

# CATHY Project Prototype

## Project Summary

**Name:** CATHY- (Catch Them Young) Entrepreneurship Mentoring Project

**Focus:** Leadership, skilled-based Apprenticeship and Business Incubation

**Location:** Uganda

**Target Audience:** young women aged 16-24 years

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**Main Implementing organization:** CEDA International

## Background to the Project:

In Uganda, despite efforts to close the gender gap in education and employment, women's personal weaknesses like low self-confidence are not yet addressed impeding many from getting meaningful employment. Although enrolment of girls in schools increased from 29.2% (1991) to 42.2% (2009), formal education alone does not empower them (UNESCO). 72% of the recent graduates surveyed by CEDA International excelled at university but failed to transit into work due to lack of employment skills. Key factors affecting girls include lack of guidance at home/school, absence of role models/mentors for inspiration and guidance, and lack of self-confidence (FAWEU). The mismatch between the skills that young people offer and the ones that employers need has alarmingly increased the number youth walking in the streets with a clutch of academic papers. Unemployment is very high among youth; women graduates on average earn \$150 while men earn \$320 (Uganda Bureau of Statistics). Furthermore, only 1 out of 30 women-owned businesses survives beyond 2 years due to lack of basic business skills and access to proper financing (Enterprise Uganda).

Although the young women we are targeting have managed to join secondary school to get education, a great number of them lack confidence, self-belief, they cannot negotiate and lack communication skills. Young women face multiple challenges, including social discrimination, economic exclusion, lack of basic necessities like sanitary towels and lack opportunities for positive engagement. This makes them a ready pool of recruits for groups seeking to mobilize violence and they often fall pray to sexual exploitation from the Boda-Boda (motor cycle riders). The segment that the program is targeting is very critical in development because this is the period when girls form values, character and attitudes. This is the age and time of rapid transformation, involving some degree of confusion and risk-taking as young people try on new roles and responsibilities.

Like the US Ambassador to Uganda **Jerry Lanier** said at the launch of the Rising Stars Mentoring Program in 2011, ***“Empowering the next generation of youth is vital to Uganda's future. Half of your population is under the age of 18. The youth benefiting from the mentoring program represent the hope and resources of this beautiful country; such interventions like the Rising Stars Mentoring Program are critical and timely.”***

## Idea Description

**CATHY- (Catch Them Young) Mentoring Project** is an Entrepreneurship Development Skills initiative that will ease youth's transition from school to work by creating pathways to employment for young women aged 16-24 years. The idea therefore is to introduce an **experience-based model of education** into schools by **vocationalizing Agriculture** to start and run school-based enterprises ***“My School Entrepreneurship Project.”*** It will focus on **Leadership, skilled-based Apprenticeship and Business Incubation** providing young women with practical skills in **employment, business, leadership, financial literacy, communication, peer networking and mentoring opportunities** to enable them **confidently & competitively enter the global economy and job market as employers or employees.**

CATHY will be an 18 months project that will be implemented in four secondary schools and two universities in Uganda. It will ignite their **self-discovery, confidence, cognitive skills, critical thinking, innovation and inter-dependence skills** that are critical for **success in the 21st century**. The project is designed on the premise that youth must take charge of their lives and destiny by **actively engaging in job creation initiatives**. The project is aimed at **linking education to employment-demanded skills**, creating **attitude change** for vocational studies **and mind-set renewal** to engage the youth, their communities and governments to **reframe their thinking to empower youth as job creators**. The program will bridge the gap between education and work by encouraging schools to form closer relations with local companies, embrace apprenticeships and promote vocational skills in order to counteract the country's obsession with academic laurels. The project is designed to build and capitalize on the youth's individual strengths, develop their skills and competencies, provide them with resources and support for long-term professional growth.

***"The Project's theory of change is that as a movement of inspired, active, skilled and engaged young women is built, their thinking will be re-framed to confidently take charge of their lives, translate the theoretical study into practical skills that will ignite their entrepreneurial skills to become job creators."***

### **Project focus:**

**Vocationalizing Agriculture:** During the pilot, the project will focus on Vocationalizing agriculture to set up "My School Entrepreneurship Project", Art and Craft and Home Economics and Nutrition will become support channels. The project will therefore set up enterprises in the agricultural value chain from growing seedlings for sale to actual growing of vegetables, trading of products, processing and packaging. Apart from setting up vegetable canteens, the students will also add value to the products to get more income. Specific value added examples from the youth were: making porridge from dry vegetables, making peanut butter, packing roasted corn and nuts, making jam from fruits and selling snack bars from fruits. The art and home economic and nutrition will come in handy in the branding, marketing, processing and packaging. These will also be independent businesses offering services. Vocationalizing agriculture is very feasible and sustainable because most of the resources are readily available: land, seeds, inputs, labour etc; and it will give the youth enough room to experiment and explore various Entrepreneurship projects. The schools are ready to provide the land, engage the students and involve the parents and community leaders in the implantation of the project.

**Use of ICTs-information and Communications Technology:** the youth would love the project to include use of various ICTs in the project: e-mentoring, use of audio and video presentations, availing them with e-learning materials and other interactive tools, connectivity to other youth entrepreneurs and students around the world for peer-learning and collaborations. The project will also use social media and phone sms messaging for visibility and wider reach especially for university students. Technology will also be used for value addition to agricultural products and challenge youth to think of innovative technological ideas.

### **The Programs Prototype:**

This prototype draft is aimed at guiding the direction of the project implementation, identify key partners, resource mapping within the community, detail the implementation plan as well as identify potential funders. The other main aim of this prototype is to detail how this project can be implemented, adapted or scaled in any other part of the world. Every community has its own values, and resources, however one critical denominator is the UNEMPLOYMENT CHALLENGE AMONG YOUTH the world over.

### **Project Design:**

During the initial design, a number of studies have been conducted and referenced as a basis for the need of the project. Also several studies have been referred to explore how other youth development projects have been implemented, citing and benchmarking on key learnings, models and tools.

Further, a mini research or consultation was done among the key project stake holders including teachers, youth (boys and girls), young women student both in secondary schools and universities, private businesses, corporate companies, development partners and relevant government institutions.

Below are some of the discussions held:

**1. United States Peace Corps Girl Tech camp:** As a Motivational Speaker at the camp on Thursday 21st August, I used the opportunity to brainstorm with 80 young girls (13-18 years) about their lives, employment opportunities and specifically about how we can bring CATHY project to life.

**2. Partner schools and universities:** we visited 3 universities and 5 secondary schools to really establish what is one the ground. Since it is a holiday break, we didn't talk to students but talked to the teachers and management of the schools. So far 3 schools and 2 universities have agreed to work with us. They have the facilities to implement the project and they are excited to support us.

**3. Pakasa4 Forum:** We attended the Pakasa4 Forum (literally meaning "work and make money") a youth forum that brought together over 3000 youth from across the county to showcase their work, meet potential funders and partners. With the theme "creating opportunities for youth in East Africa", the President of Kenya and Chairman of the East African Community, Uhuru Kenyatta was the Guest Speaker. He emphasized the need for engaging youth in agriculture, need to build young people's skills for 21st century work environment and need for collaborative action between private sector, government and civil society. I had an opportunity to ask President Kenyatta about what plans they had to revamp agriculture in schools. I also invited Alex Mokori, our team member to attend and also Wekesa in Kenya watched it live on television. I also used the opportunity to talk to 12 youth that have successful enterprises and 20 youth desirous in changing their lives.

**4. Agriculturalists:** We visited an agriculture show at Makerere University to explore ideas that we can incorporate in our project. One business woman from "We are all about Food" offered her farm for the youth to visit as a model farm and to holiday employment. One critical partnership formed!!! (follow up with a meeting this week).

### Questions to the Community:

The following were some of guiding questions during the discussions:

#### 1. Young women:

- What is your dream job?
- What do you want to become when you grow up?
- What are 21<sup>st</sup> Century skills?
- Would you take agriculture as a career option?
- Who is your role model for your career dreams?
- Do you think that you will get a job after leaving school?

#### 2. Teachers and school management

- How best can the young women be supported to gain work-relevant skills?
- What resources exist within the schools that will support the project implementation?
- With the hectic academic curriculum, is there room for practical entrepreneurship sessions?
- Are you aware of 21<sup>st</sup> Century skills?

#### 3. Parents and people living in the Community:

- How best can we support the young women during holiday breaks?

#### 4. Private Sector and Business women

- Are there possibilities of taking in young women for internship placements?
- Would you spend time mentoring a young woman to do a similar business to yours?

#### 5. Private Sector specifically in agriculture

- Are there possibilities of taking in young women for internship placements?

- Would you spend time mentoring a young woman to do a similar business to yours?
- What are the key products that youth can do in a school setting, to make it practical and involving for them but also make money to motivate them?

#### 6. Government:

- What strategies are in plan to revamp practical agriculture in schools?
- How come the government is not supporting NGOs dealing with youth empowerment, specifically promoting agriculture?

### Answers to the questions:

These are generalized answers and not exhaustive at all, but the main points from each target audiences were:

#### 7. Young women:

- I want to become a Doctor, Lawyer, Engineer, IT Wizard, working in a big office. I want to become a popular Musician so that I make lots of money and appear on television.
- 21<sup>st</sup> Century skills are having a law, medicine, engineering or IT degree
- I wouldn't take agriculture as a career option because agriculture is for people in villages and there is no money. But yes, I can do agriculture project if there is a financial gain, not just experience.
- Secondary school youth: I will definitely get a job after leaving school. University youth: I don't think I will get a job after graduating because all my friends that finished 3 years ago are still jobless.

#### 8. Teachers and school management

- Young women need training and mentorship to be supported to gain work-relevant skills. They also need to work during holidays so that they just don't sit home watching television or spend time on facebook.
- Schools have farms, support staff, teachers and students as human resource to support the project implementation. There are also kitchens and home economics labs where students can do value addition, though the technology and facilities are not well equipped, for example refrigerators are small. Art rooms are also available for students to be guided to do branding, packaging and promotional materials. Some schools even have tractors to dig the land.
- There is room for practical entrepreneurship sessions especially on Saturdays when students don't have classes.
- We are not aware of 21<sup>st</sup> Century skills, but we think that is something related to use of computers.

#### 9. Parents and people living in the Community:

- Parents should be given guidelines to support the young women during holiday breaks to run their businesses and also practice things like interviews and public speaking. The school can organize for interested parents to be trained too as mentors.

#### 10. Private Sector

- Internship placements have become very limited due to the growing number of youth, even the mandatory ones demanded by the university, many youth fail to get positions.
- Yes, we can spend time mentoring a young woman to do similar businesses as ours, however we can't take on too many.

#### 11. SME Business women

- We can take some young women for internship placements especially those under a project because they have proper guidance, goals, discipline and they are more focused.
- We can offer our youthful managers as mentors for young woman but with limited time and numbers. Motivational talks and young women visiting business for a week or two would also be possible to give them exposure.

## 12. **Private Sector specifically in agriculture**

- All agricultural products are marketable because people will always eat. However it depends on your focus, vision, location, quality of produce and how you market them. Vegetables are easy to grow and easy to market and the schools need it to improve student's nutrition.

## 13. **Government:**

- The government has plans of re-introducing agriculture in schools as a mandatory subject and will also carry out media campaigns to promote it and sensitize general public.
- Government is also focusing on vocational institutions, it has started investing in BTVETs: Business, Technical and Vocational Training institutions to improve the skills gaps among youth.
- Most NGOs dealing with youth empowerment are not effective and not on the ground, that is why the government is not supporting them, but if there is a good project, there are funds available for that kind of support including provision of technical assistance like providing agronomists and agricultural extension workers.

NOTE: before project launch, there will be various brain storming session and consultative meetings with the stakeholders to verify and concretize the information, ideas and model.

## **Partnerships and collaborations:**

With the strong focus for the governments in East Africa to design youth employment opportunities, agriculture is a key sector that is critical. The team is going to use the next 4 weeks to approach the relevant ministries and especially key contacts that were got during the Pakasa youth forum. Other funding avenues already identified will be followed to ensure that the project has a strong foundation once the concept is finalized. Another critical insight came from private sector, there are very limited internship opportunities for youth especially in Small and Medium enterprises. On a positive note, business owners are committed to visit schools to mentor the youth in their enterprises and also host some for job shadowing in their businesses.

## **Leverage existing programs and partnerships:**

The Program will build on the existing partnerships and networks established by CEDA International's Rising Stars Mentoring Program in secondary school, the UniAction Program in Universities and the wealth of experience from the Youth Engaged Program that runs an employment and business centre for out-of-school youth. Youth development work by CEDA International is currently funded by MacArthur Foundation is funding our program in secondary schools under the Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE) is a multi-donor collaborative that aims to accelerate innovation in secondary education, programming, research and development in East Africa, India, and Nigeria. The work is focused on piloting transition of girls from secondary school to university and into work emphasizing 21st century skills relevant to work. In the past we have also had funding from US Mission Kampala and that launched our work in secondary schools and in universities. Food and Agriculture Organization -FAO funded two projects including offering green houses and other agricultural inputs and technical advice and were set up in two girls secondary schools. Currently, the project team is looking at various funders with specific focus, for example banks are interested in business plans and financial literacy, which is a major component of entrepreneurship development; where as other companies are interested in branding and marketing.

## **Piloting the project:**

In Uganda, in collaboration with Alex Mokori and Tonny Bukeera (community members), we shall start with 3 secondary schools and 2 universities. Tonny Bukeera, a Professional Agricultural Extension Worker, will support in designing of the Agricultural training offerings and practically be involved in some of practical work at the farms, while Alex Mokori, a professional nutritionist will support in the project design and provide a group of trained food scientists to guide in the value addition activities of the project. In Kenya Wekesa Zablon is going to pilot the project in 1 school and Rajendra Bedre will pilot 1 school in India.

The project will be piloted in Uganda in Nabisunsa Girls School, Trinity College Nabingo and Gayaza High School; and it will work Kyambogo University in collaboration with a community member Alex Mokori) and Makerere University. It will consider sustainability by utilizing community resources and support, access to technical expertise, relevancy to careers, and scalability of the model for adaption in other school environments and countries.

### **Development of Training resources:**

The project will adapt the CEDA International 5D Cycle model, a powerful personal, business and community development tool tested for the last 5 years. Other tools will be gathered from other openideo community members like Avi Solomon's "Youth Design Thinking workshops", Leigh Cullen's Pop up Bus, Sergio Marrero's "LifeLeap, and Dave Zinsman's "The Book of Lifelong Learning" among others. Before implementation more resources will be reviewed and included in the training materials.

For one and half years, the program will specifically focus on strengthening and refining the Rising Stars 5D CYCLE® model, gather key learnings, evidence, documentation and develop a strong Monitoring and Evaluation system that will enable the Program's future scaling up. The Program will engage, collaborate and learn from other youth employment programs about the best practices and most impactful and sustainable solutions.

After rigorous testing, a model will be finalized and ready for scale up by 2016. The model will be shared for adaptation by various organization implementing youth employment programs. Efforts will be put in working with development partners like MasterCard Foundation, International Labour Organization World Bank and African Development Bank to mainstream youth employment into their strategic plans with emphasis on vocational and entrepreneurship skills development.

The program's strategic approach will use an innovative methodology to increase the youth's employability and job creation skills using the **5D CYCLE® Model** that will enable the young women to **Discover** who they are and the opportunities are around them, **Dream** about what their careers and the businesses they can create, **Design** goals and strategies of reaching those visions and **Develop** key leadership, business and management skills that lead them to rewarding **Destinies** to become the best at whatever they choose to do.

### **Activities of the Project**

During the Program, Mentors will go to selected secondary schools and universities to work with students, who we call **Rising Stars**. Mentors will guide the young women through an innovative and experiential curriculum in socio-economic empowerment and transformation. Using 2 hours every week, the Rising Stars will go through an innovative and experiential curriculum in socio-economic empowerment and transformation that will include five main components described below:

**1. Personal Leadership skills Development:** The growth-oriented, practical, peer-to-peer driven classroom experience will equip young women with skills like self-discovery, confidence, communication, critical thinking, goal setting, innovation and creativity, writing of CVs and interview skills.

**2. Vocationalizing of theoretical subjects:** Using the school land, the young women with support from the teachers, parents and community will establish farms to grow vegetables (tomatoes, cabbages, beans, carrots) and rear chickens. With support from Kyambogo and Makerere university food science and nutritionist, using simple technology the young women will add value to the agriculture products to produce tomato ketchup, peanut butter and create snack bars from nuts and fruits. They will set up vegetable canteens and sell products to other students, the school and community.

### **3. Incubation of business ideas and Setting up Businesses:**

The Rising Stars will be trained in management, basic business skills, book keeping, business planning and resource mobilization and will be supported to start school-based enterprises. The students will run

the businesses for one year with proper systems, management and employees hired from the students to gain work experience.

#### **4. Financial Literacy**

The Rising Stars will be trained in financial literacy as a basis for personal and business budgeting, financial planning and management as well as self-discipline. Using the Village Savings and Loan Associations-VSLAs model, they will collectively mobilize monthly savings to accumulate funds to further invest in their businesses and for personal goals. Saving 10 dollars a month for example, each Rising Star will have \$120 a year, with cumulative group savings of 12,000 for a hundred students.

#### **5. Mentorship and Skills Apprenticeship:**

The management team of each Entrepreneurship Project will be linked to successful businesswomen for holiday career-related **Apprenticeship** to increase their management and leadership skills. The young women will have access **role models and mentors** that will guide them to have planned and rewarding careers, accumulate new skills, get exposure and networking opportunities. Participants will be organized into **Business Clusters and** link them to markets. Through **Mentoring Clubs**, each Rising Star will be tasked to mentor two other young women and the two will mentor four to increase peer-to-peer mentoring, support systems, learning, sharing and collaboration for personal, career and business growth.

### **Project's Main Players**

With a country of youth being 75% of the population, the challenge of youth unemployment challenge will be best be addressed by governments, business and civil society working together as partners to create lasting, sustainable solutions, therefore collaborative action will be key in creating better impact for the program.

**Young women:** The idea will mainly benefit young women (16-24 years) in secondary schools and universities by increasing their employability to ease their transition into the world.

**Private Companies:** The **Coca-Cola's 5by20 Program** will support young women to create small businesses in the Coca-Cola value chains. **Procter and Gamble, Unilever, MTN and Mukwano Industries** will provide discounted products and offer training to the young women as sales agents or micro-retailers.

**Financial Institutions:** **Barclays, citi Bank, DFCU Bank, Strome Micro-finance, Pride Micro-finance** will support business planning and financial literacy, open accounts for the program beneficiaries and other young women in the school and they will benefit from the monthly deposits and transactions.

**Telecommunication Companies:** **Ericsson Africa:** will provide computers and tablets to enable mentors and the young women to access 21st century tools: audios, videos, publications and other interactive learning materials. **Smile Communications** will provide internet routers and internet data to the schools.

**Mentors and Volunteers:** Various Small and Medium Enterprises will offer apprenticeship and mentorship opportunities to the young women. They will also provide women employees as role models and mentors for young women. A group of strong, young and committed mentors will deliver the program activities. As a result of their support, they are also rigorously trained to enhance their leadership skills and are connected to the CEDA International network worldwide.

**Parents and teachers/lecturers:** These will be trained to support the programs and act as support mentors and integrate the skills, disciplines and competences into existing family and community structures and systems in order to impact more youth.

**Government and relevant Ministries:** This being a systemic challenge within the education curricula, the **Ministry of Education and sports** will be a critical partner to gradually integrate Leadership and Entrepreneurship skills into the existing school curricula. **Ministry of Gender, labour and Youth Development, Minister of Industries and Co-operatives** will also be partnered with to increase budgets towards youth development programs and to ease access to the National Youth Development Fund. **Food and Agricultural Organization-FAO** will provide technical and financial support through the tele-food program.

### **Increasing access to employment opportunities and pathways for young people**

With a strong conviction that *“the greatest injustice facing Uganda and other African country's youth is not poverty, corruption, AIDS, or lack of access to education; the most profound problem is failure of the education systems to empower youth to solve these challenges.”* The idea will bridge the mismatch between the skills that young people offer and the ones that employers need by equipping youth with 21st century skills relevant for the job market.

Even for young women who may not embrace entrepreneurship, this project will equip them with Self-belief that will get them to apply for jobs, good writing skills will get them through the door to the interview, Communication and Confidence will get them the job, good Attitude and Character will keep them employed and continuous Mentorship will make them rising to the top.

Running of small business will provide a unique opportunity to the young women to acquire hands-on experiences in micro-enterprise management, ignite their entrepreneurial skills and also increase survival of their businesses and spur their growth and income.

### **Illustration of the beneficiary**

#### **Example1: 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.

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#### **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.



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**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.

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**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.

**SOME OF THE REFERENCE MATERIALS**

**Youth employment creation is critical for the country:** <http://www.newvision.co.ug/news/659020-kenyatta-human-capital-biggest-asset-for-e-africa.html>, <http://www.newvision.co.ug/news/658814-uhuru-kenyatta-coming-for-pakasa-forum.html>

**Agriculture accounts to 75% of country's revenue and value addition brings more revenue:** <http://www.newvision.co.ug/news/658210-agribusiness-incubation-could-curb-unemployment-says-expert.html>

**Agriculture and agribusiness is a priority to government to create jobs, improve productivity and expand exports in the medium term:**

[http://www.kpmg.com/eastafrica/en/Documents/KPMG\\_Uganda\\_Budget\\_Brief\\_2014.pdf](http://www.kpmg.com/eastafrica/en/Documents/KPMG_Uganda_Budget_Brief_2014.pdf)

**Ready market:** [http://www.cae-nyc.org/arts-education-report/executive\\_summary](http://www.cae-nyc.org/arts-education-report/executive_summary)

**Evidenced-based Results for Vocational skills development:** <http://www.projecthavehope.org/about-us/programs/vocational-studies.html>

**Existing organizations supporting agri-businesses:** <http://technoserve.org>

**UK's model of entrepreneurship, the charity Young Enterprise:** <http://www.young-enterprise.org.uk/>

**Model from Kenya:** [http://rafikiwamaendeleo.org/education\\_agriculture4kclubs.html](http://rafikiwamaendeleo.org/education_agriculture4kclubs.html)

<http://www.agriculturesnetwork.org/magazines/east-africa/agriculture-and-extension-education/agriculture-education-key-to-development>

**Motivational videos and audios:** <https://www.youtube.com/watch?v=j59PdtURWk>,

<https://www.youtube.com/watch?v=K0XJ8oU29Gc>

**Education systems and job market changes and trends:**

[http://www.washingtonpost.com/lifestyle/magazine/want-a-tech-job-study-this-advice-from-the-bosses-at-mozilla-reddit-tumblr/2014/07/30/41443afe-06f0-11e4-bbf1-cc51275e7f8f\\_story.html](http://www.washingtonpost.com/lifestyle/magazine/want-a-tech-job-study-this-advice-from-the-bosses-at-mozilla-reddit-tumblr/2014/07/30/41443afe-06f0-11e4-bbf1-cc51275e7f8f_story.html)

**Youth in Uganda are transforming their lives through agriculture:** <http://www.oaic.org/young-women-in-agriculture-how-farming-is-changing-lives-of-the-young-farmers-in-uganda/>

**Youth making paper bags and he is featured on CNN:** <http://edition.cnn.com/2014/01/23/business/paper-bag-empire-andrew-mupuya/>

**Youth Mindset growth in Madagascar:** <http://www.j2ex.net/events/event/j2ex-conference-creating-a-mindset-for-growth-and-development-antanarivo-madagascar/>

**Motivational Story of an entrepreneur at 11 years:** <http://eigincorporated.com/about-darrin-hawkins/>

**IFC/World Bank resource for quick reference:** <http://www.doingbusiness.org/data/exploreeconomies/uganda/>  
**Internet Penetration as of July 2014: ~17%, Source: Internet Live Stats** (<http://www.InternetLiveStats.com>)  
**Youth inspired innovation:** <https://www.youtube.com/watch?v=RAoo--SeUIk&noredirect=1>

**Experienced Implementers with strong partnerships:**

[www.ceda-uganda.org](http://www.ceda-uganda.org)

<http://www.newvision.co.ug/news/653037-u-s-tells-ugandan-youth-to-cause-positive-change.html>

<http://www.thecommunityagenda.com/index.php/youth-a-woman-voices/188-new-project-to-empower-women-in-ugandan-slums>

[http://observer.ug/index.php?option=com\\_content&view=article&id=29447:centre-throws-deprived-muslim-youths-lifeline&catid=85:education&Itemid=106](http://observer.ug/index.php?option=com_content&view=article&id=29447:centre-throws-deprived-muslim-youths-lifeline&catid=85:education&Itemid=106)

<http://www.newvision.co.ug/news/649649-gov-t-starts-youth-livelihood-program.html>

<http://www.monitor.co.ug/News/National/-/688334/1172868/-/c0wu0lz/-/index.html>

[http://www.observer.ug/index.php?option=com\\_content&view=article&id=22653&catid=85](http://www.observer.ug/index.php?option=com_content&view=article&id=22653&catid=85)

<http://www.newvision.co.ug/news/315006-us-envoy-tips-girls-on-career.html>