



FLORENCE N. KUTEESA FOUNDATION

# PERFORMANCE REPORT

OCTOBER 2023 TO SEPTEMBER 24, 2024





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# 1: BACKGROUND

## 1.1 Introduction

The Florence Nightingale Kuteesa Foundation LTD was founded in October 2023 with a seed grant from the savings of the founder, Ms. Florence Nightingale Kuteesa. The Foundation was registered as G230927- 2402 on the 20th day of October 2023 with Uganda Registration Services Bureau under section 18(3) of the Companies Act No. 1 of 2012. The main thrust of the organisation is *"To support vulnerable girls to attain their career and economic empowerment dreams through access to education, skilling, and raising the financial capacity of parents and guardians to fulfil the education obligations for their children"*.

## 1.2 Vision, Mission and Values

Its vision, mission, and goals are stated below:

**Vision** (*What is the future we seek to bring about?*)

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

**Mission** (*Why do we exist?*)

To support vulnerable girls in attaining career and economic empowerment dreams through access to education, skilling, and raising the financial capacity of parents and guardians to fulfill the education obligations for their children.

### Our Goal

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

**Our Values** (*What core ideals guide our decisions and actions?*)

- **Leadership:** We listen to and learn from our community. We address the root causes of community problems and mobilize resources for the common good.
- **Equity:** We strive for equity, and we focus primarily, but not exclusively, on vulnerable people.
- **Inclusiveness:** We practice and champion inclusiveness in our community. We honour the diverse strengths, needs, voices, and backgrounds of all members of our community.
- **Accountability:** We serve as stewards for our community investments and honour the charitable intentions of our donors to meet current and future community needs.

## 1.3 Strategic Objectives and Programs

The Foundation has adopted a Strategy Programme for period 2024- 2027 aimed at advancing, upholding, and strengthening the mission, vision, as well as translate the enduring goals into pragmatic interventions and tangible outcomes.

Accordingly, the programme has four main strategic objectives:

1. **Objective 1:** To increase the number of vulnerable girls and youth who complete basic formal education and acquire employable vocational skills for lucrative economic enterprises.
2. **Objective2:** To enhance the ability of vulnerable girls and youth to solve socio-economic problems encountered in their career development growth and empowerment path.

- 3. Objective 3:** To build entrepreneurship and vocational capacity of parents and guardians to generate more income to aid furtherance of career aspirations of their children.
- 4. Objective 4:** To strengthen the secretariat to undertake the desired interventions and monitor the implementation progress and impact towards attainment of the desired impact or results.

To deliver the set objectives, the Programme has been structured under four Strategic Focus Areas (SFA) namely: (i) Education Support; (ii) Youth Empowerment Program; (iii) Skilling program; and iv) Strengthening the Secretariat. Each Strategic Focus Area articulates the target beneficiaries, clear results or outputs and respective interventions.

#### **1.4 Implementation Strategy**

The Foundation has adopted a multi-faceted implementation strategy to ensure a coherent and systematic execution of its medium-term strategy programme and delivery of the desired objectives. The strategy underscores inclusiveness, evidence-based advocacy, capacity building, documentation, and publication.

The planned programmes are undertaken in Nakirebe village and neighbourhood in Mpigi district with a focus on schools with persistent low academic performance, and communities with high prevalence of poverty and low-earning economic engagements. The operational area can be extended to other geographical areas in partnership with other stakeholders. The programme is implemented on an annual basis.

**Coordination and Oversight Arrangement.** The current Board provides strategic oversight to the programme implementation which is executed by the secretariat that constitutes executive director and designated staff. The secretariat works closely with the Community Coordination Committee (CCT) to foster the implementation of the Strategy Programme.

An estimated total of UGX27,060,750= has been spent, since registration from October 2023 to September 24,2024, to cover (i) UGX3,970,00= for registration and preparation of legal and planning documents; (ii) UGX7,054,000= for entrepreneurship training; (iii) UGX 5,952,000= for Youth Empowerment Program; and (iv) UGX10,084,750= for the Education Support programme.

***The subsequent sections highlight the implementation progress of activities undertaken in the four Strategic Focus Areas (SFAs) within the last 11 months since the registration of the Foundation.***

## 2: EDUCATION SUPPORT

### 2.1 Objective

The main thrust of the Foundation is to provide a complementary support to the education requirements to enable vulnerable schoolgirls complete various levels of formal education and secure certificates at primary seven, senior four and six, and skilling programme. The target girls must have demonstrated interest to complete a specific level of formal education with satisfactory results, among others.

It is important that the beneficiaries receive certificates of completion of formal education at target levels including business, technical and vocational education by 2027. *The Certificates* serve as a proof that the learner has attained a basic level of education knowledge, competence in a particular field, and can apply such knowledge and competence; and fit for furtherance of education and specific employment.

### 2.2 First Pilot of Education Program

In May 2024, the Foundation embarked on the first pilot education support to primary seven pupils in schools within the community for 2nd term academic year 2024. The activity involved the following: identification of vulnerable girls, verification of their vulnerability, and assessment of the financial capacity of the parents and guardians. The CCT, with guidance from the Board, approved a criterion for selection and validation of vulnerable beneficiaries covering two aspects, namely: (i) characters of the potential beneficiary; (ii) scope and viability of the businesses owned by the parent or guardian.

With adoption of the criteria, CCT approved 11 pupils from seven (7) schools and submitted to the Board for final decision. The Board in May 2024 considered the submission including the budgetary implications and approved support to 11 pupils for the second and third term of academic year 2024.



*The beneficiaries who received the complementary financial support award for 2024. They are flagged by members of the CCT.*

**Table 1: Schools Attended by the Beneficiaries.**

No.	Name of School	Number of Pupils
1	Kyeswa Memorial Junior School	2
2	Avemar Infant School	1
3	Ssimamu Junior School	2
4	King David Junior School	2
5	Orient Standard Junior School	2
6	Archbishop Dr. Joseph Kiwanuka Primary School	1
7	Wamatovu UMEA Primary School	1

**2.3 Engagement between Foundation and Parent and Guardian**

The Education Support is in a form of a complementary financial support award to supplement the contribution by the parent or guardian (P/G). The arrangement reflects a shared contribution to the agreed total school requirements for both second (2nd) Term and third (3rd) Term in academic year 2024 which are enforced in a contract or agreement duly signed by the P/G. The agreements spelt out the following obligations:

- a) Obligations of the Parent or Guardian:** (i) contribution of 30 percent of the total school requirements, in cash and payable at school and (ii) submission of monthly business performance reports.
- b) Contribution by FNK Foundation** includes: (i) 70 percent of the total school requirement in cash payable at school; (ii) non-cash requirements as deemed appropriate; and (iii) monitoring and reporting on the business performance of the parent or guardian once a month to the CCT.
- c) Payment Arrangement:** The parent or guardian effects the 30 percent contribution by the end first week of the new term. Parent/Guardian’s compliance with the obligation will motivate the Foundation to fulfil its obligation in form of cash payment to school and purchase of other school requirements.

**2.4 Counselling of Beneficiaries of the Education Support**

The Foundation held a half-day session on August 31st, 2024, to help the beneficiaries utilize the support opportunity and score good performance in their primary leaving examinations. The session facilitated a self-assessment of an individual’s personality and academic performance; exposed them to career options and paths; and helped them set goals for Primary Leaving Examination (PLE) and actions to achieve them.

The session was attended by 11 pupils; Namuyomba Daniela, Nakiganda Mastulah Naava, Kyarisiima Sauda, Nabukenya Mwajuma, Nyakacho Pretty, Mulindwa Daisy Terishar, Nakirunda Carol, Gishana Ashley Nana, Namubiru Takia, Nandutu Michelle and Nakaye Benitah plus the founder Ms. Florence N. Kuteesa.



*Ms. Hadijah Nakato, chair of the CCT, welcoming the pupils to counselling session held at Ssimamu Junior School on August 31<sup>st</sup> 2024.*

The half-day initiative was facilitated by Ms. Nakato Hadijah, a teacher and chairperson of the CCT; Ms. Nakakande Mastulah, a teacher in mathematics and member of CCT; Ms. Aisha Kayaga, an educator and a career counselling expert; and Ms. Nabunje Tracy Mutaawe a professional social worker.

The pupils applauded the program and shared the benefits and lessons learnt summarised below:

- a) **Talent Show:** pupils enjoyed the demonstration of talents by their colleagues in form of singing and dancing; admired their confidence and appreciated the value for confidence building.
- b) **Career goals and path:** the pupils were happy to be exposed to a range of career options and the pathways to achieving them. They acquired the tips for setting their goals and paths to drive personal and academic growth.
- c) **Self-Assessment:** Each pupil had a wonderful opportunity to identify their interests, strengths, and review their current academic performance. They identified the subjects they are good at and those that require more effort to improve performance.
- d) **Goal Setting for PLE:** Pupils treasured the tips for setting realistic academic goals and actions to achieve them. They welcomed the guidance for planning for good results in all subjects and actions required to sustain better performance and address weak performance.
- e) **Maximizing benefits from the Education Support:** They welcomed the support and demonstrated their commitment to utilize guidance to enable them to achieve their academic and career aspirations. They pledged to revise wisely by setting up a personal revision timetable; consulting teachers; and prioritising harder subjects over the easy ones.

### 3: EMPOWERMENT OF THE YOUTH

The Foundation, in collaboration with Wamatovu Muslim Senior Secondary School, executed a Youth Empowerment Program (YEP) that equipped 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 13<sup>th</sup> May to 16<sup>th</sup> 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 first Youth Empowerment Forum held in partnership with Wamatovu Muslim Secondary School during May 13-16, 2024, Nsujuwe, Mpigi District.*

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 themes:

- ❖ **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.



*The Headteacher, Wamatovu MSS, sharing his entrepreneurial experience that emanated from his adolescence to date.*



*Dr. Rogers Nsereko facilitating a session on Mental health in the Computer Lab.*

The trainees praised the program and shared their learning outcomes which are 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 and shared innovative saleable products that could make out of a plastic 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, excel and word.
- **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-excellence, balancing assertiveness with respect and self-esteem. She called upon the trainees to avoid falling prey to the challenges of the youth that included 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.



*A trainee receiving a certificate of attendance from Honourable Sekitoleko.*

## 4: SKILLING FOR BETTER ENTREPRENEURSHIP

### 4.1 Stakeholder Needs Assessment Meeting

At the launch of the Foundation in December 2023, the founder community members requested a series of training sessions on entrepreneurship and business management to help determine the skill and capacity gaps, and specifically for the youth. The main thrust was to provide a platform for the community to achieve the following:

- a) Acquisition of a better understanding of the best practices needed to run a sustained and competitive business in their specific locations and make recommendations on the gaps to be addressed by the Foundation.
- b) Build capacity of youth and students to start business to generate income to enable them access educational materials and support.



*Inauguration of the Founder Community Members and Stakeholder Needs Assessment , December 2023.*

In addition, the community founder members requested activities during period January -December 2024 that included the following:

- a) Design and delivery of training initiatives to support the performance and sustainability of the economic engagements of the community, with a particular emphasis on orphans and young females and empowerment of the youth.
- b) Conduct a needs assessment for girls in special circumstances, and their relatives, to determine assistance and guidance on activities that will help generate income that can be used to pay for school fees and other basic needs for them complete their formal education and skilling programs.
- c) Design and conduct Empowerment programs for the youth targeting boys and vulnerable girls, and specifically to motivate self-discovery and promotion of mental health awareness

## 4.2 Business and Entrepreneurship Development

Accordingly, the Foundation developed a curriculum for the desired entrepreneurship training and delivered the first phase during January – February 2024. The phase offered a series of training modules that included: (i) developing an entrepreneurial attitude and mindset; (ii) business management skills, (ii) financial literacy, and (iv) Business Game. Each module was scheduled on a Saturday running from 8.30 am -12.00 noon.

*The participants enjoyed the practical and interactive approach adopted in the delivery of the training. At the end of each training, they share the impact or benefits and lessons learnt. The lessons learnt are submitted below for each training module:*



*The 1st Business Entrepreneurship Training, bringing together community based entrepreneurs and youth in Nakirebbe Village, conducted every Saturday between January -February 2024.*

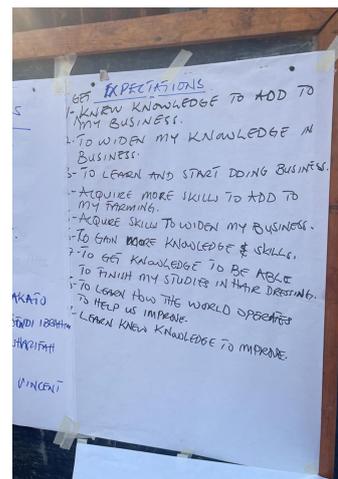
### Session 1: Developing an Entrepreneurial Attitude and Mindset, 20th January 2024

The trained exposed the trainees to the scope and importance of an entrepreneurial attitude and mindset that encouraged them to be innovative, creative, being comfortable with risk. The trainees were able to understand “what it means to have an entrepreneurial mindset and attitude” and “how to build a positive entrepreneurial mindset and attitude”.

The trainees expressed great appreciation of the session and shared lessons learnt as indicated below:

- **Take caution on who you discuss business ideas with:** Many may deter someone from launching the business.
- **Never lose confidence:** Commit to start your business with the little you have and plan for expansion over time.
- **Never have a fixed entrepreneurial mindset:** This may limit your ability to be innovative and creative.
- **Never turn down a job:** Instead, find someone who can do the job and collaborate in the design and delivery.

- **Having a growth mindset:** It motivates you to venture into a business with a commitment to deal with foreseen challenges.
- **Always be a go-getter:** seek for employment opportunities despite minimum or no compensation.
- **Always prioritize quality service,** treat customers with care and respect to generate more money.
- **Seek advice from individuals who are in the same business – you desire.** They may offer valuable insights and suggestions that will improve the business.
- **Always market yourself and your business** to access and tap the potential opportunities because you never know where an opportunity could come from.



## Session 2: Business Management Skills, 27th January 2024

The overall objective of the session was to enhance trainee's appreciation of the best management and business practices, including informed analysis of characteristics of best business practices. Hence, they were exposed to the concepts and values of best practices that included: (i) better marketing as a requirement of aligning products to the needs and wants of the customer; (ii) records keeping. (iii) costing and pricing ; (iv) treating customers as partners; (v) understanding relationship between business and family.

The training was interactive and engaging with great benefits and lessons learnt. The trainees shared the key takeaways which included:

- Always establish a business with the intention to address a problem within the community.
- Always be prepared to exploit any opportunities that come up.
- Proper and modern business management /planning is important. Having a vision for a business is crucial. Likewise, always have a backup plan just in case of a business loss.
- Record keeping is equally important to avoid unknown cases of recurring loses.
- Customer care such as taking on decisions that favor customers is essential to the success of a business. Always establish flexible prices for all customers.
- Always hire employees with relevant skills such as customer care and commitment
- Always seek for mentorship from successful entrepreneurs in terms of management of workers
- Practicing good hygiene in businesses is a must, especially in restaurants, such as having cleaned dirty towels.
- Save with a purpose and always be patient while you save, never spend your savings unnecessary.

**Session 3: Financial Literacy - 3rd February 2024,**

The session was offered to enhance understanding and the ability to find, comprehend and use resources and information needed to make informed decisions about personal finances. Accordingly, the participants were exposed to practices that related to savings, loan management, personal financial management, investment, and planning for old age retirement and insurance

The main lessons that the trainees learned from the training are summarized below:

- When starting a business, it is imperative to first identify a community need and then develop the business idea basing on the issue identified.
- Always prioritize businesses that generate daily revenue as opposed to those that generate income in the long run.
- Always research about the business you want to start from people that have started up a similar business.
- Establish and adhere to better budgeting or financial management practices for all business transactions.
- Always save with a purpose or goal.
- Never keep money around that is not generating a profit. Can consider investing money in fixed deposit accounts within Bank .
- Exercise caution when opening bank accounts and have paperwork reviewed by someone before signing them.
- It’s important to plan for old age, especially with insurance firms like Prudential.



**Session 4: A Business Game- Simulating a Real Business Environment - 10th February 2024**

The facilitator adopted the Business Game as a training tool that provides “practical” experience for running a business. The Game simulated a real business environment which involved (i) making a simple business plan for manufacturing and sale of paper envelopes; (ii) manufacturing of standard envelopes; (iii) taking informed decisions regarding acquiring a credit (borrowing money) (iv) adoption of measures to improve records keeping and monitoring business performance; and (v) sales of quality standard envelopes.

The trainees applauded the game and shared the benefits or lessons learnt as follows:

- **Never fear risk, for instance related to securing a credit.** The loan, if well managed, serves as a motivation to work harder every day and commit to attain the set target.
- **Teamwork is very important.** It promotes strong working relationships, trust among the employees, and binds them to work toward a shared goal.
- **Always seek mentorship and acquisition of new skills:** to equip the manager and staff with new skills that would help your business grow. The mentorship must be sought whether paid or unpaid from experienced personnel. Only one group invested in hiring an expert and reaped the high sales and profits.
- **Specialization is important.** This provides an opportunity to employees to undertake tasks where they have a comparative advantage leading to excelling, efficiency in division of labour and better or higher results.
- **Emphasis on manufacturing quality products to reap higher prices from the market.** Avoid your perception of a good quality product and target what the market needs or desires or can readily pay a higher price.
- **Pay special attention to business performance.** Each entrepreneur should always monitor the expenses (out flow) and inflow (income) and understand the variations against the targets and think of actions to address the negative trend.
- **Participatory planning for the business is important.** The process gives an opportunity for all workers to engage in building consensus on desired targets or goals, business expenses and inflows.



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### **Session 5: Financial Records and Reporting, August 6 and 24, 2024 .**

The award of the complementary education support to the Primary Seven pupils was dependent on the condition that the parents/guardians submit monthly reports on the performance of their businesses starting in the first week of June, 2024 as articulated in the endorsed contracts.

However, by July 31<sup>st</sup>, 2024, none of the P/G had fulfilled their financial reporting obligations. They attributed the non-compliance to several reasons: (i)lack of knowledge and skills for keeping financial records and financial reporting; (ii) laziness or reluctance; (iii) fear to pay taxes on the argument that record keeping is associated with paying taxes which they are not willing to pay; (iv) negative mindset - they do not see the importance or value of keeping records.

To address the weakness in the practice, the Foundation organized a half-day training session on financial records and financial reporting (business record keeping) on August 06, 2024

The benefits were spelt out as follows:

- **Value of Recording:** to help track business performance ascertain whether my business profitable or is my business losing money? I used to keep records, but I ignored some important things because I thought they were irrelevant. But now, I've learned that all business expenses must be written down, regardless of the amount. Its is wrong to think they don't need to be written down.
- **Commitment and consistent is critical** in enhancing the value and relevance financial recording and tracking business performance.
- **Always monitor your stock to avoid loss.** Some employees may be untrustworthy and are attempted to steal stock. So regular monitoring and tracking stock will reduce theft of your stock.
- **Understood the practice of "drawings"** and its potential negative impact on the profit margin of a business.

Interestingly, a gentleman, who has been in a catering business for over 28 years, admitted that had never attended a business development training and shared as follows:

*"I have been doing the chapati business since 1996 and I have never been trained before. During my many years in the chapatti business, I never recorded my business expenses. Instead, I kept them in my mind(memory) and was never sure of my business performance. However, after this training, I will start keeping track of my business expenses and have an idea of the business performance of my business".*

In addition, a follow-up training was held on Augst 24, 2024 to expose the P/G to a reporting template generated in vernacular, to aid the preparation of simple daily and monthly financial reports. During the session, the parents and guardians expressed their gratitude for the training and reported that they had embarked on keeping records as guided during the previous training. They happily shared their experiences which demonstrated a better understanding of the scope and importance of FR practices in better enterprise management.

The positive developments included : (i) recording daily expenses and sales on a regular basis. A shift from irregular recording in the past; (ii) increasing attention to the reconciliation of expenses and sales on daily basis; and (iii) a realisation that expenses within a business were relatively higher than had assumed in the past. Notwithstanding, they still had challenges in recording of the sales and expenses on a regular basis. This was a demonstration of a slow adoption of the new practices.





