



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

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Basic Requirements and Minimum Standards for International Schools (BRMS-IS)

MAY, 2026

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FOREWORD

The Ministry of Education and Sports is steadfast in its commitment to providing quality and inclusive education for all learners within Uganda. In recognition of the evolving educational landscape and the increasing diversity of our school communities, we have developed the Basic Requirements and Minimum Standards for the establishment and management of International schools.

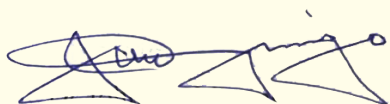
These standards are anchored in the Education Act of 2008, which requires that any school, whether public, private, or international should meet clearly prescribed criteria to operate legally therefore International schools, as defined in Section 2 of the Act, are private educational institutions offering foreign curricula and international certification. The Act mandates all such institutions to uphold not only the prescribed Ugandan standards but also globally recognised best practices in administration, staffing, curriculum, learner welfare, infrastructure, and safety among others

Furthermore, these Standards will guide the Licensing and Registration of International Schools and Management of the schools in the bid to ensure that the schools provide quality education and meeting the expectations of the Parents by providing them confidence that their children are receiving the Education they desire. The Basic requirements and Minimum standards for International Schools will also be used to hold schools accountable especially in providing a safe and supportive learning environment to stimulate wholistic Education and be globally competitive.

The Ministry is resolute in supporting schools and partners who share our vision: that every learner in Uganda, whether in a public, private, or international institution deserves a safe, nurturing, and inspiring environment to flourish. I urge all education stakeholders to employ these standards not as the ceiling of our aspirations, but as the foundation for ongoing improvement and innovation. Therefore, all International schools shall meet the prescribed Standards before they can be Licenced to operate and should at all times ensure compliance for those that have been given the authority to operate by the Ministry of Education and Sports.

Let us work together to ensure that every international school operating in Uganda contributes meaningfully to our nation's educational goals, developing future-ready, socially responsible global citizens.

Let me thank all those who have participated in developing these Standards that will go along way in streamlining and standardising the operations of International schools.



Dr John.C. Muyingo

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

ACKNOWLEDGEMENTS

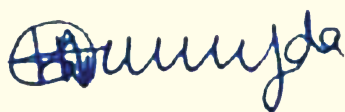
The Ministry of Education and Sports extends its heartfelt gratitude to all individuals and organisations who contributed their expertise, time, and commitment to the development of the Basic Requirements and Minimum Standards for International Schools (BRMSI) in Uganda.

I sincerely thank the technical teams within the Directorate of Education Standards, led by the Director of Education Standards, Ms. Frances Atima. The following staff are equally appreciated; Kambugu Stella, Judith Akurut and Eddy Mwanguzi whose collective effort ensured that the BRMS-IS is comprehensive, relevant, and aligned with both national laws and global benchmarks. Your collective input has contributed greatly to this foundational document, which will guide the quality and integrity of international education provision in Uganda.

We particularly acknowledge the invaluable input from representatives of international schools, associations, and curriculum providers, who generously shared their experiences, practical insights, and recommendations throughout the consultation process. We equally appreciate, DES Regional Inspectors, Ministry of Education officers specifically the department of Private schools and Institutions, District Inspectors of schools and members of statutory bodies whose field knowledge and oversight were vital in shaping pragmatic standards.

Special recognition is owed to the education consultants led by Dr. Jane Frances Nakato and assisted by Ms. Catherine Osiru for their technical engagement in the research, drafting, and preparation of this document, as well as to all stakeholders who participated in focus groups, online surveys, and private consultations.

Finally, we acknowledge the leadership and guidance provided by the Hon. Minister of Education and Sports, whose vision continues to inspire improvements in the educational sector.



Dr Kedrace R Turyagyenda

Permanent Secretary

MINISTRY OF EDUCATION AND SPORTS

ABBREVIATIONS AND ACRONYMS

ACE	Accelerated Christian Education
BA	Bachelor of Arts
B. Sc.	Bachelor of Science
BRMSIS	Basic Requirements and Minimum Standards for International Schools
CPR	Cardiopulmonary Resuscitation
CV	Curriculum Vitae
DES	Directorate of Education Standards
IB	International Baccalaureate
IPC	International Primary Curriculum
JD	Job Description
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NGO	Non-Governmental Organisations
PTA	Parent Teacher Association
UNESCO	United Nations Educational, Scientific and Cultural Organization
URSB	Uganda Registration Service Bureau

OVERVIEW

National Education Standards serve as the foundation for planning, implementing, and overseeing education to ensure that quality education is achieved. These standards play a pivotal role in shaping the character and civilisation of a nation by aligning educational practices with the evolving demands of local, national, and global contexts. While low and middle-income countries commonly adopt minimum standards for education, the implementation and effectiveness of these standards vary based on the country's level of development (World Bank, 2020 Education Sector Strategy (English))

The existence of minimum standards aims to monitor, evaluate, and regulate the quality of education provision, enhancing accountability within the education sector. However, the successful implementation of these standards is contingent on the availability of technical and financial resources. It is recognised that adherence to minimum standards contributes to various facets of quality education, such as ensuring safe and conducive school environments for students. Nonetheless, for optimal student outcomes, it is imperative that standards related to teacher quality and the availability of teaching and learning resources, student safety and security, staff organisation, physical structures and facilities among others are met.

Overall, the application of minimum standards is viewed as a mechanism to harmonise education practices and improve the overall quality of education. By setting clear benchmarks and expectations, these standards can enhance the educational experience and outcomes for students, fostering a more effective and accountable education system (UNESCO - Education Policy Series No. 20 - Accountability in Education <https://unesdoc.unesco.org/ark:/48223/pf0000259593>).

BACKGROUND

These Basic Requirements and Minimum Standards for International Schools (BRMSIS) were developed to guide international education practitioners and other key stake holders in ensuring quality education services for students, parents, and communities. This is in line with the Ministry of Education and Sports mandate and strategic objectives.

The MoES will use these standards to regulate the registration and operation and management of International schools in Uganda. The BRMS-IS will also provide a baseline of expected standards to be offered by schools offering an international curriculum, enabling all stakeholders, especially parents, to assess and engage with these schools and holding school management accountable.

By maintaining Standards schools can ensure students receive a quality education, preparing them for success in their future endeavours. Hence schools must adhere to required standards if they are offering International Curriculum and should ensure they have been licensed by the Ministry to Operate as required by law.



Scope

These BRMS-IS apply to all international schools in Uganda, from foundation stage through secondary level, encompassing both day and boarding schools.

DEFINITION OF KEY CONCEPTS

To eliminate the use of terminology that may present diverging interpretations, the following terms are explicitly defined below:

1. **Basic Requirements:** According to the current national BRMS document, basic requirements are the minimum necessities for the provision of quality education and training in educational institutions.
2. **Minimum Standards:** The criteria or measures that are critical to the performance of international education institutions. These criteria describe the lowest level of capability at which the analyses can be successfully performed.
3. **International School:** An educational institution that delivers a curriculum recognised by international accrediting bodies or universities. These curricula are designed to promote a global understanding and facilitate international educational transitions.

USERS OF THE BRMS-IS

These standards serve as a guide for various stakeholders involved in international education, promoting both accountability and best practices. Beneficiaries include but not limited to School managers, Policymakers, MoES officials, school leaders, NGOs, organisations overseeing international schools, teachers, parents, and the community.

While these standards represent a baseline, schools are encouraged to surpass them. The BRMS-IS outlines essential points and key actions for practitioners seeking to establish and operate effective international schools.



INDICATOR 1: School Governance and Management

Standard	Requirements	Guidelines
Philosophy of the school reflects acceptable core values, mission and vision.	i. School Vision ii. School Mission iii. Core Values displayed in accessible areas.	The school should have a Mission, Vision, and Core Values shared with the students, staff, parents, and the community. They should also be displayed in accessible areas.
Communication	Functional School Website detailing school curriculum, activity calendar, fee schedule, etc.	The school should have a functional website, with information that is usually requested by parents and the community, such as the curriculum offered, the unique qualities of the school, activity calendar, the fee schedule, etc.
School Governance Body.	The Board of Governors is constituted in accordance with the existing laws governing education in the country.	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. Decisions made should be shared with staff and parents for action within the running term.
Parent Teacher Association (PTA)	Functional Parent Teacher Association (PTA)	Schools should constitute a Parent Teacher Association to support and improve the school and student experience.
School Principal	Qualified school Principal	The school principal should have a minimum qualification of a Bachelor's degree in Education or a BA/B. Sc. with a Post Graduate Certificate/Diploma in Education.
School Strategic Plan	The school must have a strategic plan covering three to five years.	The strategy should be revisited to guarantee its continuous applicability and efficacy, yearly.
Annual Workplan	The school should have a written work plan, which should be shared with the Board.	Annual work plan aligning with the school's strategic plan.
School Calendar of Activities	A calendar of activities.	A calendar of activities should be shared with teachers, students, and parents through the school website and other official school communication channels.
Complaints/ Feedback Procedure	A written complaints/ feedback procedure.	The feedback/complaints procedure should be shared with teachers, students, and parents.



INDICATOR 2: Legal Requirements

Standard	Requirements	Guidelines
Company/ Business Registration Requirements	i. The school should be legally registered with the Uganda Registration Service Bureau (URSB). ii. The school should be licensed by the Ministry of Education and Sports. iii. An examination Centre number upon fulfilling international curriculum requirements.	a. Obtain the necessary licenses and accreditations from local and where necessary, international education authorities or relevant governing bodies as prescribed in the various laws and regulations. b. In the absence of the licenses or accreditation, there should be some evidence that the process of acquiring them is underway c. The curriculum offered shall be accredited by the National Curriculum Development Centre. (NCDC) d. License to operate as a school should be obtained within 1 year of operation. e. Receive Centre Number within 3 years of operation on fulfilling the international curriculum requirements, or show documentation that they are in the process of receiving the Centre Number.
Compliance with Copyright and Content Licensing Regulations	Copyright policy.	Should have a policy on compliance, content licensing, and plagiarism. This should be shared with the teachers, students, and parents.
Compliance with host country legalities	i. Work permits for foreign staff. ii. Valid visas for foreign staff iii. Conformity with laws governing the country	a. Foreign staff should obtain permits for legal stay and work in the country. b. Schools should perform background checks for all staff. c. Schools should conform to the laws governing the country.



INDICATOR 3: Staff Organisation and Development

Standard	Requirements	Guidelines
1. Staff Contracts and Job Descriptions	Written contracts should be given to employees, indicating the commencement and expiry dates of the contracts, terms of employment and other job-related information.	The contracts should be signed by the hiring officer and the staff member and should specify: a. Job descriptions (JDs), clearly indicating their expected roles and duties b. Clear reporting lines c. Code of conduct d. Attendance requirements e. Hours and days of work f. Length of contract g. Compensation h. Support, supervision and dispute resolution mechanisms
2. Staff/ Performance Appraisals	Conduct performance appraisals.	Appraisals should; a. Outline teacher support in classroom practice, assessments of student progress, and evaluations of professional development and collaboration. b. Incorporate feedback from self-assessments, peer reviews, and student surveys to identify areas for improvement.
3. Staff Induction Plan	Staff induction plan with clear guidelines, review schedules, and consistency mechanisms.	a. A documented induction plans b. New staff should undergo a thorough induction process to facilitate their integration into the school's culture.
4. Recruitment of Multinational Staff	The school should have at least one teacher with international teaching experience.	a. Expatriates should have an Interpol clearance. b. Expatriates should follow Uganda's immigration and labour laws.
5. Staff Meeting File	Conduct regular staff meetings	There should be at least two staff meetings conducted and minutes available (either in soft or hard copy).
6. Staff Curriculum Vitae (CVs) and Professional Certificates	Individual staff files	Records of all staff members, including CVs, recommendation letters, and relevant personal information, should be filed appropriately in the individual staff member's file.
7. Staff Attendance Records	Staff Attendance Registers	Staff attendance registers should be in place (whether hard copies or digitised).

**INDICATOR 4: Statutory Policy Documents**

Standard	Requirements	Guidelines
1. Statutory/ Policy Documents	All schools should have relevant policy documents, including but not limited to: i. Constitution of the Republic of Uganda (1995) ii. Education Act (Pre – Primary, Primary and Secondary)2008 iii. The Teaching Service Commission Regulations (1994) iv. The Public Health Act v. The Children Statute (1996) vi. The Government White Paper on Education vii. Education Service (Teachers' Professional Code of Conduct) Notice, 2021 viii. Persons with Disabilities Act (2020) ix. Physical Education and Sports Act (2025)	Employees and employers should acquaint themselves with the relevant laws and policies and adhere to them as required.
2. Tenancy Agreement or Proof of Land Ownership	Schools should have proof of land ownership or land title in the name of the school or Signed tenancy agreement	Schools should have a signed tenancy agreement of at least 4 years, citing the timeline, or hold a land title on which the school is located.
3. Government Approval to Operate	Schools should have written proof that they are allowed to operate.	a. URSB certificate b. Clearance of the curriculum offered from the National Curriculum Development Centre (NCDC). c. Licence to operate given by the Ministry of Education and Sports d. Inspection from the MoES to ascertain compliance to the Basic Requirement and Minimum Standards



INDICATOR 5: Schools Policy

Standard	Requirements	Guidelines
1. Staff Handbook (Code of Conduct)	A staff code of conduct or handbook should be available (in hard or soft copy as preferred).	a. The code of conduct should state clear standards of staff behaviours. It should specify mandatory consequences for individuals who do not comply. b. Staff should receive their respective handbooks and acknowledge receipt. c. The school should have proof that the staff read and understood what the school handbook entails. d. Should promote a culture of professionalism and provide clear reporting procedures for staff
2. Parent Handbook	Parents should receive a handbook indicating the major school policies concerning them, their children, staff, and the school in general.	a. Schools should ensure parents are aware of the content in the handbook.
3. Student Handbook	Students should be provided an age-appropriate code of conduct	a. The handbook should outline expected student behaviour and clear consequences when the code of conduct is not adhered to. b. It should include the discipline policy, anti-bullying policy, and other policies. c. The school should endeavour to explain what the students' handbook entails. d. The early-year pupils should have simplified rules displayed in picture form, and the teachers should explain what the pictures represent.



INDICATOR 6: Financial Planning and Management

Standard	Requirements	Guidelines
1. School Bank Account	The school should have a bank account.	a. The school should have a bank account in the registered name of the school and should have sufficient funds to cater for all the needs of the school.
2. Approved Annual Budget	The finance team should prepare a budget that outlines the termly expected income and expenditure.	a. The finance team should prepare a yearly financial plan from which they would extract the termly budget. b. The budgets should be approved by the Governance body
4. School Bursar/ Accountant	The school should employ a bursar and/ or an accountant to manage accounts and other financial obligations.	
5. Financial Records	The finance team should ensure that the following documents are in place: i. School Finance Manual ii. Tax returns iii. Annual Audited accounts iv. Receipt books v. Petty cash vouchers vi. Bank statements vii. A requisition system viii. School finance policy ix. Other financial documents, depending on the school's finance policy.	a. Establish an efficient financial practice for schools to maintain a firm foundation and continuity. b. The finance team should establish financial practices that comply with local regulations, including budgeting, reporting, taxes, etc.



INDICATOR 7: School Curriculum

Standard	Requirements	Guidelines
1. School Curriculum	The curriculum is approved by an international accreditation body.	a. The international curriculum offered by the school should be relevant and adaptable to all learners. b. The life skills, learning content, and key concepts should be age-appropriate and cater to different learning styles/needs. c. Culturally, socially, and linguistically relevant curricula and appropriate to the context and needs of learners. d. The curriculum should demonstrate a commitment to promoting inclusion, diversity, and equality while implementing policies and practices that align with Uganda's legal guidelines.
2. The curriculum should be approved by NCDC.	Approval from NCDC.	All curricular offered should be approved by the National Curriculum Development Centre in line with the NCDC Act.
3. The Curriculum should be Accessible to Teachers, Students and Parents	Schools should put measures in place to communicate or share the curriculum with teachers and parents.	a. The school should ensure teachers are provided with adequate tools and materials to teach the school curriculum. b. Students should be provided with or supported in acquiring the relevant learning materials.
4. Technology Plan (current or future)	ICT policy is available.	a. The policy should provide guidelines to protect users from abuse and risks associated with use of technology. b. The policy should provide guidelines on how to avoid plagiarism.
5. School Schedule	A school timetable should be displayed in strategic locations.	a. Teachers and students should have copies of the school schedule. b. Parents should access the schedule at school, or on request.
6. Co-Curricular Activities Schedule	Co-curricular activities should be incorporated in the school programme.	a. A schedule for co-curricular activities should be shared with teachers, students, and parents. b. The co-curricular activities should support the learners' social, emotional, physical, and intellectual development.



Standard	Requirements	Guidelines
	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
	Appropriate facilities for Games and Sports	The sports facility should have: - Adequate space and equipment for physical activities and variety of games that are appropriate for all learners including those with special needs. - Well maintained area free of hazards, and sharp objects. - An MOU with the nearest facility, in absence of a games field at the school. - The school should provide for equipment of the games and sports
	Safety of facilities	If a school has a swimming pool, it should meet the following safety measures: - Fence around the pool area with a minimum height of m - Gates provided and locked at all times if not in use - Lifesaving equipment - School Policies and regulations displayed . - Full time certified swimming instructors at a ratio of 25: 1 learner - Training on life saving for at least 5 members in each class for secondary schools. - Maintenance pool programme - Teachers present during swimming lessons - Signs indicating deep and shallow parts of the pool - Time of use displayed in strategic place around the pool - Risk assessment undertaken and mitigation measures documented - First aid kit in place



INDICATOR 8: Quality of Teaching and Learning

Standard	Requirements	Guidelines
1. Capacity Building and Continuous Professional Development Plan	Teachers and other staff should receive relevant and structured periodic training according to their needs and circumstances.	a. Teachers should be supported in their professional development and guided to stay current with the curriculum, school, and student needs. b. Students and parents should have the opportunity to provide feedback to teachers and administrators. c. Regularly assess and evaluate staff performance and make necessary adjustments to improve educational outcomes. d. A professional development plan should be drafted and shared with the staff. It should state the topics and timing of the training. e. Heads of schools/principals should be trained in leadership skills, budgeting and finance, and other relevant courses needed for effective school management. f. Support staff should receive regular professional development to enhance their skills and performance in their respective roles. g. A training log should be kept. This should have the names of the trainees, the topic(s), the date of training, and the signatures of the trainees/trainer(s).
2. Student Assessment Records	The school should have an assessment guideline that is easily accessible to teachers.	a. Assessments should consider relevance, consistency, frequency, and differentiation. b. Assessments should be filed in accordance with the school's filing system (soft or hard copies). c. The school has continuous measures for monitoring and evaluating performance.
3. Teachers are Qualified to Deliver the Curriculum	Teachers should have credentials from a recognised institution.	a. Teachers' certificates are readily available on request. b. Teachers can provide proof of training through certificates or a training plan.
4. Teachers' Resources Available	To support efficient and effective learning, provide adequate space, textbooks, teaching aids, and learning materials that are aligned with the curriculum.	a. Teachers' planning documents, such as lesson plans/notes and schemes of work, should be readily available and regularly updated. b. Teachers should be provided with at least one teacher's textbook per core subject in line with the curriculum. c. Avail teachers' guides for each subject.



Standard	Requirements	Guidelines
5. Students' Resources Available	Students should be issued the appropriate textbooks, workbooks, and scholastic materials.	a. Basic Science, Technology, Engineering and Mathematics (STEM) equipment is available (secondary section). b. Basic teaching aids should be available for all subjects and all classes.
6. Support and supervisory mechanisms	Well-developed teacher mentoring programme.	a. Leadership must provide effective support (supported by evidence) to keep teachers motivated, accountable, and of high teaching quality.
7. Homework Policy is Clear to Teachers, Students and Parents	The homework policy should be communicated to students, teachers, and parents.	a. The school will communicate the homework policy to students, teachers, and parents each term through its communication channels.
8. Students Attendance Records	Students attendance log	Teachers/administrators should keep a daily record of students' attendance.
9. Class Size	It is critical to define a class size that is manageable and allows the teacher to meet the needs of individual students.	Teacher-Learner ratio: a. Early Years – 1:15 b. Primary – 1:25 c. Secondary – 1:30



INDICATOR 9: Structure and Facilities

Standard	Requirements	Guidelines
1. Visible School Signpost(s)	School signposts should be clearly labelled.	a. Signposts displayed for easy directions to the school. b. They should have the school's name and contacts and displayed where they can be seen and read.
2. Classrooms	Schools should provide ample teaching space for students.	a. Classrooms should have sufficient ventilation and natural lighting. b. Teachers and learners should have ample space for free movement and interaction. c. Classrooms should be equipped with adequate furniture.
3. Washrooms	Students and employees should have access to adequate restrooms. The recommended ratio is 1:40 per student's toilet.	a. Students' washrooms should be separated by sex and level. b. Staff/guest washrooms should be separate from the students' washrooms c. They should be waterborne
4. Equipped kitchen	The school should have a separate kitchen or area for food preparation and service from the classrooms.	a. The kitchen should meet health and safety standards as provided by the line ministry. b. The kitchen should be equipped with basic items such as plates, cups, dishes, cutlery, cooking stoves, and a drying rack.
5. Equipped Library	International schools should have a library that caters to all the school's age groups.	The library should have readers, textbooks, and other related materials for learning and reading.
6. Secure, Lockable Storage for all assessment records	A lockable, secure place should be designated for keeping final examination papers	The storage should be designed in accordance with international accreditation standards.



Standard	Requirements	Guidelines
7. Science Laboratory (secondary schools)	Secondary schools should have a science laboratory, equipped with the basic tools for practical Science subjects (preferably separate for Biology, Chemistry, Physics) and clear storage for the chemicals.	Secondary schools should have at science laboratory, but they will eventually be required to have separate subject laboratories.
8. Computer Lab	A computer lab should be mandatory.	The computer ratio should be at least 1:3.
9. Play Area	Schools should provide adequate play space for all enrolled learners. It could be indoors or outdoors.	If the school has a swimming pool, it should be enhanced with a safety barrier and cover.
10. Dining Area	Provide a designated dining area.	The dining area must meet health and sanitation standards.
11. Separate Storage for Food, Detergents, and stationery.	i. Food store ii. Detergents store iii. Stationery store	Food should be stored separately from detergents and stationery to avoid chemicals mixing with the food.
12. The building design should address the requirements of students with special needs.	Ramps and physical barriers be installed where necessary to promote accessibility for learners with disabilities.	Entrances and exits need to accommodate people with wheelchairs.
13. School Environment	Create green areas in the compound.	



INDICATOR 10: Security, Safety and Well-Being

Standard	Requirements	Guidelines
1. Fire Protection Measures (in day and boarding facilities)	i. Fire detection and alarm systems ii. Fire extinguishers iii. Lightning protection systems (LPS)	a. Smoke detectors in every room on school premises. b. Fire extinguishers placed in strategic areas. c. Buildings should have a lightning arrestor.
2. Emergency Preparedness Protocol	i. Emergency Communication Strategy ii. Evacuation Procedures iii. Training and Drills iv. Risk Assessment and Hazard Mitigation	a. All staff and students are aware of and have access to the emergency policy. b. Fire Assembly point available. c. Students and staff are introduced to fire/emergency drills at least once a term. d. Hazard awareness, risk reduction and response preparedness: teachers, students and other staff should be equipped with knowledge to prevent common accidents.
3. Criminal and Child Protection Policy	i. Policy framework and legal compliance ii. Background checks and vetting iii. Child safeguarding measures iv. Training v. Reporting mechanisms	a. Policies and procedures to protect students from harm, abuse or neglect. b. All staff should undertake child protection training every year. Evidence of the training should be available, e. g. , a signed log for teachers and trainer(s). c. The Student Protection Policy should be clearly documented and shared with parents and staff.
4. Controlled Access	i. Physical access control systems ii. Access authorization protocols iii. Monitoring and surveillance iv. Staff training and awareness v. System maintenance and audits	a. Regulate school entry and exit. b. The school should be fenced and gated. c. Policy and protocol for students' admissions to and exits from school properties. d. Security guards deployed 24 hours e. Conduct periodic drills and refreshers on access control systems.

**INDICATOR 11: Food Safety**

Standard	Requirements	Guidelines
1. Food Safety policies, regulations and guidelines	Compliance with regulations	f. Guidelines on food provided (balanced & healthy diet) g. A policy on allowable food from external sources. h. Medical examination of cooks every 6 months. i. Controlled access to the kitchen and food store. j. Canteen regulation – no stocking of unhealthy foods and Energy drinks should be prohibited.
2. Food Source.	Safe and quality food.	a. The school shall ensure: b. All food is procured from appropriate and safe sources. c. That processed food and drinks in schools are certified by Uganda National Bureau of Standards (UNBS). d. All food is free from contamination at all levels
3. Food Storage.	Proper food storage.	a. The school should have: b. Designated place for food storage. c. Stores placed in a well-drained area. d. Food store which is separate from other stores. e. Food placed on pallets/raised platforms. f. Food storage to be built in a protective design that prevent access and damage from rodents. g. Appropriate ventilation. h. Fresh and dry food be kept on separate racks/shelves. i. Stock register. j. Appropriate food preservation and vermin control measures should be used.
4. Food preparation and handling	Hygienic handling and preparation of food.	a. The school shall ensure that all food is prepared and handled in a clean and safe way/manner. b. Should have clean water c. Racks for drying utensils d. Food covers (no plastics) e. General cleanness of the handler (short nails, covered hair, clean uniform), f. Cleanness of the cooking area g. Designated washing areas for cooking utensils with proper drainage. h. A designated serving area. i. Food packed by learners should be clean, safe and free from contamination



INDICATOR 12: Health and Sanitation

Standard	Requirements	Guidelines
1. Health and Safety Policy	i. Health and Safety Policy. ii. Risk assessment and hazard control measures. iii. Emergency Preparedness Training. i. Compliance and Legal Obligations. ii. Child Safety Policy iii. Sick bay with qualified health workers. iv. All staff training in Cardiopulmonary Resuscitation (CPR) and First Aid Training every year.	a. A written Health and Safety Policy for the school should be available and shared with the staff, students and parents. This should include: b. Roles and responsibilities c. Hygiene guidelines at the workplace. d. Incident report guidelines e. Policies for students who are sick. f. Managing communicable and other diseases g. Managing accidents h. Medicine management i. The safety policy for students' prescribed medicines is well communicated to the school. j. Parents should be encouraged to disclose their children's chronic and other diseases to ensure that the school has the capacity to manage/ handle emergencies.
2. Provision for waste management	i. Waste Management Policy ii. Waste management system	a. a) Incinerators. b. b) Dust bins should be placed in strategic areas to allow students to keep the school clean. c. c) Provision for a drainage system.



INDICATOR 13: Climate and Environmental Management

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



INDICATOR 14: Parents and Community Engagement

Standard	Requirements	Guidelines
1. Parents' and Community Activities (programme)	i. Parent and stakeholder engagement plan ii. Formulate Parent-Teacher Association (PTA)	a. Parent/teacher communication plan should be available. b. Parent and community involvement in school activities
2. Parent Board Representative(s)	i. At least one parent representative should be on the School Management Committee/Board of Governors.	a. Appointment/selection of parent representative
3. Parent-School Communication System	i. Establish a parent-school communication system.	a. Teachers and educators can use referrals and the community to support and enhance students' mental, emotional, and physical health. b. They must receive training on how to spot indicators of psychological or physical discomfort as well as other safety issues. c. They should consult/seek information from experienced partners about risks to the wellbeing of students d. Maintaining open lines of communication among staff, students, parents and the community to foster transparency.



INDICATOR 15: Boarding Facilities

Standard	Requirements	Guidelines
1. Dormitories	i. Separate accommodation for each sex. ii. Separate accommodation for each class level. iii. Suitable sleeping arrangements provided for students. No triple bunk beds. iv. Suitable facilitation for evening/night studying (space, furniture and lighting). v. Accommodation is sufficient for the number of students in the boarding section. vi. Separate bathrooms and toilets for each sex.	a. Accommodation Standards b. Sanitation and hygiene guidelines c. Safety and security d. Nutrition e. Recreation and wellbeing f. Cultural sensitivity and inclusion
2. Laundry Facilities	Dedicated Laundry Area	Learners should be allocated an area for washing and drying clothes.
3. Toilet/ Bathroom Facilities	i. At least 1 toilet for every 30 students. ii. At least 1 bathroom for every 30 students. iii. All toilets/ bathrooms should be well ventilated. iv. Toilets and bathrooms should not be too far from the dormitories.	a. Hygiene and Sanitation b. Cultural Sensitivity c. Supervision and Education d. Safety and Maintenance e. Reliable water supply



Standard	Requirements	Guidelines
4. Security in dormitories	i. Adequate security lighting in the dormitories and around the school premises. ii. Secure fencing around the school. iii. Security guards available; or a security plan provided.	a. Controlled Access b. Surveillance and Monitoring c. On-Site Security Personnel d. d)Emergency Preparedness
5. Boarding Policies	i. Boarding Handbook, incorporating the school's boarding principles and practices. ii. Boarding students' induction and support plan. iii. Each boarding section is assigned a staff in-charge who is communicated to students and parents.	a. Admissions and Eligibility b. Accommodation Standards c. Staffing and Supervision guidelines d. Meals and Nutrition policies e. Safety and Security Policies
6. Visitors Policies	i. Establish guidelines for visitors, including check-in/check-out procedures and background checks to ensure student safety.	Security, staff and students should be aware of the visitor's policies.
7. Emergency Policy in the Dormitory Area	i. Emergency exits in each dormitory. ii. Risk assessment and management is undertaken to reduce accidents.	Students and staff should be aware of the emergency Policies
8. Dorm Parent/Warden Accommodation	iii. Separate (but close) facilities for dorm parents for girls and boys.	Dorm parents should be assigned a specific number of students they are in charge of.



Standard	Requirements	Guidelines
9. Compliance with legal provisions of boarding facilities	i. Permission to operate a boarding school. ii. Occupancy permits for every dormitory.	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) c. 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.
10. Sick bay	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. Compliance with laws and school health policy.

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The Ministry is resolute in supporting schools and partners who share our vision: that every learner in Uganda, whether in a public, private, or international institution deserves a safe, nurturing, and inspiring environment to flourish. I urge all education stakeholders to employ these standards not as the ceiling of our aspirations, but as the foundation for ongoing improvement and innovation.

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