



UGANDA NATIONAL EXAMINATIONS BOARD

STATEMENT OF RELEASE OF THE 2022 PRIMARY LEAVING EXAMINATION (PLE) RESULTS

1.0 INTRODUCTION

Honourable Minister, we are pleased to present to you the Results of the 2022 Primary Leaving Examination (PLE) which was conducted smoothly on 8th and 9th November 2022; under the theme: **Integrity and Security in the Management of Examinations, the Health and Safety of the Learners is a joint Responsibility.**

2.0 REGISTRATION OF 2022 PLE CANDIDATES

A total of **832,654** candidates from **14,691** centres (schools) registered for PLE in 2022 compared to **749,761** in 2020. Of this number, **583,768 (70.1%)** from 11,306 centres were Universal Primary Education (UPE) beneficiaries, and **248,982 (29.9%)** of the candidates were Non UPE. The proportion of candidates benefitting from the Universal Education programme has increased by **1.7** percent.

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
2022	583,672	248,982	832,654	14,691
2020	513,085	236,677	749,761	14,300
2019	473,893	221,912	695,804	13,475
2018	476,130	195,796	671,923	13,072
2017	466,235	179,955	646,190	12,751

The above table indicates that candidature increased by **82,893** (11.1%) over the previous year. This is higher than the 7.75% recorded in the previous examination in 2020. The average rate of increase before 2020 has been about 2.5% to 3% annually.

In 2022, analysis by gender shows that **400,100** (48.1%) boys were registered compared to **432,554** (51.9%) girls, indicating that more girls than boys completed the Primary Education cycle. This has been the trend in the last six years.

The Board registered **2,436** learners with Special Needs of various categories, including the blind, the deaf, the physically handicapped and the dyslexics, compared to **1,599** in 2020. This is an increase of 52.3%, the largest rate of increase ever. Of these, **1,153** (47.3%) are females and **1,283** (52.7%) are males. A total of 1,609 of the candidates needed specialized assistance such as provision of braille, sign language interpreters, transcribers and physical support (amanuensis). The provision of this specialized support presents a big constraint on the Board’s budget.

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
2022	832,654	811,810	20,844	2.5
2020	749,942	736,942	12,819	1.7
2019	695,804	683,302	12,502	1.8
2018	671,923	659,633	12,293	1.8
2017	646,190	631,282	14,907	2.3

The percentage of absentee candidates had been declining steadily, but has this time, increased by 0.8%.

3.0 PERFORMANCE OF CANDIDATES BY SUBJECT

The performance of candidates in the four subjects is compared over the two-year period of 2022 and 2020 in Table 3 below. The performance is indicated at Distinction 2, Credit 6 and Pass 8 levels.

Table 3: Candidates' overall Performance by Subject

SUBJECTS	2022				2020			
	TOTAL	CUMMULATIVE %			TOTAL	CUMMULATIVE %		
		2	6	8		2	6	8
ENGLISH	811,861	12.2	65.4	87.1	734,835	7.2	59.5	87.5
SST	811,868	12.1	73.5	88.6	734,868	14.5	79.2	93.1
SCIENCE	811,852	11.6	69.0	89.6	734,837	10.9	67.3	88.1
MATHS	811,863	6.3	52.7	80.7	734,851	4.7	47.2	82.3

The Table indicates that in English there was a significant improvement in performance at the distinction and credit levels while the overall pass level remained the same. In Social Studies with Religious Education (SST), performance declined at all levels, while Integrated Science recorded an overall improvement. Mathematics had better performance at the Distinction and Credit pass levels.

4.0 COMPARISON OF SUBJECT PERFORMANCE BY GENDER

Table 4 below shows subject performance by gender. The figures are in cumulative percentages at each pass level.

Table 4: Subject Performance by Gender

GENDER	MALE			FEMALE		
	D2	C6	P8	D2	C6	P8
ENGLISH	11.2	60.4	85.3	12.6	65.4	88.7
SST	13.5	75.5	89.2	10.9	71.6	88.1
SCIENCE	12.4	70.7	90.2	10.8	67.5	89.1
MATHS	7.8	56.5	83.2	6.3	52.7	80.7

The Table indicates the females performed better than the males in English, but the reverse is true for the other three subjects; Social Studies & Religious Education, Integrated Science, and Mathematics. This is the trend that has been observed over the years.

Candidates' performance has generally improved as can be seen at the percentages scoring distinction and credit grades. Examiners again reported good handwriting and organized work presented by candidates. The number of candidates scoring zero in various subjects has generally decreased compared to previous years. In Mathematics, even those who scored zero showed mathematical language compared to work presented in the past years. Examiners attributed the better quality performance to the fact that a lot of the questions were based on real life situations to which candidates could easily relate.

5.0 OVERALL PERFORMANCE BY DIVISION

Table 5 below shows the overall performance of candidates by Divisional grades in 2022 compared to the performance of 2020.

Table 5: Candidates' overall Performance by Divisional Grades

DIV	2022			2020		
	NO.	CUM.	CUM%	NO.	CUM.	CUM%
1	114,617	114,617	14.1	81,864	81,864	11.1
2	357,799	472,416	58.2	334,711	416,575	56.7
3	146,583	618,999	76.2	146,142	562,717	76.6
4	95702	714,702	88.0	97,193	659,910	89.8
U	97,109	811,810	12.0	74,878	74,878	10.2
TOTAL		811,810			734,788	

Note: The 2020 figures do not include cancelled results; and incomplete results (where a candidate is absent for one paper but present for the other)

The Table shows that in 2022, more candidates obtained Division 1 and Division 2 than in 2020. The overall pass levels are comparable between the two years. In terms of numbers, **714,702** candidates passed the PLE compared to **659,910** the previous year. Overall, therefore, more pupils qualify to join the post-primary institutions than the previous year.

A candidate is deemed to have passed if he/she obtains Divisional grades of 1, 2, 3 or 4. Such candidates will qualify to register for any post primary examination conducted by UNEB. Division U (Ungraded) is awarded to candidates who have failed to reach the minimum level of performance that can be awarded at least a Division 4. Such candidates should not be admitted to Senior One, but should repeat as they will not be eligible to register for the Uganda Certificate of Education (UCE) examination later.

6.0 DIVISIONAL GRADES BY FUNDING

Table 6 below shows performance by divisional grades by funding type.

Table 6: Performance by Funding type

DIV	UPE			NON UPE		
	NO.	CUM.	CUM%	NO.	CUM.	CUM%
1	37,578	37,578	6.6	77,039	77,039	31.4
2	238,287	275,865	48.7	119,512	196,551	80.1
3	121,405	397,270	70.1	25,178	221,729	90.4
4	81,420	478,690	84.5	14,282	236,011	96.2
U	87,825	87,825	15.5	9,284	9,284	8.8
TOTAL		566,515			245,295	

A total of 17,253 (2.96%) UPE candidates were absent, while 3,687 (1.48%) non UPE candidates were also absent.

From the Table, it can be seen that Non UPE candidates have, proportionally, performed better than the UPE candidates.

Reasons for this disparity in performance, as indicated in earlier Studies by UNEB, could include the fact that teachers in the urban schools tend to spend more time on task, and the learners spend more time in school. The teachers also tend to adopt teaching methods that emphasize preparation of candidates for test taking. There is a higher level of involvement by the urban parents in their children’s learning process, and urban areas generally have better access to facilities that supplement classroom teaching.

7.0 OVERALL PERFORMANCE BY GENDER

Overall Performance by gender is shown in Table 6 below:

Table 7: Overall Performance by Gender

GENDER	DIV.1	DIV.2	DIV.3	DIV. 4	DIV. U
MALE	60,070	172,827	68,272	43,794	45,309
	15.4%	44.3%	17.5%	10.9%	11.1%
FEMALE	54,547	184,972	78,311	51,908	51,800
	12.9%	43.9%	18.6%	12.3%	12.3%

The Table shows that proportionally males performed better than the females and recorded a lower failure rate.

8.0 PERFORMANCE OF SPECIAL CANDIDATE GROUPS

8.1 Inmates

UNEB maintains an examination centre at Uganda Government Upper Prison School, Luzira. A total of 68 candidates were registered (as compared to the 58 registered in 2020). Of the **68** candidates who registered, **63** candidates sat, **5** passed in Division 1, **34** obtained Division 2, **9** obtained Division 3, **7** obtained Division 4, and only **1** was ungraded; while **5** did not sit for the examination.

8.2 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	DIV. 1	DIV. 2	DIV. 3	DIV. 4	DIV. U	TOTAL
PHYSICALLY HANDICAPPED	3	40	14	6	5	68
BLIND	4	21	6	9	1	41
PARTIALLY BLIND	80	209	71	59	42	461
DEAF	0	50	41	56	116	263
DYSLEXICS AND THOSE NEEDING TRANSCRIBERS	56	384	124	65	17	646
NEEDING EXTRA TIME ONLY	66	290	128	132	162	778

The Table shows that there were more Special Needs candidates who were partially blind, dyslexic, needed transcribers, and those who needed extra time. Of the Special Needs candidates who registered, **55** were absent.

9.0 EXAMINATION MALPRACTICE

Scouts and Examiners reported a number of cases of suspected external assistance rendered to candidates by third parties inside the examination rooms and smuggling of information relevant to the examination by some of the candidates.

Security also arrested some distributors and teachers who cut open question paper envelopes in order to access question papers in the districts of Mukono, Gomba, Mpigi and the greater Masaka areas. A number of these have been arrested and charged in Courts of Law under the relevant sections of the UNEB Act, 2021.

Over 10 such suspects have been remanded to Prison in Mpigi and Masaka. Others have been released on bail.

In accordance with Section .5(2)(b) of the UNEB Act, 2021 the Board will withhold the results of the affected candidates pending completion of investigations.

All candidates whose results have been withheld will be accorded a fair hearing by the Board's Examinations Security Committee. After the hearings are concluded the Board will publish, in the media, the list of schools and districts from which results will have been cancelled.

10.0 REPORT ON WORK OF CANDIDATES

The Board gives feed back to its stakeholders. A Report on the Work of Candidates is therefore compiled using observations of Examiners. Advice to teachers is given. All stakeholders, particularly teachers, are urged to utilize this Report.

11.0 A WORD OF GRATITUDE

I would like to join the Board Chairperson in thanking you, Hon Minister for the support we received from you that ensured that we obtained the necessary funds to run the examination. I thank the Ministry of Finance, Planning & Economic Development for releasing the funds within reasonable time to enable examination activities run as scheduled. I would like to thank the Chairperson and Board members for good governance and for their guidance. I thank the District leaders, the Chief Administrative Officers, District and Urban Education Officials, monitors, scouts and invigilators for their participation and support during the management of 2022 PLE.

Honourable Minister, I wish, in a special way, to appreciate the Staff of UNEB Secretariat, who over the last two examination seasons, have risen to the occasion to serve their country with dedication in the face of COVID-19 and then the recent Ebola risks. We dedicated each activity and each day in prayer for God's guidance and protection. I am happy to report that no staff of the Board or the contracted professionals who participated in the various examination activities were affected.

Special thanks go to the Inspector General of Police, the Chief of the Defense Forces and other Security agencies for availing their personnel to support UNEB in ensuring the security of 2022 PLE in the field and at marking centres.

Honourable Minister, the UPDF airlifted examination papers from Moroto to the districts in the Karamoja region where insecurity had made it risky to move by road. I am extremely grateful to Brigadier General Balikuddembe, the UPDF Division Commander based in Moroto for the very smooth arrangements that also ensured that the examination materials were delivered safely by road to the other parts of Karamoja.

I would like to thank the media for the role they played and continue to play in giving prominence to examination activities and exposing malpractice.

I wish to **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.

12.0 APPEAL

I wish to appeal to the Chief Administrative Officers, to ensure that Invigilators and other people who participate in the field management of the examination are paid promptly. Up to now, Hon Minister, some invigilators from a few districts have not yet been paid.

13.0 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, 30th January, 2023. No copies of results are available as of now. Parents, candidates and other interested parties may use the Short Message Services (SMS) on mobile networks which will post results of candidates on their mobile sets instantly.

14.0 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**

Dan. N. Odongo
EXECUTIVE DIRECTOR

27th January 2023