THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

BASIC REQUIREMENTS AND MINIMUM STANDARDS INDICATORS FOR EDUCATION INSTITUTIONS

April, 2009
Background:

In 2001 the Ministry of Education and Sports (MoES) issued the Basic Requirements and Minimum Standards Indicators for Education Institutions (BRMS) to schools and other relevant stakeholders to guide the organization and management of educational institutions. However, awareness and compliance by schools are still inadequate. Poor and/or disastrous outcomes and occurrences such as strikes, school fires, internal strife, child abuse, grievances or unresolved conflicts (within schools) and other forms of poor school performance are a clear manifestation of this inadequacy. It was therefore decided that the BRMS be reviewed to make them more responsive to emerging issues in educational institutions.

This BRMS has been reviewed by a multi-sectoral team comprising of members from the public and private sectors, development partners, international and national NGOs and other organizations. The activity was undertaken under the coordination of the Directorate of Education Standards, with a view of fulfilling the MoES’ vision of “ Provision of Quality and Appropriate Education and Sports Services for All”. 
Scope

The BRMS cover all levels of education - Pre-primary, Primary, Secondary, BTVET and Teacher Education. Comprehensive operationalization of the BRMS will require cross referencing with relevant documents cited in the text, and the respective guidelines issued from time to time.
Definition of Key Concepts/Phrases:

Basic Requirements means the minimum necessities for the provision of quality education and training in education institutions.

Minimum Standards Indicators refer to the basic set measures or benchmarks of expected performance and achievement for effective teaching, learning and institutional management.

Teacher refers to all cadres of staff who deliver lessons.

Child Friendly Schools (CFS) refer to Schools which promote the social, physical, moral and intellectual well being of a child.

The success or failure of an educational institution will be measured against performance regarding the following indicators:

1. Overall Management
2. Provision and Management of Structures and Facilities
3. Staff Organization and Development
4. Organization and Management of Teaching and Learning Processes
5. Organization and Development of Co-curricular Activities
6. Learners’ Organization and Development
7. Finance Generation and Management
8. Organization and Development of Institution Parents/Community
10. Discipline Management and Development
11. Time Organization and Management
12. Organization and Management of Institution Safety and Security
13. Provision and Management of Boarding facilities
Indicator 1
Overall Management

The institution should have:

a) The National Flag and Flag pole
b) A Mission statement
c) A Motto
d) A Vision
e) An Annual Work Plan.
f) An Institution Management Structure (displayed)
g) Management information and records:

i) Institution Management Committee/Board of Governors
   Governing Council File
ii) School Inspection file
iii) Discipline Committee file
iv) Staff Meetings file
v) Finance Committee file
vi) Co-curricular Activities Committee file
vii) Staff Appraisal file: Termly and annual
viii) Health, Sanitation and Environment Committee file.
ix) Safety and Security Committee file
x) Institution – Parents – Community file
xi) Learners’ Organization and Development file
xii) A personal file for each member of staff
xiii) A personal file for each student
xiv) Admission file
xv) A file for each department (e.g. Maths, English, etc)
xvi) Examinations file
xvii) School Practice file (Teacher Education)
xviii) Industrial Training/ Internship file (Business/Technical/Vocational)
xix) Visitors’ book
xx) Log Book for major events and comments by visitors
xxi) Staff Duty Roster book
xxii) Staff daily attendance book
xxiii) Stores inventory book
xxiv) Correspondence receipt/delivery book
xxv) Punishment and Reward Records book
xxvi) Finance Diary (Quick financial jottings)
xxvii) Desk Diary
xxviii) File index book
xxix) Continuous Assessment/course work record file; Cumulative record card

h) Relevant Statutory/Policy Documents and other instruments for Institution Management:

ii) The Local Governments Act (1997)
v) The Education Act 2008
vi) The Teaching Service Commission Regulations (1994) and 1996 (the Professional Code of Conduct)
viii) Relevant level National Curriculum and Syllabuses
ix) The Public Health Act
xii) Children Act Cap 59 (2000)
xii) Security Guidelines to Educational Institutions
xiii) Alternatives to Corporal Punishment (2008)
xiv) The Human Rights convention
xv) General timetable (displayed)
xvi) Institution Rules and Regulations (displayed)
xvii) Programme of key activities/meetings (displayed)
xviii) Duty roster (displayed)
xix) Institution Prospectus (not primary)
xx) Up-to-date staff/list with qualifications and teaching subjects/courses for post primary teachers
xxi) Schedule of duties of staff (displayed)
xxii) Relevant guidelines, policies and circulars issued from time to time
xxiii) Institution basic means of transport
xxiv) African charter on the rights and welfare of the child
xxv) Road safety and highway code
xxvi) Basic means of transport
xxvii) BRMS booklet
xxviii) An institution bank account
xxix) Clear institution land-ownership documents (Land certificate, land agreement papers, written documents on offer of land)
xxx) Child friendly school checklist

i) Institution committees:

i) School Management/Board of Governors committees
ii) Staff Finance Committee
iii) Staff Academic Committee
iv) Staff Discipline Committee
v) Staff Co-curricular Activities Committee
vi) Staff Health, Sanitation and Environment Committee
vii) Staff Safety and Security Committee
viii) Learners’ Council/Prefects Body
ix) Learners’ Safety and Security Committee
j) A suggestion box for each of the following:

i) Teaching and non-teaching staff
ii) Learners
iii) Parents and the community
Indicator 2

PROVISION and MANAGEMENT of STRUCTURES and FACILITIES

The institution should have:

a) A clear signpost showing:

i) Name of institution
ii) Government or Private (in case of Private indicate LICENCED OR REGISTERED by Ministry of Education and Sports)
iii) Post Office Box Number

b) Institution land and general school environment should have the following:

i) Clear access road to the institution with an arrow indicating direction
ii) Clearly demarcated boundaries
iii) A properly hedged or fenced compound
iv) Clearly marked footpaths for both normal learners and learners with visual impairment
v) Windbreaks and shade trees
vi) Flower gardens
vii) Clearly marked protected green areas of the compound
viii) Waste disposal pits
ix) Dust bins strategically positioned on the institution compound
x) Learners’ gardens
xi) Accessible safe water supply
xii) Sufficient light in the classrooms
xiii) Adequate aeration in classrooms
xiv) Properly marked areas for games and sports
xv) A distraction –free atmosphere (environment)

c) School / Institutional Buildings:


ii) Special facilities such as laboratory, dining hall, dormitories, workshops, computer laboratory and Sick Bay should adhere to relevant laws.

iii) Building design must address the requirements of children with special needs.

iv) Buildings must have completion and occupational permit issued by the Approving Authority.

v) The area public health office should approve school sites

vi) Blocks must be separated by voids to deter fire from spreading.

vii) Every school building must have a lightening conductor.

viii) Schools in rented premises should have tenancy agreement running for at least one complete cycle for their level.

d) Institution structures must be safe for both normal learners and those with special needs:

i) A head of institution’s office
ii) A staffroom
iii) A general store
iv) A kitchen (where necessary)
v) Ramps for easy access
vi) A class/lecture room for every group taught
vii) A library (a reading corner for primary)
viii) A laboratory/ multi-purpose science room (not for primary)
ix) A workshop for each business, technical and vocational course (business, technical and vocational institutions)
x) A typing/computer room (business institutions)
xi) A book store
xii) A head of institution’s house within the compound
xiii) Resting place for pupils (pre-primary and primary)
xiv) A provision for the storage of instructional materials

e) Health and Sanitation facilities:

i) Separate pit latrine/toilet for:
   - Male learners
   - Female learners
   - Institution male staff
   - Institution female staff
   - Special needs learners and staff

ii) A separate urinal shelter for:
   - Male learners
   - Institution male staff
   - Special needs learners and staff

iii) A well-equipped first aid box
iv) Hand-washing facility
v) Safe drinking water
vi) Washing room/facility for the girl child
Indicator 3

Staff Organization and Development

The institution should have:

a) Staff establishment as laid down by the Ministries of Education and Sports and Public Service
b) List of teaching staff and their qualifications (displayed)
c) Qualified, registered teachers and untrained teachers licensed by the Ministry of Education and Sports
d) A trained teacher for every subject/course/class
e) Each teacher in addition to teaching involved in at least one other activity in the institution
f) List of teachers in each department/section
g) At least three staff meetings in a term before beginning, in the middle and at the end of term
h) Full-time teachers
i) Every teacher evaluated at least three times a term by the institution head/deputies
j) Reports on evaluation of teachers’ work by the head of institution
k) List of support staff and their responsibilities
l) Reports on seminars/workshops organized at least once a term for the teaching staff
m) Self performance appraisal reports by teachers (termly)
n) Staff performance appraisal reports by the head of institution
o) Guidelines for induction of new staff by the head of institution
p) Functional Senior Woman and Senior Man Teacher (SWT/SMT)
Indicator 4
ORGANIZATION and MANAGEMENT of TEACHING and LEARNING PROCESSES

a) The institution should have:

i) At least one textbook for each core subject
ii) Teacher’s guide for each core subject
iii) At least 5 core text books per programme (BTVET)
iv) A learning framework (Pre-Primary)
v) A curriculum
vi) Teachers’ guide
vii) A simple weather station (with rain gauge, thermometer and wind vane)
viii) A school bell/gong/drum/bugle
ix) At least 5 microscopes (not for primary)
x) At least 5 external chalk boards for drawing and writing (PTCs)
xii) A radio

b) Every lecture/class room should have:

i) A dictionary and a sign language dictionary (for inclusive schools)
ii) A map of Uganda East Africa and the World/Globe (not for lower primary)
iii) Adequate space (for teacher’s movement)
iv) A dust bin
v) A wall clock
vi) A teacher’s chalkboard drawing instrument set
vii) A set of mathematical instruments
viii) A clinical thermometer (primary and secondary)
ix) A weighing balance improvised (primary)
x) Chalk (white and coloured)
xi) A whistle
xii) A magnifying glass
xiii) A packet of test tubes
xiv) A beaker
xv) Cupboard for locking up teaching and learning materials and equipment
xvi) Learners’ work display space (walls, corners, etc.)
xvii) A magnet

c) Every teacher should have:

i) A scheme of work for each subject and class taught
ii) A lesson plan for each lesson
iii) A record of work book/file
iv) A record of learners’ progress
v) A record of learners’ attendance per subject (secondary)
vi) Learners’ admission records
viii) A record of learners’ daily attendance (primary)
ix) Record of class Continuous Assessment

d) Class/Lecture room facilities/provisions:

i) A raised seating facility for every learner
ii) A chalkboard
iii) A chalkboard duster
iv) A teacher’s chair and table
v) A class timetable (displayed)
vi) A class duty roster (displayed)
vii) A class daily attendance record (displayed)
viii) A class register for morning and afternoon
ix) A lesson attendance register (kept by each subject teacher)
x) Class notice board
xi) Proper aeration and lighting
xii) A teacher’s daily lesson teaching register (kept by the class prefect)
xiii) Learning area (ECD)
xiv) A rack for storage
xv) Seating & writing facilities appropriate to children’s age

e) Teachers’ lesson plans should show evidence of the following range of teaching techniques as appropriate for each lesson:

i) Oral questions
ii) Dictation
iii) Mental work
iv) Learners’ group work/individual work
v) Discussion
vi) Activities for learners with SNE (where applicable)
vii) Problem –Solving
viii) Role-play
ix) Project work
x) Practical work

f) For effective teaching and learning, each learner’s progress should be evaluated as follows:

i) At the end of each lesson, the learner answers oral and written questions.
ii) At the end of each topic, the learner answers oral and written questions.
iii) The learner does at least one homework/independent
work per subject per month.

iv) At the end of each term the learner does end-of-term examinations.

v) At the end of term the learner takes home an evaluation report showing his/her performance (not for tertiary institutions).

g) Each subject is headed by a member of the teaching staff called ‘Head of Subject’.
h) Each teacher teaches the minimum number of periods per week as stipulated by the MoES.
i) Each lesson takes the minimum duration as stipulated in the curriculum.
j) Each teaching day consists of at least eight lessons.
k) Each head of institution and deputy head teaches a minimum of six periods per week (except ECD Centres).
l) The institution day starts at 8.00 a.m. and ends at 5.00 p.m.
m) The institution adheres to the official calendar issued by the MoES.
n) There is a Class Day for each class (not for tertiary institutions).
o) There is a Careers’ Day for learners (secondary).
p) There is an Orientation programme for new learners.
q) Each learner’s achievement per end of competence is recorded on the individual progress record sheet (primary).
r) Continuous assessment documented.
INDICATOR 5

ORGANISATION and DEVELOPMENT of CO-CURRICULAR ACTIVITIES

a) Institution should have at least two of the following games, sports equipment or clubs:

i) Games and Sport:
   - Football (soccer)
   - Netball
   - Volley ball
   - Rounders (bats)
   - Popular children’s traditional games.
   - Creative Sports (improvised games)
   - Athletics (field and track)
   - Cross-country
   - Basket ball
   - Cricket
   - Playgrounds/areas/field for play
   - Etc

ii) In-door games:
   - Mweso
   - Draughts
   - Playing Cards
   - Snakes and Ladders
   - Ludo
   - Scrabble
   - Chess
iii) Clubs:
- Religious clubs e.g. Scripture union
- Young club
  - Young farmers
  - Debate
  - Wildlife/Environment/Health Education
  - Scouting/Girl-guide
  - First Aid
  - YWCA/YMCA
  - Music, Dance and Drama
  - Writers’ club
- Peer clubs e.g. FEM, HIV, AIDS
- Careers
- Subject clubs (e.g. science and technology, mathematics, art, farmers, etc.)
- Child rights clubs

iv) Co-curricular equipment available:
- Balancing beams
- Weight-lifting apparatus (improvised)
- Skipping ropes (primary and PTCs)
- Sandbath (pre-primary, primary and ECDs Teacher Training Institution)
- Climbers (pre-primary, primary and ECDs, Teacher Training Institution)
- Used tyres (pre-primary, primary and ECDs, Teacher Training Institution)
- Swings (pre-primary, primary and ECDs, Teacher Training Institution)
- Costumes and properties box
- Sports equipment box
- Mats
- Whistle

b) In the institution, competitions are organized at the following levels:

i) Inter-class
ii) Inter-house
iii) Inter-club
iv) Inter-institution
v) Inter-district

c) The institution should have Rules and Regulations governing:

i) Games and sports
ii) Clubs, parties, seminars and all other student functions
iii) Committees

d) In the Institution:

i) Every learner should participate in at least one club and one game/sport per week.
ii) At the end of formal lessons, there should be one hour set twice a week for clubs.
iii) The above hours should be clearly indicated on the general timetable.

e) The institution should organize social and academic activities in the year including:

i) A Music, Dance and Drama Concert
ii) A Sports/Games day
iii) A Science and Technology fair
iv) PTA for ECDs Centres
v) Excursions for Learners
INDICATOR 6
ORGANISATION and DEVELOPMENT of LEARNERS

a) In the institution every student receives the stipulated number of years of education.

b) The institution has class monitors and their election guidelines.

c) Learners’ Committees:
   The institution has a prefects’ body consisting of at least nine prefects democratically elected by the learners as follows:

i) A Headboy/Headgirl

ii) A Deputy Headboy/Headgirl

iii) A Prefect in charge of Academic Affairs

iv) A Prefect in charge of Discipline

v) A Prefect in charge of Co-curricular Activities

vi) A Prefect in charge of Health, Sanitation and Environment

vii) A Prefect in charge of Safety and Security

viii) A Prefect in charge of Religious Affairs

ix) A Prefect in charge of Entertainment

x) A Prefect in charge of Time Management

An institution can add to or remove from this list according to its needs. Institutions are advised to develop a system of peer counselors among learners.

(NB: In the case of a mixed school the head prefects and deputy shall be of opposite sex)
d) The institution has a Learners’ Council (not for primary) with representatives from every class.
e) The learners elect one representative from each class to the following committees:

i) Finance Committee
ii) Academic Committee
iii) Discipline Committee
iv) Co-curricular activities Committee
v) Health, Sanitation and Environment Committee
vi) Safety and Security Committee.

f) The Committees should produce Reports/Minutes of their meetings.
g) There should be at least two general learners’ meetings each term with their student leadership.
h) There is a class teacher for each class.
i) There are class teacher reports for every term.
j) The institution has a learners’ suggestion box for the learners’ leadership.
INDICATOR 7
FINANCE GENERATION and MANAGEMENT

a) There should be a Finance system approved by the School Management Committee/Board of Governors:

i) A finance sub-committee of the Management Committee/Board of Governors/Governing council
ii) A trained institution accounts clerk/bursar (not for primary)
iii) An annual budget approved by BoG/SMC/GC
iv) A set of the following books of accounts
   - A set of analysis book
   - Vote book
   - Petty cash receipt book
   - Requisition system
   - Payment voucher
   - Learners’ ledger
   - General ledger
   - Receipt book
   - Monthly bank statement
v) A termly trial balance by the head of institution to the School Management Committee/Board of Governors
vi) A termly finance report by the head of institutions to the School Management Committee/Board of Governors
vii) An annual audit report submitted to the School Management Committee/Board of Governors
viii) At least one School Management Committee/Board of Governors/Parents Teachers Association (PTA) income generating activity
ix) A cash box/ Safe
x) An annual finance report by the head of institution to the School Management
INDICATOR 8
ORGANISATION and DEVELOPMENT of INSTITUTION-PARENTS/COMMUNITY

a) Parents, community and community leaders should be invited at least once a year to attend school activities including:

i) A Music, Dance and Drama Concert
ii) A Science and Technology Fair
iii) A Sports and Games Day
iv) An emergency response show

b) The institution arranges ONE day in a TERM (Class Day) when parents/guardians of a particular class visit their children while attending at least a lesson (not for tertiary institutions)

c) Each class carries out at least one set piece of work for the community ONCE a term (e.g cleaning wells, cleaning roads/paths, compound cleaning, fetching water for the elderly etc.)

d) The institution invites talented members of the community to address the learners and staff at least ONCE a TERM on any topic of development

e) The institution should have a strategically placed public notice board

f) The institution should have waiting/ seating facilities in the
head of institution’s reception area.
g) The institution organizes at least ONE general meeting a year for the parents and teachers to discuss among others:

i) Administration
ii) Teaching and learning
iii) Discipline issues and
iv) Use of school funds

h) At the end of each term the institution issues an end of term circular letter to the parents copied to area community leaders (not for tertiary).

i) The institution organizes ONE ORIENTATION DAY for all NEW parents and new entrants at the beginning of each year.
INDICATOR 9
HEALTH, SANITATION AND ENVIRONMENT ORGANISATION AND DEVELOPMENT

The institution should have:

a) Institution health, hygiene and sanitation and environment rules and regulations clearly displayed on all institution notice boards
b) Food safety, rules and regulations
c) Guidelines on the functions of the learners’ and staff health, sanitation and environment committees
d) Water for general washing and cleaning
e) Safe drinking water for all members of the institution
f) Washrooms and associated facilities for girls
g) A system for managing waste and storm water
h) Separate bathing and latrine/toilets for both male and female learners and staff
i) Cooks medically checked after every 6 months
j) Removal or destruction of mosquito breeding sites
k) Use of treated curtains and bed nets (for boarding institutions)
l) Regular spraying to control the vermin/vectors
m) Handling of food should follow the relevant laws, safety and security guidelines
INDICATOR 10
DISCIPLINE MANAGEMENT AND DEVELOPMENT

The institution should have:

a) Every student gets stipulated rules and regulations with modes of punishment for non-adherence attached.
b) Career Guidance and Counseling committee (patron and prefect in charge)
c) Provision for moral and spiritual guidance
d) A Discipline Sub-committee of the School Management Committee/Board of Governors
e) Reports by Discipline Committee
f) At least one inter-class and inter-house discipline assessment every term, the results of which are announced at the end of term
g) A trophy for discipline assessment competitions awarded to the interclass or inter house winners on a termly basis
h) Guidelines on the functions of the student and staff discipline committees
INDICATOR 11
TIME ORGANISATION AND MANAGEMENT

The institution should allocate time to include both academic and co-curricular activities.

a) The institution should hold either a daily or weekly assembly. The weekly general assembly should be held either at the beginning or end of every week and should last not more than 40 minutes. At this assembly:

i) The teacher on duty is in charge
ii) The National Flag is raised
iii) The National Anthem is sung
iv) The School’s/institution’s Anthem is sung
v) Prayers are said
vi) The head of institution addresses the assembly on major institutional, national and international events and on social, economic and political issues for the learners’ information/attention

b) Alternatively, a purposeful general morning parade lasting not more than 15 minutes should be held where:

i) The teacher on duty is in charge
ii) The National Flag is raised
iii) The National Anthem is sung
iv) Prayers are said
v) The day’s events are announced
vi) Health check is conducted (Primary)
c) A mid-morning break lasting not more than 30 minutes
d) A lunch break not lasting more than an hour
e) A one-hour period of co-curricular activities at the end of the class lessons everyday
f) A bell rung at the beginning of the said periods
g) The institution should have copies of the general timetable/routine displayed in the:

i) Head of institution’s office
ii) Classrooms
iii) Teacher’s office
iv) Staff notice board
v) Student notice board
vi) Public notice board
vii) A copy of the programme for the year detailing activities and time schedule

h) An arrival book indicating teacher’s time of arrival and departure for morning and afternoon sessions
INDICATOR 12

ORGANISATION and MANAGEMENT of SCHOOL SAFETY and SECURITY

a) The institution should have:

i) Copy of the Road Safety Code
ii) Guidelines on the functions of the staff and student Safety and Security Committees
iii) The learners sensitized on personal and national safety and security matters at least twice a term (at the beginning and the end of term)
iv) Organized fire drills at the beginning of term
v) Fire fighting equipment located outside each building
vi) A twenty-metre fire-free protection zone around the institution hedge (rural schools)
vii) A lightening conductor/arrester
viii) Buildings with door and window shutters
ix) Door and window shutters with locks and bolts respectively and opening outwards
x) Trained guards working day and night
xi) Safety and Security school rules and regulations
xii) Proper facility for disposing glass, metal and sanitary pads/towels
xiii) Schools should have land titles for the land on which they are located
xiv) All storied buildings to have emergency exits
xv) Guidelines on Safety and Security issued by Inspector General of Police (IGP)
xvi) Fire detection systems e.g. smoke detectors, alarm system control panels, break glass panels or any other appropriate detection mechanism

xvii) Fire prevention systems e.g. use of fire retardant in construction, management of storage materials, emergency plans, fool-proof safety mechanisms etc.

xviii) Fire fighting gadgets e.g. fire extinguishers, fire sprinklers, hydrant points/rings, hose reels etc. located in appropriate places

xix) Emergency preparedness system
- Emergency contacts display
- Emergency routes/evacuation plan
- Plan for training emergency rescue teams, for swimming pools, fire etc
- Quest emergency response information

xx) School rules and regulations on prevention of violence and abuse

xxi) Prevention of violence procedures

xxii) Mechanisms for reporting abuse or violence

xxiii) Response to cases of violence (psychosocial system, health care counseling referrals)

xxiv) Peer to peer support mechanism (reporting and monitoring)

xxv) Psychosocial system e.g.
- Spiritual and moral care
- Life skills e.g. prevention of self harm, peer abuse, abuse by adults and societal abuse

b) The Institution institutes measures to:

i) Control access to its premises

ii) Ensure security within its premises

iii) Manage undisciplined and criminal minded teachers and learners
iv) Prevent crime
v) Recruit and train guards
vi) Ensure infrastructural safety
INDICATOR 13
MANAGEMENT and ORGANISATION of BOARDING FACILITIES

a) Facilities:

i) Separate accommodation for each sex and age group

ii) Single or double decker beds

iii) 2 emergency exits in each dormitory

iv) Laundry/washing area and drying lanes

v) Adequate and safe lighting

vi) Separate latrines/toilets for male and female learners within the boarding facility

vii) Dustbins and incinerator

viii) Separate bathing facilities for male and female learners

ix) Secure fencing

x) Fire protection system

xi) Appropriate kitchen with utensils drying rack

xii) Food storage

b) Relevant statutory/policy documents:

i) Written permission to operate boarding facility from relevant authority

ii) Proof of ownership or lease or tenancy agreement

iii) Occupancy permit for every dormitory

iv) Copy of the Public Health Act

v) Copy of the Occupation Safety and Health Act
c) Human resource:

i) Minimum academic qualifications for matron is primary seven

ii) Minimum age of matron is 30 years

iii) Matrons to be examined medically every six months

iv) School cooks to undergo medical examination every six months

v) Guards in place on 24-hour surveillance

vi) Guards with basic security knowledge
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