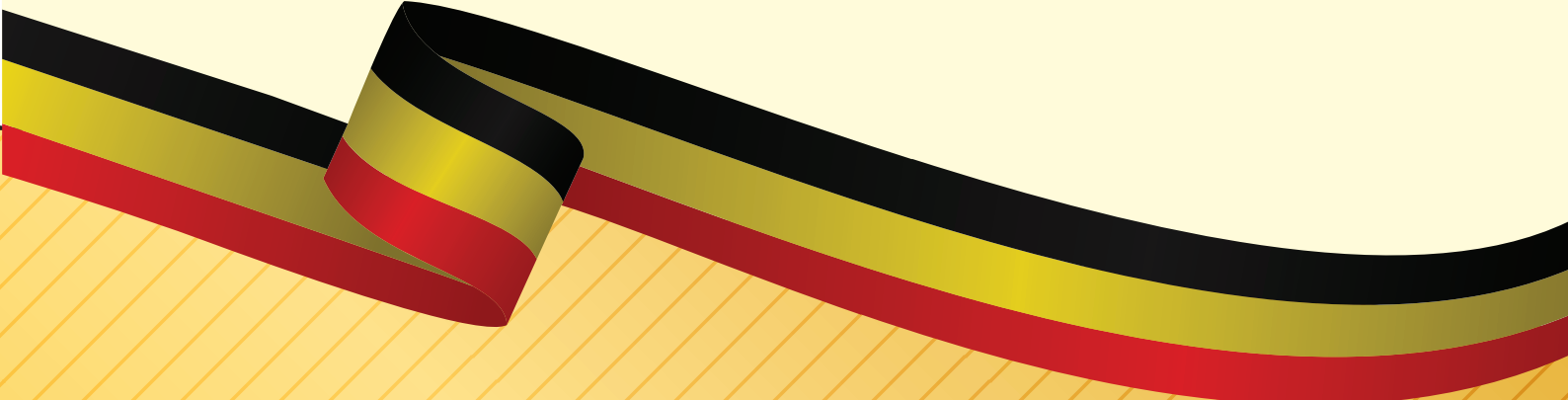




THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

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BASIC REQUIREMENTS AND MINIMUM STANDARDS FOR SCHOOLS

MAY, 2026

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FOREWORD

The Ministry of Education and Sports (MoES) remains steadfast in its commitment to delivering quality, equitable, and inclusive education and sports services for all. This commitment is embodied in our vision: **"Quality Education and Sports for All."** Education is both the heartbeat and cornerstone of national development, the foundation upon which we build a prosperous, equitable, and resilient society as Uganda advances toward the attainment of the Sustainable Development Goals (SDGs) and Vision 2040.

Education unlocks the potential within every child. It nurtures imagination, sparks creativity, and shapes the leaders of tomorrow. To realize this transformative power, clear standards are essential as benchmarks and guides for sustainable investment in education.

The revised **Basic Requirements and Minimum Standards (BRMS)** introduce **17 comprehensive indicators**, together with clear standards and guidelines that define what is required to achieve and sustain quality education. These standards provide a strong foundation for ensuring that every learner is provided with a safe, supportive, and effective environment that promotes quality teaching and learning; effective leadership and management; safety and security; positive school climate and environmental management; and the integration of Information and Communication Technology (ICT) in teaching and learning, among other critical areas. Hence the BRMS are for all schools that follow the national curriculum .

The BRMS are not merely a checklist; they are the bedrock upon which quality education is built. By adhering to these standards and guidelines, schools will create environments where learners thrive, teachers excel, and communities benefit. This document is therefore a call to action, a shared commitment to continuous improvement, innovation, and accountability across the education sector.

Together, we can shape a future in which every child in Uganda receives an education that empowers them to succeed and to contribute meaningfully to national development. I therefore call upon all stakeholders to embrace these standards with the seriousness they deserve. Let us work collaboratively to uphold the dignity of our learners and reaffirm our collective responsibility in driving Uganda's transformation through education.

I commend the dedicated teams and partners who contributed to the development of this important framework. I am confident that it will serve as a catalyst for meaningful and sustained improvement across our education system.



Dr John .C. Musingo

MINISTER OF STATE FOR EDUCATION AND SPORTS (HIGHER EDUCATION), ALSO HOLDING THE PORTFOLIO OF THE MINISTER OF EDUCATION AND SPORTS

ACKNOWLEDGMENTS

The development of the **Basic Requirements and Minimum Standards (BRMS)** was a truly collaborative effort, grounded in a shared vision and collective resolve to strengthen school governance, improve learning outcomes, enhance stakeholder engagement, and safeguard the overall integrity of Uganda's education system.

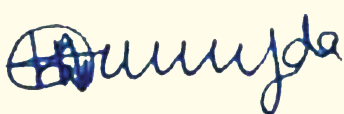
I extend my sincere appreciation to the religious leaders, the Uganda Police Force, sister Ministries, education partners, school proprietors and managers, District Education Officers, District Inspectors of Schools, and the staff of the Ministry of Education and Sports for their invaluable views and inputs. Special recognition is accorded to the Commissioner for Education Policy and Research, the Commissioner for Library, E- Learning and Information Technology (LEIT), the Commissioner for Special Needs Education, and the Assistant Commissioner, Construction Management Unit, whose contributions greatly enriched this process.

I particularly acknowledge the unwavering commitment and technical expertise of the staff of the **Directorate of Education Standards (DES)**, whose insight and professionalism ensured that robust minimum standards are in place to assure quality delivery of education services.

In this regard, I wish to single out **Ms. Frances Atima**, Director, Directorate of Education Standards, for her leadership and technical guidance throughout the process. I also commend the following officers for their contributions: **Ms. Doreen Ankunda**, Commissioner, Pre-Primary and Primary Education Standards; **Ms. Judith Akurut**, Assistant Commissioner, Secondary Education Standards; **Mr. John Wesonga**, Assistant Commissioner, Teacher Education Standards; **Mr. Ikwap Peter**, Principal Inspector of Schools, TVET Standards; **Mr. Muhumuza Apollo**, Principal Inspector of Schools; **Mr. Dickens Oyuku**, Principal Inspector, Teacher Education Standards; **Ms. Kambugu Stella**, Principal Inspector of Schools, Secondary Education Standards; **Dr. Shallon Atuhaire**, Senior Inspector of Schools; **Mr. Okidi George**, Senior Inspector of Schools; **Mr. Muwanguzi Edward**, Senior Inspector of Schools; **Ms. Alison Diana Nalule**, Senior Inspector of Schools; **Mr. Lwanga Fred**, Senior Inspector of Schools; **Mr. Oketcho Naphtali**, Senior Inspector of Schools; and **Ms. Sarah Naidho**, all of whom actively participated in the review and development of the BRMS. I also recognize all Regional Inspectors of Schools who validated the document.

I further extend my gratitude to the team of consultants, under the stewardship of **Dr. Nyenje Aida Lubwama**, **Mr. Baker Lyadda**, **Dr. Moses Nambale**, and **Dr. Michael Peter Owiny**, for their professionalism, technical expertise, and work well done.

I commend all stakeholders whose dedication and collaboration made this important milestone possible.



Dr. Kedrace R. Turyagyenda

Permanent Secretary

MINISTRY OF EDUCATION AND SPORTS

ACRONYMS

AGM	Annual parents General Meeting
BRMS	Basic Requirements and Minimum Standards
BoGs	Board of Governors
CCTV	Closed circuit television
CPD	Continuous Professional Development
CRPD	Convention on the Rights of Persons with Disabilities.
DES	Directorate of Education Standards
DRR	Disaster Risk Reduction
EFA	Education For All
GBV	Gender-Based Violence
IFMS	Integrated Financial Management System
INEE	Inter-Agency Network for Education in Emergencies
INSPIRE	Implementation and Enforcement of Laws, Norms and Values, Safe Environment, Parent and Care Giver Support, Income and Economic Strengthening, Response and Support Services, Education and Life Skills.
LIN	Learners' Identification Number
MDD	Music Dance and Drama
MoES	Ministry of Education and Sports
MoU	Memorandum of Understanding
NEMA	National Environment Management Authority
NIRA	National Identification and Registration Authority

NDP IV	National Development Plan IV
NSSF	National Social Security Fund
OECD	Organization for Economic Co-Operation and Development.
PMO	Private Motor Omnibus
PS	Permanent Secretary
PTA	Parents Teachers Association
SDG	Sustainable Development Goals
SDP	School Development Plan
SIP	School Improvement Plan
SIS	Senior Inspector of Schools
SMC	School Management Committee
SNE	Special Education Needs
SMT	Senior Man Teacher
TSA	Three Star Approach
SWT	Senior Woman Teacher
TELA	Teacher and Teacher Effectiveness and Learners Achievement System.
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund.
UNBS	Uganda National Bureau of Standards
VAC	Violence Against Learners
WASH	Water, Sanitation, and Hygiene
WHO	World Health Organization

DEFINITION OF KEY TERMINOLOGIES

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

Minimum Standards: are the lowest possible necessities and benchmarks of expected performance for delivering quality education and training.

Schools: All schools that use the Curriculum developed by the National Curriculum Development Center (NCDC) in Uganda.

Guideline: General rule to be followed to achieve the Basic requirements and Minimum Standards

Users of Basic Requirements and Minimum Standards

These standards serve as a guide for both Government and Private schools involved in the provision and management of schools.

Beneficiaries include but not limited to policymakers, MoES officials, school leaders, School owners, Foundation Bodies, NGOs and organisations implementing programmes in schools, teachers and other education professionals, parents, and the community.

INTRODUCTION

The Basic Requirements and Minimum Standards (BRMS) framework is a cornerstone of Uganda's commitment to delivering quality education and sports for all. Developed by the Ministry of Education and Sports (MoES), this document sets out clear, comprehensive, and actionable indicators that define what every learning institution must uphold to ensure safe, inclusive and effective environments for learners.

First introduced over 15 years ago, the BRMS have now been revised to reflect the evolving needs of Uganda's education sector. The 2026 edition expands the original 13 indicators to 17, incorporating broader dimensions of learner welfare, infrastructure, staffing, governance and instructional resources. These standards are not merely regulatory, they represent a shared vision for excellence and equity in education.

This document is intended for all education stakeholders, school administrators, policy makers, teachers, learners, Development partners, and well-wishers. It serves as a guiding framework to ensure that every school, regardless of location or ownership, contributes to the holistic development of learners and the transformation of Uganda's education system.

The BRMS are aligned with the INEE minimum standards domains, UNICEF/UNESCO norms on safe and child friendly schools and SDG 4 which are focused on building and upgrading education facilities to be childfriendly, gender-sensitive, ensuring safe, inclusive, and effective learning environments for all,

BASIC REQUIREMENTS AND MINIMUM STANDARDS INDICATORS

INDICATOR 1: Overall Management

Standard	Requirements	Guidelines
1. School Governance Body	1. Approved School Management Committee (SMC)/ Appointed Board of Governors (BOGs).	The School shall: a. Constitute a School Management Committee (SMC) or Board of Governors (BOG). b. Ensure that SMC/BOG meet at least three times a year (once a term). c. Have up to date minutes with clear resolutions. d. Decisions made should be shared with staff and parents for action within the running term.
	2. Sub-Committees should be constituted in accordance to the Education Act 2008	Sub-committees shall: a. Meet as at least once a quarter to conduct any business delegated to it by the SMC/ BOG. b. Subcommittee deliberations are discussed by the c. Have a gender sensitive membership.
2. School management	1. Headteacher	a. The school should have an appointed headteacher who meets the requirements set by the Ministry of Education and Sports (MoES). b. Private Schools should have a full time and appointed headteacher who is not on the government pay-roll.
	2. Philosophy of the school reflects acceptable core values, mission and vision.	a. Availability of a vision, mission, core values and strategic goals of the school. b. Aligning these values to visions of the MoES and the Country. c. Displaying and sharing of these values in strategic places.
	3. Performance management system.	Should have: a. Teacher appraisals, b. Timetables, c. Duty schedules/rosters, d. Class and subject allocations, e. Lesson recovery schedules.
	4. Resource management system.	Have in place: a. School Development Plan (SDP) aligned to the school vision and mission, b. An inclusive budget c. Financial controls.



Standard	Requirements	Guidelines
	5. School Improvement Plan (SIP).	a. Put in place a school improvement plan. b. Reports on progress of implementation of SIP.
	6. Suggestion Box and other forms of appropriate communication.	a. Put in place a suggestion box for learners and for the community/ Parents b. Notice boards placed in easily accessed locations by the school community.
	7. Effective Financial Management	knowledge of: a. Various books of accounts, b. Budgeting, c. Accountability. d. Financial Management Systems.
	8. Compliance with legal frameworks such as: • Risk Assessment. • Monitoring and Auditing. • Reporting Mechanisms. • Accountability and Enforcement. • Procurement and disposal of assets.	Clear, documented guidelines and evidence on how the school complies with relevant regulations by: a. Identifying and evaluating potential compliance risks based on the school goals, location, and activities. b. Regularly checking the effectiveness of compliance controls and identifying areas for improvement. c. Providing channels for employees to report potential compliance violations or concerns. d. Establishing clear lines of responsibility and consequences for non-compliance.
	9. Inclusion, Gender and Equity	Schools should have: a. Safe schools/child protection policies. b. Gender and inclusive responsive pedagogy. c. Evidence of support to learners with disability, refugees, and other vulnerable groups. d. Evidence of identifying and supporting learners at risk.



INDICATOR 2: Information Management and Records.

Standard	Requirements	Guidelines
1. Relevant Administrative Records.	1. School Management Committee/Board of Governors file.	This should have the following: a. List of the members. b. Current appointment & acceptance letters. c. Minutes of the full committee/board meetings and minutes of the various committees.
	2. School Inspection file.	Ensure the file has the following: a. Inspection reports and recommendations made by various inspectors chronologically filed. b. Documentation of actions taken by school administration in view of the recommendations made from each inspection reports in (a).
	3. Staff Meetings file.	Availability of: a. Minutes of all the staff meetings. b. Evidence-based reports of the actions for the decisions made from the meetings.
	4. Health, Sanitation and Environment Committee file.	This covers: a. All issues relating to health, sanitation and environment in the school. b. A comprehensive school-policies for health-protection, sanitation & safety. c. Implementation of sanitation, systems and behavioural interventions. d. All issues related to Special Education Needs (SNE).
	5. Safety and Security file.	This contains: a. All the issues relating to safety and security in the school, including food safety. b. Evidence of the committee reports on routine monitoring and evaluation operations, c)identification of security concerns, actions recommendations to management.
	6. School Parents Community file.	This contains all information regarding the engagements between the school, parents and the community.
	7. Visitors Books.	There should be: a. Visitors' books where all visitors of the school must sign, at the school entrance and in the Head-teachers office. b. The visitors book should indicate the name, address, purpose and the responsible office.
	8. Inventory Book and Asset register.	There should be an Inventory-Book: a. Where deliveries are entered and items issued are recorded. b. The store inventory book should contain a recorded list of all goods and materials that the school owns. c. All assets and liabilities related to stock are a vital component of a school's balance sheet.



Standard	Requirements	Guidelines
	9. Correspondence Receipt/Delivery Book/Soft/hardcopy.	There should be a delivery book: - All stock/materials and supplies delivered are recorded. - Name and address of the individual delivering the supplies. - Name and address of the person receiving. - Specific details about the supplies and their state at time of delivery.
	10. Evidence of using school performance data.	Analyse performance data at least twice a year and feed it in the school improvement plan (SIP).
	11. Finance Committee File.	Availability of a file containing: - Membership of the committee. - Committee reports and minutes. - Record of School Assets. - Approved inclusive workplan and budget, and any other business executed by the finance committee.
	12. Continuous Professional Development (CPD) file.	This contains evidence-based reports on CPDs.
	13. Staff Daily attendance file	- There should be a staff weekly, monthly, termly generated reports either in hard or soft copies. - Reports on action taken for non attendance.
	14. A Personal File for each Staff Member.	There should be a file for each member of staff containing: - The members profile, responsibilities and activities in the school. - Documents such as: Job application, Curriculum Vitae, and Reference letter, education/training, past employment information, job description, job offer letter and employment contract, next of kins contact information, health report, payroll and benefits information (but not bank details), and performance appraisal forms. - Leave forms, National Identification and Registration Authority (NIRA) card/passport/work permit/TIN number, and National Social Security Fund (NSSF) records.
	15. Staff Appraisal file.	This entails: - Teachers' performance contracts if not on Government pay roll. - Completed annual appraisal forms for every staff member.
	16. Case Register File (Violence Against Children)-VAC.	This entails: - Cases, incidents and decisions on each case in the school, - It indicates how they were handled/resolved.



Standard	Requirements	Guidelines
	17. Rewards & Sanctions Committee File/ Book/Soft/ Hardcopy.	Availability of a file/book containing: a. Education service (Teachers professional code of conduct) Notice 2021. b. Various rewards & sanctions cases. c. Minutes of the Disciplinary Committee. d. Evidence-based reports of the actions taken per case. e. A copy of the Alternatives to Corporal Punishment (2008).
	18. Learners' Records.	There should be a file (Hard or soft copies) for each learner detailing. a. Evidence of application and admission. b. Learner's name, learners' identification number (LIN), class, date of birth, home physical address, immunisation card for children below 8 years, Health report, parents/ guardians name and contact.
	19. Guidance and Counselling Committee file.	This entails: a. A record of a constituted guidance and counselling committee. b. A work plan and all issues/activities relating to guidance and counselling in the school. c. Reports on guidance and counselling activities.
	20. Learners leadership file.	This contains: a. Activities relating prefects development. a. Evidence of deliberate effort to enhance Leadership skills, knowledge, and competences of all learners; and creation of a culture of patriotism growth through effective leadership. a. Minutes of meetings between management and student leaders
	21. Departmental Records file.	This comprises: a. Members of the department. b. Workplans and details of departmental activities. c. Minutes and reports of the department.
	22. Internal and External Assessment records file Soft/ Hardcopy.	This contains: a. All matters relating to both summative and formative assessment records. b. Guidelines on registration, execution and management of examinations often used for reference in academic or administrative contexts. c. Records detailing assessments/evaluations of each subject offered in the school. d. Continuous Assessment Records.
	23. Co-Curricular Activities file	This contains: a. Various co-curricular activities planned and executed in school. b. Minutes and evidence-based reports for each activity held.
	24. Record of the Library, computer and Science Room (for secondary schools)	Such a record details transaction in the: a. Library/reading room, b. Science room c. Computer room.



INDICATOR 3: Relevant Statutory/Policy Documents and Other Instruments.

Standard	Requirement	Guidelines
1. Statutory/Policy Documents	1. Constitution of the Republic of Uganda (1995)	There should be a copy of the Constitution of Uganda. (1995) as amended.
	2. The Education Act 2008.	There should be a copy of the Education Act 2008.
	3. Education service (Teachers professional code of conduct) Notice 2021.	There should be a copy of the Education service (Teachers professional code of conduct) Notice 2021.
	4. Relevant National Curriculum and Syllabuses.	The school should have copies of the Relevant National Curriculum and Syllabuses.
	5. Persons with Disabilities Act (2020).	The school should have a copy of the Special Needs Act (2020).
	6. Physical education and sports Act (2025).	The school should have a copy of the Physical education and sports Act (2025).
	7. Basic requirements and Minimum Standards for schools	a. School should have a copy disseminated to all teachers. b. Evidence that the school community is periodically taken through the standards.

**INDICATOR 4: Provision and Management of Structures, Facilities and Utilities.**

Standard	Requirement	Guidelines
1. Address and Location.	1. A clear school signpost	The signpost should show a. The name of the school b. Distance to the school
2. Approved Building Plans and Designs.	1. School must have plans and architectural drawings that are approved by relevant authorities as stipulated in, the architectural guidelines by relevant authorities. 2. Special buildings such as laboratory, dining hall, dormitories, workshops, computer laboratory, sick bay, a library /dedicated reading space, kitchen and food store should adhere to the architectural plans. 3. The building designs must address gender issues, requirements of for all learners including special needs learners.	The school should have: a. Copies of the building plans for all the structures as part of the records of the school. b. Maintain the building designs for all school structures for all learners including special needs learners. c. Maintain the use for which the structures were designed for. d. When re-purposing a facility approval should be sought from appropriate authorities. e. Availability of land agreement/land title. f. Site plan g. Approved occupation permits.
3. Structures and facilities	1. School buildings must have a lightning arrestor 2. Voids separating walls. 3. Completion certificate. 4. Wire man certificate.	a. A Primary school classroom recommended size is 7.8 meters by 6.0 meters internally for 54 learners. b. A Secondary school classroom recommended size is 8.8 meters by 7.2 meters. c. Emergency exit for each classroom. d. Window areas should be at least 10% and 1% of the floor space. e. Walls at least 2.8 meters high and rendered to a smooth fine finish. f. Floors should be smoothly done. g. Classrooms with sufficient lighting and ventilation. h. The school should ensure that on the rooftop of the building (within a radius of 10 metres), there is a lightning arrestor to prevent any damage from lightning. i. The school should ensure that there are spaces/voids between blocks of the building as a safety measure to avoid fire spreading from one Block to another in the event of a fire. A standard distance may be approximately 3 meters between buildings. j. The school should have approved completion, and occupancy permits for all structures in the school to conform to building standards.



Standard	Requirement	Guidelines
	2. Administration block	This block should provide for the following: a. Headteachers office. b. D/headteachers office. c. Staff room. d. Provision for storage of teaching and learning materials. e. Bursar's office (Secondary schools)
	3. Laboratories/ multipurpose science room (Secondary schools)	The school should have: a. A preparation room b. Adequate laboratory space, equipment, apparatus and chemicals for all levels and must be a permanent structure. c. A level schools should have a separate laboratory d. Fire extinguisher.
	4. Library/reading room/bookstore.	Every school should have a library/reading space constructed/provided and functional Libraries in Secondary Schools
	5. A kitchen and food store	The school should have: a. A kitchen and food store. b. Ensure safety for all learners including those with special needs. c. School should have safe water for drinking. d. Drying rack.
	6. At least two staff houses within the compound.	The school should cater for a male and female staff living within the premises.
	7. Resting room for sick learners	The school should have resting rooms for sick learners
	8. Dining room	There should be a designated eating area.
4. Sanitation and Hygiene.	1. Toilet/latrine should be gender segregated, safe and usable at all times. 2. Washroom/facility for the female learners and urinals for boys 3. Provide soap at all washing points. 4. Provide access for special needs.	a. Separate latrine or toilet unit blocks for learners and staff based on gender/sex (male/female). b. The school should have a handwashing facility at a ratio of 1:60 learners c. The school should have a wash room facility for the female-learners. d. The school should have a separate urinal for male learners. e. Regularly kept clean, accessible, with proper ventilation and maintenance. f. Pit latrines must be sighted not less than 10 meters from the classrooms and not less than 30 meters from water source. g. Toilet stance ration should be at 1:40 h. All these facilities should cater for all learners, including special needs learners. i. Schools must integrate hygiene promotion into lessons and co-curricular activities.



Standard	Requirement	Guidelines
	2. Provision of a secure place for disposing glass, metal and sanitary pads/towels.	Schools should have: a. A plan/strategy for sorting waste. b. A safe designated place for disposing hard waste. c. Incinerators.
	3. Safe Water Access.	Schools should: a. Have access to clean water b. Provide 1.5 litre of water for drinking per day for each learner and teacher. c. Must implement daily cleaning and maintainance of water facilities. d. Have water points allocated conveniently and functional through out the school day.
	4. Maintenance.	Schools should have: a. Regular maintenance and upkeep of all facilities are crucial to ensure their functionality and longevity. b. Maintenance plan and budget.
	5. Policy Compliance.	a. School infrastructure should adhere to relevant building regulations, safety standards, and educational policies. b. A primary school should not share a compound with a pre-Primary school or a secondary school, each school is a stand alone c. A secondary school should not share a compound with a primary school or any Institution
5. Infrastruc- ture Policy Compliance with Disability	6. Inclusivity.	School infrastructure should: a. Be designed to accommodate special needs learners. b. Have ramps, handrails, accessible toilets, signage consistent with the Convention on the Rights of Persons with Disabilities (CRPD) and World Health Organization (WHO) guidance for easy access safe for all learners including those with special needs. c. Schools should use the Three Star Approach (TSA) for monitoring (WASH) Water, Sanitation, and Hygiene in schools. Note that one star is for basic facilities in place, two stars is for facilities are maintained and hygiene practices promoted, and three stars are for schools that achieve sustained WASH practices, community involvement, and innovations



INDICATOR 5: School Environment

Standard	Requirement	Guidelines
1. School Learning Environment.	1. Conducive location.	A school: a. Should create a welcoming, and organized space. b. Be situated in a safe location, away from potential hazards like floods and garbage. c. Have proper drainage and waste management systems. d. Should not be near noisy places/factories, bars, wetlands and discotheques.
	2. Clearly demarcated, hedged, fenced boundaries.	The school should ensure there are clearly demarcated boundaries with either mark stones or temporal barriers, live tree stumps (non-thorned) or fence with a controlled entrance.
	3. Clearly marked footpaths.	The school should have hazard free walking lanes
	4. Windbreakers	The school should have wind breakers such as fruit trees and shade trees around the school compound.
	5. Flower gardens/ greening in the school compound.	a. The school should have clearly demarcated flower gardens which are non-poisonous. b. Have plants, grass, trees which can be used as repellents and lightning arrestors.
	6. Availability of demarcated areas for waste disposal.	The school should have compost pit and waste disposal pit for hazard and non-hazardous materials.
	7. Dustbins in school compound.	Dust bins should be strategically positioned within the reach of the learners.
	8. Properly marked areas for games and sports.	The school should have areas for games and sports properly marked with no obstacles.

**INDICATOR 6: Staff Organization and Development**

Standard	Requirement	Guidelines
1. Staff Establishment.	1. Appropriate staff recruitment and deployment	The school should have: - staff establishment as recommended by the MoES - Trained teachers for every subject taught - Teachers and other school staff not on government pay roll should be given contracts with clear terms and conditions of service..
	2. Staff Meetings.	At least two staff meetings at the beginning and end of term.
	3. Supervision of teachers.	- Every teacher should be supervised by the headteacher or Deputy headteacher at least once a term. - Supervision reports of individual teachers observed
	4. Continuous Professional Development (CPDs).	- All staff in the school should attend school based CPDs at least once a term. - Topics for CPD's should include among others pedagogy, child protection and positive discipline. - The school should have reports and attendance lists, of seminars and workshops organized for teaching staff.
	5. Self-assessment and evaluation. (annexed)	Every Headteacher should carry out self-assessment and evaluation at least once a term.
	6. Induction of new staff.	The school should: - Organize induction of new staff. - A copy of the programme and induction guidelines. - An induction report.
	7. Senior Woman and Senior Man Teacher (SWT/SMT).	- The school should have a senior Woman teacher and a senior Man teacher. - Work plan in place - School based Policies on SWT and SMT activities with clear objectives - Reports on activities undertaken. - Training undertaken on basic guidance and counselling skills.
	8. Learners' leadership.	The school should have the following learners' leadership positions as part of school management: - Head prefect - Deputy head boy/deputy head girl, - Prefects in charge of welfare, discipline, co-curricular activities, health, sanitation and environment, safety and security, religious affairs, entertainment, time management; and class monitors. - Students councils for secondary schools.



INDICATOR 7: Management of Teaching and Learning Processes

Standard	Requirement	Guidelines
1. Implementation of the approved national curriculum.	1. Clear learning outcomes.	Schools should: - Ensure that learning competencies and outcomes foster real skills and holistic development of the learner. - Aligning learning competencies with broader educational goals and standards. - Prioritize learning outcomes to practical skills and values in a logical sequence.
	2. Effective Teaching Strategies.	Teachers should: - Use learner-centered approaches i.e. project-based learning, inquiry-based learning, collaborative learning, formative assessment, use of ICT tools etc. - Have instructional design i.e. that lessons are designed to be coherent, engaging, and differentiated to meet diverse learners' needs. - Use a variety of resources, i.e. real objects and digital tools.
	3. Appropriate Assessment Methods.	Schools should ensure that: - Assessment is linked to the curriculum and used to monitor learner progress and inform instruction. - There is ongoing feedback to learners that helps them understand their strengths and areas for improvement. - Effective evaluation of the curriculum and making necessary adjustments. - All subjects taught in accordance to NCDC guidelines, teachers should use formative assessment techniques in every lesson and give to the learners written or oral feedback weekly. - Schools should track and analyse literacy and numeracy results against national bench marks each year and include actions to be taken in the SIP.
	4. Alignment with Broader Educational Goals.	Schools should enable: - A deeper understanding of the core national education goals as in vision 2040 for both learners and the teachers. - Provisions to meet the national education goals as in vision 2040, Education For All (EFA), Sustainable Development Goals (SDGs), National Development Plan.
	5. Teacher Support and Professional Development.	Schools should: - Ensure training and support to teachers for effective implementation of the approved curriculum, including training on pedagogy, instructional materials and content areas. - Provide mentorship opportunities for teachers. - Ensure team planning for teachers to enhance collaboration. - Ensure support supervision including peer to peer, lesson observation, external support etc.



Standard	Requirement	Guidelines
	6. Continuous improvement of teaching and learning.	Schools should enable: - Data collection on learners learning, and teaching practices to identify areas for improvement. - Teachers to reflect on their practice and adjust, based on feedback and evaluation results. - Iteration of the curriculum and its implementation based on ongoing evaluation and feedback.
2. Teaching/ Learning Materials	1. A national curriculum framework document.	The school should have a curriculum for each core subject for primary/ secondary.
	2. A syllabus book.	The school should have a syllabus book detailing the topics taught under each subject and description of what is expected of each learner for that subject.
	3. Core textbooks/ references and Teachers guide.	The school should have at least a teacher's curriculum guide and reference books.
	4. Core textbooks/ references for learners.	The school should have - At least one textbook for 3 learners. - Records of utilisation of instructional materials.
	5. A weather station.	The school should have a simple weather station with at least a rain gauge, a wind vane and thermometer.
	6. A school bell/ gong/drum or bugle.	The school should have a bell/gong/drum/bugle for management of time.
	7. External boards.	The school should have at least 2 external notice boards for posting key information.
3. Planning Materials	1. An approved scheme of work.	The teachers should have: - An approved scheme of work for each subject taught. - Constructive comments made by supervisors.
	2. A lesson plan for each lesson.	- The teachers should have a lesson plan for each lesson taught. - Lesson Plans should show evidence of a variety of learning aids, teaching methods and techniques which are learner centered.
4. Class records	3. A record of learners:	Every teacher should have: - A record of work covered in class. - A record of learners' continuous progress. - Learners' attendance registers and record per subject.



Standard	Requirement	Guidelines
5. Classroom Facilities	1. Each classroom should have items to support effective learning.	The classroom should have: - A raised sitting/writing facility for every learner. - A chalkboard. - A teacher's chair and a table. - Updated timetable. - A duty schedule/roster displayed. - A notice board. - Adequate space for learners and teachers' movement. - A cupboard for locking teaching/learning materials and equipment. - An English dictionary and a sign language dictionary (for inclusivity). - A map of Uganda, East Africa, Africa, and the world/ Globe (for upper primary and secondary). - A wall clock. - Mathematical instruments



INDICATOR 8: Organization and Development of Co-curricular Activities

Standard	Requirement	Guidelines
1. Programmed Games/Sports; and Clubs.	1. Adherence to games and sports rules and regulations.	Schools should adhere to the stipulated games and sports rules and regulations as stipulated in the National Physical Education and Sports Policy (NPESP, 2004), the National Sports Act of 2023.
	2. In-door games and sports.	a. The school should provide at least 2 indoor games.
	3. Out-door games and sports.	The school should provide for at least 2 out door games. If a school has a swimming pool, it should meet the following safety measures: a. Fence around the pool area with a minimum height of 1.8 m. b. Gates provided and locked at all times if not in use c. Life saving equipment d. School Policies and regulations displayed. e. Full time certified swimming instructors at a ratio of 25: 1 learner f. training on life saving for at least 5 members in each class for secondary schools. g. Maintenance pool programme h. Teachers present during swimming lessons i. Signs indicating deep and shallow parts of the pool j. Time of use displayed in strategic place around the pool k. Risk assessment undertaken and mitigation measures documented l. First aid kit in place
	4. Appropriate facilities for Games and Sports.	The sports facility should have: a. Adequate space and equipment for physical activities and variety of games that are appropriate for all learners including those with special needs. b. Well maintained area free of hazards, and sharp objects. c. An MOU with the nearest facility in absence of a games field at the school. d. The school should provide for equipment of the games and sports
	7. Supervision of sports and MDD activities.	The school should: a. Have a teacher designated for sports b. Conduct due diligence where an external person is sourced. c. Have clear terms and conditions of employment for the sourced person. d. Have the resourced person working under the supervision of a teacher designated to oversee games and sports. e. Ensure that every class teacher is responsible for sports and MDD.
	8. Continuous talent identification.	a. The school should identify talents for learners during co-curricular activities and nurture them. b. Document the talents identified of the learners and share this information with parents, schools or Institutions where learners will progress to.



Standard	Requirement	Guidelines
	9. Clubs and societies.	The school should provide for clubs and societies - At least each learner should participate in a club. - The clubs and societies are headed by a patron. - Every school should have school policies to govern the management of clubs and societies.

INDICATOR 9: Finance and Accountability Management

Standard	Requirement	Guidelines
1. Functional finance system.	1. Finance sub-committee of SMC/BoGs.	The Committee: - Is established and functional. - Meets regularly (with signed minutes). - Has approved budget documents, aligned to school priorities. - Has timely submission of financial reports to the SMC/BOG. - Ensures that there is a transparent and accountability mechanisms in place. - Has undertaken training/orientation on financial management.
	2. Trained/qualified accounts clerk/bursar.	The school should employ the services of a trained accounts clerk/bursar to manage school finances (for secondary schools).
	3. Approved annual workplan and budget.	The school should prepare and have annual school workplans and budgets approved by the SMC/BOG before spending school finances.
	4. Books of Accounts.	There should be evidence of various books of accounts such as vote books, petty cash books, requisition system, payment vouchers, learners' ledger, general ledger, receipt books, monthly bank statements, termly trial balances, termly finance report, etc.
	5. Audited books of accounts.	Schools should have annual audit reports from designated persons.
2. School project.	7. Establish a school project.	The school should have: - An approved project proposal. - Implement and sustain school project. - This project can be used for income generating and learning purposes.
3. Public display	1. Display of key financial information.	The school should display on school notice boards and at annual general meetings (AGMs) the following: - Budget summaries, capitation grants received, major expenditures. - Termly income and expenditures.



INDICATOR 10: Organisation and Development of School-Parents/Community

Standard	Requirement	Guidelines
School-Parents/Community engagements.	1. Involvement of Parents/community in school activities.	Schools should: a. Orient new parents on school rules and parents roles. b. Involve parents, and the community in school activities.
	2. Class open days.	School should organize class/open days at least once a year.
	3. Learner participation in community activities.	Schools should have a program for learner community engagement at least once a term and records of activities and their impact in place.
	4. Sharing of knowledge	Schools should share knowledge with the community and vice versa.
	5. School-Community Relations.	Schools should: a. Organize annual parents/teacher's meetings to discuss issues related to the school administration, leadership and management; teaching and learning; use of school funds and school gender issues. b. Put in place a suggestion box for all stakeholders at strategic locations. c. Dissemination of information to parents and community through notice boards. d. Involve the community in enhancing safety and security of the school. e. SMC/BOG should ensure that boarding facilities where they exist meet the required standards. f. Monitor using the check list provided by MoES at least once a term and provide a report to the Annual parents General Meeting (AGM).



INDICATOR 11: Time Organisation and Management

Standard	Requirement	Guidelines
School Annual Calendar.	1. Appropriate time allocation for both academic and co-curricular activities.	Schools should provide clear schedules for all academic and co-curricular activities as stated in the curriculum. These should be displayed in the following places: a. Headteacher's office. b. Deputy Headteacher. c. Director of Studies. d. Classrooms. e. Staffroom. f. Notice boards.
	2. Adherence to the MoES school calendar.	Schools should: a. Adhere to the MoES school calendar as issued by the Permanent Secretary (PS). b. Seek and obtain permission from the PS in case of any deviation.
	3. Termly School Programme.	Schools should have: a. Termly programme detailing activities and time schedule. b. Programme disseminated and displayed on the school notice board.
	4. School Assemblies.	Schools should convene weekly assemblies lasting not more than 40 minutes, where: a. All teachers attend. b. National flag is raised. c. All the stanzas of National, East African, School, and Cultural anthems are sung. d. Prayer is said. e. Learners' leader address the assembly. f. The headteacher addresses the assembly on major issues concerning the school, the nation, international events on social, economic, and political matters for learners' information/attention. g. A resource person addresses the learners on topical issues. h. Primary schools should hold daily parades for health checks for lower classes (P1-P3) for not more than 20 Minutes
	5. Provision for healthy breaks.	Schools should provide healthy breaks: a. Mid-morning break for 30 minutes. b. Lunch break for one-hour. c. One hour period for co-curricular activities. d. A bell or a siren should be rung at the beginning and end of the said periods.
	6. Attendance records.	Schools should maintain: a. Attendance records for all teachers arrival and departure. b. Registers for learners and attendance records.



INDICATOR 12: Organisation and Management of School Safety and Security

Standard	Requirement	Guidelines
1. Providing a secure environment.	1. A school wide code of conduct for staff and learners.	Schools should: a. Have a code of conduct developed with staff and learners participation. b. Displayed and explained annually. c. Have a referral protocol of when and how to report to police, probation, health or social services.
	2. Safety and security measures	Schools should have: a. Controlled access by securing entrances, and proper fencing/non-porous fence. b. Measures to prevent and response to Gender-Based Violence (GBV): • Among learners • Between learners and staff. • Staff to staff c. Management of dangerous items. d. Measures to prevent and respond to substance abuse and hazards. e. Zero tolerance to all forms of corporal punishment, sexual exploitation, bullying and VAC. All those are prohibited and subject to sanctions in line with laws, and international child rights instruments.
	3. Maintain a copy of updated school rules.	a. Schools' rules and regulations spelling out clear sanctions b. Should be displayed and disseminated to learners and parents and staff.
	4. Functional Safety and security committee.	Schools should have a safety and security committee: a. To implement rules and regulations pertaining to safety and security. b. To oversee activities related to safety and security. c. To sensitize staff and learners on safety and security measures. d. To liaise with security organs as and when the need arises. e. Monthly reports to the headteacher on the status of safety and security of learners.
	5. Learners and staff to participate in safety and security drills.	Schools should schedule termly safety and security drills.
	6. Firefighting equipment.	Every school building should have at least one functional firefighting equipment.
	7. A fire detection systems	A school should have a system to detect fire out breaks within the school structures. This is mandatory for boarding structures
	8. A demarcated fire free protection zone.	A school should have a clear demarcation of a school assembly point.



Standard	Requirement	Guidelines
	9. Lightning arrestor.	The school should install lightning arrestors conforming to the UNBS standards.
	9. Doors and Windows.	A building should ensure that buildings have doors opening outwards and burglar free windows.
	10. An emergency exit.	A school should have at least an emergency exit on each room.
	11. Security guards.	Should have undertaken basic training on security matters and available for 24 hours for all days.
	12. An emergency plan.	A school should have: a. An emergence preparedness, response and recovery plan developed. b. A trained school community in emergency rescue.
	13. Hazard preparedness	A school should have hazard aware setting, regular safety inspection of buildings, a simple Disaster Risk and Response (DRR) plan e.g for floods, storms, landslides, fires etc.
	14. Measures to report Violence Against Children (VAC).	A school should have: a. Clear guidelines for reporting VAC. b. Clear responses/interventions to VAC. c. Strategies integrated in VAC management.
2. Psychosocial wellbeing.	15. Provision of time for psychosocial wellbeing.	A school should have: a. Time for structured life-skills/SEL b. Training for staff on basic psychosocial support. c. Safe spaces



INDICATOR 13: Road Safety

Standard	Requirement	Guidelines
Safe transportation of learners.	1. Type of transport	a. All vehicles transporting learners to and from school should be with a valid Private Motor Omnibus (PMOs) license with IOV certification. - The school van should be road worthy. - Passenger vehicles should seek clearance for road worthiness from appropriate authority. - All vehicles transporting learners should be labelled with the school's name. b. Those who walk to school should be accompanied by a trusted caregiver.
	2. Human resource	The school should have a: - Driver with an appropriate valid driving permit class for a vehicle. - A designated staff with a letter of assignment indicating clear roles and responsibilities to accompany learners to and from. - The driver and the transport assistant shall be in uniform and always display their identification badges.
	3. Safety of learners during transportation.	- Vehicles carrying learners should adhere to the recommended vehicle capacity. - Schools should have a policy for transportation of learners. - Learners should not be exposed to any verbal, audio-visual, print media materials that are not related to learning. - The parent shall give written consent for the learner to be transported. - Learners should be transported during daytime between 6AM-6PM.
	4. Record of learners aboard	- A record of learners transported should be kept with the transporter and a copy left at school. - A logbook to be maintained. - Tours to be approved by parent. - A route chart and logbook should always be maintained. - A roll call at boarding and dropping off should be done.
	5. Management of learners on trips/tours/excursions.	All trips/tours/excursions must be approved by the appropriate authority: - The foreign trips should be approved by the Permanent Secretary MoES. - The local trips should be approved by the Chief Administrative officer/Town clerks /City town clerk. - For internal/local trips the learners should be transported under strict supervision of the school. - All pre-primary/kindergarten learners should not participate in any trips outside the school.



INDICATOR 14: Food Safety and Security

Standard	Requirement	Guidelines
Food Safety policies, regulations and guidelines	1. Compliance with regulations	a. A policy on allowable food from external sources. b. Medical examination of cooks every 6 months. c. Controlled access to the kitchen and food store. d. Canteen regulation – no stocking of unhealthy foods and Energy drinks should be prohibited. e. Guidelines on vendors who provide food not prepared at school.
Food Storage	2. Proper food storage.	The school should have: a. A designated place for food storage. b. Stores placed in a well-drained area. c. Food store which is separate from other stores. d. Food placed on pallets/raised platforms. e. Food storage to be built in a protective design that prevent access and damage from rodents. f. Schools should avoid trapping rodents using poison in the food store. g. Appropriate ventilation. h. Fresh and dry food be kept on separate racks/shelves. i. Packed food from learners kept in a designated raised and secure place. j. Stock register. k. Appropriate food preservation and vermin control measures should be used.
Food preparation and handling	3. Hygienic handling and preparation of food.	The school shall ensure that all food is prepared and handled in a clean and safe way/manner. School should have: a. Clean water b. Racks for drying utensils c. Food covers (no plastics) d. General cleanness of the handler (short nails, covered hair, clean uniform), e. Cleanness of the cooking area f. Cleanness of the cooking utensils. g. Cooking area should be 10 meters away from the pit latrine. h. Designated washing areas for cooking utensils with proper drainage. i. A designated serving area supervised by a teacher j. Food packed by learners should be clean, safe and free from contamination.
Food source	4. Safe and quality food.	The school shall ensure: a. All food is procured from appropriate and safe sources. b. That processed food and drinks in schools are certified by Uganda National Bureau of Standards (UNBS). c. All food is free from contamination at all levels.

**INDICATOR 15: Management of information communication technology.**

Standard	Requirement	Guidelines
ICT in teaching and learning /Computer assisted learning (CAL) and Management	1. The school shall integrate ICT in administration, 2. The school shall use ICT to support teaching/learning	a. A school should have a minimum of at least one functional computer and printer for administration. b. Access digital content via radio/television/low-tech means. c. Solar solutions-consistent with equity and climate resilience d. School management shall use EMIS system for education related data in line with guidelines issued by the Permanent secretary. e. Use ICT systems to track teacher attendance provided by the Ministry of Education • Secondary school should have: • Records on ICT usage for teaching and learning • A qualified ICT teacher. • ICT lab with a ratio of 1 computer to 5 learners • a lab attendant • low-tech EdTech options ie offline digital content.
	3. Security and Maintenance	The school should provide for: a. An ICT maintenance policy including controlled access for inappropriate information and materials. b. An ICT lab secured with burglar proof. c. Engraved equipment and recorded in the asset register. d. Supervision of learners always during the use of the ICT lab. e. Rules and regulations specified for the use of ICT, displayed and disseminated. f. A power source to run the computers.



INDICATOR 16: Climate and Environmental Management

Standard	Requirement	Guidelines
Environmental conservation	1. School greening	The school shall always promote environmental conservation through: - Planting of trees within the school and around the school environment. - Designating places for planting flowers and grass. - Protecting the trees and the green areas. - Establishing a school environment committee. - Availability of school environmental clubs. - Designating walkways/ clear paths to prevent destruction of plant cover.
	2. Waste Management	The school should use 5Rs of Waste Management: - Recycling of waste - Re-use - Reduce - Refuse - Re-purpose - Rot(decomposition)
	3. Sensitization and Awareness Campaign	The school should: - Carry out sensitization and awareness campaign on climate change - Carry out awareness campaigns within and outside the school. - Have messages on environmental conservation displayed. - Carry out activities related to environmental conservation.
	4. Energy conservation	- School should use energy saving stoves. - Alternative sources of fuel to firewood for cooking. - Careful use of electricity.

**INDICATOR 17: Management and Organisation of Boarding Facilities**

Standard	Requirement	Guidelines
Boarding Facilities	1. Separate dormitories for boys and girls.	Boarding schools should provide separate dormitories for girls and boys according to classes.
	2. A bed for every learner on a single bed/double decker or single beds.	Every learner should: a. Have a separate bed of specified standard (3x6 ft) for each occupant in accordance with the public Act health 1964. b. Not share a bed. c. Have a metallic bed. d. Be provided with appropriate spaces for suitcases/ boxes to allow learners stretch while sleeping. e. Space between beds.
	3. Each dormitory should have windows and emergency doors.	Boarding schools should ensure that every dormitory has cross ventilation, windows without Burglar proofs and an emergency exit per room.
	4. Availability of laundry.	a. Boarding schools should provide: b. At least one functional laundry space per dormitory. c. Proper drainage provided. d. An ironing facility.
	5. Each dormitory building should have lighting systems adequate for the number occupants.	a. The size of the dormitory be used to determine adequacy of light provision. b. There should be no sockets provided inside the dormitories
	6. Separate latrines/ toilets for boys and girls and learners with special needs.	Boarding schools should ensure that: a. Boys and girls have distinctive separate and adequate latrines/toilet facilities b. Separate toilets for learners with special needs. c. These facilities adhere to standard ratios of 1:40. d. Separate toilets for classes and dormitory.
	7. Appropriate disposal of waste management.	The school should have at least an incinerator and provision for waste disposal.
	8. Fencing for the dormitories.	There should be a secure fence with controlled access for all dormitories and safe exit in case of emergency.
	9. Adequate separate bathing facilities.	The school should have: a. Separate bathing facilities for boys and girls, according to age group, catering for all learners including special needs learners. b. Proper drainage provided c. Provision of urinals for boys.
	10. Fire protection system available.	Provision of separate fire protection equipment on each dormitory block, fire extinguishers and smoke detectors in each room.



Standard	Requirement	Guidelines
	11. Vector control	Termly fumigation by a registered company at least one week before re-opening of the school term.
Compliance with legal provisions of boarding facilities	1. Permission to operate a boarding school.	The school should have: a. A valid certificate issued by MoES to operate the boarding section. b. A license and registration certificate issued by MoES. (for private schools)
	2. Occupancy permits for every dormitory.	Permit should be obtained from a designated officer or the local Government building committee before use this is in accordance to the occupational Safety and Health (amendment) Act 2025.
Human resource	1. Matrons/Wardens.	Every dormitory should have: a. A matron or warden depending on the sex. b. With a minimum academic qualification of Primary 7. c. Examined medically every 6 months and certificate issued. d. Minimum age of 30 years. e. A recommendation letter from LC1 chairperson. f. Be residence matron with appropriate provision. g. An administrator to oversee.
	2. Guards	Boarding schools should have in place guards for 24-hour daily surveillance and restricted access. The guard should: a. Have LC1 recommendation letter. b. Basic security training. c. Not more than 60 years.
	3. Cooks.	Every cook should be: a. Examined medically every 6 months and certificate issued b. With security clearance and credible recommendations from LC 1. c. With a minimum academic qualification of Primary 7. d. Dressed in uniform, white gumboots and white head gear. e. With basic experience in cooking and food handling. f. Applicable to day schools as well.
Sick bay	4. Provision for space and facilities	The school should provide: a. Separate space for boys and girls for treatment. b. Provide a full-time health worker c. Provide basic drugs. d. Dompliance with laws and school health policy.

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Together, we can shape a future in which every child in Uganda receives an education that empowers them to succeed and to contribute meaningfully to national development. I therefore call upon all stakeholders to embrace these standards with the seriousness they deserve. Let us work collaboratively to uphold the dignity of our learners and reaffirm our collective responsibility in driving Uganda's transformation through education.



Ministry of Education and Sports
P.O. Box 7063 Kampala, Uganda
Embassy House,
King George VI Way

Tel: 0417 893 600 (General), 0417 893 602 (Permanent Secretary)

Email: permasec@education.go.ug

www.eduction.go.ug

