

ubuntu

September Edition 2026 . Vol 1. — magazine

Unlocking Human Potential

The power of learning
to transform a life,
a community and a
generation.

Learn. Dream. Participate



#CreateLastingImpact
#EachOneEngageForImpact



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Editorial guidelines



Contact Us

Ubuntu Magazine Editorial Office
Rotary District 9214
Uganda & Tanzania

Email:

Editor In Chief:
ubuntumagazine9214@gmail.com

Country Editor Uganda:
ubuntumagazineuganda@gmail.com

Country Editor Tanzania:
ubuntumagazinetanzania@gmail.com

District Website:
<http://rotaryd9214.org>

Social Media:

 Rotary District 9214  Rotary District 9214
 Rotary District 9214  Rotary District 9214
 Rotary District 9214

Ubuntu Magazine WhatsApp Channel
on <https://whatsapp.com/channel/0029VbCzf69EgGfRlckdHD3v/100>

For:

- Article submissions
- Advertising enquiries
- Feedback
- Partnership opportunities
- Impact around the district and the Ubuntu magazine

Ubuntu Magazine is the official publication of Rotary District 9214, serving Rotarians, Rotaractors, partners, and communities across Uganda, Tanzania and beyond.

Ubuntu Magazines serves to:

- Celebrate the impact of Rotary service.
- Share inspiring stories of members and communities.
- Promote learning, innovation and leadership development.
- Preserve the history and achievements of District 9214.
- Provide a platform for meaningful conversations around service, fun, impact and community transformation.

The Magazine priorities:

- Authentic storytelling over activity reporting.
- Impact over statistics alone.
- Diverse voices across Uganda, Tanzania and beyond.
- Ethical, accurate and respectful writing.

All submissions are subject to editorial review, editing and approval to maintain quality, consistency and alignment with Rotary values.

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THE TEAM BEHIND THE PAGES

Technical Advisor – PAG Florence Malinga

Club: Rotary Club of Muyenga Bukasa
Role: District Scholarships Chair
Classification: Education Planning Services

Tanzania Team

Country Editor Tanzania - Augustine Mwombeki

Club: Rotary Club of Zanzibar Stonetown
Role: Country Editor Tanzania – Ubuntu Magazine
Classification: Education & Community Services

Ciren Gracias

Club: Rotary Club of Njiro Arusha
Role: Ubuntu Magazine Contributor & Editor
Classification: Accounting Services

Charity Mwakio

Club: Rotary Club of Dar es Salaam Mikocheni
Role: Ubuntu Magazine Editor & Contributor & Club Secretary
Classification: Financial Services

Angel Joseph Banzi

Club: Rotaract Club of KCMC
Role: Ubuntu Editorial Team Member & Project Secretary
Classification: Medical Services Student

Nasibu Mahinya

Club: Rotary Club of Dar es Salaam Mikocheni
Role: Assistant Governor and Ubuntu Magazine Editorial & Contributor
Classification: Entrepreneurial Services

Dorcas John Saganya

Club: Rotary Club of Moshi
Role: Ubuntu Magazine Contributor, Club Head of Public Relations Committee and Secretary
Classification: Sales and Marketing Services

Julia Seifert

Club: Rotary Club of Dar es Salaam Mikocheni
Role: Ubuntu Contributor & Editor, Rotary Global Grants Committee – Tanzania, Past President & Past Assistant Governor
Classification: Applied Researcher & Data Analyst

Caren Mametu Eden

Club: Rotaract Club of Kwanza
Role: Ubuntu Magazine Contributor

Rahma M. Nurdin

Club: Rotaract Club of Alpha
Role: Ubuntu Magazine Swahili Contributor/Editor, International Service Director (2026–2027) & District 9214 Swahili Exchange Officer
Classification: Anthropology & Program Services

Paul Ndimbo Dietram

Club: Rotaract Club of KCMC
Role: Public Image Officer Rotaract District 9214, Editor- Ubuntu Magazine
Classification: Nursing

Uganda Team

Joyce Kyeyune

Club: Rotary Club of Muyenga Bukasa
Role: Country Editor Uganda – Ubuntu Magazine
Classification: Communication Services

Beatrice A. Tinka

Club: Rotary Club of Kitende
Role: Ubuntu Editor/Contributor & President Elect
Classification: Communication Services

Joseph “Joe” Ssuuna

Club: Rotary Club of Bwebajja
Role: Ubuntu Editor/Contributors
Classification: Public Relations & Communication Services

Freddie Nyanzi

Club: Rotary Club of Nalumunye
Role: President Elect & Ubuntu Editor/Contributor
Classification: Computer Science Services

Shubbie Mirembe

Club: Rotaract Club of Mutundwe
Role: Ubuntu Contributor
Classification: Civil Engineering Services

Hudu Lubowa Mwanje

Club: Rotaract Club of Seguku
Role: Ubuntu Contributor
Classification: Medical Clinical services

Kakuru Obadia

Club: Rotaract Club of Kabwohe - Uganda
Role: Club PR Chair & Ubuntu Contributor
Classification: Health Services (Human)

Godlive Ayebare

Club: Rotary Club of Mbarara
Role: Ethics and Compliance committee D9214, Ubuntu Magazine Editor/Contributor
Classification: Legal Services

Francis Tumwebaze

Club: Rotary Club of Kigo
Role: Ubuntu Magazine Contributor, Club Youth Director
Classification: Accounting Services

Angella Ainomugizi

Club: Rotary Club of Mbarara Ranchers
Role: Ubuntu Magazine Editor/Contributor, Club Public Image Chair
Classification: Financial Services

Eregu Emmanuel Ambrose

Club: Rotaract Club of Entebbe Airport
Role: Ubuntu Magazine Contributor/Editor
Classification: Electrical Engineering services

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What We Choose to Leave Behind



Catherine Nyesiga, Editor-in-Chief
Ubuntu Magazine

September invites us to reflect on one of humanity's most powerful acts: investing in the future and in the people. At its core, education is not about classrooms, examinations or certificates. It is about possibility. It gives people the knowledge, confidence and opportunity to shape their own futures.

A child who learns to read gains more than literacy. They gain access to ideas, opportunity and a world far larger than the one they know today. In this way education changes trajectories, communities and generations.

As we prepared this issue of Ubuntu Magazine, I was struck by a common thread running through many of the stories. Whether it is a teacher inspiring a learner, a Rotary club creating a library, a mentor guiding a young leader, or a community creating opportunities for children, each begins with a simple act of belief: Someone chooses to believe in someone else's potential. That belief is one of the greatest forms of service. It is reflected in the educators shaping minds, the

Rotarians and Rotaractors creating opportunities, and the leaders who understand that the most meaningful investment we can make is not in buildings or projects alone, but in people. Long after buildings age and statistics fade, the knowledge we share and the lives we influence continue to shape the future.

This issue also marks a defining moment for District 9214. For the first time, we introduce the 102nd District Conference & Assembly (DCA) Awards, recognising the people, clubs, and contributions whose service, leadership, innovation, and generosity have left a lasting mark across our communities and throughout our district.

Recognition is more than celebration. It is a way of saying: this matters; this is worth remembering; this is an example worth following.

As we celebrate the DCA Awards, we are not simply celebrating achievement. We are recognizing the leadership, service, innovation, generosity and commitment that make lasting impact possible. We

are also creating a record of what excellence in service looks like in District 9214.

In many ways, education and recognition ask the same question: What do we want future generations to learn from us?

The answer lies in the choices we make every day—the knowledge we pass on, the opportunities we create, the people we encourage and the example we set.

As you turn these pages, I invite you to think about the legacy you are building. Not simply through the projects you support or the positions you hold, but through the lives you influence and the possibilities you help create.

Because service is ultimately an investment in people.

And the greatest legacies are not what we leave behind for others.

They are what we leave behind in others.



Rotary Leadership Voices



Olayinka Yinka Hakeem Babalola
President, Rotary International

1.25 million is more than a number Rotary has always been about people. Not projects. Not numbers. People.

Our goal of reaching 1.25 million Rotarians and 125,000 Rotaractors by our 125th anniversary in 2030 is also about people.

I bring up this goal again not because I expect the number itself to move you. Numbers rarely do. I bring it up because I worry that a goal this large can begin to feel abstract, distant from the everyday work of our clubs. I do not want that to happen. So let us talk, once more, about what is truly behind it. I want to offer your club a simple exercise. Look back over the last five to seven years and find your best year. Maybe it was a year new members ar-

rived and, more meaningfully, stayed. Maybe it was a year your meetings became something members looked forward to, rather than another obligation on a crowded calendar. Find that year. Then I ask you to do better than your best.

This is not a call to outpace the club across town or the district next door. It is never meant to be a competition between Rotary members. It is, instead, an invitation to hold ourselves to our own highest standard — and to rise to meet it again.

Why does this 2030 membership goal matter enough to me that I keep returning to it? Because behind every one of those numbers is a person whose life could be changed by this organization, just as mine and yours have been changed by it. Rotary has given me friendships that have lasted decades, a sense of purpose I did not know I was searching for, and something that, in time, came to feel like an extension of my family. I suspect many of you

understand this in your own lives, in your own way.

That life-changing experience is what we offer when we invite someone to join us. There are people in your communities right now who would find real meaning here if only someone thought to ask them. So tell them your story. Tell them honestly how Rotary changed you, not just about the projects you led or the funds you raised but about the person you became along the way. Those stories have a way of reaching people when little else does.

If we hope to Create Lasting Impact, the kind that resounds for generations, we will need more people standing beside us to help carry our work forward. Let us come together, not only this month but every month of every year, to make Rotary stronger, more joyful, and more like the family it has always been to me.

Find your best year. Then let us be better than our best, together.

Thirty Days to Change a Story



Daniel Mukasa Ddamulira
District Governor, Rotary International District 9214
Rotary Year 2026–2027 | Uganda & Tanzania

Basic Education & Literacy Month

There is a moment, somewhere in a classroom in this District this month, when a child will look at a page and the marks on it will stop being shapes and start being words. Nobody will applaud. But that child's world will have just become larger, and it will never shrink back again.

I begin this month with gratitude. August sent me across Uganda and Tanzania and showed me Rotary at its best, new members standing to be welcomed, old friendships deepening, and Rotarians rediscovering the joy of belonging to something larger than themselves.

Membership Month has closed. The work of building Rotary has not.

We sometimes speak of membership as arithmetic — a name added to a register, a number moved in the right direction. It is nothing of the sort. Every person we invite arrives carrying a story, a profession, a network, and another pair of hands.

Which is why our real responsibility is not to bring people in. It is to give them reasons to stay. Welcome them. Involve them. Listen to them. Hand them something meaningful to do. Build clubs where a member feels seen, feels useful, and cannot wait for the next meeting.

To our District Membership Team, and to **DMC Godfrey** who led them with such energy, thank you. You made August move.

We do not grow Rotary by recruiting members. We grow Rotary by making membership worth keeping.

What The Road Has Shown Me

These past weeks I have sat with Presidents and Rotarians in both Tanzania and Uganda, and found something the reports could never fully carry.

I have watched projects that began as an idea in a conversation become hope for an entire village. I have seen work in health, sanitation, livelihoods, education and community development that answers, again and again, the question of why Rotary still matters.

But the projects are not what stay with me on the drive home. What stays with me is the people. Presidents leading with courage when it would be easier to coast. Members who simply show up, week after week. Communities that have stopped being beneficiaries and become partners. Young people discovering that they are allowed to lead.

They remind me that **Service Above Self** was never a motto printed beneath a wheel. It is a decision, made quietly, repeatedly, by ordinary people who choose to act.

September: The Door That Opens Every Other Door

September now calls us to Basic Education and Literacy. I can think of no foundation more worth our attention.

Education changes what a person believes is possible.

A child who learns to read gains far more than words on a page. She gains confidence, curiosity, and access to a world that was, until that morning, closed to her. A young person who stays in school gains a say in the direction of his own life. A teacher who is supported will shape hundreds of futures she will never be thanked for.

So this month I put one question to every club in District 9214:

What educational footprint will our club leave behind this September?

It does not ask what you can afford. You do not need a large budget to change the trajectory of a life. You need intention.

Visit a school. Read with a child. Mentor a young person who has nobody in their corner. Support a teacher. Start a reading club and keep it running. Donate books. Improve a school environment. Use your profession, your network and your influence to remove one barrier standing between someone and an education.

Whatever you choose, let it be deliberate and build it so that it is still standing in December, and the December after that.

Literacy Is Not A Skill. It Is A Life.

We speak of literacy as the ability to read and write. It is far more.

Literacy Is Dignity: the ability to sign your own name, read your own contract, understand your own diagnosis.

Literacy Is Confidence: the quiet certainty that you belong in the room.

Literacy Is Independence: freedom from trusting someone else to tell you what a document says.

Literacy Is Opportunity: Every door in a modern economy has words written on it.

Educate one child and you strengthen a family. Strengthen families and you strengthen a community. Empower communities and the impact travels far past anything we will live to see.

That is the arithmetic that actually matters.

And While We Serve, Let Us Enjoy It

One more thing I ask you never to forget.

Have fun.

Rotary must never collapse into meetings, reports and targets. Rotary is also friendship — the laughter after a long day of service, the road trip to visit a project, the pleasure of celebrating another club's achievement as though it were your own.

Let our fellowships be joyful. Let our projects be open to everyone. And when we serve those who have less than we do, let us serve with respect, compassion and dignity. How we give is remembered long after what we gave has been used up.

THIRTY DAYS

September gives us thirty days of possibility.

Thirty days to teach.

Thirty days to mentor.

Thirty days to show up.

Thirty days to strengthen Rotary.

Thirty days to change someone's story.

Let us spend them well.

Together, across Uganda and Tanzania, let us keep building clubs that people are proud to belong to, communities made stronger by our service, and a District remembered not for what it planned, but for the lives it touched.

Each One, Engage for Impact.

I wish you and your families a meaningful and joyful September.

Service Above Self.

District Rotaract Representative Note



Beatha Malaury

District Rotaract Representative 2026–2027
Rotary International District 9214 (Tanzania
& Uganda)

Dear Rotaractors of District 9214,

September invites us to reflect on something that shapes every generation: the power of education.

As I continue engaging with Rotaractors and communities across Tanzania and Uganda, I am constantly reminded of one reality: talent is everywhere, but opportunity is not always equally distributed. For many children and young people, access to quality education, basic literacy, mentorship, and the tools they need to learn remains a challenge. This is why Basic Education and Literacy Month matters.

Education is more than the ability to read and write. It is a foundation for confidence, opportunity, dignity, and participation. A child who learns to read gains access to a world of knowledge. A young person who receives mentorship gains the confidence to pursue their potential. When we invest

in education, we invest in people who can transform their families, communities, and societies.

As Rotaractors, this gives us both a responsibility and an opportunity. I encourage every one and every club across District 9214 to look at education through a broader lens. Let us support reading and literacy programmes, mentorship, school partnerships, digital literacy, skills development, scholarships, and learning environments where children can learn with dignity. More importantly, let us design interventions that respond to real community needs and create impact that continues beyond a single event.

Our communities do not only need projects that address today's challenges; they need interventions that create possibilities for tomorrow. Sometimes, the most meaningful intervention is not giving someone an answer, but giving them the knowledge,

skills, and confidence to find the answer themselves.

As we continue Creating Lasting Impact, I invite every Rotaractor to ask: What knowledge can I share? Whose potential can I help unlock? What can my club do today that will still matter years from now?

Every book placed in a child's hands, every lesson shared, every mentor who shows up, and every opportunity created can become a turning point in someone's life.

This September, let us make education a pathway to possibility. Let us serve not only for today, but for the generations that will inherit the communities we are building.

Because when we educate one, we empower many.

Together, let us continue to Create Lasting Impact.

**Shining a Light on Service:
The 102nd District Conference
& Assembly (DCA) Awards
Rotary Year 2026-2027
District 9214**

Shining a Light on Service: The 102nd DCA Awards



Juliet Ssekandi Kalibbala,

Rotary Club of Lubowa

102nd District Conference & Assembly

(DCA) Awards Chair

There is a particular kind of energy that fills a room when impactful service is finally seen. Not chased, not performed — simply seen. Service, after all, is best measured not in trophies, but in the lives it touches. That is the spirit behind this year's District 9214 Awards, and as chair of this segment, I confidently can tell you: we built this lineup to make sure no corner of Rotary's relentless work in D9214 goes unnoticed for this rotary year 2026-27.

Look closely at these categories and you will find a full portrait of what it means to be a Rotarian across Uganda and Tanzania this year. There are awards for the givers who kept The Rotary Foundation strong — from the club that gave the most, to the small club that stretched every shilling and shilling further, to the individuals quietly becom-

ing Major Donors and Paul Harris Society members. There are awards for the visionary rotarians who turned a Global Grant into a well-equipped school, or a clean water source — first-timers and veterans alike, in Uganda and in Tanzania, side by side.

There are awards for growth — for the clubs bold enough to open their doors and welcome fifteen, ten, five new members, and for the sponsors who did the human work of asking someone to join. There is a category just for revitalization, because we know that some of our clubs that face challenges with member retention deserve recognition not for staying the same, but for coming back stronger.

We have built space for the storytellers too — the clubs whose newsletters and social media

pages make Rotary visible and vibrant in their communities, and the corridors that will turn Community Impact Days into something their immediate communities remembered.

And because leadership is a form of service in itself, we are saving room to honor the Assistant Governors, Club Presidents, and clubs whose overall excellence lifted everyone around them.

This is not simply an awards ceremony. It is a mirror held up to District 9214 — showing us, in ten categories and dozens of honors, exactly who we became this Rotary year. To every club and every Rotarian who will hear their name called at the 102nd District Conference: thank you for intentionally giving us the reason to celebrate.

Rotary
District 9214



102nd
District
Conference

AWARDS

ROTARY YEAR 2026-2027





**102nd
District
Conference**

102 DCA AWARD CATEGORIES

TRF FUNDRAISING AND POLIO



GLOBAL GRANTS AND SERVICE PROJECTS



MEMBERSHIP EXPANSION



MEMBER ENGAGEMENT



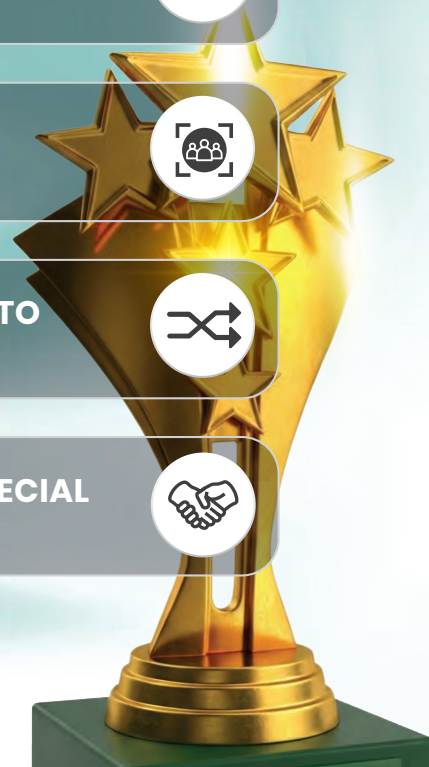
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INCREASING OUR ABILITY TO ADAPT



DISTRICT GOVERNOR'S SPECIAL AWARDS



TRF FUNDRAISING AND POLIO AWARDS

1 OVERALL ROTARY FOUNDATION GIVING AWARD

Highest total giving to The Rotary Foundation during the Rotary year.

2 FOUNDATION EXCELLENCE AWARD - GOLD TIER

Large size clubs with a marginal increment of USD 15,000 or more in contributions to TRF

3 FOUNDATION EXCELLENCE AWARD - SILVER TIER

Medium size clubs with a marginal increment of USD 10,000 or more in contributions to TRF

4 FOUNDATION EXCELLENCE AWARD - BRONZE TIER

Small size clubs with a marginal increment of USD 5,000 or more in contributions to TRF

5 ANNUAL FUND PER CAPITA GIVING AWARD

Clubs with the highest Annual Fund giving per capita

6 POLIOPLUS GIVING EXCELLENCE AWARD

Clubs that make outstanding contributions to Rotary's promise to end polio.

7 POLIOPLUS COMMITMENT AWARD

Clubs contributing USD 2,000 or more to polio plus.

8 PAUL HARRIS SOCIETY GROWTH AWARD

Clubs with the highest number of new Paul Harris Society members.

9 MAJOR DONOR GROWTH AWARD

Clubs with 3 or more new Major Donors.

10 100% FOUNDATION GIVING CLUB AWARD (EREY)

Clubs where every eligible member contributes to The Rotary Foundation.

GLOBAL GRANTS AND SERVICE PROJECTS AWARDS

1

FIRST-TIME GLOBAL GRANT CLUB AWARD

Clubs whose first Global Grant is approved during the Rotary year.

2

GLOBAL GRANT IMPACT AWARD – UGANDA

The Ugandan club with the largest approved and paid Global Grant in the Rotary Year.

3

GLOBAL GRANT IMPACT AWARD – TANZANIA

The Tanzanian club with the largest approved and paid Global Grant in the Rotary Year.

4

MULTI-CLUB SERVICE PROJECT COLLABORATION AWARD

Clubs that demonstrate strong partnership in a multi-club Service Project.

5

SIGNIFICANT SERVICE AWARD

The strongest project story (GG or Non-GG) in each Rotary Area of Focus i.e addressing a significant community need

6

COMMUNITY IMPACT DAYS CHAMPION – UGANDA

The strongest corridor performance in Community Impact days (Blood Donation, World Polio Day, medical camps, or environment activities).

7

COMMUNITY IMPACT DAYS CHAMPION – TANZANIA

The strongest club or cluster performance in Community Impact Days. (Blood Donation, World Polio Day, medical camps, or environment activities).

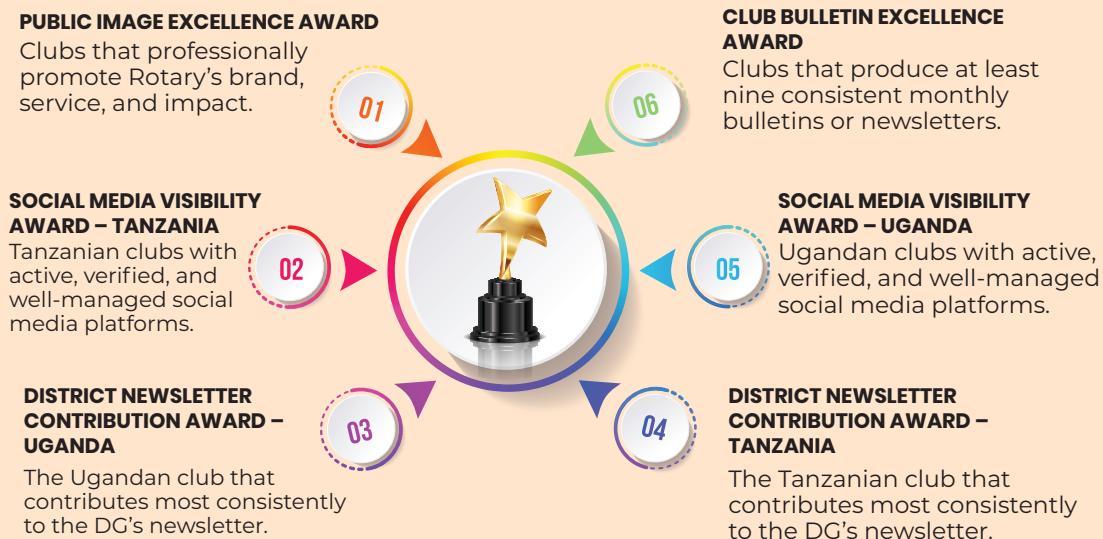
MEMBERSHIP EXPANSION AWARDS



MEMBER ENGAGEMENT AWARDS



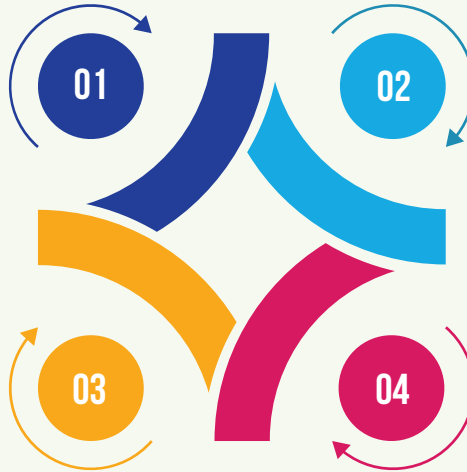
PUBLIC IMAGE AWARDS



INCREASING OUR ABILITY TO ADAPT AWARDS

100% MY ROTARY ACTIVATION AWARD

Clubs where all eligible members are registered on My Rotary.



ROTARY LEARNING CENTRE – INDIVIDUAL CHAMPION AWARD

Individual Rotarians with the highest verified online learning points or completed courses..

ROTARY LEARNING CENTER – CLUB EXCELLENCE AWARD

Clubs with the highest number of members completing Rotary online learning.

INNOVATIVE SERVICE ENGAGEMENT AWARD

Clubs using flexible and scalable innovative service engagement approaches.

DISTRICT GOVERNOR'S SPECIAL AWARDS

PRESIDENT OF THE YEAR AWARD

The club president who demonstrates exceptional leadership, club growth, Foundation support, service impact, member engagement, and commitment to district priorities.

ASSISTANT GOVERNOR OF THE YEAR AWARD

The Assistant Governor who provides outstanding support to clubs and strengthens district performance.

CLUB OF THE YEAR AWARD

The best overall performance club across service, membership, Foundation, public image, engagement, compliance, and District participation.



102nd District Conference



The Writing on the Ground: 27 Years to the Top

An exclusive conversation with
Dan Nokrach Odongo, Executive
Director, Uganda National
Examinations Board (UNEB) Story
by Rotarian Joyce Kyeyune, RC
Muyenga Bukasa



Dan Nokrach Odongo,
Executive Director, of Uganda's National
Examination Board

When Dan Nokrach Odongo first walked into his classroom in Parak Primary School, in Omoro District, Northern Uganda, he was a seven-year-old. He was lucky, joining Primary One at seven years; most children enrolled in school at 10 years or older. Students sat where they could see the teacher who was smartly dressed and wore shoes —a rarity. Teachers were considered highly knowledgeable in the new learnings introduced by missionaries and therefore, were highly respected.

"I was not given a book or a pencil, we learned to write on the ground", says Dan.

What was education like for you as a child?

In 1958, there were no kindergartens. You joined school when your parents decided. We used sticks to write on the ground. We 'earned' the right to use exercise books later

when the teacher decided we were ready, based on our handwriting. My school was only a kilometre away from home, but other children walked several kilometres, possibly why they started much older. I started much earlier because my father had received some basic education from the Roman Catholic missionaries, and he valued school greatly.

But Parak was referred to as a 'sub-grade' school because it only enrolled up to Primary Four. My father decided to send me away to another village to join a 'full primary school' which completed at Primary Six.

I loved school, and my mother would tell me later that I always said I wanted to study so I could "repair trains"! In those days, trains were the most common mode of transport for goods and passengers traversing the country, and for children, they were always an exciting sight.

Rescued by a crusty 'loaf' of posho

The new 'full primary school', Opit Primary, was 11 kilometres away, a distance I could not walk daily. I stayed at an uncle's home near the school. They owned some land and I had to dig in the field before going to school each morning. I was given very little food and physical violence was common in the home. Once my mother visited me and was alarmed at how frail I had become. Although she always sent food to the home, weekly, very little reached my plate.

Within two years I had lived in three different relatives' homes, all under difficult conditions with varying levels of maltreatment. I often thought of leaving school, but I had an intense desire to learn new things.

While in Primary Seven, at another home, the 'starvation' levels reached a notch higher. One day, during break time, I wandered aim-

lessly behind the dining room used by the boarding students and discovered that they had thrown out lumps of posho (baked maize flour) from the previous evening's supper. For me, this was a godsend. I quickly picked one, scrapped off the dirty hardened crust and ate it. Then another! My hunger pangs subsided. I paid regular visits behind that dining room to see what I could scavenge.

That period is etched in my memory as an unforgettable low. After that term of 'starvation' I boldly told my parents I would not return to school if I had to stay at another relative's home. My parents agreed to let me join the boarding section of the junior school until I completed Primary Eight which was later removed from the national curriculum.

A father who inspired a great vision

My father was the greatest pillar for me. He was very interested in my progress throughout school. Daily, he supervised my homework and would give me arithmetic puzzles to solve on weekends when other boys in the village went bird hunting. Although I missed the fun and play, I always felt encouraged by his belief in me.

In a generation where many rural parents had not gone to school, marriage and starting a family was the next great accomplishment after basic primary school. Children married when their parents thought that they were ready.

Dan would go on to secondary school studying Physics, Biology, Chemistry and enrol at Makerere University in 1972 for a BSc in Agriculture and concurrently a Diploma in Education. He would later earn his Master's Degree in Education in 2001.

A teacher of agriculture, and a national examiner in the early 70s and 80s, he distinguished himself and was promoted multiple times to Assistant Secre-

tary in 1989, Senior Assistant Secretary, then Deputy Executive Secretary in charge of secondary examinations by 2004. In 2016, Dan was promoted to the highest office of the Uganda National Examination Board as Executive Director in 2016.

The problem was never books

When I was growing up, poverty levels did not impact too much on education. The government provided basic teaching materials and parents did not have to buy books and other scholastic materials. Fees were affordable and paid from coffee, cotton sales or barter trade in agricultural produce. We were given basic textbooks, exercise books and pens, all the way to university.

Apart from the cultural norm of choosing marriage rather than advancing to higher education, the other problem was access. Schools were few and far in between. The distances were prohibitive for aspiring learners.

The missing link: A child is more than a grade

The policy of universal education is excellent. However, sufficient funding should be made available to ensure that learners have materials to perform well in school. Poverty levels in this era now directly affect learning achievements as fees are much higher and parents cannot afford to send children to school and schools do not provide education materials.

As in my early childhood experiences, there is a direct link between performance and feeding. When children do not have anything to eat at school or at home, our own research has shown that achievement levels are drastically lowered. A clear policy on school feeding is needed.

My time in school taught me that holistic education is essential. In my school days, I saw efforts made to develop

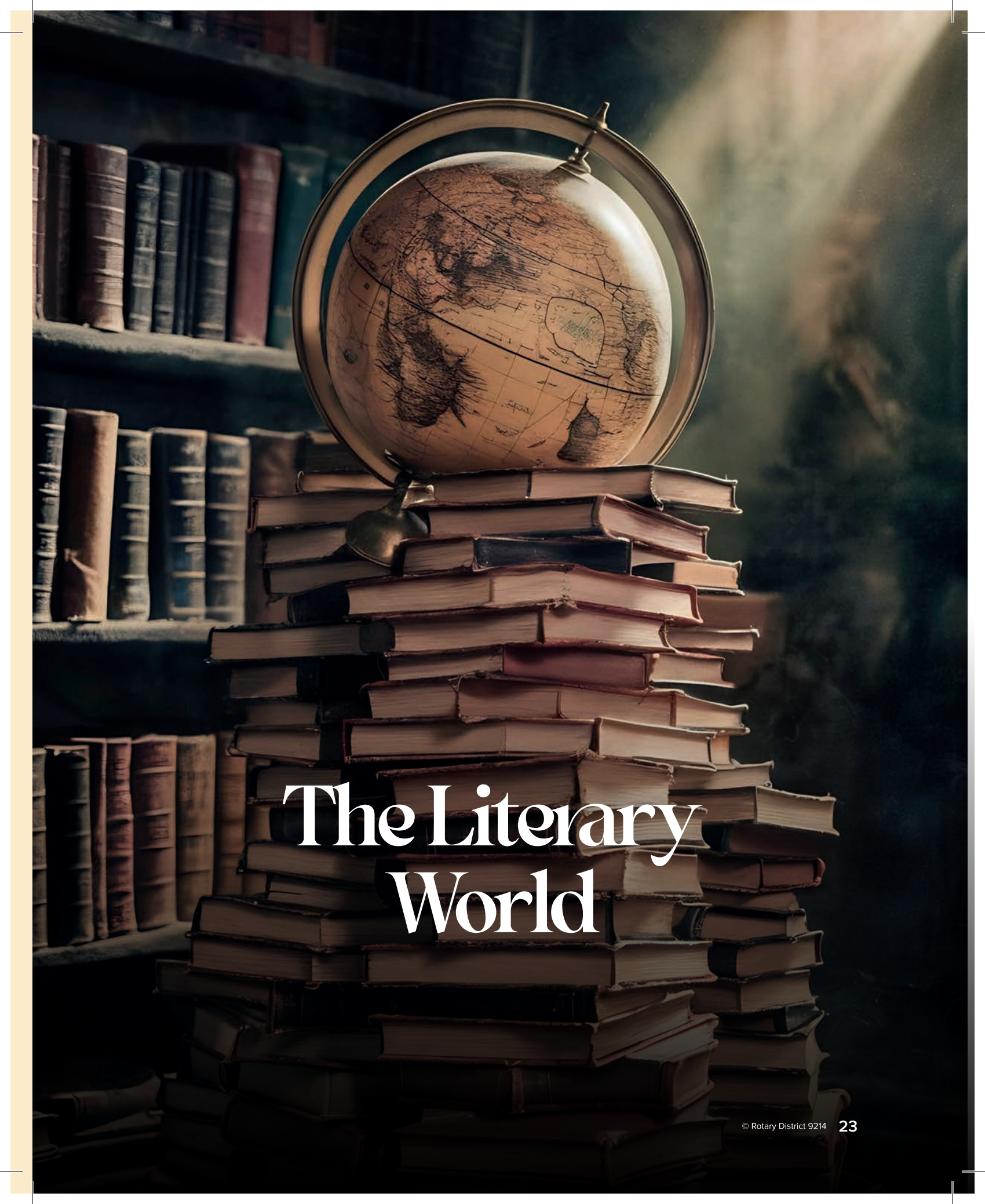
the talents of students. Sports, debates, drama, music and other co-curricula activities were highly encouraged; I owe some of the skills I have to those days. Many schools have largely departed from these supplementary educational practices. Emphasis is on percentages of children in high grades, and the teaching emphasises drilling to achieve this goal.

What concerns me most is the quality of education that the children are getting—merely passing examinations with no skills. Employers complain about staff with good degrees but unable to deliver at the workplace. I am encouraged though, with the efforts that government is making through the introduction of competence-based curricula at the different levels of our education system. With proper investments, the future should be better.

My only regret is that my father did not live to see or enjoy the fruits of his very effective parenting.

It took Dan Nokrach Odongo 27 years to reach the top office. He has now held it for ten.

Dan Nokrach Odongo, Executive Director, of Uganda's National Examination Board, has been in the education sector for more than 50 years. Once an early learner scribbling on the ground, today, he is credited for numerous reforms including the digitalization of registration and processing of exam results; introduction of Special Needs Education testing and access for remote schools; curriculum reform; stringent penalties against malpractice and infrastructural developments which include the construction of an Assessment Centre.

A vintage globe with a wooden frame and a map of the world is perched atop a tall, precarious stack of old, leather-bound books. The books are arranged in a way that they appear to be supporting the globe. In the background, more bookshelves filled with books are visible, creating a sense of a vast library. The lighting is dramatic, with a strong light source from the upper right casting long shadows and highlighting the textures of the books and the globe. The overall mood is one of intellectual pursuit and global knowledge.

The Literary World

Global Education and Literacy: A Quantitative and Qualitative Analysis



Rotarian Gyaviira Luwaga

Introduction

This report provides a comprehensive analysis of global education and literacy indicators, with a focus on Sub-Saharan Africa, particularly Uganda and Tanzania. The analysis is structured around 15 key domains: access, participation, completion, transition, foundational reading, literacy, gender equity, wealth/location equity, disability inclusion, refugee education, teachers, school conditions, digital divide, finance, and language of instruction. Data is drawn from UN-ESCO, UNICEF, UNESCO Institute for Statistics (UIS), World Bank, UNHCR, and national statistical offices.

Complete Tabular Dashboard

1. Access to Education

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Gross enrolment rate (primary)	103%	98%	104%	97%
Net enrolment rate (primary)	89%	76%	77%	84%
Gross enrolment rate (secondary)	78%	43%	35%	45%
Out-of-school children (primary age)	11%	24%	23%	16%

Key insight: Primary access is relatively broad, but secondary access remains a major bottleneck in both countries (UBOS, 2025; UNESCO, 2025; World Bank, 2025).

2. Participation

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Attendance rate (primary)	91%	74%	72%	78%
Absenteeism rate	15% (low-income)	22%	27%	22%
Repetition rate (primary)	8%	18%	32%	22%

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Dropout rate (before primary completion)	13%	37%	28%	24%

Key insight: Enrolment alone overstates real participation. Uganda's 32% repetition rate and 27% absenteeism indicate significant inefficiency in the system (UIS, 2025; UBOS, 2025; UNICEF, 2025).

3. Completion

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Primary completion rate	87%	64%	62%	68%
Lower secondary completion rate	54%	35%	28%	34%
Upper secondary completion rate	34%	20%	14%	18%

Key insight: Primary completion rates are 25 percentage points below the global average, and upper secondary completion is critically low — only 14% in Uganda and 18% in Tanzania (UNESCO, 2025; World Bank, 2025; UBOS, 2025).

4. Transition Rates

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Primary-to-secondary transition rate	94%	72%	58%	67%
Lower-to-upper-secondary transition rate	82%	55%	41%	49%

Key insight: Transition rates are critical for understanding where the system loses learners. In Uganda, only 58% of primary completers transition to secondary — a major equity issue for girls, rural learners, and poor households (UNESCO, 2025; UIS, 2025).

5. Foundational Reading and Learning Poverty

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Learning poverty (age 10)	49%	87%	89%	84%
Grade 2 minimum reading proficiency	45%	10%	12%	16%
Grade 3 reading fluency (words/min)	55	25	22	28

Key insight: Learning poverty is alarmingly high. Nearly 9 in 10 Ugandan children and 8 in 10 Tanzanian children cannot read and understand a simple text by age 10 (World Bank, 2025; UNICEF, 2025; UBOS, 2025).

6. Youth and Adult Literacy

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Youth literacy rate (15–24)	92%	77%	82%	85%
Adult literacy rate (15+)	87%	67%	74%	79%
Female/male literacy gap (adult)	4 pp	9 pp	8 pp	6 pp

Key insight: Youth literacy is substantially better than adult literacy, indicating generational progress. However, gender gaps persist. Uganda has an 8 percentage point gap favoring males (UNESCO, 2025; World Bank, 2025).

7. Gender Equity (Gender Parity Index)

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
GPI – primary enrolment	0.98	0.93	0.91	0.94
GPI – secondary enrolment	0.89	0.81	0.79	0.83
GPI – primary completion	0.97	0.90	0.88	0.92
GPI – adult literacy	0.92	0.80	0.82	0.86

Key insight: Parity at primary level hides later gaps. Uganda's secondary GPI of 0.79 means only 79 girls are enrolled for every 100 boys — reflecting dropout, pregnancy, and poverty effects (UNESCO, 2025; UBOS, 2025).

8. Wealth and Location Equity

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Rural primary NER	—	71%	73%	80%
Urban primary NER	—	84%	86%	90%
Rural-urban completion gap	—	18 pp	15 pp	12 pp
Richest-to-poorest completion gap	—	32 pp	28 pp	24 pp

Key insight: Both countries have strong subnational disparities. The richest-to-poorest primary completion gap is 28 percentage points in Uganda and 24 in Tanzania, indicating that poverty remains a fundamental barrier (World Bank, 2025; UIS, 2025).

9. Disability Inclusion

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Children with disabilities (6–14) in school	61%	45%	38%	41%
Out-of-school children with disabilities	N/A	55%	62%	59%
Schools with accessible facilities	—	<10%	8%	7%

Key insight: Children with disabilities are severely under enrolled — only 38% in Uganda and 41% in Tanzania attend school. However, these figures are often undercounted in EMIS due to stigma and identification challenges; cautious interpretation is required (UNICEF, 2025; UNESCO, 2025).

10. Refugees and Displacement

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Refugee school age population	—	—	540,000	120,000
Refugee gross enrolment (primary)	—	—	56%	48%
Refugee gross enrolment (secondary)	—	—	8%	6%
Refugee-completion rate (primary)	—	—	45%	38%

Key insight: Uganda is one of the world's largest refugee hosts. While refugee primary enrolment reaches 56%, secondary enrolment collapses to just 8% — a critical protection and equity issue (UNHCR, 2025; UNESCO, 2025).

11. Teachers

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Pupil-teacher ratio (primary)	24:1	42:1	46:1	40:1
Pupil-trained-teacher ratio	—	52:1	55:1	45:1
% of trained teachers	85%	65%	72%	78%
Teacher absenteeism rate	—	25%	27%	22%
% female teachers (primary)	66%	43%	41%	45%

Key insight: Teacher availability and quality are central constraints. Uganda's PTR of 46:1 and a 27% teacher absenteeism rate directly undermine learning outcomes (UIS, 2025; UBOS, 2025; World Bank, 2025).

12. School Conditions

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Schools with basic drinking water	88%	65%	61%	58%
Schools with basic sanitation	85%	55%	48%	52%
Schools with electricity	83%	42%	28%	35%
Pupil to textbook ratio (primary)	2:1	4:1	6:1	5:1
Schools with menstrual hygiene facilities	—	38%	32%	36%

Key insight: Poor school conditions directly affect attendance, girls' retention, and learning. Only 32% of Ugandan and 36% of Tanzanian schools have menstrual hygiene facilities, a key driver of girls' dropout (UNICEF, 2025; UNESCO, 2025).

13. Digital Divide

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Household internet access	63%	28%	24%	30%
School internet connectivity	—	12%	8%	10%
School electricity	83%	42%	28%	35%
Devices per learner (computer/tablet)	1:8	1:35	1:48	1:42
Teachers with basic digital skills	58%	22%	15%	18%

Key insight: Digital access is not just about internet; electricity and devices matter. Only 15% of Ugandan teachers have basic digital skills, limiting the potential for EdTech solutions (UNICEF, 2025; World Bank, 2025; UBOS, 2025).

14. Education Finance

Indicator	Global	Sub-Saharan Africa	Uganda	Tanzania
Education spending as % of GDP	4.5%	4.2%	2.8%	3.5%
Education as % of public expenditure	14%	16%	12%	15%
Per pupil spending (primary, PPP USD)	\$3,200	\$340	\$145	\$180

Key insight: Uganda spends only 2.8% of GDP on education, below the 4% global average and the 4.2% Sub-Saharan Africa average. Per pupil spending of \$145 in Uganda is among the lowest globally, severely constraining reform feasibility (UNESCO, 2025; World Bank, 2025).

15. Language of Instruction

Indicator	Uganda	Tanzania
Language of instruction (P1–P3)	Mother tongue/local language and English	Kiswahili
Language of instruction (P4+)	English	English
Reading assessment language	English & local languages	Kiswahili
Children taught in non home language	34%	22%

Key insight: Language of instruction is crucial for literacy outcomes. Uganda's early grade policy uses mother tongue, but only 34% of children are taught in their home language. Tanzania uses Kiswahili, more aligned with home language, which partly explains its better reading outcomes (UNESCO, 2025; UBOS, 2025).

Key Findings Summary

- 1. Secondary access is the primary bottleneck** — Secondary GER is only 35% (Uganda) and 45% (Tanzania), with transition rates of 58% and 67% respectively.
- 2. Learning poverty is the most severe crisis** — 89% of Ugandan and 84% of Tanzanian children cannot read a simple text by age 10.
- 3. Gender gaps widen at secondary level** — GPI drops to 0.79 (Uganda) and 0.83 (Tanzania) at secondary, reflecting dropout, pregnancy, and poverty effects.
- 4. Teachers and school conditions are critical constraints** — PTRs of 46:1 and 40:1, with 27% and 22% teacher absenteeism, undermine quality.
- 5. Refugee education requires urgent attention** — Uganda hosts 540,000 refugee school-age children, but only 8% are in secondary school.
- 6. Financing gaps constrain reform** — Uganda's 2.8% of GDP on education is far below recommended benchmarks.
- 7. Language policy matters** — Tanzania's Kiswahili-based early instruction likely contributes to its better foundational reading outcomes.

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Global Perspectives

Global learning losses threaten an entire generation.



Rotarian Teopista Birungi Mayanja,
High-Level Champion, The Learning Generation Initiative (LGI); Past President, Rotary Club of Bunga; Country Qualification Chair (Uganda), Rotary District 9214.

In its June 2026 report “Breaking Barriers: Understanding Education Exclusion in Crises” [Education Cannot wait \(ECW\)](#), the UN fund for Education in Crises, highlights the toughest picture of the growing education emergency unfolding across some of the world’s most vulnerable communities. Conflict, displacement and climate shocks are disrupting education for an estimated 258 million school-aged children and adolescents worldwide. This number raises fears that millions risk losing not only years of schooling but future opportunities altogether.

The highest Concentration of education needs is in the 20 countries classified as **the highest crisis severity level** which is home to 182 million crisis-affected children with 74 million excluded from school. This is about 80 percent of all out-of-school crisis-affected children identified in the study. The exclusion is highly unequal for girls, refugees and children living with disabilities facing disproportionately higher barriers to continuing their education.

Analysis from Burkina Faso, the Central African Republic, the Democratic Republic of the Congo, Mali and So-

malia shows that displaced children experience lower promotion rates, slower progression and over-age rates; 5-15 percentage points higher than their non-displaced peers. Less than 1 in 10 children demonstrate foundational reading proficiency in the early grades, with learning gaps contributing to higher dropout rates.

While financial barriers and conflict-related school closures account for nearly 80 per cent of school withdrawal cases, families continue to prioritise education. Children are leaving

school not because families no longer value education, but circumstances leave them with few alternatives.

“The evidence is clear; conflict and climate change are rolling back hard won gains in education. Evidence show us where needs are greatest and where investments can make greater impact,” said *ECW Director Maysa Jalbout*.

Should the World respond more to the cause or the effect of the conflict? Give your comment on this story.



A glowing lightbulb with a human brain inside, set against a dark background with colorful bokeh lights. The brain is depicted with vibrant, multi-colored patterns (red, orange, yellow, green, blue) and is surrounded by a dense field of small, sparkling particles. The lightbulb's glass is transparent, showing the internal structure of the brain and the base of the bulb. The background is a deep blue/black with numerous out-of-focus light spots in red, orange, and blue, creating a bokeh effect. The overall composition suggests themes of innovation, technology, and human thought.

Future Thinking

Will AI Replace Teachers?

What else must children learn when technology can increasingly provide the answers?



Moses Kemibaro,
Founder & CEO of Dotsavvy,
Assistant Rotary Public Image Coordinator
(ARPIC) for Rotary Zone 22 Region 28

A few years ago, I had the privilege of hosting the Kenyan edition of EdTech Mondays, a Mastercard Foundation initiative that runs in several African countries and brings teachers, technologists, policymakers and parents together each month to ask how technology could genuinely improve learning in our context. Month after month, one truth kept surfacing: **technology never fixes education on its own. It amplifies whatever it finds. Where there is good teaching, it makes it better. Where teaching is absent, it cannot create it from nothing.**

I have been thinking about those conversations a great deal lately, because the arrival of Generative AI has revived an old anxiety in a clearer manner. If a child can ask ChatGPT to explain photosynthesis, mark an essay, solve an equation or write the essay outright, what, exactly, is the teacher for? It is a fair question, and it deserves a sober answer rather than the endless hype of the technologists or the quiet fear of educators.

Two studies, one uncomfortable truth

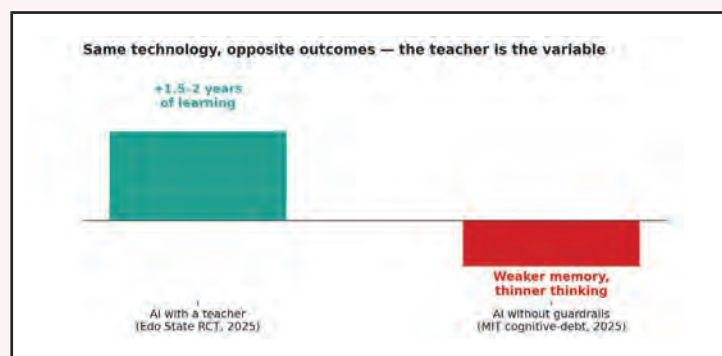
Consider two of the most important education studies of the past year. On the surface they appear to contradict each other. Read together, they resolve the entire debate.

The first comes from Edo State, Nigeria. In a rigorous randomized controlled trial published by the World Bank in 2025, around 800 senior secondary students used a generative AI tutor, GPT-4 through Microsoft Copilot, for just six weeks of after-school sessions. The results were interesting: learning gains of 0.31 standard deviations, equivalent to roughly one and a half to two years of ordinary schooling, ranking among the most cost-effective education interventions ever measured. AI, it seems, can teach.

The second comes from the MIT Media Lab. Its 2025 study, "Your Brain on ChatGPT," used EEG scans to watch what happens inside the head of someone writing an essay with AI. Those who

used the chatbot showed weaker brain connectivity, poorer memory of what they had just written, and less ownership of their own words. The researchers coined a memorable phrase for it: "cognitive debt." AI, it seems, can also stop us thinking.

So, which is it, magic tutor or learning killer? In Edo State, the AI was embedded in a structured programme, with teachers defining every session and prompts deliberately designed to make students reason rather than copy. In the MIT study, the AI was used alone, as a shortcut, without any kind of structure. As a result, the technology was essentially the same, but the teaching and learning was not.



Same technology, opposite outcomes — the teacher is the variable. Sources: World Bank / De Simone et al. (2025); MIT Media Lab / Kosmyna et al. (2025).

AI is most powerful exactly where teachers are most present, and most limiting where they are absent.

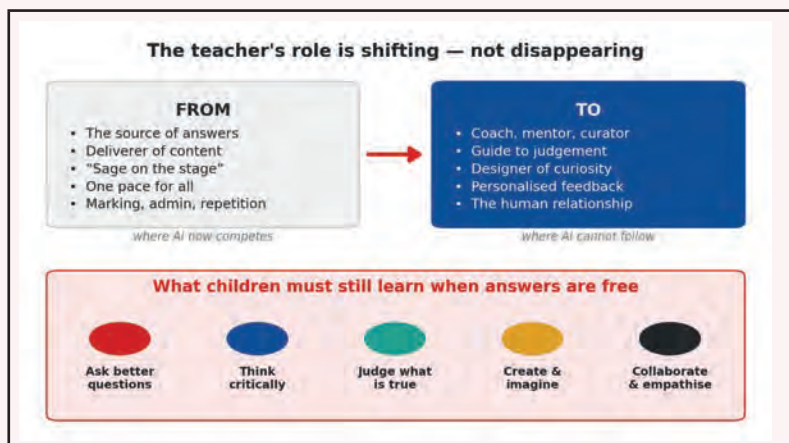
That single sentence is, I believe, the answer to our headline. The evidence does not point towards teachers being replaced. It points towards teachers becoming the decisive factor that determines whether AI helps a child or harms them. Far from making teachers redundant, AI raises the value of good teaching to a premium.

From the sage on the stage to a guide by their side

This does not mean nothing changes. It means the job changes. For over a century, a large part of a teacher's role was to be the primary source of information in the room, the person who knew the answers

and dispensed them. That is the part of the job AI now does really well, instantly, and at almost no cost. However, clinging to this past context is futile.

The reality is that the teacher who changed your life was not the one who recited facts. It was the one who noticed you were struggling, who asked the questions that made you sit up, who believed in you before you believed in yourself. UNESCO's global guidance on generative AI in education, published in 2023, is emphatic on this point: AI should serve human capabilities, not replace them, and education must remain anchored in human agency. Across East Africa, the shift — as policy conversations increasingly put it — is from the teacher as sole content provider to the teacher as coach and curator, enabled by AI to spend more time on the feedback and relationship that only a human can give.



The teacher's role is shifting from delivering answers to developing the human capabilities AI cannot replicate.

The question Africa should really be asking

There is a risk in importing this debate wholesale from wealthier education systems. In a well-resourced classroom, "AI versus the teacher" is an interesting philosophical question. In much of Africa, it is the wrong question entirely. The numbers tell the story across our own region. Kenya faces a shortage of roughly 98,000 teachers, and around 65 per cent of its schools still lack a reliable internet connection. Uganda needs well over 100,000 more, its primary

classrooms averaging some 55 pupils to every teacher against a recommended 40, even as its school-age population pushes past 20 million. Across sub-Saharan Africa, UNESCO estimates a need for 15 million new teachers by 2030 — part of a global shortfall of 44 million. When you do not have enough teachers, a technology that can extend the reach of the ones you do have is not a threat to be feared. It is a lifeline to be managed.

98,000	55:1	15M
teachers short in Kenya's schools	pupils per teacher in Uganda (target 40:1)	new teachers sub-Saharan Africa needs by 2030

The shortage of teachers is only half the story. Even among the children who are in school, close to nine in ten in sub-Saharan Africa cannot read and understand a simple story by the age of ten — a "learning poverty," in the World Bank's phrase, that enrolment figures alone conceal. Only about four in ten schools across the region have electricity at all, before the conversation even reaches the internet or a computer. The stakes could hardly be higher: **Africa is the world's youngest continent, with a median age under twenty, and by 2050 more than a third of the planet's young people will be African.** A large share of the twenty-first century's workforce will be shaped in classrooms like ours.

This is the terrain we explored again and again on EdTech Mondays Kenya: **widening access to connectivity and ICT infrastructure; advancing girls' education through digital learning; using technology as an enabler of equity for learners in Kenya's North and North-Eastern counties; supporting learners with visual impairments; and building foundational literacy and numeracy through blended models.** The same challenges echo across Uganda, Tanzania and the wider region. The lesson from all of it is the same. Technology in education is not primarily a story about gadgets. It is a story about equity, about whether the next wave lifts the learners the last wave left behind, or races ahead without them.

Encouragingly, some of the most imaginative answers are being built in the region itself. In Tanzania, Ubongo — a Dar es Salaam social enterprise — now reaches tens of millions of children across the continent with home-grown educational cartoons in Kiswahili, English, Kinyarwanda and other languages, delivered via the technologies families already own: television, radio and the humble mobile phone. In Uganda, Fundi Bots puts robotics and hands-on science into ordinary government-school classrooms, replacing rote learning with exactly the kind of practical problem solving that AI

will make more valuable, not less. Neither waits for perfect infrastructure; both meet learners where they are. That is precisely the mindset the coming wave of AI in our schools will demand.

There is also a deeper equity question buried in the technology itself. Today's most capable AI models were trained overwhelmingly on English and a handful of world languages. Kiswahili — the lingua franca of more than a hundred million East Africans — is still classed by researchers as “low-resource,” and the models stumble in it; for the great majority of Africa's roughly two thousand languages they offer almost nothing at all. Left unaddressed, that means AI's benefits arrive first, and work best, for children who already learn in English. African-led efforts such as Masakhane and a new wave of Kiswahili-focused models are beginning to close the gap — but whether AI narrows Africa's learning divide or widens it will depend, in part, on whether it learns to speak our languages.

The Edo State results carry an important insight. The largest gains went to girls and to students who were already performing well. Left to itself, AI can widen gaps as easily as it closes them. Whether it narrows the divide or deepens it will depend on deliberate choices, on infrastructure, on teacher training, and on designing for the learner at the margins first. Nor is this a task any one country faces alone. In July 2024 the African Union adopted a Continental AI Strategy — an Africa-centric, people-centred framework with education among its priorities — and in April 2025 forty-nine African nations signed the Africa Declaration on AI in Kigali. Kenya's National AI Strategy 2025–2030, launched in March 2025 with education as a priority sector and community digital hubs at its core, sits within that continental push, with other member states now crafting national strategies of their own. These are serious attempts to make those choices on purpose. They deserve engagement, not spectating.

When answers are free, what is worth learning?

This all brings us to the deeper half of the question since if a machine can supply any answer on demand, what should we be teaching our children at all?

The quick answer, teach them to use the tools, is true but insufficient. Tool fluency matters, and Kenya's Competency-Based Curriculum — which made it one of the first countries in Africa to embed digital literacy and coding from an early age, part of a wider move to competency-based learning across East Africa — is right to pursue it. But if we teach only how to operate AI, we will produce a generation that can prompt a chatbot and not much else. The MIT study is a clear warning: **outsource your thinking too early and too completely, and the thinking muscle wastes.**

The computer scientist Cal Newport and the writer Derek Thompson made a related point on a recent episode of the Prof G Markets podcast, provocatively titled “AI Is Making Us All Dumber.” Their concern is what they call the autopilot risk: **when AI removes the healthy friction of thinking, the effort of drafting, wrestling and revising that actually builds understanding, we slip into a habit of mental surrender, accepting outputs without verifying them.** Worse still, they warn of a widening divide between those who use AI to improve their thinking and those who are quietly being deskilled by it, a generation that never builds the deep analytical foundations needed to oversee the very technology it depends on. For education systems still building those foundations, that is a warning worth paying attention to early.

The challenge of this moment is that the arrival of machines that can answer anything makes distinctly human capabilities more valuable, not less. When answers are commoditized, the premium shifts to everything answers cannot give you. The ability to ask a good question, because AI answers but does not wonder, and curiosity becomes the scarcest resource of all. Critical judgement, because AI is confidently, fluently wrong often enough that evaluating a claim, spotting a bias and verifying a source is now a survival skill rather than an academic nice to have. Creativity and synthesis, the capacity to connect ideas across domains and imagine what does not yet exist, which remains stubbornly and wonderfully human.

Our task is not to raise children who can compete with machines, but children machines cannot replace.

So what should we actually do?

For educators and leaders, the path forward is neither to ban AI nor to worship it, but to use it with intent. Three principles work well across every context:

- 1. Keep the teacher in the loop:** Every credible success story, Edo State included, has a teacher structuring, guiding, and checking. AI should be deployed as a teacher's force-multiplier, lightening the administrative load so they can do more of the human work, never as a teacher's substitute.
- 2. Teach with it, not around it:** Design tasks that use AI to deepen reasoning, such as asking students to critique the chatbot's answer, improve it or find its error, rather than tasks it can simply complete. The goal is students who think with AI, not instead of it.
- 3. Invest in the basic foundations:** Connectivity, devices, electricity and, above all, teacher training. AI in education will only ever be as equitable as the infrastructure and the human capacity beneath it.

A word to the Rotary family

Basic education and literacy are part of Rotary's seven areas of focus, which places every Rotarian squarely in this story. We do not need to become technologists to make a difference. We can champion connectivity and digital literacy projects in the schools our clubs support across Uganda, Tanzania, Kenya and beyond. We can fund teacher training, not just hardware, remembering that the human is the multiplier. We can mentor young people in the judgement and character that no machine gives. Also, as parents and grandparents, we can model the healthiest habit of all: using these remarkable tools as a brilliant assistant, while keeping the thinking, and the values, firmly our own.

The verdict

Will AI replace teachers? No, and the better we understand the technology, the clearer that becomes. AI will replace some of the tasks teachers do, just as the calculator replaced long division by hand. What it cannot replace is the teacher who sees a child, believes in them, and teaches them not merely to find answers but to think, to question, and to care. If anything, this technology makes that irreplaceably human work more important than ever.

The children in our classrooms today will grow up in a world saturated with machine intelligence. Our job is not to shield them from it, nor to surrender them to it, but to raise them to be its master rather than its servant. That has always been the work of a great teacher. It still is. The tools have simply raised the stakes.

About the author

Moses Kemibaro is a technology analyst and digital entrepreneur with over two decades of experience in Africa's digital economy. He is a member of the Rotary Club of Karen (District 9215) and serves as Assistant Rotary Public Image Coordinator (ARPIC) for Rotary Zone 22 Region 28.

Contact:

moses@moseskemibaro.com | +254 722 711 907 |
moseskemibaro.com | dotsavvyfrica.com

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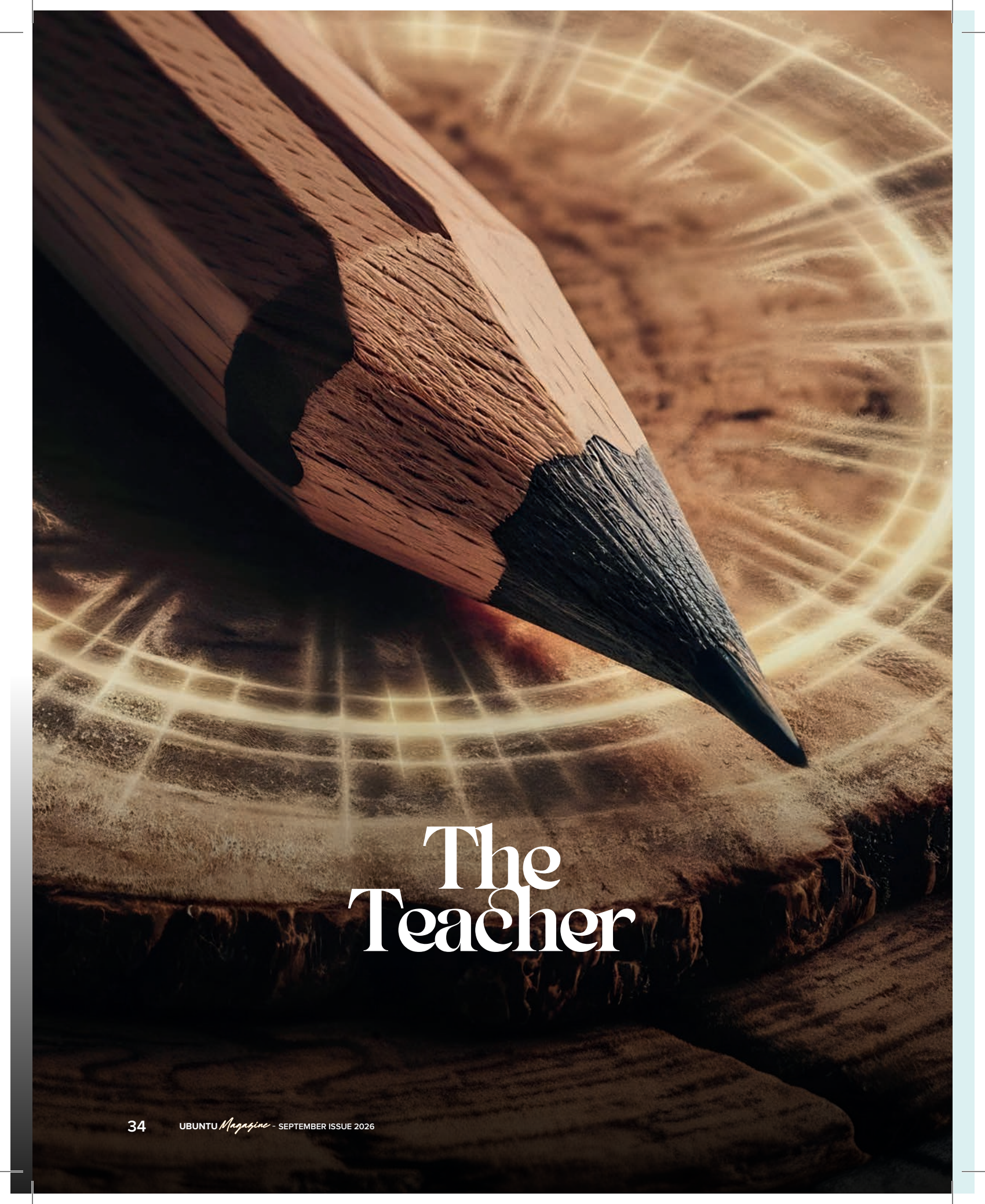
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The Teacher

Teaching Across Generations: What We Lost and What we Gained



Rotarian Richard Isabirye,
Rotary Club of Muyenga Bukasa

Teachers' journeys through the changing landscape of education and learning (Tools for delivery, setting, values in discipline, governance, changes)

Rotarian Richard Isabirye, a licensed and trained teacher for more than 20 years in Uganda, and has watched as the education sector shifts and makes a transition from a teacher-centred experience to learner-centred experiences.

AN EARLIER CLASS	TODAY'S CLASSROOM
The teacher was the centre of learning and main player.	The learner is the main centre of learner, the teacher only guides and directs.
Learning was linear and limited to what the teacher wanted to teach.	A learner can carry out research without a teacher through reading a text book besides , computers , smart phones , tabs , etc which have played a bigger role in enhancing learning and discovery of new skills.
Teaching was delivered entirely on the blackboard	Teachers can now use multi- media online resources to support the teaching/ learning processes.
The teacher taught a whole class	The teacher focuses attention on each learner, especially those facing learning challenges.
Teaching was mainly theoretical i.e talk and chalk (subjective teaching)	The learner is supposed to achieve the desired competence and skills through practical approaches.
The learners may or may not acquire new skills / objectives.	The learner is meant to pick competences and skills during the lesson.
Negative reinforcement to learning was recommended (The stick was the solution to indiscipline / laziness.	Negative reinforcement to learning is discouraged as many learners tend to drop from school.



A note of caution:

Having the many tools has generally enhanced learning practically however, our learners have become complacent in behavior, concentration and prefer using calculators to multiply or add even small figures. Good and neat handwriting has also been lost along the way as the world increasingly uses devices to type information.

What happened to discipline and values? Although learning today has changed from teaching job seekers to job makers a lot of moral decay has eaten up today's generation. For example learners decide what to do and which school to go to in some families. Their respect for teachers and other school staff has greatly declined. In many cases if you don't greet them, they will not greet either.

Missed assignments and academic complacency: Learners do not complete work done due to lack of serious penalties; there is a significant drop in the bond between the parents, teachers and learners.

School governance is on the decline in both public and private schools; the

private sector invests more time to maximize profits while government schools are under-resourced and under-supervised. Government has made efforts to increase education access by building classroom blocks after introducing universal primary education and universal secondary education, however, the class numbers are overwhelming and the quality of education suffers. Whereas the curriculum demands continuous assessment on weekly basis, summative assessments and competence based teaching and learning are more common in private schools.

The rise of new career learning opportunities

Whereas, previously learners were limited to 'books', there is a positive shift to vocational learning which is practical, can be accessed in shorter time frames and provides early and quicker economic opportunities.

What have we gained from the new wave of education?

- A variety of learning pathways and disciplines creating globally-ready competent professionals

- Greater access to information which has created new teaching methods, technology-aided learning, learner participation and broader opportunities.

What are our losses in the new education trends?

- On the other hand, some traditional values such as greeting, culturally, listening, respect for older people have been abandoned in the name of GenZ and modernity.
- The gap between rural schools based learning and urban learning may widen as income disparities widen leaving low income families behind due to inaccessibility of advanced learning tools
- The pursuit of academic excellence has introduced unscrupulous shortcuts such as exam malpractice, plagiarism, hiring of other persons to complete assignments and with Artificial intelligence—complete abandonment of work to digital tools.



Fireside Chats

Beyond the Classroom:

What Else Does a Child Need to Succeed in Life?



Francisco Ssemwanga
Past District Governor

When we think about academic success, our minds naturally drift to the classroom. We picture textbooks, lectures, structured lesson plans, and standardized tests. However, formal instruction is only one piece of the educational puzzle. For a child to truly thrive, absorb knowledge, and develop a lifelong love for learning, their education must extend far beyond the school walls. True learning readiness is built on a foundation of physical well-being, emotional security, unstructured play, and a supportive home environment.

While academic excellence opens doors, a report card only tells half the story of a child's readiness for the world. True education extends far beyond the four walls of a classroom and the rigid boundaries of a textbook. To thrive in an unpredictable and rapidly changing future, children must acquire essential life skills that schools rarely grade or prioritize.

How do we prepare our children for life success?

First, emotional intelligence is foundational for lifelong success. Children need to learn how to identify, understand, and manage their own feelings effectively. This includes developing empathy for others and building the resilience required to handle failure. When a child learns that mistakes are merely stepping stones rather than permanent dead ends, they develop a growth mindset that protects their mental well-being.

Second, practical life skills are indispensable for independent adulthood. Basic financial literacy, understanding how to save, budget, invest, and grasp the value of money, is rarely taught in depth at school yet it is critical for daily survival. Similarly, fundamental daily tasks like basic cooking, time management builds self-reliance. Equally, the responsible

use of digital devices and online apps ensures safety in a heavily tech-driven world.

Finally, social and collaborative skills form the bedrock of strong communities. The modern workplace heavily rewards teamwork, active listening, and constructive conflict resolution over solitary genius. Learning how to communicate personal boundaries clearly and negotiate differences respectfully, helps children navigate diverse and complex multicultural settings.

Ultimately, education should not just prepare a student for a standardized examination; it must prepare a whole child for life. By consciously balancing academic pursuits with emotional, practical, and social learning, parents and communities can raise well-rounded, adaptable individuals who are truly equipped to face the world with confidence.

Why are children completing school and failing to make a living?

Many young people finish school without jobs because traditional education focuses on passing tests rather than teaching practical work skills. Schools rarely prepare learners for modern economic realities, leaving a wide gap between classroom lessons and what employers actually need.

Outdated school systems

- Old methods: Schools test memory instead of problem-solving.
- Skills mismatch: Degrees do not match current industry demands and students do not learn basic competencies like financial literacy, digital tools, or hands-on trades.
- Lack of guidance: Career counselling remains shallow beyond the traditional occupations and professional networking is not taught, resulting in untapped

opportunities.

Weak job markets means that fewer jobs are created, entry becomes competitive requiring several years of experience that recent graduates may not have.

What should educational institutions do to prepare children to become productive members of society?

Educational institutions should teach critical thinking, foster social-emotional intelligence, and provide practical life skills alongside core academics. By balancing foundational knowledge with real-world problem-solving, schools help children adapt to changing economic and social environments. Additionally, promote a growth mindset that values effort and learning from mistakes.

Teach children to be empathetic and practice active listening to communicate well with others. Confidence building, teamwork and respect for other opinions and ideas also supports socio-behavioural growth.

How can Rotary support or partner with children and teachers beyond the classroom to prepare them for great futures?

Rotary clubs support children and teachers beyond the classroom through mentorship, health initiatives, community learning programs, and leadership training. These efforts build vital life skills, improve health and well-being, and create safe environments where students can thrive outside of regular school hours.

Interact and Rotaract clubs provide safe spaces to practice leadership and learn new skills while Rotary Youth Leadership Awards camps and workshops build teamwork, problem solving and provide opportunities for global networking.

Literacy Is More Than Reading and Writing



Florence Malinga
Past Assistant Governor

Literacy is often understood simply as the ability to read and write. Yet, in today's world, literacy means much more. It is the ability to understand information, make informed decisions, communicate effectively, and use knowledge to improve one's life and community.

Literacy has a direct impact on health and well-being. A person who can read and understand health information is better equipped to follow medical instructions, recognise symptoms, access health services, and make informed choices about nutrition, sanitation, and disease prevention unlike one who is uneducated.

Literacy also strengthens livelihoods and economic opportunities. It enables individuals to understand contracts, manage finances, use technology, access information, and develop skills that improve their chances of finding or creating meaningful employment.

Beyond personal advancement, literacy is essential for active citizenship. Literate citizens are better able to understand their rights and responsibilities, participate in community decision-making, engage with public institutions, and hold leaders and service providers accountable. In this way, literacy contributes to better governance and improved service delivery.

Perhaps equally important is the confidence that literacy builds. When people can express themselves, understand information, and participate meaningfully in society, they develop greater self-esteem and the courage to take on leadership roles when opportunities arise.

For Rotary, promoting literacy therefore, goes beyond supporting children to read and write. It means opening doors to opportunity, dignity, participation, and leadership. Investing in literacy is investing in healthier families, stronger livelihoods, informed citizens, responsive communities, and a more equitable society.

Literacy is not merely a skill for the classroom. It is a foundation for lifelong learning, meaningful service, and sustainable community development.

When School Becomes a Safe Place to Learn



PAG Augustine Mwombeki
Director CR Hope foundation
Rotary Club of Zanzibar Stonetown

As Director of CR Hope Foundation and Seeds of Light Primary School in Kizimkazi, Zanzibar, I have learned that a safe school is about much more than walls, classrooms and books. Children learn best when they feel protected, respected, included and confident that their school understands who they are and where they come from.

At Seeds of Light, we believe that education must address the whole child. Access to clean water, safe sanitation, menstrual health education, adequate lighting, suitable furniture and safe infrastructure all contribute to a positive learning environment. These basic conditions can determine whether a child attends school regularly, participates confidently and is able to concentrate on learning.

Safety also has a cultural dimension. Kizimkazi is a predominantly Muslim community with a strong local identity and traditions. We therefore recognise the importance of Islamic religious education and respect for local culture within our school environment. For us, this is not about limiting children's understanding of the wider world. It is about ensuring that children can receive a modern, quality education while remaining connected to their culture, faith and community.

This is equally important for parents. Families need to feel con-

fident that the school is a place where their children are respected and not being exposed to values that are completely disconnected from their community. When parents see their culture and beliefs respected, they are more likely to trust the school, engage with teachers and see education as a shared responsibility between the school, family and community.

At the same time, we want our students to develop curiosity, creativity, critical thinking and respect for people from different backgrounds. We believe children can have strong cultural and religious roots while also becoming confident global citizens.

A safe school must also be inclusive. Every child, regardless of ability or background, should feel that they belong. Teachers play a central role in creating this environment through positive discipline, encouragement and respectful relationships.

Our experience at Seeds of Light has reinforced one simple principle: a safe school does not only protect children from harm; it protects their dignity, identity and opportunity to learn.

When schools become safe places to learn, education becomes a foundation for wellbeing, inclusion, creativity and hope. This is the environment we are committed to building at Seeds of Light Primary School.

Where Learning Begins, Potential Takes Flight



Rotarian Joseph Ssuuna
Rotary Club of Bwebajja

A classroom is more than four walls. It is where confidence is built, dreams take shape and futures begin. Every child who learns to read gains more than literacy; they gain the ability to question, imagine and participate meaningfully in the world around them.

That is why education must be understood as more than a path to examination success. At its heart, it is about unlocking the ability to solve problems, create opportunities, adapt to change and build stronger communities.

Yet, for all this promise, millions of learners continue to face barriers caused by poverty, conflict, disability, displacement and unequal access to quality education. Getting children into classrooms is only the first step; enrolment alone is not enough. The real challenge is ensuring that every learner leaves school equipped to think critically, adapt to change and contribute meaningfully to society.

It is against this backdrop that Rotary continues to help bridge these gaps, through classrooms, scholarships, literacy pro-

grammes and community partnerships. Across communities, Rotarians have supported the construction of classrooms, provided scholastic materials and established facilities that help create safer, more conducive learning environments.

Rotarians cannot do this alone, however. Lasting change happens only when everyone becomes part of the learning journey. Schools, families, communities, and partners all have a role to play in ensuring that learners are not only enrolled, but supported to realise their full potential.

This shared responsibility is why, for District 9214, every investment in education is regarded as an investment in the future. The impact of a single classroom extends far beyond the individual learner: it can empower families, strengthen communities and inspire others.

The lesson is simple: when we unlock human potential, we do more than educate one person—we empower a family, strengthen a community and inspire a generation.



At the Heart of District 9214 –

The Governor is on the Road



Yusuf Kigoye, Country Chair
Rotary Club of Nsangi

Dignity, sustainability, generosity, neonatal health, women economic empowerment and inclusivity have been at the heart of the Governor's visits in July and August, demonstrating the continued relevance of Rotary in communities. At least 30 clubs (more than a quarter of the clubs in Uganda) have been visited during a national tour of Central, Greater Masaka and Western region.

From Rotary school projects for children with special needs, women supported to grow small businesses and specialized facilities built for premature babies, clubs have creatively worked with communities, local leaders and international partners to raise resources for more than 20 transformational projects including a global grant worth UGX129 million.

Rotarians in the district are touching every sphere of life by engaging more stakeholders to create impact: traffic police received a sheltered tent; a solar system was installed at a vulnerable peoples' home; public toilets and safe drinking water facilities were provided in schools and communities, while a wall of hope provides hope for low-income rural mothers.

Membership is no longer about numbers but bonding, warmth and belonging to ensure

each member is contributing to something they value and believe in. But it is also about reaching out to respected personalities to add their voice and weight to Rotary's mission of service—like the newly inducted centennial, His Eminence Cardinal Emmanuel Wamala, as an honorary member and the Pokino (County Head of Buddu in Buganda Kingdom).

Growing membership has sparked higher levels of generosity during the Governor's visits as more Rotarians and Rotaractors seek for additional avenues to give, like, the Governor's \$100 pin. And the more people give, the more invested they become in impact and sustainability with positive effects on families and communities.

With young Rotaractors working alongside primary schools to provide educational materials, sanitation facilities and dormitory furniture, District 9214 has laid a strong foundation for greater Rotary action by influencing new generations to identify and address the needs of the communities that will be their futures.

The year is already exciting as we look forward to more interventions that show people that Rotary cares.



The Governor's Trail in Uganda

July / August

Rotary Club of Mengo 1988: A Club Ready for the Future

Rotary Club of Mengo 1988 is evolving with purpose. From digital financial management and attendance systems to a new website and improved visibility through signposts, the club is growing in alignment with the District's priorities. Investing in people, a session on growing membership reinforced a simple truth: Rotary's future is every member's responsibility.



Rotary Club of Kinoni: Service for those in Uniform

The club noticed the hot sun under which traffic officers sat. When Rotary Club of Kinoni handed a tent to traffic officers in Kinoni Town Council, it was more than a shelter from Uganda's sun and rain. It was a gesture of recognition for people whose daily work protects lives on the road.

Rotary Club of Kyotera: Where Care Meets Dignity

Renovating a health facility is about the experience of mothers, babies and health workers not just buildings. At Kamwanyi Health Centre III, Rotary Club of Kyotera is renovating the facility and equipping its maternity ward to create a safer and more welcoming environment for mothers, newborns and healthcare workers.



Rotary Club of Kalisizo: Adopting a Village

This is a livelihood project, not a handout. In Luwawulo Village, nine cows, 14 pigs, 14 goats, 10,000 coffee seedlings and fruit trees represent something much bigger than livestock or agricultural support. Through its Adopt-a-Village project, Rotary Club of Kalisizo is investing in livelihoods, household income and the village economy. It is a powerful example of Rotary moving beyond immediate relief towards assets that can continue generating value long after a project ends.

Rotary Club of Masaka City: Healing Beyond the Ward

At Bulenga Health Centre IV, Rotary Club of Masaka City is tackling two sides of healthcare at once. The club is equipping the neonatal ward while also constructing an incinerator for proper waste management. Impact sees further, that a healthier health facility is not only about treating patients, it is also about creating a safer environment in which care can happen.



Rotary Club of Lukaya: One Purpose, One Club

For Rotary Club of Lukaya, the call is to rebuild not only membership, but a shared sense of purpose. The Governor's visit placed membership growth alongside unity, because a growing club is strongest when its members are moving in the same direction. Warmth builds bonds that power a connected Rotary family.

Rotary Club of Kitende Breeze: Small Acts Drive Big Solutions

A young club, Kitende Breeze is combining health, environment, girls' empowerment and Foundation giving to improve quality of life in communities. It has held a medical camp, tree planting and skills training for primary school girls to make reusable sanitary pads, responding to health, environmental and menstrual hygiene needs at the same time. This is a young club thinking of impact from many angles.



Rotary Club of Entebbe: Growing in Every Direction

Three measures of club health appear together: fellowship, giving and membership. At Rotary Club of Entebbe, growth is taking several forms. The club's vibrant fellowship is matched by US\$2,800 contributed to The Rotary Foundation and the induction of four new members. Together, the three tell a compelling story: strong clubs need both the joy that keeps members connected and the generosity and growth that expand their capacity to serve.

Inner Wheel Mengo: Membership Acceleration

Doubling the number of clubs is a remarkable organisation-al-growth story. For Inner Wheel Mengo, six became 12. The rapid expansion reflects determined leadership and commitment to service. With two new members inducted and four more in mentorship, the organisation setting a great foundation for service from and for the community.



Rotary Club of Entebbe Base: Every Drop Counts

Water access reduces health risks and the burden carried by women and children who majorly fetch the water. In Rugonjo, a borehole constructed by the club brings families closer to safe water, reduces reliance on untreated water and eases the burden of long journeys often borne by women and children. Every drop represents better health and safety.

Rotary Club of Entebbe Base: Building the School of Tomorrow

The project connects sanitation, digital learning and youth leadership. At Entebbe Comprehensive Secondary School, Rotary Club of Entebbe Base is investing in better education. A modern waterborne toilet and bathrooms, a water pump, 17 computers and a new Interact Club bring sanitation, digital learning and leadership development under one project umbrella. It is Rotary investing not only in today's learners, but in tomorrow's families.



Rotary Club of Rubaga: Turning Compassion into Sustainability

Solar power protects resources at a home dependent on donations. At Mapeera Bakateyamba Home, Rotary Club of Rubaga is solving a critical problem through a compassionate solution. Its planned solar power system will reduce electricity costs at a home that depends entirely on well-wishers, allowing more of the available resources to reach the people who need them.

Rotary Club of Namasuba: From 100 Learners to a New Beginning

The dramatic fall from 1,200 to 100 learners is a school-rescue story. At St. Elizabeth Primary School, Rotary Club Namasuba and the local community are trying to reverse a story of decline. Once home to 1,200 learners, the school's enrolment fell to just 100 as deteriorating infrastructure and leaking classrooms took their toll. The three-year transformation journey is therefore about much more than a facelift. It is about restoring a school and the community's hope in the future of its children.



Rotary Club of Rubirizi: Protecting the Forest, Protecting the Future

Recycled bottles are being used to protect seedlings—a clever circular-economy detail.

Rubirizi's environmental ambition stretches 32 kilometres. The club plans to plant trees along the stretch while restoring water tanks at Katunguru Health Centre III damaged by elephants. Even more ingenious is the protection of the seedlings using recycled waste bottles. It is a reminder that environmental action can begin with both planting something new and finding creative uses for what would otherwise become waste.

Western Region Rotaractors: “Find Your Signature of Service”

The Governor's advice is almost a manifesto for young Rotaractors. The Governor's message to Western Region Rotaractors was less about joining Rotary and more about becoming someone of significance. Protect the Rotary brand. Be known for something meaningful. Find a mentor and become one. Get involved. Give generously. Keep learning. Work hard. These were his key messages, build a life whose impact outlasts you.



Rotary Club of Bushenyi: Five Families Saved by a Glucometer

Rotary Club of Bushenyi is taking diabetes care closer to home. Through its communal model, diabetes monitoring will be more accessible for homes. Its planned Communal Glucometers project will provide one glucometer for every five people living with diabetes in low-income communities, enabling them to monitor their glucose levels from home. It is a practical response to a health challenge that is not prioritized in under-resourced health facilities.

Rotary Club of Kabwohe: Tiny Lives, Bigger Chances

Neonatal equipment demonstrates how Foundation giving reaches people donors may never meet. By equipping the neonatal unit with life-saving machines, Rotary Club Kabwohe is giving some of the newest and most vulnerable patients a better chance to survive and thrive. It is also a powerful illustration of why Foundation giving matters: a contribution made today can reach a family a donor may never meet.



Rotary Club of Ibanda: Giving Babies a Second Life

At Uganda Martyrs Hospital Ibanda, Rotary Club of Ibanda has created something more powerful than a piece of hospital equipment: a visible reminder that babies survive. The club's support to the neonatal unit with life-saving machines is already making a tangible difference. Every improved baby becomes an outcome which becomes a story of hope for families.

Rotary Club of Kazo: Keeping Girls in School

For girls, the right facilities can make the difference between participating fully in school and quietly staying away. Rotary Club Kazo is addressing menstrual hygiene in three schools through the construction of incinerators. The project is more than waste disposal; it is about creating safer, more dignified learning environments where girls can attend school with confidence.



Rotaract Club of Ibanda: Small Things, Big Possibilities

On the way to Kazo, the Governor encountered another example of young people turning service into practical support. Rotaract Club of Ibanda has supported Keihangara Primary School with scholastic materials, talking posters and mattresses, while preparing to construct a toilet block. Impact does not always begin with large resources, but small changes addressing real needs.

Rotary Club of Ntungamo: Classrooms for the Future

At Mission Nursery and Primary School, Rotary Club of Ntungamo is replacing temporary wooden classrooms with a safer learning environment. But the club's impact is also visible in its culture of giving. Seven members received the District Governor's US\$100 Rotary Foundation Pin which is a reminder that sustainable service depends not only on projects, but on members willing to invest in the Rotary Foundation.



Interact Club at Immaculate Heart Girls, Rukungiri: Leaders in Uniform

At Immaculate Heart Girls, the school with the largest Interact Club in the Western region, members are largely prefects who champion environmental conservation and support neighbouring schools with scholastic materials. A tree planted with the Governor became a fitting symbol of young women growing their leadership while rooting for a greener future.

Rotary Club Masaka: The Wall of Hope

At Masaka Regional Referral Hospital, hope has a wall. Rotary Club Masaka's #WallOfHope celebrates babies who passed through the neonatal unit and are now healthy and thriving. For mothers currently walking that difficult journey, the wall offers something precious—the evidence that the story can have a happy ending, a story of resilience and survival.



A New Rotary Club in Kanungu: Setting a Firm Foundation

A new Rotary club has taken root in Kanungu with its first steps already pointing towards service. Tree planting and renovation of a community water tank are giving this new club a practical foundation. The Governor's challenge was equally important: build a strong club culture, keep learning and become known for something positive.

Rotary Club Kasese 91: A Club with Multiple Solutions

Commended for its multi-project approach, Rotary Club Kasese 91 is proving that community needs rarely arrive one at a time. At Kasese Municipal Council Health Centre III, the club has donated mattresses, repaired hospital beds and plans to renovate a staff house that has been in disrepair. Its commitment to supporting disabled twins through to university education another deeply human dimension to its service.



Rotary Club Kasese Snowpeaks: When Rotary Crosses Borders

The story at Rukoki General Hospital began long before the equipment arrived. Rotary Club Kasese Snowpeaks supported the facility through its transformation from a health centre into a general hospital, working with international partners to respond to its evolving needs. A UGX129 million Global Grant has now equipped the neonatal unit with incubators, monitors, pumps, CPAP equipment, oxygen and other lifesaving tools. The project shows what happens when local commitment meets international collaboration.

Western Region Rotaractors: Build a Legacy, Not Just a CV

The Governor's advice recommended not only Rotary participation but acquisition of life skills: purpose, mentoring, saving, learning and integrity. Be aware of what you want in life, find a mentor, become one, start saving and never stop learning. He also challenged young Rotaractors to find a cause that becomes their signature of service and to protect their reputation through integrity and responsible communication.



Rotary Club Entebbe Stars: Every Child Deserves to Dream

At Sure Prospects School in Kitale, Entebbe, Rotary Club Entebbe Stars encountered children whose abilities do not decide the size of their dreams. The visit was about more than giving; the Governor reminded learners that they are valued, capable and worthy of opportunity. The friendly service challenge between the Stars and Basers added a wonderful twist: competition not for recognition, but for greater impact.

Rotary Club Makerere: Safer Beginnings

At Kawaala Health Centre IV, Rotary Club Makerere is investing in safer beginnings. Twenty maternity beds, a delivery bed, weighing scales, blood-pressure machines and a filing cabinet mean safer deliveries, stronger maternal care and better support for newborns and families. This is Rotary's Maternal and Child Health focus translated into tangible change.



Rotary Club Nsambya Premium: Turning Waste into Wealth

At Rotary Club Nsambya Premium, waste is becoming an economic resource. A women-led initiative is turning waste into eco-friendly bricks, supported by Rotary with an electric brick-making machine and operating space. From creating cleaner surroundings, employment, and improving productivity this project speaks of sustainability with an income stream for better livelihoods.

Rotary Club Nsambya Premium: A Cardinal Joins the Rotary Family

One of the most significant membership moments on the Governor's trail came at Nsambya Premium with the induction of His Eminence Cardinal Emmanuel Wamala as an Honorary Member. Beyond the honour itself, the moment sends a strong message about the kind of people Rotary seeks to bring into its family, leaders whose lives demonstrate integrity, humility and service.



Rotary Club Bulange: The Journey Begins

RC Muyenga Bukasa: The Children Who Will Fight Malaria

At Bukasa Primary School, 300 pupils are becoming School Malaria Champions, equipped to take malaria prevention messages from the classroom to their peers, families and communities. Through peer-to-peer conversations, they will help others recognise danger signs, seek treatment early and adopt simple prevention practices—turning children from recipients of health messages into active agents of change. The initiative is part of the Rotary Club of Muyenga Bukasa's Four-Ways Project, which goes beyond malaria to tackle barriers that keep children out of school through safe drinking water, menstrual hygiene support and improved learning materials. The impact is therefore bigger than preventing a disease: it is about helping children stay healthy, stay in school and inspire healthier choices at home and in their communities. During the Governor's visit, the club donated USD 3,000 to the Rotary Foundation.



Rotary Club Kampala Nsambya: Beyond the Library Space

At Railway Children's School, the Rotary Club of Kampala Nsambya has completed a new school library, furnished with reading tables, creating a space where children can discover the joy of reading and learning. With plans underway to rehabilitate more of the school, the club is turning a physical investment into more knowledge for learners.



RC NALUMUNYE: WASH, GROWTH AND GENEROSITY IN ONE VISIT

At the Rotary Club of Nalumunye, service took centre stage as the District Governor commissioned a 10-stance pit latrine at Bandwe Church of Uganda Primary School. He also launched a WASH initiative with partner, Impact Water, ensuring learners have healthier learning environments. The visit also celebrated Rotary's growth, with 12 new members inducted, more than 40 Rotarians pinned, and \$6,025 contributed to The Rotary Foundation.



Rotary Club Mengo: Fueling Economic Progress

Returning to his home club—RC Mengo, Governor Ddamulira and club members gleaned insights into Uganda’s economic future following a visit by the Minister of trade, industry and cooperatives, David Bahati. These knowledge sessions help identify community economic challenges that Rotary can address through skills transfer and livelihood support.



Rotary Club of Kalangala Ssese Islands: Bringing Safe Water to the School Community

The Rotary Club of Kalangala Ssese Islands is investing more than UGX 40 million in a reliable water supply for Busanga Primary School and the surrounding community ensuring the children and their families have easy access to safe water and giving them more time to learn, play and dream.



Inner Wheel Clubs of Masaka Region: Supporting Prisons Service

The Inner Wheel Clubs of Masaka Region are bringing compassion and opportunity to the Women’s Department of the Uganda Prisons Service. Club members provided maternity kits to expectant mothers and are investing in sewing machines and residential facilities that will give women practical skills to rebuild their lives.



Rotary Club Muyenga Forest Hills: Welcome to a Life of Service

For the newest members of Rotary Club Muyenga Forest Hills, membership is being presented not as a badge, but as a commitment. The Governor's message was that Rotary becomes most rewarding when members get involved: attend, participate, share ideas, serve and build friendships. Members have an equally important role in making newcomers feel welcomed, valued and inspired.



Rotary Club Muyenga Forest Hills: Leadership Begins With a Yes

Installation is framed as an opportunity to grow the club and transform lives. When President Atuhairwe Carolyn Bakashaba accepted the leadership of Rotary Club Muyenga Forest Hills, she accepted more than a title. She accepted an opportunity to strengthen fellowship, inspire members, grow the club and turn service into meaningful impact. Her installation marked the beginning of a new chapter and a reminder that every Rotary year is shaped by the willingness of people to lead.

Rotary Club Mutundwe: Membership Is Only the Beginning

Strong onboarding message: joining is not enough; engagement creates value. For new members of Rotary Club Mutundwe, the Governor had one central message: joining Rotary is only the beginning. The real value comes through engagement which includes showing up, getting involved and serving. The stronger the participation, the stronger the club, and the stronger the club, the greater its capacity to transform lives.





Rotaract Club Mutundwe: Young Leaders, Real Energy

The energy at Rotaract Club Mutundwe offered a glimpse of Rotary's leadership pipeline. The Governor was impressed by the passion and vibrancy of the young leaders, whose focus on service, leadership and innovation positions them to create meaningful change and inspire more young people to join the movement.

Rotary Club Busabala: Generosity Has a Ripple Effect

At Rotary Club Busabala, generosity is becoming part of the club's culture. The Governor recognised the club's first US\$100 Rotary Foundation givers and celebrated eight contributing members. He emphasized each contribution as a force empowering Rotary's ability to serve beyond the immediate community. The message is simple: when more people give, Rotary's reach grows.



Rotary Club Kampala Wandegaya: One Rotary Family

A joint installation is more than a shared ceremony; it is a picture of Rotary's future working alongside its present. The Governor's visit to Kampala Wandegaya highlighted the energy of Rotaractors and Rotarians giving a practical example of how the two generations can learn from one another. Bringing Rotaractors closer to Rotarians at such events gives young leaders greater exposure and helps prepare them for the leadership roles ahead.



THE GOVERNOR'S TRAIL in Tanzania

Rotary Club of Dar es salaam DG Visit

Rotary Club of Dar es salaam DG Visit



Rotary Club of Dar es salaam Mzizima



Rotary Club of Dar es salaam North DG visit



Rotary Club of Dar es salaam Oysterbay DG Visit



Rotary Club of Dar es salaam Sunset DG visit



Rotary Club of Dar es salaam Mikocheni



District News and Upcoming activities

INVITATION FOR GLOBAL GRANT SCHOLARSHIPS

Rotary District 9214 invites clubs to partner in transforming lives through Global Grant Scholarships.

Empower future leaders. Support higher education. Create lasting global impact.

ABOUT GLOBAL GRANT SCHOLARSHIPS

- Global Grant Scholarships support graduate-level study (Master's degree or equivalent) at any university worldwide.
- The course of study must align with one or more of Rotary's Seven Areas of Focus.
- Scholars become ambassadors of peace and development in their communities and beyond.

WHAT SPONSORING CLUBS NEED TO DO

- Identify and work with a qualified scholar.
- Contribute USD 5,000 toward the scholarship.
- Partner with the district to complete the Global Grant application.

FINANCIAL PARTNERSHIP

Sponsoring clubs play a vital role in making these scholarships possible.

USD 5,000 Club Contribution	+	USD 25,000 Rotary Funding (World Fund Match)	=	USD 30,000 Total Scholarship Award
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Your investment of USD 5,000 helps provide a life-changing educational opportunity worth USD 30,000.

ELIGIBILITY

- Applicants must meet Rotary's standard Global Grant Scholarship eligibility criteria.
- Open to individuals pursuing a Master's degree (or equivalent) at any accredited university.
- Courses must relate to one or more of Rotary's Seven Areas of Focus.

Please Note: Children of Rotarians are **not** eligible to apply.

APPLICATION PROCESS

Interested candidates must apply through their sponsoring club.

Clubs should ensure all documents are complete and submitted on time.

WHY IT MATTERS

- Scholarships build skills, foster leadership, and drive sustainable change.
- Together, we create opportunities that transform lives and communities.
- Join us in investing in a better future through education.

INVEST IN EDUCATION. EMPOWER LEADERS. TRANSFORM COMMUNITIES. CREATE HOPE.

FOR MORE INFORMATION
Contact **Rtn Florence Malunga** - Chair - District Scholarships Committee **0772 444257**
or **Rtn Joseph Sauma** - Secretary - District Scholarships Committee **0785 826952**

OFFICIAL LAUNCH OF THE BASIC EDUCATION AND LITERACY MONTH CAMPAIGN: EACH ONE REACH ONE READER

The number is 775 million. These are the reported people over the age of 15 who cannot read or write according to Rotary International. The implications are far reaching for Rotarians who work to support communities in seven focus areas.

For every person who cannot read, a health flyer message cannot be understood, disease prevention campaigns will be deficient, and medication given at health camps will not be consumed properly. At the antenatal clinics, a mother and father will not be able to read the vaccination card, growth-monitoring chart or the next appointment date for a child's review.

When a water filter or improved pit latrine is provided, instructions for usage and maintenance must be followed. Both will eventually become unusable if no one can read their manuals.

Communities cannot grow their artisanal businesses if they cannot develop content labels, provide expiry dates or develop information on correct application.

READ TO RISE

Official Launch of the Basic Education & Literacy Month Campaign
Each One, Reach One Reader

GUEST OF HONOUR
DD Daniel Mukaasa Odumula
District Governor, D9214

GUEST SPEAKER
Rtn Florence Malunga
District Scholarship Chair

1ST SEPT | **TUESDAY 2026**

ONLINE 7:00 AM - 8:00 AM EAT

rotaryd9214.org

Rotary District 9214

Civic engagement and citizen rights are undermined when one cannot read the laws of a country, learn about the electoral processes, or apply for a national identification document.

Therefore, “Literacy sits upstream”, was the catchphrase for the ‘*Each One, Reach One Reader*’ action during the District Governor’s launch of the Basic Education and Literacy Month Campaign on September 1.

Past Assistant Governor, Florence Malinga, the District Scholarships Chair explaining the importance of literacy as the foundation for all Rotary programmes noted that, “Our leverage is not more classrooms. It is books, trained teachers, protected reading time and visible role models.”

What Our Clubs Mostly Do — and What We Miss

THE FAMILIAR PATTERN

- Scholastic materials and desks donated at the start of term.
- A classroom block built or renovated and handed over.
- School fees paid for a handful of pupils.
- One school visit, one group photograph, one Facebook post.
- A career talk delivered at a senior school on request.

WHAT ACTUALLY MOVES READING

- Books a child can actually read, in a language the child already speaks.
- The teacher already in that classroom, trained in how to teach reading.
- Reading time that is protected and repeated, not staged once.
- A reading corner that is still stocked and used in March.
- One school held for months, not four schools visited for an hour each.

Why the Read to Rise Campaign Matters

Malinga noted that, “The gap is not effort or generosity. It is that most of what we do is one-off, unmeasured, and aimed at the building rather than the reading. *Read To Rise* is built to close that gap.”

The Opportunity for Rotary Clubs

DISTRICT GRANT SCHOLARSHIPS

The simplest route, decided inside our own district from District Designated Funds.

- Secondary, undergraduate or graduate study.
- Any subject, local or overseas.
- From a six-week course upward.

GLOBAL GRANT SCHOLARSHIPS

Graduate study of one to four academic years, inside an area of focus — literacy, qualities.

- Maximum budget of USD 30,000.
- EDF plus an 80% World Fund match.
- Needs a qualified host club and district.

ROTARY PEACE FELLOWSHIPS

Up to 50 master's and 60 certificate fellowships awarded worldwide each year, fully funded.

- Makere University, Kampala takes up to 40 certificate fellows.
- Candidates may study at their home campus.
- For professionals with five years' experience.

THE CLUB IS THE GATE

No learner can apply for any of these alone. Every candidate needs a sponsoring Rotary club, and every literacy project needs a club willing to write the application. That is precisely why the scholarships roadshow and the grant clinics sit at the centre of this campaign.

The Action for Every Rotarian

In launching the campaign, the District Governor reminded us that our annual theme, *Each One Engage for Impact* in September, translates into *Each One, Reach One Reader*.

“One member, one learner. One club, one school held for the whole month, not visited for an hour. And two Saturdays that belong to the entire district: September 19, when we all stop and read together; and September 26, when we open real doors for real learners at the Career and Pathways Fair.

DISTRICT THEME

Each One Engage for Impact

Every member commits to at least one learner between 1 and 30 September — and records it. Every club adopts one school for the whole month.

SEPTEMBER PROMISE

Each One, Reach One Reader

1 ENGAGE

1 – 5 Sept
Campaign launch and the opening of the Story Bank.

2 EQUIP

7 – 12 Sept
Two grant-writing clinics and the Global Grant Lab.

3 READ

14 – 19 Sept
DEAR Day, Saturday 19 September.

4 RISE

21 – 26 Sept
Career & Pathways Fair, Saturday 26 September.

5 REPORT

27 – 30 Sept
Impact tally and Rotary Showcase articles.

REPORT ALL MONTH

Scholarships & BEC Club Roadshow (five clubs a week, twenty clubs) / Story Bank / 9,214 Books Drive / Literacy on Air

Weekly rhythm every club can plus around: Story Monday / Read-Aloud Wednesday / Clinic Thursday / Signature Saturday

Ready. Set. Go!

1. Adopt one school

Pick a primary school near you and tell the district which one. One school is enough do it well rather than widely.

2. Read with them

Send members to read aloud with learners on DEAR Day. Members already in your club, no new recruitment needed.

3. Leave something behind

Books, a reading corner, or shelves. Whatever your club can afford. Small and real beats large and promised.

4. Photograph and report

Take pictures on the day and send them with your numbers. If it is not reported, it did not count.

A club of twenty members can complete all four steps in a single Saturday morning.

1 SEPT

Launch Call

One online call, 45 minutes. Your president names the school your club is adopting. That is your entry into the campaign.

19 SEPT

DEAR Day

Drop Everything and Read! Every club reads with its school at 11:00 EAT on the same Saturday morning.

26 SEPT

Career Fair

Take four working adults into your school for one morning. Learners hear how real jobs actually happen.

30 SEPT

Report

Fill the one form: pupils reached, books given, photos attached. Ten minutes, and your club is counted.

By Rotarian Joyce Kyeyune, RC Muyenga Bukasa

District 9214 Membership Caravan Summary Report:

Engage for Impact

1. The Strategic Foundation: The Online Membership Forum

The District 9214 Membership Caravan was anchored by the Online Membership Forum, a launchpad designed to align District leadership under the theme **“Engage for Impact.”**

The forum served as the strategic baseline, establishing that growth is not an end in itself, but a prerequisite for operationalizing the District’s service capacity. By grounding the movement in data before the physical Caravan commenced, the District ensured every club recognized that membership health is the primary indicator of community impact.

The Membership Roadmap

District Membership Chair PAG Godfrey Kivumbi presented a rigorous 4-Point Strategy to guide the 2025–2026 Rotary year. This roadmap represents a shift from passive recruitment toward a culture of accountability:

- **Point of Engagement (POE):** Eliminating the “spectator” culture by assigning every Rotarian a specific role in service, public image, or leadership immediately upon joining.
- **Easing Financial Friction:** Operationalizing growth through voluntary dues installment plans to mitigate mid-year administrative churn and protect club cash flow.



Godfrey Kivumbi,
District Membership Chair

- **Streamlining Onboarding & Learning:** Leveraging the District e-Academy for technical orientation while prioritizing inter-club fellowships and hands-on mentorship at the local level.
- **Building Stronger New Clubs:** Institutionalizing a mandate that all new clubs must have a founding anchor of at least 25 members to ensure long-term stability.
- **The Evidence Base: Growth Data Analysis (2024–2026)** The following statistics serve as the case for action, demonstrating the necessity of the August 2026 Caravan as a corrective intervention to stabilize recruitment gains.

Reporting Milestone	Membership Count	Status/Context
July 2025 Baseline	3729	Opening Strength
November 2025 Peak	4009	+7.5% (Dynamic Recruitment Drive)
December 2025 Adjustment	3651	Standard mid-year administrative update/cleanup
June 30, 2026 Close	3763	+1% Net Growth (Year-on-Year)

Note: Since July 2024, the District has achieved a total expansion of 733 members (+24.2%), necessitating a shift from “getting members” to “engaging members” to protect this investment. These statistics provided the definitive mandate for the physical Caravan: numbers must be fortified by intentional engagement to prevent a “revolving door” of membership.

2. The Official Launch at RC Mengo

On Monday, August 3rd, 2026, the physical Membership Caravan officially launched at the Pope Paul VI Memorial Hotel. This launch was a strategic mobilization, setting a District-wide expectation for personal accountability in growth.

The Governor’s Mandate

District Governor Daniel Mukasa Damulira issued a commanding charge: District 9214 must maintain its leadership momentum by targeting a minimum of 1,000 new members. He institutionalized the philosophy of **“Each one, reach one”** (*Kila muntu awajibike*), framing recruitment and mentoring not as a committee task, but as an individual duty for every Rotarian.

The Keynote: Attract, Engage, Retain

IPDG Christine Kyeyune Kawooya defined the 45-Day POE Rule as the ultimate retention tool. Leaders must ask new members: **“What would you enjoy doing in Rotary?”** and act on the answer immediately. She highlighted the strategic value of part-payment dues, noting that a structured financial system **free the President to lead and inspire** rather than spending the year chasing subscriptions. **Extension Models in Action** The Rotary Club of Mengo presented two distinct growth templates:

- **The Institutional Model:** The co-sponsorship of a club at King’s College Budo with RC Muyenga Tankhill—a long-term investment in forming the next generation of leaders.
- **The Community Model:** The formation of RC Mengo City at Kabusu, targeting an underserved geographical hub.

3. Country and Corridor Leadership: The Tactical Layer

District strategy to club-level execution requires localized data to drive performance. Country Membership Chairs PAG Barbra Nekesa (UG), PAG Mary Anne Mugo (TZ), and IPP Deborah Komugisha Kakande (Engagement) played a pivotal role in this process. These leaders moved beyond generalities, presenting localized statistics to paint a transparent picture of membership health within specific corridors. By utilizing data to celebrate historical top performers and those showing outstanding performance in July, they created a competitive yet collaborative environment, forcing lagging clubs to confront and correct membership stagnation.

4. Leadership Insights and Corridor Engagements

Past District Governors (PDGs) and incoming leaders (DGE/DGN) provided high-level mentorship, transforming the Caravan into a series of masterclasses on organizational health.

4.1 PDG Agnes Batengas (RC Kijitonyama)

PDG Agnes emphasized that membership numbers are the physical foundation of club robustness. She argued that intentional growth is superior to organic drift and commanded immediate movement into project-based engagement to secure retention.

4.2 DGE Aisha Sykes (RC Dar es Salaam North) DGE Aisha synthesized membership into five core pillars: the mathematical necessity of numbers, service-project engagement, extension as the primary cure for slow growth, intentionality in recruitment, and fellowship as the driver of impact.

4.3 PDG Sharmila Bhatt (RC Mikocheni & RC Makonko Juu) PDG Sharmila focused on the “true value” of membership within a global family. She provided practical insights on nurturing connections and challenged members to extend their community impact through personal commitment.

4.4 PDG Mike Kennedy Sebalu (RC Masaka - Greater Masaka Corridor) PDG Mike addressed the **stagnation crisis** facing older clubs growing at only 1% annually, warning they are in danger of dying out. He championed “big club” logic, citing RC Muyenga’s

fundraising ease and project scale as a direct result of their numerical power.

4.5 DGN Peter Kagwa (RC Mbarara - Western Corridor) DGN Peter focused on cognitive diversity, emphasizing that attracting a variety of skillsets is the only way to build the capacity required to tackle the complex community problems. He noted that larger numbers enable members to give more, execute bigger projects, and achieve greater impact.

4.6 PDG Francisco Semwanga (RC Muyenga Tankhill - Gaba Road Corridor)

PDG Francisco presented a 5-point growth framework centered on Numbers & Vitality, which focuses on the idea that the more the merrier and avoiding social boredom; Quality through Quantity, noting that achieving high quality requires a large recruitment base; Succession, where large numbers facilitate easier leadership transitions; Competitiveness, ensuring stronger leadership emerges from healthy competition; and Sustainability, which aims to eliminate burnout and monotony by spreading the workload.

4.7 PDG Harish Bhatt (RC Dar es Salaam Sunset)

PDG Harish challenged every Rotarian to adopt a recruiter mindset: “**Invite with heart, mentor with action.**” He reinforced that stronger clubs yield a stronger community impact and that fellowship must be something people want to be part of.

4.8 PDG Peace Taremwa (RC Kyengera - Masaka Road Corridor)

PDG Peace outlined a modernization framework for the Rotary membership caravan, dividing strategies into attraction tactics such as digital outreach with action photos, targeting retirees within a 10km radius, removing jargon, using a “buddy” system, and sharing impact stories, and retention tactics, which include assigning early roles, holding disciplined one-hour meetings, conducting annual health checks, using surveys and exit interviews, and publicly celebrating achievements.

4.9 PDG Kenneth Mugisha (RC Entebbe Base - Entebbe Road Corridor)

PDG Kenneth advocated for **selective talent acquisition**, filtering for serious, service-minded individuals. He argued that clubs must scale into “big clubs” to increase fundraising ease and project capacity, moving away from small-scale operations.

5. Collective Achievements of the Membership Caravan

The Membership Caravan succeeded in shifting the District’s culture from passive observation to **purposeful involvement**. It institutionalized a culture of accountability by consolidating the District Governor’s vision into a unified, senior-led message. The Caravan did not just promote growth; it operationalized it, providing clubs with the tactical tools to mitigate churn and transform membership from an administrative task into a personal responsibility for every Rotarian.

6. The Enhanced 30-Day Club Mandate

To maintain the momentum of the Caravan, the District mandates that every club shall execute the following framework within the next 30 days:

- **ENGAGE:** Map the Point of Engagement (POE) for every member. Prioritize those joined in the last 45 days. No name on the roster shall have a blank space next to it.
- **PAY:** Formally implement written installment plans for dues. Protect your members from financial friction.
- **EXTEND:** Identify at least one workplace, school, or institution for a new club.
- **IDENTIFY & LAUNCH:** Pinpoint specific locations for immediate new club initiation and name the prospective leaders.
- **INVITE:** Execute “Each One, Invite One” fellowships. Focus on guests and share compelling stories of local impact.
- **EXCEED:** Surpass your club’s historical growth records to meet the RI President’s challenge.

The “Engage for Impact” tagline is the strategic path forward for District 9214. By focusing on intentional engagement and removing barriers to participation, we ensure that our growth leads to transformative, lasting service.



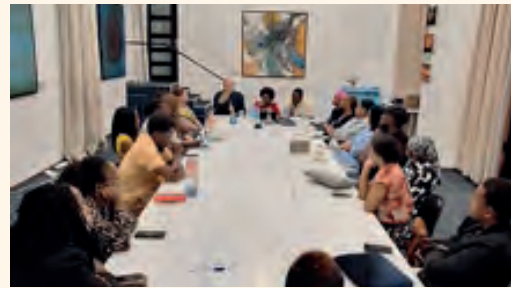
The official launch of membership hosted by **Rotary Club Mengo**



Rotary Club **Dar es Salaam Mikocheni**- membership caravan



Rotary Dar es Salaam North-membership caravan activation



Rotary Club of Dar Es Salaam Sunset Harish membership caravan activation



Entebbe Road Corridor membership caravan hosted by Rotary Club Entebbe Base



Ggaba Road Corridor membership caravan hosted by Rotary Club of Muynega Tank Hill



Greater Masaka Corridor membership caravan hosted by Rotary Club of Masaka



Rotary Club of Makongo Juu membership caravan



Western Region Corridor hosted by Rotary Club of Mbarara

*Journey to
the Pearl of Africa and Beyond*



ENTEBBE



DUBAI



NAIROBI



MUMBAI



LAGOS



DAR ES SALAAM



ZANZIBAR



MOGADISHU



ABUJA



LONDON



KINSHASA



JOHANNESBURG



LUSAKA



HARARE



JUBA



MOMBASA



BUJUMBURA



KILIMANJARO



Rotaract Lens

Rotaract District 9214 Courtesy Visit to the Buganda Kingdom

Our District Rotaract Representative, Rtr. Beatha Malaure, together with the team, paid a courtesy visit to the Buganda Kingdom and a courtesy call on Oweekitiibwa PDG Robert Waggwa Nsibirwa, the Second Deputy Katikkiro and Minister of Finance, Investments, Planning and Economic Development of the Buganda Kingdom.

The engagement provided an opportunity to learn more about the Kingdom's youth initiatives and explore areas of collaboration with Rotaract District 9214, focusing on youth socio-economic empowerment through skills development, entrepreneurship, innovation, and sustainable opportunities.

We sincerely appreciate Oweekitiibwa PDG Robert Waggwa Nsibirwa and the Buganda Kingdom for their warm welcome, openness, and commitment to supporting young people. We look forward to building meaningful partnerships that transform ideas into opportunities and create lasting impact for our communities.

#RotaractD9214
#Partnerships
#ServiceAboveSelf
#EachOneEngageForImpact



The Launch of Rotaract Young Leadership Award (RLYA) 2026

RYLA MUSANZE 2027: YOUNG. BOLD. AFRICA RISING.

Investing in the young people who will shape Africa's future today

Rotary's impact is ultimately about people. Projects may transform communities, but it is people who sustain that transformation. RYLA therefore, provides Rotary with an important opportunity to invest in young leaders who will carry the values of service, integrity and leadership into their communities, professions and countries.

Rotary International describes RYLA as an intensive leadership experience where young people build communication and problem-solving skills, learn from community leaders and inspirational speakers, develop their potential and form lasting friendships.

Musanze takes this mission a step further by creating a **cross-border leadership environment**. Young people from Uganda and Rwanda will not simply attend the same programme; they will learn from one another,

exchange perspectives and build networks beyond national boundaries.

Under the theme **"Young. Bold. Africa Rising."**, RYLA Musanze 2027 will be delivered through a historic collaboration between **Rotary District 9214 and Rotary District 9150**, bringing together the Rotary family across Uganda and Rwanda.

The Journey

Every Rotary Club Can Do Something

- Sponsoring delegates
- Identifying promising young leaders to participate
- Providing facilitators and mentors
- Connecting the team to potential sponsors
- Supporting transportation and logistics
- Promoting participation within their networks
- Financial or in-kind support

27 JUL 2026
The launch: 🚀
Rotary leaders, partners and young people gather at Speke Resort Munyonyo.

AUG–DEC 2026
The mobilisation 📢
Clubs identify young leaders, sponsors and mentors.

7–10 JAN 2027
The experience 🌍
Musanze meet up of young leaders

Every Rotary Club Can Do Something

- Sponsoring delegates
- Identifying promising young leaders to participate
- Providing facilitators and mentors
- Connecting the team to potential sponsors
- Supporting transportation and logistics
- Promoting participation within their networks
- Financial or in-kind support

Key numbers:

- 500 Rotaractors
- 200 Rotarians
- 2 Districts
- 4 days of leadership, fellowship and discovery
- 1 amazing experience in Musanze, Rwanda

Why

- Cross-border leadership environment for service, integrity and leadership
- Impact in communities, professions and countries.

What Four Days. Five Experiences.

- **LEAD:** Discover your leadership style.
- **CHALLENGE:** Solve problems outside your comfort zone.
- **CONNECT:** Build friendships across borders.
- **DISCOVER:** Experience another culture and new perspectives.
- **SERVE:** Turn leadership into community impact

Rotary
District 9214
District 9150



RYLA

Introducing Installment payments



FEE UGX
400,000/=

FEE TSHS
290,000

FEE RFW
150,000

Early bird Rotaractor

From 28 July to 31st October

**YOUNG.
BOLD.
AFRICA
RISING.**

RYLA 2027 | MUSANZE, RWANDA

**07 to 10
Jan 2027**

Transport, meals, all activities, accomodation
Ps: Rotarians cater for their own accommodation

**PARTIAL PAYMENTS
CAN BE MADE
SCAN TO PAY**





RYLA Musanze 2027

The Possibilities of RYLA in the Impact Year

In Rwanda, 500 Rotaractors are seated. They are hopeful, eager and ambitious for the future. Different languages, different cultures, different expectations. After four days in Musanze, they leave transformed forever.

They have built solid friendships across borders, learned how to lead more effectively and discovered talents and skills in effective community service. Inspiring speakers and distinguished Rotarians have given them a vision of a great future and reminded them that they are the lead actors—they have agency to determine the future they want.

The *Young.Bold.Africa Rising* theme of RYLA Musanze isn't just a catchy phrase—it is the inspiration that will ignite, drive and sustain change on a continent that is as unique as it is varied.

Young:

More than 60% of Africa's population is under the age of 25, the youngest in the world. The youth, therefore, largely carry the potential to create a newer, better Africa. That potential must be guided by Rotarians and other excelling personalities.

Bold:

Young people should see themselves as changemakers who can solve problems through innovation, break boundaries for collaboration and dare to impact the world beyond their villages, towns and cities.

Africa:

Rich in resources—both tangible and intangible, Africa is not a place to escape but to explore. When youth are given the right skills and the right vision of what could be, they will create opportunities of great magnitude for themselves and those to come after them.

Musanze, a city basking in the beautiful Virunga volcanic region of Rwanda presents the perfect confluence of brave reflection, idea exchange, knowledge generation, and the exploration of world issues within the context of a technology-enhanced era and entrepreneurship driven economies.

Are we investing early enough in our youth? Are we investing sufficiently? Are we investing in the right way?

What happens after RYLA?

Four days in Musanze presents great possibilities; it provides a roadmap that guides us as Rotarians, companies, governments and development partners to do all we can to ensure our young people are prepared to lead us into the great future we hope for. After RYLA let us plan to harvest:

- Rotaract membership growth
- Stronger inter-country engagement
- Alumni networks built
- Multi-cultural leadership skills
- Entrepreneurship opportunities
- New types of service projects

By Rotarian Joyce Kyeyune, RC Muyenga Bukasa



Rotaract Activity Schedule

August – October 2026

Extracted from Schedule & Event Planner

Date	Event / Milestone	Activity / Club
Sunday, August 30, 2026	CANCER RUN 2026	
Monday, August 31, 2026		RAC Kyengera
Tuesday, September 01, 2026		RAC Rubaga
Wednesday, September 02, 2026		RAC Mengo Mutundwe
Thursday, September 03, 2026		RAC Rubaga Lake View
Friday, September 04, 2026		RAC Tankhill City
Saturday, September 05, 2026	COUNTRY EXCOM	RAC Nsambya Hospital Training School
Sunday, September 06, 2026		RAC Munyonyo Lake View
Monday, September 07, 2026		RAC Lubowa
Tuesday, September 08, 2026		RAC IEUA
Wednesday, September 09, 2026		RAC Konge Lukuli
Thursday, September 10, 2026		RAC Muyenga Beacon of Hope
Friday, September 11, 2026		RAC Muyenga
Saturday, September 12, 2026	Travel To Masaka	RAC Kampala University Masaka
Sunday, September 13, 2026		RAC Masaka School of Comprehensive Nursing, RAC Muteesa 1 Royal University Kirumba
Monday, September 14, 2026		RAC Lukaya, RAC Masaka
Tuesday, September 15, 2026		RAC Kalisizo
Wednesday, September 16, 2026		RAC Lyantonde
Thursday, September 17, 2026		RAC Kalangala Ssesse Islands
Friday, September 18, 2026		RAC Namasuba
Saturday, September 19, 2026		RAC Kinawataka
Sunday, September 20, 2026		
Monday, September 21, 2026		RAC Fisheries Institute Entebbe
Tuesday, September 22, 2026		RAC Lukuli Nanganda
Wednesday, September 23, 2026		RAC Kigo
Thursday, September 24, 2026		RAC Kansanga
Friday, September 25, 2026	DISTRICT EXCOM	RAC Muyenga Tankhill
Saturday, September 26, 2026		RAC Kabalagala
Sunday, September 27, 2026		RAC Muyenga Bukasa
Monday, September 28, 2026		RAC Avance International University
Tuesday, September 29, 2026		RAC Kyengera Town
Wednesday, September 30, 2026		RAC Kabowa
Thursday, October 01, 2026		RAC Coroca

“What Does Education Mean to Generation Z?”

Young people's perspectives on learning, skills, technology, employability and opportunity



I view it as a dynamic tool for adaptability, practical skills and meaningful connections. Beyond academics, it broadens my perspective of life's total spectrum-empowering financial stability, emotional intelligence, spiritual understanding and physical well-being.

Mary Wamaitha

Rotract Club of Kampala International University - Western Campus



To Gen Z, education is not just what we learn, but who we become through it. It is curiosity, experience, unlearning, creating, and finding the courage to turn knowledge into change.

Twebaze Leticia Taremwa

Rotract Club of UTC Bushenyi

To Gen Z, education is not merely earning qualifications; it is acquiring the knowledge, adaptability, critical thinking, and digital



fluency needed to create opportunities, solve real-world problems, and remain relevant in a rapidly changing world

Nelly Atukunda

President Rotract Club of Mubs Mbarara



Education to a Gen z isn't necessarily the sole key to success but merely a baseline. Beyond acquired degrees, practical skills and networks are a necessity. It is a life lived greatly shaped by choice.

Rtr Nakigudde Jovia Kezia

Rotract club of Nalumunye



For Gen Z, education isn't just a static certificate—it's an interactive, digital compass for real-world problem-solving, continuous self-empowerment, and turning personal passion into a purpose-driven, tech-forward career.

Ainebyoona Hope

Rotract Club Kampala Munyonyo

What does Rotaract Mean to Gen Z?



Rotaract is my playground for real-world impact. As a Gen-Z, It moves Daresalaam-Dreamersto leading initiatives, navigating challenges, and building social capital. It's where I translate local services into global career readiness.

Dr. Isabella Mnyitafu

Rotract Club of Daresalaam-Dreamers



Rotaract to Gen Z is first a family, a safe space that sharpens practical skills beyond academics, connects us with inspiring mentors from all over the world and a space where we get to make real friends with the shared goal of driving sustainable community impact together.

Namrinda Sifuni Mchome.

Rotary Club of Kwanza. Dar es salaam



Rotaract is where we turn potential into skills, skills into opportunities, and connections into careers; all while growing together.

ADRR Aniita Semfiringe

Rotaract Club of Alpha Dar es salaam



Rotaract gives Gen Z hands-on leadership, career mentorship, and global networking, turning community service into real-world employability and career opportunities.

Caren Deusdedith

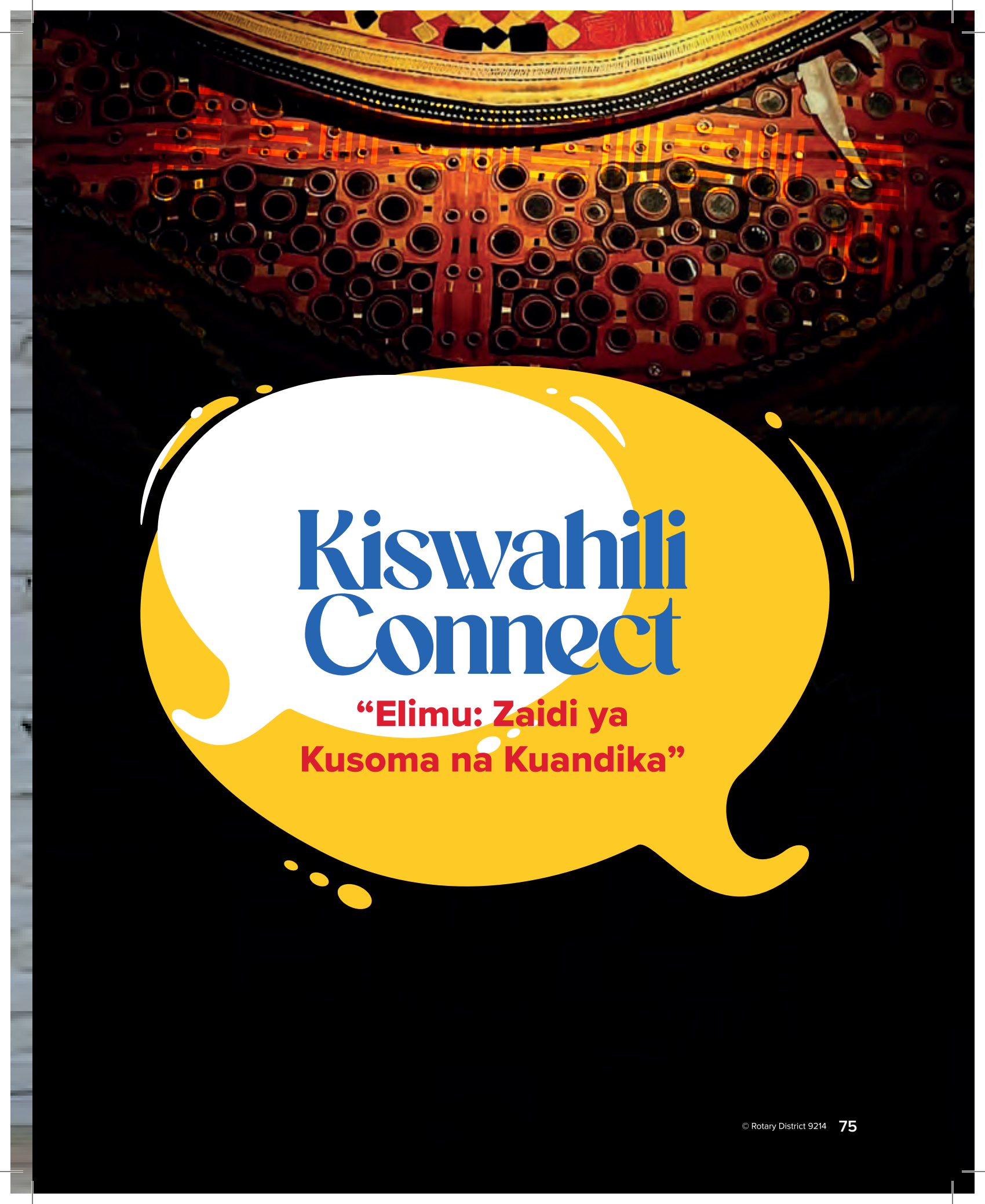
Rotaract Club of Kairuki Dar es salaam



I view rotaract as platform to broaden my horizons, it be physical or mental

Jedediah Siegfried Shuma

Rotaract Club of KCMC Moshi



Kiswahili Connect

**“Elimu: Zaidi ya
Kusoma na Kuandika”**



Rahma M. Nurdin

Rotaract District International Service
Chair - 2026/27
Swahili Exchange Officer
Rotaract Club of Alpha



Elimu mara nyingi hutambulishwa kwetu kupitia ufafanuzi rahisi kwamba ni uwezo wa kusoma na kuandika tu. Mtoto huingia darasani akiwa na daftari, hujifunza kusoma alfabeti, hujifunza kuandika herufi, hujifunza hesabu za msingi, na hatua kwa hatua hupanda kutoka darasa moja kwenda darasa jingine. Lakini elimu ni zaidi ya kujua maandishi yaliyoandikwa kwenye ukurasa wa kitabu. Elimu ni njia ya kufikia fursa, inakupa uwezo wa kujitegemea na kuleta mabadiliko katika jamii inayokuzunguka. Kwa watu wengi, elimu imekuwa ni daraja kati ya maisha waliyorithi na maisha yao ya mbeleni wanayoyawazia. Bila elimu, mustakabali wa maisha ya mtu unaweza kuonekana kuwa na vikwazo kulingana na fursa zinazopatikana katika mazingira yanayomzunguka. Kusoma, kuhesabu na kuandika siyo manufaa pekee ya elimu.

Elimu huleta fursa zinazokwenda mbali zaidi nje ya darasa. Elimu humpatia mtu uwezo wa kufikiri kwa kina na kutatua matatizo, na uwezo wa kuona fursa mpya zinazojitokeza na kuzitumia katika maisha yake. Elimu humfundisha mtu jinsi ya kuchambua hali mbalimbali, kupima uzito machaguo aliyonayo na kutatua changamoto za kila siku kwa njia yenye mantiki. Pia humjengea mtu uwezo wa kufikiri kwa ubunifu na kumsaidia kuelewa namna dunia inavyofanya kazi. Elimu

haimuandai mtu kwa ajili ya kufaulu mithani pekee bali humpa nyenzo za kuikabili dunia inayobadilika kila siku.

Elimu Huunda Fursa za Kuendelea Kujifunza katika Maisha Yote

Elimu si kwa watoto au vijana pekee, bali elimu ni kwa watu wa rika zote. Kama ilivyo msemu usemao "Elimu haina mwisho", hivyo elimu inakufanya ujenge utamaduni wa kuendelea kujifunza na kujiboresha katika maisha yako yote. Kupitia elimu rasmi, kozi za mtandaoni, ufadhili wa masomo au kujisomea mwenyewe, humsaidia mtu kuendelea kuwa na uwezo wa kuendana na mabadiliko ya ulimwengu yanayozidi kuwa tofauti na changamoto katika maisha yake yote.

Elimu Huimarisha Ubunifu na Ugunduzi

Elimu hujenga hamu ya kujifunza, ubunifu na uvumbuzi, jambo linalochangia maendeleo katika sayansi, teknolojia na sanaa. Humwezesha mtu kutengeneza mawazo mapya na suluhisho kwa changamoto zinazojitokeza katika jamii zetu. Mtu anapojifunza kufikiri kwa ubunifu, haishii kutafuta majibu yaliyopo tu, bali huanza pia kuuliza: *Tunaweza kufanya jambo hili kwa namna gani tofauti na bora zaidi?*

Elimu Huongeza Fursa za Kiuchumi

Mtu mwenye elimu nzuri ana nafasi kubwa zaidi ya kupata ajira zenye kipato kizuri, kuboresha hali yake ya kifedha na kuchangia katika ukuaji wa uchumi. Elimu huwapa watu uwezo wa kuvunja mzunguko wa umaskini na kujenga maisha yenye mafanikio ya muda mrefu. Kwa mfano, ujuzi anaupata mtu kupitia elimu unaweza kumwezesha kuanzisha biashara, kupata ajira yenye staha au kutumia teknolojia kutengeneza fursa mpya za kipato.

Kwa hiyo, thamani ya elimu haipimwi kwa idadi ya vyeti vinavyoning'inia ukutani pekee, bali pia kwa mabadiliko chanya ambayo watu huleta kutokana na yale waliyojifunza. Hatimaye, elimu inahusu kupanua kile ambacho mtu anaamini kinawezekana katika maisha yake. Inatufundisha siyo tu jinsi ya kusoma kitabu, bali pia jinsi ya kuisoma dunia; siyo tu jinsi ya kuandika maneno, bali jinsi ya kuandika mustakabali wetu wenyewe. Elimu inapotoa maarifa, ujuzi, kujiamini na fursa, huwa moja ya nyenzo zenye nguvu zaidi za kuleta mabadiliko kwa mtu binafsi na jamii kwa ujumla. Elimu si maandalizi ya maisha tu. Kwa mamilioni ya watu, ni mwanzo wa maisha tofauti kabisa.



Kiswahili Voices



Kago Wamuyu

Mwalimu Mwenye Aliyeibadilisha Maisha Yangu (The Teacher Who Changed My Life)

Mapenzi yangu na somo la hesabu ilianza nikiwa darasa la tatu. Nilikua napenda sana kusoma vitabu vya hadithi wakati wa masomo. Nilikua ninamaliza kazi ya nyumbani darasani ndio nipate wakati wa kusoma vitabu vya hadithi. Hadi wa leo, ninapenda kusoma vitabu vya hadithi.

Kutoka darasa la kwanza hadi la tatu, kila darasa ilikua na mwalimu mmoja anayefundisha somo zote. Mwalimu wa darasa la kwanza alikua ananichapa kila siku kwa maana akiwa akifundisha somo la hesabu, mimi nilikua ninasoma kitabu cha hadithi ama kumaliza kazi ya nyumbani badala la kusikiliza mafunzo.

Ikawa sasa nikaanza kuchukua hesabu, kwani kila siku ikifika saa za hesabu nilikuwa nachapwa.

Nililipofika darasa la tatu, nikakutana na Mwalimu Mary. Alipoona venye ninapenda kusoma lakini sipendi hesabu, akaniambia tufanye makubaliano.

Akiwa akifundisha, nitie makini hesabu na nimalize kazi ya darasa. Nikipita hesabu zote, atanipatia masaa ya kusoma hadithi moja. Nikikosea, nitakua na masomo ya hesabu katika wakati wachakula cha mchana.

Siku za kwanza nilikua ninakosea sana na sikupatiwa masaa ya kusoma hadithi. Siku moja, mimi pekee ndiye alipata hesabu zote na nikapatiwa masaa ya kusoma hadithi moja darasa lilipokua likifanya marekebisho.

Nilipoanza kutia makini darasani, na nika-pita muhula wa kwanza, Mwalimu Mary alinipatia zawadi ya kitabu kilichokua na hadithi mingi. Nilikua na furaha mingi sana.

Mwalimu Mary ndiye alifanya nipende hesabu.

Impact Partner

Kabojja International School



Alvin Serukenya, Marketing
& Communications Manager,
Kabojja International School

“Educating Tomorrow’s Leaders: Building Skills, Character and Purpose for a Changing World.”

The world today’s learners will inherit is not the world their parents grew up in. Automation is reshaping entire careers, information now moves faster than judgement can keep pace with and the challenges young people will face; climate change, digital disruption, social fragmentation. All demand more than good grades. Educators everywhere are grappling with the same question: what does it actually mean to prepare a young person for a future none of us can fully predict?

Increasingly, the answer schools are arriving at is that academic achievement, while necessary, is not sufficient on its own. Skills such as critical thinking, collaboration and adaptability, character traits like resilience, integrity and self belief and a genuine sense of purpose are what allow young people to translate knowledge into judgement and judgement into a life well lived. The question for any school then is not whether to pursue these things alongside academics, but how.

Academic excellence as a foundation, not the finish line. Strong results and strong character are often framed as competing priorities, as if a school must choose between rigor and well-being. In practice, the two tend to reinforce each other: discipline, resilience and self belief are precisely what translate into sustained academic performance, particularly for learners who start out struggling. Early identification of learners who need support, individualized attention and a refusal to let potential go unno-

ticed matter as much to results as curriculum design does.

Kabojja International School (KIS) offers a useful illustration of this in practice and a school wide culture in which character formation and academic rigor are treated as one project rather than two.

Character is built outside the classroom as much as inside it. Many of the skills a changing world demands simply cannot be taught from behind a desk. Negotiating a debate point, leading a service project, coding a robot that doesn’t work the first time or representing a team in a competition all require a young person to practise critical thinking, collaboration and resilience in real time with real consequences.

This is why well designed extracurricular programmes deserve to be treated as core to a school’s educational purpose not as optional extras bolted on around the timetable.

This thinking is reflected in Kabojja’s clubs programme that runs six days a week and the school’s multicultural community adds another dimension: learners from many nations and backgrounds living, studying and growing together tend to discover earlier than most that shared values matter more than surface differences. A lesson that is far more durable when lived than when simply taught.

Perhaps the hardest thing for any school to cul-

tivate and the easiest to overlook is a young person’s sense of purpose. An understanding of what they care about and what contribution they want to make. Grades and certificates are relatively easy to measure but purpose is not. Yet it is often purpose more than any single qualification that determines whether a graduate goes on to lead a life of integrity and impact.

This is the thinking behind Kabojja’s mission to nurture “internationally minded learners prepared for a peaceful and globally responsible lifestyle” built on the values of excellence, compassion, ethics and service. A mission the school sums up in its motto, “We Strive to Achieve.” Whatever the specific wording a school chooses, the underlying commitment is the same one that should sit at the center of education anywhere. Measuring success not only by pass rates but by the kind of people graduates become.

As Uganda and the wider region look toward an increasingly complex future, schools carry a responsibility that extends well beyond completion certificates. Skills, character and purpose are not add ons to a good education. They are however what make academic achievement meaningful once a young person leaves the classroom for good.

That is a challenge every school, parent and education system will need to keep working at long after any single exam season ends.

Education In Action

Across Uganda & Tanzania



Rotary's Desk Donation at Mwananyamala B primary School.

Rotary Club of Dar es Salaam has donated 160 new desks to Mwananyamala B Primary School, bringing its total contribution to 260 desks valued at more than TZS 30 million. The donation has ensured that all 680 pupils now have proper seating, eliminating floor learning and creating a more conducive environment for education.

During the handover ceremony, Rotary District Governor Daniel Mukasa commended the Rotary Club of Dar es Salaam and its partners for their commitment to sustainable community development. He also praised the school for properly maintaining the first batch of desks donated in 2022.

Head Teacher Ms. Modesta Mushi expressed appreciation for Rotary's continued support, noting its positive contribution to learning conditions and academic performance. She highlighted the school's recent Standard Seven examination results, where Mwananyamala B Primary School emerged as the best-performing primary school in Kinondoni Municipality.

The initiative is part of Rotary Club of Dar es Salaam's wider desk donation programme, which has delivered more than 5,000 desks worth approximately TZS 600 million to public schools across Dar es Salaam, benefiting an estimated 15,000 pupils.

Club President Lenah Munyua emphasized that the project goes beyond providing furniture. It represents an investment in Tanzania's children and demonstrates how partnerships can create meaningful social change. The transformation at Mwananyamala B Primary School illustrates how improved learning environments can contribute to dignity, better educational experiences, and stronger academic outcomes.

Through such initiatives, Rotary continues to advance its commitment to "Service Above Self" and improving communities through sustainable humanitarian action.

By IPP Rotarian PR Director AbdulQadir AbdulHameed
PR: Rotary Club of Dar es salaam



BUILDING FUTURES THROUGH EDUCATION SERVICE ACROSS THE NORTH



How two Rotary clubs are opening doors to education, one student at a time

Across the northern area, Rotary clubs continue to prove that education is one of the most powerful gifts a community can give. This month, Rotary Club of Moshi and Rotary Club of Arusha Golden Sunrise share stories that show what that commitment looks like in practice.

Moshi: Braille Machines Open Doors to Learning

Rotary Club of Moshi received a Certificate of Appreciation from Old Moshi Secondary School for donating Perkins Braille Machines to visually impaired students. The machines support literacy, independent note-taking, and classroom participation, and let students sit national examinations with the same independence as any other candidate, helping them stay competitive and pursue their future. The donation was made possible through the generous support of Rotarian Mama Kuku, Faye Crane, channeled through the Rotary Club of Moshi a fitting example of inclusive education in action.

By Rotarian
Dorcas John
Rotary Club of Moshi; Club secretary



Arusha: Investing in Girls, Investing in the Future

Rotary Club of Arusha Golden Sunrise supports four female students at Holombo and St. Joseph Ngarenaro Secondary Schools with fees, uniforms, and learning materials, with sponsors from the USA and Belgium. One student, sponsored since Baby Class, now reaches her final year proof of what sustained investment achieves.

By Rotarian Abdallah Terry
Club President
Rotary Club of Arusha Golden Sunrise



Two Clubs, One Vision

From a Braille machine to years of steady sponsorship, both clubs show Rotary showing up for education, giving every child a fair chance at their future.

A Library of Hope



Joseph Batter Ssengooba
Rotary Club of Garuga – District
Public Image Chair



For many years, learning at Kitale Secondary School demanded more than academic discipline. It required resilience.

Some students attended lessons beneath trees, exposed to intense heat, dust, wind and rain. Others studied in ageing, inadequate structures that could no longer provide the safety, comfort and dignity every learner deserves. Bad weather frequently disrupted classes, overcrowding strained

the available facilities, and the school's physical environment increasingly constrained both teaching and learning.

Yet, amid these difficult conditions were young people of remarkable ambition. They dreamed of becoming doctors, teachers, engineers, entrepreneurs and community leaders. Their challenge was never a lack of potential. It was the absence of an environment capable of nurturing that potential.

The Rotary Club of Garuga recognised this reality and chose to act.

Rather than offer a temporary intervention, the club adopted Kitale Secondary School and committed itself to the institution's long-term transformation. The decision was guided by a simple but profound conviction: the environment in which a child learns can significantly influence how that child grows, performs and imagines the future.

Working alongside the school leadership, teachers, parents, students, community members and partners, the club identified classroom infrastructure as one of the school's most urgent priorities.

What followed was far more than a construction project. It became a sustained community endeavour founded on partnership, generosity and a shared determination to improve the educational experience of Kitala's learners.

Over the past three years, the Rotary Club of Garuga has steadily supported the construction of a modern three-storey classroom block. Each phase has marked a deliberate transition from unsafe and inadequate learning spaces towards an environment defined by security, dignity and opportunity.

The emerging classroom block is already reshaping the school's future.

Students who once studied under trees can now look forward to structured, protected and more conducive learning spaces. Teachers will be able to conduct lessons with fewer interruptions from harsh weather and overcrowding. The school will be better positioned to organize its academic programmes effectively, while learners will receive a powerful affirmation that their education matters.

A classroom may appear to be a simple space enclosed by walls and windows. To a student, however, it represents protection from rain, freedom from distraction, the confidence to ask questions and the opportunity to concentrate fully on a lesson.

It also restores dignity.

The project is creating a school where learners can focus less on the limitations surrounding them and more on the possibilities ahead. It is giving teachers improved spaces in which to guide, mentor

and inspire. At the same time, it is strengthening the school's capacity to serve future generations from Kitala and the surrounding communities.

The structure rising at the school is therefore more than a building. It is a declaration of confidence in young people and in the transformative power of education.

The next phase of this journey will introduce another vital learning facility: a modern library to be named in honour of **Past District Governor Francisco Ssemwanga**.

The PDG Francisco Ssemwanga Library is envisioned not merely as a room filled with books, but as a centre of knowledge, imagination, research and independent learning.

Within its walls, students will explore subjects beyond the classroom, cultivate stronger reading habits and encounter ideas capable of broadening their understanding of the world. For learners with limited access to educational resources outside school, the library will provide an indispensable gateway to knowledge.

Naming the library after PDG Francisco Ssemwanga will permanently associate his legacy with education, service and the empowerment of young people. Every student who enters the library will become part of a continuing story—one that affirms that service achieves its highest purpose when it creates opportunities for others.

The books on its shelves will offer more than information. They will carry possibility. One learner may discover a future profession through a science book, another may develop confidence through literature, while another may encounter the story that inspires a lifetime of leadership and service.

The progress at Kitala Secondary School has been made possible through collec-

tive commitment. Rotarians, school administrators, teachers, parents, students, partners and well-wishers have all contributed to a project that demonstrates what communities can accomplish when they unite around a shared purpose.

The three-year effort also reflects an important principle of sustainable service: meaningful transformation requires patience, consistency, accountability and the courage to remain committed even when the work is demanding.

The school community has not been a passive recipient of support. It has remained an active partner in shaping a better future for its learners.

The transformation at Kitala Secondary School can be measured in bricks, concrete, classrooms and books. Its greatest impact, however, will be measured in lives.

It will be seen in the learner who can attend lessons even when it rains, in the teacher who can conduct a class within a safe and organised environment, and in the confidence of students who now feel that their dreams are worthy of investment.

When the three-Storey classroom block is completed and the PDG Francisco Ssemwanga Library opens its doors, Kitala Secondary School will stand as enduring evidence that community-driven service can create lasting change.

Where students once learned beneath trees and within unsafe structures, a new centre of learning is emerging—built not only with construction materials, but with compassion, partnership and faith in the next generation.

Above all, it is building hope: one student, one lesson and one generation at a time.

Advancing Education Through Resources, Creativity and Opportunity



Israfil Ssentamu
Impact President – Rac Kigo

The Rotaract Club of Kigo continues to support **Basic Education and Literacy** through two impactful initiatives.

Through the **Kigo Young Artists Initiative**, learners at Uganda School for the Deaf-Ntin-da, Oxford Muslim High School-Kawempe & St Javiira Primary-Lweza have received art books, sketch pads, colour pencils, charcoal pencils and other learning materials. The 3 months ongoing project combines these resources with practical art training and mentorship, enabling learners to develop creativity, confidence and self-expression while nurturing talents that often remain hidden due to limited exposure.

In another collaborative initiative championed by **Rotaract Club of Victoria University**, with **Rotaract Clubs of Kigo, Bunga** and **Rotary Club of Kampala Muyenga Breeze**, we supported **Kakinzi COU Primary School** by equipping its library with textbooks and donating scholastic materials to pupils.

Together, these projects demonstrate our commitment to making education more accessible, practical and empowering ensuring that young people have both the **resources to learn and the opportunity to discover their potential**



Career Day 2026: Empowering Students to Make Informed Choices



Jackline Nakitende
PLD Director 2026-2027
RAC Nateete Kampala

On 1 August 2026, the Rotaract Club of Nateete Kampala, through its Professional Leadership Development Committee, held Career Day 2026 at St. Henry's College Kyengera under the theme "Empowering Dreams, Guiding Choices, Building Futures." The project promoted Basic Education and Literacy by helping students connect classroom learning with career opportunities, practical life skills and informed academic choices.

Approximately 250 students from St. Henry's School Kyengera and Mugongo Senior Secondary School benefited. Guest speakers Ronald

K. Sebuhinja and Emmanuel Semutenga shared their professional journeys, challenges and lessons, while students participated through questions and discussions.

The project increased students' awareness of different professions, strengthened their confidence in making career and personal-development decisions, and created direct interaction with professionals. Its impact was amplified through coverage on Bukedde Television and the club's social-media platforms, extending the education and career-guidance message beyond the participating schools.



Empowering the Next Generation through Service



Nganda Lydia Vivian
President, Rotaract Club of Kabalagala

The Rotaract Club of Kabalagala, under the leadership of Impact President Vivian Nganda Lydia, continues to make a meaningful impact in the lives of young people through service, mentorship, and leadership development. The Club recently engaged with the Interactors and students of St. Peters SS Nsambya, creating a platform for learning, inspiration, and personal growth.

Through interactive sessions and mentorship, the students were encouraged to embrace leadership, develop confidence, pursue academic excellence, and actively participate in community service. The engagement also strengthened the connection between Rotaractors and Interactors, inspiring the students to become responsible young leaders within their school and community.

This initiative demonstrates the Club's commitment to empowering young people and nurturing the next generation of leaders. Under President Vivian's leadership, Rotaract Club of Kabalagala remains dedicated to creating sustainable impact through Service Above Self and meaningful partnerships with schools and young leaders.

ZEP with Kinzi project



Gatoya Victoria
President Rotaract Victoria University

On 14th August 2026, the Rotaract Club of Victoria University executed its signature project, “Zep with Kinzi,” at Kakinzi Primary School, Kyankwanzi District, advancing basic education and literacy.

The primary beneficiaries were the school's children. A newly handed-over library gave them access to quality reading material in a calm, motivating environment, powered by solar lighting for continued reading after dark. About 60 girls in Primary 5–7 received menstrual hygiene training and reusable pads to help keep them in school, while roughly 50 boys benefited from a dedicated mental health camp. Parents received nutrition training to improve how they feed their children at home. Additional support included liquid soap making, a medical camp, and handovers of an upgraded borehole and a talking compound, extending impact to teachers, parents, and the wider community.

Zep with Kinzi reflects Victoria University Rotaract's commitment to child-centered educational impact.





Kabojja International School
KAMPALA - UGANDA

Kabojja International School (KIS) is a leading international school offering both the International Baccalaureate (IB) and Cambridge Curricula from **Early Years** to **Advanced Levels (Ages 3–18)**. As both a Day and Boarding School, we nurture holistic learners who adapt seamlessly to global environments, preparing them for top international universities. **With over 30 nationalities** represented, **KIS fosters diversity and excellence**. We are committed to **delivering high-quality, challenging education**.

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