



THE REPUBLIC OF UGANDA

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General Notice No. 944 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

(Act No. 1 of 2012).

## NOTICE.

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that GRAPEVINE PRODUCE DEALERS (U) LIMITED, has been by a special resolution passed on 21st July, 2017, and with the approval of the Registrar of Companies, changed in name to HANS & SID INVESTMENTS LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 29th day of August, 2017.

NABWEBALE LILIAN AGABA,  
*Assistant Registrar of Companies.*

General Notice No. 945 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

(Act No. 1 of 2012).

## NOTICE.

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that COVERMARK LIMITED, has been by a special resolution passed on 5th September, 2017, and with the approval of the Registrar of Companies, changed in name to COVERMARK INSURANCE SERVICES LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 13th day of October, 2017.

TUMWINE ANITA,  
*Assistant Registrar of Companies.*

General Notice No. 946 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

(Act No. 1 of 2012).

## NOTICE.

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that SAFE WATERS FOUNDATION AFRICA LIMITED, has been by a special resolution passed on 30th August, 2017, and with the approval of the Registrar of Companies, changed in name to SAFE WATERS FOUNDATION LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 17th day of October, 2017.

General Notice No. 947 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

(Act No. 1 of 2012).

## NOTICE.

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that THE EDDEV FOUNDATION LIMITED, has been by a special resolution passed on 16th September, 2017, and with the approval of the Registrar of Companies, changed in name to TUSOME AFRICA LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 17th day of October, 2017.

NABWEBALE LILIAN AGABA,  
*Assistant Registrar of Companies.*

General Notice No. 948 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

(Act No. 1 of 2012).

## NOTICE.

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that OKRA INVESTMENT LIMITED, has been by a special resolution passed on 28th August, 2017, and with the approval of the Registrar of Companies, changed in name to OKRA ENGINEERING SERVICES LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 19th day of September, 2017.

NABWEBALE LILIAN AGABA,  
*Assistant Registrar of Companies.*

General Notice No. 949 of 2017.

THE COMPANIES ACT, LAWS OF UGANDA, 2000.

(Act No. 1 of 2012).

## NOTICE.

PURSUANT to Section 40(4) of the Companies Act, (No. 1/2012) Laws of Uganda, 2000, notice is hereby given that SOFT WRKS LIMITED, has been by a special resolution passed on 15th September, 2017, and with the approval of the Registrar of Companies, changed in name to SOFTWRKS LIMITED, and that such new name has been entered in my Register.

Dated at Kampala, this 18th day of September, 2017.

General Notice No. 950 of 2017.



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS  
**BASIC REQUIREMENTS AND MINIMUM  
 STANDARDS INDICATORS FOR EDUCATION  
 INSTITUTIONS**

**Foreword**

Over the last decade, Government prioritized quality Education for All as key National Priority Systematic measures for addressing Education concerns such as access, equity, affordability and efficiency were instituted and implemented. The success and achievements Uganda is registering under the Universal Primary and Universal Secondary Education are not only manifestations of this, but are also reflections of our commitments to the realization of other national and international obligations and aspirations such as the Millennium Development Goals (MDGS), Education for All (EFA) and other socio-economic transformations and human development targets.

The Education Act, 2008 has given effect to policy reforms geared towards provision of quality education and training in addition to addressing emerging challenges confronting the system such as poor school attendance of both learners and teachers, high drop-out rates, low levels of attainment in numeracy and literacy, absenteeism, school fires, violent student strikes, preventable disease incidences and child abuse, among others. All these vices and tendencies are outcomes of inadequacies in the development, organization and management of our educational institutions.

The revised manual on Basic Requirements and Minimum Standards (BRMS) Indicators for Education institutions is an important tool and big step towards facilitating and guiding institutions, (both Government, community and private), in creating a conducive learning environment by putting in - place measures and mechanisms essential for prevention, alleviation or total elimination of impediments to the achievement of quality education in this Country. The BRMS advances further, Governments and Education Development Partners efforts and commitment to support schools in this endeavour. The BRMS provides a strong foundation and comprehensive framework for an effective and systematic development, organization and management of schools.

This is critical not only, in guaranteeing academic excellence, but also in promoting physical and mental health, safety and security and child-friendly environments essential in delivering quality education.

More than ever before, school managers need to adhere to Government policy and guidelines for effective organisation and management of the education functions under their jurisdictions. This Manual details the structures, systems and procedures essential for enhancing this. It also highlights the need and how learners and staff can actively participate in the organisation and management of their schools by evaluating and appraising key day-to-day activities on top of being aware of policies and guidelines that affect them as cited in this manual.

I express my appreciation to all those who have contributed to this effort; the President's Office, the Ministries of

and Education and Sports. In particular, I acknowledge the financial support of UNICEP and the coordination by the Directorate of Education Standards.

Finally, I call upon all stakeholders in the education sector to spare no effort in implementing and monitoring schools' compliance with these revised BMRS.

Hon. Mwesigwa Rukutana,  
**Minister of State for Higher Education,**  
 Also Holding Portfolio of  
**MINISTER OF EDUCATION AND SPORTS.**

**Background:**

In 2001 the Ministry of Education and Sports (MoES) issued the Basic Requirements and Minimum Standards Indicators for Education Institutions (BRMS) to schools and other relevant stakeholders to guide the organization and management of Educational Institutions. However, awareness and compliance by schools are still inadequate. Poor and/or disastrous outcomes and occurrences such as strikes, school fires, internal strife, child abuse, grievances or unresolved conflicts (within schools) and other forms of poor school performance are a clear manifestation of this inadequacy.

It was therefore decided that the BRMS be reviewed to make them more responsive to emerging issues in Educational Institutions.

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

**SCOPE**

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

**DEFINITION OF KEY CONCEPTS/PHRASES:**

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

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

Teacher refers to all cadres of staff who deliver lessons.

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

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

1. Overall Management
2. Provision and Management of Structures and Facilities
3. Staff Organization and Development
4. Organization and Management of Teaching and Learning Processes
5. Organization and Development of Co-curricular Activities

7. Finance Generation and Management
8. Organization and Development of Institution Parents/Community
9. Organization and Development of Health, Sanitation and Environment
10. Discipline Management and Development
11. Time Organization and Management
12. Organization and Management of Institution Safety and Security
13. Provision and Management of Boarding facilities

## INDICATOR 1

## OVERALL MANAGEMENT

The institution should have:

- a) The National Flag and Flag pole
- b) A Mission statement
- c) A Motto
- d) A Vision
- e) An Annual Work Plan.
- f) An Institution Management Structure (displayed)
- g) Management information and records:
  - i) Institution Management Committee/Board of Governors Governing Council File
  - ii) School Inspection file
  - iii) Discipline Committee file
  - iv) Staff Meetings file
  - v) Finance Committee file
  - vi) Co-curricular Activities Committee file
  - vii) Staff Appraisal file: Termly and Annual
  - viii) Health, Sanitation and Environment Committee file.
  - ix) Safety and Security Committee file
  - x) Institution - Parents - Community file
  - xi) Learners Organization and Development file
  - xii) A personal file for each member of staff
  - xiii) A personal file for each student
  - xiv) Admission file
  - xv) A file for each department (e.g. Maths, English, etc.)
  - xvi) Examinations file
  - xvii) School Practice file (Teacher Education)
  - xviii) Industrial Training/Internship file (Business/Technical/Vocational)
  - xix) Visitors' book
  - xx) Log Book for major events and comments by visitors
  - xxi) Staff Duty Roster book
  - xxii) Staff daily attendance book
  - xxiii) Stores inventory book
  - xxiv) Correspondence receipt/delivery book
  - xxv) Punishment and Reward Records book
  - xxvi) Finance Diary (Quick financial jottings)
  - xxvii) Desk Diary
  - xxviii) File index book
  - xxix) Continuous Assessment/course work record file; Cumulative record card
- h) Relevant Statutory/Policy Documents and other instruments for Institution Management:
  - i) The National Constitution (1995)
  - ii) The Local Governments Act (1997)
  - iii) Local Governments Financial Regulations (1998)
  - iv) Government White Paper on Education (1992)
  - v) The Education Act 2008
  - vi) The Teaching Service Commission Regulations (1994) and 1996 (the Professional Code of Conduct)

- viii) Relevant level National Curriculum and Syllabuses
- ix) The Public Health Act
- x) The Children Statue (1996)
- xi) Children Act Cap 59 (2000)
- xii) Security Guidelines to Educational Institutions
- xiii) Alternatives to Corporal Punishment (2008)
- xiv) The Human Rights Convention
- xv) General Timetable (displayed.)
- xvi) Institution Rules and Regulations (displayed)
- xvii) Programme of key activities/meetings (displayed)
- xviii) Duty roster (displayed.)
- xix) Institution Prospectus (not primary)
- xx) Up-to-date staff/list with qualifications and teaching subjects/courses for post primary teachers
- xxi) Schedule of duties of staff (displayed)
- xxii) Relevant guidelines, policies and circulars issued from time to time
- xxiii) Institution basic means of transport
- xxiv) African charter on the rights and welfare of the child.
- xxv) Road safety and highway code
- xxvi) Basic means of transport
- xxvii) BRMS booklet
- xxviii) An institution bank account
- xxix) Clear institution land-ownership documents (Land certificate, land agreement papers, written documents on offer of land)
- xxx) Child friendly school checklist
- i) Institution committees:
  - i) School Management/Board of Governors committees
  - ii) Staff Finance Committee
  - iii) Staff Academic Committee
  - iv) Staff Discipline Committee
  - v) Staff Co-curricular Activities Committee
  - vi) Staff Health, Sanitation and Environment Committee
  - vii) Staff Safety and Security Committee
  - viii) Learners' Council /Prefects Body
  - ix) Learners Safety and Security Committee
- j) A suggestion box for each of the following:
  - i) Teaching and non-teaching staff
  - ii) Learners
  - iii) Parents and the Community

## INDICATOR 2

## PROVISION AND MANAGEMENT OF STRUCTURES AND FACILITIES THE INSTITUTION SHOULD HAVE

The institution should have:

- a) A clear signpost showing:
  - i) Name of institution
  - ii) Government or Private (in case of Private indicate LICENCED OR REGISTERED by Ministry of Education and Sports)
  - iii) Licence or Registration Number

- b) Institution Land and general school environment should have the following:
- i) Clear access road to the institution with an arrow indicating direction
  - ii) Clearly demarcated boundaries
  - iii) A properly hedged or fenced compound
  - iv) Clearly marked footpaths for both normal learners and learners with visual impairment
  - v) Windbreaks and shade trees
  - vi) Flower gardens
  - vii) Clearly marked protected green areas of the compound
  - viii) Waste disposal pits
  - ix) Dust bins strategically positioned on the institution compound
  - x) Learners' gardens
  - xi) Accessible safe water supply
  - xii) Sufficient light in the classrooms
  - xiii) Adequate aeration in classrooms
  - xiv) Properly marked areas for games and sports
  - xv) A distraction-free atmosphere (environment)
- c) School / Institutional Buildings:
- i) Every school must have plans and architectural drawings that are approved by relevant authorities as stipulated in; Occupational Safety and Health Act, 2006, Local Government Act, National Environment Act, 2000, Education (safety and health) regulations, Public Health Act, 1964, and other relevant laws.
  - ii) Special facilities such as laboratory, dining hall, dormitories, workshops, computer laboratory and Sick Bay should adhere to relevant laws.
  - iii) Building design must address the requirements of children with special needs.
  - iv) Buildings must have completion and occupational permit issued by the Approving Authority.
  - v) The area Public Health office should approve school sites
  - vi) Blocks must be separated by voids to deter fire from spreading.
  - vii) Every school building must have a lightning conductor.
  - viii) Schools in rented premises should have tenancy agreement running for at least one complete cycle for their level.
- d) Institution structures must be safe for both normal learners and those with special needs:
- i) A head of institution's office
  - ii) A staffroom
  - iii) A general store
  - iv) A kitchen (where necessary)
  - v) Ramps for easy access,
  - vi) A class/lecture room for every group taught
  - vii) A library (a reading corner for primary)
  - viii) A laboratory/ multi-purpose science room (not for primary)
  - ix) A workshop for each business, technical and vocational course (business, technical and vocational institutions)
  - x) A typing/computer room (business institutions)
  - xi) A book store
  - xii) A head of institution's house within the compound
  - xiii) Resting place for pupils (pre-primary and primary)
  - xiv) A provision for the storage of instructional materials
- e) Health and Sanitation facilities:
- i) Separate pit latrine/toilet for:

- Female learners
  - Institution male staff
  - Institution female staff
  - Special needs learners and staff
- ii) A separate urinal shelter for:
    - Male learners
    - Institution male staff
    - Special needs learners and staff
  - iii) A well-equipped First Aid box
  - iv) Hand-washing facility
  - v) Safe drinking water
  - vi) Washing room/facility for the girl child

### INDICATOR 3

#### STAFF ORGANIZATION AND DEVELOPMENT

The institution should have:

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

### INDICATOR 4

#### ORGANIZATION AND MANAGEMENT OF TEACHING AND LEARNING PROCESSES

- a) The institution should have
  - i) At least one textbook for each core subject
  - ii) Teacher's guide for each core subject
  - iii) At least 5 core text books per programme (BTVET)
  - iv) A learning framework (Pre-Primary)
  - v) A curriculum
  - vi) Teachers' guide
  - vii) A simple weather station (with rain gauge, thermometer and wind vane)
  - viii) A school bell/gong/drum/bugle
  - ix) At least 5 microscopes (not for primary)
  - x) At least 5 external chalk boards for drawing and writing (PTCs)
  - xi) At least 10 hoes, 10 slashers and 10 pangas
  - xii) A radio
- b) Every lecture/class room should have:
  - i) A dictionary and a sign language dictionary (for

- ii) A map of Uganda, East Africa and the World/Globe (not for lower primary)
  - iii) Adequate space (for teacher's movement)
  - iv) A dust bin
  - v) A wall clock
  - vi) A teachers chalkboard, drawing instrument set
  - vii) A set of mathematical instruments
  - viii) A clinical thermometer (primary and secondary)
  - ix) A weighing balance improvised (primary)
  - x) Chalk (white and coloured)
  - xi) A whistle
  - xii) A magnifying glass
  - xiii) A packet of test tubes
  - xiv) A beaker
  - xv) Cupboard for locking up teaching and learning materials and equipment
  - xvi) Learners' work display space (walls, corners, etc.)
  - xvii) A magnet
- c) Every teacher should have:
- i) A scheme of work for each subject and class taught
  - ii) A lesson plan for each lesson
  - iii) A record of work book/file
  - iv) A record of learners' progress
  - v) A record of learners attendance per subject (secondary)
  - vi) Learners' admission records
  - viii) A record of learners' daily attendance (primary)
  - ix) Record of class Continuous Assessment
- d) Class/Lecture room facilities/provisions:
- i) A raised seating facility for every learner
  - ii) A chalkboard
  - iii) A chalkboard duster
  - iv) A teacher's chair and table
  - v) A class timetable (displayed)
  - vi) A class duty roster (displayed)
  - vii) A class daily attendance record (displayed)
  - viii) A class register for morning and afternoon
  - ix) A lesson attendance register (kept by each subject teacher)
  - x) Class notice board
  - xi) Proper aeration and lighting
  - xii) A teacher's daily lesson teaching register (kept by the class prefect)
  - xiii) Learning areas (ECD) plus primary
  - xiv) A rack for storage
  - xv) Seating & writing facilities appropriate to children's age
- e) Teachers' Lesson plans should show evidence of a range of teaching techniques as appropriate for each lesson such as:
- i) Oral questions
  - ii) Dictation
  - iii) Mental work
  - iv) Learners' group work/individual work
  - v) Discussion
  - vi) Activities for learners with SNE (where applicable)
  - vii) Problem - Solving
  - viii) Role-play
  - ix) Field trips
  - x) Quizzez
  - xi) Brain storming
  - xii) Demonstration
  - xiii) Cooperative learning
  - xiv) Debate
  - xv) Use of textbooks
- xvii) Drama/mime
  - xviii) Games
  - xix) Analyse a poem/photograph
  - xx) Music
- f) For effective teaching and learning, each Learner's progress should be evaluated as follows;
- i) At the end of each lesson, the learner answers oral and written questions.
  - ii) At the end of each topic, the learner answers oral and written questions.
  - iii) The learner does at least one homework/independent work per subject per month.
  - iv) At the end of each term the learner, does end-of-term examinations.
  - v) At the end of term the learner takes home an evaluation report showing his/her performance (not for tertiary institutions).
  - vi) Continues assesment activities completed and results recorded
- g) Each subject is headed by a member of the teaching staff called 'Head of Subject'.
- h) Each teacher teaches the minimum number of periods per week as stipulated by the MoES.
- i) Each Lesson takes the minimum duration as stipulated in the curriculum.
- j) Each teaching day consists of at least eight lessons.
- k) Each head of institution and deputy head teaches a minimum of six periods per week (except ECD Centres).
- l) The institution day starts at 8.00 a.m. and ends at 5.00 p.m.
- m) The institution adheres to the official calendar issued by the MoES.
- n) There is a Class Day for each class (not for tertiary institutions).
- o) There is a Careers' Day for learners (secondary).
- p) There is an Orientation programme for new learners.
- q) Each Learner's achievement per end of competence is recorded on the individual progress record sheet (primary).
- r) Continuous assessment documented.

#### INDICATOR 5

#### ORGANISATION AND DEVELOPMENT OF CO-CURRICULAR ACTIVITIES

- a) Institution should have at least two of the following games, sports equipment or clubs:
- i) Games and Sport:
    - Football (soccer)
    - Netball
    - Volley ball
    - Rounders ( bats)
    - Popular children's traditional games
    - Creative Sports (improvised games)
    - Athletics (field and track)
    - Cross-country
    - Basket ball
    - Cricket
    - Playgrounds/areas/field for play
    - Etc
  - ii) In-door games:
    - *Mweso*
    - Draughts
    - Playing Cards
    - Snakes and Ladders
    - *Ludo*
    - Scrabble
    - Chess

- iii) Clubs:
- Religious clubs e.g. Scripture union
  - Young club
    - Young farmers
    - Debate
    - Wildlife/Environment/Health Education
    - Scouting/Girl-Guide
    - First Aid
    - YWCA/YMCA
    - Music, Dance and Drama
    - Writers' club
  - Peer clubs e.g. GEM, HIV/AIDS, WASH
  - Careers
  - Subject clubs (e.g. science and technology, mathematics, art, farmers, etc.)
  - Child rights clubs
- iv) Co-curricular equipment available:
- Balancing beams
  - Weight-lifting apparatus (improvised)
  - Skipping ropes (primary and PTCs)
  - Sandbath (pre-primary, primary and ECDs Teacher Training Institution)
  - Climbers (pre-primary, primary and ECDs, Teacher Training Institution)
  - Used tyres (pre-primary, primary and ECDs, Teacher Training Institution)
  - Swings (pre-primary, primary and ECDs, Teacher Training Institution)
  - Costumes and properties box
  - Sports equipment box
  - Mats
  - Whistle
- b) In the Institution, competitions are organized at the following Levels:
- i) Inter-class
  - ii) Inter-house
  - iii) Inter-club
  - iv) Inter-institution
  - v) Inter-district
- c) The Institution should have Rules and Regulations governing:
- i) Games and sports
  - ii) Clubs, parties, seminars and all other student functions
  - iii) Committees
- d) In the Institution:
- i) Every learner should participate in at least one club and one game/sport per week.
  - ii) At the end of formal lessons, there should be one hour set twice a week for clubs.
  - iii) The above hours should be clearly indicated on the general timetable.
- e) The Institution should organize social and academic activities in the year including:
- i) A Music, Dance and Drama Concert
  - ii) A Sports/Games day
  - iii) A Science and Technology fair
  - iv) PTA for ECDs Centres
  - v) Excursions for Learners
- b) The institution has class monitors and their election guidelines.
- c) Learners' Committees:  
The institution has a Prefects' body consisting of at least nine prefects democratically elected by the learners as follows:
- i) A Headboy/Headgirl
  - ii) A Deputy Headboy/Headgirl
  - iii) A Prefect in charge of Academic Affairs
  - iv) A Prefect in charge of Discipline
  - v) A Prefect in charge of Co-curricular Activities
  - vi) A Prefect in charge of Health, Sanitation and Environment
  - vii) A Prefect in charge of Safety and Security
  - viii) A Prefect in charge of Religious Affairs
  - ix) A Prefect in charge of Entertainment
  - x) A Prefect in charge of Time Management
- An Institution can add to or remove from this list according to its needs. Institutions are advised to develop a system of peer counselors among learners.
- (NB: In the case of a mixed school the head prefects and deputy shall be of opposite sex)
- d) The institution has a Learners' Council (not for primary) with representatives from every class.
- e) The learners elect one representative from each class to the following committees:
- i) Finance Committee
  - ii) Academic Committee
  - iii) Discipline Committee
  - iv) Co-curricular activities Committee
  - v) Health, Sanitation and Environment Committee
  - vi) Safety and Security Committee.
- f) The Committees should produce Reports/Minutes of their meetings.
- g) There should be at least two general learners' meetings each term with their Student Leadership.
- h) There is a class teacher for each class
- i) There are class teacher reports for every term.
- j) The institution has a learners' suggestion box for the Learners.

#### INDICATOR 7

#### FINANCE GENERATION AND MANAGEMENT

- a) There should be a Finance system approved by the School, Management Committee/Board of Governors:
- i) A finance sub-committee of the Management Committee/Board of Governors/Governing Council.
  - ii) A trained institution accounts clerk/bursar (not for primary)
  - iii) An annual budget approved by BoG/SMC/GC
  - iv) A set of the following books of accounts
    - A set of analysis book
    - Vote book
    - Petty cash receipt book
    - Requisition system
    - Payment voucher
    - Learners' ledger
    - General ledger
    - Receipt book
    - Monthly bank statement
  - v) A termly trial balance by the head of institution to the School Management Committee/Board of Governors
  - vi) A termly finance report by the head of institutions to the School Management Committee/Board of Governors

#### INDICATOR 6

#### ORGANISATION AND DEVELOPMENT OF LEARNERS

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

- vii) An annual audit report submitted to the School Management Committee/Board of Governors.
- viii) At least one School Management Committee/Board of Governors/Parents Teachers Association (PTA) income generating activity.
- ix) A Cash Box/Safe
- x) An annual finance report by the head of Institution to the School Governing Body

#### INDICATOR 8

##### ORGANISATION AND DEVELOPMENT OF INSTITUTION-PARENTS/COMMUNITY

- a) Parents, community and community leaders should be invited at least once a year to attend school activities including:
  - i) A Music, Dance and Drama Concert
  - ii) A Science and Technology Fair
  - iii) A Sports and Games Day
  - iv) An emergency response show
- b) The institution arranges ONE day in a TERM (Class Day) when parents/guardians of a particular class visit their children while attending at Least a Lesson (not for tertiary institutions)
- c) Each class carries out at Least one set piece of work for the community ONCE a term (e.g cleaning wells, cleaning roads/paths, compound cleaning, fetching water for the elderly etc.)
- d) The institution invites talented members of the community to address the Learners and staff at Least ONCE a TERM on any topic of development
- e) The institution should have a strategically placed public notice board
- f) The institution should have waiting/seating facilities in the head of institution's reception area.
- g) The institution organizes at Least ONE general meeting a year for the parents and teachers to discuss among others:
  - i) Administration
  - ii) Teaching and learning
  - iii) Discipline issues
  - iv) Use of school funds
- h) At the end of each term the institution issues an end of term circular Letter to the parents copied to Area Community Leaders (not for tertiary).
- i) The Institution organizes ONE ORIENTATION DAY for all NEW parents and new entrants at the beginning of each year.

#### INDICATOR 9

##### HEALTH, SANITATION AND ENVIRONMENT ORGANISATION AND DEVELOPMENT

The Institution should have:

- a) Institution health, hygiene and sanitation and environment rules and regulations clearly displayed on all institution notice boards
- b) Food safety, rules and regulations
- c) Guidelines on the functions of the Learners' and staff health, sanitation and environment committees
- d) Water for general washing and cleaning
- e) Safe drinking water for all members of the institution
- f) Washrooms and associated facilities for girls
- g) A system for managing waste and storm water
- h) Separate bathing and Latrine/toilets for both male and

- j) Removal or destruction of mosquito breeding sites
- k) Use of treated curtains and bed nets (for boarding institutions)
- l) Regular spraying to control the vermin/vectors
- m) Handling of food should follow the relevant Laws, safety and security guidelines

#### INDICATOR 10

##### DISCIPLINE MANAGEMENT AND DEVELOPMENT

The Institution should have:

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

#### INDICATOR 11

##### TIME ORGANISATION AND MANAGEMENT

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

- a) The institution should hold either a daily or weekly assembly. The weekly general assembly should be held either at the beginning or end of every week and should last not more than 40 minutes. At this assembly:
  - i) The teacher on duty is in charge
  - ii) The National Flag is raised
  - iii) The National Anthem is sung
  - iv) The School/Institution's Anthem is sung
  - v) Prayers are said
  - vi) The head of institution addresses the assembly on major institutional, national and international events and on social, economic and political issues for the learners' information/attention
- b) Alternatively a purposeful general morning parade Lasting not more than 15 minutes should be held where:
  - i) The teacher on duty is in charge
  - ii) The National Flag is raised
  - iii) The National Anthem is sung
  - iv) Prayers are said
  - v) The day's events are announced
  - vi) Health check is conducted (Primary)
- c) A mid-morning break lasting not more than 30 minutes
- d) A Lunch break not lasting more than an hour
- e) A one-hour period of co-curricular activities at the end of the class Lessons everyday
- f) A bell rung at the beginning of the said periods
- g) The institution should have copies of the general timetable/routine displayed in the:
  - i) Head of institution's office
  - ii) Classrooms

- v) Student notice board
- vi) Public notice board
- vii) A copy of the programme for the year detailing activities and time schedule
- h) An arrival book indicating teacher's time of arrival and departure for morning and afternoon sessions

#### INDICATOR 12

##### ORGANISATION AND MANAGEMENT OF SCHOOL SAFETY AND SECURITY

- a) The institution should have:
  - i) Copy of the Road Safety Code
  - ii) Guidelines on the functions of the staff and student Safety and Security Committees
  - iii) The learners sensitized on personal and national safety and security matters at least twice a term (at the beginning and the end of term)
  - iv) Organized fire drills at the beginning of term
  - v) Fire fighting equipment located outside each building
  - vi) A twenty-metre fire-free protection zone around the institution hedge ( rural schools)
  - vii) A lightening conductor/arrester
  - viii) Buildings with door and window shutters
  - ix) Door and window shutters with locks and bolts respectively and opening outwards
  - x) Trained guards working day and night
  - xi) Safety and Security school rules and regulations
  - xii) Proper facility for disposing glass, metal and sanitary pads/towels
  - xiii) Schools should have land titles for the land on which they are located
  - xiv) All storied buildings to have emergency exits
  - xv) Guidelines on Safety and Security issued by Inspector General of Police (IGP)
  - xvi) Fire detection systems e.g. smoke detectors, alarm system control panels, break glass panels or any other appropriate detection mechanism
  - xvii) Fire prevention systems e.g. use of fire retardant in construction, management of storage materials, emergency plans, fool-proof safety mechanisms etc.
  - xviii) Fire fighting gadgets e.g. fire extinguishers, fire sprinklers, hydrant points/rings, hose reels etc. located in appropriate places
  - xix) Emergency preparedness system
    - Emergency contacts display
    - Emergency routes/evacuation plan
    - Plan for training emergency rescue teams, for swimming pools, fire etc.
    - Quest emergency response information
  - xx) School rules and regulations on prevention of violence and abuse
  - xxi) Prevention of violence procedures
  - xxii) Mechanisms for reporting abuse or violence
  - xxiii) Response to cases of violence (psychosocial system, health care counseling referrals)
  - xxiv) Peer to peer support mechanism (reporting and monitoring)
  - xxv) Psychosocial system e.g.

- Life skills e.g prevention of self harm, peer abuse, abuse by adults and societal abuse.

- b) The Institution institutes measures to:
  - i) Control access to its premises
  - ii) Ensure security within its premises
  - iii) Manage undisciplined and criminal minded teachers and learners
  - iv) Prevent crime
  - v) Recruit and train guards
  - vi) Ensure infrastructural safety

#### INDICATOR 13

##### MANAGEMENT AND ORGANISATION OF BOARDING FACILITIES

- a) Facilities
  - i) Separate accommodation for each sex and age group
  - ii) Single or double decker beds
  - iii) 2 emergency exits in each dormitory
  - iv) Laundry/washing area and drying lanes
  - v) Adequate and safe lighting
  - vi) Separate latrines/toilets for male and remale learners within the boarding facility
  - vii) Dustbins and incinerator
  - viii) Separate bathing facilities for male and female learners
  - ix) Secure fencing
  - x) Fire protection system
  - xi) Appropriate kitchen with utensils drying rack
  - xii) Food Storage
- b) Relevant statutory/policy documents
  - i) Written permission to operate boarding facility from relevant authority
  - ii) Proof of ownership or lease or tenancy agreement
  - iii) Occupancy permit for every dormitory
  - iv) Copy of the Public Health Act
  - v) Copy of the Occupation Safety and Health Act
- c) Human resource:
  - i) Minimum academic qualifications for matron is primary seven
  - ii) Minimum age of matron is 30 years
  - iii) Matrons to be examined medically every six months
  - iv) School cooks to undergo medical examination every six months
  - v) Guards in place on 24-hour surveillance
  - vi) Guards with basic security knowledge