Naalya Food Bulletin

8th September, 2026

Rotary Kampala - Naalya

Issue 7 | RY 2026-27



RC KAMPALA - NAALYA

SCAN TO LEARN MORE

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Message from the Editor's Desk

By Rtn Jackline Mutimba
Club's Public Image Chair



Dear Rotarians and Friends,

What makes a bulletin worth reading?

Perhaps it is not simply the activities it records, but the conversations it starts. This week's edition brings together stories and perspectives that touch our children, our communities, our families and some of the decisions we make about the future.

We begin by looking at education from two very different but connected perspectives. One asks us to consider what it actually takes to keep quality education functioning.

Beyond enrolment are questions of financing, infrastructure, learning materials, teachers and the collective responsibility of government, communities and partners.

The conversation challenges us to think beyond short-term interventions and consider what sustainable investment in education might look like.

But resources are only part of the picture. In "The Child Who Cannot Concentrate May Not Be Lazy," we turn our attention to the child sitting behind the desk.

When performance suddenly drops or behaviour changes, it is easy to see indiscipline, laziness or lack of effort.

But sometimes another story lies behind what we see. It invites us to become curious before we label and to remember that children do not leave the realities of life at the school gate.

Then #OutToLunch takes us from the classroom to the family table with a question likely to generate some interesting debate: Should parents give away their wealth while they are still alive? Behind that question are conversations about inheritance, succession, family expectations and what happens to what we spend our lives building.

> "That is the invitation I leave with you as you turn these pages: read, reflect, question, and perhaps start a conversation of your own."

Three very different conversations, yet each asks us to look beyond what appears obvious.

That is the invitation I leave with you as you turn these pages: read, reflect, question, and perhaps start a conversation of your own.

Some articles may affirm what you believe. Others may challenge you. Either way, I hope this edition gives you something worth thinking about.

Warm Regards,

President's Message

RTN CHRISTINE AMUCU
Club President
2026-2027



Dear Fellow Rotarians and Rotaractors,

Last week's fellowship left me thinking about a question that is bigger than the classroom: Are our children really learning?

We were reminded that while 85 per cent of children have access to education, 82 per cent are not proficient in reading after primary school (World Bank 2024).

> "Our theme this year, "Create Lasting Impact", calls us to look beyond activities that change lives for generations."

These figures challenge us to look beyond access to school and ask whether we are creating the conditions that enable children to learn.

We have been informed that learning cannot be confined to school, teachers, textbooks, or traditional teaching methods.

Instead, children learn through play, social connections, practical experiences, exploration and discovery.

They learn when they are loved, listened to and cared for. They are also learning in an increasingly digital world.

So, if learning happens beyond d the classroom, perhaps our investment must also go beyond the classroom.

As Rotarians, this allows us to think differently. We can support innovative approaches to learning, equip parents with the knowledge and tools to engage their children, and create community reading spaces where children can learn even outside school hours.

Our theme this year, "Create Lasting Impact", calls us to look beyond activities that change lives for generations.

A child who learns to read does not simply gain a skill. They gain access to knowledge, confidence, opportunity and a different future.

This September, as we focus on Basic Education and Literacy, let us therefore ask ourselves not only, "How can we get more children to school? but also "How can we create an environment where every child can learn, thrive and reach their full potential?"



Let us go beyond the classroom. Let us invest differently. And together, let us create lasting impact

I look forward to another meaningful fellowship as we continue to build our club.

Thank you for your continued dedication and service.

Yours in Service,

Rotary
Kampala-Naalya

Rotaract
Kampala - Naalya

THE GREAT

Naalya Spelling Bee





Spell Master: Pablo

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#CoverStory

Are Our Children Ready for the AI Revolution?

BY **RTN JOACHIM BUWEMBO**

In January 2023, I traversed the country with two Aga Khan University dons, intentionally polishing up the skills of "upcountry" journalists and giving a fighting chance to those (many) whose media houses were not giving them access to periodic in-service training.

> "In any case, AI is not new; we are now just more aware of it, and it is for users now, not IT experts."

And fate would have it, just a month earlier, on November 30th 2022, OpenAI had released the AI chatbot as a free public research preview.

Like other Ugandans, most of the upcountry reporters had not yet heard about AI.

So, we improvised a half-hour session for every regional cluster we encountered, introducing them to ChatGPT – which was then alone in the public AI field.

The reaction of the journalists then was a scene to behold. After the initial excitement of the demonstration as they watched the response to a prompt "pouring out" instantly, they would sober up as consternation set in.

"Are we safe?" was the question they invariably asked, from Mbale to Mbarara.

Almost three years later, everyone with a smartphone now uses AI for different reasons. In fact, Google searches are now AI-driven.

You do not have to be fully literate today to use AI; it will decipher your gibberish and carry out the task that you want. In any case, AI is not new; we are now just more aware of it, and



Photo Credit: iAfrica.com

it is for users now, not IT experts. Otherwise, you all started using it while driving for navigation almost ten years ago.

Back to the Ugandan journalists' reaction in January 2023, "Are we safe?" For parents and co-parents, the more apt question should be, "Are the school-going children safe?" Whatever profession they choose to pursue, will they be equipped to operate with AI becoming progressively 'determined' to provide solutions faster than a human expert?

> "Gone should be the days of denying the kids access to digital gadgets."

Try out an experiment with a paid version of the bot and present a real legal challenge that you may be facing or could face in future.

Within a minute, you will have a comprehensive analysis of the situation in this Uganda jurisdiction, down to the most appropriate lawyers to approach and which judges to avoid!

So, after seeing what AI can do, would you advise your child who is in secondary school to aim at or dream of becoming a lawyer -ten years from today?

The answer should be Yes. But what additional preparation should be done besides the traditional training aiming at getting As in History, Literature, etc..? The same applies to virtually all disciplines.

Two years ago I engaged a friend's child who graduated in Architecture to design a small country house for me.

After many presentations that did not satisfy my requirements, I opened my laptop and searched.

I found the most appropriate design and, with a few modifications, got what I wanted.

I presented MY plan to the district authorities, who just named the fee, and I paid. As a Rotarian, I paid the other Architect fully, but I got what I wanted for free off the internet.

As to how the children should prepare to operate in the AI era, I suppose we first of all have to hope the schools and higher institutions are thinking about this harder than the rest of us.

But in case they aren't, while you keep paying them so that you are not ostracised for being a difficult parent, you also need to consider keeping the children up to date with the developments out there.

Gone should be the days of denying the kids access to digital gadgets.

This must be replaced with access with guidance and with purpose. Why should one spend days, weeks, months, or years to learn what they can in hours? What is important is using AI with purpose and with guidance.

AI cannot replace human perception in the present generation. But I cannot dare say the same about the next generation, which could even be before the end of this decade.



Photo Credit: UNICEF

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Beyond the Classroom: What Really Makes a Child Learn?



BY **RTN JACKLINE MUTIMBA**

A child can spend seven years in school, attend thousands of lessons and eventually complete primary education. But can that child read, understand and apply what they have learnt?

That question shaped the Rotary Club of Kampala-Naalya fellowship on September 1, when educationist Dr Grace Kiiria, Regional Education Advisor with War Child Alliance, led a thought-provoking conversation on "Beyond the Classroom: What Makes a Child Learn?"

Dr Grace acknowledged Uganda's progress in expanding access to education but challenged members to look beyond enrolment and attendance.

She observed that despite years spent in school, many children still struggle with foundational reading skills.

Members pointed to several possible causes, including inadequate teacher capacity, limited learning materials, technology distractions and weaknesses in teaching foundational literacy.

But this raised an even bigger question: Has the way children learn changed faster than the way we teach them?

Today, knowledge is no longer confined to a classroom, textbook or teacher. Children learn through technology, artificial intelligence, peers, families, communities, play and everyday experiences.

Even children without access to digital devices are constantly learning. They observe their parents, interact with friends, explore their surroundings, make mistakes and discover things for themselves.

Interestingly, when members were asked where children learn, technology and peers quickly came up. Parents took longer to enter the conversation.

> "Because play is enjoyable and engaging, it allows children to experiment, solve problems and remain motivated."

Children also learn naturally through play. Because play is enjoyable and engaging, it allows them to experiment, solve problems and remain motivated.

Dr Grace therefore challenged educators to consider how teaching methods can better reflect the ways children naturally learn.

Technology presents a similar opportunity. Phones,



social media and AI can certainly distract children, but if children are already attracted to these tools, can they also be intentionally harnessed for education?

This matters because the world of work is changing rapidly.

AI and digital technologies are creating new jobs, transforming existing ones and changing the skills future generations will need.

Educating children only for yesterday's world risks leaving them unprepared for tomorrow.

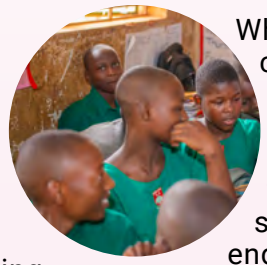
> “Technology matters. Families and communities matter. But ultimately, education succeeds when a child learns.”

As one thought shared during the fellowship put it: “If a child can't learn the way we teach, maybe we can teach the way they learn.”

However, embracing technology should not mean abandoning local context.

Dr Grace emphasised the importance of local-language learning in the early years and ensuring digital education reflects Uganda's curriculum, languages and realities.

For Rotarians, the discussion raised an important question about our own investments in basic education.



When we construct classrooms, distribute books, provide technology or support children to attend school, should success end with counting what we provided?

Or should we also ask what changed for the learner?

Access matters. Teachers matter. Technology matters. Families and communities matter. But ultimately, education succeeds when a child learns.

Perhaps that is where every education intervention should begin: What will help this child learn?

Pictorial: Glimpse into our Fellowship













Pictorial: Glimpse into our Fellowship













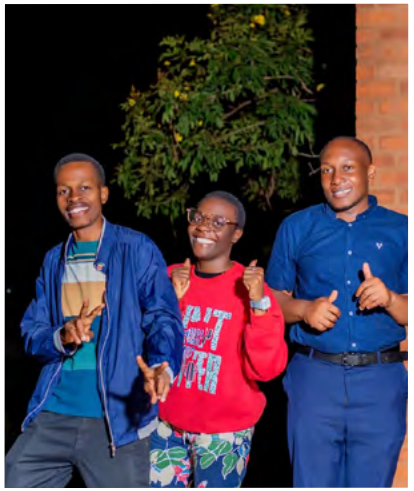


Pictorial: Glimpse into our Fellowship
















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KIJ GAS



Not Yet Qualified? Here's How Clubs Can Complete the RY2026/27 Qualification Process

BY **RTN SYLVIA NANKYA**

For Rotary and Rotaract clubs in District 9213 that have not yet secured qualification for RY2026/27, the process may seem complicated, but it becomes much easier when handled as a checklist.

Club qualification is intended to ensure that clubs have the governance, financial management and stewardship systems required to responsibly manage Global Grant funds.



The District Qualification Committee began receiving applications on 1 July 2026, meaning clubs that have not yet qualified should begin by identifying what is missing from their applications rather than waiting until the end of the Rotary year.

> "Clubs should also prepare for the additional requirements that take effect later in the year."

The key documents required for qualification include the URSB Certificate of Incorporation, proof of payment of Rotary International and District dues, RY2024/25 audited accounts, the relevant Club Assembly resolution approving those accounts, the 2025 URSB Annual Return, financial management guidelines, evidence of the change of bank signatories and the signed Qualification MOU between the President and President-Elect.

Clubs should also prepare for the additional requirements that take effect later in the year.

RY2025/26 audited accounts and the corresponding Club Assembly resolution become requirements from 1 October 2026, while the second RI invoice and the 2026 URSB Annual Return become additional requirements from 1 January 2027.

Importantly, clubs that have already applied but have not qualified when these new requirements take effect are given a one-month waiver for the respective new requirements. This makes early submission particularly important.

Pay attention to the new bank requirement

One of the changes clubs need to address is evidence that bank signatories have been changed at the beginning of the Rotary year.

Clubs must provide a URSB-certified Board resolution changing the signatories, together with evidence that the commercial bank received the resolution.

A bank "Received" stamp on the resolution or a separate confirmation from the bank is acceptable.

Clubs should not leave this until they are ready to submit their application. It is better to complete the bank process now and keep the evidence with the other qualification documents.

> "New clubs seeking exemptions must adopt the District's model Financial Management Guide..."

However, clubs chartered after December 31, 2024 are exempt from the RY2024/25 audited accounts and related Club Assembly resolution, while those chartered after December 31, 2025 are exempt from the corresponding RY2025/26 requirements.

There are also exemptions from URSB annual returns depending on the club's incorporation date. Clubs seeking charter-based exemptions must provide their Rotary International Charter Certificate to establish the exact charter date.



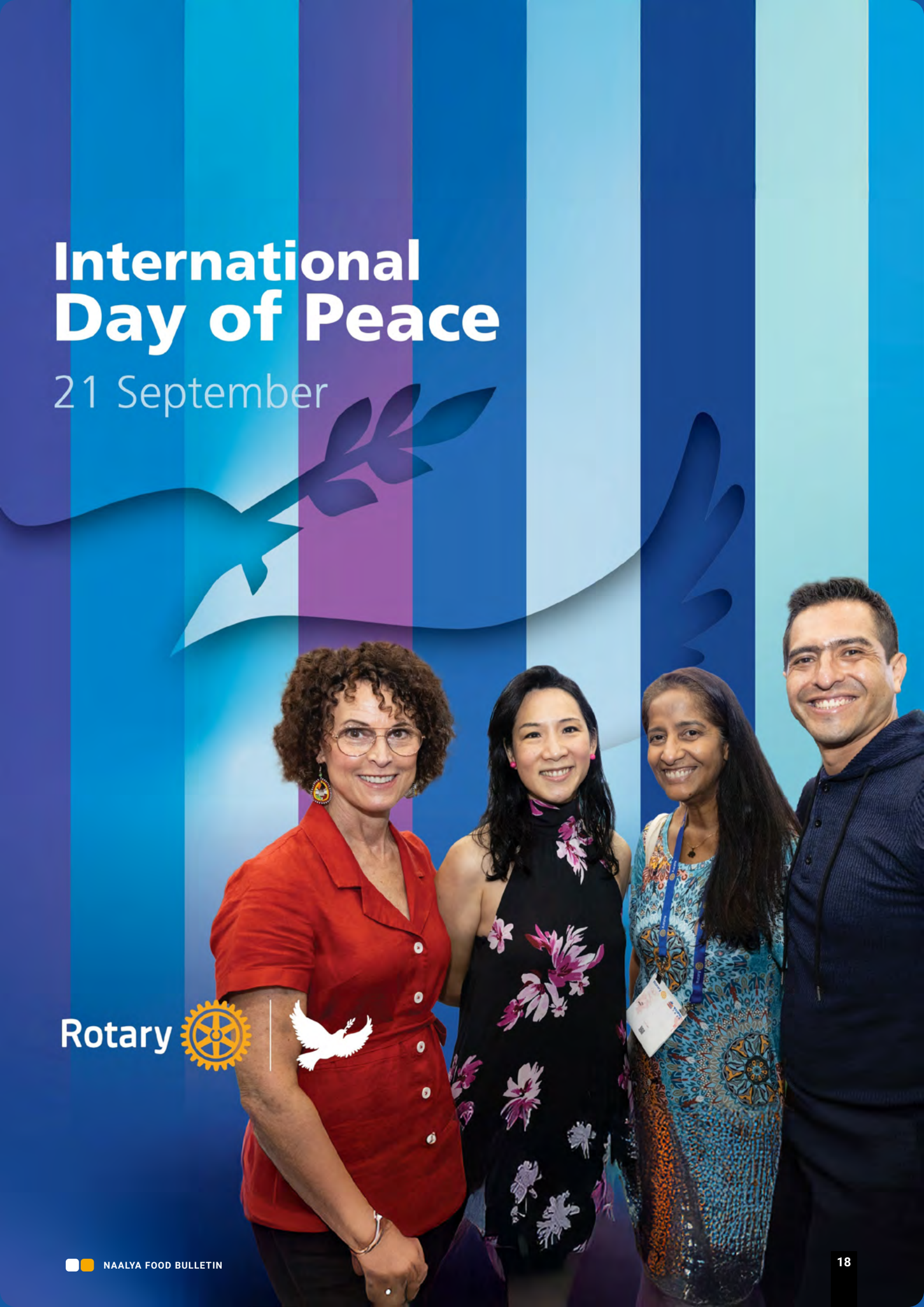
However, an exemption does not remove the need for financial controls.

New clubs seeking exemptions must adopt the District's model Financial Management Guide and provide the relevant Club Assembly minutes or resolution showing that it was adopted.



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21 September



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PDG Mike K Ssebalu

Host Club:
Rotaract Club of Kampala Ssese Islands

8th September 2026

VENUE:
Kati Kati Restaurant
Lugogo By-Pass, Kampala

TIME : 6:00 PM

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ELDER'S EYE

Financing Basic Education and Literacy

BY **PP GODFREY OKELLO-OMODING**

It can be shocking in Uganda to find that thousands of school-age children don't go to school even when it is free.

Equally shocking is the dropout rate, reported between 40 and 45 per cent on average, indicating that fewer than half of the pupils who start primary one make it to primary seven.

Left wondering, about 60 per cent of pupils transition to secondary school (Senior One) after finishing primary. Where are the other 40 per cent?

The images of children crowding, children seated on unpaved floors, children learning on the ground-taking their class notes, teachers helping children to solve a mathematical problem with only one copy of a book, and some teachers sharing sanitation facilities with the lining children in some schools are horrifying. What is the problem? Often mentioned is inadequate financing.



Other challenges include: lack of school facilities, hidden costs of school access, and the attitude of both parents and pupils towards attending school. Other issues can be categorised as systemic education issues. With all this, there is definitely a need to address education service delivery.

Many of these things need financing. The discussions on financing need to be heightened with practical solutions.

Financing on the side of parents was thought to have been settled by government UPE and USE capitation grants. The preaching is that "the funding is there; only handling of it is the challenge."

The reality is that the capitation grant of about 20,000 Shillings per pupil annually is inadequate to fund instructional materials, school management, administration, co-curricular activities and contingencies.



> "Many of these things need financing. The discussions on financing need to be heightened with practical solutions."

With this amount, a genuine discussion is needed; the real serious one that is based on prevailing costs. As it is now, one is left appreciating the resilience of teachers and pupils.

Well, the call is to the government and policymakers to get this fixed. However, it is also a

call for goodwill from other stakeholders. A community of people with goodwill should not see children dropping out of school and remain without taking action.

Seeing human capital going to waste! They need to take part in boosting the morale of teachers, unsung heroes, always blamed when pupils' performance doesn't impress parents and leaders.

In such moments, resource injection is pushed aside at the expense of genuine conversations. Conversations which should be beyond performance, but honest ones on issues affecting the financing of the delivery of 'wanted' results.

> "Impact investments require a focus on lasting impacts, looking at the totality of education investment..."

Wishing for better results evolved with better financing solutions, and better systemic solutions where several actors ought to come together.

This can be solved with the participation of many different actors; each taking part where it can do best. Emphasis is directed on the ways of financing key fundamental and foundational aspects of teaching and learning.

Involvement of local communities is very important too. Given that UPE provides a bigger and wider avenue to formal basic education.

Getting more representatives of communities as guardians to continuous stay of children at school is paramount. Empowering them paves the way toward combating non-attendance and ensuring the security of infrastructure.

Appreciating that basic education underpins all advancements in education and society's development is very important. It enhances a collective pondering for workable solutions.

It has been repeatedly said, "If you cannot invest in education, try ignorance." Ignorance does not solve anything. It instead hinders advancement. Where partnering is needed, come in, rather than leave ignorance to flourish.

Rotarians, additional ways of financing basic education and literacy include your involvement as individuals and an organised group of people. You can have various initiatives, including partnering with schools, communities, community-based organisations, NGOs, and other philanthropies.

Solving basic education and literacy challenges involves being in the creation of an enabling, conducive environment for teaching and learning- be it in the making of laws and by-laws, financing and policymaking spaces.

If we are to improve or scale up access, equity and equality in basic education and literacy, we should bring in acceleration solutions. They require impactful investments, moving away from donations into impact investments.

Impact investments require a focus on lasting impacts, looking at the totality of education investment rather than partial investments.

It requires, in cases of not enough resources, seeking new partners, including the private sector, financial institutions, foundations, and any willing partner.

Basic education and literacy delivery depends on more support that is working on strengthening the financing, operations, and accountability systems, enabling basic education services to remain reliable over time.

From remote rural communities to high-level policy levels, helping to advance practical solutions that deliver lasting impact. And from policy shifts to funding breakthroughs.



Photo Credit: FINCA Impact Finance

Rotary Fellowships consist of people who share a common interest in recreational activities, hobbies, professions, or cultural identity. These groups help expand skills, foster vocational development, and enhance the Rotary experience by exploring interests while developing connections around the world.



WHAT ARE ROTARY FELLOWSHIPS?

OVERVIEW

- Organized internationally by at least 25 individuals from five countries with the purpose to further friendship and build community around a shared passion and interest.
- Help participants make lasting friendships outside their own club, district, or country.
- Welcome any interested individual, regardless of Rotary affiliation.
- Provide fun and diverse ways of participating in Rotary International.

ORGANIZATION

- Affiliated with Rotary International but establish their own administrative structures and plan and oversee their activities and events.
- Offer platforms for in-person and virtual networking by illustrating Rotary's inclusivity of many vocations, interests, cultures, and identities.
- Maintain a global presence and offer engaging, meaningful events and activities to fellowship members.

JOIN A FELLOWSHIP!

Visit rotary.org/fellowships to see a full list of current Fellowships and build your community.

Email us for more information at rotaryfellowships@rotary.org

Rotary



The Child Who Cannot Concentrate May Not Be Lazy: When Mental Health Shows Up in the Classroom

BY **RTN JACKLINE MUTIMBA**

Your child is very bright. She just doesn't concentrate." Many parents have heard some version of that sentence during a school visitation day.

"He doesn't pay attention." " She has become lazy."

"He is always fighting." "She used to perform well. I don't know what happened."

Our response is often immediate: more revision, stricter rules, punishment, extra lessons or another lecture about taking school seriously. But what if the problem is not laziness?

Imagine a 13-year-old girl sitting in class on Monday morning. Her mathematics teacher is explaining fractions, but she barely hears him.

The night before, there was another argument at home.

She heard shouting long after she went to bed. She doesn't know what she will find when she returns home that evening.

Her exercise book is open. Her eyes are on the blackboard. But her mind is somewhere else. The teacher asks her a question. Silence.

"Were you even listening?"

The class laughs. She looks down.

Eventually, her school report may describe her as "a learner who lacks concentration."

Nobody knows she is frightened. Children do not always have the words to say: "I am anxious." "Something is happening at home." "I am being bullied." "I don't feel safe."

Sometimes those experiences show up differently. A previously outgoing child becomes quiet.

A learner who performed well begins failing tests. Someone starts missing school. Another becomes aggressive. Homework stops coming in. A teenager who loved football suddenly loses interest.

It is easy to respond only to what we can see. Yet underneath these changes may be grief, bullying, family conflict, poverty, violence, academic

> "It is easy to respond only to what we can see. Yet underneath these changes may be grief, bullying, family conflict, poverty...."



pressure, loneliness, abuse, anxiety or depression.

This does not mean every child who misbehaves has a mental health condition. Children still need boundaries and accountability.

But before deciding that a child is lazy, stubborn or undisciplined, perhaps we should ask: "What changed?"

That question can take us somewhere punishment cannot. For some children, school does not begin when the bell rings. They arrive carrying whatever happened before they entered the gate.

Perhaps there was no breakfast. Perhaps a parent is sick. Perhaps school fees are becoming difficult to pay. Perhaps they spent the night caring for a younger sibling. Perhaps they are being bullied. Perhaps home itself does not feel safe.

Then we expect that child to sit at a desk, open a textbook and concentrate.

Education does not happen separately from life.

That is why mental health belongs in conversations about basic education and literacy.

Getting children into school matters. Teachers, books, classrooms and learning materials matter.

But there is another question worth asking: Is this child emotionally able to learn? Teachers cannot become therapists, nor should we expect them to.

> "...before deciding that a child is lazy, stubborn or undisciplined, perhaps we should ask: "What changed?"

But because they spend significant time with children, teachers may be among the first adults to notice when something changes.

Sometimes support begins with a very simple conversation. Instead of: "What is wrong with you?" try: "You haven't seemed like yourself lately. Is everything okay?"

It will not solve every problem, but it tells a child something important: Someone noticed.



Schools also need clear systems for what happens next. Teachers should know where to raise concerns.

Parents and caregivers should be engaged appropriately, and learners who require professional support should have access to appropriate referral services.

We should not wait until a child reaches a crisis point before taking emotional distress seriously.

As Rotary marks Basic Education and Literacy Month, we rightly celebrate education's power to transform lives. But quality education must go beyond whether children can read, write and calculate.

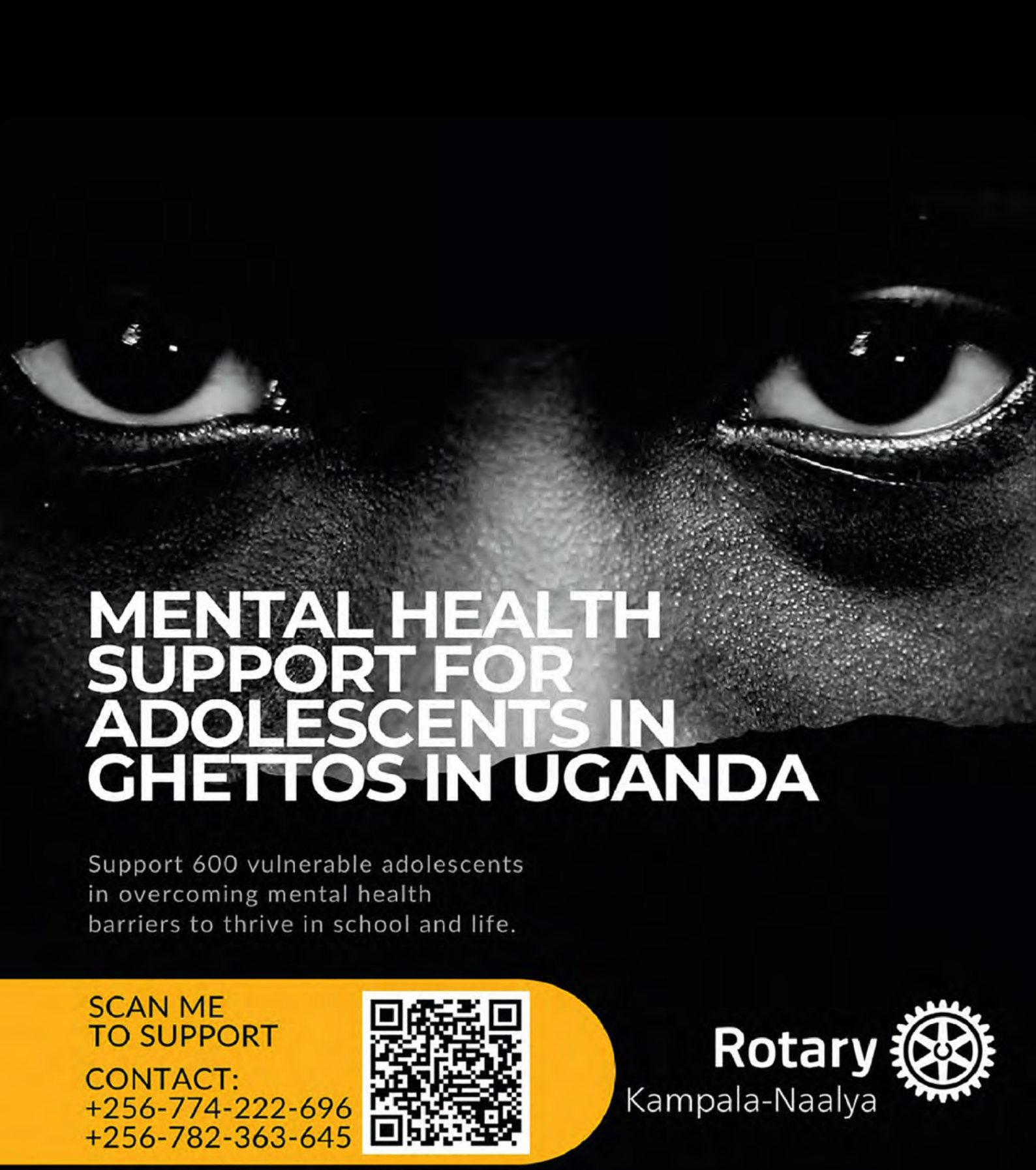
A child can be physically present in a classroom while emotionally being somewhere completely different.

So, when performance suddenly declines, behaviour changes, or a child withdraws, perhaps our first question should not always be: Why aren't you trying harder?" Sometimes we need to ask: "What is happening in your life right now?"

Because what looks like poor behaviour may be a child struggling with something they do not yet know how to explain.

Before we label them lazy, difficult or unserious, perhaps we should first become curious about the story behind the behaviour.

Sometimes, learning begins with being seen.


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Who visited us last week?

Rotarians

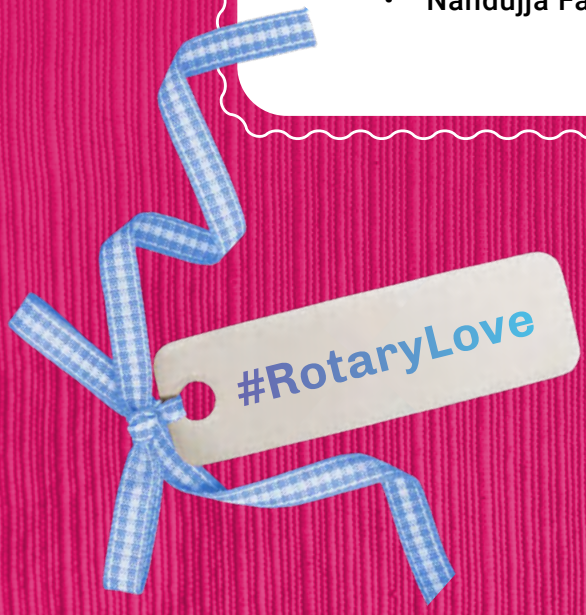
- **Rtn Joseph Kakone** - RC Bweyogerere Central
- **Rtn David Rogers Kintu** - RC Kla Islanders
- **AG Connie Magomu** - RC Sonde
- **Rtn Emmanuel Rufiigi Ayebare** - RC Najjeera

Rotaractors

- **Rtr Ashaba Gillian Ahebwa** - Rct Kampala The Core
- **Rtr Amiya Consolate Marries** - Rct Kyadondo Rugby
- **Rtr Christine Baako Azikuru** - Rct Kampala Naalya
- **Rtr Mbabazi Beatrice** - Rct Kampala North Musical

Guests

- **Nakiwala Sanyu**
- **Ñandujja Faith**



Thank You, Come Again!!



OUT TO LUNCH

Should Parents Give Away Their Wealth When Still Alive?

BY **RTN DENIS JJUUKO**

There is a series of videos that has been trending on TikTok and other social media platforms where a son is accusing his biological mother of killing his biological father by denying him treatment abroad and/or sanctioning an operation she knew he wouldn't survive.

The videos have been circulating because the deceased was a prominent businessman and one of the wealthiest people in Uganda. And the son claims wealth was the reason his father "was murdered".

The accusations have caused discussions on social media. Lawyers have recorded podcasts on writing wills and what the law says.

Upon listening to these stories, some people said they had started the process of writing wills.

Anyway, fights over property aren't new and they will never end. Not long ago, somebody else took his father to court, accusing him of being too sick to run his business empire and therefore should be appointed his successor.



> "Some go at length of forging wills so that they are named heirs or dispute the wills of their fathers."

The father who was taken to court is also one of the wealthiest people in the country. It is perhaps the first case in Uganda where someone demands their inheritance while the parent is still alive, echoing the famous prodigal son Bible story.

Many families face this problem, including those without wealth to write home about.

Firstborn sons are known to throw tantrums when they are not named heirs by their fathers.

Some go at length of forging wills so that they are named heirs or dispute the wills of their fathers.

Others, when they are not elected heirs in case a will didn't exist, cause unbelievable chaos once they lose the election.

Others forcibly occupy the properties while many sell off to unsuspecting buyers and refuse to share with their siblings or even surviving parents.

If you watch some of the local news on TV, you will see children evicting their mothers or relatives dislodging widows.

Given the stories that are going around today,



wealthy people must be having sleepless nights thinking about what will happen to their estates once gone. More money, more problems, Notorious BIG told us decades ago.

In one of those podcasts and X Spaces that have been organised to discuss wills and inheritance, a lawyer from a prominent Kampala law firm urged people to will themselves something. He said when you are writing your will, give yourself 30%.

People gasped for breath on hearing that. What would a dead person do with 30%? It didn't take too long for him to argue that the 30% is what you should be enjoying before you die.

He was perhaps aware that there are many people who live miserable lives while preserving everything for the children.

The children, if one is lucky, will wait for the parents to die before going for each other's throats over the property or even sell it off before the deceased is even buried. The unlucky ones are taken to court or accused of killing their spouses.



Somebody told me that to forestall these fights, he regularly goes on dates with his children, reminding them at every given opportunity that his wealth is his and his wife's only.

That he has taken them to the best schools and therefore they have already received their inheritance. He tells them that his wealth wasn't bequeathed to him by his parents.

He claims they have listened and understood. Maybe they have. But when he isn't around anymore or in a position where he can't make decisions, things may turn out differently.

You see, most people think they have done a great job of raising their children. The children are good at disguising themselves as well.

Once the parent is gone or severely incapacitated, the true colours are revealed. This isn't just in Uganda.

The Rupert Murdoch children have been fighting over News Corp (Fox, Sky, etc.) for years, though they recently agreed to a trust agreement. Their father is still alive but at 95 years old, unable to rein them in.

What should parents, especially the wealthy ones, do? Create a trust that manages the properties and distributes the proceeds as instructed, but that idea is still new in Uganda.

> "The easiest way could be for wealthy parents to distribute the assets while still alive, transferring full ownership to those being bequeathed."

The easiest way could be for wealthy parents to distribute the assets while still alive, transferring full ownership to those being bequeathed.

Many people have done that and limited the flow of bad blood once dead or severely incapacitated.

The writer is a communication and visibility consultant. djjuuko@gmail.com

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