



UGANDA NATIONAL EXAMINATIONS BOARD

OUR REFERENCE: CF/UNEB/49

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

YOUR REFERENCE:

UNEB is ISO 9001:2015 Certified

30th January, 2026

STATEMENT OF RELEASE OF RESULTS OF THE 2025 PRIMARY LEAVING EXAMINATION (PLE)

1.0 INTRODUCTION

Honourable Minister, we are pleased to present to you the Results of the 2025 Primary Leaving Examination (PLE), which was conducted on 3rd and 4th November, 2025; under the theme: **Embracing security and holistic assessment of learners in a dynamic environment**; the same Theme as was used in 2024. The issues that informed the development and use of the Theme in 2024 are still relevant to the examination process in 2025.

We thank God that despite the bad weather and damaged roads and bridges in parts of the country, heroic efforts by the Local Governments and UNEB Monitors ensured that the conduct of the examination in those areas was successfully completed.

2.0 REGISTRATION OF 2025 PLE CANDIDATES

2.1 TOTAL CANDIDATURE

A total of **817,883** candidates from **15,388** examination centres registered for PLE in 2025 compared to **797,444** in 2024. Of this number, **522,036 (63.8%)** from **11,525** centres were Universal Primary Education (UPE) beneficiaries, and **295,847 (36.2%)** of the candidates from **3,863** 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

Year	UPE	Non UPE	Total	No. of Centres
2025	522,036	295,847	817,883	15,388
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

The above table indicates that candidature increased by **20,439 (2.6%)** over the previous year.

In 2025, analysis by gender shows that **389,469 (47.6%)** boys were registered compared to **428,324 (52.4%)** girls, indicating that more girls than boys completed the Primary Education cycle. This has been the trend in recent years. The percentage was 52.5% for the girls in 2024 whereas for the boys was 47.5%.

2.2 REGISTRATION OF SPECIAL GROUPS

2.2.1 Special Needs Candidates

The Board registered **3,636** learners with Special Needs of various categories, including the blind, the deaf, the physically handicapped and the dyslexics, compared to **3,328** in 2024.

This is an increase of **308 (9.3%)** candidates. The number of SNE candidates continues to increase annually due to the awareness that has been created in the schools by UNEB, and the Ministry of Education and Sports. In this group, female candidates constitute **48.3%** while **51.7%** are males.

2.2.2 Prison Inmates

The Board also registered **61** candidates from Uganda Government Upper Prison, Luzira (**54** males and **7** females), and **40** from Mbarara Main Prison (**39** males and **1** female).

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

Year	Total registered	Total sat	Absentees	% of Absentees
2025	817,883	807,313	10,570	1.3
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

The Table shows that the percentage of absentee candidates in 2025, remained the same as that of 2024, but lower than the previous years.

4.0 PERFORMANCE OF CANDIDATES

4.1 Item Response Analysis of 2025 PLE Candidates

An item response analysis was done on the scores of candidates in each of the four subjects. Table 3 below shows overall results (percentages) of candidates that exhibited higher ability levels, medium ability levels and lower ability levels in the mastery of the subject knowledge and skills.

Table 3: Percentage of 2025 Candidates by Proficiency Level and Subject

Proficiency Level	Mathematics	English	Integrated Science	Social Studies with Religious Education
Higher Ability	16.4	18.5	15.6	15.9
Medium Ability	67.1	65.1	68.0	67.8
Lower Ability	16.5	16.4	16.4	16.3
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. They have difficulties in comprehension and application.

The descriptors are adopted from those used in the National Assessment of Progress in Education (NAPE) studies.

The table above shows that

- (i) like in 2024, less than 20% of the candidates exhibited higher ability levels in any of the subjects.
- (ii) English had the highest percentage of candidates (18.5%) demonstrating higher ability levels, followed by Mathematics (16.4%), and Social Studies with Religious Education (15.9%).
- (iii) two-thirds of the candidates exhibited medium ability level in all four subjects.
- (iv) the percentage of candidates who exhibited lower ability levels was about the same in all the four subjects at 16%.

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 2025 and 2024 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	2025				2024			
	TOTAL	CUMULATIVE %			TOTAL	CUMULATIVE %		
		2	6	8		2	6	8
ENGLISH	807,432	10.1	67.6	91.9	787,049	4.9	58.0	88.3
SST	807,460	3.3	62.7	86.7	787,063	7.9	75.6	91.9
SCIENCE	807,387	6.1	66.9	90.5	787,041	6.4	73.8	93.4
MATHS	807,456	9.6	66.7	88.9	787,066	7.4	62.7	89.4

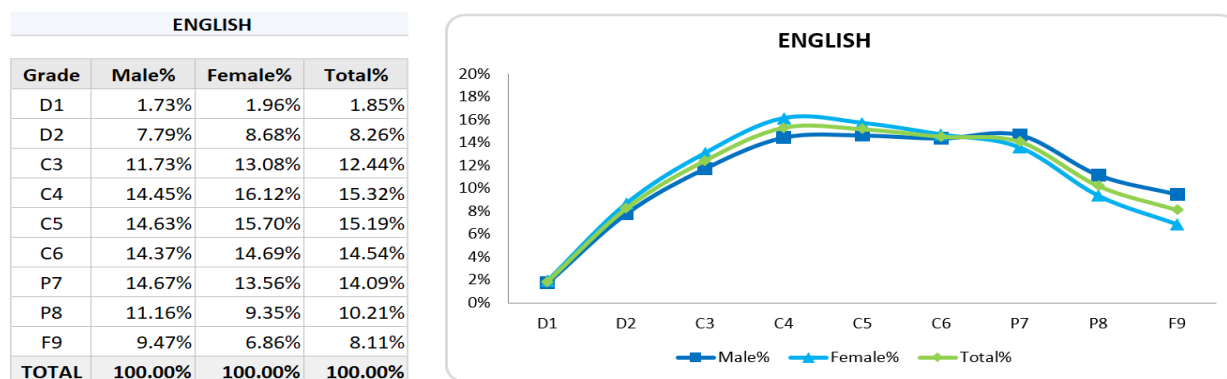
Table 4 shows that, overall at Grade 8 and above, candidates performed best in English, followed by Integrated Science and Mathematics. Social Studies with Religious Education (SST) was worst done.

Compared to 2024, English showed an improvement while SST showed a significant decline in performance.

4.3 Detail Percentage Subject Performance Grades by Gender

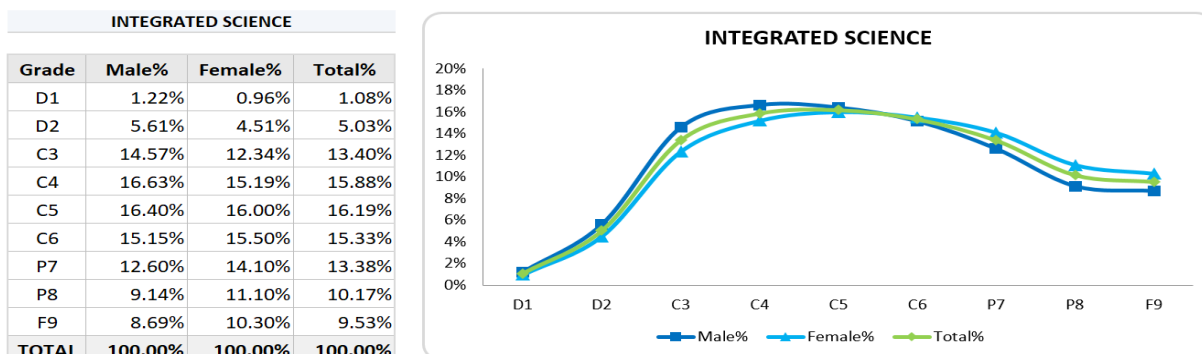
The figures below show performance levels in each of the four subjects by gender.

Figure 1: Performance of Male and Female candidates in English



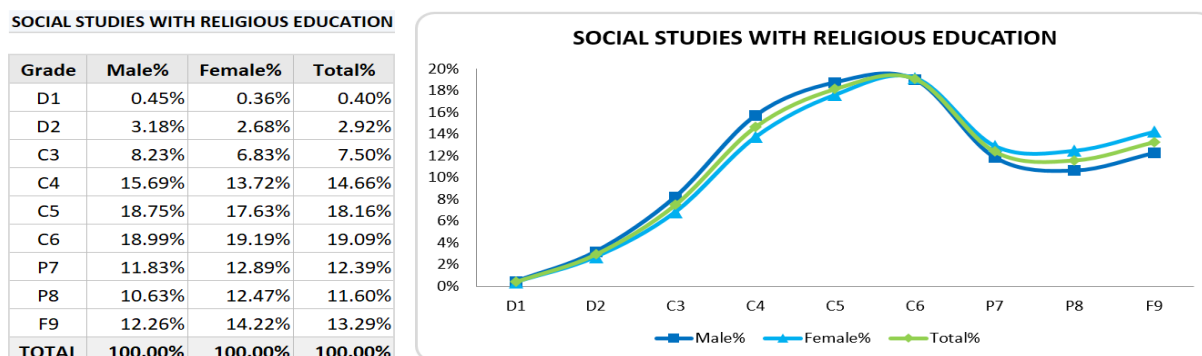
The figure indicates that the girls performed better in English. This appears to be the natural trend.

Figure 2: Performance of Male and Female candidates in Integrated Science



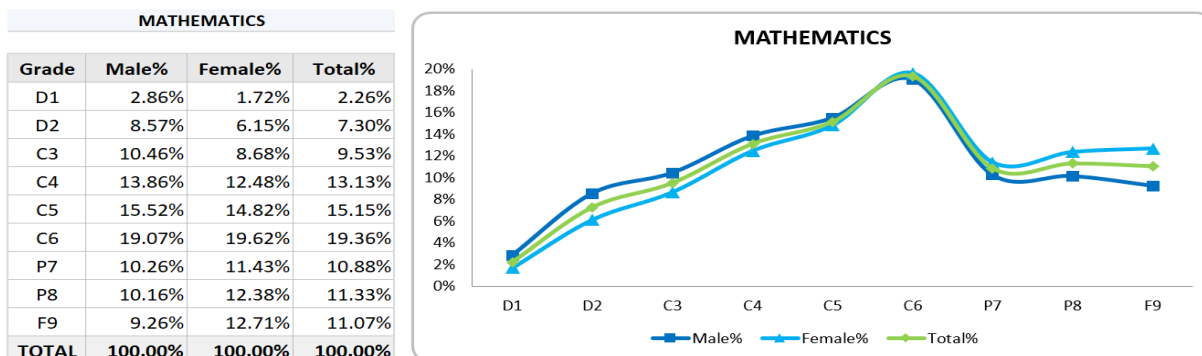
The figure shows that boys have performed slightly better than girls.

Figure 3: Performance of Male and Female candidates in Social Studies with Religious Education



In Social Studies with Religious Education, boys have also performed slightly better than the girls.

Figure 4: Performance of Male and Female candidates in Mathematics



Boys performed better than girls up to Credit 4. Fewer boys are in the lower grades of 7 and 8, and the Fail grade 9.

Figure 5: Frequency Distribution for PLE 2025 total Aggregates

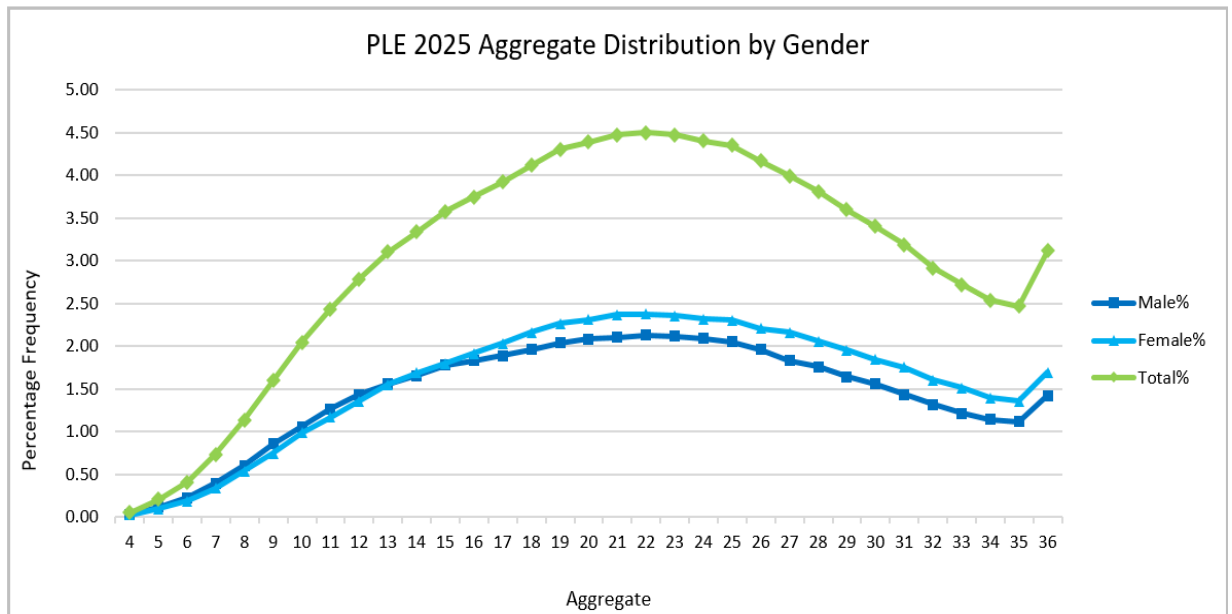


Figure 5 above indicates that most of the candidates are between aggregate 11 and 30. Pass levels, with the mode at Aggregate 22.

4.4 Overall Performance by Division

Table 5 below shows the overall performance of candidates by Divisional grades in 2025 compared to the performance of 2024.

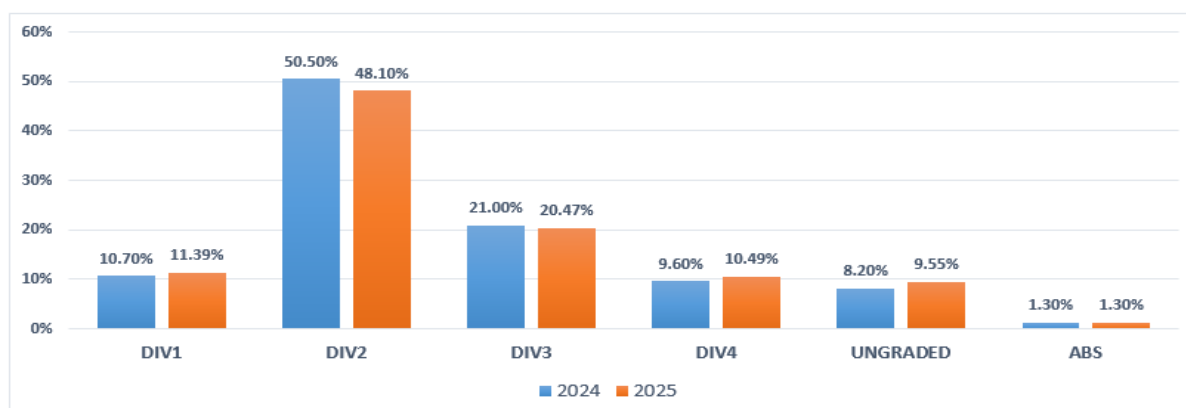
Table 5: Candidates' overall Performance by Divisional Grades

DIV	2025				2024			
	NO.	CUM.	%	CUM%	NO.	CUM.	%	CUM%
1	91,990	91,990	11.39	11.39	84,301	84,301	10.7	10.7
2	388,293	480,283	48.10	59.49	397,589	481,890	50.5	61.2
3	165,226	645,509	20.47	79.96	165,284	647,174	21.0	82.2
4	84,724	730,233	10.49	90.45	75,556	722,730	9.6	91.8
U	77,080	807,313	9.55	100.00	64,251	786,981	8.2	100.00
ABSENT	10,570			1.3	10,463			1.3

Table 5 above indicates that more candidates passed in Division 1 in 2025 than in 2024, an increase of **7,689**. In terms of numbers, more candidates (**7,503**) passed the 2025 PLE compared to 2024.

Figure 6 below presents the information in Table 5 above.

Figure 6: Bar Graph of Percentages



4.6 Overall Performance by Gender

Overall Performance by gender is shown in Table 6 below:

Table 6: Overall Performance by Gender

GENDER	DIV.1	DIV.2	DIV.3	DIV. 4	UNGRADED
MALE	48,220	186,638	77,453	37,658	34,500
	12.54%	48.54%	20.15%	9.79%	8.97%
FEMALE	43,770	201,655	87,773	47,066	42,580
	10.35%	47.69%	20.76%	11.13%	10.07%

The Table above shows that, in terms of percentages, males performed better than the females and recorded a lower failure rate. The same information is shown in Figure 7 below.

Figure 7: Bar Graph showing percentages in Performance by Gender

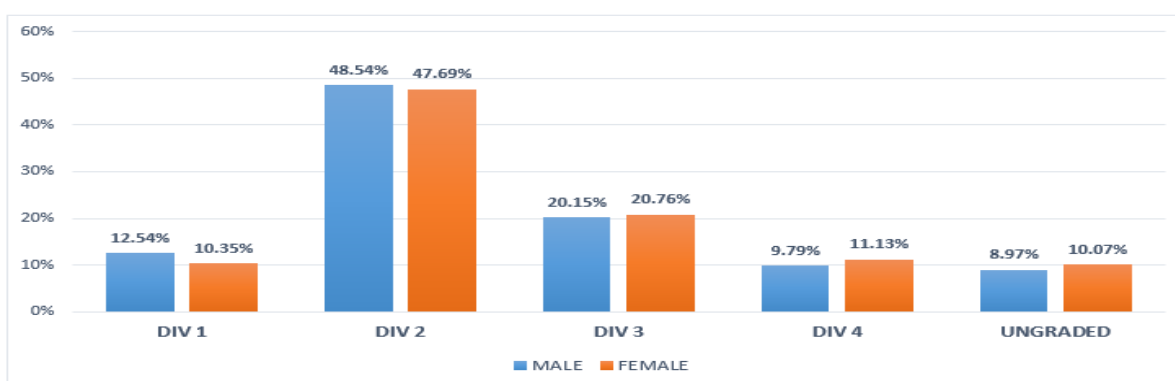


Figure 7 above shows a higher proportion (percentage) of boys in Division 1 and 2 than for girls.

4.7 Performance of Special Candidate Groups

4.7.1 Prison Inmates

At the Uganda Government Upper Prison School, Luzira, **61** candidates were registered as compared to the **71** registered in 2024. Of the **61** candidates who registered, **58** candidates sat, **4** passed in Division 1, **27** obtained Division 2, **13** obtained Division 3, **5** obtained Division 4, and **9** were ungraded; while **3** did not sit for the examination.

At Mbarara Main Prison Inmates Primary School, **40** candidates were registered, **39** of whom sat the examination while **one** was absent. Of those, **7** obtained Division 1; **15** are in Division 2, **10** are in Division 3, **5** are in Division 4, and **2** were Ungraded.

4.7.2 Special Needs candidates

Table 7 below shows the performance of Special Needs candidates by Category and by Division.

Table 7: Performance of Special Needs candidates by Divisional Grades

SNE PERFORMANCE							
SNE CATEGORY/GENDER	DIV 1	DIV 2	DIV 3	DIV 4	UNGRADED	ABSENT	TOTAL
A - Blind	2	14	5	7	-	5	33
MALE	2	7	3	4	-	2	18
FEMALE	-	7	2	3	-	3	15
B - Low Vision	56	296	129	69	66	5	621
MALE	35	156	56	30	25	2	304
FEMALE	21	140	73	39	41	3	317
C - Deaf	1	83	82	73	60	1	300
MALE	1	35	50	30	41	-	157
FEMALE	-	48	32	43	19	1	143
D - Physically Handicapped	4	42	9	3	2	-	60
MALE	1	27	7	1	2	-	38
FEMALE	3	15	2	2	-	-	22
E - Dyslexic	54	864	239	71	19	7	1,254
MALE	34	479	124	36	9	4	686
FEMALE	20	385	115	35	10	3	568
F - Others	77	462	315	213	284	17	1,368
MALE	44	232	156	96	143	7	678
FEMALE	33	230	159	117	141	10	690
TOTAL	194	1,761	779	436	431	35	3,636

Of all the SNE candidates registered, **35** did not take the examination. The majority of candidates obtained Division 2 (**48.4%**).

5.0 BRIEF COMMENTS ON THE WORK OF CANDIDATES

Examiners and curriculum specialists have appreciated the quality of the papers administered. The papers have recognized the paradigm shift to competency based learning, and the questions reflected this shift. Teachers, especially of Social Studies and Religious Education appear not to be adjusting their teaching methods in this direction. Candidates had difficulty in answering questions that required application of knowledge (particularly on their communities and the country, Uganda). This explains the drop in performance in this subject compared to 2024.

Examiners have also pointed out the negative impact of papers developed and circulated to schools by so-called examination bureaus just before the examination.

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

Subject	Learning areas
Mathematics	<ul style="list-style-type: none">• Applying percentages in real life situations e.g. in buying and selling.• Applying angle properties and using appropriate notations to state bearings of one place from another.• Applying the concept of distance, time and speed in real life situations.• Applying the remainder arithmetic.• Finding factors of a number.• Representing given information on a Venn diagram.
English	<ul style="list-style-type: none">• Writing a composition with a correct structure; and appropriate punctuations.• Drawing inferences from a continuous text (e.g., a passage), and non-continuous text (e.g., a poem), where answers are not directly extracted from the passage (story).• Limited vocabulary• Converting from nouns/verbs (re-write) to adjectives, i.e. compound nouns.

Subject	Learning areas
English	<ul style="list-style-type: none"> • Using given homophones (words that have the same sound but with different meanings) in a sentence to show the differences in their meanings. • Interpreting information on the family tree.
Integrated Science	<ul style="list-style-type: none"> • Describing the factors that make objects float on a fluid. • Identification of groups of invertebrates. • Identifying the dangers of fire and how they can be controlled. • Explaining how control measures work in the control of the breeding rather than control of disease spread. • Describing ways of increasing efficiency of simple machines e.g. a borehole. • Explaining the responsibilities of a good first aider. • Application of radiation in a thermos flask. • Identification of features of honey combs.
Social Studies with Religious Education	<ul style="list-style-type: none"> • Explaining how children can participate in promoting their own rights. • Explaining how people can survive (adaptation methods) by promoting farming in arid or semi-arid conditions. • Knowing the messages that some personalities in the Bible/Quran preached. • Application of knowledge on factors that influence climate. • Application of the knowledge on factors of production. • Factors that influence the use of animal transport. • Ways of promoting peace in the African Traditional Society. • Lessons to learn from each stanza of the National Anthem. • Ways of protecting political independence.

Detailed reports will be compiled and shared with schools.

6.0 EXAMINATION MALPRACTICE

The Board succeeded in delivering question papers safely to all examination sitting centres, thanks to the collaborative efforts and support of the Chief Administrative Officers, Education officials at the districts (District Inspectors of Schools and District Education Officers) and other Local Governments and the Police. Examination malpractice has now taken a brazen form where scouts and invigilators are bribed or threatened with physical harm by the school directors and headteachers to allow teachers to assist candidates directly in the examination rooms.

Hon. Minister, as you have heard from the Chairperson, it is sad that some of our would-be partners in the District Education offices are becoming complicit in this, and other unprofessional acts.

I am very grateful to our dedicated Security team that has worked so hard on these cases of malpractice.

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.

This year, most of the cases withheld have been from the districts of Kisoro, Kampala, Mukono, Namutumba, Kassanda, Buyende, Kaliro, among others. I want to salute the leadership of Kyenjojo, Kabarole and Bundibugyo districts from where most cases were emanating, that a great change of heart appears to have taken place. Due to stern action taken by the Chief Administrative Officer, Kyenjojo in 2024, no case has been reported from the district.

7.0 GRATITUDE

I give thanks and praise to the Almighty God for His blessings upon us. We dedicated each stage of the examination process to Him in prayer and He answered us each time. That is why we are here today. To Him be the glory.

Hon Minister, the examination period found you already busy supporting H. E. the President as he traversed the country delivering messages of hope and prosperity to our people during the Presidential election campaigns. But we

knew that even in your very hectic schedules, you found time to pray for the successful conclusion of the examination exercise. That has come to pass, and I join the Chairperson in expressing our profound gratitude to you.

I am grateful to the Board, under the very able stewardship of the Chairperson, Professor Celestino Obua for providing good governance and creating the environment that allowed Management to perform its role efficiently and effectively.

I thank the Chief of the Defence Forces, the Inspector General of Police and heads of other security agencies that gave us the security cover we needed for a smooth conduct of the examination.

I am grateful to the Chief Administrative Officers, District and Urban Education officials who worked very closely with us to ensure that counterpart funding, logistics and personnel were mobilized for the examination. Mamma, there are still some Local Governments that do not budget for the conduct of the PLE administration and depend solely on the contribution from UNEB. In such districts, the shortage of funds severely constrains the proper conduct of the examination. I pray that at this time when the budgeting process is ongoing, they remember to allocate some resource to this cause.

I salute the media for the close working relationship we have enjoyed. The media houses ensured that our programmes were publicized widely.

In a very special way, Hon Minister, I pay tribute to the staff of UNEB – those invisible unsung heroes working tirelessly to ensure that the Board's mandate is fulfilled. They spare no efforts in the service of their country.

I thank the examiners who worked hard to complete the marking in good time, and the institutions that offered us their premises to mark from.

I wish to appreciate the efforts of the parents and guardians in their support to the children through this cycle, culminating in their sitting for the examination. I congratulate the candidates who have passed the examination and comfort those who have not passed or have not obtained the pass level they expected.

The Board greatly appreciates the support of Parliament in appropriating funds to facilitate the Board's work, and the Ministry of Finance, Planning and Economic Development for the timely releases of the funds.

8.0 COLLECTION OF RESULTS

Results for each examination centre will be uploaded on the Centre Portal, and can be downloaded 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, 2nd February, 2026**. 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 on their mobile sets instantly if the correct procedure is followed. Please follow the 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 H. E. the President in the new term that he will soon start. May God bless you, Mamma, bless the Ministry of Education and Sports; bless UNEB, bless our Parliament and bless our Motherland Uganda.

Thank you, Mamma, for listening to me

I submit.

Dan N. Odongo
EXECUTIVE DIRECTOR