



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS
SERVICE DELIVERY STANDARDS
FY 2025/26-FY 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

DECEMBER 2025



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DELIVERY STANDARDS

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FOREWORD



I am pleased to present the Service Delivery Standards for the Ministry of Education and Sports. These standards represent our commitment to delivering high-quality services to our clients, including learners, teachers / trainers, parents, and the broader community that we serve as Ministry of Education and Sports.

Our goal is to ensure that every Ugandan child has access to affordable quality education and sports opportunities. These Service Delivery Standards outline the expectations for our Ministry in ensuring that we are accountable, transparent, and responsive to our clients' needs.

I am confident that these standards will guide us in providing excellent services, enhancing client satisfaction, and contributing to Uganda's socio-economic development.

A handwritten signature in black ink, which appears to read 'JK Museveni'.

Janet K. Museveni

FIRST LADY AND MINISTER OF EDUCATION AND SPORTS

PREAMBLE:

The Ministry of Education and Sports is committed to delivering high quality services to our clients and stakeholders. I am pleased to introduce our Service Delivery Standards for the Financial Years 2025/2026 to 2029 / 2030, which outline our commitment to excellence in service delivery.

The objectives of the Service Delivery Standards are to:

- a) Ensure consistency in service delivery across the sector
- b) Provide a yard stick for developing our plans and budgets, Client Charter, manpower plans etc.
- c) Empower service recipients and communities to demand for services which are due to them
- d) To provide a basis for review of management systems and processes

As Ministry of Education and Sports we are committed to implementing the Service Delivery Standards to ensure we fulfil the mandate as we meet the expectations of the Stakeholders.

The Ministry of Education and Sports is dedicated to upholding Service Delivery Standards to meet our mandate and serve stakeholders' expectations. We shall appreciate feedback on the level of satisfaction with the services that we provide.

Dr. Kedrace R. Turyagyenda

PERMANENT SECRETARY

LIST OF ACROYMNS

Acronym	Meaning
AEOs	Assistant Education Officers
ASSA	Admissions, Scholarships and Students Affairs
BoGs	Boards of Governors
BRMS	Basic Requirements and Minimum Standards
CAPE	Creative and Performing Arts Education (CAPE strands)
CAPE1	CAPE 1 – Music, Dance and Drama (MDD)
CAPEs	Creative and Performing Arts (CAPEs)
CCs	Coordinating Centres
CPD	Continuous Professional Development
EARS	Educational Assessment Resource Services (Centres)
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
EOs	Education Officers
G&C	Guidance and Counselling
GC	Guidance and Counselling
HESFS	Higher Education Students Financing Secretariat
ICT	Information and Communications Technology
MDD	Music, Dance and Drama
MoES	Ministry of Education and Sports
MoU	Memorandum of Understanding
NDP IV	Fourth National Development Plan
NDPIV	National Development Plan IV (alternative rendering)

NETH	National Education & Training for Health
NIRA	National Identification and Registration Authority
NPA	National Planning Authority
NRM	National Resistance Movement (referenced as <i>NRM Manifesto</i>)
PBR	Pupil–Book Ratio
PE	Physical Education
PES	Physical Education & Sports
PGD	Postgraduate Diploma
PPDA	Public Procurement and Disposal of Public Assets (Authority/Act)
PPP	Public–Private Partnership
PWDs	Persons with Disabilities
RIA	Regulatory Impact Assessment
RPL	Recognition of Prior Learning
SCR	Student–Classroom Ratio
SLR	Student–Latrine Ratio
SNE	Special Needs Education
SOPs	Standard Operating Procedures
SSR	Student–Staff Ratio
STDMS	Secondary Teacher Development Management System
STEM/I	Science, Technology, Engineering and Mathematics / Innovation
TDMS	Teacher Development Management System
TELA	Teacher Effectiveness and Learner Achievement System
TIs	Training Institutions
TOT	Training of Trainers

TTTRI	Trainers' Training, Research and Innovation
TVET	Technical Vocational Education and Training
UET	University Education and Training
UGX	Uganda Shilling(s)
UNATCOM	Uganda National Commission for UNESCO
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoTIA	Universities and Other Tertiary Institutions Act
UPE	Universal Primary Education
UQF	Uganda Qualifications Framework
USE	Universal Secondary Education

CHAPTER ONE

1.1. INTRODUCTION

According to Regulation 28 of the NPA (Development Plans) Regulations 2018 and Section A-n of the Public Service Standing Orders, 2021, Ministries Departments Agencies and Local Governments are required to develop and publish Service Delivery Standards and Client Charters for the services provided by the Entities as a basis for planning, budgeting consistently delivering quality services. Section A Paragraph 30 of the Uganda Public Service Standing Orders 2021 and Establishment Notice No. 3 of 2011 provide guidance on the process of developing, documenting, disseminating and implementing service delivery standards.

This has necessitated the development of the service delivery standards document by the Ministry of Education and Sports. The service delivery standards outline the expected standards for service delivery. The set standards are intended to improve efficiency and effectiveness in service delivery and enable the Ministry of Education and Sports to provide services that are client centered, efficient, and effective, contributing to improved education and sports development in Uganda.

The Ministry of Education and Sports is committed to implementing and monitoring the service delivery standards, with responsibilities assigned to various departments and units.

These service delivery standards will provide a basis for developing the ministry strategic plans and budgets, individual performance plans for staff and the framework

for monitoring and evaluation of initiatives.

1.2. MANDATE

Providing policies and ensuring standards for values-based quality education, training and sports for all.

1.3. VISION

Quality Education, Training and Sports Services for all.

1.4. MISSION

To coordinate, regulate and promote quality education, training and sports to all persons in Uganda.

1.5. CORE VALUES

The Ministry's Core Values provide the ethical foundation that guides all decisions, actions, and service delivery. They define the standards of conduct expected of all staff, promote accountability and public trust, and ensure that the Ministry's work remains aligned with national priorities, legal frameworks, and professional standards. These include;

- Integrity
- Impartiality
- Transparency
- Team work
- Professionalism
- Innovation
- Loyalty

1.6. STRATEGIC OBJECTIVES

The Strategic Objectives outline the key focus areas through which the Ministry will strengthen human capital development, improve skills and labour market relevance, promote sports and physical education, and reinforce policy, legal, and institutional frameworks during the Plan period.

These include.

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

1.7. PURPOSE OF SERVICE DELIVERY STANDARDS

The purpose of the Service Delivery Standards is to establish a clear and consistent framework that promotes accountability, professionalism, responsiveness, and transparency in the delivery of services by the Ministry of Education and Sports. The Standards are intended to clarify service expectations, strengthen institutional performance, enhance public confidence, and ensure that all services are delivered in an efficient, equitable, and citizen-focused manner across all levels of the Ministry.

1.8. OBJECTIVES:

The service delivery standards define minimum service levels, ensure consistency in service delivery, guide planning and monitoring, empower service recipients, and support continuous improvement of management systems.

To define the minimum levels of services the ministry should provide and what service recipients should expect in terms of quantity, quality, time, cost, and coverage.

These include.

- i) To provide uniformity and consistence in provision of services at all levels of the ministry.
- ii) To provide a yardstick for developing institutional plans and budgets, man- power forecast and framework for monitoring and evaluation of services.
- iii) To empower service recipients to demand services, which are due to them.
- iv) To provide a basis for review of management systems and processes.

1.9. IMPLEMENTATION OF SERVICE DELIVERY STANDARDS

The ministry shall track and report on the implementation of service delivery standards on quarterly and annual basis. The reports shall be discussed by management and at all levels of governance to ensure service improvement.

The Service Delivery Standards will be implemented by various Departments under the Ministry and other stakeholders/institutions.

1.10. MEASURES OF STANDARDS

The standards shall be measured in a combination of any of the following.

- i) Quantity; the number or volume of service, product, output or performance to be delivered or provided. Examples of appropriate unit for output include number, value, mileage, area, etc.
- ii) Quality; the extent to which the output, performance, service, or product satisfies the client and/or meets the required set standards and service specifications. Examples of quality are grade levels of primary seven school leavers.
- iii) Cost; the total cost in terms of money and/or other resources used to deliver an output or service or product or the user fee paid to access a service.
- iv) Time; the duration taken in terms of minutes, hours, days, weeks, etc. to deliver a service or complete a transaction (turn-around time). It is the responsiveness and speed within which a service ought to be provided.
- v) Process workflow; the number of steps or procedures a client is expected to go through to obtain a service.
- vi) Coverage; the extent to which planned outputs or service reach the targeted population.
- vii) Accessibility; availability of a service to clients-including locations, hours of operation, language, convenience, and options for obtaining service.
- viii) Delivery; the extent to which the intended service outcomes and objectives are achieved.

1.11. DEVELOPMENT OF SERVICE DELIVERY STANDARDS

The Service Delivery Standards were developed through a structured and consultative process involving relevant Departments of the Ministry, with technical guidance provided by the Ministry of Public Service. The process entailed a comprehensive review of the applicable legal and policy framework to ensure alignment with national public service standards, statutory mandates, and best practices in service delivery. This consultative and evidence-based approach was intended to promote ownership, coherence, and consistency in the implementation of the Standards across the Ministry.

1.12. REVIEW OF THE SERVICE DELIVERY STANDARDS

The Service Delivery Standards shall be subject to periodic review every five (5) years to ensure continued relevance, effectiveness, and alignment with the National Development Plan and the Ministry's Strategic Plan. The review process shall consider emerging policy priorities, institutional reforms, stakeholder feedback, and changes in the legal and operational environment, with a view to strengthening service quality and responsiveness over time.

CHAPTER TWO

2.1. MINISTRY OF EDUCATION AND SPORTS SERVICES

The services offered by the Ministry of Education and Sports have been categorized into: -

- (i) Technical Vocational Education and Training (TVET) Services.
- (ii) Secondary Education Services.
- (iii) Guidance and Counselling (G&C) Services.
- (iv) University Education and Training (UET) Services.
- (v) Teacher Education Training and Development (TETD) Services.
- (vi) Physical Education & Sports Services (PES) Services.
- (vii) Pre-Primary and Primary Services.
- (viii) Education standards services.
- (ix) Higher Education Students Financing Secretariat (HESFS) Services.
- (x) Admissions, Scholarships and Students Affairs (ASSA) Services.
- (xi) Special Needs Education (SNE) Services.
- (xii) United Nations High Commission for UNESCO (UNATCOM) services.

The above services have been clearly explained in the abridged version of the Service Delivery Standard Document under table 3.0 below:

2.2. ABRIGDED VERSION OF MINISTRY OF EDUCATION AND SPORTS

SERVICE DELIVERY STANDARDS FOR THE CORE SERVICES:

	Service Delivery Point	Service description	Service delivery standard
A	TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)		
1	Objective: To Ensure equitable Access to quality and relevant Education and Training at TTTRI institutions.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINERS' TRAINING RESEARCH AND INNOVATION	Admission of trainees into TVET trainers' training institutions conducted.	<ul style="list-style-type: none"> • Minimum entry requirement is diploma in a specific trade (i.e. electrical & Health etc.). • Minimum of 2 yrs. work experience. • Admission of trainees into TVET Trainers Institutions must conform to the Affirmative actions (i.e. Gender, Special needs) • At least one applicant from each District. • Administer Pre-Vocational Performance Tasks (Practical Exam-80%) and Theory-20%)
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINERS' TRAINING RESEARCH AND INNOVATION	Admission of trainees into Health TVET trainers' training institutions.	<ul style="list-style-type: none"> • Minimum entry requirement is diploma or degree specific nursing/midwifery or Allied Health • Minimum of 2 yrs. work experience. • Admission of trainees into TVET Trainers Institutions must conform to the Affirmative actions (i.e. Gender, Special needs) • At least one applicant from each District • Administer Performance Tasks (Practical Exam-80%) and Theory-20%)

	Service Delivery Point	Service description	Service delivery standard
2	Objective: To promote universal and affordable Education and training aligned with Uganda Vision 2040 and NDP.IV Priorities.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINNERS’ TRAINING RESEARCH AND INNOVATION	Develop Uganda Qualifications Framework (UQF)	<ul style="list-style-type: none"> • Approved UQF by an act of parliament. • The UQF should spell out the qualification levels of the education system. • A qualification registers for all qualifications acquired through formal, informal, or non-formal. • UQF must have Level descriptors with three domains i.e., knowledge, skills & responsibilities, attitude values and behavioral attributes to ease comparison of qualifications. • UQF should show the various qualification pathways i.e., higher education, TVET, basic education, professional & Recognition of prior learning (RPL). • UQF should recognize the credit accumulation & transfer in the education system i.e., the credits accumulated at various levels. • Implementation standards and guidelines approved by the relevant authorities.
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINNERS’ TRAINING RESEARCH AND INNOVATION	Develop Competence Profile	<ul style="list-style-type: none"> • Approved competence profiles. • TVET instructor's adherence to the duties & responsibilities. • TVET instructors should have the competences to deliver the required knowledge, skills, & values to trainees.

	Service Delivery Point	Service description	Service delivery standard
	RESEARCH AND INNOVATION		
3	Objective: To improve the relevance and competitiveness of Ugandan Education and training in the regional and global markets.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINNERS’ TRAINING RESEARCH AND INNOVATION	TVET related research conducted.	<ul style="list-style-type: none"> •Conduct needs assessment. •At least one research per year.
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINNERS’ TRAINING RESEARCH AND INNOVATION	Promote Innovations in TVET Institutions	<ul style="list-style-type: none"> •At least a commercial production and innovation unit set-up in TVET trainers’ training institutions. •At least one Instruction aid developed by the TVET instructor.
4	Objective: To enhance institutional capacity at the central and local government levels for efficient education service delivery		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINNERS’ TRAINING RESEARCH AND INNOVATION	Establish synergies with local government for TVET Trainers Training, Research, and innovation	<ul style="list-style-type: none"> •At least 2 MoU or collaboration agreements established with World of work practitioners •TVET trainers’ colleges to set-up a co-ordination committee to co-ordinate the institution and local government. •Co-ordination committee composition members: Member from the community, Local Government and a TVET institution.

	Service Delivery Point	Service description	Service delivery standard
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – TRAINERS’ TRAINING RESEARCH AND INNOVATION	Developing a pool of master trainers for TVET institutions.	<ul style="list-style-type: none"> • At least 20 TVET Master trainers, per trade per year. • Ability to demonstrate knowledge, skills, competences & values. • Trained as a TOT. • Should demonstrate competences to deliver knowledge, skills, and values to instructors & trainees.
5	Objective: Increase access to TVET training in scarce skills TVET programs to reverse the currently inverted skills triangle		
	HEALTH EDUCATION AND TRAINING	Interviews for admission into Public Health Training Institutions at Certificate & Diploma levels conducted	<ul style="list-style-type: none"> • Interview details publicized with 30 days before the interview dates • Annual conduct of the interviews • Adherence to admission guidelines • Adherence to Minimum entry requirements • Results disseminated within 30 days after conduct of interviews Report submitted within 30 days after conduct of interviews
	HEALTH EDUCATION AND TRAINING	Verification of new students conducted	<ul style="list-style-type: none"> • 100% verification for all new students within 60 days after admission. • Feedback provided to schools immediately after verification Report submitted within 30 days after the verification exercise
	HEALTH EDUCATION AND TRAINING	Capitation grants provided to the accredited Public Health TIs.	<ul style="list-style-type: none"> • Accredited Public Health Training Institutions. • All trainees should be registered on EMIS. • Minimum cost per trainee is UGX 25,000 per day.

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> •Each government student is only sponsored in the specified period of the study program. Timely accountability for the funds received
	HEALTH EDUCATION AND TRAINING	Establishment of at least 1-3 Health Training Institutions at a Regional or General Hospital	<ul style="list-style-type: none"> •100% adherence to the BRMS for establishment of a Health Training Institution in Uganda •100% adherence to the construction guidelines •Compliance to regulatory guidelines •75% completion of the construction works, and •75% equipment installed and provided before enrollment, •75% of the resources mobilized before established 75% of the expected enrollment achieved after 2 -5 years of establishment,
	HEALTH EDUCATION AND TRAINING	Rehabilitation, expansion & equipping of institutions conducted	<ul style="list-style-type: none"> •At least 3 Public Health TIs rehabilitated, & expanded within according to need, •100% adherence to the construction guidelines, •75% completion of the building and equipment provided before utilization, •75% of the resources mobilized before rehabilitation, •At least 2-5% of the annual budget for the institution allocated for maintenance and rehabilitation 75% of the expected enrollment achieved after 2 -5 years of expansion.

Service Delivery Point	Service description	Service delivery standard
HEALTH EDUCATION AND TRAINING	The identified Five PTCs or any other identified institutions remodeled into Health Training Institutions.	<ul style="list-style-type: none"> • 100% adherence to the BRMS for establishment of a Health Training Institution in Uganda • 100% adherence to the construction guidelines • Compliance to regulatory guidelines • 75% completion of the building and equipment provided before enrollment, • 75% of the resources mobilized before start of remodeling • 75% of the expected enrollment achieved after 2 -5 years of remodeling,
6	Objective: Provide the required physical infrastructure and equipment, instructional materials, human resources and quality assurance mechanism for Higher Education and TVET Institutions including Special Needs Education (SNE)	
HEALTH EDUCATION AND TRAINING	Funds for specialized health training materials provided	<ul style="list-style-type: none"> • Accredited Public Health Training Institutions. • Funds for specialized health training materials disbursed in Health TIs quarterly • Utilization of the allocated funds with the financial year • Procurement done as per PPDA guidelines, • Procurement undertaken in line with technological advisements and current industry standards • Availability and functionality of the training materials procured Timely accountability for the funds received
HEALTH EDUCATION AND TRAINING	Staffing levels in Health Training Institutions improved	<ul style="list-style-type: none"> • Classroom; Staff to student ratio is 1:40,

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> • Practicum; Staff to student ratio is 1:6v& 10 which can vary according to the program. • 95% staff retention per year, • Vacancies filled to at least 75%, 16 to 18 contact hours per Trainer per week
7	Objective: Develop, review and implement policies and regulations related to Education and Sports		
	HEALTH EDUCATION AND TRAINING	National Education & Training for Health (NETH) Policy implemented	<ul style="list-style-type: none"> • All accredited Health Training Institutions/Medical Schools must adopt and operationalize the policy within the approved implementation time frame (1 year after approval). • NETH policy, guidelines and, standards disseminated to all stakeholders. <p>Planned services within the policy delivered in line with approved work plans and budgets</p>
	HEALTH EDUCATION AND TRAINING	Support supervision for Health Training Institutions conducted.	<ul style="list-style-type: none"> • 95% to 100% support supervision conducted in the Health Training Institutions annually, • 100% utilization of the standardized supervision tool, • Supervision reports submitted in 60 days, <p>Corrective Action Plan implemented accordingly</p>
8	Objective: Promote industry-driven and Employer led TVET and Higher Education skilling and training		

	Service Delivery Point	Service description	Service delivery standard
	HEALTH EDUCATION AND TRAINING	Retooling of Health Tutors, instructors, mentors, preceptors and other personnel conducted.	<ul style="list-style-type: none"> • At least 150 staff retooled annually • At least 85% attendance rate of expected participants, • 2-4 sessions conducted annually, 10-20% improvement of knowledge acquisition
	HEALTH EDUCATION AND TRAINING	National Health Professionals' Education, Training & Health Care Conference conducted	<ul style="list-style-type: none"> • Conference held annually • At least 85% attendance of expected participants, • At least 85% of expected partners and stakeholders involved, • At least 1-5 mentions/involvement by the National Public Broadcasting Services about the conference, • At least 85% of the proposed budget secured before the start of the conference • Submission and conference report disseminated within 30 days after the conference, • Conference resolution adopted by the end of the conference and endorsed by the relevant authority within 20 days after the conference, then implemented accordingly <p>Conference evaluation done within 7 days after the conference</p>
	HEALTH EDUCATION AND TRAINING	Stakeholder dialogue sessions held	<ul style="list-style-type: none"> • Minimum 4 dialogue sessions per year, • At least 85% of expected stakeholder involved in each dialogue sessions, • Reports disseminated within 14 days after the dialogue session,

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> Recommendations and resolutions generated by the end of each session, Resolutions implemented accordingly.
	HEALTH EDUCATION AND TRAINING	TVET Health trainers trained in competencies required to handle people with special needs.	<ul style="list-style-type: none"> At least 2 TVET Health trainers trained and certified in special needs competencies per each Health Training Institution, 95% attendance rate for expected participants, All Health training institutions implement special needs adaptations
9	To develop, and review policies, programs, projects, strategies, standards and guidelines for TVET delivery.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	TVET delivery Policies developed and reviewed.	Policies reviewed after 5 years following the established guidelines
10	Establish and maintain an up-to-date data bank and information management and communications system about TVET Operations and Management.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Up to date data on TVET delivery collected and analyzed.	Data on TVET delivery updated quarterly
11	To Provide incentives to increase enrolment in skills-scarce TVET programs to reverse the currently inverted skills triangle.		

	Service Delivery Point	Service description	Service delivery standard
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Increased TVET enrolment.	Admissions conducted in line with the approved admission guidelines.
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Scholarships allocated to critical skill needs	<ul style="list-style-type: none"> ➤ 100% of those meeting the selection criteria will be sponsored. ➤ Sponsorship based on the identified critical skills as guided by the National Priorities. Admission will be based on the physical disability of the learner for PWDs. Priority given to female applying for male dominated courses.
12	To provide the required physical infrastructure, Training materials and human Resources to TVET institutions.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Assessment of TVET infrastructure gaps conducted	<ul style="list-style-type: none"> ➤ Infrastructure assessments conducted quarterly. ➤ Facility maintenance guidelines issued once a year.
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Assessment of TVET Training materials and equipment conducted.	<ul style="list-style-type: none"> ➤ Training materials and equipment assessments conducted at the start of every academic year. ➤ Training Equipment maintenance guidelines issued once a year.

	Service Delivery Point	Service description	Service delivery standard
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Assessment of Human resource gaps in TVET institutions conducted.	Staffing gaps assessments done annually in line with the approved staffing structure.
13	To monitor curricular implementation and Competence Based Training in TVET institutions.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Monitor compliance for the preparation of training plans, schemes of work, and availability of training materials and equipment in TVET Institutions done.	Training plans and Schemes of work prepared following Competence based training frameworks.
14	To initiate and mobilize resources for TVET delivery		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Revenue generated through training with production.	Training with production conducted in accordance with the established guidelines.
	Identify skills, capacity gaps and recommend appropriate continuous professional development for technical staff in TVET O&M department and institutions.		
	TECHNICAL VOCATIONAL EDUCATION AND TRAINING – OPERATIONS AND MANAGEMENT	Skills needs assessment conducted.	<ul style="list-style-type: none"> ➤ Skills needs assessment conducted annually following the established guidelines. ➤ Attendance to CPD - 40 hours for TVET trainers and 25 hours TVET Managers.
B	SECONDARY EDUCATION		
1	Objective: Promote equitable and affordable access to quality & appropriate secondary education.		

	Service Delivery Point	Service description	Service delivery standard
	GOVERNMENT SECONDARY EDUCATION	Schools established for equitable access to government secondary education.	<ul style="list-style-type: none"> •Every sub-county with at least one government or government aided secondary school. •Secondary schools established in line with government policy.
	GOVERNMENT SECONDARY EDUCATION	School facilities in existing secondary school expanded	<ul style="list-style-type: none"> •Student classroom Ratio (SCR) of 45:1, •Student Latrine Ratio (SLR) of 30:1
	GOVERNMENT SECONDARY EDUCATION	Cost of education on families reduced by providing capitation grants	All eligible students enrolled in USE schools provided with capitation grants
2	Objective: Promote improved quality of secondary education.		
	GOVERNMENT SECONDARY EDUCATION	Science laboratories constructed and equipped	<ul style="list-style-type: none"> •At least two (2) functional science laboratories per O-Level school •At least three (3) science laboratories per A-Level school
	GOVERNMENT SECONDARY EDUCATION	ICT laboratories established and equipped	At least one (1) ICT laboratory with at least 45 functional computers and internet connection per school;
	GOVERNMENT SECONDARY EDUCATION	Adequate number of classrooms constructed	SCR = 45:1 ¹
	GOVERNMENT SECONDARY EDUCATION	Adequate sanitation facilities provided in schools	SLR = 40:1
	GOVERNMENT SECONDARY EDUCATION	Staff houses constructed	SSR = 1:6

¹ NCDC recommends 35:1 for LS CBC implementation

	Service Delivery Point	Service description	Service delivery standard
	GOVERNMENT SECONDARY EDUCATION	Teachers and non-teaching staff deployed in Government and Government-Aided secondary Schools	1 headteacher, 1 deputy headteacher, 7 EOs-Arts, 7 EOs-Sciences, 5 AEOs-Arts, 4AEOs-Sciences, 1 bursar, 1 steno secretary, 1 enrolled nurse, 2 laboratory assistants and 1 library assistant ¹ , (and group employees)
	GOVERNMENT SECONDARY EDUCATION	Instructional materials provided to schools	SBR of 1:1 for core and 3:1 for non-core subjects
3	Objective: Promote efficiency and effectiveness in the provision of secondary education in Government and Government grant-aided school.		
	GOVERNMENT SECONDARY EDUCATION	Teachers are deployed to schools on a rationalized basis	Htr = 6 lessons D/Htr = 12 lessons A-Level Teacher = 18 lessons O-level Teacher = 20 lessons
	GOVERNMENT SECONDARY EDUCATION	Functional Boards of Governors in established in schools	All Government and Government aided secondary schools have functional Boards
	GOVERNMENT SECONDARY EDUCATION	Schools support supervised regularly	Each Government or Government aided secondary school support supervised at least twice a year
4	Objective: To ensure that all private schools and institutions are appropriately guided, regulated, classified & graded to enable stakeholders/clients make informed decisions.		
	PRIVATE SCHOOLS AND INSTITUTION	Licensing of private schools conducted.	<ul style="list-style-type: none"> •Continuous update of the private school's register. •Publish an up-to-date register of all legally operating & closed private schools annually •Licensing of schools should be in line with the approved guidelines.

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> •Licensing is for only a period of 2 years & renewable once for one year. •School should have an EMIS no.
	PRIVATE SCHOOLS AND INSTITUTION	Registration of private schools conducted	<ul style="list-style-type: none"> •Continuous update of the private school's register. •Publish an up-to-date register of all legally operating & closed private schools annually •Registration of schools should be in line with the approved guidelines. •Registration is valid for a period 5 years as per guidelines. •School should have an EMIS no.
	PRIVATE SCHOOLS AND INSTITUTION	Private schools graded	<ul style="list-style-type: none"> •All schools to be graded using the approved grading structure. •Every after 5 years
	PRIVATE SCHOOLS AND INSTITUTION	Guidelines for staff employment in private schools & institution of 2017 reviewed.	<ul style="list-style-type: none"> •Review every after 5 years. •Employment of teachers registered / licensed by MoES as per guidelines & national teacher policy. •All employees in private schools must have signed employment contracts by valid BoGs.
5	Objective: To protect interests of all stakeholders (students / clients / proprietors / parents, staff, etc.) in the privately owned / managed education institutions.		
	PRIVATE SCHOOLS AND INSTITUTION	Functional Board of Governors (BoGs) constituted in accordance with education act.	<ul style="list-style-type: none"> •All private schools must have approved functional BoGs before time of registration. •Validity & membership as per education act. •All approved BoGs members must be inducted. •All approved BoGs must be gazette.

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> •Licensing is for only a period of 2 years & renewable once for one year. •School should have an EMIS no.
	PRIVATE SCHOOLS AND INSTITUTION	Registration of private schools conducted	<ul style="list-style-type: none"> •Continuous update of the private school's register. •Publish an up-to-date register of all legally operating & closed private schools annually •Registration of schools should be in line with the approved guidelines. •Registration is valid for a period 5 years as per guidelines. •School should have an EMIS no.
	PRIVATE SCHOOLS AND INSTITUTION	Private schools graded	<ul style="list-style-type: none"> •All schools to be graded using the approved grading structure. •Every after 5 years
	PRIVATE SCHOOLS AND INSTITUTION	Guidelines for staff employment in private schools & institution of 2017 reviewed.	<ul style="list-style-type: none"> •Review every after 5 years. •Employment of teachers registered / licensed by MoES as per guidelines & national teacher policy. •All employees in private schools must have signed employment contracts by valid BoGs.
5	Objective: To protect interests of all stakeholders (students / clients / proprietors / parents, staff, etc.) in the privately owned / managed education institutions.		
	PRIVATE SCHOOLS AND INSTITUTION	Functional Board of Governors (BoGs) constituted in accordance with education act.	<ul style="list-style-type: none"> •All private schools must have approved functional BoGs before time of registration. •Validity & membership as per education act. •All approved BoGs members must be inducted. •All approved BoGs must be gazette.

Service Delivery Point	Service description	Service delivery standard
GUIDANCE AND COUNSELLING	Stakeholders' engagements conducted.	A minimum of one stakeholder engagement per quarter
GUIDANCE AND COUNSELLING	Stakeholders sensitized and supported to implement guidance and counseling policies and strategies.	GC Materials developed, printed, and disseminated to all stakeholders within the education sector across all regions of the country Orientation of new students conducted
3	Objective: To initiate and coordinate the provision of guidance and counseling in schools/institutions.	
GUIDANCE AND COUNSELLING	Institutional guidance and counseling programs initiated, promote and coordinated	<ul style="list-style-type: none"> •Number of schools with established and operational guidance and counseling structures (two trained counselors per institution) •At least 90% of schools/institutions with functional G&C committees and active programs aligned with national GC framework and ethical standards. •2% of institutional budget directed to GC services. •School based coordination with periodic monitoring by MoES.
4	Objective: To develop and maintain an up-to-date national databank and information system on career guidance, counseling, placement of school, school health, and other psychosocial trends and services in schools/institutions to guide decision-making and advise stakeholders.	
GUIDANCE AND COUNSELLING	National databank and information management system established and maintained.	Data collected quarterly from all registered institutions

	Service Delivery Point	Service description	Service delivery standard
	GUIDANCE AND COUNSELLING	Functional and regularly updated national database on G&C, career trends, and psychosocial indicators	<ul style="list-style-type: none"> • Verified and standardized reports aligned with MoES guidelines. • Supported through MoES annual budget and ICT infrastructure grants. Data collected, validated, entered, analyzed via EMIS
	GUIDANCE AND COUNSELLING	Placement of learners conducted	Placement based on performance, choices, intake capacity of a school and affirmative action
D	UNIVERSITY EDUCATION AND TRAINING (UET)		
1	Objective: To improve equitable access to university education & training through an expanded, coordinated, flexible and diversified tertiary system.		
	UNIVERSITY EDUCATION AND TRAINING	Admission and Enrolment in universities & other tertiary institutions increased.	<ul style="list-style-type: none"> • Enrollment in university education increased by 2% per annum. • A minimum 2 principal pass achievement at level considered.
	UNIVERSITY EDUCATION AND TRAINING	Regional public Universities established	At least one public university in every region.
	UNIVERSITY EDUCATION AND TRAINING	Violent free learning environment improved	100% completion of all enrolled students in universities established
	UNIVERSITY EDUCATION AND TRAINING	Private Investment in Higher Education attracted	<ul style="list-style-type: none"> • Quality of established university. • Private universities established as per UoTIA Act, (2001) amended. • Signing a Memorandum of Understanding between the investor and Government in place.

	Service Delivery Point	Service description	Service delivery standard
	UNIVERSITY EDUCATION AND TRAINING	Actors, players, and partners coordinated for responsive higher education service delivery	One coordination meeting held per quarter
2	Objective: To improve the relevance of university education n & training so that tertiary graduates are prepared to be innovative, creative and entrepreneurial in private & public sectors.		
	UNIVERSITY EDUCATION AND TRAINING	Competence based education and training framework developed	Competence based education framework in place and operationalized.
	UNIVERSITY EDUCATION AND TRAINING	Competence Based Education and training implemented.	All public and private universities implementing Competence based education framework
	UNIVERSITY EDUCATION AND TRAINING	Research, Innovative, creative and Entrepreneurial Education in all programs integrated	<ul style="list-style-type: none"> •Every public and private university to have a research and innovation hub •All students to participate in research, innovation and entrepreneurial activities
	UNIVERSITY EDUCATION AND TRAINING	Expand digital skills access, teaching and learning promoted.	All public and private universities adopting ICT use in teaching and learning
3	Objective: Building Public private partnership in service delivery		
	UNIVERSITY EDUCATION AND TRAINING	Universities with linkages and Public Private Partnership established	All PPP formalized in public and private universities

	Service Delivery Point	Service description	Service delivery standard
4	Objective: Ensuring adequacy of human, financial, and other resources in higher education service delivery.		
	UNIVERSITY EDUCATION AND TRAINING	Effectiveness of utilization of human, financial and other resources in higher education managed.	All human, financial, and other resources managed in line with the set guidelines.
	UNIVERSITY EDUCATION AND TRAINING	Oversight and improvement practices for university Governance systems strengthening integrated	All university Governance and performance indicators measured and reported quarterly
5	Objective: Accountability for and / all of financial, human and other resources in higher education		
	UNIVERSITY EDUCATION AND TRAINING	Accountability reports shared and submitted, Workplans and budgets developed	<ul style="list-style-type: none"> • All public university budgets rooted through the MoES by 30th March. • All private universities submit performance reports quarterly
E	TEACHER EDUCATION TRAINING AND DEVELOPMENT		
1	Objective: To provide quality & relevant teacher education curricular & programs for pre-service, in-service, & continuous professional development to all staff.		
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Teacher training & development curriculum implemented	<ul style="list-style-type: none"> • Implementation of teacher training and development curriculum to follow the approved teacher training framework by MoES. • Qualifications of a teacher educator Minimum of a bachelors in teacher education Must have a PGD in teacher education.

	Service Delivery Point	Service description	Service delivery standard
			Must be a registered teacher.
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Competence profiles for the teacher educator & the teacher developed.	<ul style="list-style-type: none"> •Every teacher must have a scheme of work & daily lesson plan. •Record of learners. Every teacher must maintain a record of learners. •Assessment of learners. A teacher must assess and keep records for formative & summative assessment. •Teacher attendance record. Teacher should register daily.
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Teacher training framework provided	
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	CPD framework provided	
2	Objective: To operationalize the Teacher Development Management (TDMS) System for CPD delivery and In-service teacher training.		
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	TDMS reviewed and operationalized.	<ul style="list-style-type: none"> •CCs catchment area re-mapped. Roles and responsibilities of the Outreach tutors updated and operationalized. •STDMS centers mapped and operationalized.
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	STDMS developed and operationalized	Teacher Act operationalized in accordance with regulatory standards
3	Objective: To oversee the pre-service and in-service training of teachers and ensure that teacher training programs produce competent, professional and motivated teachers.		

	Service Delivery Point	Service description	Service delivery standard
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Capacity building for Teacher educators and in-service teachers coordinated and conducted (Competence Based Training for Teacher Educators and Teachers, ICT integration in teaching and learning etc)	Teachers and Teacher Educators should undergo a CPD once every 3 months.
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Frameworks and guidelines to teacher training and development formulated, printed and disseminated. (CPD Framework, Teacher competence profile etc.)	Frameworks & guidelines reviewed every 5 years
4	Objective: To supervise and coordinate Primary Teachers' Colleges		
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Support supervision to Primary Teachers' Colleges conducted.	Once every 6 months
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Teacher Development Management System (TDMS) Coordinating Centers re-mapped and operationalized	20 primary schools in a given catchment area to be supported by 01 Coordinating Center Tutor.
	TEACHER EDUCATION	Secondary Teacher Development Management System	20 secondary schools in a given catchment area to be support by 01 Coordinating Center Tutor.

	Service Delivery Point	Service description	Service delivery standard
	TRAINING AND DEVELOPMENT	(STDMS) Coordinating centers established and operationalized	
5	Objective: To set standards for teacher qualification, certification and professional development.		
	TEACHER EDUCATION TRAINING AND DEVELOPMENT	Standards for teacher qualification, certification, licensing and professional development set.	<ul style="list-style-type: none"> •National Identification Number and copies of academic documents required for teacher registration. •Every teacher must apply to be licensed or registered. •Every teacher must be issued with a registration certificate/a license to practice.
F	PHYSICAL EDUCATION & SPORTS		
1	Objective: To monitor the implementation of PE curriculum in primary, secondary, and teacher training institutions.		
	PHYSICAL EDUCATION & SPORTS	PE curriculum implementation in primary, secondary, and teacher training institutions monitored.	PE time table. <ul style="list-style-type: none"> • pre- primary daily play time • lower primary daily PE • upper primary 3 days a week of PE. • secondary 4 periods per week. • For main stream schools having learners with special learning needs, consider an extra time of 40 minutes.
	PHYSICAL EDUCATION & SPORTS	PE curriculum implementation in primary, secondary, and teacher training institutions monitored.	Inclusive Schemes of work and lesson plans; <ul style="list-style-type: none"> • Every teacher must have a PE scheme of work for all levels (primary & secondary) • All teacher training institutions must have formally approved programs for PE.

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> • Every teacher must have a lesson plan, records of work, records of assessment.
	PHYSICAL EDUCATION & SPORTS	PE curriculum implementation in primary, secondary, and teacher training institutions monitored.	Instructional materials: <ul style="list-style-type: none"> • Schools must have relevant textbooks for PE. • All learners and teachers must have appropriate PE kits. • Adequate and age-appropriate equipment should be used for PE lessons. • Special age-appropriate materials be provided for learners with special learning needs.
	PHYSICAL EDUCATION & SPORTS	PE curriculum implementation in primary, secondary, and teacher training institutions monitored.	Assessment / evaluation of learners on PE; <ul style="list-style-type: none"> • All schools should carry out PE end of topic assessment. • All schools must keep records on PE practical learners' progress. • Each learner must have a PE learners progress card
	PHYSICAL EDUCATION & SPORTS	PE curriculum implementation in primary, secondary, and teacher training institutions monitored.	PE Facilities; (to include more details) <ul style="list-style-type: none"> • All schools should have the basic PE facilities to cater for content as specified in the PE curriculum e.g. fields & courts for football, netball, handball, volleyball, basketball, etc. • Facilities must be well maintained
2	Objective: To orient teachers in teaching physical education in primary and secondary schools.		
	PHYSICAL EDUCATION & SPORTS	Teachers of Physical Education oriented.	<ul style="list-style-type: none"> • All teachers of PE must be professional qualified through formal training; • Orient all teachers on PE pedagogy annually;

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> • Arrange with training institutions continues professional development programs for PE teachers; • Ensure all teachers of PE attend a training or refresher courses at least once every four (4) years. • Ensure there is a database for teachers of PE to track their progress. • Senior teachers/Tutors/Lecturers of PE offer mentorship programs for younger cadres.
3	Objective To establish national register and provide support for training and certification of sports coaches, referees and amperes, physiotherapists, etc		
PHYSICAL EDUCATION & SPORTS	National Register established.		Register all PE teachers/ tutors/lecturers with their work stations; <ul style="list-style-type: none"> •Register all coaches based on levels of coaching and disciplines of specialty; •Register all referees and umpires based on discipline of specialty; •Register all sports physiotherapists and where they render service; •Register all Sports Doctors, with specialized training in Sports Medicine and where they are serving; Register all Sports Psychologists and their work station; •Register all sports Nutritionist and their work stations; •Register all sports Facility managers; •Register all sports administrators; - Register all Educational Institutions National Sports Associations and Federations

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> •Others categories as may be specified
	PHYSICAL EDUCATION & SPORTS	National Register established.	<ul style="list-style-type: none"> •Provide funds, facilities, and equipment for training. •Provide instructional materials for training. •Provide expertise for training. •Established criteria for certification of PES Personnel. •Develop partnership for Human resource development for PES Personnel. •Develop frame work for training.
4	Objective: Monitor the implementation of PE and sports in primary and secondary schools.		
	PHYSICAL EDUCATION & SPORTS	Implementation of PES programs in education institutions monitored	All education institutions participate in PES programs.
5	Objective: Provision of sports equipment and materials to support implementation of physical education & Sports.		
	PHYSICAL EDUCATION & SPORTS	PES Equipment and materials for implementation of PE curriculum & sports distributed.	<ul style="list-style-type: none"> •All schools and training institutions to annually plan and procure quality PE equipment and materials for teaching, practicing / training and competitions. •Distribute quality PE equipment to underserved UPE and USE schools for teaching PE. •All teachers handling PES programs must build improvisation capacity. •All education institutions procure & avail adequate and relevant equipment for PES programs.
6	Objective: To establish schools / institutions as sports centers of excellence in the country.		

Service Delivery Point	Service description	Service delivery standard
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	<ul style="list-style-type: none"> • At least one school / institution Centre of excellence in every region. • A national PES specialized institute.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	<ul style="list-style-type: none"> • Facilities for all relevant PES disciplines (Athletics, Football, Netball, Volleyball, Swimming, basketball, handball, hockey etc.) put in place. • Facilities must meet international specification standards for the various age categories.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Operational and maintenance funds for regional centers of sports excellence appropriated in the annual budgets.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Appropriate staff structure for Sport School / institution Centre of Sports Excellence implemented.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Operational & technical staff to undergo refresher courses every two years.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Relevant & appropriate PES equipment provided.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Approved specialized sports program for the various centers of sports excellence fully integrated.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Develop leadership capacity of the administrators of the sports schools' Centre of sports excellence.
PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Admission guidelines to the sports school Centre of sports excellence implemented.

	Service Delivery Point	Service description	Service delivery standard
	PHYSICAL EDUCATION & SPORTS	Schools / Institutions centers of sports excellence established.	Relevant operational guidelines implemented.
7	Objective: To ensure provision of PE and sports facilities in education institutions.		
	PHYSICAL EDUCATION & SPORTS	PES facilities in schools provided for.	There must be at least a multi-purpose playground accessible to learners in a locality.
G	HESFS		
1	Objective: To increase equitable access for higher education in Uganda.		
	HESFS	Increased equitable access to student loans by Ugandans.	<ul style="list-style-type: none"> • At least 3000 new students benefiting from loan scheme per year as per the credit manual. • Applicant must be a Ugandan with proof of National ID. • Applicant must be admitted on accredited program in a chartered Higher Education Institution • Applicant should be admitted on a program critical to National Development as per the NDP IV.
	HESFS	Increased equitable access to student loans by Ugandans.	<ul style="list-style-type: none"> • At least 30% of the new students accessing loans are female • All persons with disability meeting the eligibility criteria awarded student loans.
	HESFS	Increased equitable access to student loans by Ugandans.	100% of all selected beneficiaries supported up to end of the study program.
2	Objective: To ensure a revolving fund for sustainability of the students' financing scheme.		
	HESFS	An efficient and effective loan recovery mechanism Established	<ul style="list-style-type: none"> • All beneficiaries whose loans are due are paying on time. • 50% of due loans collected on time.

	Service Delivery Point	Service description	Service delivery standard
H	SPECIAL NEEDS EDUCATION		
1	To strengthen the implementation of special needs, inclusive and non-formal Education through policy guidance coordination and institutional support.		
	SPECIAL NEEDS EDUCATION	Policies, guidelines and standards on special needs and inclusive education developed and reviewed.	Policies, guidelines, and standards developed in conformity with the RIA, national and international frameworks. - Policies, guidelines and standards reviewed after every 5 years.
2	To increase the availability and utilization of adapted instructional materials, assistive devices and accessible infrastructure in schools		
	SPECIAL NEEDS EDUCATION	Specialized materials, assistive technology devices and software procured and distributed in schools	<ul style="list-style-type: none"> •Specialized materials and devices meeting the prescribed specifications technology. •Materials procured should be delivered within three months to the beneficiaries
3	To enhance teacher capacity in special needs and inclusive education pedagogy across districts and education institutions		
	SPECIAL NEEDS EDUCATION	Teachers at all levels are equipped with specialized knowledge and skills.	<ul style="list-style-type: none"> •To train in service teachers in specialized skills and knowledge annually •Only Qualified trainers in specific areas
4	To improve data collection, and reporting for evidence-based planning and decision making for SNE.		
	SPECIAL NEEDS EDUCATION	Functional assessment and data collection using national identification tool developed	<ul style="list-style-type: none"> •Quarterly submission of the reports •Evidence based planning in line with data submitted •Use of harmonized tools
5	To improve early identification assessment and appropriate placement of learners with special needs through effective EARS center service delivery.		
	SPECIAL NEEDS EDUCATION	Status of EARS centers in 45 districts assessed	Educational Assessment Resource Services Center at every district/city.

	Service Delivery Point	Service description	Service delivery standard
	SPECIAL NEEDS EDUCATION	Revamping the 45 EARs centers advocated for.	Education officer in charge of special needs in every district/city
6	To promote stake holder engagement community awareness and multi sectoral collaboration to support special needs, inclusive, and non-formal education		
	SPECIAL NEEDS EDUCATION	Collaborating, advocacy and mass sensitization on disability inclusion through national inclusive education symposium in Uganda organized and conducted.	<ul style="list-style-type: none"> • Annual special needs and inclusive education symposium • Annual Commemoration of international day for people with disabilities
8	To strengthen monitoring support supervision and quality assurance mechanisms for special needs education implementation		
	SPECIAL NEEDS EDUCATION	Monitoring, evaluation, support supervision, and quality assurance of special needs and inclusive programmes conducted.	<ul style="list-style-type: none"> • 200 schools monitored annually • Use of harmonized monitoring tool
I	PRE-PRIMARY AND PRIMARY EDUCATION		
	Pre-primary and Primary Education Services	Increasing access to equitable, quality, inclusive and affordable ECCE services.	<ul style="list-style-type: none"> • All children aged 3–5 years shall be enrolled. • The pre-primary schools shall have safe, secure and inclusive play spaces as provided for in the legal frame works and operational standards.

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> • The pre-primary school shall be headed by a qualified, registered and licensed headteacher. • The pre-primary shall have an functional management committee as per the relevant legal frameworks and operational standards (Education Act, Constitution, Child Policy, ECCE Policy, BRMS, NRM Manifesto, NDPV). • Every village shall have a pre-primary school/center. • All pre- primary schools should be inclusive. <p>All pre-primary schools shall have EMIS number</p>
	Pre-primary and Primary Education Services	Safety and security of learners	Every centre shall: Provide safe and secure environment for the learners as per the Basic requirements and minimum standards for ECCE centers (2025).
	Pre-primary and Primary Education Services	Monitoring and support supervision of Local Governments and Pre-primary school to ensure adherence to policies and standards.	<ul style="list-style-type: none"> • All pre-primary schools shall be monitored, support supervised and inspected at least once a term. <p>All local governments shall be monitored; support supervised and inspected at least once a quarter.</p>

	Service Delivery Point	Service description	Service delivery standard
	Pre-primary and Primary Education Services	Implementation of the National Pre-primary Curriculum and Teachers' Resource Books.	<p>Implement the approved Curriculum</p> <ul style="list-style-type: none"> Centres shall implement the approved National Pre-primary curriculum <p>Language of Learning All pre-primary schools shall use local language as the medium of instruction and English as a second language.</p>
	Pre-primary and Primary Education Services	Use of developmentally appropriate, and gender responsive teaching and learning materials/ resources	<p>All Pre-primary schools shall have:</p> <ul style="list-style-type: none"> Storybooks Manipulatives (puzzles, blocks, beads) Art and craft materials Outdoor play equipment Locally made instructional materials provide and use adapted materials for children with special needs and disabilities (e.g., braille books, large print, tactile objects).
	Pre-primary and Primary Education Services	Continuous Professional Development for Teachers and Caregivers	<p>All Pre-Primary Teachers and Caregivers shall:</p> <p>Periodically undergo continuous professional development through Pre-Service and In-service training.</p>

Service Delivery Point	Service description	Service delivery standard
Pre-primary and Primary Education Services	Continuous assessment and progress monitoring of ECCE learners.	All Pre-Primary learners shall: <ul style="list-style-type: none"> • Be assessed through continuous observational assessment and progress monitoring.
Pre-primary and Primary Education Services	School Feeding in Pre-primary schools.	All learners shall: Be fed at school as per the National School Feeding Guidelines.
Pre-primary and Primary Education Services	Coordination and Referral of Integrated ECCE services.	All Pre-Primary Schools shall Create linkages will all relevant service points including but not limited to health, child protection, community development, and NIRA services with the consent of parents/guardians.
Pre-primary and Primary Education Services	Community, Stakeholders and Participation and Parent engagement in ECCE.	All Pre-Primary Schools shall: <ul style="list-style-type: none"> • Hold at least one parent meeting per term. • Provide timely informationn through appropriate communication channels. • Engage in collaboration and partnerships with legally recognized key stakeholders with MoUs.
Pre-primary and Primary Education Services	Increasing access to equitable, quality, inclusive and	<ul style="list-style-type: none"> • All children aged 6–12 shall access universal primary eeducation without

	Service Delivery Point	Service description	Service delivery standard
		affordable primary education.	<p>discrimination including humanitarian context.</p> <ul style="list-style-type: none"> • All primary schools shall have safe, secure and inclusive co-curricular spaces as provided for in the legal frame works and operational standards (Education Act, School Feeding Guidelines, UPE Guidelines, BRMS, NRM Manifesto, NDPIV). • All primary schools shall be headed by a qualified, registered and licensed headteacher. • All primary schools shall have a functional management committee as per the relevant legal frameworks and operational standards. • Every Parish shall have a public/government-aided primary school • All primary schools shall be inclusive. • All primary schools shall have an EMIS number. • All private primary schools shall be licensed and registered.

	Service Delivery Point	Service description	Service delivery standard
	Pre-primary and Primary Education Services	Safety and security of learners	All primary schools shall: Provide safe and secure environment for learners including a fence and a watchguard, as per the relevant legal frameworks and operational standards.
	Pre-primary and Primary Education Services	Monitoring and support supervision of Local Governments and Pre-primary school to ensure adherence to policies and standards.	<ul style="list-style-type: none"> • All primary schools shall be monitored, support supervised and inspected at least once a term. All local governments shall be monitored, support supervised and inspected at least once a quarter.
	Pre-primary and Primary Education Services	Implementation of the National Pprimary Curriculum and Teachers' Resource Books.	All primary schools shall: <ul style="list-style-type: none"> • implement the approved National primary curriculum • Use local language as the medium of instruction and English as a second language in the lower grade classes (P1-P3) Use English as a medium of instruction in the transition class (P4-P7) and local language as a subject.
	Pre-primary and Primary Education Services	Use of developmentally appropriate, and gender responsive instructional materials	All primary schools shall: <ul style="list-style-type: none"> • Have instructional materials at a ratio of 1:1 for both learners and teachers. Provide and use adapted materials for children with special needs and

Service Delivery Point	Service description	Service delivery standard
		disabilities (e.g., braille books, large print, tactile objects).
Pre-primary and Primary Education Services	Teacher Competences and Qualification	All primary teachers shall: <ul style="list-style-type: none"> ● Hold minimum qualification as per national Teacher policy.
Pre-primary and Primary Education Services	Continuous Professional Development for Teachers	All Primary Teachers shall: <p>Undergo continuous professional development through Pre-Service and In-service training every term.</p>
Pre-primary and Primary Education Services	Continuous assessment and progress monitoring of primary learners.	All primary learners shall: <ul style="list-style-type: none"> ● Be assessed termly using continuous assessment and progress monitoring approaches.
Pre-primary and Primary Education Services	School feeding in primary schools.	All learners shall: <p>Be fed at school as per the National School Feeding Guidelines.</p>
Pre-primary and Primary Education Services	Coordination and Referral of Integrated services.	All Primary Schools shall: <p>Create linkages with all relevant service points including but not limited to health, child protection, water and environment, agriculture, community development, Local Governments, and NIRA services with the consent of parents/guardians.</p>

	Service Delivery Point	Service description	Service delivery standard
	Pre-primary and Primary Education Services	Community, Stakeholders and Participation and Parent engagement in primary education.	All Primary Schools shall: <ul style="list-style-type: none"> ● Hold at least one school management committee meeting per term. ● Hold at least one parent meeting per year. ● Provide timely information through appropriate communication channels. ● Engage in collaboration and partnerships with legally recognized key stakeholders.
	Pre-primary and Primary Education Services	School Infrastructure	All primary schools shall: <ul style="list-style-type: none"> ● Have safe and conducive classrooms facilities adhering to pupil-classroom ratio (max 53:1) ● Have segregated functional latrines (ratio: 40:1 for girls with incinerator, washroom and wash handing station and soap; 40:1 for boys). ● Have disability-friendly facilities (ramps, wide doors, accessible toilets). ● Have furniture for all learners and teachers with a desk ratio of 1:3. ● Have sanitation facilities for teachers

	Service Delivery Point	Service description	Service delivery standard
			<ul style="list-style-type: none"> • Have housing facilities for teachers. • Have safe and clean drinking water available daily (at least 1.5 litres per learner per day) • Have a clean, well-maintained school compound. • Have safe waste disposal management. • Implement the Child Protection Policy at all times. • Keep the school environment safe and free from corporal punishment, bullying, and harassment. • Exercise emergency preparedness (fire safety, first aid kit, emergency contacts) at all times.
	Pre-primary and Primary Education Services	Governance and management of Primary Schools.	<ul style="list-style-type: none"> • Headteachers shall be responsible for daily leadership, discipline, and instructional supervision. • All teachers shall maintain Accurate, updated records (attendance, finances, performance). • All primary schools shall have a minimum of 8 teachers, including the headteacher.

	Service Delivery Point	Service description	Service delivery standard
			All primary schools shall have a functional school management committee.
	Pre-primary and Primary Education Services	UPE Programme Supported and Monitored.	<ul style="list-style-type: none"> ● Termly inspection shall be conducted by District inspectors or relevant authorities. ● UPE Capitation Grants shall be disbursed termly.
	Pre-primary and Primary Education Services	Teachers' code of conduct and Children's Rights	All primary teachers shall: <ul style="list-style-type: none"> • Adhere to the national Teacher Code of Conduct. • Improve time on task • Use school rules and regulations to foster learners' discipline. ● Log into the TELA machine to track attendance to duty.
	Pre-primary and Primary Education Services	Early grade reading and numeracy in primary schools	All primary teachers shall: <ul style="list-style-type: none"> ● Deliver Early Grade Reading and Early Grade Mathematics methodology
	Pre-primary and Primary Education Services	Innovations and initiatives that enhance primary Education	All primary schools shall:

	Service Delivery Point	Service description	Service delivery standard
			Implement STEM/I, Climate resilience, greening interventions, and research programs at school.
	Pre-primary and Primary Education Services	Creative and Performing Arts (CAPEs)	All primary schools shall: <ul style="list-style-type: none"> ● Implement the teaching of Creative and Performing Arts (CAPE1: MDD, CAPE 2: Physical Education and CAPE 3: Art and Design)
	Pre-primary and Primary Education Services	Licensing of Private Primary Schools.	All newly opened schools shall: <ul style="list-style-type: none"> ● Have an operational license for 2 years and renewable once for one year. ● Be registered to operate.
J	DIRECTORATE OF EDUCATION STANDARDS:		
1	Improve equitable access to quality education and Sports.		
	DIRECTORATE OF EDUCATION STANDARDS	Inspection tools digitized	<ul style="list-style-type: none"> ● Short and full Inspection to be done using digital tools. ● All reports from full and short inspection should be system generated.
	DIRECTORATE OF EDUCATION STANDARDS	Teacher Effectiveness and Learner Achievement System (TELA) supported and maintained.	<ul style="list-style-type: none"> ● Software updated every two weeks. ● Hardware (smart phones) replaced every 3 years.
2	To improve the foundation of Human Capital Development.		

Service Delivery Point	Service description	Service delivery standard
DIRECTORATE OF EDUCATION STANDARDS	Compliance to inspection standards by Local Government Inspectors of Schools monitored.	<ul style="list-style-type: none"> • Districts monitored once a term to assess compliance to SOPs. • All primary schools inspected once a term. • Primary school reports with in the 7 days of the school visit to the school management. • District report submitted 2 weeks after the end of term.
DIRECTORATE OF EDUCATION STANDARDS	Inspection of secondary schools at least once a year	<ul style="list-style-type: none"> • All secondary schools inspected once a year. • Secondary school reports with in the 7 days of the school visit to the school management. • District report submitted 2 weeks after the end of inspection. • Regional reports submitted within 7 days after submission of district reports. • National report should be submitted to Head of the Education Standards within 4 days after submission of the regional report.
DIRECTORATE OF EDUCATION STANDARDS	Inspector of schools trained.	Inspectors trained at least every 6 months.
DIRECTORATE OF EDUCATION STANDARDS	Headteachers mentored and trained	<ul style="list-style-type: none"> • Mentors trained once a term. • Headteachers mentored for at least 6 six months.

	Service Delivery Point	Service description	Service delivery standard
		on the quality assurance processes	
	DIRECTORATE OF EDUCATION STANDARDS	Basic requirements and minimum standards developed or reviewed (Pre-Primary, National and International schools).	Basic requirements and minimum standards reviewed every 3 years.
K	INSTRUCTIONAL MATERIALS UNIT:		
1	Improve the quality of Primary Education through provision of instructional materials.		
	INSTRUCTIONAL MATERIALS UNIT	Instructional materials procured and delivered to schools.	Quantity: Pupil textbook ratio (PBR) 1:1, Quality: instructional materials that met the Primary School Curriculum requirements, Cost - UGX 300bn for the primary cycle from P1-P7, Process - Procurement through International Competitive Bidding accessibility - Instructional materials are delivered to schools and Coverage - all UPE primary schools in Uganda.
2	Improve the efficiency and effectiveness in education service delivery.		
	INSTRUCTIONAL MATERIALS UNIT	Metallic cabinets procured per school for storage of instructional materials in schools	Quantity: Metallic Cabinet per school, Quality: Fabricated based on the Ministry specifications, Cost - UGX 15bn for all UPE schools, Process - Procurement through open Competitive bidding, Accessibility - metallic cabinets are delivered to schools and Coverage - all UPE primary schools in Uganda.
3	Improve the quality of Secondary Education through provision of instructional materials.		

	Service Delivery Point	Service description	Service delivery standard
	INSTRUCTIONAL MATERIALS UNIT	Instructional materials procured and delivered to schools	Quantity: Student textbook ratio (SBR) 1:1, Quality: instructional materials that met the Revised Lower Secondary School Curriculum requirements, Cost - UGX 100bn for the O'level cycle, Process - Procurement through International Competitive Bidding Accessibility - Instructional materials are delivered to schools and Coverage - all government secondary schools in Uganda.
	INSTRUCTIONAL MATERIALS UNIT	Instructional materials for A' level procured and delivered to schools	Quantity: Student textbook ratio (SBR) 3:1, Quality: instructional materials that met the A'level requirements, Cost - UGX 60 bn for the A'level cycle, Process - Procurement through International Competitive Bidding Accessibility - Instructional materials are delivered to schools and Coverage - all A" level government secondary schools in Uganda.
	INSTRUCTIONAL MATERIALS UNIT	Chemical equipment and chemical reagents (Standard kit) procured and delivered to schools	Quantity: (Standard kit) per government secondary school, Quality: Standard kit that met the curriculum requirements, Cost - UGX 10 bn, Process - Procurement through International Competitive Bidding Accessibility - Standard kits are delivered to schools and Coverage - all government secondary schools in Uganda.

