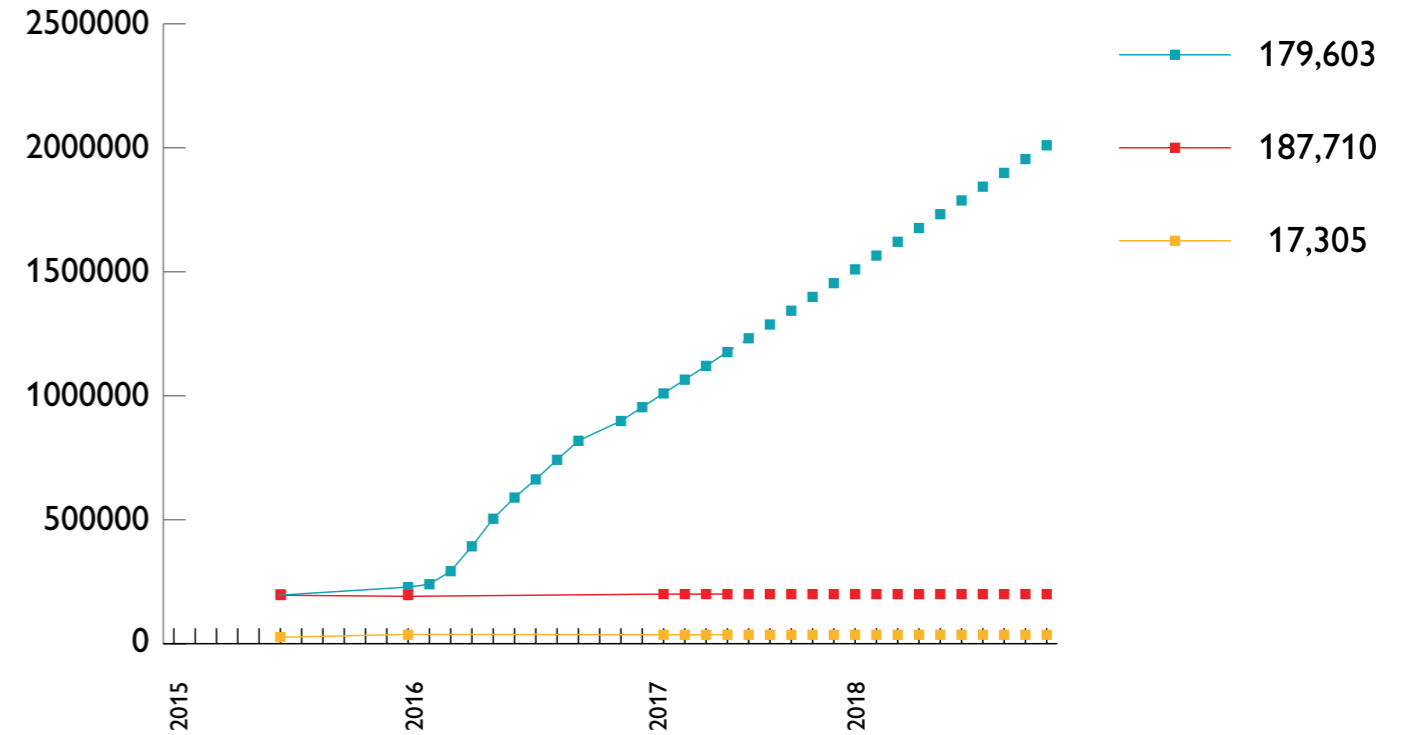
THE BACKGROUND

The humanitarian crisis in South Sudan is entering its fourth year. Over 3.5 million people¹³ – one-in-every-four of the country’s population - have been uprooted. More than 7 million need humanitarian aid¹⁴. Civilians have faced grave and systematic violations of human rights. Government forces and armed militia have conducted indiscriminate killing, often targeting specific ethnic groups. Widespread sexual violence has been documented¹⁵. Famine conditions prevail in parts of the country and epidemics of killer diseases threaten lives on a mass scale. Schools and health facilities have been systematically destroyed. The conflict is fuelling a vicious spiral of destitution, destruction and fear, with 1.3 million South Sudanese fleeing as refugees to neighbouring countries.

Uganda is on the front-line of the humanitarian crisis. As violence spread into South Sudan’s previously peaceful Equatoria regions in mid-2016, the numbers displaced by conflict escalated dramatically. On average, 2,400 refugees were crossing the border every day between July 2016 and January 2017. By May 2017, there were 919,000 South Sudanese refugees living in Uganda, most of them in West Nile region (**Figure 1**). One year ago, Bidi Bidi in Yumbe district was a small settlement occupied by Ugandan communities. Today, it is the world’s largest refugee settlement, hosting some 270,000 South Sudanese.

The exodus shows no sign of slowing. Another half-a-million South Sudanese refugees are expected by the end of 2017 – and this is just one source of refugee flows. Uganda also already hosts some 400,000 refugees from Burundi and the Democratic Republic of Congo.

SOUTH SUDANESE REFUGEES IN UGANDA



Source: Data from <http://data.unhcr.org/SouthSudan/country.php?id=229>. Projection author’s calculations

The population figures and projections we have used to produce costings for universal pre-primary, primary and secondary education are based on Uganda’s current population of refugees from South Sudan and plausible scenarios for new arrivals. We do not consider other refugee populations, many of whom are in urgent need of assistance. There are more than 300,000 refugees from Burundi, the Democratic Republic of Congo and other countries living in Uganda, which now hosts the world’s third largest population of refugees. While our scenarios and financing estimates focus on South Sudanese refugees, similar approaches could be applied to other refugee populations.

Using the same working assumptions and applying these to the age related data we have for non South Sudanese refugees resident in Uganda, universal pre-primary, primary and secondary education could be provided to that population for a total of \$66 million from July 2017 to December 2020 or less than \$19 million per year for the same period.

Statistics and words cannot capture the horrific experience endured by refugees fleeing into Uganda. Refugees recount horrific stories of violence, indiscriminate killing, rape, extortion, the forcible recruitment of children into armed groups, with armed groups often targeting specific ethnic groups for persecution. Through our programmes in northern Uganda, Save the Children staff have heard first-hand

stories of some of the children affected. Sofia* aged, 12, arrived with her mother at a refugee settlement in November, 2016, having witnessed the killing of her father. Today, she is struggling to rebuild her life (**See Box 1**). Sofia is one of the estimated 1 million children from South Sudan suffering psychological distress – but she is trying to rebuild her life as a pupil in an accelerated learning programme.

BOX 1: EDUCATION FOR EMPOWERMENT, INDEPENDENCE & SELF RELIANCE



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

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

Barbara is a great believer in education. "The importance of education is that, if you are learned, the little information you got will empower the child to be independent, to be self-reliant, to be able to handle issues and to be able to sit well with others," she says. But while Barbara wants to keep her daughter in school, she does not have the money to pay for fees. The result is that Sofia regularly misses classes.

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

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

UGANDA'S COMPREHENSIVE REFUGEE RESPONSE

Faced with a surge in refugees from South Sudan, Uganda has maintained an extraordinarily open and generous policy. Under the country's legal framework, refugees have the right to move freely, to work, establish businesses, and access public services. They are hosted in designated settlements, and live alongside Ugandan nationals. They are provided with plots of land for agriculture and housing. Refugees can also access services delivered through a system coordinated by the Refugee Department in the Office of the Prime Minister.

Uganda's policy framework is aimed at enhancing the self-reliance of refugees and host communities. It is an example of best international practice. Uganda is one of five countries implementing the Comprehensive Refugee Response Framework (CRRF), an approach advocated in the New York Declaration on Refugees and Migrants adopted by the UN General Assembly in September 2016. Briefly summarised, this envisages integrating refugee management and protection into the national development agenda. The approach is enshrined in Uganda's Second National Development Plan (NDP II), which aims to assist refugees and host communities by promoting socioeconomic development in refugee-hosting areas. The policy framework is supported, admittedly more in principle than with hard finance to date, by the United Nations through the Refugee and Host Population Empowerment (ReHope) initiative developed in collaboration with the World Bank.

SUPPORT FOR UGANDA'S HOST COMMUNITIES IS CRITICAL

Support for host-communities is critical in any refugee response – and doubly so in Uganda. While the country has a moderate record of economic growth and has recorded significant reductions in poverty, it faces major development challenges¹⁶. There are still 7 million Ugandans, some 19 per cent of the population¹⁷, living below the national poverty line. The quality of service provisions in health and education is poor, in part because of low levels of spending. Uganda allocates one of the world's smallest shares of GDP to education, at just 2 per cent¹⁸. Social protection systems are limited, with just 0.4 per cent of GDP directed to income support¹⁹. Infrastructure remains a major constraint on development.

Demography points towards wider risks. The country has one of the world's youngest and fastest growing populations: half of the population is aged less than 15. Creating jobs and delivering quality education are critical requirements for reaping the country's demographic dividend, and avoiding the spectre of mass youth unemployment.

Refugees in South Sudan are settling in some of Uganda's most impoverished regions. Most of those entering the country over the past year have settled in West Nile region, where poverty levels are around 40 per cent – double the national average – and one third of children are stunted by malnutrition. Evidence in the 2011 Demographic Health Survey indicated that 68 per cent of children in West Nile were being raised in poverty and experiencing multiple deprivations – the highest in the country²⁰.

This backdrop of national poverty and host-community disadvantage makes Uganda's generosity in hosting refugees all-the-more remarkable. Refugees now account for over 60 per cent of the population in the five districts where they have been resettled. Settlement sites already greatly exceed their capacity. The Bidi Bidi settlement, which opened in August 2016, was designed for 100,000 refugees but now hosts almost three-times that number. Overcrowding in schools, water shortages, stress on health systems and environmental degradation are sources of concern. Yet the type of xenophobic response to refugee flows witnessed in some of the world's richest countries have been conspicuous by their absence in Uganda.

DERISORY FUNDING COMPOUNDED BY A LACK OF DONOR COORDINATION

Humanitarian actors have responded to the deteriorating situation in South Sudan, but not at the required levels – and not with the urgency the situation demands. The UN's overall South Sudan appeal has been chronically under-funded – and the response in Uganda has not been an exception to the rule. Half-way through 2017, just 17 per cent of the \$673 million USD appeal has been funded²¹.

Financing deficits are just part of the problem. Humanitarian activities delivered through UN agencies, international and local NGOs are overwhelmingly supported through short-term funding cycles, with spending earmarked against projects that reflect donor priorities. The lack of predictable, long-term development and humanitarian financing to respond to a displacement crisis of this magnitude could unravel Uganda's achievements. While the ReHope strategy provides a framework for such financing, financial delivery to date from the major bilateral donors and the World Bank has been limited.

In effect, the international community has left Uganda and vulnerable host communities in West Nile to shoulder the burden of responding to the refugee crisis. This is unjust and unsustainable.

EDUCATION – A PLAN OF ACTION FOR UNIVERSAL PROVISION

Even before the conflict in South Sudan erupted in 2013 the country had some of the world's worst education indicators, along with some of the widest gender disparities in school attendance: the latest estimates show primary completion rate for was only 30% for girls and almost double at 58% for boys, while the lower secondary rates were 8% and 24% respectively²². This compares with Uganda where girls at 49% slightly outperform boys at 47% for primary completion rates²³.

The situation has deteriorated rapidly from this low base. An estimated 1.2 million children have lost access to education²⁴. School infrastructure has been systematically targeted. Around one-third of the country's schools have been attacked, occupied or damaged²⁵. This interruption of education will have profound long-term consequences for the children directly affected, and for South Sudan's future.

IN SEARCH OF SCHOOL

The refugee children flowing into northern Uganda are on the front-line of the education emergency. Schools in Greater Ekuatoria have been dramatically affected by the violence. Many have closed due to insecurity, and the displacement of teachers and students. Some refugee children (**Box 2**) report having been sent on the hazardous journey to Uganda by parents hoping that they would be able to continue their education.

BOX 2: WALK AND YOU WILL REACH UGANDA

Rosa*, 16, and her younger sister Vicky* have travelled from South Sudan on their own. "Walk straight down this road and eventually you will reach Uganda," their parents told them. It took the sisters four days to make the journey. They registered at a Save the Children centre for unaccompanied minors operating in Impevi Reception Centre's.

While Rosa and Vicky did not directly experience the violence unleashed by armed militia, their parents wanted them to leave for two reasons. First, fears for the future. Second, their school had been closed for months because of the insecurity. The two girls were sent on what their parents knew to be a hazardous journey in the hope they would find safety and schooling.

Refugee settlements scattered across northern Uganda are facing a new and increasing phenomenon: child headed households. Like Rosa and Vicky, many of these children have left South Sudan without their parents. But they now face great challenges.

Today there are more than ten thousand people at the Invepi reception centre – and almost 2,000 people continue to arrive every day. It takes a Herculean effort to keep up with the surge. And this leaves young children like Rosa and Vicky very vulnerable.

Others like Daniel*, the young boy mentioned in the Introduction, arrive in refugee settlements hoping to resume their schooling. One of the most striking features of discussions with refugee children and their parents is the drive to get an education (**Box 3**).

BOX 3: I WANT TO BE A SCIENTIST

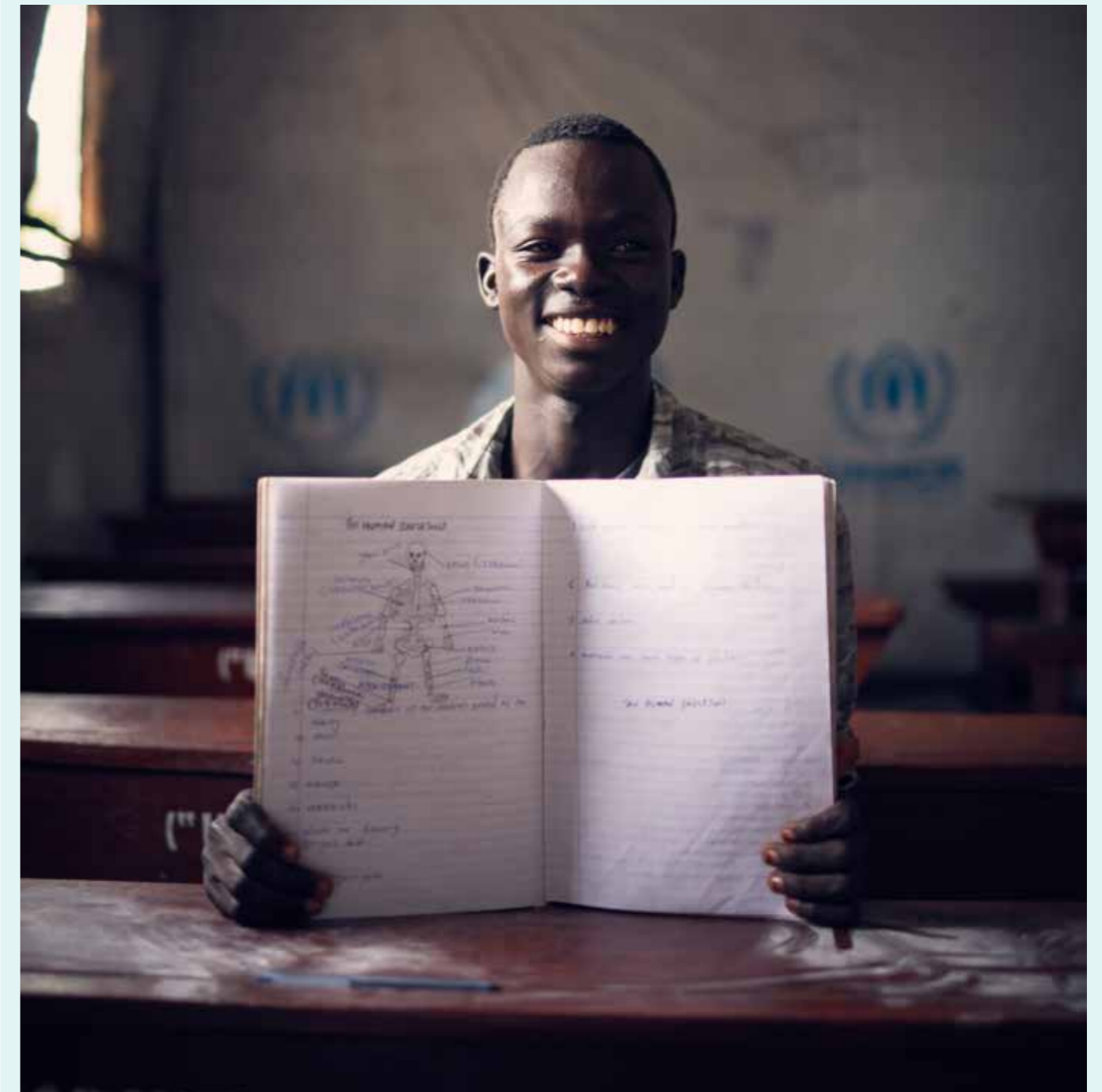
Daniel* is a budding scientist and was top of his class in South Sudan. He is sitting at the back of his classroom quietly reading his book. The classroom, a temporary tent-like structure is stiflingly hot and very dark. There is not one text book in sight.

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

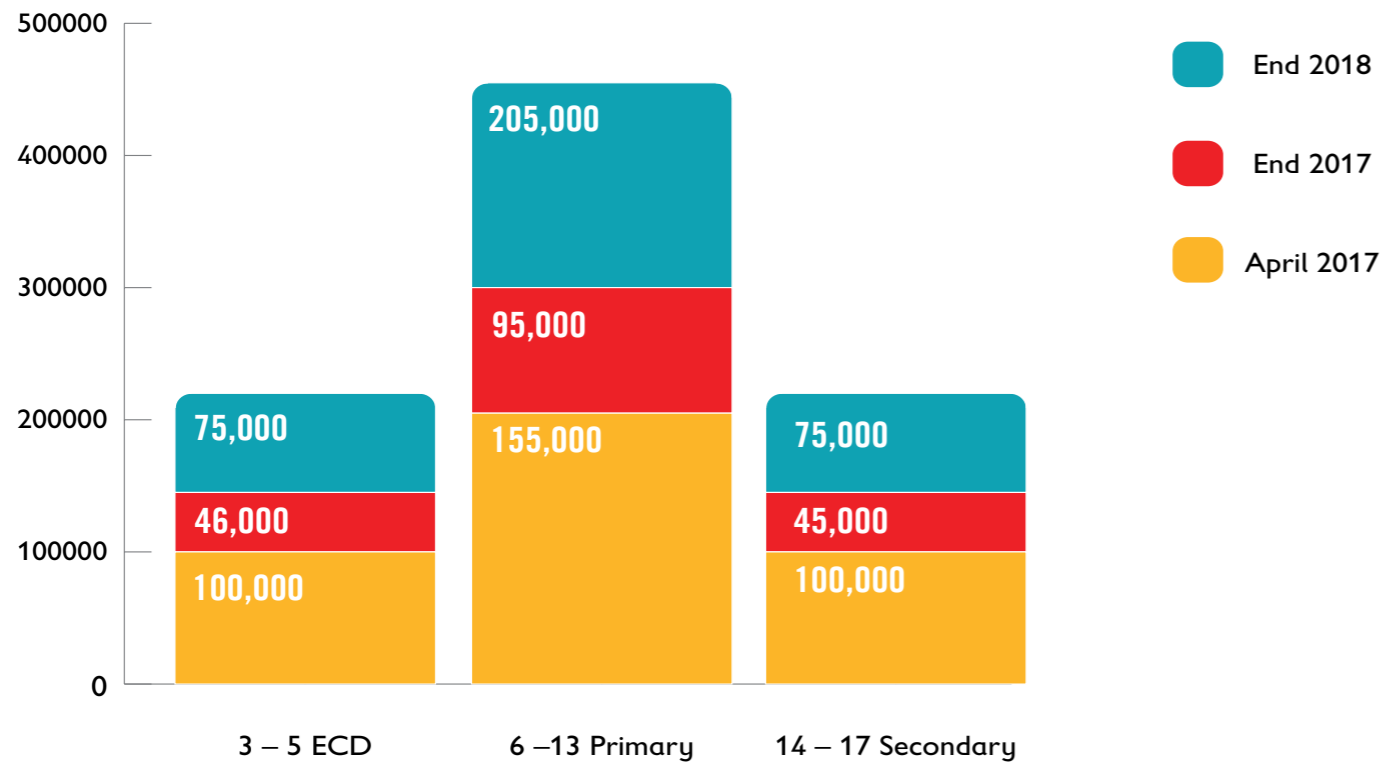
Daniel lives in Bidi Bidi, now the largest refugee settlement in the world with around 270,000 people. His school represents a microcosm of the challenges facing refugees. There are over 1,400 registered students, 800 of whom are attending classes, in a school with just 5 teachers. It is unclear what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

remaining 600 children. The ratio of pupils to teachers in the grade 1 class is 130:1. In Daniel's class, Primary 6, the ages of the student range from 12 – 27 years old. The nine teachers are struggling. There are simply too many children and not enough resources. The teachers live in UNHCR tents adjacent to the school – also impossibly hot and uncomfortable.

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



SOUTH SUDANESE REFUGEES IN UGANDA



Source: Data authors calculation based on data from <http://data.unhcr.org/SouthSudan/country.php?id=229>

It is impossible to establish with any accuracy how many of these children are in school. Enrolment data is partial – and many children register at schools but do not attend. Probably less than one-quarter of primary school age children are attending on a regular basis. Attendance levels are even lower for pre-school and secondary education. As many as 300,000 children could now be out of school.

POOR QUALITY PROVISION EXACERBATES THE LEARNING CRISIS

Many of those in school are experiencing conditions so abysmal that effective learning is impossible. Temporary school structures have been established in refugee settlements – and in some areas refugees have enrolled in government schools. Classrooms are chronically over-crowded. Pupil-teacher ratios in excess of 150:1 are common, especially in the early grades. Few refugee children have access to text books, exercise books, or writing materials. Most are being taught in English, a language few understand, by over-stretched Ugandan teachers lacking the support and equipment they need. The hastily-constructed tents serving as school structures are typically excessively hot and dark.

If the measure of the humanitarian response in education is access with even minimal quality standards, the vast majority of South Sudanese refugees are out-of-education – and an already dire situation is deteriorating as refugee numbers rise. On a business-as-usual scenario there could be over 900,000 South Sudanese refugee children in northern Uganda denied an education by 2018²⁶.

It is difficult to overstate the potential consequences of the education crisis faced by South Sudanese refugees. Whatever the duration of their stay in Uganda, education is an imperative. Getting refugee children into a learning environment would equip them with the capabilities they will need to progress into secondary school, gain the literacy, numeracy and wider skills they need as farmers, traders and entrants to job markets. For young girls, being in school is an antidote to the risk of early marriage. And with the right curriculum and teachers, education can help inculcate the attitudes a mutual respect, cooperation and friendship that will be needed to overcome South Sudan’s deepening ethnic divisions.

A PLAN TO SUPPORT REFUGEES AND CHILDREN FROM HOST COMMUNITIES

The refugee crisis has also left its mark on Ugandan children. As in other areas, Uganda has a mixed record on education. Less than one-in-nine Ugandan children enrolled in pre-school²⁷. Primary school enrolment rates have increased dramatically, but fewer than half of Uganda’s children complete a full primary cycle²⁸. There are marked gender disparities depending on the region²⁹. Many girls start school late and marry before completing a fully primary cycle. Learning outcomes are very poor³⁰: in West Nile region only 28% of students in primary grades 3-7 reaching adequate literacy levels and 52% reaching adequate numeracy levels³¹. There are marked shortages of teachers, with the education system producing 11 per cent fewer teachers than it needs each year³². The problem is compounded by low morale and teacher absenteeism. Actual teaching time in public primary schools amounts to less than 3 hours a day compared to a norm of 7 hours and 20 minutes³³.

The influx of refugees has added to the burden on education in West Nile region. Fewer than one-third of children in the region complete primary school and just 7 per cent complete lower secondary school³⁴. Even before the influx of refugees, primary schools in the north were the most overcrowded in the country, with an average of 86 pupils per classroom (against a national average of 63)³⁵. School infrastructure is in poor condition: only 27 per cent of classrooms in northern Uganda meet basic adequacy standards³⁶.

Unlike the rest of the country, which is close to gender parity, in West Nile only 25% of girls complete primary school, compared to 36% of boys. Supporting both refugee and host community education will help close the large gender disparities that exist in South Sudan and this region of Uganda and have significant positive effects on gender equality and future life opportunities of girls.

All of this underscores the need for an international response that supports refugee education and strengthens the system serving host communities.

WHAT’S CAUSED THE CRISIS IN LEARNING?

Why has the education response to the South Sudanese refugees been so limited? Three factors stand out.

Failure to prioritise education: International agencies and donors systematically fail to recognise the importance of education in humanitarian emergencies. Education typically represents 2-4 per cent of humanitarian spending – and education appeals are invariably among the most chronically under-funded. The UN appeal for Uganda included a provision of just \$62 million USD for education in 2017³⁷. At the time of writing it was not possible to secure accurate figures on what of that request has, in the middle of 2017, been secured. However even if the education ask received a concomitant share of the 17 percent of funding that the appeal has secured – which is highly unlikely – , this would amount to \$10.5 million USD, less than half of the funding our costings estimate is required for the remainder of 2017 to provide pre-primary education to Uganda’s South Sudanese refugees.

Inadequate, fragmented funding: The financing available has been overwhelmingly oriented towards short-term projects. This is an approach that combines inefficiency and high transaction costs with unpredictability. An effective response to an education emergency on the scale unfolding among South Sudanese refugees in Uganda needs predictable multi-year funding. It is not possible to construct a school infrastructure, hire teachers, and provide books with uncertain short-term financing.

Poor coordination: UN agencies and donors have failed to create an integrated planning and delivery framework for education, leading to a proliferation of projects lacking effective oversight. Many of the organisations working in refugee education report that the division of responsibilities between the Ugandan Ministry of Education and the Refugee Department in the Office of the Prime Minister has hampered efficiency.

DELIVERING EDUCATION FOR ALL REFUGEES

The response to the education emergency faced by refugees in northern Uganda bears all the hallmarks of institutionalised short-termism. Most UN agencies and bilateral donors continue to view education as a humanitarian luxury good. While this might be justified in the first few days of a crisis response, where life-saving interventions in nutrition, health and water and sanitation take priority, it is wholly unjustified in dealing with protracted emergencies, where ensuring that displaced children are able to resume their education quickly is crucial to securing their futures.

There are good reasons behind the drive to secure education among refugee communities, parents and children. For children who have been traumatised by violence, pre-school and school environments can provide an opportunity to rebuild confidence, deliver counselling, and restore hope. Parents who have lost their homes and their livelihoods see education for their children as a route to a better future – and as an

asset that will enable them to rebuild their lives. For adolescents, the prospect of an education can provide an alternative to recruitment into armed militia. Providing young girls with an education can keep them out of early marriage, with all the associated health risks and vulnerabilities.

While UN agencies are committed to delivering universal education for South Sudanese refugees, commitments without practical plans do not deliver results – and there is no plan for education. Based on what we believe to be plausible costs and credible policy options, we have attempted to estimate the financing requirements for achieving quality universal education for South Sudanese refugees over a three-and-a-half year period.

TABLE 1: COSTS OF EDUCATION FOR SOUTH SUDANESE REFUGEES IN UGANDA (USD, MILLIONS)

		2017	2018	2019	2020	Totals
Pre-primary	Infrastructure	11.8	6.1	0.0	0.0	43.0
	Recurrent	1.5	3.0	3.9	3.9	
	System strengthening	5.7	3.9	1.7	1.7	
Primary	Infrastructure	57.2	42.3	0.0	0.0	221.3
	Recurrent	7.2	14.1	15.0	15.0	
	Teacher training	0.0	0.9	1.3	1.8	
	System strengthening	27.6	24.5	7.0	7.2	
Secondary	Infrastructure	51.9	27.0	0.0	0.0	199.8
	Recurrent	11.1	16.0	16.9	16.9	
	System strengthening	27.0	18.4	7.3	7.3	
Total		201.0	156.1	53.1	53.8	464.1

Table 1 summarises our cost estimates (the detailed assumptions are provided in Annex 1). Costs are highest in years 1 and 2 because of the spending required to create school infrastructure. However, averaged over the period to 2020 the annual costs are \$132 million USD. This would provide for:

- The construction of 304 new pre-primary and primary school sites using semi-permanent classrooms constructed to a standard conducive to learning
- The construction of 110 new secondary schools
- The provision of reading material, text books and school supplies to all schools
- The recruitment and payment of over 4,00 trained caregivers who will provide children with pre-primary learning opportunities
- The employment of 5,307 primary and secondary school teachers
- The recruitment, training and accreditation of 750 primary school teachers from South Sudan

Consistent with the typical international pattern, unit costs rise with the level of education. Universal provision for pre-primary children could be achieved at an annual average cost of \$56 USD per child, increasing to \$138 USD for primary and \$261USD for secondary school. Viewed through a different financial lens, universal primary education could be achieved at a cost of less than USD \$12 a month per child.

These estimates include provisions for host communities. Consistent with the norms established by the Ugandan government and agreed with UN agencies, 30 per cent of the planned finance would be directed towards system strengthening. This could bring significant benefits for children across West Nile, creating a platform for expanded opportunities in education.

AN EDUCATION EMERGENCY

Our starting point is that the international community should treat the situation in northern Uganda as an education emergency. South Sudan's refugee children cannot afford to wait five years for donors to agree elaborate high-cost school construction programmes

Nor can they afford the luxury of waiting for a system that meets Uganda's normative standards. These include a school day lasting almost 8 hours. We therefore advocate the construction of affordable semi-permanent schools operating on the basis of a four-hour double shift system covering two pupil intakes. Other countries receiving large refugee populations have successfully applied this approach, including Lebanon.

Teacher deficits represent a major challenge. Ugandan teachers have a vital role to play in preparing children for the transition to the national curriculum. However, there are challenges in recruiting and deploying the number of teachers required to a remote part

of Uganda, not least given the overall shortage of teachers in the country. Against this backdrop, far more could be done to draw on South Sudanese teachers among the refugee population. In some cases, these teachers have already been teaching the Ugandan curriculum (which is widely used in Greater Equatoria). We therefore propose an accelerated certification programme to train South Sudanese teachers in Uganda, with the course including a practical emphasis on classroom engagement.

South Sudanese teachers also have the advantage of speaking the home language of refugee children. Most of the arriving refugee children belong to the Kakwa and Pojulu ethnic groups from Central Equatoria, and the Madi and Lotuko groups from Eastern Equatoria. Many were being taught in a mixture of Arabic and their home language – and the transition to an English language curriculum has to be managed with care. The emphasis in the early grades should be on home language instruction – every effort should be made to ensure that appropriate text books are available.

ENSURING CHILDREN ARE READY TO LEARN AND WORK

Our costing exercise looks beyond primary education for a reason. Pre-school provision is critical in the context of the education emergency. Apart from providing children with a safe learning space, early childhood education has the potential to build confidence, prepare children for a successful entry into primary school, and help first generation learners with non-literate parents overcome their home disadvantage.

At the other end of the continuum, secondary school provision is critical not just for developing skills, but also for creating an incentive for parents to put their children through primary school. It should be emphasised that a financing plan is not a short-cut to quality improvements. Integrating South Sudanese refugee children into Uganda's already over-stretched and under-performing education system will not be easy. Many refugee children started school late, repeated grades, or dropped out before moving to Uganda and many never had the opportunity enrol. For those that have been in school the majority will have lost a full school year since fleeing South Sudan. Accelerated learning programmes can help children catch-up so that they can enter school at the right grade for their age. Our costings would provide immediate access to secondary education for children aged 14 - 17 years. In reality, the majority of these children will probably still need to complete primary school. The funding which our costings propose for secondary education would be used to provide children of secondary age with the right level of education dependent on their previous academic experience, including when it is more appropriate accelerated primary catch up programmes, enabling them to

eventually make the transition to secondary education. There will also be an urgent need to focus on the acquisition of basic literacy and numeracy skills so that children at all grade levels and ages are equipped to learn.

The trauma experienced by refugee children has to be factored into the planned provision. These children have witnessed violence, suffered loss, and been forced to flee to an unfamiliar environment. Their schools and teachers have a vital role to play in providing not just a learning environment, but a sanctuary in which they can rebuild their lives.

Finally, education cannot be treated in isolation. Effective education systems cannot be built in the midst of extensive child poverty, ill-health, inadequate access to water and sanitation. That is why the international response must support an integrated and comprehensive strategy for human development across refugees and host communities.

FINANCING THE PLAN

The principles of fair burden-sharing and the commitments undertaken by donors for refugees provide a strong rationale for support from the international community. In 2016, Uganda agreed to pioneer a comprehensive approach to refugee protection complementing humanitarian responses with long-term development action, benefiting both refugees and the communities hosting them. There is now a danger that, in the face of severe underfunding and the fastest-growing refugee emergency in the world, Uganda's policy will be undermined and the future of the Comprehensive Refugee Response Framework thrown into question, along with the credibility of the donor community.

Averting this danger will require an approach to financing that looks beyond traditional humanitarian appeal sources. Several opportunities present themselves:

- **The World Bank's regional refugee sub-window:** Under the recently replenished International Development Association (IDA), the World Bank has established a window for financing refugees and host community programmes, with half of the resources provided in the form of a grant. Country allocations under the window are determined in part by refugee numbers. Initial estimates suggest Uganda may be eligible for up to \$400 million USD over the period 2018 to 2020. **Allocating \$50-60 million USD annually to education would provide a foundation for the multi-year funding required to achieve quality universal provision for refugees and the Ugandan children from the communities in which they live.**

- **The Global Partnership for Education (GPE):** The GPE is the largest source of multilateral funding for education. Several sources of finance could be mobilised from within current allocations. For example, much of the GPE's grant to South Sudan remains unspent and could be redeployed in part to refugees in northern Uganda. Similarly, difficulties in implementation have resulted in just \$21 million USD of the GPE's 2014 - 2018 \$100 million USD allocation to Uganda being spent. *Subject to a clear and binding commitment to replenish any funds used,* part of the unspent budget could be channelled to the South Sudanese refugee response. Given the scale of the crisis, the GPE Board could, as an emergency measure, create a new financing instrument for cross-border populations, drawing down funding already allocated which remains unspent. **Whatever the means, around \$20 million USD annually could be allocated as a grant towards supporting refugees and host communities and education system-strengthening.**

- **Education Cannot Wait: A Fund for Education in Emergencies:** Launched at the World Humanitarian Summit in 2016.

Education Cannot Wait (ECW) includes a 'First Response Window' – a unique mechanism to fund immediate education needs, either at the onset or escalation of a crisis. This mechanism funds a range of partners and activities on the ground for 12 months and serves as a catalyst for improved coordination and education response plans. ECW has allocated 'First Response' funding to Uganda which could be used to strengthen the capacity of the Ministry of Education to engage in the refugee response, enhance co-ordination and information management and to catalyse the creation of schools using the semi-permanent specifications envisaged in this plan and to support the roll out of double shifting. **Delivery during 2017 could play a critical role in supporting the development of the framework for ensuring 2018 becomes a breakthrough year in delivering education for refugee children.**

ECW should also make funding available to the response in Uganda from its 'Multi-year Window' which provides sustained funding support (3-5 years) to help bridge the gap between the immediate and long term response. **One option would be for ECW to lead on the financing and planning for delivery in pre-primary provision. Providing funding of at least \$5 million USD a year over the next three and a half years would enable ECW to meet 50 per cent of the cost of pre-primary education.**

- **Bilateral Donors: Uganda's major bilateral aid donors could reorient their plans to support the development of a multi-year response in education, providing an additional \$50 million USD annually.**

This is an indicative and partial list of potential funding sources. Successful delivery will require greatly strengthened administrative arrangements and delivery mechanisms. Uganda would stand to greatly benefit from the type of approach advocated by the Education Commission chaired by the UN Special Envoy for Education, Gordon Brown. The Commission has called for a new mechanism – the International Financing Facility for Education – to bring together public and private donors, alongside international financial institutions such as the World Bank and regional development banks, not just to raise additional financing for education but to ensure it is used more effectively. Such a facility would help bring order and efficiency to the fragmented and poorly coordinated world of planning for education in humanitarian emergencies.

Looking ahead, ownership by the Government of Uganda and its agencies is critical. Paradoxically, the refugee crisis presents an opportunity to deepen cooperation between government and donors in a area with some of the worst education indicators. However, the current cycle of planning short-term humanitarian projects based on annual appeals, and with a weak link to long-term development programmes, has to be broken. Consistent with the principles agreed under ReHope and the Comprehensive Refugee Response Framework launched in March 2017, donors should align behind a single plan designed to maximise delivery and minimise transaction costs. One option that could be considered is the creation of a pooled fund for refugee education under a governance structure co-chaired by the Minister of Education and a relevant multilateral agency.

POLICY REFORM TO ACCELERATE EDUCATIONAL PROGRESS

Uganda's inclusive refugee policy framework already provides the foundation for delivering public services to refugees and host communities. Predictable development and humanitarian funding has a vital part to play in realising the promise of those policies.

But in the preparation of this report we identified a series of additional policy reforms which could significantly improve the delivery of educational services and improve outcomes, including:

- The Government of Uganda, which has demonstrated great leadership in the face of a significant crisis, should review the current division of labour between the Office of the Prime Minister and the Ministry of Education and Sports in managing the refugee response.
- The education sector should replicate the policy and practice inherent in the Second National Development Plan and include the specific needs of refugee populations and host communities in its new Education Sector Plan.
- The removal of all fees associated with the equation of education related documents and the creation of an expedited process for the recognition of prior learning by refugees now living in and looking to access education in Uganda.
- The removal of exam fees for refugees, including secondary entrance and higher education examination and associated application fees.
- The creation of an accelerated teacher training programme for South Sudanese teachers, allowing them to become registered teachers in Uganda, ideally via in-service teacher training which would allow them to work as teaching assistants whilst studying and prior to accreditation. Our costings provide for such a programme along with the salaries of 750 such teachers over the duration of the plan.
- Development and agreement of new specifications for school buildings which would allow for greater value for money and improved construction times with the phased replacement of these buildings once the need for permanent schools in these areas has been established.

CONCLUSION

The state of provision for refugee education in Uganda represents an education emergency – but it is also an opportunity. It is an opportunity for the international community to demonstrate it is serious about the pledges undertaken at successive summits on humanitarian action and refugees. And it is an opportunity to draw a line in the sand on the institutionalised neglect of education in during education emergencies. Providing refugees with an opportunity to learn is the building block for their recovery and a vital link from humanitarian response to recovery, resilience and long-term development.

The plan of action set out in this report is not a silver bullet. It will not deliver world class education. Nor will it resolve the underlying problems that pose significant challenges for Uganda's education system. What it will do is provide the hope that comes with education to vulnerable refugee children, and to children in host communities. It will also signal that the international community stands ready to back the pledges made at international summits with practical action, backed by finance.



APPENDIX

- ¹ UNHCR (2017). *South Sudan Situation: Regional Update, 16 - 30 April 2017*. UNHCR
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- ⁶ UNHCR (2017). *South Sudan Situation: Regional Update, 16 - 30 April 2017*. UNHCR
- ⁷ UNHCR (2017). *Uganda : South Sudan Refugee Situation (Info-Graphic): Bi-Weekly Update: 6 March 2017*. UNHCR
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- ⁹ UNHCR (2016). *Mid-Year Trends, June 2016*. UNHCR
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- ²¹ UNHCR (2017). *South Sudan Regional Refugee Response Plan: Funding Snapshot as of 01-Jun-17*. UNHCR
- ²² Ministry of Health and National Bureau of Statistics (2010). *South Sudan Household Survey 2010, Final Report*. Juba, South Sudan.
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- ²⁵ Education Cluster (2017) “Education Cannot Wait for the War to End”: *The role of education in saving lives and averting the loss of another generation in South Sudan*. Education Cluster.
- ²⁶ Author's calculation
- ²⁷ World Bank DataBank Education Statistics – Latest data point is 11% for pre-primary GER [Accessed 14th June 2017]
- ²⁸ Uganda Bureau of Statistics -UBOS- and ICF International. (2012). *Uganda Demographic and Health Survey 2011*. Kampala, Uganda: UBOS and ICF International.
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ANNEX: OVERVIEW OF COSTS

Delivering Quality Education for Every
South Sudanese Refugee Child in Uganda
July 2017 – December 2020

1. BENEFICIARY NUMBERS

These workings illustrate how we have projected the number of potential beneficiaries of educational services for each year of the plan.

1.1 SOUTH SUDANESE-ONLY REFUGEE POPULATION: CURRENT TOTAL (30 APRIL 2017): 898,864

Age group	Level of education	No. (30 April 2017)	% of total refugee population (rounded)
3-5 years	ECD	98,875	11%
6-13 years	Primary	206,739	23%
14-17 years	Secondary	98,875	11%
3-17 years		404,489	45%

1.2 SOUTH SUDANESE PROJECTED ARRIVALS AGED 3 – 17 FROM 26 MAY UNTIL 31 DEC 2017 (221 DAYS)

Assumptions:

- Current daily average to date of 1,853 arrivals continues for rest of 2017 (SC projection)
- Distribution of refugee arrivals per age group remains the same as the current spread
- 26 May-31 Dec 2017 total planning figure for school age South Sudanese refugees: 404,489+184,318 = 588,807

Age group	Level of education	% of total refugee population	Estimated Daily arrival by age group	Estimated projected arrivals 26 May-31 Dec 2017 by age group
3-5 years	ECD	11%	204	45,046
6-13 years	Primary	23%	426	94,188
14-17 years	Secondary	11%	204	45,084
Total		45%	834	184,318

1.3 TOTAL SOUTH-SUDANESE REFUGEES AGED 3 – 17 FIGURES FOR 2017 ASSUMPTIONS:

Assumptions:

- Current daily average to date of 1,853 arrivals continues for rest of 2017 (SC projection)
- % distribution of refugee arrivals per age group remains the same as the current spread.

Age group	Level of education	% of total refugee population	Current estimated total + Projected 26 May-31 Dec 2017 arrivals
3-5 years	ECD	11%	143,921
6-13 years	Primary	23%	300,927
14-17 years	Secondary	11%	143,959
Total		45%	588,807

1.4 SOUTH-SUDANESE REFUGEES AGED 3 – 17 YEARS PROJECTED ARRIVALS DURING 2018

Assumptions:

- Current daily average to date of 1,853 arrivals continues for rest of 2018 (SC projection)
- % distribution of refugee arrivals per age group remains the same as the current spread
- NB. For 2019 & 2020 assume no new arrivals

Age group	Level of education	% of total refugee population	Estimated Daily arrival by age group	Estimated projected arrivals 2018
3-5 years	ECD	11%	204	74,398
6-13 years	Primary	23%	426	155,559
14-17 years	Secondary	11%	204	74,460
Total		45%	834	304,417

1.5 TOTAL ESTIMATED SOUTH SUDANESE REFUGEES AGED 3 – 17 AT END OF 2018

Assumptions:

- Current numbers + 2017 projected arrivals + 2018 projected arrivals
- No new arrivals in 2019 and 2020

Age group	Level of education	% of total refugee population	Current estimated total + Projected 2017 + 2018 arrivals
3-5 years	ECD	11%	218,319
6-13 years	Primary	23%	456,486
14-17 years	Secondary	11%	218,419
Total		45%	893,224

2. CALCULATING COSTS FOR INCLUSIVE COMMUNITY AND SYSTEM STRENGTHENING

- Government guidelines state that 30% of total funding for refugee assistance should be allocated to host communities and government system strengthening.
- These costs are included, under “Inclusive community and system strengthening” in our costings.
- This funding will be used to provide support to the Government of Ugandan to exercise its responsibilities for educational policy implementation, oversight and monitoring including support for duties exercised by the District Education officials and the Ministry of Education. Costs will include, support to host community students, teacher recruitment, additional training and professional development for teaching staff to ensure they are prepared to teach refugee students, many of whom have experienced significant trauma and support for school based management and PTC/PTA/SMC costs.

3. PRE-PRIMARY COSTINGS

Assumptions

Government standards used:

- 1 caregiver: 25 children
- 1 classroom: 25 children
- 1 latrine : 40 children (Sphere standard)
- Double shifting will allow caregivers to work with 50 children over the course of the day and for classrooms to accommodate 50 children in two sessions and for latrines to be used by up to 80 children

Calculations:

- # caregivers: # children/50 (double shift)
- # classrooms: # children/100 (double shift)
- # latrines: # children/80 (double shift)

No. of ECD/Primary School sites:

- Suggestion is that pre-primary classrooms are attached to primary schools to share essential infrastructure (borehole, rainwater harvesting).
- Ideal size of primary school is 1,500 children, therefore in 2017, 200 primary sites with adjoining pre-primary centres required.

No. of new arrivals in 2018 staged: half in first 6 months, half in second 6 months

3.1 PRE-PRIMARY COSTINGS 2017

3-5 year olds (2017 projected): 143,921

Line	Unit	# unit	Cost USD	Total USD
One off costs				
Semi-Permanent classroom	Classroom	1,439	6,000	8,634,000
(1 of 3 classrooms in block cost inc. office and storage)	Classroom	1,439	6,000	8,634,000
Permanent latrine (1)	Latrine	1,799	1,368	2,461,032
Handwashing and drinking water point	Site	200	148	29,600
Furniture (e.g. mats, bookshelves) (per classroom)	Classroom	1,439	200	287,800
Outdoor play equipment	Site	200	400	80,000
ECD Caregiver pre-service training	Caregiver	2,878	100	287,800
			Subtotal	11,780,232
Recurring costs per year				
Classroom supplies and equipment incl reading books	Classroom	1,439	300	431,700
ECD Caregiver salary (per caregiver for 6 months)	Caregiver	2,878	366	1,053,348
			Subtotal	1,485,048
			Total	13,265,280
Inclusive community and system strengthening			Total	5,685,120
			Grand total	18,950,400

3.2 PRE-PRIMARY COSTINGS 2018

3-5 year olds (2017 projected): 143,921

Line	Unit	# unit	Cost USD	Total USD
One off costs				
Semi-Permanent classroom	Classroom	1,439	6,000	8,634,000
(1 of 3 classrooms in block cost inc. office and storage)	Classroom	744	6,000	4,464,000
Permanent latrine (1)	Latrine	930	1,368	1,272,240
Handwashing and drinking water point	Site	104	148	15,392
Furniture (e.g. mats, bookshelves) (per classroom)	Classroom	744	200	148,800
Outdoor play equipment	Site	104	400	41,600
ECD Caregiver pre-service training	Caregiver	1,488	100	148,800
			Subtotal	6,090,832
Recurring costs per year for new arrivals				
Classroom supplies and equipment incl reading books	Classroom	744	300	223,200
ECD Caregiver salary (per caregiver for 1st 6 months)	Caregiver	744	366	272,304
ECD Caregiver salary (per caregiver for 2nd 6 months)	Caregiver	1,488	366	544,608
			Subtotal	495,504
Recurring costs per year for 2017 enrolment				
Classroom supplies and equipment incl reading books	Classroom	1,439	300	431,700
ECD Caregiver salary (per caregiver for 12 months)	Caregiver	2,878	732	2,106,696
			Subtotal	2,538,396
			Total	9,169,732
Inclusive community and system strengthening				
			Total	3,929,885
			Grand total	13,099,617

3.3 PRE-PRIMARY COSTINGS 2019 & 2020

219,319 total children aged 3-5 (2017+2018) assuming no new arrivals 2019 onwards

Line	Unit	# unit	Cost USD	Total USD
Recurring costs per year for all children aged 3-5				
Classroom supplies and equipment incl reading books	Classroom	2,183	300	654,900
ECD Caregiver salary (per caregiver for 12 months)	Caregiver	4,366	732	3,195,912
			Total	3,850,812
Inclusive community and system strengthening				
			Total	1,650,348
			Grand Total	5,501,160

NB. Assume same figures for both 2019 & 2020

3.4 PRE-PRIMARY COSTINGS 2017 - 2020

Year	Cost (USD)	Notes
2017	18,950,400	Majority for one-off costs for current refugees & 2017 projected arrivals
2018	13,099,617	Majority for one-off costs for projected 2018 arrivals
2019	5,501,160	Recurring costs with no new arrivals
2020	5,501,160	Recurring costs with no new arrivals
Grand Total	43,052,337	

4. PRIMARY COSTINGS

Assumptions

Government standards:

- 1 Teacher: 53 children
- 1 Classroom: 53 children
- 1 latrine : 40 children
Double shifting will allow teachers to teach 106 children over the course of the day and for classrooms to accommodate 106 children in two sessions and for latrines to be used by up to 80 children.
- Teacher accommodation: 1 block for 4 teachers

Calculations:

- Calculating # teachers: # children/106
- Calculating # classrooms : # children /53 per lesson
- Calculating # classrooms used on double shift system = one classroom for 106 children
- Calculating # latrines: # children/40
- Calculating # teacher accommodation : # teachers/4

No. of ECD/Primary School sites:

- Ideal size of primary school is 1,500 children, therefore in 2017, 200 primary sites have been projected with a further 104 in 2018.

No. of new arrivals in 2018 staged: half in first 6 months, half in second 6 months

4.1 PRIMARY COSTINGS 2017

6-13 year olds (2017 projected): 300,927

Line	Unit	# unit	Cost USD	Total USD
One off costs				
Semi-Permanent classroom	Classroom	1,468	6,000	8,805,000
(1 of 3 classrooms in block cost inc. office & storage)	Classroom	2,839	6,000	17,034,000
Permanent latrine (1)	Latrine	7,523	1,368	10,291,464
Handwashing and drinking water point	Point	200	148	29,600
Furniture (e.g. desks, chairs) (per classroom)	Classroom	2,839	2,075	5,890,925
Sports/recreational equipment	Site	200	400	80,000
Borehole	Site	200	9,000	1,800,000
Rainwater harvesting (per school)	Site	200	2,994	598,800
Teacher accommodation (for 4 teachers)	Block	710	28,275	20,075,250
Textbooks (set of 4 for every 3 children @ \$7 each)	Set	2,839	495	1,405,305
			Subtotal	57,205,344
Recurring costs per year				
Classroom supplies & equipment incl reading books	Classroom	2,839	500	1,419,500
Student kits	Student	300,927	10	3,009,270
Primary Teacher salary (per month)	Teacher	2,839	161	
Teacher salary (July-Dec 2017)	Teacher	2,839	965	2,739,635
Head Teacher salary (July – Dec 2017)	Site	200	1,290	258,000
			Subtotal	7,246,405
			Total	64,451,749
Inclusive community and system strengthening				
			Total	27,622,178
			Grand total	92,073,927

4.2 PRIMARY COSTINGS 2018

Total 2018 new arrivals (155,559) plus (300,927) total in 2017 = 456,486

Line	Unit	# unit	Cost USD	Total USD
One off costs				
Semi-Permanent classroom (1 of 3 classrooms in block cost inc. office & storage)	Classroom	1,468	6,000	8,805,000
Permanent latrine (1)	Latrine	3,889	1,368	5,320,152
Handwashing and drinking water point	Site	104	148	15,392
Furniture (e.g. desks, chairs) (per classroom)	Classroom	1,468	2,075	6,090,125
Sports/recreational equipment	Site	104	400	41,600
Borehole	Site	104	9,000	936,000
Rainwater harvesting (per school)	Site	104	2,994	311,376
Teacher accommodation (for 4 teachers)	Blocks	734	28,275	20,753,850
Textbooks (set of 4 for every 3 children @ \$7 each)	Classroom	1,468	495	726,660
			Subtotal	42,273,495
Recurring costs per year for new arrivals				
Classroom supplies and equipment incl reading books	Classroom	1,468	500	734,000
Student kits	Student	155,559	10	1,555,590
Teacher salary (Jan-June)	Teacher	367	966	354,522
Teacher salary (July-Dec)	Teacher	734	966	709,044
Head Teacher Salary (Per Year)	Headteacher	104	2,580	268,320
			Subtotal	3,621,476
Recurring costs per year for 2017 enrolment				
Classroom supplies and equipment incl reading books	Classroom	2,839	500	1,419,500
Student kits	Student	300,927	10	3,009,270
Teacher salary (12 months)	Teacher	2,839	1,932	5,484,948
Head Teacher Salary (12 months)	Headteacher	200	2,580	516,000
			Subtotal	10,429,718
			Total	56,324,689
			Total	24,139,152
			Grand total	80,463,841

4.3 PRIMARY COSTINGS 2019 & 2020

456,486 total children (2017 +2018) assuming no new arrivals in 2019 or 2020

Line	Unit	# unit	Cost USD	Total USD
Recurring costs per year for all children				
Classroom supplies and equipment incl reading books	Classroom	4,307	500	2,153,500
Student kits	Students	456,486	10	4,564,860
Teacher salary (per teacher for 12 months)	Teacher	4,307	1,932	8,321,124
Headteacher salary (12 months)	Site	304	2,580	784,320
			Total	15,039,484
Inclusive community and system strengthening			Total	6,445,493
			Grand Total	21,484,977

NB. Assume same figures for 2019 & 2020

4.4 PRIMARY TOTAL COSTING 2017-2020

456,486 total children (2017 +2018) assuming no new arrivals in 2019 or 2020

Year	Cost (USD)	Notes
2017	92,073,927	Majority for one-off costs for current refugees & 2017 projected arrivals
2018	80,463,841	Majority for one of costs for projected 2018 arrivals
2019	21,484,977	Recurring costs with no new arrivals
2020	21,484,977	Recurring costs with no new arrivals
Grand Total	215,507,722	

5. SECONDARY COSTINGS

Assumptions

Government standards used:

- 1 Teacher: 53 children
- 1 Classroom: 53 children
- 1 latrine : 40 children (Sphere standard)
- Teacher accommodation: 1 block for 4 teachers
- 15 subjects taught

Calculations:

- Calculating # teachers: # children/53
- Calculating # classrooms: # children /53 per lesson
- Calculating # classrooms used on double shift system = one classroom for 106 children
- Calculating # latrines: # children/40
- Calculating # teacher accommodation: # teachers/4

No. of Secondary School sites:

- Ideal size of secondary school is 1,000 children

5.1 SECONDARY ONE OFF COSTINGS 2017

14-17 year olds (2017 projected): 143,959

Line	Unit	# unit	Cost USD	Total USD
One off costs				
Semi-Permanent classroom (1 of 3 classrooms in block cost inc. office and storage)	Classrooms	1,368	6,000	8,208,000
Laboratories	Laboratory	432	8,000	3,456,000
Library and computer room block	Library block	144	12,000	1,728,000
Teacher accommodation	Block	792	28,275	22,393,800
Permanent latrine	Stances	1,800	1,368	2,462,400
Permanent laterine for teachers	Stances	144	1,368	196,992
Administration block and staffroom	Block	72	16,000	1,152,000
Hand washing and drinking water point	Point	216	148	31,968
Rainwater harvesting	Site	72	2,994	215,568
Clear and set up play/ sports ground infrastructure	Site	72	10,000	720,000
Borehole	Borehole	72	9,000	648,000
Installation of solar power for computer room and teacher's accomodation	Site	72	51,595	3,714,840
Furniture (desks/tables, chairs, stools, shelves)		41,040	94	3,852,360
Students' Text books (all classes)	Piece/ book	72,000	10	699,029
Teachers' referal material (curriculum books, teachers guide)	lumpsum	72	4,161	299,584
Lab equipment	lumpsum	72	2,774	199,723
Exam printing Machine	lumpsum	72	5,548	399,445
Desktop Computers		3,600	416	1,497,920
			Subtotal	51,875,629

5.1.2 SECONDARY RECURRENT & TOTAL COSTINGS 2017

14-17 year olds (2017 projected): 143,959

Line	Unit	# unit	Cost USD	Total USD
Recurring costs per year				
Head teacher (1 *12 months)	months	864	414	357,487
Deputy	months	864	303	261,455
40 teachers to cover 15 subjects and 2 streams per class	months	34,560	215	7,421,619
Non teaching staff (lab technician, librarian, school nurse)	months	2,592	130	336,096
Other costs (sports equipment, exams, stationary etc.)		74,016	37	2,759,616
			Subtotal	11,136,273
Total costs (One off + recurring + other)				63,011,902
Inclusive community and system strengthening			Total	27,005,101
			Grand total	90,017,003

5.2 SECONDARY COSTINGS 2018

additional arrivals aged 14-17 year olds in 2018: 74,460

Line	Unit	# unit	Cost USD	Total USD
One off costs				
Semi-Permanent classroom (1 of 3 classrooms in block cost inc. office and storage)	Classrooms	713	6,000	4,275,000
Laboratories	Laboratory	225	8,000	1,800,000
Library and computer room block	Library block	75	12,000	900,000
Teacher accommodation	Block	413	28,275	11,663,438
Permanent latrine	Stances	938	1,368	1,282,500
Permanent laterine for teachers	Stances	75	1,368	102,600
Administration block and staffroom	Block	38	16,000	600,000
Hand washing and drinking water point	Point	113	148	16,650
Rainwater harvesting	Site	38	2,994	112,275
Clear and set up play/ sports ground infrastructure	Site	38	10,000	375,000
Borehole	Borehole	38	9,000	337,500
Installation of solar power for computer room and teacher's accommodation	Site	38	51,595	1,934,813
Furniture (desks/tables, chairs, stools, shelves)		21,375	94	2,006,438
Students' Text books (all classes)	Piece/ book	37,500	10	364,078
Teachers' referal material (curriculum books, teachers guide)	lumpsum	38	4,161	156,033
Lab equipment	lumpsum	38	2,774	104,022
Exam printing Machine	lumpsum	38	5,548	208,044
Desktop Computers		1,875	416	780,166
			Subtotal	27,018,557

5.2.1 SECONDARY RECURRENT & TOTAL COSTINGS 2018

14-17 year olds (2018 projected): 143,959 + 74,460 new arrivals

Line	Unit	# unit	Cost USD	Total USD
Recurring costs per year for new arrivals				
Head teacher (1 *12 months)	months	450	414	186,191
Deputy	months	450	303	136,174
40 teachers to cover 15 subjects and 2 streams per class (Jan-Jun)	months	4,500	215	966,357
40 teachers to cover 15 subjects and 2 streams per class (July-Dec)	months	9,000	215	1,932,713
Non teaching staff (lab technician, librarian, school nurse)	months	1,350	130	175,050
Other costs (sports equipment, exams, stationary etc.)		38,550	37	1,437,300
			Subtotal	3,396,486
Recurring costs per year for 2017 enrolment				
Head teacher (1 *12 months)	months	864	414	357,487
Deputy	months	864	303	261,455
40 teachers to cover 15 subjects and 2 streams per class	months	34,560	215	7,421,619
Non teaching staff (lab technician, librarian, school nurse)	months	2,592	130	336,096
Other costs (sports equipment, exams, stationary etc.)		74,016	37	2,759,616
			Subtotal	11,136,273
Total recurring costs				15,970,059
Total costs (One off + recurring + other)				42,988,615
Inclusive community and system strengthening			Total	18,423,692
			Grand total	61,412,308

5.3 SECONDARY COSTINGS 2019

219,319 total children aged 3-5 (2017+2018) assuming no new arrivals 2019 onwards

Line	Unit	# unit	Cost USD	Total USD
Head teacher (1 *12 months)	months	1,314	414	543,679
Deputy	months	1,314	303	397,630
40 teachers to cover 15 subjects and 2 streams per class	months	52,560	215	11,287,045
Non teaching staff (lab technician, librarian, school nurse)	months	3,942	130	511,146
Total other cost (sports equipment, exams, stationary etc.)		112,566	37	4,196,916
Grand total recurrent costs			Subtotal	16,936,415
Inclusive community and system strengthening			Total	7,258,464
			Grand total	24,194,879

5.4 SECONDARY TOTAL COSTINGS 2017-2020

Year	Cost (USD)	Notes
2017	90,017,003	Majority for one-off costs for current refugees & 2017 projected arrivals
2018	62,792,817	Majority for one-off costs for projected 2018 arrivals
2019	24,194,879	Recurring costs with no new arrivals
2020	24,194,879	Recurring costs with no new arrivals
Grand Total	201,199,578	

6. SOUTH SUDANESE TEACHER RECRUITMENT & TRAINING INITIATIVE COSTS

	No. new teachers	Total no. teachers	Salary unit cost	Total salary cost	Teacher training unit cost	Total teacher training cost	Total costs
2018	250	250	1,932	483,000	1,500	375,000	858,000
2019	250	500	1,932	966,000	1,500	375,000	1,341,000
2020	250	750	1,932	1,449,000	1,500	375,000	1,824,000
						Total	4,023,000
						System strengthening	1,724,142
						Grand total	5,747,143

7. TOTAL PRE-PRIMARY, PRIMARY AND SECONDARY COSTINGS 2017-2020: (USD)

ECCD:	43,052,337
Primary:	221,254,866
Secondary:	199,819,068
Total:	464,061,985

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Names in case studies have been changed to protect identities.

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RESTORING HOPE, REBUILDING FUTURES

A plan of action for delivering universal education for South Sudanese refugees in Uganda

South Sudan's refugee children in Uganda face an education emergency. Uprooted from their homes by famine and violence, over half-a-million have fled across the border into northern Uganda – one of the poorest parts of one of the world's poorest countries.

The Ugandan government has responded to the refugee crisis with extraordinary generosity. The same cannot be said of the international community.

Donor governments have funded just 17 per cent of the UN appeal for the South Sudan refugee response in Uganda this year. The response to the education emergency which the refugee crisis has precipitated has bordered on derisory. Only a small fraction of the grossly inadequate \$61.6m appeal for education has been delivered, denying the vast majority of children access to education.

This report challenges donor governments and international agencies to do better. It sets out a plan of action which, if implemented, could deliver quality universal pre-primary, primary and secondary education for South Sudanese refugee children in Uganda at an average cost of \$132 million USD a year for three and a half years.

Refugee children and their parents consistently identify education as a priority. They see schooling as a source of hope and opportunity – and they are right. It is time for the international community to listen to their voices.

A range of non-government organisations implementing education programmes for refugees in Uganda contributed to the development of this report, including these organisations, which join Save the Children in endorsing its recommendations:

