

Illustration of the beneficiary

Example 1: Youth Starting own business while still in university:

Halima Nabukera is a young woman with no work and few prospects: at 22-year-old, she is graduating from Makerere University in 1 year with a Bachelor of Science Degree in Food Science, Nutrition and Technology. With no work experience, no networks, no finances and no hope for the future Halima's prospects of getting a job or starting a business are minimal. Enrolling in the Cathy Project Halima develops her leadership, entrepreneurship and life skills. A mentor helps her to gain self-confidence to design a business idea to start packaging nutritious fresh fruits for corporate company workers. She writes a good business plan, trains in packaging, branding and marketing, brushes up her communication skills and her dressing. She is introduced to a young women's Mentoring Club in her community to start saving and for peer-to-peer learning and is connected to a trade association and an experienced woman entrepreneur for skills apprenticeship and mentorship. By saving 150,000 (\$60), Halima proudly starts selling fruits to her other university students at the faculty and in the halls of residence. After 6 months of support, Hal's Fresh Fruits and Juices is officially launched, her main customers are people who work in Banks and Telecommunication company offices near the university.

Example 2: "My Entrepreneurship Project" makes money and creates employment experience

In Tororo Girls School, the Rising Star students start a demonstration farm growing tomatoes, maize, beans, cabbages and cassava. They engage the community and other students for labour. After 4 months of farming, they get a large harvest from the school farm and sell the vegetables to the school to be consumed by all the other girls in the school. They set up a vegetable canteen and start selling vegetables to other students and a market day to the community every Saturday. The students get hands-on experience working at the farm and managing the business, and being employed as workers and also earn salaries for their work. They collectively save enough money to set up a green house to grow more vegetables during the dry season.

Example 3: Mentorship equips youth to pass interviews, get jobs and rise high to earn more income

Lydia Atimu is in her last year of university studying Hotel Management and Tourism. Her dream job is to become an air hostess in one of the regional airlines. Having been abducted by Kony, the rebel fighter in northern Uganda, her life has always been full of hardships and no hope for the future. At the Mentoring Walk event, she meets the Managing Director of South African Airways in Uganda. By sharing her dream during the 15 minutes discussion they had, she learns of an upcoming interview for young interns at South African Airways. With support and guidance from her peers, Lydia polishes up her CV and practices for the interview. Due to her confidence, attitude and demeanor and globally knowledge, she gets a part time employment as customer agent at the front desk and is confirmed after six months as a permanent employee.

Example 4: Clusters provide exposure to mentors, markets, equip youth with practical skills, money and employment

Ten young women from Kyambogo University start a group producing Peanut Butter and Tomato Ketchup. Through their cluster, they produce enough products and organize an exhibition and sell to their fellow students, parents and people from the community. At the national boot camp, they pitch their idea and grab the attention of Javas Restaurant, a Ugandan owned business that owns a chain of top eating outlets. Javas Restaurant supports the group in quality management, branding, marketing and exhibition skills. The young women get a contract worth \$2000 to supply products to Javas Restaurants for one year.