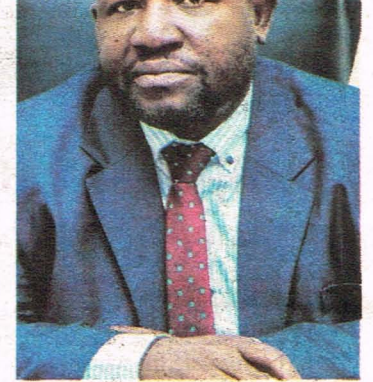


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new era  
at Kitante

The Kitante Hill School head teacher is being credited for demonstrating strong leadership and transparency focus. ...P.24



Students on Ntare School in Mbarara City and Immaculate Heart Girls School in Rukungiri during sosh at Ntare School in 2015. PHOTO/RAJAB MUKOMBOZI

EDITOR'S PICK

Why improving meals for learners matters

Last year the Health ministry agreed to set up a committee to study means of improving the diet for learners. /P22



How PEIS keeps financially stricken slum kids in school

The PEIS trainings and skilling project has empowered 30 mothers to keep their children in school. /P25



# Schools at the crossroads over 'Sosh' culture

**Guidelines.** Ministry of Education and Sports guidelines urged schools to protect learners from inappropriate exposure such as vulgar performances, sexually suggestive content, and inadequately supervised excursions.

BY JULIUS BYAMUKAMA & RAJAB MUKOMBOZI

Last year, the Ministry of Education and Sports banned schools from carrying out extravagant parties dubbed 'prom' or 'sosh' where extreme habits of immorali-

ty are portrayed.

In a May 16, 2025 letter, the ministry gave a list of comprehensive guidelines schools should follow as they carry out extracurricular events.

"The Ministry of Education and Sports has observed with concern the growing exposure of learners to inappropriate, exploitative, and unsafe entertainment co-curricular activities," the ministry letter read. "It is against this background that the ministry has developed comprehensive guidelines to provide a regulatory framework for the planning, approval and supervision of entertainment and co-curricular activities."

The guidelines urged schools to protect learners from inappropriate exposure such as vulgar performances, sexually suggestive

content, and inadequately supervised excursions.

It added: "Protect learners from harmful, exploitative or developmentally inappropriate exposure, promote safe, inclusive and educationally purposeful activities that support holistic learner's development".

However, schools in Ankole region, in western Uganda are responding differently with some still holding parties despite the ministry guidelines. Some have opted for other forms of entertainment in respect to the ministry's directive.

The Head Teacher of St Joseph's Vocational School, Mbarara, Rev Fr Christopher Bafaki Katono, noted that because of the stringent measures from the ministry that were hard to implement, they resorted to organising picnics.

"We have decided to opt for other options not necessarily having parties with opposite sex schools. Our candidates will hold picnics so they can go and have fun and boys have embraced it. We are doing it for the first time for the first year and we are going to see how it goes," Rev Fr Bafaki noted.

He said prom parties are expensive for both learners and the parents, noting that there are many other avenues for learners to secure exposure.

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# Schools split over 'Sosh' culture

SOSH

From Page 21

"This prom has been very expensive for parents but also for the school. When it's not prom, it becomes cheaper and accommodates most of the candidates," he added.

The Ntare School Head Teacher, Mr Saul Rwampororo, said the school has continued to carry out prom parties, but following the ministry's guidelines. "We are following the guidelines to the dot. We are doing it

One staff member of Mary Hill High School Mbarara, who preferred anonymity, said they recently held a party with Ntare School students, but while following the ministry's guidelines. "We requested permission from the ministry and they granted us permission. We have had the social function

with Ntare School," this source said.

Mr Ham Ahimbisibwe, the head teacher of Mbarara High School, said the school administrator discussed the matter with the school community, including student leaders to make them understand the policies that were put up by the Ministry of Education.

He said the school does not have a problem with this regulation since they believe it was done in good faith for the future of their learners.

"We have discussed this with the school community including student leaders and the students themselves and they have agreed with us," Mr Ahimbisibwe said.

He added: "It's our tradition that whenever a policy or new regulations are put in place we always engage our students and their leaders and at the end of it all there is harmony."

Ms Agatha Ayebazibwe, a parent and a resident of Ruharo in Mbarara City



**Issue.**  
The Ministry of Education and Sports has observed with concern the growing exposure of learners to inappropriate, exploitative, and unsafe entertainment co-curricular activities.  
- Ministry

North, welcomed the ban of these activities, saying at times they promote sexual immorality.

"One of my friends got issues and almost dropped out of school because of a female student he met at one of these social outings," she said. "He stole a cow and sold it to meet that friend in Kampala. It took us two months to find him."

She added: "These students are still young and from different backgrounds, they are in adolescent stages and any misguided actions can lead to a costly error. Schools should instead promote other social gatherings like Scripture Union, debating, political clubs and patriotism."

An education expert, Prof Mauda Kamateneti, acknowledged that the way sosh and prom parties are portrayed is ugly and unholy, adding that the parties have been made expensive. She commended the ministry for

taking a step in ensuring morals are instilled among learners, noting that schools can find other ways of associating together.

"You see young boys and girls looking for expensive clothes and putting strings attached and it's promoting promiscuity so I think the ministry is ensuring they bring back good morals to those traditional schools. But learners will find other ways of associating together, we used to go for associations. It needs to be repackaged well so that young people can socialise in other ways," Prof Kamateneti said.

She added: "Young people need to socialise and it is very important but when they socialise who do they socialise with. Promoting sosh is good but how it's done is important. Now you see kids hiring vehicles, expensive clothes - make parents buy expensive suits. They can opt to socialise through debates, science clubs."

Ntare School in Mbarara City and those of Immaculate Heart Girls School Nyakibale in Rukungiri on red carpet during one of the social gathering, commonly known as Sosh, in 2015. PHOTO/RAJAB MUKOMBOZI



BY JOAN SALMON

## Creativity that powers communities

Learning through fun and practical activities was mainly a Montessori Education system. It seemed foreign for the Uganda Curriculum where they always told us that hard work pays. With long hours of burying your nose in textbooks, and memorising facts that barely connected to our lives. It was not working out.

Take the agriculture paper, for instance. You had to cram plant names

like Lantana camara, rolling the syllables over your tongue until they finally stuck. They were necessary for passing exams, yes, but hardly relatable to a child who had never planted a seed.

Enter the new curriculum, with its project-centred approach, and suddenly learning feels alive. These projects are a breath of fresh air because they take boredom out of the equation.

Think back to that agriculture class. Instead of imagining farms from a blackboard sketch, you can now sow seeds, watch green shoots push through the soil, weed the beds, and proudly harvest what you have grown. Farming becomes less of a theory and more of a joyful, muddy adventure. Nothing compared to those once in a while farm visits.

What makes it even better is that these projects address real commu-

nity needs. A simple kitchen garden can teach you which crops thrive locally and the conditions they require, while also helping families cut grocery costs. That is education improving livelihoods in real time, and it deserves applause.

Beyond academics, project work builds teamwork. You will work with your fellow students and you learn patience, communication, and how to share responsibilities to achieve a

common goal. These are life skills no textbook can fully teach.

So before you frown at the project-based curriculum, pause and consider its impact. It nurtures your creativity, boosts curiosity, and inspires you to think beyond themselves. Learning no longer feels like punishment; it feels purposeful, practical, and, dare I say, genuinely fun.

Even when exams come up, you will easily remember the concepts because you had a hands-on experience.