



## **THE REPUBLIC OF UGANDA**

### **MINISTRY OF EDUCATION AND SPORTS CLIENT CHARTER**

**2025/26-2029/30**

#### **Vision**

**Quality Education, Training and Sports Services for All**

#### **Theme**

**Building Human Capital through Quality Learning, Relevant Skills,  
and Sports for Sustainable National Development**

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## FOREWORD

The Government of Uganda bears the constitutional responsibility of providing services that foster inclusive social and economic transformation, enhance human development, and improve the welfare of all citizens. Education and sports are foundational pillars in this national development agenda, empowering individuals with the knowledge, skills, values, and competencies needed to thrive in a competitive and dynamic world.

The Ministry of Education and Sports (MoES) is entrusted with the mandate to develop and implement policies and programmes that ensure equitable access to quality, relevant, and inclusive education and training at all levels from early childhood to higher education and lifelong learning. The Ministry is also tasked with promoting research, academic excellence, innovation, and technology, and with ensuring the development of a vibrant and competitive sports sector.

The Government's policy thrust on education and sports reflects a deep commitment to continuity, stability, and transformative governance. It prioritizes human capital development, guided by the Uganda Vision 2040, the National Development Plan IV (NDP IV), and the Education and Sports Sector Strategic Plan for the period FY 2025/26 to FY 2029/30. These frameworks reaffirm education and sports as key enablers of socio-economic progress, equity, national identity, and global competitiveness.

This Client Charter defines the benchmarks, service standards, and norms that will guide our service delivery. It clearly outlines the Ministry's commitments to citizens, development partners, and all stakeholders in ensuring responsive, efficient, and accountable implementation of education and sports programmes across the country.

As we implement this Charter, we recognize that success depends on partnership. We therefore call upon all our stakeholders, including the learners, parents, teachers, education managers, civil society, development partners, the private sector, and the general public, to actively participate in fulfilling our shared vision: "Quality Education, Training and Sports Services for All."

Let us continue working together to shape a more knowledgeable, skilled, and prosperous Uganda.

## FOR GOD AND MY COUNTRY

Hon. Janet Kataaha Museveni  
**FIRST LADY AND MINISTER OF EDUCATION AND SPORTS**

## **PREAMBLE**

The Ministry of Education and Sports (MoES) reaffirms its commitment to providing inclusive, equitable, and quality education and sports services to all Ugandans. This commitment is anchored in the Constitution of the Republic of Uganda, Uganda Vision 2040, the National Development Plan IV (NDP IV), and the Education and Sports Sector Strategic Plan (FY 2025/26 – FY 2029/30).

We are dedicated to ensuring that every learner, regardless of gender, ability, socio-economic background, or geographic location, has access to quality education and training that is relevant, affordable, and capable of producing a skilled, innovative, and globally competitive workforce. This includes expanded access to Technical and Vocational Education and Training (TVET), inclusive and special needs education, and sports development, as well as support for research, science, technology, and innovation at all levels of the education system.

### **Our work is guided by the following principles:**

- a) Client-centered service delivery that is transparent, responsive, and accountable.
- b) Evidence-based decision making to ensure impactful and efficient resource use.
- c) Continuous improvement in service standards, informed by monitoring, evaluation, and client feedback.
- d) Collaborative engagement with stakeholders at all levels, from learners and parents to local governments, development partners, and the private sector.

We understand that making promises is not enough. It is delivering on them that truly matters. This Client Service Charter is a public declaration of the Ministry's commitment to uphold the highest standards of service. It sets out clear benchmarks and timelines for the delivery of our core functions and provides mechanisms for redress, feedback, and accountability.

Our goal is to continually learn, adapt, and improve, with a singular focus on serving our clients better. This is because when citizens are empowered through education and sports, the entire nation thrives.

## **FOR GOD AND MY COUNTRY**

Dr. Kedrace R. Turyagyenda  
**PERMANENT SECRETARY**

## CHAPTER 1: INTRODUCTION

This Client Charter is a document that defines the commitment of the Ministry of Education and Sports (MoES) to its clients and stakeholders. It outlines the service delivery standards, values, and mechanisms for interaction between the Ministry and its clients.

This Charter promotes transparency, accountability, and inclusiveness in service delivery. It also serves as a strategic management tool to guide performance, align expectations, and reinforce the Government's commitment to delivering quality education and sports services for national development.

The Charter is a five- year document and is replacing the one that expired in June 2025.

### 1.1. OBJECTIVES OF THE CLIENT CHARTER

**The objectives of the Client Charter are to:**

- a) Provide a clear framework for clients to assess the quality of services delivered by the Ministry.
- b) Define the minimum levels of service delivery in terms of quality, timeliness,
- c) accessibility, cost, and responsiveness.
- d) Foster transparency and accountability through structured client feedback and
- e) grievance redress mechanisms.
- f) Serve as a benchmark for evaluating the Ministry's performance and guiding
- g) continuous improvement.

### 1.2. MANDATE

The mandate of the Ministry is “providing policies and ensuring standards for values- based quality education, training and sports for all.”

### 1.3. VISION

The Ministry's Vision is “Quality Education, Training and Sports Services, for all”.

### 1.4. THE MISSION

The Ministry's Mission is “To coordinate, regulate and promote quality education, training and sports for all”

**The strategic objectives of the Ministry are to:**

- h) To improve the foundation of human capital development
- i) To produce a knowledgeable, skilled and ethical labour force (with emphasis on science and technology; STEI/STEM in education and TVET)
- j) To promote sports, recreation and physical education
- k) Strengthen policy, legal, institutional coordination, and regulatory frameworks.

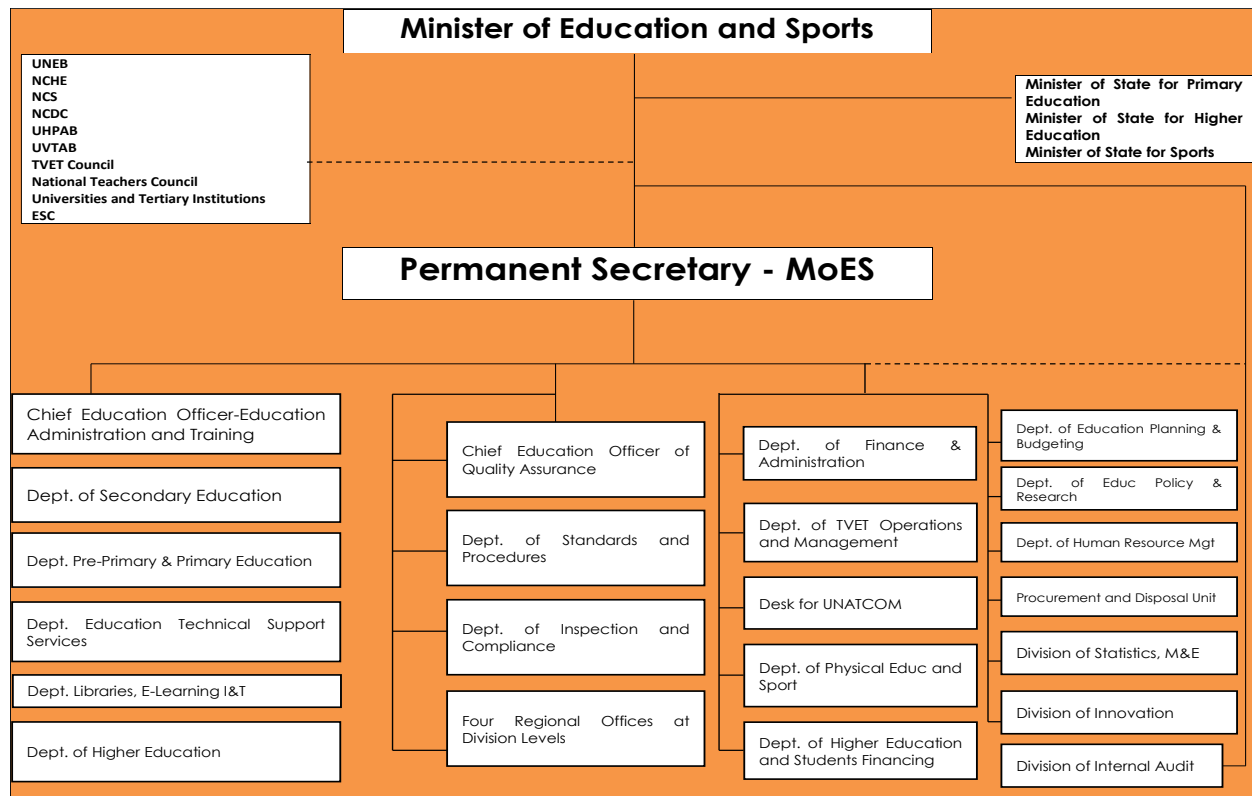
**1.5. THE MACRO STRUCTURE OF THE MINISTRY**

The Ministry is headed by a Senior Minister supported by Ministers of State. The Technical structure of the Ministry is headed by the Permanent Secretary who also serves as the Accounting Officer.

The Permanent Secretary will be supported by two Chief Officers (Chief Education Officer and Chief Inspector of Schools) coordinating homogeneous functional areas. The services will be delivered through the various Departments/Units headed by Commissioners/Assistant Commissioners respectively.

The Ministry will be working with other Agencies affiliated to it and other stakeholders to ensure the Ministry delivers on its mandate.

**APPROVED MACRO STRUCTURE OF THE MINISTRY OF EDUCATION AND SPORTS**



## 1.6. CORE VALUES

<p><b>Integrity:</b></p> <p>We shall uphold honesty, transparency, and accountability in all our undertakings. Our actions shall reflect a commitment to public service above personal interest, ensuring that we serve with trust and moral uprightness.</p>	<p><b>Loyalty:</b></p> <p>We shall remain steadfast in our commitment to the policies and programmes of Government at both national and local levels, serving the people of Uganda with dedication and patriotism.</p>
<p><b>Transparency:</b></p> <p>We shall always act in the public interest, making decisions that are open and justifiable. We commit to avoiding any actions driven by personal, financial, or other undue benefits and shall remain accountable for both our actions and inactions.</p>	<p><b>Teamwork:</b></p> <p>We shall promote collaboration and cooperation among staff, clients, and stakeholders. By working together, sharing knowledge, and supporting one another, we will deliver consistent, high-quality services and achieve our shared goals.</p>
<p><b>Innovation:</b></p> <p>We shall nurture a culture of creativity, adaptability, and continuous improvement, embracing new ideas and technologies to enhance efficiency and effectiveness in service delivery.</p>	<p><b>Impartiality:</b></p> <p>We shall provide services fairly and equitably to all clients, without discrimination based on gender, religion, ethnicity, ability, political affiliation, or any other status.</p>
<p><b>Professionalism:</b></p> <p>We shall conduct ourselves in strict adherence to the Public Service rules and regulations, demonstrating, commitment, diligence, professionalism in executing our duties.</p>	

## CHAPTER 2: PRINCIPLE SERVICES AND COMMITMENTS

### 2.1. PRINCIPLE SERVICES

SERVICE	CRITERIA	MINIMUM ACCESS TIME	SERVICE DELIVERY POINT	COST
Grant aiding of schools.	<p>Application by the foundation bodies / owners.</p> <ul style="list-style-type: none"> <li>➤ Sub-county without a government secondary school.</li> <li>➤ Parish without a government primary school.</li> <li>➤ Must have sufficient infrastructure and no encumbrances.</li> <li>➤ At least 5 acres in the district and 3 and above in the municipality.</li> </ul>	12 months from the approval time.	PS/ES Education Planning unit	Free
Teacher registration	<p>Submit online application.</p> <ul style="list-style-type: none"> <li>➤ Through <a href="http://www.tmis.go.ug">www.tmis.go.ug</a></li> <li>➤ Attach national ID certified and certified original certificates.</li> </ul>	Within 10 working days.	PS/ES TETD	Free
Admissions to tertiary institutions	<ul style="list-style-type: none"> <li>➤ Submit application in line with the advert.</li> <li>➤ The applicant should appear for interviews</li> </ul>	2 months from application	PS/ES HET	Free
Access to higher education students' loans scheme.	Submit application in line with advert.	21 working days from close of application.	PS/ES HESFS	<ul style="list-style-type: none"> <li>➤ Application fee of Ug shs 50,000/=</li> <li>➤ Loan protection fee is 1% of loan amount as per the HESFS Act.</li> </ul>
Access to scholarships.	<ul style="list-style-type: none"> <li>➤ Submit application in line with the advert.</li> </ul>	Within 3 weeks after close of application.	PS/ES ASSA	Free

SERVICE	CRITERIA	MINIMUM ACCESS TIME	SERVICE DELIVERY POINT	COST
	<ul style="list-style-type: none"> <li>➤ The applicant should appear for interviews</li> </ul>			
Registration of private schools and institutions.	<p>Submit application</p> <ul style="list-style-type: none"> <li>➤ Attach operational license.</li> <li>➤ Schools must have adequate structures, teachers, learners, &amp; facilities in conformity with the Education Act of 2008 &amp; 2014 guidelines for establishing, licensing, registering, &amp; classification of Private Schools.</li> </ul>	2 working days.	PS/ES PS&I	Free
Licensing non-Ugandan teachers and professionals.	<p>By application through HTRs</p> <p>Submit documents</p> <p>License takes 2 years</p>	Within one day upon payment of required fees	PS/ES TETD	Pay Ug shs 20,000/=
Licensing of private schools and institution.	<p>School should have an EMIS no, DES inspection report, partnership deed, proprietor's CV &amp; photograph, signed appointment letters for teaching &amp; non-teaching staff, LC3 chairperson's letter, evidence of existence of co-curricular activities, BoGs.</p>	5 working days.	PS/ES PS&I	Free
Access to library services	Walk into the library with identification.	Within 5 minutes upon presentation of payment proof.	PS/ES National Library of Uganda	Ug shs 2,000/= per day or Ug shs 30,000/= per month.
Procurement of goods and services	Submit application to the (e-GP)	In line with the procurement contracts.	PS/ES PDU	Bid fees in line with the bid notice.

SERVICE	CRITERIA	MINIMUM ACCESS TIME	SERVICE DELIVERY POINT	COST
Payment of contractors, suppliers and service providers	Submit IFRIS invoice, delivery note, goods received note, reports,	Within 30 days after complete submission of required documents.	PS/ES PDU	Free
Accessing salary and pension payroll.	<u>Salary</u> ➤ Assumption of duty ➤ Submission of bank account details. <u>Gratuity &amp; Pension</u> ➤ Submission of estate account details for deceased public officers ➤ Submit letters of administration	Within one month.	PS/ES HRMD	Free
Internship placement.	Submit application and attach recommendation letter from training institution. Note: selection and placement will be done in accordance with internship guidelines.	5 working days from the time when committee approves.	PS/ES HRMD	Free

## **2.2. DEPARTMENTAL COMMITMENTS**

### **2.2.1. Pre-Primary Education**

- a) Sensitize and engage private sector players to expand ECCE services to underserved communities.
- b) Provide in-service training for pre-primary caregivers on Gender, Violence Against Children (VAC), and other crosscutting issues to enhance inclusivity and child protection.
- d) Train Local Government officials using the Centre Management Committees (CMCs) Cascade Model to enhance school-level monitoring and community participation.
- e) Monitor, support-supervise, and inspect ECCE centers at least once per term to ensure adherence to national standards.
- f) Develop ECCE Safeguarding Guidelines addressing Gender, VAC, and other crosscutting issues to promote safe learning environments by 2026.
- g) Develop and disseminate ECCE Implementation Guidelines and Standards in alignment with the National ECCE Policy by 2027.
- h) Design and operationalize a Parenting Education Framework to strengthen home-based support for early learning and development by 2028.
- i) Sensitize and guide Local Governments on the licensing and registration of ECCE centers to promote quality and compliance annually.

### **2.2.2. Primary Education**

- a) Improve literacy proficiency in Primary Three (P.3) and Primary Six (P.6) from 50% and 52% (FY 2025/26) to 75% and 60% respectively by FY 2029/30.
- b) Increase numeracy proficiency in P.3 and P.6 from 68% and 55% (FY 2024/25) to 75% and 70% respectively by FY 2029/30.
- c) Reduce the Pupil-Classroom Ratio (PCR) from 60:1 (FY 2025/26) to 53:1 by FY 2029/30 through targeted classroom construction and rehabilitation.
- d) Conduct Gender-Based Violence (GBV) awareness and prevention campaigns in all 30 education regions, with special attention to vulnerable districts.
- e) Ensure 100% implementation of the Early Grade Reading (EGR) and Early Grade Mathematics (EGM) programs in both public and private primary schools by FY 2029/30.
- f) Procure and distribute nine (9) million textbooks to achieve a Pupil-Textbook Ratio of 1:1 in core subjects by FY 2029/30.
- g) Construct gender- and disability-sensitive latrines in schools lacking adequate sanitation facilities in 20 Schools annually.
- h) Retool and upskill 1000 teachers in Kiswahili language by 2029/30.

- i) Grant-aid community primary schools to enhance access and equity in education service delivery.
- j) Procure, adapt, and reproduce instructional materials tailored for learners with Special Educational Needs (SEN).
- k) Institutionalize the Early Grade Reading (EGR) methodology across all primary schools to strengthen literacy foundations.
- l) Roll out the Early Grade Mathematics (EGM) program beyond pilot phases to national implementation.
- m) Conduct regular training of teachers in remedial teaching programs to support learners with diverse learning needs.

### **2.2.3. Secondary Education**

- a) Improve secondary school survival rates from 60% to 68% by FY 2029/30 through strengthened retention initiatives and learner support systems. The student-teacher ratio is set to reduce from 25:1 to 19:1 by FY 2029/30 through strategic recruitment and deployment of qualified teachers to underserved areas.
- b) Construct teachers' houses (4-unit blocks) to ensure that every rural secondary school accommodates at least four teachers on-site by FY 2029/30.
- c) Provide classroom furniture in newly established and expanding Seed Schools.
- d) Procure and distribute textbooks in all government secondary schools.
- e) Selected existing schools in the Karamoja sub-region will be re-purposed into boarding schools to promote access and retention in hard-to-reach and pastoral areas.
- f) Monitoring visits will be conducted at least once a year in all secondary schools to assess compliance with standards and progress in implementation.
- g) Support supervision will continue to facilitate the implementation of the Learner Support and Competency (LSC) approach through regular lesson observations and teacher mentorship.
- h) Headteachers will benefit from continuous mentorship and capacity development on administration, instructional leadership, and quality assurance processes.
- i) Heads of institutions will receive training in the preparation and execution of School Improvement Plans (SIPs) to strengthen school-based planning, accountability, and performance management.
- j) Newly approved Boards of Governors (BoGs) in government secondary schools will be inducted to enhance transparency, governance, and effective oversight.
- k) National and regional science fairs will be organized annually.

- l) Environmental conservation initiatives such as tree planting will be integrated into school activities to promote green learning environments and sustainability.
- m) Access will be expanded to ensure that every sub-county has at least one public secondary school by FY 2028/29, thereby promoting equity and inclusiveness in education.
- n) At least 50 overcrowded schools with student–classroom ratios above 60:1 will be rehabilitated and renovated by FY 2029/30 to improve the learning environment.
- o) A monitoring framework for Boards of Governors will be instituted, alongside training for 4,000 BoG members on governance, accountability, and performance by FY 2029/30.
- p) Teacher retention and attendance will be enhanced through the construction of 300 staff houses in remote districts by FY 2029/30.
- q) Sanitation standards will improve through the construction of 5,000 additional latrine stances, targeting a student–latrine stance ratio below 40:1 by FY 2029/30, with gender-sensitive facilities provided in all schools.
- r) Water, Sanitation, and Hygiene (WASH) awareness campaigns will be implemented in at least 80% of secondary schools—public and private—to promote hygiene, menstrual health, and safe sanitation practices by FY 2029/30.

***Illustration of learning under the new lower secondary curriculum***



#### **2.2.4. Technical Vocational and Training Education Operations and Management**

- a) A TVET Qualifications Framework will be established by FY 2027/28 to guide training quality and recognition of skills.
- b) The TVET Management Information System (MIS) will be revamped by FY 2029/30 to enhance data-driven planning and monitoring.
- c) Partnerships with international institutions will be formalized through signed MoUs to link Uganda's TVET institutions with global networks for skills exchange and technology transfer.
- d) Retooling and capacity-building initiatives for TVET trainers and assessors will focus on ICT integration, management, and modern instructional methodologies, conducted regularly to maintain current industry standards.
- e) TVET admissions will continue to be decentralized and conducted annually to increase equitable access.
- f) Sponsorship programs will be expanded to support special needs learners and female students in male-dominated trades, with measurable increases over the next five years.
- g) Expansion of TVET institutions will accommodate at least 170,000 A'level graduates annually, ensuring alignment with employment and productivity demands.
- h) Efforts will be directed toward grant-aiding TVET institutions and establishing at least one Vocational Training Institution per district and one Skilling and Development Centre (SDC) per constituency by FY 2029/30.
- i) Workshop equipment and tools will be procured and distributed to all existing (142) and new TVET institutions to enhance hands-on training.
- j) Regular ICT skilling bootcamps and Training-with-Production models will be implemented to strengthen innovation and practical skill application.
- k) Partnerships between TVET institutions and employers will be established to ensure relevance to the world of work, with institutional-level advisory committees created by FY 2028/29 to localize curriculum design with industry participation.

#### **2.2.5. TVET Trainers' Training, Research and Innovation**

- a) The Uganda National Qualifications Framework (UNQF) will be developed by FY 2027 to support standardization and quality assurance in technical education.
- b) Subvention and capitation grants will be provided to the two national instructor training institutions (Abilo-Niño National Instructors College and the Health Tutors College Mulago) to strengthen institutional sustainability.

- c) Monitoring and support supervision of these institutions will be conducted regularly to ensure adherence to standards and alignment with national training priorities.
- d) TVET training, research, and innovation will be implemented in full compliance with the TVET Act, with emphasis on industry collaboration and applied research.

### **2.2.6. Teacher Education Training and Development**

- a) Teachers will be registered within 10 working days of submitting all required and valid documentation.
- b) Licensing of non-Ugandan teachers and professionals with specialized skills will continue in areas where local expertise is limited.
- c) Continuous Professional Development (CPD) will be implemented annually for at least 300 pre-primary, 300 primary, 300 secondary teachers, and 200 teacher educators to strengthen competence and pedagogy.
- d) A standardized Pre-Primary Teacher Training Curriculum will be developed by FY 2027/28, supported by provision of modern teaching and learning resources to all 23 Core Primary Teacher Colleges by FY 2029/30.
- e) A Teachers' Continuous Professional Development Framework will be developed by FY 2027/28 to guide ongoing in-service learning and career progression.
- f) The National Teacher Training Framework will be reviewed to align with the National Teacher Policy by FY 2027/28, while the Teachers' Scheme of Service will also be revised to enable classroom-based promotion by FY 2026/27, in accordance with the Presidential directive issued during the 2023 International Teachers' Day celebrations.

### **2.2.7. University Education and Training**

- a) Gross Enrolment Rate (GER) in higher education will rise from 6% (FY 2024/25) to 9% by FY 2029/30, with attention to equitable regional representation and gender balance.
- b) New and existing institutions including Busoga University, Bunyoro University, UNITE, and Gulu Constituent College in Moroto will be fully operationalized by FY 2027/28 to expand access in underserved regions.
- c) Open, Distance, and e-Learning (ODEL) will be mainstreamed across all 10 public universities by FY 2027/28 to enhance accessibility and flexibility.
- d) At least five Centres of Excellence in priority sectors such as ICT, renewable energy, industrial biotechnology, agriculture, and health sciences will be established by FY 2029/30.

- e) Annual higher education exhibitions and dialogues will be organized in at least 10 universities to promote collaboration with industry and visibility of academic institutions.
- f) International student enrolment will increase by 5% by FY 2029/30 through targeted marketing, flexible academic calendars, and improved student support services.
- g) Rehabilitation, expansion, and equipping of infrastructure in 10 public universities will be undertaken to provide new lecture rooms, laboratories, workshops, and sports facilities by FY 2029/30.
- h) Enrolment in science and technology programmes will increase from 40% to 50% by FY 2029/30, supported by stronger linkages with the private sector.
- i) Graduate employability will improve to 75% within 12 months of graduation through enhanced internship placements, soft skills training, and curriculum–labour market alignment.
- j) University curricula will be reviewed and reformed into competence-based programmes by FY 2027/28, ensuring responsiveness to national and industry demands.
- k) At least 4,000 students annually will participate in structured internships and industrial placements to strengthen the school-to-work transition.
- l) The Universities and Other Tertiary Institutions Act (UOTIA) will be reviewed by FY 2026/27 to enhance regulatory efficiency and governance.
- m) At least 50% of staff positions in public universities will be filled by FY 2029/30 to improve academic quality and service delivery.
- n) The National PhD Programme will support 100 PhD scholars annually to build academic capacity and research leadership.
- o) University financing will be reformed toward performance-based models, with 85% of public university funding aligned to strategic growth sectors by FY 2029/30.
- p) Government subvention to the National Council for Higher Education (NCHE) will increase to UGX 10 billion by FY 2029/30, including UGX 2 billion dedicated to development programmes.
- q) The Uganda Qualifications Framework (UQF) will be fully operational across all higher learning institutions by FY 2026/27, ensuring coherent quality assurance across the education continuum.

### 2.2.8. Physical Education and Sports (PES)

- a) Increase participation in Physical Education and Sports (PES) by 30% in all public primary and secondary schools nationwide by FY 2029/30.
- b) Promote inclusive Physical Education and *Sports for Development (S4D)*, reaching at least 10,000 children and youth with special needs and from urban poor communities through motor and life skills training.
- c) Conduct annual sensitization and mobilization campaigns targeting 4,800 parents, community leaders, and stakeholders, and host 24 radio and TV talk shows each year to promote sports participation.
- d) Identify and enroll 2,560 potential athletes (80 per school) in 32 designated Secondary Sports Schools (Centres of Excellence) by FY 2029/30.
- e) Train 10,000 physical education teachers (2,000 annually) in the revised, inclusive, and participatory curriculum.
- f) Fully operationalize the Sports Act to modernize governance, regulation, and funding of sports in Uganda.
- g) Revitalize and operationalize District Sports Councils in at least 100 districts by FY 2029/30 to enhance local sports governance and talent development.
- h) Strengthen partnerships with international sports federations, the private sector, development partners, and civil society organizations (CSOs) to support national sports development.
- i) Improve Uganda's motor skill development index by 30% and international athletic competitiveness by 20% by FY 2029/30.
- j) Ensure that all infrastructure, capacity building, and policy efforts contribute to enhanced physical literacy, community wellness, and national pride through sports.

#### **Sports infrastructure development of the newly constructed Hoima City Stadium due to host AfCON games in 2027.**



### **2.2.9. Health Education and Training (HET)**

- a) Implement the developed National Education and Training for Health Policy by FY 2030.
- b) Ensure 100% compliance of Health Education and Training Institutions with the TVET Act 2025 through regular support supervision and quality assurance.
- c) Conduct annual stakeholder dialogue sessions (at least four per year) to strengthen coordination, innovation, and accountability in health education.
- d) Continue to provide capitation grants to 20 Public Health Education and Training Institutions annually.
- e) Disburse funds annually for the procurement of specialized training materials across these institutions.
- f) Rehabilitate, expand, and equip 20 Public Health Training Institutions by FY 2030.
- g) Remodel five (5) Primary Teachers' Colleges (Bundibugyo, Kisoro, Busikho, Kapchorwa, and St. Augustine Butiti) into Health Training Institutions by FY 2030.
- h) Complete and operationalize Wapakhabulo Memorial College of Nursing and Midwifery in Mbale by FY 2030.
- i) Conduct 100% verification for all new entrants in both public and private Health Education and Training Institutions annually.
- j) Conduct annual entry interviews for certificate and diploma (post-basic) programmes.
- k) Improve the staffing establishment in Health Education and Training Institutions from 26% to 36% by 2030.
- l) Retool 600 health tutors, 200 clinical instructors, 100 mentors, and 100 preceptors annually on emerging health care competencies and instructional methodologies.
- m) Establish and maintain an up-to-date data bank and information management system on Health Education and Training by FY 2027.
- n) Initiate and facilitate research and innovation in Health Education and Training in collaboration with the Teacher, Tutor, and Training Research Institute (TTTRI).
- o) Equip TVET health trainers with competencies to train health workers capable of supporting patients with special needs and disabilities.
- p) Expand participation in the National Education and Training Conference from national to regional levels by FY 2028, enhancing collaboration and policy dialogue across the sector.

### **2.2.10. Higher Education Students Financing**

- a) The Higher Education Students' Loan Scheme will be expanded to benefit 6,500 new students annually by FY 2029/30, with priority given to underprivileged learners and those pursuing science, technology, engineering, mathematics, and health-related programmes.
- b) The selection and awarding of student loans will follow clear, merit-based, and regionally balanced criteria, ensuring inclusion of special interest groups, including persons with disabilities.
- c) Loan financing policies and strategies will be regularly reviewed to strengthen sustainability, enhance recovery mechanisms, and align with national higher education and skills development priorities.
- d) Loan recovery processes will be enforced through robust tracking systems, digital repayment platforms, and collaboration with employers and financial institutions to sustain the revolving fund.
- e) Regular engagement will be maintained with higher education institutions, financial entities, and government agencies to enhance coordination, transparency, and accountability in the administration of the scheme.
- f) All loan-related inquiries, grievances, and requests for information will be handled promptly and fairly within ten (10) working days, ensuring courteous and professional service delivery.
- g) Loan scheme performance will be reviewed quarterly, and progress reports shared with stakeholders within 30 days to ensure transparency and continual improvement.
- h) Regular sensitization and outreach activities will be conducted across higher education institutions and communities to promote understanding of loan eligibility, application processes, obligations, and repayment responsibilities.

### **2.2.11. Inspection and Quality Assurance**

- a) We commit to respond to institutional requests for inspection within 14 working days from the date of receipt by the Ministry. Each primary school will be inspected and monitored at least once per term, while secondary schools will be inspected once annually to ensure adherence to established standards.
- b) Bi-annual training will be conducted for Local Government and KCCA Inspectors of Schools and Associate Assessors to strengthen inspection systems and quality assurance practices. Continuous support supervision will be provided for implementing the Lower Secondary Curriculum (LSC) through lesson observations and mentorship for teachers.
- c) The Ministry will develop and operationalize the Foundational Learning Improvement and Dropout Tracking Lab by FY 2029/30, undertake termly

monitoring of schools to ensure compliance and sustained performance, and conduct evaluation studies to enhance Universal Secondary Education (USE) implementation by FY 2028/29.

- d) Annual mentorship will be provided to headteachers of secondary schools to strengthen leadership and quality assurance. The Basic Requirements and Minimum Standards (BRMS) framework will be reviewed and updated by FY 2029/30 to align with evolving educational priorities, and continuous professional development will be offered to Directorate of Education Standards (DES) Inspectors to enhance efficiency.

### **2.2.12. Education Policy Analysis and Research**

- a) The Ministry will repeal and replace the Education (Pre-Primary, Primary and Post-Primary) Act, 2008 (Act 13 of 2008) by FY 2028/29 and develop a new Government White Paper on Education within the same timeframe. The Universities and Other Tertiary Institutions Act (UOTIA) will be repealed and replaced by FY 2029/30, and the National Curriculum, Assessment and Admissions Bill, as well as the National Teachers' Bill, will be enacted by FY 2029/30 and FY 2027/28, respectively.
- b) Regulations will be developed to operationalize the National Sports Act (2025) and TVET Act (2024) by FY 2028/29. The Ministry will implement the National Curriculum Assessment and Placement Policy by FY 2026/27, the National Science Education Policy by FY 2028/29, and the Education Quality Assurance Policy by FY 2030/31.
- c) Additional frameworks to be developed and implemented include the National Private Education and Training Policy, Universal Primary and Secondary Education Policy, National School Health Policy, Education Data and Information Policy, National School Feeding Policy, and National Higher Education Policy within the relevant timeframes.
- d) The Ministry will ensure timely dissemination of approved policies and laws, monitor their implementation, and conduct policy impact assessments and evaluations. Research studies will be undertaken across all education sub-sectors—basic, secondary, TVET, higher, special needs, and sports. Policy briefs and position papers will be prepared to inform decision-making and guide reform.

### **2.2.13. Information, Communication and Technology (ICT) in Education**

- a) Training in the use of Artificial Intelligence (AI) for teaching and learning will be provided annually to 100 teachers, tutors, health tutors, TVET trainers, and lecturers.
- b) Each year, 500 in-service teachers and 500 TVET trainers will be trained in ICT skills.
- c) Digital learning resources and a central digital repository will be developed by FY 2029/30,
- d) Atleast 160 public secondary schools will be equipped with ICT laboratories annually and 600 ICT lab assistants will be retooled in ICT maintenance and e-waste management.
- e) The Ministry will develop an Education ICT Support Framework by FY 2026/27 and,
- f) Establish Virtual Reality/Augmented Reality (VR/AR) labs and E-learning platforms for both secondary and TVET institutions by FY 2029/30.
- g) The Ministry will ensure access to public information through the
- h) National Library and public library network, conduct regular
- i) monitoring of 48 public, 40 community, and 1,500 school libraries by
- j) FY 2029/30.
- k) Develop standards and guidelines for library establishment and management by FY 2028/29.
- l) Publications will be standardized through the issuance of ISBN, ISSN, and ISMN identifiers, and
- m) The National Bibliography of Uganda (NBU) will be compiled and disseminated annually.
- n) The legal deposit law will be enforced, and a central digital repository established by FY 2028/29.

### **2.2.14. Uganda National Commission for UNESCO (UNATCOM)**

- a) Report on the implementation of SDG4 targets. (quality, equitable access, lifelong learning for all, education as aright for all).
- b) Retool teachers in primary and secondary schools on Art and design as well as performing arts education.
- c) Retool primary teachers on promotion of education for sustainable development and global citizenship education.
- d) Retool ECCE teachers on promotion of human rights education.
- e) Facilitate ratification of regional convention on recognition of qualifications in higher education (Addis-baba).
- f) Develop National framework on Health and life skills by FY2026/27.

### **2.2.15. Finance and Administration**

- a) The Ministry will automate records management, upgrade filing systems, and support continuous staff retooling in accountability practices.
- b) The Ministry fleet will be replenished by 10 vehicles annually, and regional offices renovated by FY 2027/28.
- c) Institutional land titling will increase from 87 to 200 plots by FY 2029/30,
- d) The new Ministry stores will be constructed at the new headquarters by FY 2027/28.
- e) The Ministry will oversee civil works, prepare Bills of Quantities (BoQs), and monitor ongoing construction projects.
- f) Public assets will be disposed of annually in compliance with procurement laws.
- g) Communication strategies will be implemented to enhance stakeholder engagement and visibility across the education sector.

### **2.2.16. Education Planning**

- a) Education data will be collected, validated, and disseminated annually through the Education Management Information System (EMIS) to support evidence-based planning and decision-making.
- b) The Annual Education Statistical Abstract and Sector Fact Sheet will be released within three months of data collection, and formal data requests will be addressed within ten (10) working days.
- c) Regular data verification will be conducted in at least 80% of institutions annually, guided by a Data Quality Assurance Framework to ensure accuracy and credibility.
- d) Quarterly reviews and the Annual Education Sector Performance Report will be disseminated to provide transparent assessments of progress against the Education Sector Strategic Plan and NDP IV priorities.
- e) The Budget Framework Paper will be prepared and submitted before the set deadline each year, following broad stakeholder consultations and alignment with government priorities.
- f) Budget performance reports will be produced within 30 days after each quarter, with value-for-money reviews to strengthen fiscal discipline and equitable resource allocation.
- g) Continuous training and advisory support will be extended to planners, statisticians, and M&E officers to enhance competence in data use and performance reporting.

- h) Education infrastructure and development projects will be monitored and supervised quarterly to ensure compliance with standards, timelines, and value- for-money principles.
- i) Comprehensive progress reports will be submitted to management and development partners within 30 days after each quarter, supported by a central database capturing all ongoing and completed projects.

### **2.2.17. Human Resource Management**

- a) Pension Payments: All pensions shall be paid by the 28th day of every month.
- b) Active Payroll Access: Newly recruited or transferred employees shall be placed on the active payroll within 45 days of reporting to duty.
- c) Staff Complaints: All complaints against staff shall be addressed and concluded within 30 days of reporting.
- d) Contract Gratuity: Payment of contract gratuity shall be processed and completed within 30 days after clearance.
- e) Internship Applications: Student internship applications shall be processed at least one month prior to the commencement of the internship period.
- f) Recruitment and Promotion: All recruitment and promotion processes shall be conducted openly, competitively, and fairly.
- g) Staff Development: Staff shall be provided with continuous professional development opportunities to enhance their competencies.
- h) Rewards and Sanctions: Rewards and disciplinary actions shall be administered objectively and transparently.

### **2.2.18. Private Schools and Institutions**

- a) Registration certificates for new private schools shall be issued within 60 days upon submission of all required documentation, while compliant institutions shall have their registration renewed within 30 days.
- b) Private sector stakeholders will be sensitized annually to improve coverage of private institutions in the Education Management Information System (EMIS), targeting at least 500 institutions each year.
- c) Continuous professional development will be undertaken, including the training of 600 teachers annually in competence-based assessment and 500 heads of institutions in the preparation of School Improvement Plans (SIPs).
- d) Licensing of private institutions will continue to ensure compliance with national standards, with efforts directed toward digitizing registration and licensing processes by FY 2026/27.

- e) Monitoring and support supervision exercises will be conducted annually for at least 600 private secondary schools focusing on safety, security, and quality assurance.
- f) Boards of Governors in both private and government secondary schools will be inducted annually to strengthen institutional governance and accountability.
- g) Leadership and management capacity for Local Government leaders and heads of institutions will be enhanced across all 177 local governments by FY 2029/30.
- h) Implementation of the National Private Education and Training Policy will be completed by FY 2029/30, alongside the annual gazetting and publication of all licensed and registered private schools and institutions to promote transparency.

#### **2.2.19. Admissions, Scholarships and Student Affairs**

- a) Priority will be given to STEM/STEI-based programmes in admissions and financing.
- b) A Central Admission System will be established to link admissions and financing to national critical skill needs by FY 2029/30.
- c) Affirmative action sponsorships will increase from 1,000 to 3,000 undergraduate students, and national merit scholarships from 3,000 to 6,000 by FY 2029/30.
- d) The Ministry will provide psychosocial support, pre-departure briefings, and homecoming events for scholarship beneficiaries abroad, as well as support regular graduate tracer studies for all higher education institutions by FY 2027/28.
- e) Student accommodation will be constructed and furnished in at least five public universities, and work-study programmes introduced by FY 2029/30.
- f) A Students' Information Management System for scholarships will be operational by FY 2026/27.
- g) Facilitation for Education Attachés will increase from 2 to 6 countries.
- h) Coordination of UNSA activities will be strengthened to enhance student leadership and representation.

## 2.2.20. Special Needs Education

- a) Increase access to quality Special Needs and Inclusive Education (SNIE) by ensuring that 40% of all public education institutions implement inclusive education practices by FY 2029/30.
- b) Provide capitation grants to 13,092 learners with special educational needs and disabilities (LSENDs) in both special and inclusive settings by FY 2029/30.
- c) Develop and disseminate the National Inclusive Education Policy and Implementation Guidelines by FY 2026/27 to standardize SNIE delivery across all sub-sectors.
- d) Review and revise the National Special Needs and Inclusive Education (SNE/IE) Policy 2011, aligning it with the UNCRPD, Education Act, and NDP IV priorities by FY 2026/27.
- e) Train 8,000 primary and secondary school teachers in inclusive pedagogy and the use of assistive devices and materials by FY 2029/30.
- f) Integrate inclusive education modules into pre-service training in UNITE by FY 2027/28.
- g) Procure and distribute assistive devices and learning materials (e.g., braille, sign language kits, hearing aids, mobility devices) to at least 50% of learners with disabilities in public schools by FY 2029/30.
- h) Upgrade 15 existing special primary schools to Centres of Excellence for specific disabilities (e.g., visual, hearing, intellectual, autism spectrum) by FY 2029/30.
- i) Construct and equip inclusive model classrooms in at least 30% of newly constructed schools, ensuring universal design features such as ramps, rails, inclusive toilets, and low-vision signage.
- j) Strengthen the Special Needs and Inclusive Education Department within MoES to coordinate cross sectoral interventions in health, social development, and local government.
- k) Conduct annual mapping of learners with disabilities and maintain a disaggregated EMIS database to track enrolment, progression, and completion by disability type by FY 2027/28.
- l) Increase enrolment of learners with disabilities in TVET institutions by 50% through inclusive admissions and targeted scholarships by FY 2029/30.
- m) Expand sign language and braille literacy by training 300 instructors and developing learning materials in partnership with the Uganda National Examinations Board (UNEBC) and NCDC.
- n) Ensure that all national assessments and examinations are adapted and accessible to learners with special needs, including provision of extra time, enlarged print, and support aides.

- o) Promote community sensitization and parent empowerment programmes in at least 100 districts to reduce stigma and increase retention of LSENDs.
- p) Strengthen collaboration with the Ministry of Health, Ministry of Gender, Labour and Social Development, and other stakeholders to ensure early identification, referral, and support services.
- q) Facilitate the formation of primary school-level Inclusion Committees and District Inclusive Education Task Forces to monitor SNIE progress and resolve local barriers.
- r) Secure dedicated annual funding for inclusive education under the
- s) MoES budget framework, ensuring sustainability of interventions. (take this to ESSP with specification)

### **2.2.21. Guidance and Counselling**

- a) Placement of learners at S.1 and S.5 will be conducted annually. The number of schools receiving guidance and counselling services will increase from 300 to 1,000 per year.
- b) Guidance and Counselling teachers (1,000) and District Education Officers (177) will be trained annually in psychosocial support and mental health.
- c) Career guidance outreach will be expanded to 1,000 secondary schools each year.
- d) Updated materials on guidance, counselling, and mental health will be disseminated to at least 12,550 primary schools, 1,416 secondary schools, and 130 tertiary institutions by FY 2029/30.

## CHAPTER 3: GENERAL STANDARDS

In implementing the commitments under this Chapter, MoES shall observe the following General Service Standards;

### 3.1. Access to office premises

- a) Our staff shall be available at all times during working hours and will accord all clients equal opportunities.
- b) We shall attend to all Clients irrespective of status, sex, age, colour, ethnic origin, tribe, birth, religion, health status, social or economic standing, or disability, and take affirmative action in favor of the marginalized.

### 3.2. Working hours

- a) Our offices will remain open to our clients from Monday to Friday from 08:00am to 12:45pm and 02:00pm to 05:00pm.
- b) Our offices will be closed to the public on weekends and designated public holidays

### 3.3. Security

- a) All our clients are expected to comply with the security checks at the entrance of the office premises.
- b) Idlers and hawkers / vendors shall not be allowed in the premises.
- c) Clients shall be expected to wait at designated waiting areas.
- d) Armed personnel are requested to deposit their fire arms with the security at the entrance.
- e) All clients are expected to register and deposit their identity cards before being referred to the responsible office.
- f) Clients shall not loiter along the corridors of the Ministry's premises.

## CHAPTER 4: CLIENTS, RIGHTS AND OBLIGATIONS

### 4.1. Clients of MoES

- a) Learners.
- b) Parents.
- c) Teaching and non-teaching staff in education institutions.
- d) Ministries, Departments, Agencies, and Local Governments.
- e) International organizations such as United Nations (UN), UNICEF, World Health Organization (WHO), International Monetary Fund (IMF), World bank, etc.
- f) Non-government organizations.
- g) Internal staff of the ministry.
- h) Suppliers.
- i) Contractors.
- j) Parliament.
- k) Judiciary.
- l) Citizens.

### 4.2. Rights of the client

As a valued client of the Ministry of Education and Sports, you are entitled to professional, transparent, and courteous service at all times. We are committed to upholding your rights as we deliver quality education and sports services.

### 4.3. Our clients are entitled to

- a) Quality, courteous, and timely responses to all requests, complaints, and inquiries. Privacy and confidentiality in the handling of personal information, used only for lawful and authorized purposes.
- b) Access to complete, accurate, and clear information, including where and how to obtain Ministry forms, and the applicable costs or fees.
- c) Service from staff who identify themselves by name and wear official identity cards where appropriate.
- d) Clean, safe, and accessible offices and service points.
- e) The right to lodge a complaint when the service received falls below the established standards.

#### **4.4. Obligations of the Client**

To enable us to serve you effectively, we request our clients while interacting with our staff on official matters to:

- a) Be courteous, respectful, and cooperative with our staff at all times.
- b) Respect the rights and privacy of other clients while seeking services.
- c) Provide accurate, complete, and truthful information when making inquiries or requests.
- d) Notify us promptly of any changes to your personal details, such as address or contact information.
- e) Schedule appointments for complex inquiries or when you wish to meet a specific officer.
- f) Contact the designated officer indicated in our correspondence and quote the reference number, where applicable.
- g) Use the appropriate communication channels for submitting requests, feedback, complaints, or compliments.
- h) Allow sufficient time for the Ministry to process and respond to your inquiries or requests.
- i) Collaborate with our staff to resolve any challenges or misunderstandings that may arise.
- j) Inform us when service delivery does not meet your expectations, to help us improve.
- k) Recognize and share feedback when excellent service is rendered to encourage outstanding performance.
- l) Comply with all laws, regulations, and procedures governing education and sports services.

## **CHAPTER 5: COMMUNICATION AND FEEDBACK MECHANISMS:**

### **5.1. Correspondence and Feedback**

To ensure efficient communication and client satisfaction, we commit to the following service standards:

- a) **Courtesy and Professionalism:** All clients will be treated with respect, fairness, and courtesy. We shall provide the fastest possible service to all who engage with us in person.
- b) **Telephone Response:** All internal and external calls on official lines will be answered within three (3) rings or where possible call back.
- c) **Written Communication:** All letters, emails, and phone messages will receive a response as promptly as possible as and no later than five (5) working days from the date of receipt, where an immediate response is not feasible.
- d) **Information Requests:** Requests for existing printed materials, reference documents, or publications will be addressed within ten (10) working days of receipt.
- e) **Appointments and Walk-ins:**
  - i) Clients with prior appointments will be attended to within ten (10) minutes of arrival.
  - ii) Clients without appointments will be attended within thirty (30) minutes, and every effort will be made to minimize inconvenience.
- f) **Access to Information:** We shall maintain a website that is accurate, relevant, and regularly updated to provide clear and accessible information to the public.

### **5.2. Managing Client Complaints**

We are committed to handling all client complaints promptly, fairly, and constructively.

Our complaint-handling procedure is guided by transparency, accountability, and a focus on continuous improvement.

- a) **Acknowledgment:** All complaints shall be acknowledged within 48 hours of receipt.
- b) **Initial Response:** All complaints received by the Ministry shall be addressed within five (5) working days.
- c) **Resolution and Follow-up:** Complaints under investigation shall be concluded within ten (10) working days.
- d) If the matter requires more time, the client will be kept informed of progress at every stage.

- e) **First-Level Handling:** Clients are encouraged to first raise their concern directly with the officer or staff member providing the service. The officer shall acknowledge the concern, apologize where necessary, and make every effort to resolve it immediately.
- f) **Constructive Engagement:** Both the client and staff member shall remain courteous and solution-oriented, focusing on resolving the issue rather than apportioning blame.
- g) **Documentation:** Details of the complaint shall be accurately recorded to ensure a full understanding of the issue and facilitate appropriate action.
- h) **Timely Resolution:** Efforts shall be made to resolve the complaint without undue delay to prevent escalation.
- i) **Communication and Follow-Up:** Clients shall be kept informed of progress or delays. Staff shall avoid making commitments they cannot fulfil and will follow up to confirm client satisfaction with how the complaint was handled.
- j) **Record-Keeping:** All complaints shall be logged and centrally recorded to identify recurring issues and inform service improvements.
- k) **Escalation Pathway:**
  - i) If a client is dissatisfied with the response provided, the issue may be referred to the relevant supervisor.
  - ii) If unresolved, the client may appeal to the Head of Department, who shall act within five (5) working days.
  - iii) As a final resort, the client may appeal directly to the Permanent Secretary, who shall take appropriate action within seven (7) working days of receipt.

### **5.3. Dispute Resolution**

- a) **Fairness and Impartiality:** We are committed to handling all disputes with fairness, objectivity, and impartiality. Every client shall be given an equal opportunity to present their concerns and receive a just resolution without discrimination or bias.
- b) **Expedient Handling:** We shall address all disputes promptly and diligently. Each case will be carefully reviewed, investigated, and resolved as quickly as possible to ensure that issues are settled in a transparent and satisfactory manner.

## **CHAPTER 6: DISSEMINATION AND ACCOUNTABILITY**

### **6.1. Dissemination**

The charter will be disseminated through the website.

Hardcopies will also be printed and shared with the stakeholders.

The information will be shared with all educators/trainers during induction programs.

### **6.2. Accountability Mechanism**

The Ministry is committed to continuous improvement, transparency, and accountability in all its service delivery processes. We shall:

- a) Review the Client Service Charter annually to ensure relevance and responsiveness to client needs.
- b) Integrate performance management into quality assurance and report regularly against set service standards.
- c) Publish annual performance reports from all sectors to promote transparency and public accountability.
- d) Hold annual public forums with stakeholders to gather feedback and integrate their views into policies and guidelines.
- e) Regularly monitor and assess clients' awareness and understanding of the Service Charter.
- f) Conduct annual Customer Satisfaction Surveys and periodic Net Promoter Score (NPS) assessments.
- g) Provide continuous quality training and coaching for staff to strengthen customer service delivery.
- h) Recognize and reward staff who demonstrate exceptional commitment to client service excellence.

### **6.3. Contact us**

We welcome constructive criticism and feedback about services delivered as well as appreciation and suggestion by giving us feedback related to our services.

You can give feedback or contact us for any inquiry by post, email, verbal conversation, or telephone.

All complaints, suggestions or inquiries will be taken seriously and dealt with as quickly as possible. They should be addressed to:

<b>Telephone (General)</b>	0417 893 600
<b>Telephone (PRO)</b>	0417 893 615
<b>Toll Free Line</b>	<b>0800100257</b>
<b>Website</b>	<a href="http://www.education.go.ug">www.education.go.ug</a>
<b>Email</b>	<a href="mailto:permasec@education.go.ug">permasec@education.go.ug</a>
<b>Postal Address</b>	P. O. Box 7063, Kampala, Uganda
<b>Physical Location</b>	Ministry of Education, and Sports Headquarters, Embassy House, King George VI Way, Kampala
<b>Social media</b>	Facebook: <i>Ministry of Education and Sports Uganda</i> Twitter/X: <i>@Educ_SportsUg</i> YouTube: <i>Ministry of Education and Sports Uganda</i>