



ALL GIRLS MUST FLY

YOUTH EMPOWERMENT PROGRAM
Empowering Young Minds and Unlocking
Boundless Potential



ACTIVITY REPORT

May 13th -16th, 2024

Wamatovu Muslim Secondary School - Nsujuwe, Katende Masaka Road, Mpigi District

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Executive Summary

Florence N. Kuteesa Foundation, in collaboration with Wamatovu Muslim Senior Secondary School, executed a Youth Empowerment Program (YEP) to equip the students in school, with knowledge and skills, not acquired from school, to help them transit from an adolescent to a confident, employable and self-reliant adult. The program was organised for four days from 13th May to 16th May 2024. A total of 23 trainees (9 boys and 14 girls) attended the program. 19 of the trainees were in lower secondary education (O level) and 2 were advanced secondary students (A level) and 2 were tertiary students undertaking vocational studies.



The program provided a platform for the adolescents to interact freely with career counsellors, educationist, professionals and motivational speakers on matters relevant to their personal and career development, as well as adoption to a dynamic socio-economic environment.

Specifically, the engagement focused on the following

	How to transit from an adolescent to a successful and self-reliant Adult facilitated by Ms. Sonia Kusiima, a psychiatrist and youth counsellor.
	Self-Discovery, Career and Talent Development lead by Mrs. Christine Sizoomu, a teacher by profession and a career guidance counsellor.
	Self-reliance and Entrepreneurship Development handled by both the Headteacher of Wamatovu MSS, Mr. A. Seruyange and Mr. Otim Richard – an entrepreneurship development consultant.
	Living a healthy and productive life facilitated by Dr. Rogers Nsereko a medical doctor and mental health expert from Butabika Referral Hospital for Mental Health.
	Basic Information Technology (IT) and Computer Literacy led by Mr. Saitoti Letwon.

The trainees applauded the program and shared their learning outcomes which are captured as voices by the student on page 22 and summarised below:

Enhanced self-awareness: gained a deeper understanding of their strengths, weaknesses, values, and aspirations.

Creativity: they were able to think outside the box when it came to ideas of what they could make out of a bottle and its cap.

Self-confidence: trainees were able to confidently and audibly speak and make presentations in front of their peers.

Computer skills: the trainees were able to operate computers and gain basic understanding of word processing and excel spread sheets.

Leadership skills: some of the trainees were elected to be leaders which helped enhance their leadership skills.

Communication skills: they were able to learn how to be assertive using the sandwich approach.



Hon. Victoria Sekitoleko, former Minister of Agriculture, blessed the closing of the program with words of wisdom to the trainees that underscored the best practices for a successful transition that included; excellence, balancing assertiveness with respect and self-esteem. She called upon the trainees to avoid falling prey to the challenges of the youth namely; teenage pregnancy, non-lucrative jobs, and suicidal tendencies. Specifically, she appealed to the female trainees to hold themselves with highest regard in the community and focus on realisation of the career and empowerment goals.

Introduction

Purpose of the Foundation

The Foundation was founded in 2023 with a seed grant from the savings of the founder, Ms. Florence Nightingale Kuteesa. The Founder is an economist and retired civil servant who is motivated by the need to support vulnerable girls and youth, especially from financially disadvantaged situations to achieve their career and economic advancement aspirations. The Foundation commits to raise their self-esteem, skills and financial savings of the girls, under deprived situations - providing the cornerstones for their emancipation and economic empowerment. It is cognizant that the empowerment journey is a shared initiative between the parents and guardian, and thus devoted to raise economic advancement of the parents and guardians to fulfill the career obligation of their children.

The Foundation is cognizant that almost 15% of Ugandans are adolescents aged 10 to 19 years, but their transition to adulthood can be very challenging. The transition is often marred with rapid social, physical, and emotional changes often followed by wrong choices and lasting adverse consequences. For example, peer influence plays a key role in determining life choices for their career and economic empowerment choices. Accordingly, and in line with its vision, the Foundation is committed to provide an opportunity for youth and secondary school students to learn and discuss matters that are critical in their transition to empowered and self-reliant adults.

Partnership with Wamatovu Muslim Senior Secondary School (MSSS)

Likewise, FNK Foundation collaborated with Wamatovu Muslim SS to deliver a Youth Empowerment Program. With the generosity of the Headteacher, the school offered Ms. Hadjiah Nakato to coordinate the program and the training facilities, computer laboratory and assistant that provided a conducive learning environment.

Vision

A Uganda in which vulnerable girls and youth attain career and economic advancement for their socio-economic well-being.



Mission

To support vulnerable girls, attain career and economic empowerment dreams through access to education and skilling and raised financial capacity of parents and guardians to fulfil the education obligations for their children.



Goal

To support a holistic transformation of girls and youth, in disadvantaged communities, into self-esteemed, skilled and self-reliant adults.



Objective of the Program

The program was designed to equip the youth in school, with knowledge and skills, not acquired from school, to help them, at an early age, to manage their transition into respected, empowered, employable self-reliant adults.

Therefore, the specific objectives included the following:

- To increase their sense of responsibility for their individual growth and contribution to humanity
- To build their confidence and ability to make rational decisions for personal and career development.
- To equip them with knowledge and practices for healthy and productive living.
- To increase their interest in entrepreneurship and support holiday-based businesses.
- To enhance their communication and computer literacy for productive communication.



headteacher Wamatovu MSS, sharing his entrepreneurial experience that emanated from his adolescence to date

Delivery of the Program

The training focused on select themes and was facilitated by professional experts like career counsellors, educationist, medical doctors' experts, and motivational speakers as indicated below:

- How to transit from an adolescent to a successful and self-reliant Adult facilitated by Ms. Sonia Kusiima a psychiatrist and youth counsellor.
- Self-Discovery, Career and Talent Development lead by Mrs. Christine Sizoomu a teacher by profession and a career guidance counsellor.
- Self-reliance and Entrepreneurship Development handled by both the Headteacher of Wamatovu MSS, Mr. A. Seruyange and Mr. Otim Richard – an entrepreneurship development consultant.
- Living a healthy and productive life facilitated by Dr. Rogers Nsereko a medical doctor and mental health expert from Butabika Referral Hospital for Mental Health.
- Basic Information Technology (IT) and Computer Literacy led by Mr. Saitoti Letowon



A Session on Mental Health Stability

The learning occurred through various interactive sessions:

- Lectures: providing an opportunity for guest speakers to share their experiences, insights, and advice with the participants.
- Group discussions: Encouraged open dialogue on relevant topics and scenarios that stimulated conversations; allowed participants to share their perspectives and experiences, and fostered teamwork and skills development.
- Role-play: Allowed everyone to demonstrate the extent to which they had learnt the knowledge and skills for a given practice i.e public speech, computer literacy, creativity and assertiveness.
- Games: Incorporated knowledge and skill sharing, and reinforcing new concepts which energize teams to demonstrate the extent of acquisition and adoption of skills.
- Skill-building activities: brainstorming projects that allowed participants to express their creativity through entrepreneurship challenges.
- Technology Integration: Use technology tools such as social media, excel and word to enhance engagement and participation, especially for digital-native youth.

Attendance

A total of 23 participants (9 boys and 14 girls) attended the Youth Empowerment Program (YEP) organized during period 13th -16th May 2024. 90 percent (19) of the trainees were in lower secondary education (O level) and 2 were advanced secondary students (A level) and 2 were tertiary students undertaking vocational studies.

Opening Session

The session was coordinated by Madame Hadja Nakato, the master of ceremony and officiated by the officials from the Mpigi District Administration and the Foundation.

Welcome Remarks by Madame Hadijah Nakato

Representing the Head teacher of Wamatovu MSS, Ms. Nakato Hadijah welcomed everyone to the Youth Empowerment Program, and applauded the Foundation for the support given to the community of Nakirebe. She gave special thanks to the Foundation for organising and funding the four-day Program an investment in creating competent, self-esteemed and self-reliant youth for the future generation.

In addition, she registered her appreciation to the trainees for their attendance and sacrificing their time to be part of the initiative that provided an opportunity for networking, sharing experiences, and inspiring one another to reach new heights. She assured the trainees of the benefits of the program that included exploration of their passions, development of essential life skills, and discovering the power within themselves.

Lastly, she also thanked the parents for their commitment to pursue betterment of lives of their children and members of the community coordination team (CCT) of the Foundation for the support during the mobilisation and planning of the program.

Opening Statement by Founder of FNK Foundation

The Founder, Ms. Florence Kuteesa welcomed the students and thanked the Wamatovu MSSS staff and Community Coordination Team (CCT) for support towards the planning of the training. She requested the student to introduce themselves by names, class, school and expectations.

In addition, she shared a pictorial journey demonstrating the stages of growth, from childhood through adolescence, education to a self-reliant adult. Furthermore, she highlighted the different elements of development that included education, public speaking, decision making, self-discovery, confidence, communication, financial discipline among others.

Thereafter, she stipulated the program lay out for the four days; highlighted the workshop rules and regulations and requested the trainees to nominate leaders for coordination and time management. Mr. Ntege Ashraf and Ms. Shanitah Nakato were elected as team leaders and Juliet Nkinzi, as the time keeper.

Expectations of the Trainees

During the session, the trainees shared their expectations from the course, which are summarised as follows:

Self-Discovery:

great interest in discovering more about themselves, including their strengths, passions, and values as well as gaining clarity on their identity and purpose in life.

Skill Development:

yearned to acquire new life skills, such as computer skills, communication skills, problem-solving abilities, and creativity), and broaden in the day-to-day life.

Confidence Building:

urgent need to help boost their self-confidence and self-esteem. They hoped to overcome insecurities and develop a strong sense of self-assurance that empowers them to pursue their goals.

Networking Opportunities:

They desired to connect with like-minded peers, mentors, and professionals, and expand their network, build meaningful relationships, and access valuable resources for personal and professional growth as well as being useful in their communities.

Personal Growth:

Majority wanted to appreciate principles and practices for pursuing personal growth and transformation, including measures to overcome challenges, break out of their comfort zones, and become more resilient, adaptable individuals.

Innovation, creativity and entrepreneurship:

majority of the trainees desired to learn more about innovation, creativity and business management.

Leadership Development:

Some participants aspired to develop their leadership skills need to take on leadership roles and develop the confidence to inspire and motivate others.

Inspiration and Motivation:

Lastly, participants expected the program to inspire and motivate them to dream big, set ambitious goals, and pursue their passions with determination and enthusiasm.



A trainee explaining his expectations

Theme 1: Transit from an Adolescent to a Successful and Self-reliant Adult

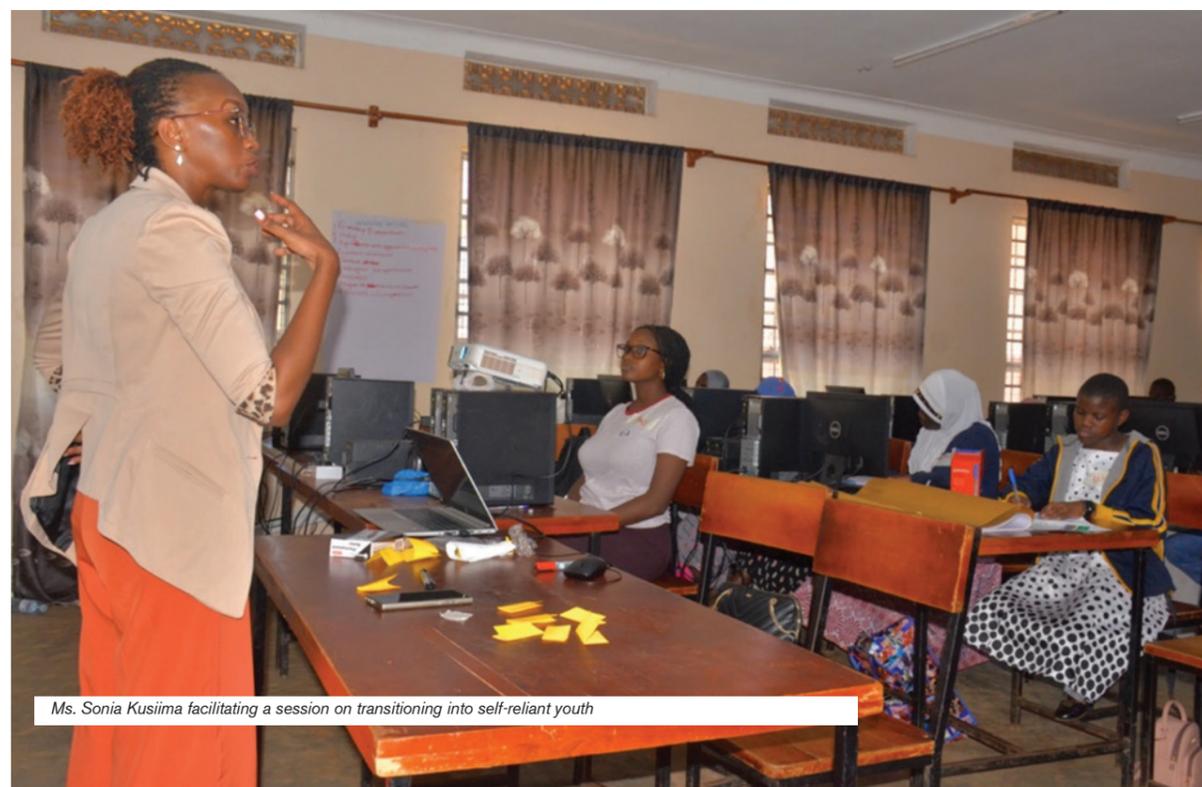
Ms. Sonia Kusiima, a psychiatrist and youth counsellor facilitated the session. She is currently serving as a project Coordinator of CFAR-Uganda and studying a master's in clinical psychology. Ms. Sonia Kusiima has worked for 9 years in the context of humanitarian responses.

Objective of the Session

It is widely recognised that the transition from adolescence to adulthood is a critical phase marked by numerous challenges and opportunities. Therefore, the session played a pivotal role in facilitating the empowerment journey by providing adolescents with the necessary skills, resources, and support to navigate this transition successfully.

The specific objectives focused on the following:

- a) **Personal Development:** To foster self-awareness, self-esteem, and resilience among adolescents, enabling them to navigate challenges, make informed decisions, and adapt to various life circumstances confidently.
- b) **Life Skills and Independence:** To equip adolescents with essential life skills, such as problem-solving, decision-making, time management, and critical thinking, enabling them to navigate adulthood with confidence, independence, and resilience.
- c) **Empowerment:** To empower adolescents to take ownership of their lives, pursue their passions, and advocate for themselves and others, fostering a sense of agency, autonomy, and empowerment in shaping their futures.



Ms. Sonia Kusiima facilitating a session on transitioning into self-reliant youth

Navigating Adolescence

The Session exposed the trainees to the concept of adolescence which typically spans the ages of 10 to 19 years and is characterized by rapid physical growth, cognitive maturation, and emotional exploration. It is a time of identity formation, where individuals grapple with questions of self-identity, belonging, and purpose.

They also examined strategies that adolescents can use to navigate this stage of their lives;

- **Promoting Self-Identity:** Encouraged adolescents to explore their interests, values, and strengths, and to embrace their unique identities.
- **Building Resilience:** Taught the trainees coping skills and resilience-building techniques to help adolescents navigate challenges and setbacks such as self-regulation and self-care.
- **Fostering Healthy Relationships:** Provided guidance on developing positive relationships with peers, family members, and mentors, and on setting boundaries and practicing effective communication.
- **Supporting Academic and Career Goals:** Provide academic support, career counselling, and opportunities for skill development to help adolescents pursue their academic, vocational and other aspirations.

Gifts, Skills and Talents

The trainees had an opportunity to appreciate concepts of individual gifts, talents, and skills as inherent strengths, which can be nurtured and developed to empower them to reach their fullest potential. This session explored the importance of recognizing and cultivating gifts, talents, and skills in young people.

Difference between Gifts, Talents and Skills

Gifts: Gifts refer to a natural ability that a person possesses and may not be physically obvious. These include wisdom, discernment, hospitality, leadership, service, empathy, faith, etc.

Talents: Talent refers to a natural ability that a person possesses that is physically obvious e.g singing, acting, artistry, public speaking, writing, technology, maths, hosting, and organising.

Skills: A skill is developed by training on one's gifts or talents or both to acquire an ability. Skills are acquired abilities.



Imelda, one of the trainees sharing her gifts, skills and talents.

The trainees applauded the gift, talent and skill mapping exercise which helped them identify their potential talents, skills and gifts to underpin the self-discovery process. The outcome of the mapping exercises underscores the need for coherence in three aspects of an individual's endowment. Box 3 below summarizes the mapping exercise for three selected trainees.

Box 3: Self Discovery – A Mapping Exercise Differentiating between Gifts, Talents and Skills			
Name	Gift	Talent	Skill
Leontina Renitah Nabuuma	Wisdom	Writing	Reading more Time Management
Imelda Nabisaalu	Hospitality	Fashion designer	Learn more about fashion Communication
Haroona Ssembatya Lutaaya	Faith	Recite the whole Quran	Education Communication

Self-Awareness

The trainees were exposed to the concept and importance of self-awareness which is the ability to focus on yourself, understand the actions, thoughts, or emotions and their alignment (with your internal standards) and consistence. They underwent a self-awareness activity that gave them an opportunity to reflect on “who they are”; “what do people say you are”, and “what are your values”.

Select trainees reported as follows:

“Am shy and I know how to cook, people say I can cook, I am honest and caring” Hasfwa.

“Am talkative, people say am a silent burner, my values are friendships” Zainab Kabuye

Role Models and Mentors

Role models and mentors play a pivotal role in guiding, supporting, and inspiring young people on their journey to personal and professional success. The trainees examined the significance of role models and mentors as well as their impact on development and growth. In addition, the facilitator helped the trainees understand the difference between a role model and a mentor as articulated in the Box 4.

Difference between a Role model and a Mentor

Role Models: are individuals who exemplify qualities, values, and behaviors that young people admire and seek to emulate. They serve as sources of inspiration and motivation, demonstrating what is possible through hard work, perseverance, and dedication.

Mentors: Mentors are experienced individuals who provide guidance, support, and advice to mentees based on their own knowledge, expertise, and life experiences. Mentors serve as trusted advisors and confidants, helping mentees navigate challenges, set goals, and realize their potential.



A trainee sharing her role models and mentors.

Lessons learnt

At the end of the session, the trainees spelt out the lessons learnt which are stipulated below:

- Be outstanding, always aim for excellence in everything you do. Set ambitious goals and consistently striving to achieve them.
- The difference between a gift, skill and talent, I was able to recognize whether I possess a skill, talent or gift “my talent is fashion design, gift is hospitality and skills are communication and learning more about fashion” Imelda Nabisaalu
- Self-awareness the trainees were able to be understanding themselves, including their strengths, weaknesses, Values, and what other people say about them. “Am shy and I know how to cook, people say I can cook, I am honest and caring” Nabanoba Hasfwa.
- Be bold and reach out to my role models, “I am now bold and able to reach out to my role model because at the end of the day I have nothing to lose.” Ashiraf Ntege. “Be inspired by motivational personalities” Aishah Nakitto.
- Have a daily routine, the power of consistency. By sticking to a daily routine, you develop habits that lead to long-term progress and achievement. “I have learnt to have a routine it gives me structure just like at school” Lubega Derrick.
- Self-care, the trainees were able to learn the importance of selfcare by prioritizing their own needs and well-being. Taking care of yourself is not selfish but necessary for overall health and happiness.
- Expressing emotions, always acknowledge and express your emotions. “In case someone knocks me down I should always tell them that I was hurt by what they did” Charles Busuulwa.

Theme 2: Setting Career Goals; Self-discovery; And Talent Development

(Mrs Christine Sizoomu facilitated the session. She is a professional teacher with over 20 years' experience - taught in different schools like Kibuli Secondary School, Trinity college Nabbingo, Nabisunsa girls and International Business, Science and Technology University. She also served as a principal education officer responsible for career guidance and counselling with Ministry of Education for 10 years.

Objectives of the Session

This theme focused on setting career goals, self-discovery, and talent development. The session was designed to help participants understand the importance of goal setting, exploring their interests and strengths, and developing strategies for talent cultivation.

The specific objectives included the following:

- To help one discover and understand him/herself.
- Get to know a variety of career options for proper choices.
- Identification of career fields of interest.
- Development into an empowered, employable and self-reliant individual.
- Get inspired by motivational personalities in videos



Mrs. Sizoomu Christine facilitating a session on career development

Setting Career Goals

The facilitator enabled the trainees to understand the concept of a career goal and why individuals should set them. The trainees were tasked to set career goals which are SMART - Specific, Measurable, Attainable, Relevant, and Actionable. Trainees understood that setting SMART goals required strategic visioning or planning which involved a reflection on individual preferences, personality, likes or dislikes, and knowing individual character. Trainees were inspired to undertake setting of career goals and paths to form the foundation for driving a successful career.

Choosing Careers

All the trainees enjoyed a thought-provoking career guidance session that enhanced their understanding of career opportunities and gave them an opportunity to develop a career path with key actions or measures to be undertaken to achieve their career aspiration. The ensuing discussion provided an opportunity for the trainees to understand the key considerations for choosing a career as outlined in the Tree below.



Self-discovery- WHO AM I?

The trainees were exposed to the concept and importance of self-discovery which is the ability to appreciate an individual's strengths and weaknesses for purposes of not only individual and career development but also enhancing their contribution to human development. Students undertook personality assessments to identify their individual skills, and strengths to facilitate self-reflection and exploration. The session helped participants to gain valuable insights into themselves, which formed the foundation for setting meaningful career goals aligned with their passions and abilities.

"My passion is Make - Up, I love making people look beautiful"
Shifrah Nakandi

Talent Development

Subsequently, the session shifted focus to talent development. Trainees learned about the significance of identifying talents and skills as well as strategies for nurturing them. The strategies included continuous learning, seeking mentorship, and engaging in projects aligned with their interests.

Assertiveness

The session provided an opportunity for the trainees to understand the practice or behaviour and value of assertiveness. They also participated in role-play where individuals were asked to act out characteristics of an assertive person, passive person and aggressive person. They learnt that an assertive person stands for what they believe in without being disrespectful of opinion of others which is a trait of an aggressive person.

Role Play on Navigating through Life Obstacles

Guided by the facilitator, the trainees were divided into two groups to undertake a decision-making game with one member blindfolded and expected to navigate through different obstacles - in form of bricks on the ground, with the help of team members and reach the finish line.

During the role play, the trainees learnt the following:

- Trust and Communication are important practices in navigating through life obstacles.
- Leadership and Followership: Trainees were able to practice leadership and subordinate roles. Those not blindfolded learnt to lead and guide their blinded teammate effectively, while blindfolded individuals developed trust in their leaders and followed their instructions.
- Teamwork and Collaboration: emphasized the significance of teamwork and collaboration. Individuals in the role play worked together, communicated effectively, and supported each other to reach the finish line, highlighting the power of collective effort.



Trainees are blind-folded while participating in decision-making

Lessons Learnt

All the trainees enjoyed a thought-provoking career guidance session that enhanced their understanding of career opportunities; gave them an opportunity to develop a career path with key actions or measures to be undertaken to achieve their career aspiration. The ensuing discussion provided an opportunity for the trainees to understand the key considerations for choosing a career as outlined in the Tree below.

At the end of the session, the trainees demonstrated the lessons-learnt that included the following:

- **Skill for goal setting and action planning:** The trainees learnt how to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and creating action plans that are essential to making progress towards their career aspirations.
"I learnt to set boundaries in my life, create routines and how to communicate and listen to the "I" statement". Ashraf Ntege
- **Clarity of career goal:** appreciated that there are several opportunities in a specific career goal and the need to clearly define their career goals - providing them with direction and motivation. "I wasn't going to attend the program but my dad encouraged me to attend and am now learning a lot. Am now able to identify the career I want to pursue which is Architecture." Aisha Nakitto
- **Self-Assessment and Reflection:** Trainees were able to assess their strengths, weaknesses, values, and interests. Reflecting on these aspects helped them align their career goals with low personal values and passions. "I am good at playing football, I hope to become a professional football player" Tauhid Ssemwanga. "It is also important to learn from mistakes and punishments"- Zainab Kabuye.
- **Teamwork:** that underscored the importance of collaboration and cooperation.
- **Assertiveness:** Trainees learnt how to be assertive and were able to demonstrate the differences between being "assertive", "aggressive" and "passive".
- **Communication:** enhanced understanding of the importance of communication and working as a team. They had to blindfold one of their teammates and communicate directions to him or her while navigating different obstacles.
- **Responsibility** in every undertaking in life.

Theme 3: Self Reliance and Entrepreneurship

The session was facilitated by both the Headteacher, Mr. A. Seruyange who shared his entrepreneurship experience from his adolescence to date and Mr. Otim Richard, a business consultant with 10 years' experience in providing business development services as a master trainer in start and improve your business, gender and entrepreneurship, financial literacy and income generation activity (IGA).

Objectives of the Session

- To motivate youth to succeed entrepreneurially by equipping them with the skills, knowledge and confidence required to operate a business.
- To develop an entrepreneurial culture among youth/students for self-reliance.
- To hear from inspiring entrepreneurs and learn their tips for success.
- To exchange business ideas among youth.
- To engage in the creative and innovative business ideas.



Mr. Richard Otim facilitating a session on entrepreneurship and self-reliance

Why did the Students Enrol for the Program?

At the onset, the facilitator -Mr. R. Otim, tasked the trainees to indicated the reasons for joining the course. The outcomes are captured in Box 5

Box 5: Trainees' Reasons for Joining the Program

- Acquire computer skills Charles
- More knowledge about life skills and ICT Imelda
- Learn new skills to be used in the future Hanifa
- Self-discovery Elisha
- More skills in Business Shyama
- Setting career goals and self-discovery Khardiin
- To get a certificate Hafswa
- Acquiring more skills outside class i.e. computer skills Abasi
- Business statistics in trade and commerce Tauhid
- Computer skills and life skills Juliet
- To be creative daily Rahma.
- learn ICT and discover myself Shifrah
- To achieve my goals Zainab
- Learn self-awareness and Talent development Ashraf
- What I don't know in the career field Brian
- Acquire life skills Renita
- To get empowerment words from the qualified people Derrick
- Planned goals leading to decision making Brandy
- To improve on creativity Aisha

Who is a self-reliant Adult?

Self-reliance was defined as to the ability to do things and make decision by self, without needing other people's help. Therefore, the facilitator tasked the trainees to indicate the main characteristics of a self-reliant adult and stipulate the practical steps for growth and becoming a self-reliant person as follows:

- Become self-aware
- Responsibility of your life.
- Being skilful and learn new skills
- Have positive mind set.
- Action oriented: Act and do not wait for long
- Supportive: Build a strong support for friends and family
- Healthy: Take care of your physical and mental health

Long Standing Business Experience Shared by Headteacher

The Headteacher, Mr. A. Seruyange presented his entrepreneurship experience which started during his adolescence at a young age to date- encompassing farming and trade. He narrated that he used to work with his father in making and selling pancakes. He would attend school in the morning and sell pancakes in the evening in Kampala. Later, the family expanded their confectionary industry to include "bagiyas". He was given a motorcycle to sale the products which also included vegetables and fruits from the family firm. He also passed on the skills to his friends so that they could engage in income generating activities.

Commenting on his entrepreneurship life, he narrated key elements that have underpinned successful businesses. Most important, he underscored the motivational role of his parents- which encouraged him to pursue both education and business. In addition, the explained the characteristic of good entrepreneurship that covered:

- Motivation;
- Leadership;
- Supporting or uplifting others;
- Not to fear risk taking;
- Innovation;
- Discipline;
- Not to despise value and wonders of any business ;
- Readiness to address weaknesses; and
- Exploitation of the growing community as a potential market for businesses.

The Headteacher underscored that the benefits from his enterprising family and clan had significant influence on starting school in 2012 and gave an example of how businesses helped him to address the post-primary education needs for the muslim community. The parents within the community could not afford to send their children to the existing secondary schools which were expensive. In addition, the school opened learning opportunities for students who were children of teachers to follow the footsteps of their parents. In addition, he was proud to share that the school provided a foundation for successful students by issuing grants equivalent of Shs20,000= to students to help them undertake businesses to generate income and pay the school dues.

Regarding career advancement, the Headteacher shared that career opportunities were many and each career could easily be combined with entrepreneurship. He called upon the student to be tolerant and seek guidance from other professionals; avoid delayed decision-making which is usually the root cause for academic failures; seek guidance and wisdom needed to support realisation of the education goals; and engage with useful and productive friendships.

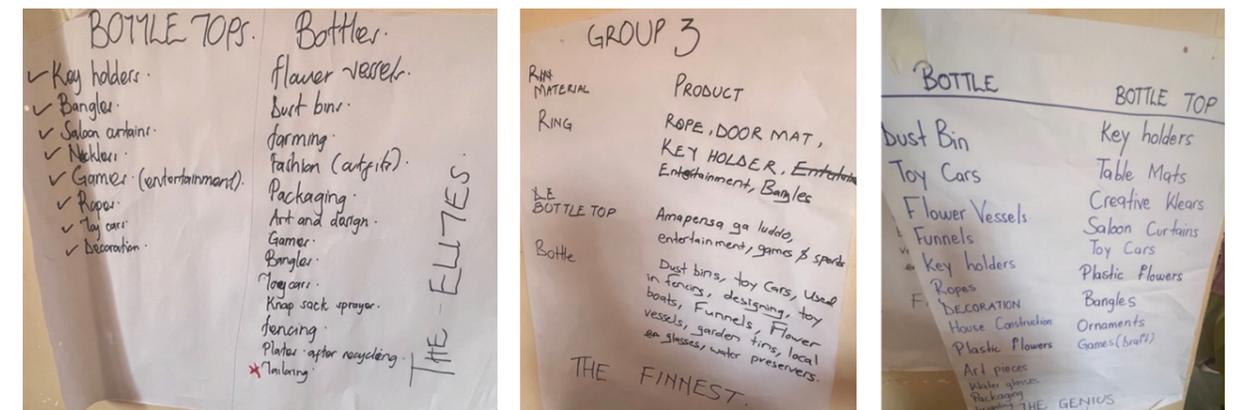
He thanked the Foundation for a constructive program that complements the school dream of "transformation of a society". In conclusion, he called upon the trainees to make effective use of the acquired knowledge so as to contribute to the transformation of the community.

Innovation and Creativity in Entrepreneurship

During a session on "being innovative and creative", the facilitator divided students into 3 groups namely, Elites, Genius and Finest, and tasked them to list products they can make out of a plastic bottle and its bottle top.

The groups submitted a list of numerous products that can be produced from the two items as presented in Figure 2 and Box 6.

Figure 2: Group presentations as Displayed by Trainees



Box .6 : Possible Products from the Groups

Innovations	Elite Group	Finest Group	Genius Group
Products from Plastic Bottle TOP	Flower vessel, Dust bins, For farming, Packaging, art and design, games, bangles, toy cars, fencing, plates and tailoring.	Rings, ropes, door mat, toy cars, funnel, and flower vessel	Dust bin, toy cars, flower vessels, funnels, key holders, ropes, decoration, use it as a foundation during house construction, plastic flowers, art pieces, water glasses, packaging, irrigation and crop growing.
Products from Plastic Bottle	Ley holders, bangles, saloon curtains, necklace, games, ropes, toy cars and decoration.	Buttons, holders and bangles.	Key holders, table mats, creative wears, saloon, toy cars, bangles, ornaments and games

The ensuing discussion applauded the ingenuity of the Elites Group which had presented more innovative products that could be manufactured from both bottle themselves and their tops.

Concluding the session, the facilitator highlighted the steps taken before you start a Business which covered the following practices:

- Idea Formulation – Development of a business idea
- Business Planning - Make a business plan to list the type, volume and cost of the needs
- Starting a business- singling out the critical expenses for a s business to start and ensure sustainability.
- Improvement – formulation of practices and actions need to improve and expand the businesses.
- Expansion- make timely decisions on how to diversify the business with new and or more products.



Business Game – Manufacturing and Selling Envelopes

The trainees participated in a role play game to provide a “practical” experience of running a business which involved making appropriate decisions and deal with the consequences of those decisions. This was undertaken by three teams namely: Elite, Finest and Genius.

About the Business Game

The Game was designed to manufacture and sale standard envelopes and demonstrate good business practices which include: good business plan with sustained positive cash flow (money in, money out); plan for the best use of capital (loan), timely repayment of loans, and keeping good business records.

Each group had to operate in a rented premise of \$100 for a month; purchase raw materials from Harry's Wholesaler at \$40 and sell envelopes at \$80 per unit to Sally's store. The Groups would have to acquire a loan of \$200 from the savings - to be repaid at \$300. The Groups were encouraged to produce quality products to ensure they are not rejected and fetch a higher price and hire technical support at a cost.

The role play was very lively and resourceful. It provided a real business environment and an opportunity for the trainees to pick a few tips for future refence in starting their businesses.

The trainees picked the following tips:

- Proper management of business to ensure effective use and timely repayment of the loan with interest to the bank, payment of rent on time and making a good profit for the business.
- Timely and good budgeting: to pursue realistic financial goals and ensure proper allocation of resources.
- Ensure proper and participatory planning to optimise guidance from every individual on how to foster better business management including better allocation and use of resources (labour and finances).
- Manufacturing of quality standard envelopes to fetch high prices needed to sustain the business and avoid poor quality envelopes that would be rejected.

Lessons Learnt

At the end of the session, the participants commended the game and shared the lessons learnt to include the following:

- Creativity: demonstrated in the listed items that could be manufactured from plastic bottles and bottle caps. They all promised to always think outside so as to be innovative and creative.
- Uniqueness: For example, Nabuuma Leotina noted that she learnt how to be unique from other people in that if she is to start up a business, she would have products that are unique from others to attract more customers.
- Always ask for help: The trainees learnt to always seek for from people that are more experienced than them. During the business game they were asked to hire a consultant to help with production. However, only one group hired a consultant and this increased both the quality of the products and their production rate.
- Budgeting and planning, they learnt that budgeting ahead of time helps them allocate resources better.
- Specialisation: Trainees learnt that each individual had a specialised expertise that is needed in a business and should be tapped and exploited systematically.



Elite group undertaking the business game making envelopes to be sold

Theme 5: Computer Literacy Lessons

The Practical session was facilitated by Mr. Letowon Saitoti Abdi is an Information Technology Expert with 8 years of professional experience. He holds a bachelor's degree in computer science from Kampala International University. He is a digital security trainer and has conducted several digital security training programs for several institutions in Kampala and outside of Kampala.

Objectives of the Session

The objective of the program was to enhance the basic IT literacy among the youth. Accordingly, sessions were held every afternoon of the 4-day program to enhance the competence as indicated below:

- **Basic Computer Literacy:** Ensure that participants gain proficiency in basic computer skills such as using word processing software, navigating operating systems, and understanding file management.
- **Internet Safety and Digital Citizenship:** Teach youth about the importance of online safety, including how to protect personal information, recognize and avoid scams, and behave responsibly on social media platforms.
- **Collaboration and Teamwork:** Promote collaboration and teamwork by assigning group projects that require participants to work together to achieve common goals.

Basic Computer Literacy

The basic Information Technology and Computer Literacy Module was offered to equip the trainees with the knowledge and ability to use computers and related technology in their day-to-day work and to make effective use of computers in their daily lives. The module adopted an interactive hands-on-sessions that helped trainees in understanding the use and application of Information Technology.



Trainees during a group on word processing exercise

Social Media Etiquette

The trainees learnt the concept of social etiquette- which referred to a set of guidelines for polite and respectful communication on line such as WhatsApp, TikTok and Instagram.

They examined all the negative and positive consequences of using the existing social media platforms The facilitator advised trainees to use descent language, post photos with descent dress codes and respecting elders.

Consequences of Social Media Platforms

Positive Consequences

- Increasing knowledge
- Source of motivation
- Creates social networking
- Help seeking online learning material
- Improve confidence level
- Creates awareness

Negative Consequences

- Create laziness
- Lack of critical thinking
- Disrupting learning skills
- Causes depression and anxiety

Introduction to computers

Trainees acquired basic knowledge to comfortably operate computer's basic hardware, software, and all its peripherals and key board shortcuts, and plus the application of the following programs:

- **Microsoft office word:** basic functionalities of the Microsoft Word including typing, saving and editing documents.
- **Microsoft Excel:** basic functionalities including keyboard and shortcuts in MS Excel - basic mathematical formulae in MS Excel, as well as creation and editing a simple budget using spreadsheets.



Trainees' supporting one another during the computer lessons

Role-Play on Cyberbullying

The facilitator assigned the trainees into two groups to undertake a role-play on cyberbullying scenarios, namely:

- Group 1 acted a scene in which a young boy took compromising pictures of a young girl because she refused to go out with him, threatening her with the pictures and demanding Ugx. 2 million, which he later never received, and released the pictures.
- Group 2 acted a scene as a reaction to group one, they noted that the young girl should have reported him to the authorities. Lastly, they suggested that the girl should never have put herself in such a situation in the first place.



Trainees' preparing for a role-playing exercise during the computer lesson

Lessons learnt

- **Cyber security:** Trainees learnt how to safe guard themselves while online. "I have learnt that when am online, I need to protect myself by setting strong passwords" Judith Nakato.
- **Importance of ICT in the community,** during a group exercise the trainees had to come up with ways ICT can benefit their communities. "Group one noted that they can use ICT to reduce crime rates by installing CCTV cameras, advertising goods online and book keeping." Group two discussed using ICT to solve the issue of ignorance by using different platforms to spread information.
- **Responsible citizen by treating others with respect online,** including being polite in interactions, refraining from harassment or bullying. "I learnt to respect others while online and never share hateful comments while online" Nabanoba Hasfwa
- **How to use computers,** trainees learnt how to use excel, word processing and how to save files. "I can now save and download pictures from the internet" Juliet Nkinzi. However, the trainees preferred to have had more practical sessions compared to theory.

Closing Session

The closing session was held on June 16th 2024 at 2.30 pm. It was attended by the district administration officials, Headteacher, teachers, parents, and trainees. It was facilitated by Madame Hadijah Nakato.

Welcoming remarks by the Headteacher; Founder of FNK Foundation, trainees highlight of the lessons learnt; statement by government official, Keynote address by the Guest Speaker, award of certificates and Vote of thanks by the representatives of parents and Foundation Coordination Committee Team.

Welcoming Statements

The Master of Ceremony C, Ms. Hadijah Nakato, opened the closing session by welcoming all the guests and thanking the parents for entrusting their children to the program. She thanked the Founder of the Foundation for her effort in developing the community through the different programs and greatly encouraged parents to always participate in these programs whenever called upon.



Ms. Nakato Hadijah, the MC, welcoming the guests to the closing session

The headmaster, Mr. Seruyange, welcomed all the guests in his capacity as headteacher. He thanked the parents for entrusting their children to the school, which he described as very resourceful. He thanked the founder Mrs. Florence Kuteesa for the innovative idea of developing the community and welcomed the guest of honour Ms. Victoria Sekitoleko, whose work for the nation has been insurmountable. In a special way, he welcomed the guests to Wamatovu Muslim Senior Secondary School, which is a Muslim founded school with thirteen years of existence. He highlighted the benefits of the school and encouraged the students to share the knowledge and skills they have gained from the training with the rest of the students who did not attend the training.

He also motivated the students by telling them how he started his own business at a very young age, supported by his father, but still managed to complete his education.

Finally, he promised to support the activities of the Foundation whenever it is called upon at no cost.



The headteacher Wamatovu Muslim giving his closing remarks

The Founder FNK Foundation, Ms. Florence N. Kuteesa welcomed the parents and guardians and thanked them for releasing their children for the empowerment program.

She applauded the good learning spirit and constructive engagement demonstrated by the trainees during the four-day program. Finally, she spelt out the mission and vision of the Foundation aimed at empowering youth, especially the girl child, since they face so many challenges in their transition to adult hood, as compared to the boys.

She applauded the Community Coordination Committee, chaired by Madame H. Nakato, that supported work of the Foundation.

Finally, she commended the Head teacher for Wamatovu Muslim Senior Secondary School, for his generous support to a successful program and thanked Ms. Annet Nabuma, the representative of Mpigi District administration.



Ms. Kuteesa Florence, the Founder of FNK Foundation, giving her closing remarks

Ms. Annet Nabuuma, the District Community Development Officer responsible for the Youth, women and the elderly in Mpigi district, thanked the founder of FNK Foundation Ms. Kuteesa Florence for her generosity and commitment to the development of the community. In addition, she stated the readiness of district administration of Mpigi to support the activities which could be in form of identifying potential donors and registration of the Foundation with National NGO Registration Bureau.

Furthermore, she highlighted challenges of the youth in the community of Mpigi, that included – lack of life skills, high rates of school drop outs especially for the girls, high teenage pregnancies, and suicide rates among the youth. She concluded by advising the youth to be assertive but in a respective manner and ensure they complete their education and make a difference in their lives.



Ms. Annet Nabuuma, DCDO-Mpigi, giving her remarks

Learning Outcomes by Trainees

The trainees shared their learning outcomes that are detailed in Annex 1 and have been categorized as follows:

- **Increased Self-Efficacy:** Participants were able to develop a stronger belief in their ability to overcome challenges and achieve their goals.
- **Enhanced Leadership Skills:** Youth acquired leadership skills such as communication, decision-making, enabling them to take on leadership roles within the program.
- **Enhanced Communication Skills:** the participants were able improve their communication skills, including verbal and non-verbal, enabling them to express themselves clearly and assertively.
- **Enhanced Emotional Intelligence:** Youth were able to develop emotional intelligence, including self-awareness, self-regulation, empathy, and social skills, enabling them to navigate social interactions and relationships more effectively.
- **Improved Decision-Making Skills:** Participants learnt how to make informed decisions by considering various factors and weighing potential consequences.
- **Enhanced Career Readiness:** Youth acquired skills and knowledge that enhanced their employability and prepare them for success in the workforce, including job readiness, professionalism, and networking skills.
- **Improved Goal Setting and Planning:** Youth developed the ability to set realistic goals and track their progress toward achieving those goals.
- **Increased Confidence and Self-Worth:** Youth experienced an increase in confidence and self-worth, recognizing their inherent value and potential to make a positive impact in the world.

Motivation Statement by Chief Guest, Hon. Victoria Sekitoleko

The Honourable Victoria Sekitoleko, former Minister of Agriculture, commended the Foundation for its amazing work in community development and the trainees for being good students.

She encouraged them to make effective use of the knowledge and skills they have acquired and not to rely only on school but to look for things they can do outside of school, especially in business.

She also encouraged the girls to be self-confident and to focus on school because boys will always be there, and the apprentices should also set boundaries to keep them safe.



Honorable Victoria Sekitoleko handing over a certificate to one of the trainees of the program

Vote of Thanks

The CCT Representative, Mr. Lubowa Vicent De Paul conveyed his sincere gratitude and appreciation to the Founder and CCT members who took the initiative of mobilizing the students for the Training. He noted that some parents had limited appreciation of the value of the program and refused to grant permission to their children to attend the program. Thereafter, He argued parents to always invest in the development of their children. He called upon all parents to appreciate the value of the Youth Empowerment Program and exploit such opportunities to their children.

Mr. Kawooya Abdunoor, the parent representative, and doubling as a teacher, commended the Foundation for empowering their children with most useful knowledge and skills that would impact on their lives in the future. He furthermore thanked the Foundation for letting the parents contribute towards the program and not just offering it for free because then the parents would have no ownership in the program.



Parents during the closing ceremony



A group photo after the closing ceremony

Message to Founder of FNK Foundation

"In everything we or I learnt, I am very grateful to Ms. Florence Kuteesa and the people she worked with. The people are very kind, nice, and lovely. I liked Ms. Tracy because she is one of those persons who inspired me".

"I pray that if it's possible that you give us another learning opportunity because I greatly benefitted".

By Zainab Kabuye

ANNEXES

Trainees Voice



Name: Zainab Kabuye
Class: Senior three

"I have discovered myself; I can now start up a business and also protect myself while online"

"I understand on-line safety – and that I need to be respectful, mind my tone and mindful of my guidance."



Name: Shayma Kawooya Abdunoor
Class: Senior Two

"I now know what cyberbullying is and how I can avoid it, I learnt self-control and how to switch on a computer



Name: Raihana Mutyaba Abasi
Class: Senior three

"I learnt how to believe in myself even when others don't believe in me and computer skills. I am now confident and a good time keeper"



Name: Ashiraf Ntege
Class: Senior three

"I have been empowered and am now a virus and am going to spread what I have learnt in my community. I also learnt to associate with positive people"

"I have learnt how to prevent depression or sadness and how hep a person which is affected with mental illness".



Name: Abdallah Ibanda
Class: Senior four

"I learnt to be assertive using the sandwich approach and also learnt from my peers the specific products that you can make from a plastic bottle and a cap"



Name: Khairiin Ssemwanga Muhamad
Class: Senior two

"I learnt to be assertive, you can't push me down and I stay quiet, I should always reach out to my role models, I now know may values and can now download and save a picture"



Name: Tauhid Ssemwanga Muhamad
Class: Senior three

"Am now able to believe in myself and develop my talent which is football"



Name: Derrick David Kasumba
Class: Year 2

"I learnt computer skills and how to believe in myself"



Name: Leontina Renitah Nabuuma
Class: Senior four

"Turn my interests into careers, I love reading novels so I can now venture into writing, I also learnt to be creative and unique when starting a business incase my competitor is making plain tea, I can spice up my tea."



Name: Rahmah Nanteza
Class: Senior three

"I can now start up a business and also practice online safety tips I was taught"



Name: Juliet Nkinzi
Class: Senior one

"I can now recycle plastic into something useful, I can now speak in public and can download and search for images online"



Name: Elisha Namasonko
Class: Senior four

"I was not able to speak in big crowds of 20 people but now I can, the importance of team work because the group work, they were assigned and to also listen to other people's suggestions. I can now start up a business and sustain it."



Name: Charles Busuulwa
Class: Senior two

"I now know the importance of team work; I can use a computer and also prevent cyberbullying online"



Name: Shifrah Nakandi
Class: Senior one

"I should always follow my dream, work hard and always believe in myself that even when I start up a business and it fails, I can always start a fresh"



Name: Shanitah Nakato
Class: Senior three

"Safety tips to follow while online and whenever I make a decision, I need to think it through"

"The session on career guidance gave us several tips: "always take a goal with a path; engage in co-curricular activities "; believe in what your guardians tell you"; and "always make your goal successful with a running mind".



Name: Hanifah Nalukwago
Class: Senior one

"I now know the safety tips to follow when am online and how to be a responsible netizen"



Name: Hafswa Nabanoba Lutaaya
Class: Senior one

"I discovered myself, I love cooking and can start up a business in line with that"



Name: Haroona Ssembatya Lutaaya
Class: Senior three

"Setting a strong password is important, I am now an assertive person, I should always live a healthy life style."





Name: Brian Mukisa SSebunya
Class: Senior four

"I learnt that am passionate about agriculture and journalism and I need to work hard at school to improve my performance. Am now a responsible person who can manage a business."



Name: Bridget Mirembe Naggayi
Class: Senior two

"I am now an assertive person instead of being passive, am now going to start up a poultry business and also start making items out of plastic bottles".



Name: Imelda Nabisaalu
Class: Year 1

"I discovered my interests, am a fashion designer and with time I want to become a fashion design teacher"



Name: Judith Nakato
Class: Senior two

"I learnt how to make envelopes, how to protect myself when am online and how to use a computer"



Name: Aisha Nakitto
Class: Senior six

"I wasn't able to join the first day but my dad pushed me to join and am glad I joined because now I can fight depression through positive thinking, am now a confident person I would not be able to speak in big groups but now I can"



List of Participants

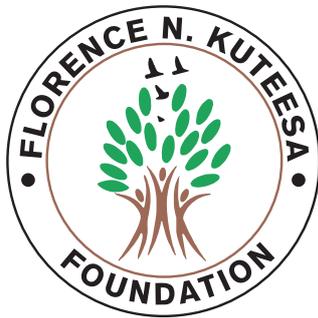
#	Name	Sex	Class
1	Zainab Kabuye	M	Senior Three
2	Shayma Kawooya Abdunoor	F	Senior Two
3	Raihaanah Mutyaba Abasi	F	Senior Three
4	Ashiraf Ntege	M	Senior Three
5	Abdallah Ibanda	M	Senior Four
6	Khairidin Ssemwanga Muhamad	M	Senior Two
7	Tauhid Ssemwanga Muhamad	M	Senior Three
8	Derrick David Kasumba	M	Tertiary institute
9	Leontina Renitah Nabuuma	F	F.4
10	Rahmah Nanteza	F	Senior Three
11	Juliet Nkinzi	F	Senior One
12	Elisha Namasonko	M	Senior Six
13	Charles Busuulwa	M	Senior One
14	Shifrah Nakandi	F	Senior one
15	Shanitah Nakato	F	Senior three
16	Hanifah Nalukwago	F	Senior one
17	Hafswa Nabanoba Lutaaya	F	Senior One
18	Haroona Ssembatya Lutaaya	M	Senior Two
19	Brian Mukisa SSebunya	M	Senior Four
20	Bridget Mirembe Naggayi	F	Senior Two
21	Imelda Nabisaalu	F	Tertiary institute
22	Judith Nakato	F	Senior Two
23	Aisha Nakitto	F	F.6

Program for the YEP

Date & Time	ITEM
Day One : 13th May 2024	
8:30am – 9:30am	Session 1: Breakfast, Introduction & expectations
9:30am – 1:00pm	Session 2: How do you transit from an Adolescent to a Successful and Self-Reliant Adult?
1:00pm – 1:30pm	Lunch
1:30 pm - 4:30pm	Session 3: Introduction to Basic IT and Computer Literacy
Day Two: 14th May 2024	
8:30am – 9:00am	Session 4: Breakfast & Recap of previous session
9:00am – 1:00pm	Session 5: Setting Career Goals; Self-discovery & Talent development
1:00pm – 1:30pm	Lunch
1:30pm – 4:30pm	Session 6: Computer lessons
Day Three: 15th May 2024	
8:30am – 9:00am	Session 7: Breakfast & Recap of previous session
9:00am – 1:00pm	Session 8: Self Reliance and Entrepreneurship
1:00pm – 1:30pm	Lunch
1:30pm – 4:30pm	Session 9: Computer lessons
Day Four : 16th May 2024	
8:30am – 9:00am	Session 10: Breakfast & Recap of previous session
9:00am – 1:00pm	Session 11: Living a Healthy lifestyle with a stable Mental Health
1:00pm – 1:30pm	Lunch
1:30pm – 3:30pm	Session 12: Computer classes
3:30pm – 5:00pm	Session 13: Closing Session: ❖ Demonstration of Lessons Learnt by Trainees ❖ Awarding Certificates and Statement by Guest Speaker

List of Parents and Guests for the Closing Session

#	Name	Address
1	Nakibuuka Deborah	Nakirebe -Kataba
2	Nansubuga Jamirah	Kataba
3	Nantaba Susan	Nakirebe-kataba
4	Nabalema Annet	Nakirebe-kataba
5	Nabunnya Harriet	Nakirebe-kataba
6	Kawooya Abdunoor	Nakirebe
7	Nalongo Naggitta Clair	Katende
8	Nabiryo Deborah	Kataba
9	Nalubowa Annet	Kataba
10	Lutale Zainab	Nakirebe
11	Nakachwa Haawa	Nakirebe
12	Lubowa Vincet De Paul	Kataba
13	Lutwama Gyaviira	Kataba
14	Nabuuma Annet	DCDO Mpigi
15	Nankya Victoria	Kataba
16	Ssekitoleko Victoria	Kampala



ALL GIRLS MUST FLY

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