



## UGANDA NATIONAL EXAMINATIONS BOARD

**OUR REFERENCE:** CF/UNEB/50

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

**YOUR REFERENCE:**

**UNEB is ISO 9001:2015 Certified**

13<sup>th</sup> March, 2026

### STATEMENT OF RELEASE OF RESULTS OF THE 2025 UGANDA ADVANCED CERTIFICATE OF EDUCATION (UACE) EXAMINATION

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#### 1.0 INTRODUCTION

Honourable Minister of Education and Sports, we present to you the Results of the **2025 Uganda Advanced Certificate of Education (UACE)** examination, which was successfully conducted between 10<sup>th</sup> November and 5<sup>th</sup> December, 2025, under the theme: *Embracing security and holistic assessment of learners in a dynamic environment.*

#### 2.0 REGISTRATION OF 2025 UACE CANDIDATES

##### 2.1 Total Candidature

A total of **166,400** candidates registered for the **2025 UACE** examination compared to **141,996** candidates in **2024**; an increase of **24,404** candidates (**17.2%**). Of these, **72,764 (43.7%)** were females and **93,636 (56.3%)** were males.

Centres for the UACE examination increased by **197 (8.7%)** from **2,255** in 2024 to **2,452** in 2025.

Candidates who appeared for the examination were **165,172** compared to **140,884**, in 2024, an increase of **24,288** candidates (**17.2%**). Of these, **72,374 (43.8%)** were females and **92,798 (56.2%)** were males. At this level, the number of female candidates has consistently been significantly lower than that of the males.

The number of candidates registered under the UPOLET programme was **42,327**. This is **25.4%** of the total candidature compared to **35,652 (25.1%)** in 2024. Male candidates registered under the UPOLET programme were **26,247 (15.8%** of the total candidature), while females were **15,733 (9.5%** of the total candidature).

Table 1 below gives the statistics of the number of candidates who registered and those who sat the UACE examination for the last five years.

**Table 1: Registration of UACE Candidates for the period 2020 – 2025**

Year	Candidates Registered	Candidates who sat	Absentees	% Absent
2025	166,400	165,172	1,228	0.7
2024	141,996	140,888	1,108	0.8
2023	110,556	109,486	1,080	0.9
2022	97,890	96,557	1,333	1.4
2020	98,392	97,440	952	1.0

In the post-COVID period, the rate of increase in candidature sitting the exam has been quite rapid, from **96,557** to **165,172**; a **71.0** percent increase. One thousand two hundred twenty-eight [**1,228 (0.7%)**] candidates did not sit for the examination compared to **1,108 (0.8%)** in 2024. The rate of absenteeism has continued to decline.

The number of candidates who have sat is less than 50 percent of those who sat UCE two years earlier. However, there are several other post-UCE pathways available to them.

## 2.2 Registration of Special Interest Groups

### 2.2.1 Special Needs Candidates

A total of **540** Special Needs Education (SNE) candidates (**274** males and **266** females) registered for the 2025 UACE examination as compared to **437 (249** males and **188** females) in 2024.

Table 2 below gives a summary of Special Needs candidates by category and gender, and the special considerations the Board has for each category.

**Table 2: SNE Candidature in UACE 2025 compared to UACE 2024 (By Gender)**

SPECIAL NEEDS		2025			2024		
Category	Consideration	Male	Female	Total	Male	Female	Total
<b>Blind</b>	Braille	17	9	26	15	10	25
<b>Low Vision</b>	Large print	65	48	113	80	32	112
<b>Deaf</b>	Sign language interpreters	12	6	18	13	0	13
<b>Severe physical impairments</b>	Amanuensis (Physical support personnel)	14	11	25	10	12	22
<b>Dyslexics</b>	Transcribers	28	13	41	18	16	34
<b>Other categories (asthmatics, epileptics, sickle cell anaemia, accidents)</b>	Extra time only (45 minutes per paper they sit)	138	179	317	113	118	231
<b>Total</b>		<b>274</b>	<b>266</b>	<b>540</b>	<b>249</b>	<b>188</b>	<b>437</b>

### 2.2.2 Prison Inmates

The Board also registered **70** candidates from Uganda Government Upper Prison, Luzira (**66** males and **4** females) compared to **49** (**46** males and **3** females) in 2024. **Sixty-eight** of the candidates (**64** males and **4** females) sat the examination.

## 3.0 CANDIDATES' PERFORMANCE IN THE 2025 UACE EXAMINATION

### 3.1 General Performance

The performance of the 2025 candidates is compared with that of 2024, as shown in Table 3 below, in terms of the number of candidates passing at the different Principal Pass levels.

**Table 3: General Performance in UACE 2025 compared to UACE 2024**

Pass Level	2025				2024			
	No. of Cands	% age	Cumm no. of Cands	Cumm %	No. of Cands	% age	Cumm no. of Cands	Cumm %
<b>3P</b>	68,906	41.7	68,906	41.7	54,338	38.6	54,338	38.6
<b>2P</b>	44,385	26.9	113,291	68.6	37,935	26.9	92,273	65.5
<b>1P</b>	31,838	19.3	145,129	87.9	29,233	20.7	121,506	86.2
<b>1S</b>	18,152	11.0	163,171	98.9	17,750	12.6	139,256	98.8
<b>F</b>	1,891	1.1	165,171	<b>100</b>	1,632	1.2	140,888	<b>100</b>

Table 3 shows an overall improvement in performance in 2025 compared to 2024 in terms of the number of Principal level passes. A high percentage of **98.9%** qualify for the UACE certificate. Under the current regulations, a candidate requires a Subsidiary level pass in a Principal level subject to qualify.

University admissions to degree courses have, up to date, been considering two Principal level passes as the minimum requirement. If this consideration is maintained, **113,291 (68.6%)** qualify to be admitted, compared to **92,273 (65.5%)** in 2024. This is consistent with the fact that there was a significant increase in entries for the examination in 2025. An extra **21,018** university places should be available to absorb these. In cases where one Principal and two Subsidiary pass levels are considered for admission to other tertiary institutions, for example TVET institutions offering diploma level programmes, **145,129 (87.9%)** candidates will qualify.

### 3.2 Male and Female Performance Compared

Table 4 below compares pass levels in the 2025 UACE examination between male and female candidates.

**Table 4: 2025 UACE Performance by Gender**

Pass Level	FEMALES				MALES			
	No. of Cands	% age	Cumm No.	Cumm (%)	No. of Cands	% age	Cumm No.	Cumm (%)
<b>3P</b>	32,291	44.6	32,291	44.6	36,615	39.5	36,615	39.5
<b>2P</b>	20,393	28.2	52,684	72.8	23,992	25.8	60,607	65.3
<b>1P</b>	12,640	17.5	65,324	90.3	19,198	20.7	79,805	86.0
<b>1S</b>	6,460	8.9	71,784	99.2	11,692	12.6	91,497	98.6
<b>F</b>	590	0.8	72,374	<b>100</b>	1,301	1.4	92,798	<b>100</b>

Proportionally, female candidates have performed better than their male counterparts. The percentage passes at the upper levels (3P and 2P) are higher, while percentage passes at the lower levels and failure rate among female candidates are lower than for the males.

### 3.3 Performance in Large Entry Subjects Compared

Performance of candidates in the large entry subjects, General Paper, Subsidiary Mathematics and Subsidiary ICT in 2025 is compared with that of 2024 in Table 5 below.

**Table 5: Performance in Large Entry Principal Level Subjects, General Paper, Subsidiary Mathematics and Subsidiary ICT**

SUBJECT	2025				2024			
	No. of Cands	A (%)	A-E (%)	A-O %	No. of Cands	A (%)	A-E (%)	A-O %
General Paper	165,154	4.9	87.7	-	140,859	8.0	81.9	-
History	31,431	6.5	83.1	97.7	33,518	7.5	91.9	98.7
Economics	30,245	3.7	68.2	87.8	31,579	1.9	60.6	87.3
Entrep. Education	30,245	1.5	49.5	87.9	55,909	3.6	65.2	91.7
Christian Rel. Education.	31,294	4.3	70.4	94.1	24,653	6.3	74.5	97.6
Geography	57,759	1.3	64.4	93.6	49,474	0.9	53.2	92.9
Lit in English	9,006	10.3	87.8	97.5	8,192	2.9	84.7	98.2
Mathematics	70,132	12.9	64.8	83.3	58,495	3.6	48.1	76.1
Physics	21,302	3.5	55.7	97.0	23,679	6.6	57.3	95.9
Agriculture	31,442	0.7	56.4	91.0	23,170	0.3	43.5	92.4
Chemistry	37,134	5.4	56.3	86.9	29,283	2.1	40.0	89.2
Biology	35,660	5.9	64.4	90.6	24,853	1.1	57.7	88.4
Art	30,889	2.9	86.9	99.9	26,521	4.4	91.1	99.9
Sub Mathematics	36,391	0.9	37.5	-	30,501	1.3	39.0	-
Sub ICT	128,719	7.9	72.5	-	110,311	4.4	69.7	-

Table 5 shows that at the Principal pass level (A - E), there are improvements in Economics, Geography, Literature in English, Mathematics, Agriculture, Chemistry and Biology.

### 3.4 Entries for Mathematics and Sciences

Table 6 below shows the number of candidates registering and sitting for the examination over the last five years.

**Table 6: Entries for Mathematics and Sciences in the last five years**

SUBJECT	YEARS				
	2025	2024	2023	2022	2020
Mathematics	70,132	58,495	45,414	38,776	35,725
Physics	21,302	23,679	17,106	12,994	13,473
Chemistry	37,134	29,283	21,779	20,229	17,349
Biology	35,660	24,853	19,934	17,994	15,058

Information in Table 6 indicates that, apart from Physics, entries for the other Science subjects and Mathematics have been steadily increasing.

### 3.5 Performance of Female and Male Candidates

#### 3.5.1 Comparison in Performance by Gender in Large Entry Subjects

Table 7 below compares the performance of female and male candidates in large entry subjects.

**Table 7: Performance of Female and Male Candidates in Large Entry Principal Level Subjects, General Paper, Subsidiary Mathematics and Subsidiary ICT**

SUBJECT	FEMALES			MALES		
	No. of Cands	A (%)	A-E (%)	No. of Cands	A (%)	A-E (%)
General Paper	72,370	3.2	86.8	92,784	3.7	85.8
History	16,887	7.1	85.0	14,544	5.9	80.8
Economics	12,141	4.4	73.4	18,104	3.3	64.8
Entrep. Education	35,238	1.6	51.3	36,298	1.4	47.7
Christ. Rel. Educ	19,274	5.0	75.4	12,020	3.0	62.3
Geography	24,218	1.5	68.8	33,541	1.2	61.2
Lit in English	6,989	10.8	90.3	2,017	8.7	79.3
Mathematics	25,002	10.7	66.5	45,130	14.1	63.8
Physics	4,689	1.5	57.4	16,613	4.1	55.2
Agriculture	10,733	0.6	54.9	20,689	0.7	57.1
Chemistry	14,488	3.7	53.7	22,646	6.4	57.9
Biology	14,698	3.8	62.6	20,962	7.4	65.7
Art	12,508	2.6	87.8	18,381	3.3	86.2
Sub Mathematics	14,615	0.8	48.0	21,776	0.5	29.8
Sub ICT	57,745	4.2	68.4	70,974	6.7	71.1

Proportionally, female candidates performed better than their male counterparts at the principal level pass (A-E) in most of the Humanities subjects, Mathematics, Physics, General Paper, Subsidiary Mathematics and Subsidiary ICT. However, at the top level of A passes, the males scored better than the females in Mathematics and Sciences.

Female entries for the Sciences and Mathematics are lower than for the males, consistent with the fact that overall female entry is lower than that of the males.

**Table 8: Entries for Female candidates for Mathematics and Sciences in the last five years**

SUBJECT	YEARS				
	2025	2024	2023	2022	2020
Mathematics	25,001	19,863	14,654	11,930	10,873
Physics	4,688	5,836	3,804	2,451	2,814
Chemistry	14,487	10,533	7,339	6,631	5,379
Biology	14,697	9,619	7,130	6,379	5,031

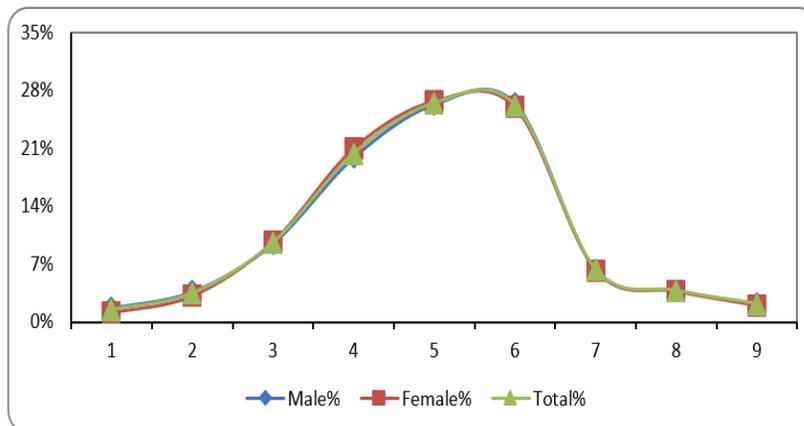
The Table shows that female entries for Mathematics and Sciences are increasing. Physics has the lowest number of female candidates, and the entries have also fluctuated.

### 3.5.2 Detailed Subject Performance Percentage by Gender

The figures below show performance percentage in each of the Large Entry Subjects by gender, graphically represented. As can be seen from the graphs, gender parity is almost achieved in most of the subjects.

**Figure 1: Performance Percentage of Male and Female candidates in General Paper**

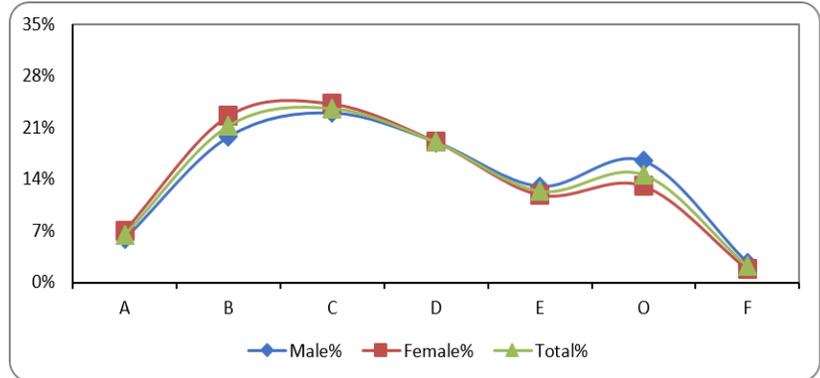
S101: General Paper			
Grade	Male%	Female%	Total%
1	1.71%	1.13%	1.45%
2	3.70%	3.18%	3.47%
3	9.50%	9.75%	9.61%
4	19.89%	21.08%	20.41%
5	26.30%	26.80%	26.52%
6	26.44%	26.03%	26.26%
7	6.36%	6.26%	6.32%
8	3.82%	3.76%	3.79%
9	2.20%	2.03%	2.18%



Most candidates have a Credit 6 Grade.

**Figure 2: Performance Percentage of Male and Female candidates in History**

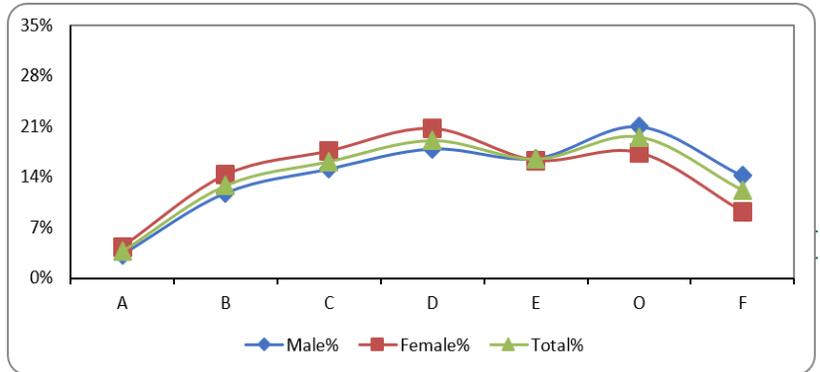
P210: History			
Grade	Male%	Female%	Total%
A	5.90%	7.09%	6.54%
B	19.75%	22.62%	21.29%
C	23.00%	24.26%	23.68%
D	19.05%	19.12%	19.09%
E	13.06%	11.93%	12.45%
O	16.50%	13.14%	14.69%
F	2.74%	1.85%	2.26%



Most candidates score a C Grade.

**Figure 3: Performance Percentage of Male and Female candidates in Economics**

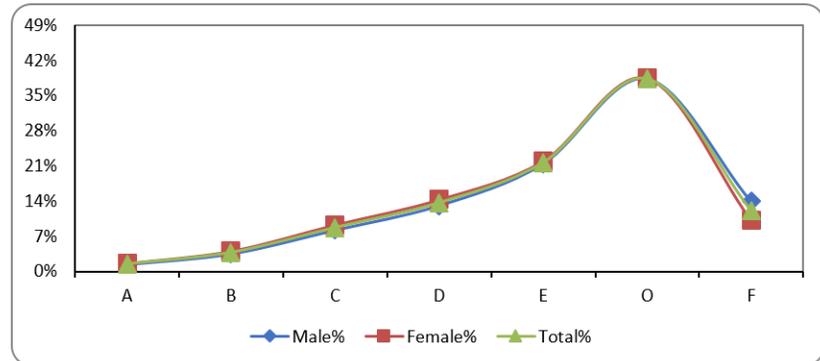
P220: Economics			
Grade	Male%	Female%	Total%
A	3.28%	4.35%	3.71%
B	11.82%	14.32%	12.83%
C	15.15%	17.62%	16.14%
D	17.94%	20.74%	19.06%
E	16.60%	16.33%	16.50%
O	21.02%	17.40%	19.57%
F	14.18%	9.24%	12.20%



Candidates are closely spread between Grades C and O.

**Figure 4: Performance Percentage of Male and Female candidates in Entrepreneurship Education**

P230: Entrepreneurship Education			
Grade	Male%	Female%	Total%
A	1.41%	1.62%	1.51%
B	3.52%	4.07%	3.79%
C	8.24%	9.29%	8.76%
D	13.12%	14.32%	13.71%
E	21.42%	21.97%	21.69%
O	38.35%	38.51%	38.43%
F	13.95%	10.22%	12.11%

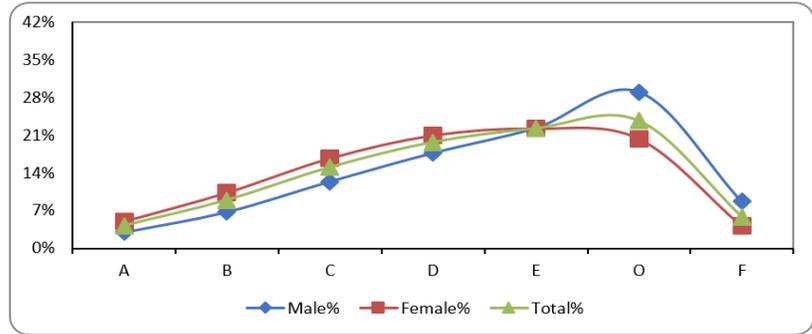


Majority of the candidates have a Subsidiary Grade O.

**Figure 5: Performance Percentage of Male and Female candidates in Christian Religious Education**

**P245: Christian Religious Education**

Grade	Male%	Female%	Total%
A	3.02%	5.01%	4.25%
B	6.79%	10.38%	9.00%
C	12.42%	16.75%	15.09%
D	17.71%	21.02%	19.75%
E	22.34%	22.29%	22.30%
O	29.03%	20.40%	23.72%
F	8.69%	4.16%	5.90%

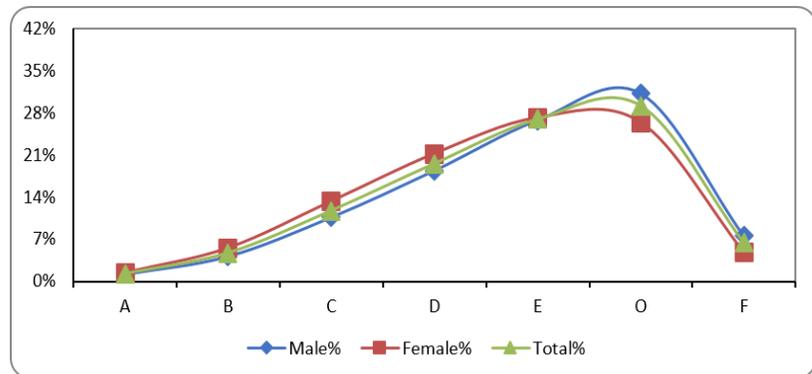


Most candidates are between Grades D and O.

**Figure 6: Performance Percentage of Male and Female candidates in Geography**

**P250: Geography**

Grade	Male%	Female%	Total%
A	1.19%	1.45%	1.30%
B	4.17%	5.55%	4.75%
C	10.66%	13.32%	11.77%
D	18.42%	21.22%	19.59%
E	26.77%	27.22%	26.96%
O	31.24%	26.42%	29.22%
F	7.56%	4.83%	6.41%

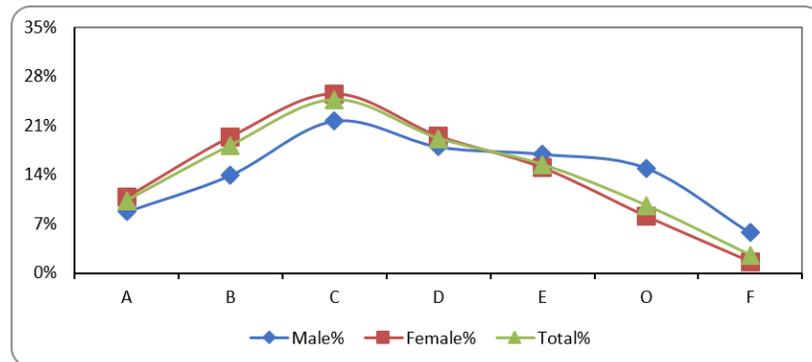


Majority of the candidates are between Grades D and O.

**Figure 7: Performance Percentage of Male and Female candidates in Literature in English**

**P310: Literature in English**

Grade	Male%	Female%	Total%
A	8.73%	10.77%	10.32%
B	13.93%	19.40%	18.18%
C	21.67%	25.54%	24.67%
D	18.00%	19.53%	19.19%
E	16.96%	15.02%	15.46%
O	14.97%	8.10%	9.64%
F	5.75%	1.63%	2.55%

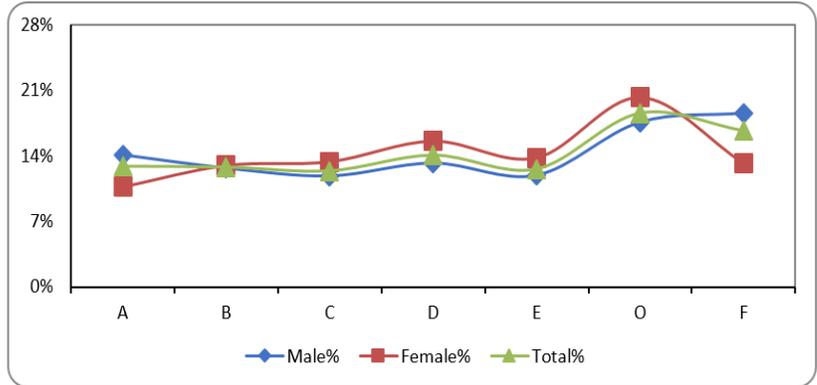


The modal score is at C Grade.

**Figure 8: Performance Percentage of Male and Female candidates in Mathematics**

**P425: Mathematics**

Grade	Male%	Female%	Total%
A	14.11%	10.69%	12.89%
B	12.70%	13.00%	12.81%
C	11.85%	13.40%	12.40%
D	13.23%	15.59%	14.07%
E	11.93%	13.81%	12.60%
O	17.60%	20.27%	18.55%
F	18.58%	13.24%	16.68%

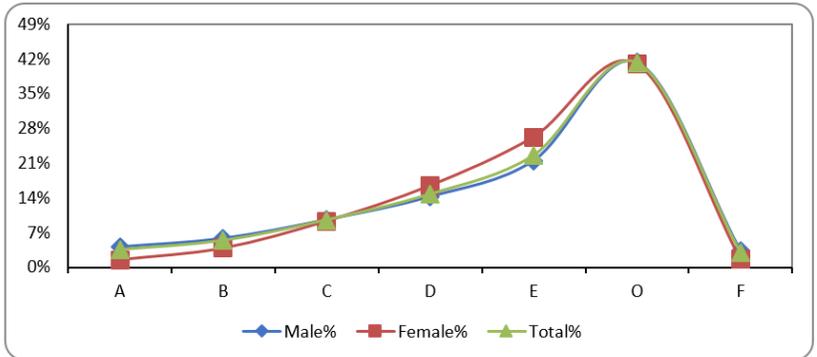


Passes are evenly distributed with the highest being Grade O.

**Figure 9: Performance Percentage of Male and Female candidates in Physics**

**P510: Physics**

Grade	Male%	Female%	Total%
A	4.09%	1.51%	3.53%
B	5.82%	3.86%	5.39%
C	9.59%	9.32%	9.53%
D	14.23%	16.47%	14.73%
E	21.50%	26.28%	22.55%
O	41.36%	40.98%	41.27%
F	3.40%	1.58%	3.00%

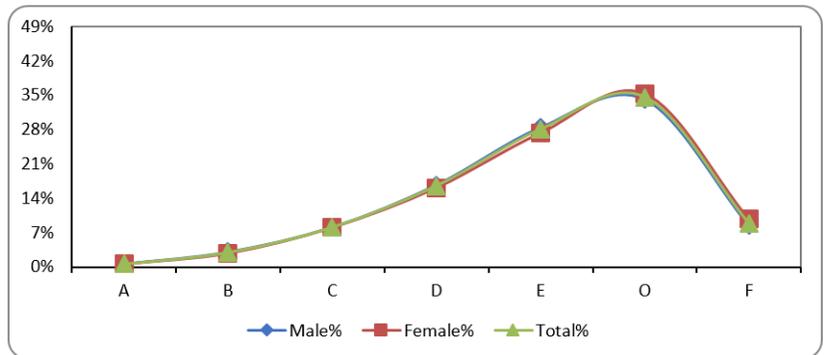


Most candidates have scores between E and O Grades.

**Figure 10: Performance Percentage of Male and Female candidates in Agriculture**

**P515: Agriculture Principles and Practice**

Grade	Male%	Female%	Total%
A	0.66%	0.61%	0.65%
B	3.10%	2.80%	3.00%
C	8.15%	8.06%	8.12%
D	16.76%	16.14%	16.55%
E	28.48%	27.28%	28.07%
O	34.28%	35.33%	34.64%
F	8.56%	9.77%	8.97%

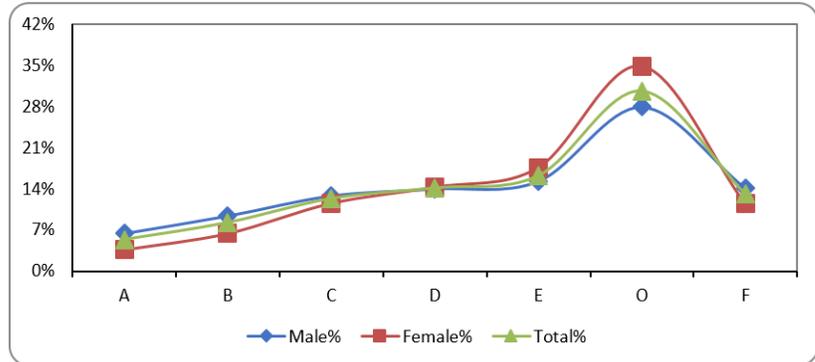


Most candidates have Grade O.

**Figure 11: Performance Percentage of Male and Female candidates in Chemistry**

**P525: Chemistry**

Grade	Male%	Female%	Total%
A	6.40%	3.70%	5.35%
B	9.39%	6.46%	8.25%
C	12.82%	11.58%	12.33%
D	14.00%	14.32%	14.12%
E	15.30%	17.63%	16.21%
O	27.96%	34.82%	30.64%
F	14.13%	11.49%	13.10%

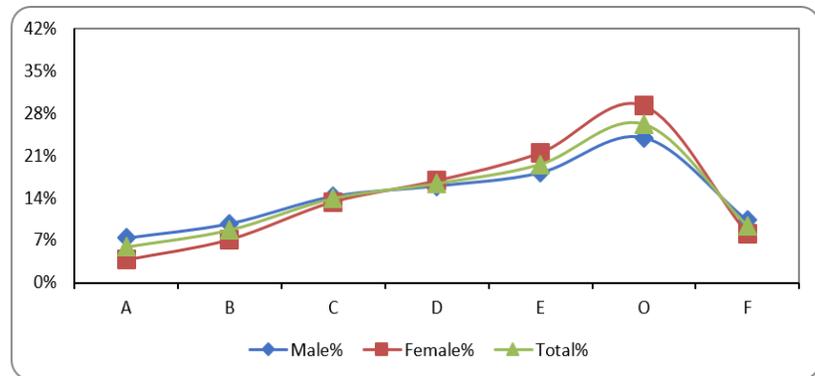


Most candidates have scored between Grades E and O.

**Figure 12: Performance Percentage of Male and Female candidates in Biology**

**P530: Biology**

Grade	Male%	Female%	Total%
A	7.40%	3.78%	5.91%
B	9.79%	7.14%	8.70%
C	14.29%	13.36%	13.91%
D	16.01%	16.87%	16.36%
E	18.19%	21.45%	19.53%
O	24.00%	29.27%	26.17%
F	10.32%	8.12%	9.42%

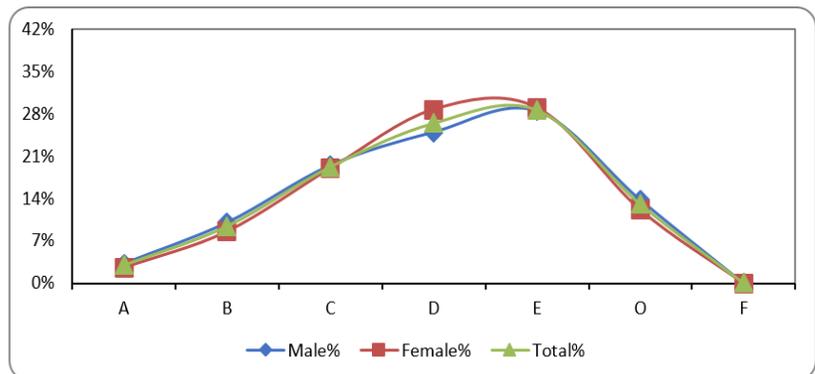


Majority of the candidates score between E and O Grades.

**Figure 13: Performance Percentage of Male and Female candidates in Art**

**P615: Art**

Grade	Male%	Female%	Total%
A	3.28%	2.57%	2.99%
B	10.04%	8.57%	9.45%
C	19.48%	18.97%	19.27%
D	24.94%	28.72%	26.47%
E	28.44%	29.01%	28.67%
O	13.78%	12.14%	13.12%
F	0.04%	0.02%	0.03%

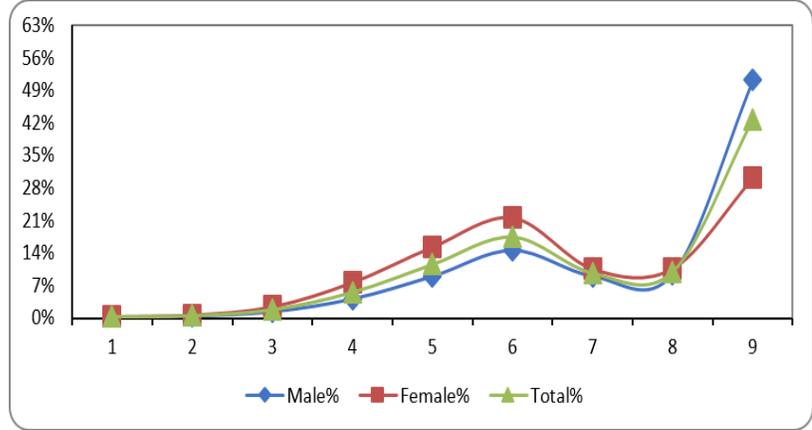


Most candidates score between Grades D and E.

**Figure 14: Performance Percentage of Male and Female candidates in Subsidiary Mathematics**

**S475: Subsidiary Mathematics**

Grade	Male%	Female%	Total%
1	0.37%	0.40%	0.38%
2	0.51%	0.75%	0.61%
3	1.43%	2.51%	1.87%
4	4.18%	7.75%	5.61%
5	9.04%	15.36%	11.58%
6	14.63%	21.64%	17.45%
7	9.06%	10.63%	9.69%
8	9.58%	10.77%	10.06%
9	51.19%	30.20%	42.76%

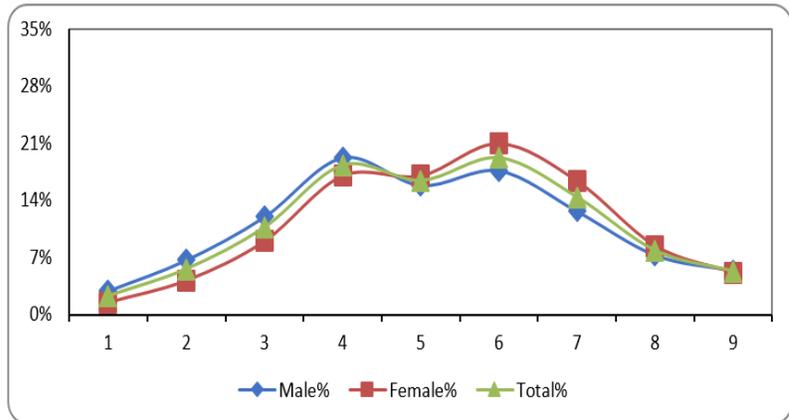


Candidates show a high failure rate.

**Figure 15: Performance Percentage of Male and Female candidates in Subsidiary ICT**

**S850: Subsidiary Computer**

Grade	Male%	Female%	Total%
1	2.92%	1.51%	2.29%
2	6.72%	4.20%	5.59%
3	12.03%	9.05%	10.69%
4	19.29%	17.08%	18.30%
5	15.90%	17.08%	16.43%
6	17.69%	21.05%	19.20%
7	12.70%	16.42%	14.37%
8	7.32%	8.45%	7.83%
9	5.43%	5.16%	5.31%



Candidates score between Credit 4 and 6.

### 3.6 Performance of Special Interest Groups

#### 3.6.1 Special Needs Candidates

Performance of Special Needs candidates is shown in Table 9 below.

**Table 9: Performance of Special Needs Candidates by Gender and number of Principal/Subsidiary Pass levels**

DIVISION	BLIND	LOW VISION	DEAF	PHYSICALLY HANDICAPPED	DYSLEXIC	OTHERS	TOTAL
<b>3PP</b>	<b>16</b>	<b>59</b>	<b>2</b>	<b>9</b>	<b>10</b>	<b>172</b>	<b>268</b>
MALE	13	35	2	4	8	72	134
FEMALE	3	24	-	5	2	100	134
<b>2PP</b>	<b>-</b>	<b>21</b>	<b>2</b>	<b>7</b>	<b>7</b>	<b>72</b>	<b>109</b>
MALE	-	13	2	4	4	26	49
FEMALE	-	8	-	3	3	46	60
<b>1PP</b>	<b>3</b>	<b>20</b>	<b>9</b>	<b>7</b>	<b>8</b>	<b>45</b>	<b>92</b>
MALE	-	12	6	5	5	27	55
FEMALE	3	8	3	2	3	18	37
<b>SUBS</b>	<b>3</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>10</b>	<b>26</b>	<b>57</b>
MALE	3	5	1	1	8	12	30
FEMALE	-	8	3	-	2	14	27
<b>FAIL</b>	<b>4</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>6</b>	<b>1</b>	<b>12</b>
MALE	1	-	1	-	3	1	6
FEMALE	3	-	-	-	3	-	6
<b>ABSENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>2</b>
MALE	-	-	-	-	-	-	1
FEMALE	-	-	-	1	-	1	-
<b>TOTAL WHO SAT</b>	<b>26</b>	<b>113</b>	<b>18</b>	<b>25</b>	<b>41</b>	<b>317</b>	<b>540</b>

Most of the SNE candidates (**58.7%**) belong to the “**Others**” category – those with other conditions such as Asthma, Sickle cell anaemia and Epilepsy for which the Board allows extra time only. Most of the candidates at the 3PP level (**49.6%**) are in this category.

### 3.6.2 Prison Inmates

Performance of the candidates who are inmates is shown in Table 10 below.

**Table 10: Performance of candidates in Uganda Upper Prison Luzira by Gender and number of Principal/Subsidiary Pass levels**

DIVISION	FEMALE	MALE	TOTAL
3PP	1	30	31
2PP	1	14	15
1PP	1	15	16
SUBS	1	3	4
FAIL	0	2	2
ABSENT	-	2	2
<b>TOTAL WHO SAT</b>	<b>4</b>	<b>64</b>	<b>68</b>

The majority of the candidates (**94.1%**) were males. **Thirty-one** candidates (**45.6%**) obtained 3 Principal pass levels, **66** (**62** males and **4** females) qualified for the UACE certificate while **two** did not qualify (all were male). Only **two** candidates (all male) did not sit for the examination.

### 4.0 BRIEF COMMENTS ON THE WORK OF CANDIDATES

The performance of candidates has shown notable improvements in Mathematics, Chemistry, Agriculture, Geography and Economics. Other subjects with improvements are Biology and Literature in English. Significant drops in levels of performance are noticeable in Entrepreneurship Education, Christian Religious Education, Fine Art and Physics. Grades for the Science subjects have remarkably improved compared to the Humanities.

In the Humanities, the problems continue to be poor interpretation of questions due to misunderstanding of the key concepts that determine the expected responses. In History, for example, inadequate levels of analytical and evaluative skills, logical flow of content and with relevant examples were observed.

In Religious Education, application-based tasks, especially those that require connections of the teachings in the Holy Books to everyday life situations continue to present a consistent problem.

In Geography, examiners continue to report poor data analysis skills among candidates as they still find challenges in using the various statistical methods to explain geographical phenomena. Candidates are not relating theory to the environment. They had difficulties in relating fieldwork findings to the geography of the area and presenting a fair sketch map.

UNEB assesses knowledge and skills in a number of local languages at this level. Candidates are not grounded in grammar, ability to translate a passage into English coherently, proverbs, poetry and other cultural practices.

In the Sciences, the general problems of inadequate practical exposure continue to impact performance. Wrong interpretation of experimental procedures, leading to wrong data, failure to interpret the data obtained, or present the information graphically, sometimes as a result of using non-uniform scales on the Y and X axes, making deductions from observations, and writing correct chemical equations.

The problem of not relating Science concepts to real-life situations continues to be observed. Teachers also appear to be skipping certain topics, e.g. in Physical Chemistry.

Honourable Minister, as observed above, the constant factor in the candidates' work in all subjects is the failure to relate knowledge acquired by learners to real-life situations.

Detailed Reports on the work of candidates in each subject will be prepared and sent to the schools.

## **5.0 EXAMINATION MALPRACTICE**

Honourable Minister, cases of malpractice at this level have remained low. In accordance with Section 5(2) (b) of the UNEB Act, Cap 259, those results will be withheld, pending completion of investigations. Cases were reported from **47** centres out of the **2,452** centres; involving **351** (**0.2%** of the total candidates). Cases are mostly in receiving assistance in Science Practical papers, being in possession of unauthorized materials and impersonation.

The Board is proceeding with the hearing of PLE cases, and will start on UCE cases from 16<sup>th</sup> March, 2026.

## **6.0 OUR GRATITUDE**

Honourable Minister, we glorify God for His mercies and faithfulness. Despite the increase in candidature at all levels and more work that we had to do, we are able to present to you the last of the three examinations results a day earlier than last year. This is a real testament of God's grace. We could not do this on our own.

We are forever grateful to you, Mamma, for your unwavering support in areas which were critical for the successful completion of our tasks. We cannot tire to acknowledge this support even when you were busy in the countryside supporting H.E. the President during the campaigns. We are proud that your extremely significant contributions resulted in the landslide victory the President achieved.

I thank the Chairperson and members of the Parliamentary Committee on Education and Sports for appropriating the necessary funds. I am also grateful to the Ministry of Finance, Planning and Economic Development for releasing the funds we needed for the various stages of the examination progress.

I wish to sincerely thank the Chairperson and members of the Board for their guidance at policy and oversight levels. The Permanent Secretary and senior staff of the Ministry of Education and Sports, its agencies and other institutions assisted UNEB during the conduct of the examination, I express our gratitude to them. I salute the Area Supervisors, heads of examination centres, scouts and invigilators for a job well done.

The Uganda Police, the Uganda Peoples' Defence Forces and other security agencies assisted the Board in the smooth conduct examination. I am grateful to them.

I am very grateful to the examiners who marked the scripts. Due to the election programme these examiners had to be invited to mark earlier than their usual schedule. They had to work over the Christmas holiday period, away from their families. We greatly appreciate this show of patriotism. I thank the institutions that allowed UNEB to use their premises as marking centres.

I also thank the parents and guardians for supporting the candidates through the UACE stage in their educational journey. I thank the 4<sup>th</sup> Estate, the Press who actively highlighted and publicised UNEB activities throughout the examination period.

I thank all the candidates for taking the examination, and to those who have performed well, I say congratulations. Not succeeding at the first attempt is simply an opportunity to try again, and so I encourage those whose expectations have not been met not to despair. God may have other plans for you if you work hard enough.

I acknowledge, with profound gratitude, the dedication to duty exhibited by staff at the UNEB Secretariat. Their commitment and sacrifice, which is never visible to the public, enable the Board to deliver on its mandate. Today, we shall collectively give glory to God that, once again, He has enabled us to deliver as we conclude the major stage of the 2025 examination cycle. May God bless them.

## 7.0 COLLECTION OF RESULTS

The UACE results will be uploaded on the examination centre portals. Each school can, therefore, download their results as soon as they are officially released.

Hardcopies of the results will be available for collection from UNEB Kyambogo offices in the course of next week. Centres will be informed through their portals.

Parents, candidates and other interested parties wishing to access results may use the Short Messaging Service (SMS) via the MTN and Airtel mobile networks. Results of the candidates will be posted on their mobile sets instantly, if the correct procedure is followed as per the instructions below:

### 7.1 Instructions to get UACE Results by SMS

- Go to **Messages** on the phone menu
- Type **UACE**
- Leave a space
- Type **the full index number** of the candidate e.g. U0000/501
- Send to **6600** on the MTN and Airtel networks.

## **8.0 SUBMISSION OF RESULTS QUERIES**

Heads of Centres are reminded of their duty to cross-check the results of their candidates and submit any queries/amendments in time. They should do so electronically through their portals **not later than 21 working days after the release of the results**. Adherence to the timeline will enable the printing of certificates in good time.

Hon Minister, I thank you very much for your kind attention.

I submit.

**Dan N. Odongo**  
**EXECUTIVE DIRECTOR**