



# HOLIDAY MAKERS' EMPOWERMENT PROGRAM

*Second Program*

*Back one*

**8<sup>th</sup> - 19<sup>th</sup>**

**January, 2018**

## **Background of ERC**

ERC was established as a one stop self-sustaining company built to provide a range of support development services to the public in general and women entrepreneurs in particular.

### **Vision**

A leading one-stop women business center promoting professionalism of its clients and members

### **Mission**

To provide high quality services for addressing gender and equity issues through investment promotion, research, documentation, advocacy and development consultancy

## **Background of Program**

The holiday makers program was established with the aim of empowering young people (O and A level trainees) with skills for self-discovery, talent development and adapting to dynamic environments. The program aimed at inculcating social norms and values in young people by developing a sense of responsibility and good conduct amongst them. It worked towards enhancing the chance of employability as well as promotes self-employment and entrepreneurship amongst them.

## **Main objectives of the Program**

- ◆ To help trainees develop individual talents, capabilities, creative and innovative skills that are essential to acquiring education goals for self-reliance.
- ◆ To ensure that each student completes the training as a computer literate individual capable of appreciating, understanding and harnessing computers in their daily lives.

## **Objectives of the Program**

- ◆ Improved self-awareness and self esteem
- ◆ Reflect on their individual capabilities, interests and responsibilities
- ◆ Acquire tips and skills for innovation, creativity and talent development for self-reliance
- ◆ Improved relationships with their peers, parents and teachers
- ◆ How to deal with peer pressure and make good choices
- ◆ To enhance their computer skills

## **What was delivered in the program?**

The holiday makers program comprised of two major modules namely; life skills and Basic computer Literacy.

Under the life skills module, the trainees were taken through components like Self-discovery, Building self-confidence, Management of peer pressure, Positive relations and Talent development. The life skills module was organized in an interactive manner where student actively participated in sharing their experiences, acting short skits and group discussions.

Under the basic computer literacy, the trainees were taken through a number of components namely; introduction to computers, Microsoft word, Excel, PowerPoint and Publisher. The trainees actively participated in the training through practical and presentations.

## **The trainees**

Batch 1 comprised of 11 trainees (7 girls and 4 boys). It was noted that the trainees were shy and not confident at the beginning of the training but later on changed and became freer and more relaxed. They all participated in class and especially in group activities that involved working in teams and ICT practical. Punctuality was a trait that batch 1 had as they had to share the previous day experiences with each other as a group.

The trainees got to appreciate individual differences as each had a different background. They also enjoyed problem solving and decision-making games that were helpful in developing their leadership skills.

## **The field trip**

The training included a field trip to Katende Harambe Rural and Urban training Centre in Namugongo. The Centre was used as a demonstration farm for trainees to get experience of what farming is all about. Trainees learnt how to grow vegetables within a limited space, to rear cows, goats, pigs, poultry keeping, fish farming and water harvesting. The trip was beneficial to both trainees and facilitators as they were about to learn a lot about farming. ERC and CEEWA-U were appreciated for organizing the field trip and transport for both trainees and facilitators.

## SWOT Analysis of Program

### Strengths

- Good facilitators
- Good curriculum
- Free venue
- Free program
- Well-equipped computer lab
- Present personnel to help in daily running of program
- Availability of funds for daily purchases (stationery and refreshments)
- Effective coordination of the team

### Weaknesses

- Lack of stand by generator
- Lack of a projector
- Limited number of computers
- Limited time for computer practical's
- Lack of break snack
- Venue space was limited to accommodate the big numbers

### Opportunities

- ERC team has built capacity to carry out future trainings
- ERC has also developed a relationship with resource persons we can contact in the future
- ERC has an equipped computer lab to carry out more trainings
- ERC can now mobilize for sponsors to support the empowerment programs
- Build relationships with churches, mosques and schools in the surrounding areas

### Threats

- Available venue can only hold a small number of trainees
- Location of ERC office is relatively far and so could discourage potential trainees

## Evaluation by participants

The participants were given evaluation forms to comment on how the program went and what can be done to improve it. The following comments were received;

- ◆ The trainees suggested that an advanced computer program should be provided.
- ◆ The trainees also suggested that a break snack should be provided.
- ◆ There was a complaint of limited number of computers for the ICT training.
- ◆ They suggested that a power backup should be provided for.
- ◆ They also suggested that the program to be given hours to fully exhaust all the modules.

## Lessons learnt from program

The program should separate O-levels and A-levels as the needs of the two parties are different.

## **Recommendations**

- ◆ ERC is doing a commendable job of developing life and computer skills free of charge to the youth and develops them into future leaders. For sustainability of the program of the program, ERC should apply for funding from the Private Sector Foundation or request parents to pay a fee for the training.
- ◆ The team should develop a more advanced computer program for those who need it
- ◆ The time per session is so short making it very difficult to have each and every participant try out on skill building games.
- ◆ When numbers grow it will be advisable to take the training to a larger place and charge participants for meals instead of having two batches.
- ◆ Continuous training of the group will ensure that ERC meets its expectations.
- ◆ Batch one should target O level trainees and Batch two should target A level trainees since two parties are different.
- ◆ ERC should become a computer training institute to all groups of people who need to acquire computer skills.

## Annexes

### Annex 1

Batch 1 Trainees.

Participants' Name	Sex	Home Address	Email Address	Age	Class (O' and A' level)	Contact	Names of Parents
Akol Apio Evelyn	F	Kiwafu	N/A	14	O'Level	0782674055	Ms Annette Adyala
Baliraine Samiyu	M	Kansanga	Samiyusami179@gmail.com	23	O'Level	0772369172	Mr. Waswa Arafat
Bamundaga Aloyzius	M	Konge	Bamundagaaly32@gmail.com	22	A'Level	0706907650 0794863451	Ms Mary Nannono
Kalule Stephano	M	Kiwafu	enockkalule@yahoo.com	18	O'Level	0781079173 0752276743	Ms Margret Nakityo
Kavuma Rodney	M	Konge	kavumarodneyKR@gmail.com	20	A'Level	0702197908 0779062990	Ms Mary Nannono
Mbatudde Sharifah	F	Makindye	N/A	17	O'Level	0788626636 0786783345	N/A
Nakanwagi Stella	F	Makindye	N/A	18	O'Level	070114776	N/A
Nambafu Eve	F	Kansanga	N/A	20	O'Level	0785606537	Mr. Walimbwa Francisc
Namubiru Zaharah	F	Makindye	N/A	17	O'Level	0701147776	N/A
Nanyunja Swabra	F	Makindye	swabiejei@gmail.com	16	O'Level	0772875256	Ms Rehma Mukasa
Nyadoi Christine	F	N/A	N/A	15	O'Level	0782353447	Ms Evelyn Akol