



## UGANDA NATIONAL EXAMINATIONS BOARD

**OUR REFERENCE:** CF/UNEB/49

Plot 35, Martyrs Way, Ntinda  
P O. Box 7066, Kampala, Uganda

**YOUR REFERENCE:**

23<sup>rd</sup> January, 2025

### STATEMENT OF RELEASE OF RESULTS OF THE 2024 PRIMARY LEAVING EXAMINATION (PLE)

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#### 1.0 INTRODUCTION

Honourable Minister, we are pleased to present to you the Results of the 2024 Primary Leaving Examination (PLE), which was conducted smoothly on 6<sup>th</sup> and 7<sup>th</sup> November, 2024; under the theme: **Embracing security and holistic assessment of learners in a dynamic environment**. The theme enjoined all concerned to accept the essence of security at all stages of the examination process. It emphasizes the assessment of the whole person, the cognitive, affective and psychomotor domains. Assessment is taking place in a rapidly changing environment driven by rapid developments in technology. We must be alive to these realities.

#### 2.0 REGISTRATION OF 2024 PLE CANDIDATES

##### 2.1 TOTAL CANDIDATURE

A total of **797,444** candidates from **14,883** centres (schools) registered for PLE in 2024 compared to **749,347** in 2023. Of this number, **524,025 (65.7%)** from 11,451 centres were Universal Primary Education (UPE) beneficiaries, and **273,419 (34.3%)** of the candidates from 3,432 centres were Non UPE.

Table 1 below gives details of candidature and centres for the last five years.

**Table 1: PLE Registration Figures for the last five years**

<b>Year</b>	<b>UPE</b>	<b>Non UPE</b>	<b>Total</b>	<b>No. of Centres</b>
2024	524,025	273,419	797,444	14,883
2023	501,602	247,652	749,254	14,859
2022	583,672	248,982	832,654	14,691
2020	513,085	236,677	749,762	14,300
2019	473,893	221,911	695,804	13,475

The above table indicates that candidature increased by **48,190** (6.4%) over the previous year.

In 2024, analysis by gender shows that **378,709** (47.5%) boys were registered compared to **418,750** (52.5%) girls, indicating that more girls than boys completed the Primary Education cycle. This has been the trend in recent years. The percentage was 52.3% for the girls in 2023 whereas for the boys was 47.7%.

## **2.2 REGISTRATION OF SPECIAL GROUPS**

### **2.2.1 Special Needs Candidates**

The Board registered **3,328** learners with Special Needs of various categories, including the blind, the deaf, the physically handicapped and the dyslexics, compared to **2,652** in 2023.

This is an increase of **25.5%**. The number of SNE candidates continues to increase annually due to the awareness that has now been created in the schools by UNEB, and the Ministry of Education and Sports. Female candidates constitute **47.9%** and **52.1%** are males in this group.

### **2.2.2 Prison Inmates**

The Board also registered **71** candidates from Uganda Government Upper Prison, Luzira (70 males and 1 female), and 37 from Mbarara Main Prison (all males). It is worth noting that the Prison Service is extending the opportunity for inmates to acquire education as they serve their time.

For some time, it was only Luzira providing this service but other branches like Mbarara Prisons have also come on board.

### **3.0 OVERALL NUMBERS OF CANDIDATES REGISTERED AND THOSE WHO SAT THE EXAMINATION**

Table 2 below gives the details of candidates who registered for the examination, those who sat and the absentees for the last five years.

**Table 2: PLE Figures for candidates who sat and absentees**

<b>Year</b>	<b>Total registered</b>	<b>Total sat</b>	<b>Absentees</b>	<b>% of Absentees</b>
2024	797,444	786,981	10,463	1.3
2023	749,254	736,931	12,323	1.6
2022	832,654	811,810	20,844	2.5
2020	749,762	736,942	12,820	1.7
2019	695,804	683,302	12,502	1.8

The Table shows that the percentage of absentee candidates in 2024 dropped to the lowest level over the last five years.

### **4.0 PERFORMANCE OF CANDIDATES**

#### **4.1 Item Response Analysis of 2024 PLE Candidates**

An item response analysis was done on the scores of candidates in each of the four subjects. The overall results show the percentages of candidates that exhibited higher ability levels, medium ability levels and lower ability levels in the mastery of the subject knowledge and skills.

These are in Table 3 below

**Table 3: Percentage of 2024 Candidates by Proficiency Level and Subject**

<b>Proficiency Level</b>	<b>Mathematics</b>	<b>English</b>	<b>Integrated Science</b>	<b>Social Studies with Religious Studies</b>
Higher Ability	17.4	17.0	14.3	14.7
Medium Ability	67.9	65.8	61.8	69.5
Lower Ability	14.7	17.2	24.0	15.8
Total	100	100	100	100

Higher ability candidates can remember or recall facts; show an understanding of those facts and are able to apply the facts or concepts in problem solving or in new situations.

The Medium ability candidates also can remember or recall facts; show and understanding of the facts and can apply some of the facts and concepts in a problem solving situation. They have difficulty in applying those facts in new situations.

The Lower ability level candidates remember or recall facts; show some limited level of understanding of the facts.

The table above shows that

- (i) less than 20% of the candidates exhibited higher ability in any of the subjects.
- (ii) the percentage of candidates (about 17%) with higher ability in Mathematics and English was higher than that of Integrated Science and Social Studies and Religious Studies (about 14%).
- (iii) two-thirds of the candidates exhibited medium ability in Mathematics, English and Social Studies. About 3 in 5 candidates exhibited medium ability in Integrated Science.
- (iv) the percentage of candidates who exhibited lower ability was highest in Integrated Science (24%) followed by English (17.2%).

## 4.2 Overall Performance by Grades (Distinction, Credit and Pass)

The performance of candidates in the four subjects is compared over the two-year period of 2024 and 2023 in Table 4 below. The performance is indicated at Distinction 2, Credit 6 and Pass 8 levels.

**Table 4: Candidates' overall Performance by Subject**

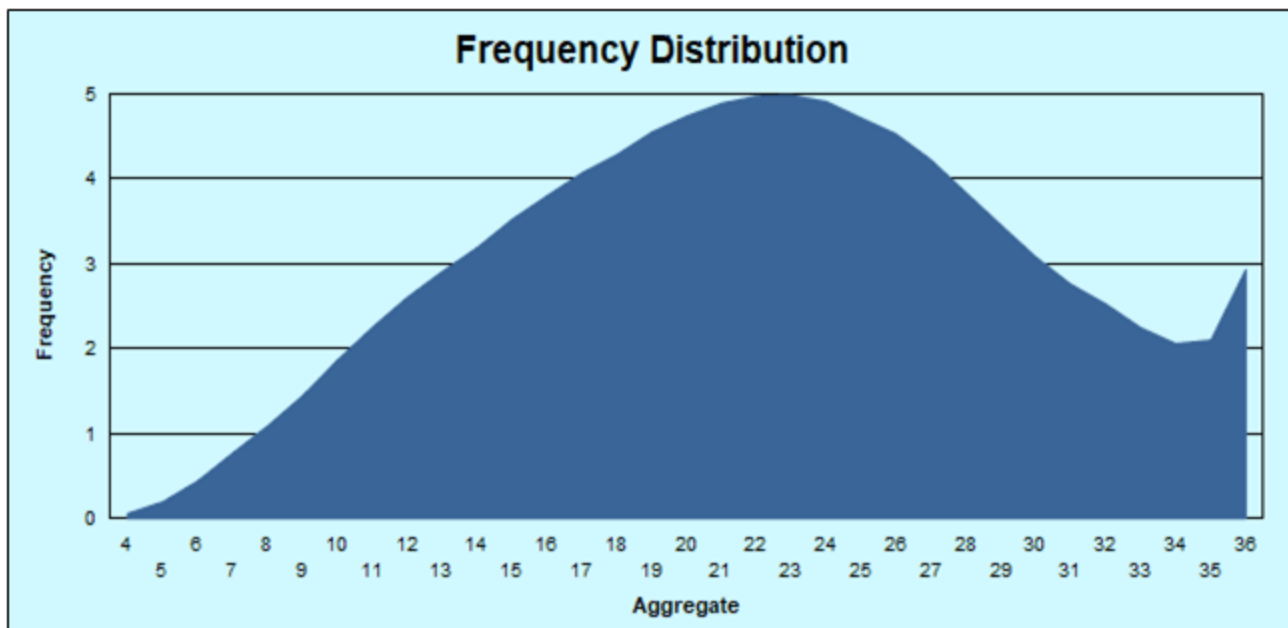
SUBJECTS	2024			2023				
	TOTAL	CUMULATIVE %			TOTAL	CUMULATIVE %		
		2	6	8		2	6	8
ENGLISH	787,049	4.9	58.0	88.3	736,974	7.8	60.6	89.5
SST	787,063	7.9	75.6	91.9	736,986	9.4	70.4	88.0
SCIENCE	787,041	6.4	73.8	93.4	736,976	9.8	70.0	91.0
MATHS	787,066	7.4	62.7	89.4	736,993	5.3	52.6	85.3

Table 4 indicates that, overall, at grade 8 and above, candidates performed better in Social Studies & Religious Studies, Integrated Science and Mathematics. There was an overall drop in performance in English compared to 2023. It should be noted from the Table that distinction scores have dropped in all the subjects. This reflects the difficulties that candidates had with questions needing higher ability levels (application questions).

## 4.3 Overall performance by aggregates

The highest aggregate is 4 and the lowest is 36. Figure 1 below shows the spread of the aggregates

**Figure 1: Frequency Distribution for PLE 2024 Aggregates**



The figure 1 above indicates that most of the candidates are between aggregate 11 and 30.

#### **4.4 Comparison of Subject Performance by Gender**

Table 5 below shows subject performance by gender. The figures are in cumulative percentages at each pass level.

**Table 5: Subject Performance by Gender**

<b>GENDER</b>	<b>MALE</b>			<b>FEMALE</b>		
	<b>D2</b>	<b>C6</b>	<b>P8</b>	<b>D2</b>	<b>C6</b>	<b>P8</b>
<b>ENGLISH</b>	4.6	55.8	86.9	5.1	60.0	89.6
<b>SST</b>	8.9	77.8	92.5	6.9	73.5	91.4
<b>SCIENCE</b>	7.5	77.0	94.3	5.4	70.7	92.7
<b>MATHS</b>	9.2	66.9	91.3	5.8	58.8	87.7

The Table shows the usual trend of females doing better than the males in English, but then in the other three subjects; Social Studies & Religious Studies, Integrated Science, and Mathematics, males perform better.

#### 4.5 Overall Performance by Division

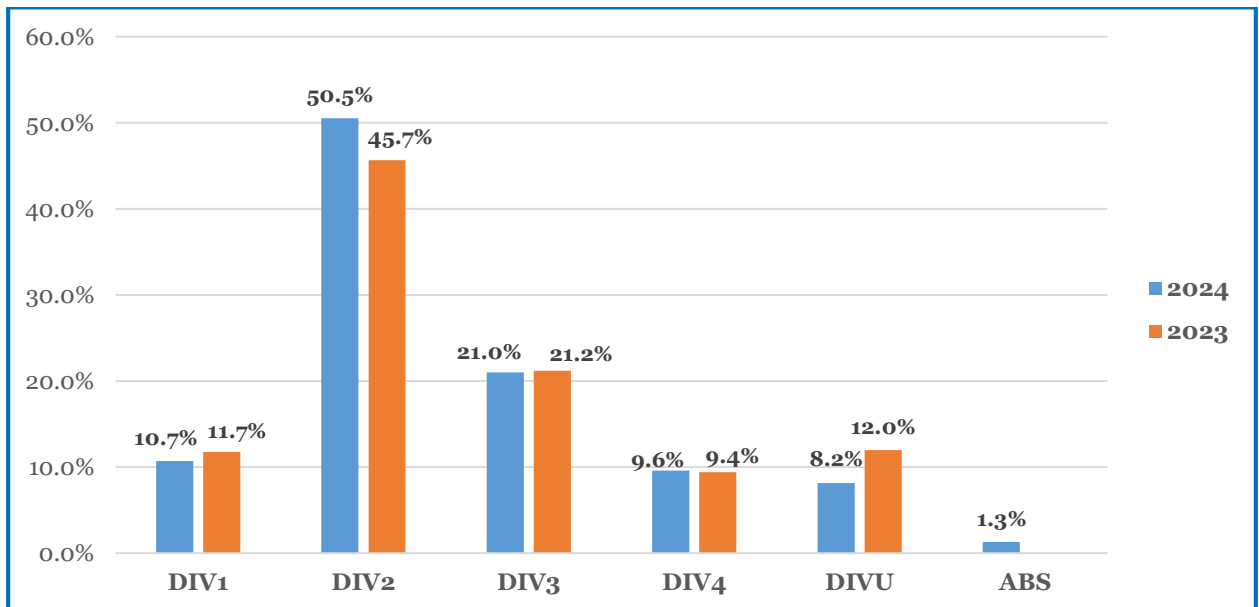
Table 6 below shows the overall performance of candidates by Divisional grades in 2024 compared to the performance of 2023.

**Table 6: Candidates' overall Performance by Divisional Grades**

DIV	2024				2023			
	NO.	CUM.	%	CUM%	NO.	CUM.	%	CUM%
1	84,301	84,301	10.7	10.7	86,582	86,582	11.7	11.7
2	397,589	481,890	50.5	61.2	336,507	423,089	45.7	57.4
3	165,284	647,174	21.0	82.2	156,290	579,379	21.2	78.6
4	75,556	722,730	9.6	91.8	69,283	648,662	9.4	88.0
U	64,251	786,981	8.2	100.00	88,269	736,931	12.0	100
ABSENT	10,463	1.3		1.3	12,323	1.6		1.6

Figure 2 below presents the information in Table 6 above.

**Figure 2: Bar Graph of Percentages**



A higher proportion of the 2024 candidates passed in Division 2 and above level. Overall, the performance of candidates is better than that of 2023. A higher proportion of the candidates passed (91.8%) compared to 2023 (88.0%). There is a drop in the number of candidates obtaining Division 1.

Division U (Ungraded) is awarded to candidates who have failed to reach the minimum level of performance that can be awarded the minimum Division 4. They are not eligible for admission to the Senior One class.

#### 4.6 Overall Performance by Gender

Overall Performance by gender is shown in Table 7 below:

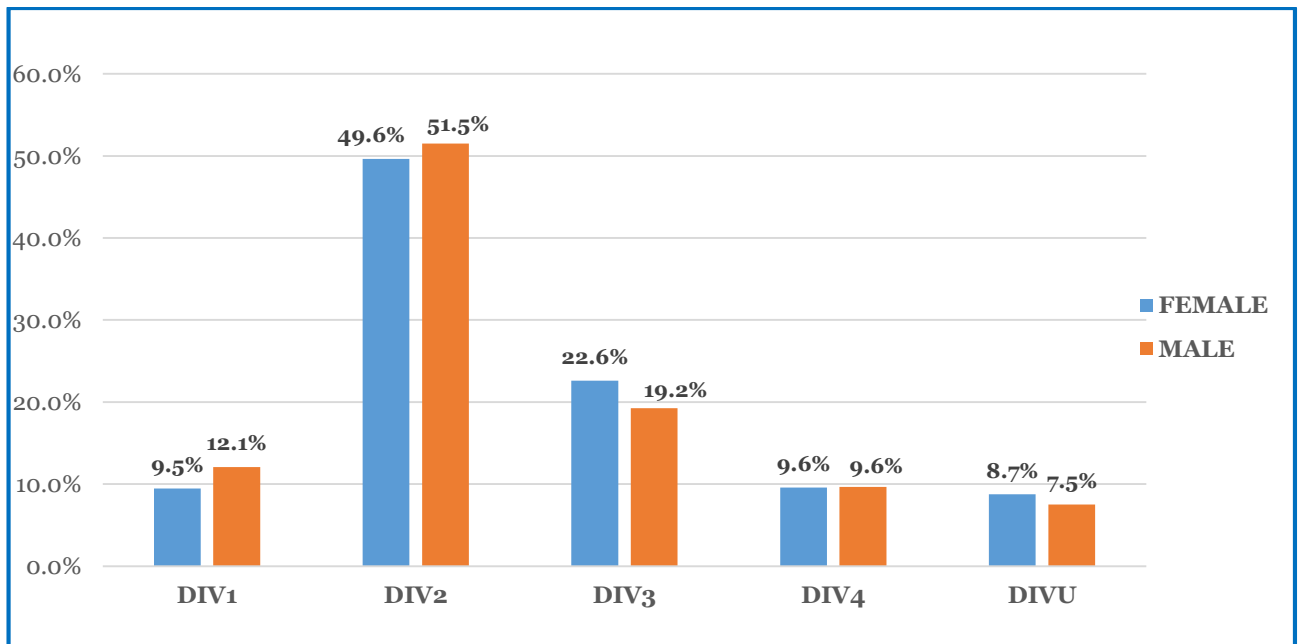
**Table 7: Overall Performance by Gender**

<b>GENDER</b>	<b>DIV.1</b>	<b>DIV.2</b>	<b>DIV.3</b>	<b>DIV. 4</b>	<b>DIV. U</b>
<b>MALE</b>	45,203	192,546	71,951	36,049	28,110
	12.09%	51.50%	19.25%	9.64%	7.52%
<b>FEMALE</b>	39,098	205,043	93,333	39,507	36,141
	9.46%	49.63%	22.59%	9.56%	8.75%

The Table above shows that, proportionally, males performed better than the females and recorded a lower failure rate. The same information is shown in Figure 3 below. However, in terms of numbers, there are more girls in Division 2 and at the lower Divisions because of the fact that more candidates registered and sat the examination than the boys.



**Figure 3: Bar Graph showing percentages in Performance by Gender**



The figure 3 above shows a higher proportion (percentage) of boys in Division 1 and 2 than for girls.

## 4.7 Performance of Special Candidate Groups

### 4.7.1 Prison Inmates

At the Uganda Government Upper Prison School, Luzira, **71** candidates were registered as compared to the **69** registered in 2023. Of the **71** candidates who registered, **59** candidates sat, **4** passed in Division 1, **36** obtained Division 2, **13** obtained Division 3, **6** obtained Division 4, and none were ungraded; while **12** did not sit for the examination.

At Mbarara Main Prison Inmates Primary School, **37** candidates were registered and they all sat. Of those, **4** obtained Division 1; **20** are in Division 2, **10** are in Division 3 while **three** are in Division 4. None were ungraded. All candidates were male.

These figures indicate a very encouraging performance by the inmates.

#### 4.7.2 Special Needs candidates

Table 8 below shows the performance of Special Needs candidates by Category and by Division.

**Table 8: Performance of Special Needs candidates by Divisional Grades**

CATEGORY/GENDER	DIVISIONS						TOTAL
	DIV 1	DIV 2	DIV 3	DIV 4	UNGRADED	ABSENT	
<b>Blind</b>	<b>3</b>	<b>20</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>35</b>
FEMALE	0	7	2	1	0	0	10
MALE	3	13	4	4	1	0	25
<b>Low Vision</b>	<b>64</b>	<b>357</b>	<b>102</b>	<b>65</b>	<b>60</b>	<b>3</b>	<b>651</b>
FEMALE	26	161	55	36	38	2	318
MALE	38	196	47	29	22	1	333
<b>Deaf</b>	<b>3</b>	<b>82</b>	<b>62</b>	<b>68</b>	<b>66</b>	<b>6</b>	<b>287</b>
FEMALE	1	44	27	30	30	4	136
MALE	2	38	35	38	36	2	151
<b>Physically Handicapped</b>	<b>4</b>	<b>36</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>57</b>
FEMALE	0	13	7	2	1	0	23
MALE	4	23	3	1	2	1	34
<b>Dyslexic</b>	<b>51</b>	<b>751</b>	<b>178</b>	<b>55</b>	<b>12</b>	<b>14</b>	<b>1061</b>
FEMALE	16	335	90	29	6	8	484
MALE	35	416	88	26	6	6	577
<b>Others (Need no assistance)</b>	<b>56</b>	<b>467</b>	<b>269</b>	<b>175</b>	<b>246</b>	<b>24</b>	<b>1237</b>
FEMALE	25	226	155	85	121	12	624
MALE	31	241	114	90	125	12	613
<b>TOTAL</b>	<b>181</b>	<b>1713</b>	<b>627</b>	<b>371</b>	<b>388</b>	<b>48</b>	<b>3328</b>

Of all the SNE candidates registered, **48** did not take the examination. The majority of candidates obtained Division 2 (51.5%). This performance is above the national mean of 50.5%.

A worrying development however, has been noticed in a few schools that are registering perfectly normal pupils to be recognized as special needs candidates. They are hiding under the category of **Others**; pupils that suffer from health conditions such as Asthma, Epilepsy and Sickle Cell anaemia. The Board recognizes that such candidates may get attacks during the examination period. However, those candidates do not require any specialized assistance, except extra time of 45 minutes allowed to them. The errant schools have been found to select their good pupils to benefit from the extra time.

## 5.0 BRIEF COMMENTS ON THE WORK OF CANDIDATES

The candidates (including those in the Higher ability categories) had difficulty in the following learning areas:

Subject	Learning areas
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solving word problems involving time, distance and speed.</li> <li>• Interpreting and representing information on a Venn diagram.</li> <li>• Applying angle properties (geometry).</li> <li>• Constructing simple geometric shapes and measuring angles.</li> <li>• Applying capacity (volumes) in real life.</li> <li>• Applying pie chart in real life, and</li> <li>• Applying fractions.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Drawing inferences from a continuous text (e.g. a passage), that is, answer not directly extracted from the passage.</li> <li>• Writing a composition with a correct structure.</li> </ul>

<b>Subject</b>	<b>Learning areas</b>
<b>Integrated Science</b>	<ul style="list-style-type: none"> <li>• Naming types of germs that cause a disease; and explaining the dangers of heavily populated communities in relation to outbreak of diseases.</li> <li>• Naming the methods of storing sound.</li> <li>• Mentioning the effect of drug abuse on the family.</li> <li>• Describing how to make an electro magnet using a set of materials. <i>This is a practical competence (skill) but it appears some teachers teach this concept <u>theoretically</u>, if at all they do.</i></li> <li>• Stating the function of the diaphragm during the process of breathing.</li> <li>• Applying the properties of images formed on a plane mirror. <i>This is a practical competence (skill) but it appears some teachers teach this concept <u>theoretically</u>, if at all they do.</i></li> </ul>
<b>Social Studies with Religious Education</b>	<ul style="list-style-type: none"> <li>• Stating one service offered by a voluntary organisation e.g. The Aids Support Organisation, TASO</li> <li>• Stating importance of worshipping God/Allah by Christians/Muslims in their daily lives.</li> <li>• Stating the influence of human activity on climate.</li> <li>• Explaining the importance of Population Census on the different categories of the citizens e.g. teenagers, women and children.</li> <li>• Explaining factors necessary to start an income generation activity.</li> </ul>

## 6.0 EXAMINATION MALPRACTICE

The Board successfully delivered examination question papers up to the examination sitting centres. I greatly appreciate the efforts of the education officials (District Inspectors of School and District Education Officers) and the Chief Administrative Officers for ensuring that the distribution of examination papers was done by credible officers.

No cases of damaging question paper envelopes to access the contents was reported or detected throughout the country.

However, in four centres the headteachers in collaboration with invigilators opened envelopes before time and went ahead to assist the candidates during the examination; especially in Mathematics. In other centres teachers were arrested assisting candidates on the chalkboard.

A total of 68 suspects have so far been arrested and charged in courts of law and remanded, and already 12 convictions and sentencing have been secured.

I am very grateful to our dedicated Security Team that has worked so hard on these cases of malpractice. Many suspects have confessed that they will abandon malpractice and go back to teaching.

We are grateful to the Judicial Officers before whom the suspects appeared because they interpreted the relevant sections of the UNEB Act Cap 259 correctly and handed down appropriate sentences. As a result, many of the perpetrators of examination malpractice are finding the habit very costly.

In accordance with Section 5(2) (b) of the UNEB Act, Cap 259 the Board will withhold the results of the affected candidates pending completion of investigations. Where there will be a *prima facie* case, the Board's Tribunal (Examinations Security Committee) will accord all the affected candidates a fair hearing before making final decisions.

## **7.0 GRATITUDE**

I give glory to God who gave us the strength and fortitude to do this work. I join the Board Chairperson in thanking you, Honourable Minister, for the support we received from you during the course of preparation of the examinations. You always found time to listen to our challenges, especially on funding. Your concerns are always a big motivating factor to us as we deal with those challenges.

I thank the Chairperson and Board members for exercising good corporate governance and effectively playing their oversight role. They have allowed Management the latitude to think and innovate, as they provide adequate support. In that conducive environment, we have been able to deliver on our institutional mandate.

I am grateful to the Chairperson and Members of the Committee on Education and Sports of Parliament. They have done their best to support UNEB in its quest for the appropriate funding in order to effectively execute its functions.

I thank the Inspector General of Police, the Chief of the Defence Forces, District leaders, the Chief Administrative Officers, District and Urban Education Officials, monitors, scouts and invigilators for their support and participation during the management of 2024 PLE.

I thank the examiners who marked the scripts and completed on time to enable other processes to take place, culminating in the release of these results.

Honourable Minister, I wish, in a special way, to appreciate the Staff of the UNEB Secretariat. They have always risen to the occasion to serve their country with hard work and dedication. This has been more so as the Board had to administer four examinations in the same season and grapple with novel (new) activities in the preparation for, and implementing the New Lower Secondary Curriculum. May God bless them.

The Media has played an outstanding role in giving prominence to examination activities and exposing malpractice. The pictures of suspects that appeared in the electronic and print media played quite some deterrent roles. I salute them.

I congratulate all the candidates who have passed the examination, the teachers who prepared them and the parents/guardians for their support.

Finally, I wish to thank the institutions that allowed UNEB to use their premises and facilities to mark the PLE Examination despite the fact that the exercise affected their school holiday and Christmas period.

## 8.0 COLLECTION OF RESULTS

Results will be uploaded on the examination centre Portals. Each school can, therefore, download their results as soon as they are officially released. However, the District, Municipal and City Inspectors of Schools may **collect** hard copies of the **results** from UNEB offices at Ntinda from **Monday, 27<sup>th</sup> January, 2025**. No copies of results are available as of now. Parents, candidates and other interested parties may use the Short Messaging Service (SMS) on MTN and Airtel mobile networks. Results of the candidates will be posted results of candidates on their mobile sets instantly; if the correct procedure is followed as per instructions below:

### 8.1 Instructions to get PLE Results by SMS

- Go to **Messages** on the phone menu
- Type **PLE**
- Leave space
- Type **the full index number of the candidate**
- Send to **6600** on the MTN and Airtel networks.

I urge heads of centres to study the result lists and submit any queries e.g on name spellings, date of birth, etc. to UNEB within two weeks from the date of release.

May God bless HE the President, may God bless you, Mama, bless the Ministry of Education and Sports; bless UNEB, bless our Parliament and bless our Motherland Uganda.

Thank you, Mama for listening.

I submit.

Dan N. Odongo  
**EXECUTIVE DIRECTOR**