



# PARLIAMENTARY DEBATES

(HANSARD)

---

OFFICIAL REPORT

FOURTH SESSION - THIRD MEETING

WEDNESDAY, 26 FEBRUARY 2025



PARLIAMENT OF UGANDA

## IN THE PARLIAMENT OF UGANDA

### Official Report of the Proceedings of Parliament

#### FOURTH SESSION - 17TH SITTING - THIRD MEETING

Wednesday, 26 February 2025

*Parliament met at 2.00 p.m. in Parliament House, Kampala.*

#### PRAYERS

*(The Speaker, Ms Anita Among, in the Chair.)*

*The House was called to order.*

#### COMMUNICATION FROM THE CHAIR

**THE SPEAKER:** Honourable members, I want to once again welcome you to this afternoon's sitting. Members, as you are aware — and you have learned by now — Pope Francis, the head of the Roman Catholic Church, has been hospitalised for the last 11 days. The Pope is reportedly suffering from pneumonia. As the Parliament of Uganda, we join the millions of believers out there to pray for his fast recovery. Psalms 30:2, says, "Lord my God, I called to you for help and you healed me".

On behalf of the Parliament of Uganda and on my own behalf, we want to join the global Catholic fraternity and all people of goodwill to relay our heartfelt get-well wishes to the Holy Father, Pope Francis. May the Lord heal Pope Francis, and we will continue remembering him in our daily prayers.

Honourable members, over the last few weeks you must have experienced the unusually high temperatures and humidity in various parts of the country. This is a reminder that climate change is real, and unless we, as leaders, come out and take deliberate mitigating measures,

we remain at risk. We must invest our time and efforts to ensure that we rescue the environment by conservation. Assuming in this House we have 556 Members of Parliament, if each of us planted at least 1,000 trees, we will have created some change.

I want to urge all leaders to kindly be an example to others and ensure that we try our best to conserve the environment and reduce the rising humidity levels. I can see *Mama Mabira* — we need to do a lot. There is a lot of degradation in society.

I want to thank you once more, and still as I thank you, do not forget to pray for our Holy Father. Have nice deliberations.

2.07

**MR ATKINS KATUSABE (FDC, Bukonzo County West, Kasese):** Thank you, Madam Speaker. As a catholic, I want to appreciate you for extending that heart of humility and kindness. The Holy Father is personally known to you, Madam Speaker. As a catholic, I stand with you and the rest of the world in prayer for quick healing and complete recovery of our Holy Father.

Having said that, Madam Speaker, for evil to thrive, you need one facilitator; good people, good men and good women, specifically like you, Madam Speaker, to do nothing about it. I stand here at a value system called I am my brother's keeper; I am my sister's keeper.

Madam Speaker, I am still struggling, and I am yet to recover. The National Unity Platform (NUP) is a legally registered political party. It grieves my spirit, and my spirit is not going to settle until that constitutional seat that you occupy by the grace of God and the support of this entire membership, pronounces itself. We have the Constitution, and we are not going to allow even one moment of lawlessness to prevail in this country. The people, specifically the MPs that got in here through the membership or the flagship of NUP, are in pain. I also come from the Opposition family, from the PFF, the FDC, and I know one time, our honourable brothers from the other side, the NRM, will also occupy the same Opposition side. Madam Speaker, our laws are very clear. Therefore, for anybody on this earth or underneath the earth to do what was done to the National Unity Platform (NUP) Party, there has got to be a court order and a search warrant.

Madam Speaker, I am very sure that you are now in a position to appreciate that, indeed, the headquarters of NUP were raided.

My procedural issue right now is that if the Committee on Defence and Internal Affairs still exists, I ask, Madam Speaker, that the Government come out to give a report or an account of what exactly happened. Breaking into offices without a court order and a search warrant! We want to know – who were the commanders?

**THE SPEAKER:** Hon. Atkins, that issue was discussed yesterday, and we await a response from the Attorney-General, which the Leader of the Opposition asked for. He raised that issue yesterday, and we shall be waiting for a report.

**MR KATUSABE:** Madam Speaker, as we wait for them – and I really want to thank you for providing leadership on that national matter. As I cede ground, I am interested in knowing the commanders of that raid. Who sanctioned the raid –

**THE SPEAKER:** Hon. Atkins, when I saw you standing up with that rosary, I thought you

were standing to wish the Pope the best and a quick recovery. That is what I thought.

**MR KATUSABE:** Let me take my seat, Madam Speaker, but I really thank you for that. That is the point on which I stand firm, wishing the Holy Father, your personal friend and a father to all of us around the world, a quick healing and a complete recovery.

However, we want that full account from the Government. Thank you very much, Madam Speaker.

**THE SPEAKER:** Thank you. Papa Francis – let me first hear from Hon. Francis.

2.13

**MR FRANCIS MWIJUKYE (FDC, Buhweju County, Buhweju):** Thank you so much, Madam Speaker. I am one of the very few Ugandans who have had an opportunity to interact with Pope Francis about four times.

So, I join you in praying for healing for Pope Francis so that the Holy Spirit accompanies our shepherd to continue guiding us and providing hope. I thank you for bringing this before us, but also join you to pray for continued grace of God's mercy, comfort, healing and, above all, that he continues to guide and give us hope around the world. Thank you very much.

**THE SPEAKER:** Amen. Hon. Lawrence?

2.14

**MR LAWRENCE BIYIKA (NRM, Ora County, Zombo):** Thank you, Madam Speaker. I also join you in making the appeal to pray for the Holy Father, who is in a critical condition. We pray that the Holy Spirit heals him so that he can continue to serve the world.

The Holy Father has stood for the environment throughout his papacy up to date and he has been promoting the letter, which he issued, that is, *Laudato Si* (care for nature). During his trials, we join to pray for him so that, that movement will continue to grow.

Secondly, on the heat waves, Madam Speaker, you are right to say that because of climate change, the heat waves are increasing and they will come with a lot of health issues. Yesterday, at a football pitch in Pakwach, a Senior Two student who was watching football – a morale booster – collapsed and died. The heat wave is so strong that one needs to be hydrated – *(Interruption)*

**MR ONGIERTHO:** My colleague, thank you for giving way. Madam Speaker, thank you for accepting that I provide this information. That is a girl that I was paying fees for. Actually, this night, I will travel so that I make sure she gets a decent burial. Thank you so much.

**MR SONGA:** Thank you for that information -

**THE SPEAKER:** Sorry about that and our condolences to the family.

**MR SONGA:** The heat wave is real and most of the things we are experiencing now are caused by human activities. We really need to take action to address some of these challenges.

The other day the minister laid, on the Floor, the Certificate of Financial Implications showing that there is a substantial amount of money put in the budget to address climate change in the country. However, when you check the parameters, the analysis was not done in-depth.

We need to strengthen that department by putting more funds so that we can address some of these challenges because prevention is better than cure. Thank you.

**THE SPEAKER:** Before we talk about funds, if I could ask: from among us here, who has planted about 500 trees? Do you get it? We need to do something to encourage the population outside there to plant trees.

**MR SONGA:** Thank you, Madam Speaker. It is not only planting trees for timber and so on -

**THE SPEAKER:** We need to conserve the swamps and all that.

**MR SONGA:** Madam Speaker, I want to encourage Members who are planting fruit trees. Fruit trees can still absorb carbon dioxide, which can help to address climate change. So, you may not necessarily plant trees for timber or poles, but even when you are planting fruit trees in your farms, it will help to address the challenge of climate change in the country.

**THE SPEAKER:** Thank you, the chairman of the Committee on Climate Change. Yes, *Mama Mabira?*

2.18

**THE MINISTER OF STATE FOR WATER AND ENVIRONMENT (ENVIRONMENT)**

**(Ms Beatrice Anywar):** Thank you, Madam Speaker. First of all, I join you in praying for the Pope. Indeed, he is an environmentalist. The world is praying for his quick recovery.

Secondly, I also thank my colleague who, indeed, took note that the effect of climate change is real. We issued a statement, warning the country of all the pending calamities as a result of climate change. You did challenge us, Madam Speaker, as leaders: what are we doing? We must lead by example.

I just want to say, first of all, that His Excellency the President has been spearheading the crusade to conserve our environment – the trees, the wetlands – and, indeed, we must follow suit.

However, as the ministry, we had requested for a modest budget so that the Members of Parliament, who are supposed to lead by example in their constituencies, are provided with seedlings. We used to give out the seedlings to honourable colleagues to lead by example and even give to their constituents because that would have been the beginning of all of us participating. Unfortunately, that budget was lost.

**THE SPEAKER:** Honourable minister, when National Forestry Authority (NFA) was a stand-alone, we used to get trees from it. You rationalised NFA and took it to the ministry. We now want trees from you; NFA used to give us trees.

**MS BEATRICE ANYWAR:** Madam Speaker, it is the same staff we had in NFA who are going to operate under the ministry. It is the same supervision we shall have. The only challenge is that we need funds to be available so that we can raise specific –

**THE SPEAKER:** Where did the Fund of NFA go? *(Applause)*

**MS BEATRICE ANYWAR:** Madam Speaker, I stated that what was operating from NFA is what we have brought to the headquarters; that is the ministry. However, we need more funds to that effect and we will do it. On top of that, Madam Speaker – *(Interjection)* - Just a minute – *(Interruption)*

**MR EDDIE KWIZERA:** Madam Speaker, thank you very much. The Budget originated from Cabinet and the honourable minister is a member of Cabinet. Parliament comes to appropriate what has been submitted.

Is it in order for the honourable minister to come here, instead of going to Cabinet, to lament? Even when they rationalised NFA, they have never brought here a repeal certificate to know where NFA is. Thank you.

**THE SPEAKER:** Honourable members, you know the budgeting cycle and the minister knows the process of budgeting very well. At the end of the day, NFA used to have funds and that department will always have funds. The question is; where do those funds go? What Ugandans want are trees. Is the environment going to be conserved? You took it; have it.

2.23

**THE MINISTER OF STATE FOR TRADE, INDUSTRY AND COOPERATIVES (INDUSTRY) (Mr David Bahati):** Madam Speaker, I join you and millions of people across the world in sympathising with the Holy Father. We continue to pray for him for a quick recovery.

Secondly, in addition to what the minister has said, you have seen His Excellency the President's policy and statement, in terms of

saving the environment. Recently in Cabinet, he also directed that we should start the process of compensating people in the wetlands, especially those who were given these wetlands by the then colonial governments like Kigezi, Busoga and Bukedi, and we are now starting the process.

I will have a bilateral discussion with the Minister of Water and Environment to inform her that her views will be best discussed in another forum and the best forum for discussion of the Budget will be in Cabinet. Thank you.

**THE SPEAKER:** Thank you, Government.

2.24

**MR JOHN BAPTIST NAMBESHE (NUP, Manjiya County, Bududa):** Madam Speaker, I am seeking clarification from the minister because much as I am very supportive of massive tree planting, I hail from a place which has been environmentally degraded.

I also appreciate the crucial role that leadership provides in climate change mitigation but the million-dollar question is, for places like Bududa where we have numerous cracks, even if you did massive planting of trees, that will not nip those cracks in the bud because landslides occur in Mount Elgon National Park where there are indigenous trees that have deep roots which you would have expected to anchor the soil firmly in the ground. What should we do?

The mitigation measure should have been relocation of the people to save their lives, but this exercise is going on at a snail's pace. From time immemorial - it is now over 10 years - they have so far attempted to only relocate and resettle 51 households out of a target of 100,000.

Madam Speaker, with the change in rainfall patterns because of climate change, anything could happen in Bududa, by the way, because we are experiencing heavy downpours and landslides. Incidentally, the mother of my good friend the minister, *Mama Mabira* – *(Interjections)* - no, she is still both and hails from Bududa. The mother is my relative and

she knows how fragile the soils are. So, I do not know how she will help to expedite the relocation of the people to save their lives –  
(*Interruption*)

**MR MODOI:** Madam Speaker, may I also join other colleagues to pray for the Holy Father. I would like to report that in Bududa, it is not all about relocation; it is management of relocation and the policy across the country. The landslides and disasters are not only in Bududa. It is a question of having a policy for the whole country to see how to manage our environment and settle our people.

For those few that have been relocated to Bunambutye and Kiryandongo, the soils are already cracking. It is so dry and during the rainy season, it gets wet and floods. To me, it has to do with the policy.

**THE SPEAKER:** Does Kiryandongo also have mountains?

**MR MODOI:** No, our people are settled there but during the dry season, the cracks cannot allow them to do any agricultural activities.

**THE SPEAKER:** That is why we are saying, we need to do afforestation and waste disposal monitoring so that we avoid that kind of thing. We need to do a lot for this country. Let us have the shadow minister here.

2.27

**THE SHADOW MINISTER OF WATER AND ENVIRONMENT (Ms Christine Kaaya):** Madam Speaker, we thank you so much that you have fast-tracked climate change management. Last week, you even provided us with space to share the weather forecast. Unfortunately, we did not have the ministers present, but I am requesting that you still render us space to share the weather forecast such that we all get ready.

The weather forecast, for example, showed that there is going to be an increase in malaria manifestation and we are going to get a lot of dog and snake bites. However, when you go to our hospitals, most district hospitals have

less than 10 doses of medicine for dog bites, and they are very expensive. Even when you look at most deaths of children now in most hospitals, it is due to malaria.

Madam Speaker, the weather forecast was going to give us insights. They reported that this is a good time for tourists but yesterday, people from Rwenzori reported that all the snow is melting. Some of our staff who have been inviting tourists to come and give us money should be cognisant of this because you might bring people and they pay for nothing.

Now that the snow is melting, our lakes are going to overflow. What we need to do now is to desilt dams and drainages, such that as the water increases after the melting of this snow, we are able to cushion it.

Madam Speaker, tourists would come in big numbers, but the way people from National Unity Platform are handled, it threatens them yet we would use this season to attract more tourists.

The proposals for relocation of some of the population are also lacking. Some people are given options to leave my Chief Whip's place to some other places which the population considers to be very infertile. They are not willing to go there. The best thing to do is to provide money and these people look for where they can settle. Otherwise, this business of saying, we have found this place very fertile - these people will never accept.

**THE SPEAKER:** Thank you. Chief Opposition Whip, you see those rocks of ours with cracks. As a leader, when you see the cracks, the best thing we can do is to educate our people on the dangers of such cracks. Much as that area of ours is fertile, people may not want to leave but they need to know the dangers. We need to continue educating them.

**MR NAMBESHE:** The level of awareness is extremely high for our people. As we talk, those from high-risk hills stay in places of worship and schools. The line ministry is aware of this. As our shadow minister for environment

has just alluded, the compensatory approach should be implemented fully.

People are willing to be compensated and to relocate to wherever they so choose but the process is very slow.

**THE SPEAKER:** Honourable minister, their question is, what is hard with giving someone money to get a place of their choice?

**MS ANYWAR:** Madam Speaker, I thank honourable colleagues for raising these issues. You are aware that the intervention in those weather-prone areas like my uncle's is being handled by the Office of the Prime Minister and it is inter-ministerial, not only the Minister of Water and Environment.

Secondly, we all would like to save the lives of our people. Sometimes what constrains us and it is deemed to be like we are lamenting, is the resource envelope we have with other competing priorities. That is why my uncle here said the intervention is at a slow pace. It is not deliberate; we work within the available budget.

Madam Speaker, I pray that on this issue, we can have the Prime Minister convene us back to fast-track the activities therein. I beg to submit.

**THE SPEAKER:** Honourable minister, would giving early warning systems to help in sensitising and evacuating the people to the less risky area need a lot of money?

**MS ANYWAR:** Madam Speaker, let me apologise for the last time that item appeared on the Order Paper. I was in Addis Ababa for a meeting but if I had been called upon, I would have had another honourable colleague to intervene. I have the report and even if you want me to read it now, it is ready, and my apologies. If you put me now on the Order Paper, I can present it.

**THE SPEAKER:** You have not answered what I asked.

**MS ANYWAR:** The report has those details, Madam Speaker.

**THE SPEAKER:** Yes, Member for Kiryandongo.

2.34

**MR LINOS NGOMPEK (NRM, Kibanda North County, Kiryandongo):** Thank you, Madam Speaker. Talking about the relocation of the affected people, especially in Bududa, the Bududa community was brought to Kiryandongo by the Office of the Prime Minister (OPM) and abandoned. *(Interjection)* Yes, by OPM.

As I speak, they promised to build 650 houses but up to date, we have less than 100 housing units for those people. They have completely abandoned them and they are suffering. There are no water sources, the roads are not graded and the district says it is not their mandate to take care of these people. OPM is just adamant.

Therefore, if the Government is to relocate them, we should put a lot of pressure so that when they relocate these communities, they follow up and give them the care that they need.

**THE SPEAKER:** Government, can we know the state of the people who were relocated from Bududa to Kiryandongo? We want to know the state of those people in terms of availability of hospitals, roads, and houses. If it means a committee going to see what is on the ground, it should go and see what is on the ground.

**MR BAHATI:** Madam Speaker, can we get a statement on Tuesday next week?

**THE SPEAKER:** Let us have a statement and we will have a committee to go to the locus to see what is happening with our people. *[LOP rose]* Let us have Hon. Acuti then you come.

2.36

**MR SAMUEL ACUTI OPIO (Independent, Kole North County, Kole):** Thank you, Madam Speaker. In reaction to the heat wave issue, Northern Uganda is the worst hit and one of the contributing factors is indiscriminate charcoal burning and charcoal trade.

Prior, charcoal would be transported in open vehicles but now with box bodies, they cannot

be detected. There is need to come up with strong regulations on the charcoal trade in this country. I request that another committee go and look at the current situation because it is not the people from northern Uganda burning it, they are from outside.

Secondly, on the issue of afforestation, it should not just be planting trees but what type of trees we plant. We are cutting down mahogany trees but replacing them with pine trees yet a mahogany tree absorbs 20 times more carbon dioxide than a pine tree. That means even if you plant the pine tree, you will not address the issue of the heat wave.

Therefore, as we are coming up with the ministerial policy statement, the issue of policy of what kind of trees we are planting should come up. I recall in the 1990s there used to be a tree census. I do not know when the last time was or when we are going to have another tree census to know how many trees we have as a country. Thank you.

**THE SPEAKER:** Honourable members, this takes me to when Hon. Odonga Otto and Hon. Gilbert stopped those people carrying charcoal and people felt that these people were not serious, but they were doing the right thing. Now see what is happening.

However, the Minister of Energy and Mineral Development should get alternative sources to cook, such as ethanol.

**MS ANYWAR:** Madam Speaker, allow me to respond to that. I thank the honourable colleague for raising it. Indeed, charcoal burning was and is still a problem but from the policy perspective, His Excellency issued Executive Order No. 3. That means it needed to be implemented - *(Interjection)* You and I.

Madam Speaker, allow me to say this and be protected.

**THE SPEAKER:** Honourable minister, when Executive Order No.3 was issued, who was supposed to implement it?

**MS ANYWAR:** Madam Speaker, that is what I wanted to let honourable colleagues know - that our enforcement arm of Government - we have even roadblocks - *(Mr Macho rose\_)* Wait, I will give you - We have roadblocks.

For example, for people who come from the North towards the Achwa River, even the UPDF are involved. However, as my colleague said, they used to transport this charcoal in open trucks. Now they have changed their style. That needs to be -

**THE SPEAKER:** What stops you from checking the box body?

**MS ANYWAR:** It is being checked, Madam Speaker. Let me just explain. We are trying all we can but the biggest challenge is the demand and supply chain. People smuggle it. What we are doing - Madam Speaker, you actually alluded that the ministry for energy needs to put in place alternatives. The Government has subsidised on the -

**MR MACHO:** Madam Speaker, the minister has alleged that people who are carrying out charcoal business are smuggling within Uganda, according to her statement. However, the English dictionary defines smuggling as going across the border using porous routes.

I do not know whether the minister is alleging that charcoal transportation in the country is smuggling. Moreover, it is a weakness of the Government – where she is in charge of the responsible docket - for failing to enforce the regulations. So, is the transportation of charcoal within the country smuggling? I do not know whether the minister is in order to use that word at this time.

**THE SPEAKER:** Honourable members, we must move. Can I hear from the Leader of the Opposition (LOP)?

2.41

**THE LEADER OF THE OPPOSITION (Mr Joel Ssenyonyi):** Madam Speaker, I am glad we are talking a bit about the heat wave situation. Meteorologists are telling us that



temperatures have soared to 40 degrees Celsius and they have told us to brace ourselves for even higher temperatures. The most affected areas are especially in northern Uganda, and I hope the Government knows that agricultural production has been affected too.

The heat wave is killing some people like the examples we have heard; people are collapsing and so on. Agriculture is being affected because crops are failing and animals are dropping dead. Maybe the Government needs to come up with a comprehensive response to this matter so that we know how to proceed and people can be guided.

Madam Speaker, in the last 10 decades, our forest cover has been eaten up to 41.6 per cent. That is the forest cover we have lost in the last 10 decades, and every year, it keeps becoming worse. That is the reality before us. The Government needs to help us understand what the plan is around these things because these are man-made disasters that we see coming and can impede. What is the plan around that?

I also join you and this House in sending sympathies to the Holy Father. We pray that he recuperates pretty soon. I am not a Catholic but I pride in the leadership of the Holy Father because I have heard him speak severally about injustice across the world and that touches my heart.

I have also seen that same message trickle down to our priests here in Uganda. Every so often, you will hear them talk about equality and injustice, saying that all of us should be equal before and under the law. That is a critical thing, especially when it comes from our religious leaders. Some of the critical issues that hon. Atkins Katusabe has been talking about are what we address here and what leaders under the Holy Father talk about. We pray that they continue to talk about these issues and that he recuperates.

Finally, on that issue, when hon. Atkins raised the question of our headquarters being razed and so on, you rightly said we tasked the Attorney-General and the Government

to respond. Maybe we need to put a timeline to that because whenever we do not put a timeline, the Government does not respond. With experience, whenever we put timelines, they are under pressure to come back to us. Maybe we need to do that. Thank you.

**THE SPEAKER:** Thank you.

2.44

**MR EDDIE KWIZERA (NRM, Bukimbiri County, Kisoro):** Thank you, Madam Speaker. Last week, I raised an issue concerning Makerere University, where they have spent eight years without a deputy vice chancellor for finance and administration. They have searched four times, but they do not conclude, for some reasons that Parliament would wish to know, if the matter is referred to the House committee.

Secondly, the academic registrar is now doubling as the deputy vice chancellor for academic affairs, which is illegal. I have full information that a petition has been lodged to the Speaker's office. If it is true and it is in your wisdom, let the matter be referred to the committee because these things would be fully examined. Because they heard that you had directed the ministry to bring a statement, they were actually circumventing what you directed and pretended as if they are now searching today.

Would it be pleasing to you that you refer the matter to the committee and the business there be suspended and you give me them a short time; about two weeks, so that this committee can really know why a university like Makerere can be without a deputy vice-chancellor for eight years? I so plead.

**THE SPEAKER:** Honourable members, I received a petition from Makerere University today - (*Dr Moriku rose*) Do you want to say something? The way you are standing, it looks like you want - I received a petition today from Makerere University. Fortunately, when the petition was brought, I was with Dr Muyingo and he said, "We are already handling this issue".

However, that does not stop me from bringing the petition to the House. My team is preparing the petition according to Rule 30 of the Rules of Procedure to be brought to the House and we will present it on Tuesday. I think Dr Moriku has more information.

2.47

**THE MINISTER OF STATE FOR EDUCATION AND SPORTS (PRIMARY EDUCATION) (Dr Joyce Moriku):** Thank you, Madam Speaker and I also thank my brother and the team for raising the issue of Makerere University. As we all know, Makerere University is our oldest university and one that is known internationally. What he has raised on this Floor concerning the administrative challenges are true.

I would like to confirm on this floor that when an advertisement was made and the right candidate could not go through, there was still room for another opportunity. However, for this specific one, I confirm, just like my colleague hon. Musingo said, that this morning, the ministry together with Makerere University, are working on this subject matter. Nevertheless, we can still bring it and discuss it further on this Floor. Otherwise, the ministry has taken responsibility and is working on it. Thank you.

**THE SPEAKER:** The Government wants to say something? Yes, a clarification from Hon. Elijah.

**MR OKUPA:** Thank you. I would like the honourable minister to listen. Dr Moriku, you said the right candidate did not go through. Can you clarify what you mean by that statement?

**DR MORIKU:** Madam Speaker, when we have an advert, there are specific qualifications and criteria. Of course, when the people who apply for that position do not meet the qualification - that is why I said, they might not be the right person but there is still room to get the right person for that position.

**THE SPEAKER:** Honourable members, let us avoid some kind of embarrassment in the

House. From the documents I looked at, there are people who did interviews and three of them were subjected to the final interviews. They went through the senate, had a written interview, and from the written interview, they had to go to a secret ballot. Consistently, one person was leading in all three interviews.

However, when it came to giving the instruments, they said, "You are not the right person." Let us see how to settle this thing quietly without embarrassing ourselves further because if it is a person we had earmarked or who was earmarked who did not go through then - *(Laughter)*

Rt Hon. Prime Minister, as you come in, I also got a petition from Mbarara University. There is a strike at Mbarara University. There was also a strike at Kyambogo. Save for Hon. Musasizi, who acted on Mbarara very fast, there is still a strike at Kyambogo. Look at all these universities and see what you can do best and how you can handle the issues. *(Member rose)* What we want is a solution. Excuse me, do not switch on the microphone, my son. There is also Gulu.

2.51

**THE MINISTER OF STATE FOR TRADE, INDUSTRY AND COOPERATIVES (INDUSTRY) (Mr David Bahati):** Madam Speaker, as you have guided the Government, we are going to look into the issues which have been raised by the honourable member about Makerere and the strikes.

I would also like to use this opportunity because Members raised serious issues regarding the environment, especially the selling of charcoal and others. The Government has a number of initiatives to have alternatives in this regard. I would like to request, Madam Speaker, if it pleases you, that we come up with a statement next week to update the House on how far we are going so that we can have input on this.

I would like to request that next week, we come and update the House on the alternatives because the issue of the environment is so serious that this House needs to continue being updated on.

**THE SPEAKER:** Yes, let us have a statement next week and we see how best we can mitigate whatever is happening on the issue of heat waves and the issue of – Madam Disaster, Hon. Aber, our people whom you transferred from Bulambuli were allegedly dumped in Kiryandongo. They do not have houses; they do not have latrines – they have nothing. We also want a statement on what you have done to our people in Kiryandongo. The committee will go with you to visit the locus and see what is happening with our people. Next item.

## LAYING OF PAPERS

### THE EDUCATION SERVICE COMMISSION ANNUAL PERFORMANCE REPORT FOR THE FINANCIAL YEAR 2023/2024

**THE SPEAKER:** Honourable members, Article 168(4) of the Constitution of the Republic of Uganda, 1995 and Section 8 of the Education Service Act, 2002 requires the Education Service Commission to report to Parliament, annually, on the performance of the functions of the commission. Pursuant to Rule 31 of the Rules of Procedure, I now invite the Minister of Education and Sports to lay the report.

2.54

**THE MINISTER OF STATE FOR EDUCATION AND SPORTS (PRIMARY EDUCATION) (PRIMARY EDUCATION) (Dr Joyce Moriku):** Madam Speaker, I beg to lay the Education Service Commission Annual Performance Report for the Financial Year 2023/2024.

**THE SPEAKER:** Thank you. Pursuant to Rules 32(5) and 189 of the Rules of Procedure of Parliament, the report stands referred to the Committee on Education and Sports for consideration and report back to the House. Hon. Aisha?

2.55

**MS AISHA KABANDA (NUP, Woman Representative, Butambala):** Thank you, Madam Speaker, for giving me the opportunity

to raise this matter as a point of privilege. First, I join colleagues in wishing the Pope a quick recovery. However, even as Members of Parliament, we are not sure whether we are safe. This morning, we saw someone who set herself on fire in front of Parliament. I expected that it was supposed to be –

**THE SPEAKER:** Was it herself or himself?

**MS AISHA KABANDA:** I am not sure whether it was herself or himself. I did not see the face very well because the trousers were not enough to tell, but he or she was wearing a yellow pair of trousers.

Madam Speaker, I had expected this matter to come in your communication. It brings up a lot of questions. What was the intention of this person who left his home to come and set himself on fire in front of Parliament? What was he expressing? Did he communicate anything? Is it an attempted suicide? Is it a terrorist act?

Not getting information or details on that action leaves us in suspense and puts us in doubt about our security. I pray that you speak to it, Madam Speaker.

**THE SPEAKER:** Hon. Aisha and honourable Members of Parliament, I strictly communicate what comes within my knowledge. I am actually hearing about what you are saying for the first time. My office is closed. I do not sit in the streets there to see whatever happens. I will follow it up and find out what happened. Once I find out what happened, I will communicate to the Members. If it so happened, then it was a very unfortunate incident.

**MS AISHA KABANDA:** Most obliged, Madam Speaker.

**THE SPEAKER:** Just know that I will communicate when I get the information. Yes, Hon. Jonah?

2.57

**MR JONATHAN ODUR (UPC, Erute County South, Lira):** Thank you, Madam Speaker. Under the Presidential Elections Act

–section 3 or 4 – all aspirants for presidential positions are allowed to hold consultations in preparation of their manifestos, but also gathering the necessary information.

One of the intending aspirants, hon. Jimmy Akena, the MP for Lira East, has kick-started his consultations. He was in Alebtong and Otuke, and the police interfered with his consultations to the extent that they fired teargas.

Madam Speaker, hon. Jimmy Akena is consulting on behalf of UPC, and we plan to do further consultations in Teso, beginning on the 1<sup>st</sup>.

Yesterday, Madam Speaker, you issued a warning to NUP about how to enter Teso - *(Laughter)* We are now getting worried because the people of Teso have invited us to go there but yesterday, you said that certain things will not happen –

**THE SPEAKER:** Please, go to Teso but do not bring our old men to parade in town. They can die there and you will have no answer for it. Go to Teso. It is free – you are free. UPC is everywhere.

**MR ODUR:** Thank you. Madam Speaker, I wanted to ask the Executive this question because the main point is that the police have started interfering with the rights of presidential aspirants. They have started with the UPC, but next time, you never know who will be next.

**THE SPEAKER:** The interference was not in Teso; it was in Lango.

**MR OKUPA:** Thank you, Hon. Jonathan Odur. We are aware that NRM and UPC are in alliance.

**THE SPEAKER:** We are actually in bed together. *(Laughter)*

**MR OKUPA:** They are in bed together. It appears there have been problems in the marriage. What is causing all these things here? *(Laughter)*

**MR ODUR:** Thank you, Madam Speaker. I would like to clarify that Hon. Elijah Okupa is a former member of UPC. When parents have chosen to divorce, you the children, do not enter to ask questions.

Therefore, please note that UPC is conducting consultations, but we wanted a guarantee from the Executive that the law allows aspirants to consult in preparation for their manifestos, and there has been interference. A potential presidential aspirant for JEEMA is here.

**THE SPEAKER:** Presidential aspirant for JEEMA, do not go into the issues of UPC and NRM; because they are one and the same.

**MR BASALIRWA:** I am just giving information on matters of the law. Hon. Jonathan Odur, the law says that a year before nomination, people who intend to contest can actually engage in consultations. In addition to what you were saying, I hope they get to know that it is actually a legal command. That is the information I wanted to share. I will be a presidential candidate in the coming years, not now.

**THE SPEAKER:** There is another piece of information from Alebtong.

**MS DORCAS ACAN:** Thank you, Madam Speaker. Regarding the issue raised by my brother, Hon. Jonathan Odur, about the UPC team in my district of Alebtong, I have information that I would like to give. We had challenges. The UPC team was not following the guidelines issued by the Inspector General of Police (IGP) – *(Interjections)* – I am talking about what I have, which was issued in the letter. These are all our people.

The tension was caused mainly because the guidelines that were issued were not being followed. Otherwise, whatever went on in my district was largely peaceful, except for two incidents involving failure to follow the guidelines.

**THE SPEAKER:** Thank you. That is the Langi lady talking. Hon. Jonathan, can you finish?

**MR ODUR:** Thank you, Madam Speaker. I wanted to take information.

**MR MUTEBULI:** Thank you very much, Madam Speaker. The information I wanted to give is that in 2016, in the case of Hon. Amama Mbabazi against His Excellency Yoweri Kaguta Museveni, the Supreme Court was very clear on that aspect of consultation by those who intend to be presidential candidates. It even gave the guidelines on how it must be done.

Therefore, I invite and implore colleagues who intend to contest for the presidential seat to look at that particular provision and then read what the Supreme Court said as far as consultations are concerned so that you get to know the guidelines on how the Supreme Court guided on that particular aspect. In that way, we shall avoid all these fights that we are talking about. That is the information I wanted to give. Thank you.

**THE SPEAKER:** Thank you.

**MR ODUR:** Madam Speaker, thank you. I thank colleagues who have provided useful information, and I disregard the ones that are not useful.

I kindly ask that the Executive answers this question to reassure the country and all potential presidential and even other aspirants that their rights to consult and prepare their manifestos are guaranteed. If there are any guidelines issued as alleged, those guidelines must come here to Parliament so that we can check to see if they conform to the spirit of the laws that we have passed.

**THE SPEAKER:** Thank you. Government?

3.05

**THE MINISTER OF STATE FOR TRADE, INDUSTRY AND COOPERATIVES (INDUSTRY) (Mr David Bahati):** Madam Speaker, I want to thank Hon. Jonathan, a member of the UPC, for raising that concern. On behalf of the Government, we want to assure you, as you already know, that the Government

will continue to guarantee the rights of every Ugandan as long as you are working within the law. If the UPC candidate is operating within the law, we will, and we shall protect their rights.

**THE SPEAKER:** Next item? Honourable members, I want you to bear with me. There is a Bill—not a very long Bill, but the minister would like to leave early. We could dispose of that Bill; then we can come back to the other items. Kindly bear with me.

## BILLS SECOND READING

### THE HUMAN-ASSISTED REPRODUCTIVE TECHNOLOGY BILL, 2023

**THE SPEAKER:** Honourable members, as you may be aware, parenthood comes with numerous challenges, some of which are related to fertility and reproductive health. Human-assisted reproductive technologies have emerged as a solution to have these challenges resolved.

However, legal, ethical, and social regulations must be established for the application of such technologies. The Bill aims to provide an appropriate legal regime to govern the application of human-assisted reproductive technologies.

You may recall on 21 July 2022, Hon. Sarah Opendi was granted leave to introduce the Human-Assisted Reproductive Technology Bill as a private Member, pursuant to Article 94(4)(b) of the Constitution of the Republic of Uganda and Rule 121 of the Rules of Procedure.

She tabled the Bill for the first reading on Tuesday, 5 March 2023, and it was referred to the sectoral Committee on Health in accordance with Rule 129(1) of the Rules of Procedure. The committee is ready with the Bill and ready to report.

However, before the committee reports, the Minister of Health will first move a motion

to that effect. The sponsor will work together with the minister.

3.08

**THE MINISTER OF STATE FOR HEALTH (GENERAL DUTIES) (Ms Anifa Kawooya):** Thank you very much, Madam Speaker. Colleagues, as you have been told, I want to thank you for accepting this Bill to come first because of the reasons that have been mentioned -

**THE SPEAKER:** Honourable members, before we listen to the minister, the Attorney-General has an opinion on that.

3.11

**THE DEPUTY ATTORNEY-GENERAL (Mr Jackson Kafuuzi):** Madam Speaker, the Human Assisted Reproductive Technology Bill has been called. However, I humbly pray that it be deferred for a very short time to allow the Attorney-General's Chambers and the First Parliamentary Counsel to harmonise a few things. This is because there are some technical areas we need to look at like the Bill of the Ministry of Health – *(Interruption)*

**MS NABAGABE:** Thank you very much, Madam Speaker. We are not going to sit in this Parliament, as Members, with an Order Paper that has various Bills that are always introduced to us in time, and who are very ready to process the work of Parliament and watch the Attorney-General come here and say that his team is very unprepared to handle a Bill at second reading like they never knew it was going to be presented. Is it in order for the Attorney-General to display this level of recklessness, unpreparedness, and all those negative words? *(Laughter)* Thank you very much.

**THE SPEAKER:** Hon. Flavia Nabagabe, that is a very harsh word. It is unparliamentary. I cannot mention it. Please withdraw.

**MS NABAGABE:** Madam Speaker, let me withdraw the word "Reckless" and use unprepared and incompetent. You request us to reschedule when the minister is very ready to

present - that is very unjust and unfair. Thank you very much.

**THE SPEAKER:** Honourable members, processing a Bill is not that easy. The Members have put in a lot of energy to prepare this Bill. You cannot come to us at this time and say you are not ready; you need to harmonise.

Honourable members, when I look at the number of persons who were consulted on this Bill - look at the Bill - you will see the kind of people who were consulted. These include Mulago National Referral Hospital, and the Mulago Specialised Women and Neonatal Hospital. All those kinds of people were consulted. If I am giving you time - because this is a simple Bill. It was drafted by senior doctors; gynaecologists. Can I have the Bill tomorrow on the Order Paper?

**MR KAFUUZI:** Madam Speaker, one, permit me to clarify for the House. On the 9th of April last year, the Minister of Health wrote a letter requesting that we sit and harmonise. This harmonisation was not done.

**THE SPEAKER:** By minister who?

**MR KAFUUZI:** The letter I have here - and I am going to lay it on the Table - was written by the Minister of Health. Harmonisation was not done. I feel uncomfortable processing this Bill now. That is why I requested that it be deferred, and I am comfortable if the Speaker says tomorrow. I am going to sit with Dr Aceng and the first Parliamentary Counsel and see what can be done. That is just to clarify to my colleague who thinks it is recklessness; it is not.

**THE SPEAKER:** Hon. Kafuuzi, did you say you are not comfortable with the Bill?

**MR KAFUUZI:** Madam Speaker, I said, I will take your guidance to come. We are going to have a discussion with Dr Aceng.

**THE SPEAKER:** Okay. Granted. We will have that Bill on the Floor tomorrow. Hon. Sarah Opendi is just exercising her

constitutional mandate under Article 94(4)(b) of the Constitution of Uganda and Rule 121 of the Rules of Procedure. I mean, if you do not show any sign to do reconciliation with a Private Member, what do we do? Should we stop working because you are too busy? We cannot.

**MS KAWOOYA:** Thank you so much, Madam Speaker. I thank you for your patience and guidance.

Madam Speaker, I remember when Hon. Sarah Opendi and I appeared before you. You advised us to wait for the Attorney-General, and because of the reasons you had given, we waited to reconcile with the Attorney-General. Even if we were not consulted in all of this, we are not against the Bill. We shall move with the Attorney-General, as per the Speaker. We agree. The Attorney-General is here. The three of us are going to meet, and we will finish.

**THE SPEAKER:** Honourable members, Hon. Kawooya, the Attorney-General, Hon. Sarah Opendi, the chairperson and vice chairperson of the committee, go and harmonise.

3.19

**MS SARAH OPENDI (NRM, Woman Representative, Tororo):** Madam Speaker, it is okay Harmonising is okay, but I am also aware that the Committee of Health invited various stakeholders, including the Ministry of Health. Therefore, since you have guided that we have this Bill tomorrow, it is okay with me. I think we will reconcile and get back to you.

Madam Speaker, I know that, the team did an excellent job and when you look at the committee reports, they agree with most of the provisions that we actually have in that Bill.

**THE SPEAKER:** Do you want to debate in anticipation?

**MS OPENDI:** No, I am not debating but giving information.

**THE SPEAKER:** No, go and do it.

Honourable Members, in the VIP gallery this afternoon, we have a delegation of officials from Tanzania, Kenya, and Uganda who are part of the joint East African bid that won the rights to host the African Cup of Nations (AFCON) 2027.

They include; Hon. Kabudi Palamangamba, the Minister of Information, Culture, Art, and Sports of the United Republic of Tanzania. You are most welcome, Honourable Minister.

Mr Msigwa Gerson, the Permanent Secretary (PS); Ministry of Information, Culture, Art and Sports, United Republic of Tanzania; you are most welcome, Eng. Peter Tum, PS of Youth Affairs, Creative Economy and Sports, Republic of Kenya. You are most welcome. They are accompanied by Ugandan officials namely, Dr Ogwel; you are most welcome.

They are here on a courtesy visit. They were brought here by Hon. Peter Ogwang, Minister of State for Education and Sports. You are most welcome. Join me in welcoming them. *(Applause)*

Honourable Ministers and Permanent Secretaries, you are most welcome in the Parliament of Uganda. We want to thank you for the work you are doing for AFCON. Uganda is always home, and you are most welcome. We wish you well in preparing for AFCON 2027.

Honourable Minister?

3.22

**THE STATE MINISTER FOR EDUCATION AND SPORTS (SPORTS) (Mr Peter Ogwang):** Madam Speaker, first, on behalf of the First Lady and Minister of Education and Sports, the Football Association (FA) presidents of Uganda, Kenya, Tanzania, and the Confederation of African Football (CAF), I would like, in a special way, to begin by thanking Parliament for supporting the “*Pamoja Bid AFCON 2027*” and CHAN 2024.

Colleagues, we have just concluded a very important meeting here in Uganda under the invitation of CAF. CAF is the Confederation

of African Football. I would like to thank my colleagues, the honourable ministers of Sports from Uganda, Kenya and Tanzania, and I want to say thank you for coming home. This is our National Assembly. You are most welcome.

I also want to thank the Permanent Secretaries of the three East African countries of Kenya, Tanzania and Uganda. I have been corrected here by the Leader of Opposition that I should say, “*Karibuni Nyumbani sana*”, in the spirit of East Africa.

Friends, I want to conclude by saying that it is a reality; beginning 2 August 2025, we will be hosting 19 countries of the African continent in the CHAN competition here in Uganda, Kenya, and Tanzania.

We have just concluded an inspection by CAF, two days ago, and I confirm that we are ready to welcome Africa to East Africa.

I wish you all the best, and I say all this for God and my country.

Madam Speaker, as Uganda, in a special way, I would like to thank you for always being there for sports in Uganda. Thank you so much for standing with us whenever we talk about sports in Uganda.

I thank you.

**MS OPENDI:** Thank you very much, Madam Speaker. I want to thank the minister for the information that he has given. To the guests that have visited us in Uganda, welcome to Uganda. However, as you all know, women also play football. When I see a delegation of men alone, I am wondering where the women are. Madam Speaker, I want to request and appeal to the minister and to our guests that I hope that there is space for the women to also be part of your delegation.

Thank you so much.

**MR OGWANG:** Madam Speaker, for the record, Hon. Opendi is aware that the Minister of Education and Sports is a woman, and she chaired the meeting. For the record, first, that makes it complete.

**THE SPEAKER:** Honourable minister, Hon. Opendi is politely asking if she can give the visitors a push. (*Laughter*)

**MR OGWANG:** Madam Speaker, with your permission, I welcome Hon. Opendi for giving us—by the way, our dear guests. Hon. Opendi comes from Tororo. When I talk about Tororo, it is at the border between Uganda and Kenya. Therefore, we can allow, with permission from the Speaker, Hon. Opendi to come and accompany the guests.

**THE SPEAKER:** Thank you so much for coming. As we wait to host CHAN, we pray that one of the three countries becomes the winner—either Uganda, Tanzania, or Kenya because they are all in the 19 - It is *Ubuntu*—the principle of *Ubuntu*.

You know, one time we asked the President, when we go to Tanzania, I wish we could beat those people. Then the President said, “No, even if they beat us, that is our first home.”

Therefore, we are all brothers and sisters. You are welcome, and we thank you so much for coming.

Next statement?

STATEMENT BY THE MINISTER ON THE  
UGANDA NATIONAL EXAMINATIONS  
BOARD (UNEB) GRADING SYSTEM  
UNDER THE NEW CURRICULUM  
(RESPONSE BY THE SHADOW MINISTER  
OF EDUCATION AND SPORTS)

**THE SPEAKER:** Honourable members, you recall on Thursday, 20 February 2025, the Minister of State for Education (Sports), Hon. Peter Ogwang, presented a statement here on the Uganda National Examination Board (UNEB), on the grading system for the new curriculum.

We could not debate that statement because the shadow minister had to bring a statement to that effect. We are now ready to receive a statement from the shadow minister. The report should be backed by evidence. Please present.



**MR KATUSABE:** Thank you very much, Madam Speaker. Last Thursday, when the Prime Minister was responding to national issues, Madam Speaker, you are aware that you had granted me permission to raise an issue about the Kikorongo-Mpondwe road.

Madam Speaker, on 7<sup>th</sup> December, the President went to Kasese -

**THE SPEAKER:** Why don't you bring that tomorrow during the Prime Minister's time?

**MR KATUSABE:** The problem is not the Prime Minister, but the Minister of Finance, Planning and Economic Development because the contractor is already on site.

**THE SPEAKER:** We are distorting our proceedings. The flow of proceedings is being distorted. Remember that this is being registered. The moment we do this - let us finish the debate on the report on education, and then, you can bring it at the end. The minister is not going anywhere.

**MR KATUSABE:** Much obliged, Madam Speaker. I am going to raise it after the report.

3.29

**THE SHADOW MINISTER OF EDUCATION AND SPORTS (Mr Joseph Ssewungu):** Thank you, Madam Speaker. Before I read the report, it would not be fair if I did not talk about the Pope as a Catholic.

Madam Speaker, allow me to say my prayers and pray for our Pope. You are luckier than me; you see him regularly, even with the twins. We want to thank God for your blessings. I have not seen him physically, but we are praying. He went to South Sudan, and you saw what he did there—there is some light of hope there.

Madam Speaker, allow me to read this statement.

Madam Speaker, the Government, through the Ministry of Education and Sports, presented a proposal to Parliament to allow the rollout of the new lower secondary curriculum in

February 2020. The aim is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. However, this was met with mixed reactions, as seen in the Hansard reports of 4, 18, and 20 February 2020.

The implementation of the new lower secondary curriculum was compromised by inadequate teacher training, insufficient learning materials, a lack of infrastructure, and the absence of pilot studies on assessment methodologies. The proposal's initial rejection was overturned through Cabinet intervention, which required ongoing stakeholder engagement to improve it. However, the Government and the Ministry of Education and Sports are still working to overcome the difficulties that arose from this situation four years ago.

Additionally, Madam Speaker, under this new curriculum, assessment is assumed to be competency-based. However, the reality on the ground is different. Competence learning calls for investment in school infrastructure development to handle learners' needs. For example, there should be availability of computer laboratories with electricity and internet, ICT lessons, well-equipped laboratories for science lessons, libraries for research work, learning materials and teacher's guides.

Additionally, Madam Speaker, the combination of old and new curricula, plus overcrowding and teacher shortages with a ratio of almost 1: 100, made it impossible for most schools to focus on competence-based learning.

Furthermore, Madam Speaker, the Ministry of Education and Sports' inability to recruit and deploy teachers for core subjects like Kiswahili, Religious Education, Physical Education, and Entrepreneurship at Senior One and Senior Two levels is hindering the successful implementation of the new curriculum. Could we receive an update on the ministry's progress in addressing this critical issue of staffing gaps?

The National Curriculum Development Centre (NCDC) reviewed and approved

certain textbooks for use in schools. However, Madam Speaker, additional resources were made available on the NCDC website. Some educators have raised concerns that the content of these books may vary, creating uncertainty among teachers regarding the accuracy of the study materials.

There has been a glaring issue on the many uncontrolled publishers of instructional materials for both teachers and students. The Government failed to supply enough books in schools and neither did it commit on which books to be used by both the teachers and students. This left schools to improvise, leading to many of them purchasing any book they found on the market, many of which have very shallow information on the topics. Others decided to continue using the ones of the old curriculum.

Further, the lack of sensitisation and communication on the new grading system led to widespread confusion and discontent among key stakeholders, including students, parents, and educators, following the release of the 2024 Uganda Certificate of Education results.

#### Key issues

##### Reporting and grading certification

Madam Speaker, the Uganda National Examination Board director issued a release statement, and I quote: “Mama, during implementation, there were challenges encountered, such as the lack of efficient IT infrastructure in many schools, which was a major constraint in the ability for schools to make timely submissions of continuous assessment scores to UNEB. The volume of data that UNEB must receive and store requires larger capacity servers at UNEB.

There is the challenge of shortages of school laboratory facilities. The new curriculum, being skills-based, requires that science labs and workshops are well equipped to give the learners enough chance to create new knowledge through self-learning. Unfortunately, many rural and private schools lack these and are also short of science teachers.”

In addition, Madam Speaker, the new curriculum’s emphasis on practical application has raised questions about the relevance of theoretical subjects like history, CRE and geography to real-life problem-solving.

Besides, the scoring system consisted of grades A, B, C, D and E but the specific mark ranges corresponding to each grade were unclear and ambiguous.

Madam Speaker, the scores sent to UNEB were awarded to students by teachers based on their continuous assessment from S.3 - S.4, as stated in the new curriculum.

Please, note that:

- a) The requirement for schools to print the Uganda National Examinations Board Continuous Assessment Observation Checklist for project work assessment raised concerns about feasibility, particularly for schools with large numbers and those in remote and hard-to-reach areas. One wonders how schools with thousands of students were supposed to print out these 12-page forms for every learner in every subject.

It is worth noting that a ream of papers priced at Shs 25,000 is only sufficient for 44 students. This results in additional expenses for larger schools, which are then passed on to parents, contradicting the Government’s policy of free education.

Madam Speaker, on this issue of reams, the form that was given was 12 pages, and a school of 600 students had to spend at least Shs 16 million on reams alone, let alone the printing expenses.

- b) Furthermore, Madam Speaker, educators have expressed concerns regarding inadequate training on utilising this checklist, which raises questions about the reliability of the assessment results.
- c) The evaluation of learners’ values, including teamwork, attitudes, morals,

and respect, was expected to be a key component of their assessment, but this is not reflected in their scores. How was this measured?

- d) The collection and transmission of continuous assessment marks to UNEB for the 20 per cent assessment component posed significant challenges for many schools, which lacked essential infrastructure such as computers, electricity and internet connectivity. This raises concerns about the accuracy and reliability of the compiled marks.

Credible sources indicate that certain schools awarded marks to students who did not complete project work, raising concerns about the integrity of the results, especially considering the absence of UNEB's oversight. Can UNEB provide evidence of project work? The fact is, it is not possible. Do schools have storage facilities for project work?

It is worth noting that the UNEB application collapsed in September 2024, which resulted in significant concern, especially with the Alternative Methods of Assessment (AMIS) being introduced. Many head teachers reported difficulties in uploading continuous assessment marks, and some were even advised to use CDs to record marks and deliver to UNEB for upload.

Some schools shared their marks with neighbouring schools. It is unclear whether the UNEB App was under test, but the collapse suggests that the system may not have been fully prepared to handle the volume of users or data.

Madam Speaker, a circular issued in September 2024 introduced changes to the project work, shifting the focus to S.3-S.4 learners from S.1-S.2 and introducing a new theme. These themes are usually sent late. For example, the one for last year was sent in September when some schools had already submitted their project marks to UNEB. This means that the marks that had earlier been submitted were not in line with the new theme.

How was this mitigated?

Most of the project work requires materials that cost money, such as ingredients to make soap, threads, fibres, and bottles. This puts a financial burden on the parents and guardians since these materials are no longer free, especially to town schools.

Madam Speaker, in Kampala City, which is within the proximity of UNEB, teachers were trained on project work assessment after the results were submitted to UNEB. This means that teachers trained learners on what they did not know themselves.

It should be noted that UNEB did not supervise the process of project work or send supervisors to check the final product of the student's work, as observed with Art assessment in the old curriculum. Yet it is an examination that carries 20 per cent of the final mark. It only sent a checklist for the scores.

Students were expected to prepare recordings explaining their project work activities by the school cameramen, and these videos were kept at school. One wonders if there is evidence of these videos in schools or at UNEB. With the rampant examination malpractices reported by UNEB, many times sponsored by the teachers, how credible are the results of project work, which is a stand-alone paper on the pass slip?

Many schools are complaining that some of their students had very good projects by UNEB standards but they were given low grades ranging from B to D. It is unfortunate that parents cannot access scripts but those who marked have a long story to tell.

Project work also has a component of dissemination, where a learner is supposed to publish a project report through newspapers, exhibitions, magazines, or the library. How does this report then reach UNEB for assessment?

Madam Speaker, it is worth noting that the marking exercise was disrupted by examiners boycotting over low pay and heavy workload. This led to the recruitment of new examiners

who may have lacked experience or training in the marking process. How can Ugandans trust the competence of these examiners?

Madam Speaker, the question is; how did UNEB get the 20 per cent to add up to the 80 per cent where there were no inspectors for project work from schools? Did UNEB just award scores? Is there evidence of project work in schools?

## 2.2 Certification

The minister promised dual certification (UCE and DIT) as part of the new lower secondary curriculum. However, the implementation of DIT was halted midway. Madam Speaker, can this House be updated on what is being done to realise this dual certification?

## 2.3 Senior Five Selection Criteria

Over 6,900 students under the transitional programme in 2023, in addition to the many who got results 2 and 3 under the new curriculum, did not qualify for the UNEB certificate. Can this House be updated on the fate of the learners who were declared failures and what plans the Ministry of Education and Sports has for these students?

Madam Speaker, I actually raised it – thank you for giving me that room. What is happening today is all our students who come from private schools who got A's and had applied, for example, to join St Mary's College Kisubi, Mt St Mary's College Namagunga, have been taken. I am giving examples, not particularly those schools – they have refused to give those young people the science courses they want because these schools had their students in O-Level they want to take. As a result, these ones from private schools are going to run away because they have refused to give them the courses they want. That is another food for thought for the ministry.

## 3.0 Recommendations

To address these issues, we propose that;

- 1) The Government must prioritise teacher training and recruitment, particularly in languages like Kiswahili. There is no shortcut – the teachers are there.
- 2) The government should, with concern, invest in school infrastructure, including ICT and science laboratories.
- 3) UNEB should supervise the assessment of the 20 per cent awarded to learners, as done in other subjects like French, Music, and Fine Art.

I did music; external examiners came, and I did practicals before them, and I passed. Even language, the same approach was used.

## 4.0 Conclusion

In conclusion, Madam Speaker, it is evident that the Ministry of Education and Sports has faced significant challenges in implementing the New Lower Secondary Curriculum, as reflected in the unexpected and surprising results of the 2024 cohort. This will go a long way to see great improvement in the dissemination of the competence-based New Lower Secondary Curriculum.

I have attached the different annexures that informed this statement, and they are - I beg to lay.

This is the statement releasing the results of U.C.E. under the competence-based curriculum, where UNEB gave its own evidence that they had challenges collecting the 20 per cent competence-based. Madam Speaker, this is the statement.

**THE SPEAKER:** What is that you have laid?

**MR SSEWUNGU:** I want to read this, Madam Speaker: "Statement of release of the results of the 2024 Uganda Certificate of Education (U.C.E) Examination under the Competence-Based Study Curriculum." This was for UNEB, but because I have referred to it in my statement, it is an annexure that I would like to lay.

I talked about the challenges faced by the Uganda National Examination Board - “Continuous Assessment Observation Checklist for the project.” This is a document of 12 pages which was supposed to be filled by every child. It is believed that it could not work out because a school getting copies for every child was very costly. As a result, they must have used some methods to get marks. I beg to lay.

This is the Uganda National Examinations Continuous Assessment Observation Checklist.” This one must be photocopied every day for every child and you can see the expense it requires. I beg to lay.

Madam Speaker, thank you for giving me this opportunity. Otherwise, there is no going back, but how do we correct the challenges you have in the new lower secondary school curriculum? The fact is children failed and we must address the challenge, as Parliament and Government. Thank you. *(Applause)*

**THE SPEAKER:** Thank you so much, shadow minister. I am happy that you have said we cannot go back. We can only work on what is there for us to improve, get better results and continue with the curriculum. That is a very good recommendation.

On the issue of promotion of Swahili, remember we budgeted for it. Minister of Education, I hope that the budget went to you because it should be your ministry to pay the teachers.

The issue of infrastructure is very serious. In this continuous assessment under project work, you find a child who says, “I want to be assessed in swimming.” Now, the school does not have a swimming pool. What do you do? The child says they want to do this, and you must assess him or her.

Therefore, the issue of infrastructure that he is talking about is crucial. It may not be computer literacy alone; also, look at laboratories (labs), libraries, and all these kinds of things. You find that most of these problems are mostly in Government schools.

3.58

**MR ROBERT MIGADDE (NRM, Buvuma Islands County, Buvuma):** Thank you very much, Madam Speaker. For the record, we went to the same school. I thank the shadow minister because what he has highlighted is actually what is happening in public. This is not a matter of whether you are in Government or opposition.

Many Government schools in our constituencies lack what the Government is asking for. Uganda National Examinations Board examines students in computer literacy. Many of our schools in the villages, including seed schools, lack computer labs.

**THE SPEAKER:** Leave alone lacking computer labs; do they have power?

**MR MIGADDE:** Madam Speaker, that is where I am going. Those that have power lack computer labs. Those who do not have power lack both computer labs and computers, yet these are examinable courses.

I have a child in St Mary’s College, Kisubi (SMACK), and I found a parent on reporting day who had desired and prayed that her child go to SMACK. The reason she gave – and that is when she got to know that what she was looking for was not in SMACK – was that she wanted her child to go to Germany after Senior Four so that he would stay there. She was planning for a better life. That is when the school administration told her “No, we no longer teach German here because we are instructed to select one language”. That is when the parent got to know after the child had already been admitted.

The other issue is not granting a certificate to someone who has failed and has gotten a 2. Actually, failure does not mean that you should not be granted a certificate. This is not a reward; it is an award.

So, the assumption is that you do not get a certificate when you fail; the certificate is like a reward. This is an award that you sat and failed, and this is evidence that you failed. Otherwise,

you will be asked somewhere - there is a difference between “Did you sit Senior Four?” or “Did you pass Senior Four?” Those are two different things.

That student should have evidence that he sat. That is why some parents think when you do not get a certificate, you have to go back to Senior One. That is the assumption in the public because you see a child who has studied from Senior One to Senior Four and comes back without a certificate. There is somewhere, honourable minister, where we need to handle.

**THE SPEAKER:** Honourable minister, they are saying much as you failed, you should be given a certificate to show that you failed. What is outside there in the public is that because you do not have a certificate, you are going to go back to Senior One, which is not correct.

**MR MIGADDE:** Madam Speaker, as I conclude, some institutions even give certificates of attendance. We have seen people trying to contest for positions. They put together all their certificates of attendance, and those are equivalent to a certificate.

So, if someone who went to an institution and studied for maybe two, three or six months gets a certificate of attendance, what about the one who studied for four full years? They should get certificates, otherwise, we are going to send everybody to Nasser Road to manufacture certificates.

**DR MORIKU:** Madam Speaker, permit me to say that there is a transcript and certificate.

**THE SPEAKER:** Honourable minister, take note of all the questions and then respond. Honourable members, do not repeat what your colleague has said, so that all of us are able to deliberate on this.

**MR CHARLES OKELLO:** Thank you, Madam Speaker. I would like to thank the honourable member here for bringing us a summary of the key issues that we have been grappling with.

To begin with, the previous speaker it is not true that when you sit Senior Four and fail, you get nothing. If you fail to get a certificate, you get a result slip that shows that you have actually failed –(Interjections)- yes. Therefore, it is not true -

**THE SPEAKER:** Honourable members, listen carefully so that nobody raises that issue again.

**MR GEOFFREY OKELLO:** Sure! It is not true that you do not get something to show that you have sat Senior Four.

Madam Speaker, this must be a competency-based examination. Nobody should be shielded from whether she has scored well or failed.

My request to the minister is to clarify those grades: A, B, C, D. It must be very clear and precise, because as you go for the examination — and it is a competency-based curriculum, you want to be number one, number two, and the best in the country, this should be very clear.

Lastly, the honourable minister told us last year about the training of teachers and in the report, she said there were regional trainings. One was at St. Joseph College, Layibi, in Gulu. It was the training of trainers(TOT).

However, Madam Speaker, after the TOT, the trainers were never facilitated to take this training -

**THE SPEAKER:** Continue with the training.

**MR GEOFFREY OKELLO:** Yes, to continue training, and this is the gist of the matter: up to now, the training has not reached the last teacher there. We went into the examinations when many teachers were still green about what was being examined. Thank you very much.

**THE SPEAKER:** Thank you. Much as you did the TOT, the TOTs have not disseminated the information to the lowest teacher. Yes, Hon. Matovu.

4.00

**MR CHARLES MATOVU (NUP, Busiro County South, Wakiso):** Thank you, Madam Speaker. I thank the shadow minister for the report, which captures everything. First of all, I would like to make some amendments. The state minister for education previously said that candidates who get result 3 and 4 do not qualify to get certificates.

However, what he did not say is whether somebody who does not qualify for a certificate can redo the subjects that they failed to qualify for a certificate.

**THE SPEAKER:** Is that what the minister said, that you do not qualify?

**MR MATOVU:** Yes! One does not qualify for a certificate, but they are given a transcript. The amendment I would like to make is to have a provision for someone to redo those particular subjects so that they can qualify for a certificate.

**THE SPEAKER:** Maybe if I could ask: when you fail in a class, don't you repeat that class?

**MR MATOVU:** Apparently in post-secondary -

**THE SPEAKER:** Hon. Aisha, I am not talking about retakes, but the equivalent. When you fail a particular subject in Senior Two (S2), don't you repeat it?

**MR MATOVU:** No, it depends on the percentage or pass mark. However, what happens, at lower secondary - S3 or S4 – is that you qualify to go to upper secondary. According to the minister, if you fail a particular subject, you do not get a certificate. He did not provide a redo of what you failed to qualify for a certificate.

Secondly, Madam Speaker, you said that we cannot go back since we have the competence-based curriculum already. I worry that we might suffocate in between.

**THE SPEAKER:** I said you do not go to S1 as it is portrayed out there. What people understand is that if you sat S.4, you go back to S.1. We are saying that is not correct. That is misinformation and it should be corrected.

**MR MATOVU:** Yes, that is not correct. Then, the study materials for the competence-based curriculum are not in line with what all other schools have. I hope that the minister will provide the country with what kind of material would be adequate or needed for the subjects to be conducted elsewhere.

Lastly, when you look at the grading - he mentioned A, B, C, D, E, and F -

**THE SPEAKER:** It stops at E.

**MR MATOVU:** Yes, it stops at E but I wanted us to amend, and delete "E", and replace it with "F".

**THE SPEAKER:** Why?

**MR MATOVU:** Madam Speaker, worldwide, in academics -

**THE SPEAKER:** Honourable members, let us not do operational issues. We are not the ones who wrote this curriculum or its grading system. It has come to our knowledge that we need to have some things debated upon and understood by the public. For us to start saying, delete this and put this -

**MR MATOVU:** Madam Speaker, this is an opinion that is subject to your guidance, and I thank you for that. Anyway, as I wind up, the issue of having the infrastructure, as you said -

**THE SPEAKER:** Two minutes, because people are speaking endlessly.

**MR MATOVU:** The infrastructure issue would be very much appreciated if all institutions in the villages had electricity. We urge the Government to ensure all subregions of the country get connected.

**THE SPEAKER:** Hon. Musasizi, what would it cost us if we handled the Rural Electrification Agencies (REA) projects that were not completed the same way we are handling the roads by giving each district about Shs 1 billion to finalise the REA projects? It is food for thought; you can come back to us -

**MR MUSASIZI:** Madam Speaker, your question cannot be answered now. It is something we need to study. I, therefore, agree with you that let it be our food for thought.

**THE SPEAKER:** Yes, because we have incomplete projects. The poles were dropped in some places. REA used to do a very good job, but when it was closed, it left with everything. However, when we say we are allocating money per district, what would it cost us? That is something you should think of as we think of the next corrigendum, and it should be in this financial year.

People are bleeding down there, they need power, and when we are talking about this curriculum, we need power.

4.05

**MR EMMANUEL ONGIERTHO (FDC, Jonam County, Pakwach):** Thank you, Madam Speaker, for this opportunity. I am making these statements because we failed to understand the grading system, and that is why both the minister and the shadow minister gave us statements. It is about the grading system that most of us failed to understand, and because of that, I want to first give information. Madam Speaker, the teachers or the examiners that went on strike were actually examiners for A-Level specifically for physics and mathematics.

Those strikes have very little relationship with the grading system we are talking about. That is the information I want to give.

Secondly, this created an opportunity for the shadow minister, specifically, to highlight the many problems that we have under education and I think it is good that they have come out. The issues of power and others have already

been talked about and I am happy, Madam Speaker, that you are directing our minister for finance to make sure something is done.

From the statement of the shadow minister, I see that the biggest problem is around the marking and grading of project work. My suggestion is that project work should not be left without boundaries. I mean, not every student is to take anything that they like.

For instance, Madam Speaker, you spoke about the swimming pool, where there is no - *(Member timed out.)*

**THE SPEAKER:** Thank you.

**MR ONGIERTHO:** Madam Speaker, just a minute.

**THE SPEAKER:** Okay.

**MR ONGIERTHO:** Thank you, Madam Speaker. I was saying that, for me, I would suggest that project work should be the areas that are in the normal skills training. We should not bring things, which are outside the normal skills training.

Finally, Madam Speaker, I realised that this competency-based curriculum should not have started at O' Level, but from primary and it grows upwards. That is my suggestion. Thank you.

**THE SPEAKER:** Thank you. Hon. Aisha? Hon. Hassan – Hon. Aisha has refused her turn, okay?

4.09

**MR HASSAN KIRUMIRA (NUP, Katikamu County South, Luweero):** Thank you, Madam Speaker. Issues of curriculum shifts are a long process. The fact that our country has embraced a new curriculum is a whole new level that we need to embrace. However, issues of readiness need to be addressed.

One of the key issues that we need to think about is sensitising our parents, especially about this new curriculum, because there are



two important components that parents do not understand.

The curriculum is based on assessment and assessment has two components, which are assessment for learning and assessment for results. Our parents are more inclined to know the marks and how their children have performed at school. Now, that drives them away from the whole point of this new curriculum, which is basically based on assessment for learning.

So, the more we focus on explaining these things, especially through our schools, and the knowledge gets to our parents, it will enable this new curriculum process to go on.

However, readiness for this new curriculum is of paramount importance because we have already seen that most of the schools have been challenged in terms of materials used. Some of the schools, especially rural schools, do not have access (*Member timed out.*)

**THE SPEAKER:** Hon. Okot?

4.13

**MR AMOS OKOT (NRM, Agago North County, Agago):** Thank you, Madam Speaker. I would like to address two issues.

One is that at the beginning of this new curriculum, there was a provision that if somebody has completed Senior Three, they would be awarded a certificate from Uganda Business and Technical Examinations Board. However, along the way, that information died down. If it is still alive, the minister can help to bring it back, because many schools were opting for it.

Secondly, there are these people - the 80 per cent that the child is supposed to get as the final mark - there are many things that always arise for somebody not to get the 80 per cent. It could be sickness or somebody might have - anything might have happened. It is not that the person is very poor in knowledge such that they cannot get that 80 per cent or make the 20 per cent so that the person can pass with Result 1.

In these situations, the provision for repeating has not been offered; it is completely silent. Maybe the ministry should make this process of evaluation dynamic because not all our children or students are that - that they may get the required pass mark. Somebody may still wish to go beyond the level of Senior Four, but due to sickness or whatever, they may not sit and acquire - (*Member timed out.*)

**THE SPEAKER:** Hon. Allan?

4.15

**MR ALLAN MAYANJA (NUP, Nakaseke Central County, Nakaseke):** Thank you, Madam Speaker, for this opportunity. I want to seek a clarification from the minister. When you use a grading system of A, B, C, it is almost similar to that of A' Level.

So, we need clarification so that we do not get confused between the grading system of A' Level and that of O' Level because we may come to the same square when the results for A' Level are released.

Secondly, on page 8 -

**THE SPEAKER:** Honourable minister - because for the A' Level results that are going to be released, you will find that somebody has "A", "A", "A", "B" - that is the grading system that he is talking about.

**MR MAYANJA:** Madam Speaker, secondly, on page 8 of the statement, the minister gave us a sample of what the transcript looks like. I think they should also give us a sample of the certificate so that the public is not maybe confused if there are some changes.

Further, Minister, you should also use your structure to sensitise the masses about this new grading system because it is a big challenge to the public.

Lastly, the concept is very good, but the challenge is the practicability or how to implement this curriculum. For example, in Nakaseke, most of the schools like Wakyato, Kiwoko, and Kikamulo do not have facilities - (*Member timed out.*)

**THE SPEAKER:** Thank you. As the minister creates awareness about the new curriculum, once we have understood that new curriculum, we should also be able to give information out there about the new curriculum. Madam Teacher - Hon. Flavia?

4.17

**MS FLAVIA NABAGABE (NUP, Woman Representative, Kassanda):** Thank you, Madam Speaker. I have two challenges with the curriculum, but I want to appreciate it from a teacher's perspective. The very first reason why I appreciate it is because it is skills-based.

Previously, as teachers, we were churning out students whom we would later meet on the streets – although my students were never on the streets because I taught in a very good school and they all passed. However, some students, under the old curriculum, would render teachers helpless because you would find your student on the street, looking for a job and you wonder why you even ever taught that person because we were not addressing or meeting their needs. This new curriculum addresses some of those, so, it is a good thing.

However, we need to address some of these challenges and the very first one is the issue of evaluating teamwork values - those values are very important. Under the new curriculum, students are working together. How are we assessing them, and how are we giving them marks for that? That never came out clearly in your statement yet we need it cleared because it is one of the key issues we are trying to promote in the new curriculum for people to have those values.

The second one is the issue of the grading, and I am just going to give a recommendation. It is important, just like Hon. Allan Mayanja has said, that the Ministry of Education and Sports continuously sensitises the teachers, students, and parents, among others, to understand this grading system. This has to be taken on very hard and very tightly in the schools, starting now.

The third issue I have is the new curriculum that is running all the way to A-Level and the old curriculum. However, the new curriculum at A-Level right now based on the information we have is not yet ready and yet – *(Member timed out.)*

**THE SPEAKER:** Thank you. Hon. Ekudo?

**MS NABAGABE:** Thank you for accepting. That is because right now students are getting selected but they are going into a new curriculum at A-Level that is not yet ready. That brings in the issue of the competence of the teachers that are going to take them on.

Finally, where are you going to put the students of the old curriculum that failed and cannot be accommodated anymore in O-Level? Those students are now going to be unaccounted for because they have no way forward. Thank you.

4.19

**MR TOM EKUDO (FDC, Gweri County, Soroti):** Thank you, Madam Speaker. My concern is that in Soroti, teachers were asked to attend the training, which they attended for one week. However, those who were not able to make it had no other training or anywhere to go and seek training. I would like to ask the ministry to consider such.

Also, parents are very happy when they see the results when they, for example, see that their daughters with results reading E, E, E, E. Now, the person comes to you wondering whether you to support them. They are moving up and down because there is no school that takes somebody. Maybe the ministry should come up with some guidance such that these people will not continue moving with results reading E, E, E, E or D, D, D, D.

Madam Speaker, the other thing I would like to say is that the schools that have performed well are embracing the programme, the new curriculum. For example, in Ave Maria High School in Gweri, all the children passed and are very happy – not E,E,E,E,D,D,D,D but A,A,A,A,A,A. However, the curriculum is too costly. In the case of project work, you have

to spend a lot and the schools are having a lot of the burden. Madam Speaker, it is one of the things that I want the – *(Member timed out.)*

4.22

**MR MOSES KABUUSU (FDC, Kyamuswa County, Kalangala):** Thank you, Madam Speaker. I have two issues: one relates to the way we are fumbling now with the A-Level curriculum. It is suggestive that is –

**THE SPEAKER:** Who is a fumbler?

**MR KABUUSU:** Madam Speaker, I am looking at the ministry.

**THE SPEAKER:** No, the ministry is not fumbling.

**MR KABUUSU:** Madam Speaker, let me make it clearer. The way the ministry is fidgeting with the A-Level curriculum – *(Laughter)*

**THE SPEAKER:** Stop borrowing *Owekitibwa's* words. *(Laughter)*

**MR KABUUSU:** Madam Speaker – *(Interjections)* - of course, you first sit – so, what is not orderly?

**THE SPEAKER:** There is a point of order.

**DR MORIKU:** Madam Speaker, we are discussing the new lower secondary curriculum grading system in totality. We are well aware that the Ministry of Education and Sports, under the leadership of the First Lady, *Mama Janet Museveni*, with three competent state ministers, is working with the technical people to ensure that we rolled out the competence-based new lower secondary curriculum to A-Level –

**THE SPEAKER:** Honourable minister, hold on, I have something very important for Hon. Musasizi who wants to get out. You will not go out before giving us a commitment that you are coming to report to us on our Shs 1 billion per district for the unfinished Rural Electrification Agency (REA) projects. Remember that money is what will make these Members come back.

4.24

**THE MINISTER OF STATE FOR FINANCE, PLANNING AND ECONOMIC DEVELOPMENT (GENERAL DUTIES)**

**(Mr Henry Musasizi):** Madam Speaker, when I am reporting on the National Development Plan (NDP) IV, I will accompany it with the feedback from the request of the House.

**THE SPEAKER:** Thank you. Honourable members, that is a sure deal; he is going to come with that request fulfilled.

**DR MORIKU:** Madam Speaker, thank you. I would like to inform this House that the Ministry of Education and Sports brought a statement informing this House and the public that we are working on ensuring that the new lower competence-based curriculum is aligned with the A-Level competence-based curriculum. This has been communicated time and again.

**THE SPEAKER:** Honourable minister, you are responding –

**DR MORIKU:** Madam Speaker, is my brother and a very good friend, in order to say that the Ministry of Education and Sports is fidgeting with the A-Level curriculum? Isn't that an insult? Is he in order? I request he withdraws that statement.

**THE SPEAKER:** Hon. Moses, that is really below the belt.

**MR KABUUSU:** Madam Speaker, I apologise and withdraw that statement. What I wanted to make clear is the unreadiness of the Ministry of Education and Sports to adopt the graduates –

**THE SPEAKER:** Wasn't that curriculum passed by this House?

**MR KABUUSU:** Madam Speaker, I am discussing the A-Level curriculum.

**THE SPEAKER:** You are talking about the A-Level.

**MR KABUUSU:** Yes, the graduates of O-Level will join A-Level and –

**THE SPEAKER:** And they are going to go back to the old curriculum.

**MR KABUUSU:** That is the problem, Madam Speaker. Even if they were to go –

**THE SPEAKER:** When are you changing the A-level curriculum to a new one?

**MR KABUUSU:** Some of us, Madam Speaker, have children who have graduated from O-Level and are going to A-Level.

**THE SPEAKER:** When are you changing the –

**DR MORIKU:** Madam Speaker, we made a statement on this Floor that we are aligning the New Lower Secondary Competence-Based Curriculum to the A-Level, which is competence-based.

**THE SPEAKER:** When?

**DR MORIKU:** This very – Fourth - The students who are just joining Senior Five are going to embrace this curriculum.

**THE SPEAKER:** Are they going with that curriculum to Senior Six? The ones who have just completed are going with that curriculum.

**DR MORIKU:** Precisely, they are going with the competence-based curriculum and that is it. Thank you.

**THE SPEAKER:** Thank you.

**MR KABUUSU:** Lastly, Madam Speaker, like Hon. Migadde made it clear here that, and as you also put it right, we the island constituencies do not have power and where it is or it will be, the facilities that use power are not available.

Also, island constituencies and communities have no access to primary schools or secondary schools as a requirement or as a commitment by

the Government. We call upon the Government and appeal to you when you are allocating resources -

**THE SPEAKER:** You do not have primary schools.

**MR KABUUSU:** Madam Speaker, I have a subcounty called Mazinga and in the whole subcounty, we have only one primary school and the subcounty consists -

**THE SPEAKER:** But you have secondary schools?

**MR KABUUSU:** We have two secondary schools, Madam Speaker.

**THE SPEAKER:** How do they get children that go to those secondary schools?

**MR KABUUSU:** Madam Speaker, those are the challenges. We always put to the ministry and they give responses that sometimes look clumsy.

**THE SPEAKER:** Honourable minister, take note.

4.28

**MR DENES SEKABIRA (NUP, Katikamu County North, Luweero):** Thank you very much, Madam Speaker. I am very aware that we are discussing grading, but I also wanted to use this opportunity, now that we have two ministers for education here - in my constituency, for example, Butuntumula Subcounty, we do not have any government secondary school. It is very hard – almost impossible, in the Luweero District, Katikamu North County - for children to access free education. I am happy the minister is saying that yes, it is true and he is aware that we do not have one.

Secondly, I am seeking clarification from the minister on what happens if a student fails one or two subjects. Do they have to repeat a full calendar year or they can retake those subjects that they failed?

Lastly is on the minimum entry requirement for students under this curriculum to join tertiary institutions. What is the minimum that is required? Previously, students have not been enrolling where they only failed. Students that have an E or D or whatever – what is required for enrolment? Thank you very much.

4.29

**MR MILTON MUWUMA (NRM, Kigulu County South, Iganga):** Thank you very much, Madam Speaker. Besides grading, which most of the Members have alluded to, there is the categorisation of these grades. When the results were released, my house had a lot of tension because I had one student who got seven As and two Bs. Then another one got five Cs and four Ds. Now, they were all categorised under result one. One was saying, “No you have failed, you have so many Cs and Ds.” The other one said, “No, we are in the same category.” Therefore, we need to clarify as far as categorisation of grades is concerned.

The second issue is about tertiary institutions as my colleague observed. Last year, the Ministry of Education and Sports told this House that they were phasing out the recruitment of senior four graduates to nursing institutions and PTCs. They said it would be senior six graduates to enrol for these tertiary institutions.

However, as we talk, schools are already announcing this recruitment, but the Government has not come out clearly to tell people whether they have dropped the other earlier position of saying no more recruitment of senior four graduates, and that it should be senior six graduates only. We should come out clearly and tell the country such that we live from a point of knowledge and information. Thank you.

**THE SPEAKER:** Thank you. Hon. Jennifer?

4.31

**MR PIUS WAKABI (NRM, Bugahya County, Hoima):** Thank you, Madam Speaker.

**THE SPEAKER:** Oh, Hon. Pius, Hon. Jennifer, Hon. Jessica.

**MR WAKABI:** I had already been given an opportunity. I am a teacher by profession and I am still teaching; I am a volunteer teacher at Sir Tito Winyi Secondary School up to today.

**THE SPEAKER:** Speak into the microphone.

**MR WAKABI:** The other problem is that some teachers are totally demotivated, especially the arts teachers, because of the difference in pay.

My suggestion is: even if science teachers are being paid more, the arts teachers should be given something – at least 50 per cent of what is paid to the science teachers. You find a head teacher who did arts is paid Shs 2 million yet the teacher in the classroom is paid Shs 4 million. It is very hard for a head teacher to supervise – in most cases, the results in schools depend on the management of a school. The manager of a school is the head teacher. I propose that there should be enhancement of salaries for arts teachers.

Then secondly, my suggestion is that let us have the government policy of having at least a school in each subcounty implemented to give opportunities to every Ugandan. In my own constituency, I have three subcounties without a single secondary school. I submit, Madam Speaker.

**THE SPEAKER:** Thank you. Yes, Hon. Jennifer.

4.33

**MS JENNIFER DRIWARU (NRM, Woman Representative, Maracha):** Thank you very much, Madam Speaker. I want to thank the previous speaker for talking about the salary disparity between science and arts teachers. This has caused a lot of problems in Uganda; he has spoken my mind on that.

Secondly, the new curriculum is a very good curriculum, only that it has been approached wrongly. There has been a top-bottom approach. Some of us – people who are on the ground – are not consulted. This is exactly why some of these challenges are coming. How I wish it was a bottom-top approach. I do not think all these would really arise.

Thirdly, the Government likes working in silos, yet this curriculum needs a holistic approach; things like ICT, the issues of electricity – when we were celebrating the 39<sup>th</sup> NRM day in Maracha District, the NRM chairman, in protest, gave a seed school poor lamps, what is commonly known as *tadooba*. This was because they did not have power, and many schools that are not connected to electricity.

Therefore, I thank you very much for proposing that Shs 1 billion be given to districts for electrification. Thank you.

**THE SPEAKER:** Thank you. Hon. Jessica and Hon. David.

4.34

**MS JESCA ABABIKU (NRM, Woman Representative, Adjumani):** Thank you very much, Madam Speaker, for the opportunity. I want to thank the Government for rolling out this new curriculum. It is what is going to empower our children and our community, to become more self-reliant than what we used to be.

However – I am a teacher by profession – I would have loved to start this thing from the primary level so that we keep building it. When you are advancing, it means you are building on what you have learned. Therefore, I am recommending that if the Government can take this, let us reconsider starting this thing from the primary level.

Two, I propose that we budget for more money, especially for the practical aspect. If we do not do that, that means we shall fail in implementing this curriculum because what differentiates it from the old one is the practical aspect.

Lastly, the issue of the infrastructure development which was presented by the Opposition, the shadow minister – this also calls for more money. For example, I have schools with grass-thatched structures. Therefore, I cannot even talk about electricity if the structures in which learners study are grass-thatched. What will you expect?

Therefore, I think the policy that in all the subcounties we should have a government-aided primary school, should be taken up seriously – *(Member timed out.)*

4.37

**MR DAVID LAGEN (NRM, Agago County, Agago):** Thank you, Madam Speaker. I have three issues to raise. Number one, I want to ask the minister to provide us with the plan. How has the ministry planned for capacity building for the teachers? This one must be very clear.

Number two, I would also ask the ministry to come up with a comprehensive report on the number of schools without power, and the number of schools without a library – if they can provide us with all those in a detailed report - then the report should be accompanied by a plan. What do they have in place? For how long do they intend to equip the schools for the learners to be able to build the capacity very effectively?

Lastly, Madam Speaker, on the issue of the materials - the materials are very costly. I would like to ask the ministry to equip the school with photocopy machines to allow our children to photocopy freely without any cost. For example, in some districts like Agago, where we are still facing difficulties, the schools are not equipped, and we have challenges with security, and children find difficulties in paying school fees. It will be difficult for them to afford and get the money – *(Member timed out.)*

4.38

**MS ESTHER MBAYO (NRM, Woman Representative, Luuka):** Thank you so much, Madam Speaker. I thank the Government for rolling out the new curriculum, and I thank the shadow minister for bringing out these pertinent issues that we are basing on to enhance the implementation of the new curriculum.

Madam Speaker, we have so many issues, and the honourable colleagues have talked a lot, but what we need is to expedite the process of training others. One colleague told us that we have only trained the trainers, but the implementers have not been trained. I request

that the Ministry for Finance to expedite the process of releasing the money to train because the school term has started and the studies are continuing. We need to train the rest of the members of staff who are supposed to support the implementation.

Madam Speaker, it is not only the teachers, but all students, parents, and other stakeholders do not know the ranking, rating and all that. It will depend on the training of the rest of the people, who are supposed to support the implementation of the curriculum that will –  
(Member timed out.)

4.40

**MR JAMES MAMAWI (NRM, Adjumani East County, Adjumani):** Thank you, Madam Speaker. And I thank the shadow minister for the report.

We used to have a programme called the Secondary Science and Mathematics Teachers' Programme (SESEMAT) under which science teachers received refresher training every holiday. I would like to know whether this programme still exists, and if it does, it is important that we use it to help our teachers in terms of training, so that they can understand this programme very well.

Madam Speaker, this programme is very good in the sense that in some areas, like in my district, if you brought our students to the central region here - just take them to a coffee farm - they will not know what that crop is, practically, but on paper, they know what coffee is. Therefore, taking us to this practical aspect is very important. What we need is for teachers to understand the content so that they can give it to our students, and that is all. I thank you.

**THE SPEAKER:** Thank you. Hon. Alfred then Hon. Isaac. Hon. Edakasi does not know his name.

4.41

**MR ALFRED EDAKASI (NRM, Kaberamaido County, Kaberamaido):** Thank you. You always call me Edakasi, so I was a bit confused, Madam Speaker. Thank you.

Madam Speaker, let me join others in saying this has been a great move for our country. I would say that the competence-based curriculum is the biggest step forward we have made in the education sector since colonialism. I wish we could stop the talk that is guided by the exam. Most of the people who are complaining, including teachers, grew up doing exams, to the extent that even in this curriculum, they are trying to coach. I wish we could just focus. For me, the issues we are facing are necessary for us as a country; the issues of capacity building, retraining, and retooling of teachers, are things we should just confront but as a matter of fact, this is the way to go.

We had come to a point where our children could not produce anything. They studied up to senior six, and if you asked them what they could produce, they could not produce anything.

The Uganda Business and Technical Examinations Board (UBTEB) has proved that after three years, you can have a student electrically wire a house, and they can earn money to further their education. Those are the sentiments I wanted to put forward.

In Kaberamaido, we need more classroom spaces, and laboratories, but those are across the country. I thank you, Madam Speaker.

**THE SPEAKER:** Thank you. Of course, acceptance of a new idea is not always easy. Yes, Hon. Isaac Etuka.

4.43

**MR ISAAC ETUKA (NRM, Upper Madi County, Madi-Okollo):** Thank you very much, Madam Speaker. I thank you for this opportunity.

Madam Speaker, I appreciate the Government of Uganda for introducing the competence-based curriculum, which, in fact, should have started some time back.

While I appreciate all the other colleagues, I recommend that the cumulative assessment forms - the 12-paged forms - which were

laid by Hon. Ssewungu, should be provided by the Government. For your information, between the years 2000 and 2004, when I was still a primary school teacher, the Ministry of Education and Sports provided the cumulative assessment forms even for the primary schools. This curriculum had, in fact, started in primary schools. I taught in primary school for 20 years. The curriculum had started, but there was inconsistency. If that is done, it will reduce the cost of implementing this curriculum.

Secondly is the issue of staffing gaps. If we are to really implement this curriculum, we need to address the staffing gaps in all the schools. For example, Madi-Okollo District – and the ministers are aware - operates at 18 per cent. In fact, it is the district with the lowest number of teachers in this country. Therefore, when you look at the results, you notice that it is one of the least-performing districts. This is cross-cutting. If that – *(Member timed out.)*

4.44

**MR ISAAC MODOI (NRM, Lutseshe County, Bududa):** Thank you so much, Madam Speaker. I thank the shadow minister for the report. It was a very good report. It was actually our report. I liked especially, the ending. It says that we should not look backwards, but to own it up and look forward.

It was long overdue to adopt this competence-based curriculum rather than going in for the results.

There are a few things which I need to emphasise here. The Government must take this in good faith and roll out a plan, which should be holistic. We should be involving the stakeholders. I do not know why we do things in boardrooms and expect others to copy and implement them to the later. We have a very good structure in this country. We have local governments; we have regional offices for education. I do not know why we are not helped to understand this new curriculum because all over Uganda, some of the teachers; do not understand the grading. We do not know what is going to happen to the children who are not going into admitted to schools.

I am also adding my voice that, one, the trainer of trainers should be - that programme must be implemented as soon as yesterday.

Two, the learners and the teachers, for heaven's sake, should be trained to know what they are training, and what the students are expected to get from the training and exams.

So far, many countries all over the world have got hotspots for Wi-Fi. They have solar systems in place that are cheap and accessible in all parts of the country. As I talk right, other than Bududa District where I come from - Bududa is even worse, but I believe that in other districts it is the same – *(Member timed out.)*

4.46

**MS STELLA ATYANG (NRM, Woman Representative, Moroto):** Thank you so much, Madam Speaker, for giving me this opportunity. I appreciate Hon. Ssewungu - I hope I have pronounced it well - for the report that you gave. I also thank the Government for the introduction of the new curriculum.

This curriculum was appreciated and caused excitement among Ugandans just because it promotes creativity and innovativeness among the learners, and that is what we are looking for; self-reliance among our population. The question is the issue of its applicability.

Madam Speaker, there is an expression of disappointment. Learners have actually expressed that teachers do not know what they are transmitting to them. Some teachers ask students to go and buy certain types of textbooks, which I believe contain the content that is supposed to be taught in the new curriculum. However, as the teachers teach, they teach something different, compared to what is in this curriculum, which the learners expect the teachers to explain to them.

Therefore, this has caused mistrust and, actually, led to the loss of confidence and trust among students – *(Member timed out.)*

**THE SPEAKER:** Hon. Onzima?



4.48

**MR GODFREY ONZIMA (NRM, Aringa North County, Yumbe):** Thank you, Madam Speaker. I want to thank Hon. Ssewungu, for the report and, also, the minister who laid his report the other day.

I have observations in three areas and the first is the issue of continuity. Much as the minister has said the students who have sat their examinations and are supposed to be admitted to A' Level are going to continue with the same programme, this seems not to be the information on the ground.

Much as the A' Level curriculum is already there, the information is that there is no money available to train A' Level teachers. Most of the training was for O' Level teachers.

Also, money has not been availed for acquiring textbooks for A' Level. So, the element of continuity, as the minister has said, is not true. These students are going to be admitted, it seems, on the old curriculum.

However, Madam Speaker, it is important to appreciate the new curriculum. I equally support it because it promotes innovation, critical thinking, research and self-learning.

Madam Speaker, for some of the components of the learning, I do not know whether they are friendly to the poor people. For example, one of the observations by Hon. Ssewungu is that learners are supposed to publicise their project work in the media – in the newspapers. How can this be possible for an ordinary person?

Yes, we can do the innovation and bring new teaching methods – *(Member timed out.)*

4.50

**MS CHRISTINE APOLOT (NRM, Woman Representative, Kumi):** Madam Speaker, thank you so much for the opportunity. I appreciate the minister and the shadow minister for the reports.

Madam Speaker, I want to challenge the Ministry of Education and Sports to engage

the energy ministry. As a Member of the environment and natural resources committee, last week, we were engaged in a new programme, that is the Uganda Electricity Capitalisation Credit Company (UECCC). They gave us a list of companies that are able to provide modern solar products that can even handle computer services in the schools.

If the ministry does that, it would now remain a task for Parliament to allocate more money under Universal Secondary Education (USE) so that some solar panels can be bought, as we wait for the completion of the electrification project.

Madam Speaker, on the grading system, I want to challenge the minister that in the forthcoming certificates, let there be interpretation of the results. Right now, in O' Level, "E" is "fail", but in A' Level, "E" is "pass". That is why I support the colleague who said that parents are not able to interpret the grades and know which one is "a pass" and which one is "a fail".

How does the new curriculum cater for children who miss coursework? Madam Speaker, especially in the private schools, they send fees defaulters away. They can even send them away for a whole month or even two months. When they return, you find that they have no results for the coursework, yet these results contribute to the overall grading - *(Member timed out.)*

**THE SPEAKER:** Hon. Museveni?

4.52

**MR WILLIAM MUSEVENI (Independent, Buwekula South County, Mubende):** Thank you, Madam Speaker. I also appreciate the Government for introducing the new curriculum. I know transition cannot be easy and I urge the Ministry of Education and Sports to take our submissions in good faith because there is a public outcry. As leaders, we are being approached even by teachers, especially at A' Level. They show that they are not yet ready to receive the Senior Five students and take them on.

Therefore, when we are submitting here, Madam Speaker, we are alerting the Ministry of Education and Sports. We appreciate the new curriculum, but the ministry should put in more effort to see that we transition. We are talking about the future of this country. These children are the ones to be here tomorrow, after us, and so, we are supposed to prepare them.

I really appreciate the shadow minister for the report. I am from this side, but we have taken it in good faith. Even the ministry should take it in good faith so that we can get a better solution for this country. Thank you, Madam Speaker.

**THE SPEAKER:** Thank you. We need to work together for the good of this country. Member for Alebtong and then Hon. Donald.

54

**MS DORCAS ACEN (NRM, Woman Representative, Alebtong):** Thank you, Madam Speaker. I would like to implore the minister - although she has already mentioned that they have done the training of trainers, to consider serious refresher training for those who are already trained.

I have information that most of the schools where teachers were trained – those in the rural areas and those within Kampala and around Kampala – have been doing grading differently. Whereas UNEB and the National Curriculum Development Centre, in the end, came up with a new grading system – one which ranges from A up to E – schools have been using the marks range, where the range 2.5 to 3.0 is considered outstanding and the range 1.5 to 2.49 is considered moderate. That is totally different from what came out with UNEB, and so that is why, all over the country, parents and students themselves were also shocked to see a different grading system.

I implore the ministry: please, help to do refresher training even for those schools and teachers that are already trained on this new curriculum. Otherwise, it is a very good thing. We welcome it as a country. Thank you.

**THE SPEAKER:** Thank you.

4.56

**MR DONALD KATALIHWA (NRM, Mwenje County South, Kyenjojo):** Madam Speaker, I will start from where my sister from Alebtong has stopped.

When you see the confusion at Uganda National Examinations Board (UNEB) and the surprise the students got when they received UNEB results, it shows us that even at the stakeholder level, we are not yet mobilised for this new curriculum.

Madam Speaker, my submission regards the competition among students. The targets our students set at O' Level are what motivates them to read very hard. Initially, students would set to get maybe 8-in-8 and those who failed would get "9", "9", "9" – we called them *kadenges*. In the current grading system, it is very difficult for the ordinary Ugandan especially in the rural areas to celebrate whether a student has passed or not.

My colleague, Hon. Milton Muwuma, hinted at it. You find somebody who got "A", "A", "A" and the other who got "C", "C", "C" all celebrating. Initially, we would know that in School X, people who got 8-in-8 are one, two, three, four and five and others have got maybe 10-in-8. We want the ministry to be very clear: who are those who have got 8-in-8, for example? Who are those who have got 10-in-8? Who are those who have got 9s in everything, so that our communities are aware?

Madam Speaker, the ministry needs to roll out the sensitisation campaigns to all communities because even at Parliament level, some of these things are still not very clear. What do you expect with our rural people in the communities? Madam Speaker, I submit.

**MR KUBEKETERYA:** Thank you, Madam Speaker. I am just giving information. When it comes to grading, I was a culprit when Uganda National Examinations Board wrote a letter to all the schools in April 1982 that we were no longer going to have 100 out of 100; we were no longer going to have 260 or what, and they started counting one, two, three. I was among

the culprits. When change comes with the time – because previously they used to do A, B, C, and you do – it was a matter of shading. We were the first ones who started by writing, and we wondered whether we would pass, but we passed. What is important is that the ministry should continue doing reviews; where you have gone wrong, you can always perfect it.

For the grading of O-Level, what happens is that since there is that bit of project or the practicability of it, somebody can have E, E, E, but eventually there is a C – which is a good pass in practicals – meaning this person has not totally failed.

Secondly, there is what is written behind the certificate in faint font, telling you about the grading – that from this to this, that is an A, from this to this, this is a C. So it is always overleaf; this is always given.

Ministry of Education and Sports, the reviews are very important and I am sure we shall move forward. I thank you very much.

4.59

**MR CUTHBERT ABIGABA (NRM, Kibale County, Kamwenge):** Thank you, Madam Speaker. I want to join my colleagues to appreciate not only the shadow minister for the statement, but also the report that was laid by the Minister of Education and Sports.

I congratulate the Ministry of Education and Sports for churning out the pioneer students under the new curriculum. My appreciation is only in one aspect – it seems the old curriculum was really condemning our children as failures. When these results were released under the new curriculum, in the whole of Kamwenge District, we did not register any students in Result 2; so, all our children passed in Result 1. For that matter, we do not have failures in Kamwenge, under the new curriculum, yet under the old curriculum, we used to register some. I am quite happy that the new curriculum is supporting us to ensure our children pass.

Madam Speaker, every time we swear in, the first submission of a Member of Parliament in this House is never subjected to a point

of order or point of procedure because it is a maiden speech. I want to regard the first set of results released by the Ministry of Education and Sports as “maiden results” under the new curriculum. Therefore, we expect that there could have been issues but there is room for continuous improvement and as a House, and as a country let us support the ministry to improve continuously. Thank you.

**THE SPEAKER:** Thank you. Honourable Minister of Education and Sports, you should listen to all the advice, all the concerns, and see where you can make changes. It is not just a matter of getting defensive but where changes can be made, we should be able to make changes because it is a maiden thing. You will not assume that you know it all; you do not know it all and we all do not know it all but we are learning and we must work on it. Yes, Hon. Angura?

5.01

**MR FREDRICK ANGURA (NRM, Tororo South County, Tororo):** Thank you, Madam Speaker. You have rightly said that let the Ministry of Education and Sports take note of all the interests that have been raised.

Madam Speaker, on Saturday, I had a funeral in my constituency that attracted very many mourners and some parents raised this concern of the good results that had been realised in most of the schools. I did ask teachers who were at the funeral to come and explain this good concern, but also for the benefit of the parents. Teachers were pushed from every tent but they resisted to come in front to explain.

One teacher came and tried to explain. He said, “Yes, there are many here but we all seem not to understand these good results, but also the curriculum.” As it was alluded to by Hon. Ssewungu, continuous teacher-training as far as this appreciation of the curriculum, is very important.

Madam Speaker, I thank you for the concern that you have raised to the Ministry of Finance, Planning and Economic Development to let us see how to facilitate every district with funds to

enable us meet the demands of infrastructure as far as concerns like electricity and others, are concerned. That is important and it will create harmony among all of us here.

Not only electricity, but also education facilities like classroom blocks, health – it should cut across. If we give a uniform quota to every district and also instruct the district to distribute those resources per constituency, we shall balance up the country and shall see services reach everywhere.

Lastly, Madam Speaker, parents are key stakeholders in this. Children come from –  
(Member timed out.)

5.05

**MS ROBINA RWAKOOJO (NRM, Gomba West County, Gomba):** Thank you, Madam Speaker. I thank Hon. Ssewungu for the report and also thank the honourable minister. I thank the Government for the competency-based curriculum.

I believe all we are discussing are teething problems of a new system. Sometimes people fear and they resist change but I call for a positive attitude and sensitisation of the learners, the teachers and the parents. We need a mindset change. The teachers, I think, were used to moonlighting in various schools and to their comfort zone and all we need is a change of attitude.

I was glad that everyone got Result 1 in my constituency; many of the people – and there was no depression. We did not understand, but in that we thank God for the good feelings that came up. Thank you, Madam Speaker.

5.05

**MR LAWRENCE BIYIKA (NRM, Ora County, Zombo):** Thank you, Madam Speaker. For a very long time, I had been questioning myself: Why should we learn about the Songhai Empire, the Tennessee Valley Authority, and the types of trees in British Columbia forests – how do we get income from that in our household?

I am happy about this new curriculum because it is going to impart skills to our children. My experience working in South East Asia is that they can turn a mango into juice and keep it for one year. For us, we can only write 50 pages of essays about mangoes. We need to stop that.

On the project work, the project should be able to address the problems we have in this country. We have waste issues in the country, we have issues to do with storing of our agricultural produce and we have a lot of post-harvest handling issues. We need to address projects along that line but the question is whether these children can manage that high-level project.

On the paperwork, I hear one ream of paper for 16 students and yet we are talking about energy efficiency and conservation. Why do we still create more waste in the country? We should find a way to address that waste management.

On the grading system, I got A, B, C when I was in A-Level in 1997 and I thought that system could have moved like that throughout so that we understand it the way we understood A-Level. If they have eight subjects, then they will have 48 points, if they scored A's in all the papers.

That aside, we need to address the challenges around this curriculum because it is a good thing that will power the economy of this country and we address the issue of infrastructure. Thank you.

**THE SPEAKER:** Thank you. Hon. Sarah, Hon. Mapenduzi, Hon. Gorreth, Hon. Ethel.

5.07

**MS SARAH OPENDI (NRM, Woman Representative, Tororo):** Thank you, Madam Speaker. I thank the Minister of Education and Sports, together with the shadow minister, for their statements. I also appreciate this new curriculum, because as you are all aware, we are struggling with one big problem today; competition among schools.

This competition has led to child depression because some schools, when the children are in

candidate classes, they are sent away to other schools because these schools only want certain grades. We must appreciate – but we need to deal with the challenge of the A's, because I saw, even in trying to, you know, pick the students who are going to A-Level, some schools zeroed on only A's.

We need to stop that, Madam Speaker. We need to mix these students because a student who scores a C in a certain school, when they move to sit with these other children who have the A's – The C's from Bukedea, perform better than the A's here.

**THE SPEAKER:** No, the ones from Bukedea get A's. *(Laughter)*

**MS OPENDI:** Madam Speaker, I am simply trying to explain that those children that we see getting C's, may be better than those who are getting A's, because sometimes the children with A's are merely coached to pass exams.

I appreciate this new curriculum, because it is opening the minds of the children in doing research and innovation. My biggest problem, however –

**THE SPEAKER:** I think what Hon. Sarah is saying, is really correct. Having lectured at university, I noticed that students who come with A's are the ones who get retakes and "Pass" degrees. Then you wonder how they got the A's, and how they passed very well at that time.

**MS OPENDI:** Thank you, Madam Speaker. We need to actually educate the population. Not on the A's and B's, but rather tell them that a child who has got Result 1 and Result 2, has passed. That is what we need to tell them. Otherwise, we will end up with another challenge.

The increasing suicide is another issue. Parents are moving their children from certain schools to other schools, because they believe they need to get A's, if they move to Seeta Schools, to Bukedea Secondary School and others, to get those –

**THE SPEAKER:** Why do you talk about Bukedea and not Tororo or TGS? *(Laughter)*

**MS OPENDI:** Madam Speaker, I am only giving examples, but thank God that Bukedea is one of them.

The other issue is the children who have failed; 6,974 is a big number. Can the Government tell us what they plan to do for these students? That is a huge number of people going to sit in the villages. They have failed; what next? Can we see how to empower them, maybe, through skilling?

We have vocational schools; are they eligible to enrol into these vocational schools? These are the things that we need to know.

I thank the ministry, but also plead; Community schools are struggling with coding. They apply to the ministry to be coded, but you will find in a community there is no Government school. That community has actually put up a school, but struggle with the coding.

Can I plead and request that-?

**THE SPEAKER:** All the ministers have gone out.

**MS OPENDI:** No, the Minister of Local Government is here.

**THE SPEAKER:** Okay.

**MS OPENDI:** Madam Speaker, can I plead for these schools that the Ministry of Education and Sports, does not sit on these requests but codes the schools in time? Thank you, Madam Speaker.

**THE SPEAKER:** Hon. Mapenduzi, Hon. Linos.

5.12

**MR OJARA MAPENDUZI (Independent, Bardege-Layibi Division, Gulu City):** Thank you, Madam Speaker, for the opportunity. In December last year, two of the students who are beneficiaries of the Mapenduzi Foundation approached me with very interesting requests.

One of them needed a simple machine for making ice cream. Another one needed a machine for making concentrates from tamarind.

When I asked them where they learned this from, they said they learned it from school. There are many stories that you learn from the students, and this is coming from the new curriculum that is currently being implemented. It is a very commendable step that the Ministry of Education and Sports, and Government, have taken.

The new changes come with new responsibilities. Now, we need to make sure that the schools have the things that are required to effectively implement the new curriculum.

We need the libraries. We need the laboratories. We need a lot of things, but you know, many schools – and I can use examples in Gulu. Many schools are struggling to have what it takes to have the new curriculum implemented. The teachers bear the heaviest burden. It is, therefore, important that Parliament gives us special attention in supporting the Ministry of Education and Sports in making sure that this curriculum is implemented effectively.

Finally, permit me to use this opportunity to thank the Members of Parliament who represent the UPDF in this House. They put together about Shs 200 million – and I need to have this on record: Madam Speaker, each one of them contributed over Shs 20 million. They put it together and were able to have this money build a laboratory in Gulu. I want to –

**THE SPEAKER:** Thank you, UPDF. You first clap for them. *(Applause)*

**MR MAPENDUZI:** Madam Speaker, the laboratory is working. I call upon the Ministry of Education and Sports to come and see – and also if they could use this model – because what they built cost only about Shs 200 million, but it is fully equipped.

This is something that would have cost over Shs 500 million. Therefore, the ministry needs to learn from that. It can do a great job. Thank you.

**THE SPEAKER:** Thank you so much. Hon. Linos.

5.15

**MR LINOS NGOMPEK (NRM, Kibanda North County, Kiryandongo):** Thank you, Madam Speaker. The new model that we have enhances our children and gives them capacity to think critically. That means we should embrace the curriculum that we have, because our children will be thinking outside the box. A few days ago, it was reported in one daily that a majority of the students that sat for U.C.E, applied to join Advanced level, and a majority of them apply to study science subjects. That means that the new curriculum that we have in A-Level is now enabling our children to think and embrace science. That is what the President has been agitating for. We just need to embrace the new idea, and move on, so that our children can become better people in future. We are following the President's vision. Thank you.

**THE SPEAKER:** Thank you. Hon. Ethel?

5.16

**MS BETTY NALUYIMA (NUP, Woman Representative, Wakiso):** Thank you, Madam Speaker. We really appreciate the Ministry of Education and Sports for this competency-based curriculum.

My first diploma was in architecture engineering, and today I can do machinery work; I can do plumbing work, surveying work, and all that. Many of us really embrace this curriculum, knowing that they have started onto that journey, so that by the time someone leaves S.4, one is able to have a product; one is able to be on market and do something, not moving from one office to another.

We are just praying that let the ministry sit down once again. If this has been the maiden time, if they are doing maiden exams, plan further. Where are the gaps? What is happening?

One of my projects in Wakiso is the “*Naffe Tusome*” programme aiding many children. I have assessed many of my Senior Four students and we interact; they are not anywhere, but we

understand it is the first time. Can we look at all the gaps that are there and see how best to intervene?

Regarding Persons with Disabilities, being the Publicity Secretary for the Uganda Parliamentary Forum for Children, I urge the Ministry of Education and Sports to move around most of these secondary schools and find out about accessibility. Many of our children with disabilities are unable to access education due to some of these issues.

**THE SPEAKER:** Thank you. It is not only in schools, but in most of these buildings. The Government should not rent buildings where Persons with Disabilities cannot pass.

5.18

**MS GORRETH NAMUGGA (NUP, Mawogola County South, Ssembabule):** Thank you, Madam Speaker. As a former Shadow Minister of Science, Innovation and Technology, and the current deputy chairperson, Public Accounts Committee, I thank you for giving me this opportunity.

I, first of all, thank the 11<sup>th</sup> Parliament for having this vision of ensuring that we look into the education sector. Honourable colleagues, this has been long overdue and the time is now to improve on the education sector to be more practical than theoretical.

Madam Speaker, most of us have talked about infrastructure and other resources that are missing. I implore the Ministry of Education and Sports to get interested in taking an inventory of all the schools we have in this country, right from primary, secondary to vocational. Some areas are underserved while others are over-served. There are areas you go to where a whole constituency has no seed school. Others are over-served. There are even primary schools that are not of the standard of Government – very far below standard. Can we take an inventory and leave out some of those schools that were politically pressed because we are looking for resources?

Honourable colleagues, if you look at the report of the Auditor-General on the ministry of education for the Financial Year 2022/2023, their budget was slashed by half from Shs 600 billion to Shs 300 billion. The ministry itself is constrained. We are looking for resources but we need to look for ways of ensuring that the ministry itself is enhanced financially.

Madam Speaker, we need to look at the issue of budgeting and prioritisation. Otherwise, when you talk about the Shs 1 billion, where are you going to get it from? When you look into the Budget, we scatter resources anyhow. I therefore implore us to – *(Member timed out.)*

**THE SPEAKER:** When you talk about the inventory, as the vice chairperson of PAC responsible for education, have you ever asked them for the inventory or asset register of all the schools, both primary and secondary, and what they possess?

**MS NAMUGGA:** Madam Speaker, we did this, and we also told the Committee on Education and Sports to also pick interest because it is the sectoral committee in charge. But we told the minister that it is high time –

**THE SPEAKER:** I am talking about accountability.

**MS NAMUGGA:** We did, Madam Speaker, and the minister is very aware that we requested for such information in the interest of ensuring equity and reducing those number of schools that do not meet the service delivery standards of Government.

**THE SPEAKER:** Do you have that report?

**MS NAMUGGA:** Madam Speaker, we have the report.

**THE SPEAKER:** Can I have it in my office?

**MS NAMUGGA:** We shall submit it, Madam Speaker. Thank you.

5.21

**MS AISHA KABANDA (NUP, Woman Representative, Butambala):** Thank you, Madam Speaker. First, I would like to applaud you for the idea of affirmative action on electricity. The Shs 1 billion per district is well awaited; it will serve our people well.

Secondly, speaking about the new assessment system, I would like the minister to tell us how they are taking care of the lack of integrity among teachers. In the previous grading system, we saw teachers cheating in exams for their students, for purposes of good performance. These are now the same teachers you want to make the continuous assessment and provide you with good results. How do we take care of that?

Thirdly, I would like to know why you regard a student that has passed the assessment on competency as a failed student, if that person fails some of these other compulsory subjects. Madam Speaker, in this programme, we still have compulsory subjects. I do not know why we should compel students to go into areas even where they do not understand at all. But if a student fails some of those subjects and passes the practical subject, they will regard the student as having failed, even after passing the practical subject.

Lastly is this mark of “E” at 50; “E” at 50 is very high. You cannot say any student that scores below 50 is a failed student. We have many people that passed with 30, 40 or 50-something; some of them are even here legislating – (*Laughter*) – and they are failing our students on 50, yet it is not an honest thing because they sometimes keep on fluctuating these scales. Why are we –? (*Member timed out.*)

5.23

**MS BRENDA NABUKENYA (NUP, Woman Representative, Luweero):** Thank you, Madam Speaker. I thank the minister and also the shadow minister for the minority report or response to the statement.

When the lower secondary curriculum was being rolled out, at that time, there was a concept of a Directorate of Industrial Training (DIT) certification. The curriculum indicated that at Grade 2, which is Form 2, a child will be able to get a certificate from the Directorate of Industrial Training on the vocational side of education.

I am surprised by the minister’s statement. We do not know when the ministry abandoned that. What happened or is it in the continuous assessment? How does it add to the general results for a student? We need to know that.

Madam Speaker, I am very concerned because Hon. Dr Kaducu is the minister in charge the primary education. When we are discussing the curriculum, it is a very important subject for this country. I expected the substantive minister for higher education to be here because you can understand these issues better when you even see the demeanor of those who are giving the submission. It looks like the ministry has many ministers, but the one in charge of secondary school education has to be here.

Finally, this curriculum is new and I expect – (*Member timed out.*)

**THE SPEAKER:** Honourable members, you will find that Hon. Muyingo is not here because they have a rota. Today is supposed to be Hon. Kaducu in the House. Tomorrow is Hon. Ogwang. Tuesday is – [*Honourable Members: “Mama.”*] – *Mama* is always online every day. (*Laughter*) You can come and say hi; she is online. Hon. Mpuuga?

5.26

**MR MATHIAS MPUUGA (NUP, Nyendo-Mukungwe Division, Masaka City):** Much obliged, Madam Speaker. May I begin my submission on that very issue? We have asked the Prime Minister to have their rota take into consideration the Order Paper of Parliament, such that they do not operate by cram work. (*Applause*)

A few years back, the Member who submitted before me – Hon. Brenda – on behalf of the



Opposition, read our statement on the new curriculum and I can make fresh recollections on the outstanding issues then.

To be particular, when the results for UCE were released and it was said that only 2 per cent failed, my conclusion was that we have finally landed on the moon. I said, “Now, we are there.” However, the debate drew attention to the very issues that we raised over four years ago; namely that this is a good development, but the implementation should not be by decree.

Education is delicate and I am happy, Madam Speaker, that you have afforded the House this time to discuss it, because it can make or break this nation. The House should afford all the time to discuss it. Madam Speaker, make no apology for affording Parliament this time to debate this sector.

The minister of education needs to understand that we have been trying to get away from the old colonial curriculum that has kept us in some form of academic slavery and, therefore, a departure must, as such, be taken on progressively, and with intention. That is why, four years ago, some of us were for cascading the curriculum.

Sciences are compulsory, but do all schools have science teachers, compulsorily? What happens to the children without science teachers, yet science is the basis for grading them?

Secondly, we argued that, because you do not have the resources to have every subject en masse, can you begin orientation with a few teachers or with a few subjects and then you grow it across, with time?

Now, we know that we hurried a few actions. Since we cannot roll back and we are now in the budgeting period, would the minister confirm that he has budgeted for the gaps, so that we can find the money to compulsorily ensure that teachers in all Government and private schools are properly oriented on the new curriculum?

The minister should not run away from the challenge of the A-Level curriculum. They

have codenamed it “abridged”. What are you abridging? Are you borrowing from the old confusion to the new mixture? Where are the materials? You have no money to produce materials. For example, do you have a supplementary budget?

Madam Speaker, A-Level students are reporting next week – on Monday, to be particular – and there are no materials and no orientation of teachers. The minister needs to come clean as to their readiness to start A-Level so that our children are not taken back into the old confusion. There is no system better than the quality of teachers that implement it.

If the minister is not ready, then, they either postpone the commencement and train, first, or waste time. A-Level is actually one-and-a-half years –

**THE SPEAKER:** Did we change the teachers when we were going into the new curriculum for O-Level? Didn't we have to train the same teachers for the new curriculum?

**MR MPUUGA:** Implementation and content are different.

**THE SPEAKER:** What would be important is for us to mentor – to train these current teachers to be able to... It is less costly. When we talk about budgeting, we may not have all the money to implement what you think can be done, but we can afford to do the training.

**MR MPUUGA:** I hope I am understood, Madam Speaker. Classes are beginning on Monday, but there are no materials out. In many schools, the A-Level teachers are different from the ones of O-Level, especially in the –

**THE SPEAKER:** Just calm down. As school owners, we will handle. Chief Opposition Whip?

5.39

**THE CHIEF OPPOSITION WHIP (Mr John Baptist Nambeshe):** Thank you, Madam Speaker. The competency-based curriculum was embraced and adopted in Uganda at the same time as it was in Kenya, our neighbour.

Unlike Uganda, which has a very good early childhood development policy, which was to lay the basis for this competency-based curriculum, Kenya started its competency-based curriculum right from nursery school.

Madam Speaker, I would like to emphasise this because the early years of a child lay a very crucial foundation for the child's future learning and development. That early life – a Catholic said: “Give me a child and I will return to you the child at eight, when he has already had an imprint in his head.”

I have been looking at a competitive comparative study in the countries that have better education systems such as Japan and Canada. The truth of the matter is that competency-based curriculum was embraced right from nursery. I do not know who bewitched – when you read the book by Mr Alan Paton – “Cry, The Beloved Country” – you are justified to quote what Paul wrote to the Galatians. Who could have bewitched us, that a very wonderful curriculum, which was meant to be skills-oriented, has to start somewhere in the space?

We are grappling with the challenges – and I want to salute our shadow minister of education. (*Mr Macho rose*) I will give you an opportunity, my brother.

These challenges that the system is going to grapple with – and we are here splitting hairs on the grading system, yet the gist of the matter is that missing link – the foundation. Even an engineer – those who do architectural and structural designs – will say that a house's strength is based on a strong foundation. Short of that, you are building castles in the air –

**THE SPEAKER:** Honourable Chief Opposition Whip, we agreed that we were not going into lamentation. When we say, “Who bewitched us?” – we bewitched ourselves. I agree with what Hon. Mpuuga was saying, that we must appropriately budget and provide for this curriculum. It is our responsibility, as leaders of this country.

We are talking about infrastructural development – the labs and all those things that are missing. It is this House to make sure all that is available. Once we embrace the curriculum, we will be able to ensure that it has sufficient funds to run.

As leaders, we should support the teachers in making sure that the training and capacity building is being done, because it is a new curriculum. You are not going to continue saying it fell from heaven like manna. Yes, it fell; let us own it.

It is ours and we are going to have it. We need to have regular engagements with entities or stakeholders that are involved. We should engage with the children, teachers, the ministry and everybody so that they have a sense of belonging.

**MR NAMBESHE:** Madam Speaker, I concur with you 100 per cent.

**THE SPEAKER:** And, as you go to Bududa, it is your responsibility to encourage parents and the community to get involved. If you do not encourage parents, many children will drop out of school. This is because their assumption will be that they do not even know how the grading system takes place and it is still Parliament that will do the oversight. So, it is our thing. We must accept it, live with it and grow it.

**MR NAMBESHE:** Madam Speaker, we have to learn how to live with it. As I conclude, I was of the view that – and I hold this view which does no harm, that the ministry could commission a comparative study of some sort – compare and contrast because even now, the pioneer students of Kenya are about to sit KCPE, which is their Primary Leaving Exam.

However, if you are to look at the projects – because I have the privilege of having some of my own children studying there. If you were to compare the products of the competency-based curriculum of Kenya and the products of our Senior Four, those ones are projects which are evidently on ground and they are far ahead of us – (*Hon. Macho rose*) Information allowed.

**THE SPEAKER:** You know, that is why we have the Opposition. They should be able to see what is not going correctly and come up with alternative policies to advise the Government on where there are gaps. You will be doing your job and nobody will blame you for that. Because you have seen there is a gap, you should be able to go and see what is happening there, come back and we make a correction so that we own this thing because this is the future of our children.

5.39

**THE LEADER OF THE OPPOSITION (Mr Joel Ssenyonyi):** Madam Speaker, is Hon. Macho giving information to me? Because I am the one on the Floor.

**THE SPEAKER:** They had granted Hon. Macho a point of information. *(Laughter)*

**MR SSENYONYI:** Now that Hon. Macho wears suits and he is smart, we can take that information. *(Laughter)*

**MR MACHO:** Most obliged, LOP. Madam Speaker, you are always spot-on. *(Laughter)* I would like to once again appreciate Hon. Ssewungu, for this statement. For the competency-based curriculum to become a dream come true, we should follow your words, Madam Speaker, that we should all own it.

In addition to that, the Chief Opposition Whip has given a reference to Kenya and true, as a witness from the border of Busia, Kenya started implementing the competency-based curriculum beginning from early childhood. It has changed the setup of education at the border to a point that every morning we have more than 10 buses collecting our children from Uganda to take them to Kenya because of the quality of implementation, and yet we were, in fact, the hub of education in the East African region.

Hon. Mpuuga has summarised it all by saying that the most important thing is facilitation. In fact, NUP, you lost Hon. Mpuuga; you really lost him – *(Laughter)* - because the words he has ushered here give us a solution.

Madam Speaker, I seek your protection from a foot soldier called Hon. Namugga; she is not giving me time to air out my views. *(Laughter)* If something can be done, this dream will come true. Thank you.

**THE SPEAKER:** Hon. LOP? Pardon?

5.41

**MS JANE PACUTO (NRM, Woman Representative, Pakwach):** Thank you, Madam Speaker. I want to particularly thank you for your summary. With the way you summarised, I would not want to add anything more. But I have this to say, that true as leaders, we have to internalise and scrutinise the budget of the Ministry of Education and Sports and other sectors that would support this new curriculum to come true.

We have now seen gaps, and yet this is a new academic year that has just started – we are just in the first term. We have Senior Ones that have just joined, Senior Two up to Senior Six, that would have to go through the same curriculum and it may have come to the notice of the Ministry of Education and Sports earlier than today, or it has just come.

I would like to ask the Minister of Education and Sports; what plans they have to mitigate these challenges within this academic year. We have only a few months to the end of this financial year and we have another financial year starting and it is all about resources, Madam Speaker.

**THE SPEAKER:** Thank you. Hon. Kirabo and then LOP.

5.43

**MS AGNES KIRABO (NRM, Youth Representative, Central):** Thank you, Madam Speaker. I also thank the shadow minister for the minority report and the ministry for the curriculum because it is really adding up on the job creators.

If you have realised, our S4 results and the students that have just left O-Level, are more innovative in their stories than what we have

been having because we have been having more job-seekers than creators. How I wish the ministry takes it down from primary level.

Secondly, I request the ministry to adopt a graduate scheme programme for graduates – to undergo a certain training that can instill some skills that are more practical and match jobs outside school than the theory that is taught in class. Otherwise, the curriculum is good and we have all embraced it. Thank you.

**THE SPEAKER:** Thank you. LOP?

**MR SSENKYONYI:** Madam Speaker, I think we are all in agreement that our education curriculum was long overdue for a metamorphosis. It needed to morph. We needed to tweak it around and make it better to suit the times. There is no debate about that.

However, I think the challenge we are grappling with now is the question of preparedness. What we are dealing with now – we have had four years, maybe five, to deal with it and it is still a challenge.

Madam Speaker, when you see that teachers are being trained on project work assessment after the submission of results to Uganda National Examinations Board, it is problematic. Because you are shooting first and aiming later. This training should have happened before.

I would like to appreciate our shadow minister for education who has helped us to diagnose these issues. Madam Speaker, you were saying we should not only complain, but also offer solutions.

One, we begin by diagnosing, and we have done that. We are now going to make a surgical operation on these and other issues in our alternative ministerial policy statements, which we are going to bring in good time.

However, I would like to encourage the ministry - Senior Five is starting on the 3<sup>rd</sup> of March or thereabout. I saw the Ministry of Education and Sports, through the National Curriculum Development Centre, telling us they are aligning the A-Level curriculum – I

do not even know what that means, when you say you are “aligning” because students are starting school soon.

Maybe, what we need to do is to work in consonance with the ministry so that we keep walking together at every step. Otherwise, two or three years later we shall be back here complaining when A-Level results are out and we are having similar challenges; people are not trained, there is no teaching material, and so on and so forth. Maybe we need to walk with the ministry and they keep updating us every so often so that where there are gaps, we fix them quickly because all of us are suffering.

This issue is affecting people in the Government and in the Opposition; we are all parents and leaders. And our constituents are crying out to us because they are clueless about these things – parents, teachers and students. So, we probably need to get a good commitment from the ministry that they can give us regular updates so that we do not wait to make another assessment two years down the road when A-Level is done and there is a challenge.

That will also help so that when the ministry is having a challenge of no training materials, we sort that out here. We are blaming the ministry, saying that they did not prioritise the resources that were accorded to them. The ministry, on the other hand, is saying Parliament did not give them adequate resources. That is not something we should be dealing with four years later. That is why we need to get regular updates – maybe bi-annually. We can agree on that so that these can be remedied along the way.

Madam Speaker, students are stranded, especially those who have been told they failed and got an E. For those who were told they passed highly and got an A, some schools are saying that even though they have A's they are not going to give them a combination of those A's they have scored. And the child is saying, “But I passed and have A's.” What does that mean? The parent is complaining, the student is complaining, and there is absolute confusion. The minister seems unhappy also obviously because we are lambasting her.

Madam Speaker, as I wrap up, let us get commitment from the one who is representing the ministry now. You have told us there is going to be a schedule; she is present today, and after a couple of days, Hon. Musingo will be here –

**THE SPEAKER:** Not that there is going to be a schedule; there is already a schedule.

**MR SSENKYONYI:** Oh, there is a schedule? She is here; Hon. Musingo will come. I am told *Mama* will also be coming at some point. I am glad there is a schedule – k

**THE SPEAKER:** *Mama* is already there.

**MR SSENKYONYI:** We shall be waiting for her when the schedule is for her to be present. However, now she is the one here, let us get commitment from her that we begin to get regular updates so that we work on this together.

**THE SPEAKER:** Thank you. Honourable minister, you have heard the concerns of all Members and the challenges that are facing the new curriculum. The new curriculum is very good; we should have started a long time ago. Members are saying this is something that should have started from early childhood like in our neighbour, Kenya; that we should have started from nursery and you grow with it until you reach university or tertiary level.

Then, we also need to facilitate it financially. As Parliament, we must appropriate money for it. In appropriating money for it, that is where it says we should do a continuous review of its performance, continuous training of these teachers, a TOT, continuous capacity building, and continuous assessment of these teachers. You should not only do an assessment of the students but also an assessment of the teachers.

Do an audit trail on what is happening and whether this new curriculum is working to the expectation of the people or not. And then you make sure that the people out there – the stakeholders – get to understand the grading system, get to understand the new curriculum, get to understand why you are shifting from the

old to the new one. People out there need to know that.

There are so many stakeholders in this. We have the students, you have the parents, you have the guardians, you have the legislators, and everybody is involved. That is what is happening, honourable minister.

**DR MORIKU:** Thank you, Madam Speaker. Permit me to thank you in a special way and to appreciate all the Members of Parliament. I would like to thank my brother for the statement he has equally presented on the Floor.

I welcome all the constructive contributions from the Members of Parliament. They are quite helpful because we are all stakeholders in education. It may not be my child, but it may be my brother. It may not be your child, but it is your relative. That is the reason why you all contributed with all your heart and sincerity to ensure that we nurture this new curriculum to become stronger for the children, the future, and the country we all want to see. For that, once again, I thank you.

Madam Speaker, I will not have much to respond to all issues raised, but I have taken note and I have recorded all the contributions of the Members, which is going to help us, as a ministry, to put into consideration.

Madam Speaker, permit me just to give three points:

First, this is the first reviewed curriculum since the colonial education system was introduced to Uganda. This is the first curriculum that has been reviewed; that speaks volumes. And the new curriculum, as you have rightly put it, is a student-centred curriculum, people-centred curriculum, in line with the economy and job market. For that matter, indeed, the focus is on competence and skilling. The students are providing solutions to problems with innovation and creativity.

Madam Speaker, on 20 February 2020, the First Lady who is the Minister of Education and Sports, stood right here herself and presented

this new curriculum to this house, including all the discussions we are having, especially the assessment. This curriculum was approved by this House.

Madam Speaker, the implementation of this curriculum has met a number of challenges, as we have stated –

**THE SPEAKER:** Doctor, I told you to take note of people's concerns. Do not tell me the history. Honourable members –

**DR MORIKU:** Thank you. I have taken note.

**THE SPEAKER:** Honorable members, it is your responsibility, my responsibility, and everybody else's responsibility to ensure that this works.

Honourable minister, I am telling you, we want the curriculum to work and we are all going to walk the talk to ensure that we achieve success in this curriculum. We will not have a blame game on this curriculum. You should be open where there is a problem and say, "These are the issues that we need to resolve."

As they say, people need to be trained. Why don't you continue with the training? If you cannot continue the training because you do not have money, come back to this House. Once you have people who are educated, then you have an educated nation.

The House is adjourned to 2.00 p.m. tomorrow.

*(The House rose at 5.55 p.m. and adjourned until Thursday, 27 February 2025, at 2.00 p.m.)*