TRAINING MANUAL ON
SOCIAL ENTERPRISE

A Publication of the British Council Uganda and Action for Development with Support from the European Union

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Published under the Project: "ActionforStrengtheningInstitutionsandCommunities in Promoting Women's Rights"

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FOREWORD

Uganda has realised great success in the enactment of positive laws that allude to the government's efforts to establish gender equality in the social, economic and political spheres of the nation. The government has ratified a wide range of international and regional human rights treaties including the International Covenant on Economic, Social and Cultural Rights (ICESCR), the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), the Maputo Protocol, International Conference on the Great Lakes Region (ICGLR) Declaration, the Beijing Platform and the African Charter on Human and Peoples' Rights (ACHPR).

However, women and girls are still underrepresented in leadership positions, hardly participate in decision making on issues that affect them, and have hence not greatly benefitted from such programmes. Based on this context, the British Council and Action for Development with funding from the European Union are implementing a project called **"Action for Strengthening Institutions and Communities in Promoting Women's Rights"** with an aim of strengthening the participation of women in the social, economic and political life in support of a society where women and men are valued equally and have equal access to opportunities, resources and government development programmes.

The British Council strongly believes in and supports the role of women in transforming society. The development of the Social Enterprise Trainers' Manual and cascaded trainers materials is a birth of a new approach to strengthening communities using the Social Enterprise Approach. This empowers women to identify problems, needs in their environment and come up with practical solutions using available resources. This manual is a simplified step-by-step process on developing social enterprises.

Through the publication and free distribution of this handbook, the British Council and ACFODE wish to make a humble contribution to the efforts aimed at enhancing the social enterprise skills among women leaders in the target districts of Oyam, Pader, Apac and Nebbi.
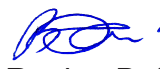We hope that if well utilised by the expected users, this manual will contribute towards the following specific outcomes:
- increased knowledge and understanding about the concept of social Enterprise and how women in leadership positions can use these skills to bring about the desired change in promoting gender equality and women's rights.
- enhanced skills in in social enterprise to improve incomes of women in the target districts through increased access to livelihood opportunities for the rural women.
- strengthen women in their quest to improve the social and economic wellbeing of themselves , their families and the Nation.

We hope that this handbook will be used by all leaders and Civil Society Organisations and that it will add value to Uganda's on going social, political and economic transformation.

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ACKNOWLEDGEMENT

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1.0 Background to the Training

1.1 Introduction

There is visible and vibrant acknowledgement of the role of social enterprise around the world. However there is no common definition of social enterprise and related concepts. Social enterprises have existed for generations but this phase started to be used in the early 1970's and has since gained popularity because:

- Most non-profit organisations needed to supplement and also find new streams of income generation other than grants and charitable contributions.
- There was need to address social problems in business approach to address issues of sustainability
- Sometimes NGOs were outsourced by government to offer public services.

1.2 What are Social Enterprises?

The social enterprise coalition in the United Kingdom defined social enterprises as *"businesses trading for social and environmental purposes"* according to www.socialenteprise.org.uk. In 1999 the organisations for economic cooperation and development OECD defined social enterprises as:...*any private activity conducted in the public interest, organized with an entrepreneurial strategy but whose main purpose is not the maximization of profit but the attainment of certain economic and social goals.* (Department of trade and industry 2004, social enterprises- a strategy for success)

1.3 Why Social Enterprise?

The role played by social enterprises is becoming increasingly important as an alternative model in development and social transformation that can create improved service delivery, job creation, promotion of human rights and poverty alleviation. The world has embraced social enterprises including Uganda. British Council in partnership with ACFODE (Action for Development) is implementing a project co-funded by the European Union. One of the core objectives of this project is to enable increased access to livelihood opportunities for the rural women that will result into more women's groups engaged in social enterprises in their communities. Whereas the Government of Uganda is promoting the growth of the private sector, and urging citizens to become 'job creators and not 'job seekers' through specific interventions that include the establishment of small businesses largely funded through micro-finance schemes, provision of vocational training, as well as training in entrepreneurship. Programmes like National Agricultural Advisory Services (NAADS) and the Northern Uganda Recovery

Programme (NURP) tend to benefit those who have access to information about the projects, and many poor women do not. The result is another challenge, that of wealth distribution and growing income inequality.

This project targets women councillors, social actors, and civil society as well as women groups in the districts of Apac, Nebbi, Pader and Oyam. This will therefore introduce the concept of social enterprises as an approach that women targeted by this project can use to access funding and support from Government programmes; acquire knowledge and skills on how to set up and run successful social enterprises.

2.0 Setting up the Workshop

2.1 The purpose
2.1.1 General Objective
To enable increased access to livelihood opportunities for he rural women.

2.1.2 Objectives of the Training
1. Develop mechanisms of identifying problems, gaps, needs or challenges in their environment and come up with practical solutions.
2. Identify and utilize their individual skills, knowledge, passion, talents within social or economic enterprises
3. Put all available resources, land, labour, capital and time to productive use – enabling increased incomes and reduced unemployment
4. Be able to initiate, grow and sustain a social enterprise project.

The Course has only one module, with 11 sessions. The Course is intended for four days. However in some cases when time is not enough some sessions can be combined.

2.2 Conducting the Training Methods

2.2.1 The training methods

The training methods to be used in this manual will be essentially an Experiential Learning Approach in which facilitators ensure participants are at ease, establish learning objectives, and then take the trainees through the Experiential Learning cycle. This allows the learner to encounter an experience, reflect on it, draw conclusions from it and decide how to apply it to their own experiences. The learners use each other as a source of learning, focus on real problems in their communities, and identify things that will be of immediate use when they return to their communities. In doing so, the learner takes responsibility for his or her own learning.

The trainer can use a number of training methods such as:

- Brainstorming
- Group Discussions
- Case Study
- Role Play
- Field visit and observation
- Trainer Presentation (Mini Lecture)
- Mock exercises

Energizers must be used in the course of the training to sustain the mood. The facilitator may choose to use the energiser at any point during the session as appropriate.

2.2.2 Target Group

This training is intended for women councillors, social actors, and civil society as well as women groups.

2.2.3 Organise tools and equipment's

Tools and Equipment: The facilitator is responsible for ensuring that he or she has everything needed for the smooth running of the training session. The facilitator will need to prepare his or her own checklist having checked. A sample guide is listed below:
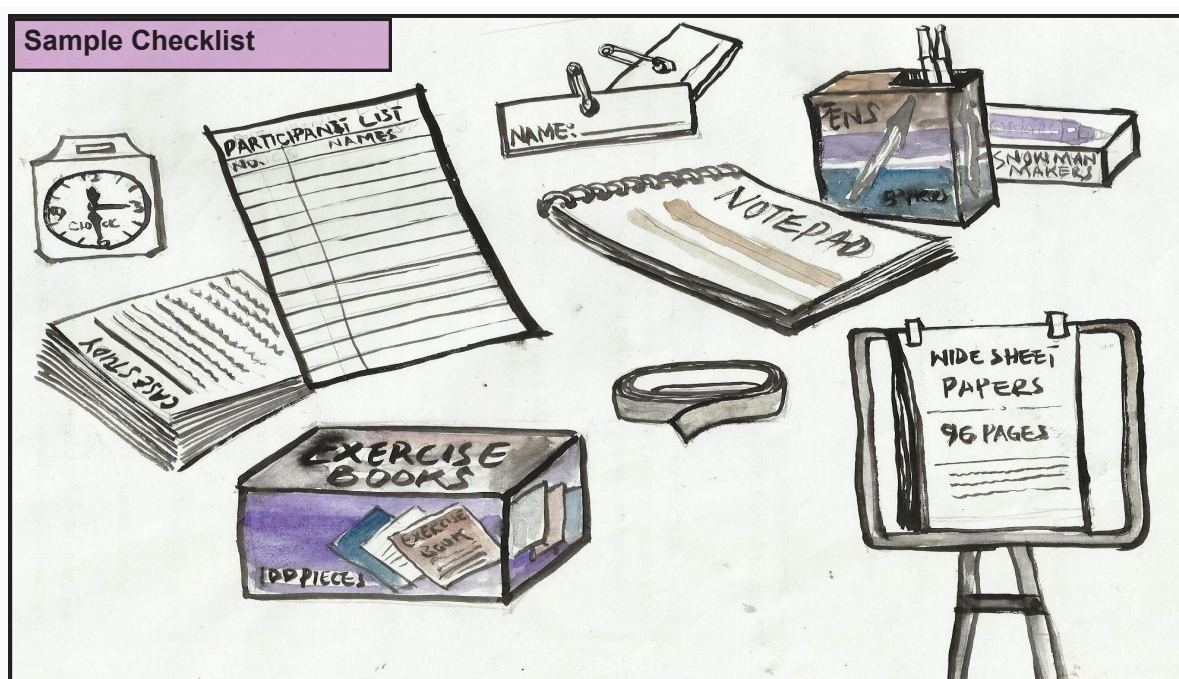
2.2.4 Arrangements at the Workshop Venue: Ensure

- That the registration table and stationery are ready.

- That morning coffee, lunch and afternoon tea have been booked

- That drinking water will be made available throughout the day ;

- That the tables and chairs have been set up in the preferred pattern facing the facilitator's desk and flipchart

- That lighting and ambient temperature in the room(s) are at comfortable levels;

- That the washrooms are clearly sign-posted and clean.

- Participants will have a chance to interact with a community nearby to enhance skills and ideas generated

2.3 Assessing the Training/Learning Process

The methodology of the facilitator and the content of the module are both evaluated by the participants. At the beginning of the training, the facilitator compares and harmonizes participant's expectations with the module objectives. At the end of the workshop written evaluations for both participants and trainers are included. You can use British Council evaluation forms if available or use the annexed evaluation form.

2.4 Reporting of proceedings:

The facilitator should recap the process and content covered during the session and write a report at the end of the workshop. An outline of the training report is listed below:
- Introduction
- Methodology
- Highlights from sessions and discussions
- Workshop analysis
- Way forward and conclusion
- Attachments

2.5 Facilitators Dos

- Be SMART (physically as well as mentally)
- Be sensitive to the needs of the participants and be available to them
- Listen to the unsaid and address them
- Keep the room vibrant and full of energy
- Prepare in time and on time
- Speak LESS, let the participants speak MORE

ALWAYS
PREPARE
PREPARE
BE READY

DAY ONE

1. Session 1: Climate Setting

> **Session objective:** This session will enable participants share information about themselves with the group as a first step in getting to know each other.
> **Methodology:** Personal exercises
> **Time Allocation:** 1 hour
> **Materials Needed:** Note pads, pens, masking tapes etc.
> **Learning outcome:** Participants are introduced to a smart, business like and professional way of personal introduction in a short and clear manner thereby creating a lasting image on the listener.

1. **Introduce the session with an introduction about the project, sponsors and facilitators**

WRITING CARD

2. Expectations and fears of the participants in respect of the workshop:

- Elicit the expectations of the participants by asking each to write down on the different cards three things that they hope to gain from their training and their fears.
- Display the expectations on the wall, grouping together similar cards and addressing those that will be met (these should be linked to the objectives) and those that won't.
- Address the fears of the participants.

3. **Norms and leadership of the workshop:**
- Through a facilitated discussion, establish a list of ground rules and norms with the participants.
- A maximum of five is good.

4. Distribution of roles

Ask participants to volunteer in the various roles. Guide them to form:

- Steering committee to give feedback to facilitators every evening on what went well and what didn't go well during the day so that the next day is improved.
- Days recap committee to connect participants to the previous day. The idea is not to share everything as the day went but in a creative way let people go through what had happened especially the key things that should be remembered.
- Spiritual leader: The leader gives an opportunity for participants every day to pray.
- Time keeper: ensures that all activities and events are within the scheduled time.
- Welfare: this person is in charge of the general wellbeing of the participants in terms of hygiene, meals, first aid kit and any other requirements.

5. Objectives of the training / workshop:

- Present the course objectives on a written chart displayed in the room. This will enable daily reflection on them.
- Harmonise objectives with participants expectations and fears. See objectives on the page 2 of this manual

Note to the trainer:

- Ensure that all participants have expressed their expectations, fears, roles and ground rules.

2. Session 2: Introductions – My Handprint:

> **Session objective:** This session will enable participants share information about themselves with the group as a first step in getting to know each other.
> **Methodology:** Personal exercises
> **Time Allocation:** 1 hour
> **Materials Needed:** Note pads, pens, masking tapes etc.
> **Learning outcome:** Participants are introduced to a smart, business like and professional way of personal introduction in a short and clear manner thereby creating a lasting image on the listener.

The Process:
- Distribute paper and pens among participants.
- Ask participants to draw the outline of their hands by placing one hand on the paper and using the pen to trace its outline. In the different fingers, ask them to write the information below:
  - Complete name.
  - One word that best describes them.
  - One thing that gets them angry
  - One thing that makes you happy.
  - Something that a lot of people don't know about them
- Ask them to share their answers with class and after let each participants displays their information on the wall.

I am Jane Odeke, I am energetic.
I love dancing and I hate gossip.
People do not know that I love
sleep.

3. Session 3: Personal Understanding and Exploration

Session objective: This session allows participants share information about themselves with the group as a first step in getting to know each other using 3-tools.
Methodology: Individual exercises and story telling
Time Allocation: 2 hour 30 minutes.
Materials: Plain papers, masking tape, pens
Learning outcome: Participants get to understand key issues about themselves and others and how these can affect their personal life and careers and how these affect business/group relationship with other members.

Tool 1: Generating a Personal Flag

- Distribute plain paper to participants:
- Ask participants to write headings of the six components of a personal flag including:
    - (i) My strengths
    - (ii) My weaknesses
    - (iii) Opportunities
    - (iv) Threats
    - (v) My role models
    - (vi) My future aspirations.

- Write your own personal flag as an example of a completed flag and how they can complete their own.
- Task them to design their own flag fin any way they want as long as there are six components
- Ask participants to share their flags to the class

Facilitators notes:

- Strengths are positive characteristics of a person/group/organization and are internal
- Weakness are negative characteristics of a person/group/organization and are internal
- Opportunities are favorable conditions that occur outside oneself
- Threats are negative conditions that occur outside oneself.

Reflect:

Ask the participants to reflect on the process of developing a personal flag

- How can you take advantage of your strengths as well as minimize your weaknesses?
- With the opportunities available, what steps do you need to effectively invest or make good use?
- The identified threats how can you address them to reduce negative effects on your life.

Action:

The participants should know that this is not a one time event or process rather they should continuous do this with their family, groups and/or organisations.

Tool 2: River of life

A river of life is a description of life events from childhood to adulthood (NOW). It's a description of both positive and negative events in one's life.

● Guide the participants to draw a **river of life** to show the journey from childhood, youth and adulthood. Ensure all participate.
● Ask them to reflect on the good and bad periods within the journey and write in their river of life.
● Encourage them and they share with the class.
● As they share write the positive traits and challenges from each story.

Take Note:

This is a very emotional exercise, be sympathetic and empathetic. Emphasize the element of their strengths and challenges and relate to traits needed for an entrepreneur.

Tool 3: Generating My Five Basic Values

● Introduce participants to the five basic values.
● Asks participants these questions to identify what they value most in life
  (i)   What motivates them?
  (ii) What they feel strongly against or can never compromise over?
  (iii) What is the one thing they couldn't live without?
  (iv) What they always strive for?
  (v) What makes them irritated?.
● From the considered list of values, ask them to identify the 5 basic values that are most important to them.
● Ask them to write them in the stars drawn on a piece of paper and share with the class.

Action:

● **Ask participants to use the tools with their family members/ groups for team building, harmonizing , bonding and connecting with others**
● **Emphasize respect for each others difference as well as empathy of each others experience to enhance individual support in the group.**

4. Session 4: Social Entrepreneurship and Social Enterprise

Session objective: This session will enable participants to have an understanding of social economy, social entrepreneurship and social enterprise concept.
Methodology: Discussion and brainstorming
Time allocation: 1 hour 30 minutes
Materials: Case study, manila charts, markers, projector and masking tape, newspaper, profile of a social and business entrepreneur
Learning outcome: Participants are able to understand what a Social economy is and characteristics of Entrepreneurship

Process:
1. **Introduces social economy**

Facilitator Notes:
A Social economy is a sector which contributes to improved quality of life for all people in the community and not a selected few. Its common principles include;
● Placing more social value on people than making profit
● Has a democratic decision making – all have equal rights to participate
● Collective ownership – all members have equal say in running the enterprise
● Services and products are demand driven – identified by communities themselves
Social Enterprises are part of the social economy sector and rely on a mix of grant funding and earned income. Examples as: Cooperatives, Faith based schools and hospitals, SAACo's , and associations etc.

2. **Then introduce the concept of entrepreneurship**
● Ask participants to explain what they understand by Entrepreneurship
● Ask them to highlight characteristics of Entrepreneurship
● Ask them to give examples of individuals or businesses they know

3. **Introduce Social Entrepreneurship**
● In a group of 5-6,
● Ask participants to explain what they have understood in the session
● Ask participants to share any individuals, organizations that have social entrepreneurs
● Ask participants to describe what these people do and benefits to society.

Facilitator Notes:

What Social Entrepreneurship is:-
- SE is the **art, general process or overall culture** of forming innovative solutions to society's most pressing needs
- Social Entrepreneurship (SE) is the **work** of social entrepreneurs (individuals) or organizations (NGOS
- SE is a **new way of making solutions and developing opportunities** within the social sector using **a people, planet, profit approach**
- **SE** is **creating** and **building** something of community **value, innovative services or products using entrepreneurial skills**

How/Why do we need Social Entrepreneurship?
- To fill the problem gap between needs (goods and services) not met by government, public and private sector
- Marginalization from the market and society – disabled, poor, widows, children, youth,
- Provide simple and innovation solutions – new ways of meeting community needs
- Support poverty reduction, unemployment, marginalization, and vulnerability
- Ensure sustainable growth and development

What are Social Entrepreneurs?
- Individuals with innovative solutions to society's pressing social problems
- They are visionaries who create social changes by reforming systems and creating sustainable improvements
- In summary: they are social catalysts, socially aware, resourceful, accountable, and entrepreneurial

4. The Social Enterprise Concept:
- Individual Activity–Ask: What makes them mad in society or environment?
- Group Activity –   Ask : What social issues exist in society or environment?
- List all the issues on the charts, grouping those that are similar together.
- Encourage participants to give as many issues as possible

Facilitator Notes:

What a Social Enterprise Is:-
- SE is an organization that is run like a business but has a social purpose
- SE's can be started by people with great ideas whose mission is to support communities (people), conserve the environment (planet) and make money (profit) to make the enterprise sustainable
- SE's can be started with grants, donations, savings, subsidies or income generated from trading
- SE's do not pay dividends to shareholders but re-invest profit or surpluses for community benefit

Why do we need Social Enterprises?
- New social challenges need innovative, simple and effective solutions
- Governments have a top down approach and cannot fulfill all community needs (supply driven services)
- Private sector is also looking to maximize profits and not service real needs of communities
- SE's focus on social issues and social solutions in a highly interactive process – (demand driven products and services)
- SE's create new opportunities (inclusion) and employment.

Benefits of Social Enterprises:
- Fulfill a social purpose and make positive difference in communities eg health care, education, land and housing, conservation,
- Provide new income streams for individuals and organization (Using production differentiation and Market segmentation)
- Give communities opportunities for increased income, job creation and employment
- SE's put all available resources (land, labor, capital, time) to productive use (value addition)
- SE's enable individuals to use their passion, talents, knowledge, skills in social enterprises

Characteristics of Social Enterprises:

- SE's clearly state the Social Purpose
- SE's earn most of their income from trading – providing goods and services
- Any profit made is reinvested into other social issues
- All members have equal rights and participation in all decisions and activities
- Democracy, ethics, accountability, fairs are key values of Social Enterprises

Ways of Identifying Social Problems:

- Using personal experiences – what makes you unhappy or mad in your community
- Visiting the local community – observe and ask
- Research – conduct a situational analysis in the community
- Brainstorm with other community members
- Refer to exist reports or data,
- Use ICT – listen to Radio, Television, Internet, etc. to gather more information

Try out tools for identifying Social Issues

Reflect: Sharing & Discussion

- Ask participants to explain what they have understood in the session
- Ask participants to share any individuals, organizations that have social entrepreneurs
- Ask participants to describe what these people do and benefits to society

Action:
Take a closer look at the enterprises around you and identify a social enterprise, business enterprise and public enterprise.

Introduction to the 3 concepts of Social Enterprise
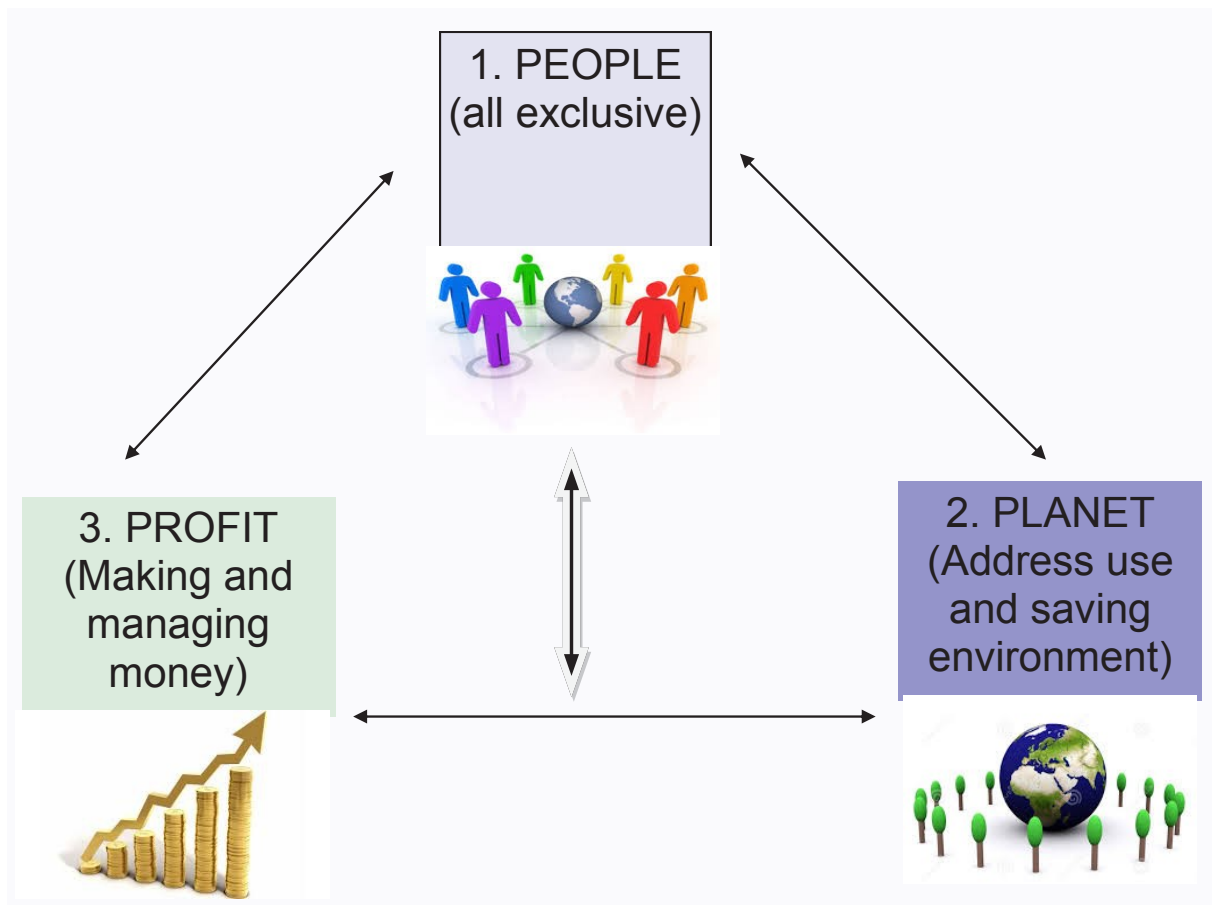
- Introduce the three Ps (3Ps) important concepts in social entrepreneurship and generates a discussion around the 3 issues showing the linkages.

Note:
Ensure that all the participants understand these important pillars that will guide them in their social enterprise idea generation.

Exercise:
- Distribute a case study of the MAKA Pads
- Generate a discussion the social enterprise aspects in the case studies concept of social entrepreneurship.

5. Session 5: Personal Finance – Saving

Session objective: This session allows participants have an understanding of personal finance, especially saving .

Methodology: Ball game, question and answer, discussion, practical saving

Time allocation: 1 hour

Materials needed: Ball, Manila, Saving Box, Cash journal

Learning outcome: To encourage participants to save minimal resources in groups and pull resources for investment in Social Enterprises

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Fact: Everybody, young and old needs resources, money in particular to fulfill their needs, wants, support families and achieve bigger assets in life. It is therefore important for anyone person to learn how to manage money especially saving, planning, budgeting, spending and investing. Personal saving is a gateway to starting new enterprises like Social Enterprises more so women:

- *They can start a micro finance or a bank if they persistently save and invest*
- *They need information on financial products and services*
- *They need role models who have managed their resources well and started thriving enterprises.*

The process

- Introduce personal savings to the participants using the four activities below:

Activity 1: Friendly way of saving

- Pin three saving models on three cards around the room – One for Bamboo, another for group, another for financial institution/Bank.
- Explain the three saving models.
- Have the participants line behind the categories as per the model based on 3 reasons (easy, safe and access)
- Ask some of them to explain why they are standing where they are.

Activity: 2: Answer the Ball

This game is to elicit reasons why people save. Make a ball for this game.
- Ask participants to form a circle.
- Say a sentence that is unfinished and throws the ball to someone in the circle. The person who catches the ball has to complete the sentence. For example,*" People my age save to…, Adults often save to…", "Savings can help you…"*
- Repeat the process until you generate a debate discussion (in the process a volunteer writes down some of the answers in three broad categories: 'Personal use', 'Emergencies' (like sudden illnesses or accidents) and 'Future opportunities'.
- Ask participants: 'What are the similarities and differences between what young people save for and what adults save for?'
- Finally ask participants of these reasons described which is the highest priority for them to save.

Answering the ball

Activity 3: Stand up and be counted
- Ask participants to express their attitudes and values towards money from the statement cards.
- Read the statements and asks participants to fall in line in front of the appropriate card depending on whether they agree, disagree or are undecided. (see the illustration below)
- Task them to explain their reasons for their choices.
- Encourage participation of all the participants
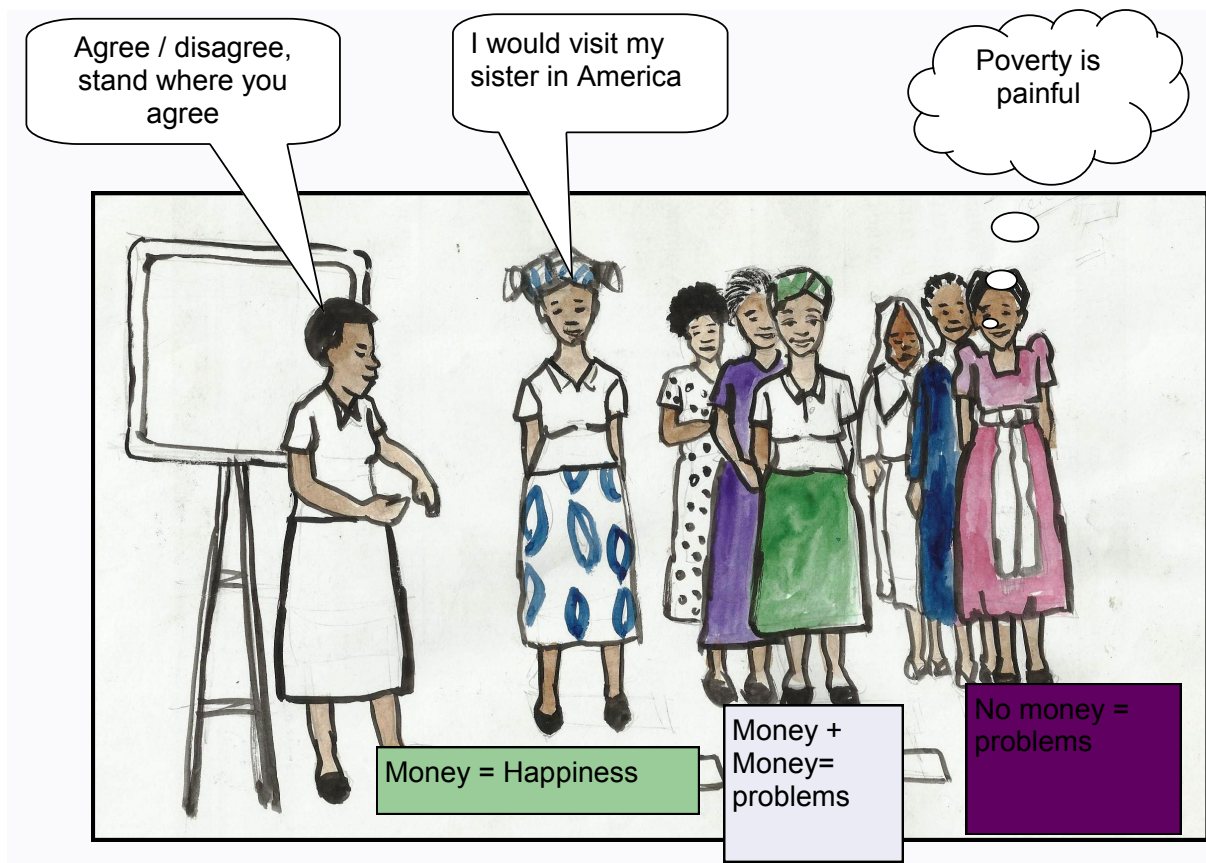
Activity 4: The Saving Process

Explain the saving process to the participants . Use this guide:
- Formation of clubs/groups. (This should be according to location or social enterprise interest)
- The members elect their leaders as shown in the illustration on page 18.
- Club members line up/sit in their groups with their cash journals/pass books/ledgers to save

- Group representatives; Recording entries in pass books/cash journal of each transaction
- Club secretary; Recording entries in the ledger book
- Treasurer; Records entries in cash group, receiving cash, paying out cash
- Chairperson/president; confirms entries in both pass book and ledger book, signing both pass books and ledger cards and returns to respective persons.

SAVING PROCESS

1

Club members: line up with their pass books and money to be saved.

2

Class / Club / Group Representative 1 DUTIES
Recording entries in Pass book.

3

Club Secretary DUTIES
Recording entries in ledger card

4

Treasurer / Cashier DUTIES
- Recording entries in Cash book
- Receiving cash
- Paying out cash

GROUP BANK

7

Group Facilitator/ Teacher Oversees the entire process

6

Class/Club/Group Representative 2 DUTIES
- Collect Pass books & ledger cards.

5

President/ Manager DUTIES
- Confirms entries in both Pass book & ledger card
- Sign both Pass book & ledger cards

Ensure that all participants become part of a saving club. An example of a club will be like this below:

JOIN OUR CORE SAVING CLUB	
President:	Salimah Nakyanzi
Treasurer:	Raphael Maate
Secretary:	Harriet Murungi
Mobilizers:	Moureen Kajumba

CLUB MEMBERS	
Miriam Lusawata	Racheal Akello
Goretti Kobusinge	Caroline Koburungi
Sarah Mukisa	Bella Nasikye
Molly Atim	Mercy Oyet

After creating the saving groups, the participants then engage in actual savings everyday using a cash journal card attached as an annex in this manual.

Note: On the last day, participants withdraw their money using the same system.

Action

☞ Ask the participants to assess the state of savings in their own family to see whether everybody is currently saving. If not, encourage them to discuss this with those who are not saving, and to try to encourage them to start. BUT they should be the example.

☞ *Remind them that saving is a choice but a wise choice. One by one makes a bundle.*

DAY TWO

6 Session 6: Social Enterprise Idea Generation

Session objective: This session will enable participants to use the problem tree tool to generate social enterprise ideas.
Methodology: Individual and group discussions
Time allocation: 2 hours
Materials needed: Flip charts, Markers, makers, note books and pens
Learning outcome: every participant must generate a problem tree as an individual and in a group.

Process
- Introduce the concept of social business idea generation. Inform participants of the various tools that can be used in social enterprise generation including problem tree, community mapping etc.
- Explain to the participant that a good social enterprise starts with a good social business idea. (In social enterprise, the first step is to define the social conditions or problems that you want to address through your social enterprise. Very often the social issues will suggest the idea.

Note:
Social enterprises will usually have to compete with purely commercial businesses. This means social enterprises will face the same challenges and risks as more traditional businesses. If you want to succeed as a social enterprise your enterprise must be as good as (or even better than) traditional businesses with a pure profit.

Introducing the Problem Tree
- Ask participants if there is any one who can explain a problem tree
- Encourage the participant to describe the importance of a problem tree
- Encourage active participation
- Using the already generated explanations, describe the process of generating a problem tree starting with the problem, then the causes and effects.
- To start off the process, ask participants what makes them HAPPY OR SAD.

Note: Ensure that each participant generates their problem tree using the step by step process on the next page. *The problem tree will reflect on the problem, its causes and effects.*

- Ask some participants to share their individual problem trees and guide the discussion.
- This same process should be done in a group.

Action
Ask participants on how they can use the problem tree in their own homes, business and groups and how they can turn the problems into enterprising opportunities.

A STEP BY STEP PROCESS

STEP 1.

1. Group participants according to their locations, interests or agreed upon criteria.

STEP 2.

2. Task them to identify the problem, which concern them as community members

STEP 3.

3. Make them draw an outline of a tree on a big piece of paper with a marker.

STEP 4.

4. Ask them to write or draw the names of the problems on the trunk of the tree.

STEP 5.

5. Task participants to identify the causes of the problems. ("Why are the problems there?") and to list them on small pieces of paper.
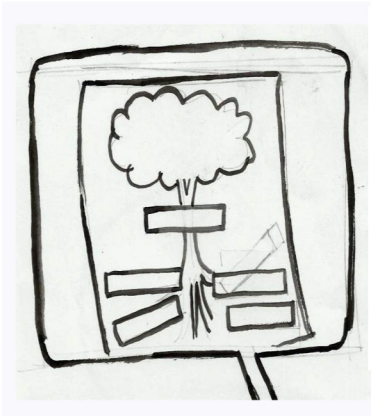
STEP 6.

6. Ask them to place the cards of the causes on the roots in such a way that the most serious are to the left and the less serious are to the right. If any of the causes are linked they can draw a line between them

STEP 7.

7. Ask participants to identify the negative effects of the problem and write them on separate cards.
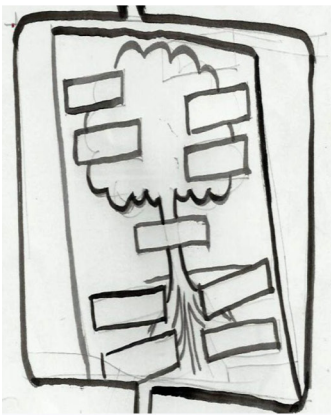
STEP 8.

8. Remind them to insert the effects in the branches. They should place the cards on the branches so that the most serious are to the left and the less serious are to the right.

STEP 9.

9. The problem tree will finally look like this. They are now ready to present the findings to the class

EFFECTS

PROBLEM

CAUSES

7   Session 7: Community Mapping

Session objective: This session allows participants get a proper understanding of the problems and community needs, assets, opportunities and key stakeholders using the community mapping tool
Methodology: Field visits, Observation, interviews
Time allocation: 4 hours
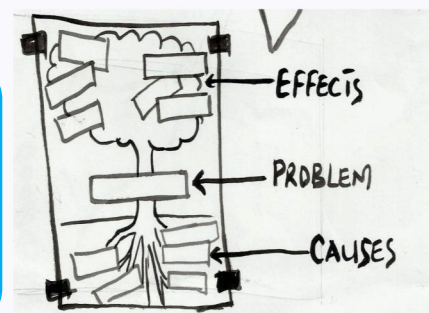**Materials needed:** Note book, pen, camera, bottle of water
Learning outcome: the participant should be able to screen and identify the real problems affecting the community in order to be able to facilitate the corrective interventions.

Process

Exercise 1: Preparing for Field Visit

- ✎ Introduce participants to community research.
- ✎ Ask them to collect information about their initial social enterprise problems identified in the problem tree.
- ✎ Guide them in the process generating tools to conduct community research using the key questions below:
  - What information do we want to collect about the social Idea from the community?
  - How are we going to collect this information?
  - What methods are going to use to collect this information?
  - When and where are we going to collect this information?
  - Who are we going to talk to?
  - Who are the target group?
  - What questions are we going ask them?
  - What tools are we going to use?
  - How are we going to ask them?
- ✎ Guide the participants in question techniques using the community mapping questionnaire 1 and 2 using the groups already formed to collect information and compile into a report.

Exercise 2: Conducting the field visit

- ✎ Ensure that each group has the correct tools to use (community mapping questionnaire 1 and 2, pens/notebooks etc.)

Note: A prior arrangements to the area of study must be done by the facilitator or support persons to minimize delays and permission roadblocks.

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These are some of the example of places they can visit for community mapping

5. **The can also visit district gender offices or production as well as community board**

Exercise 3: Reporting results
- Asks participants to sit within their groups to discuss and compile their community mapping findings and report the findings to class.
- As they do the reporting, the guide participants to link their results to the earlier problem tree generated.
- If there is overwhelming evidence of a certain problem, then guide the group into changing the problem tree.

Notes to the facilitator
- *Community mapping can be used in all areas of ones life, for example before one starts an enterprise or idea; one needs to look for information from the community*
- *Community mapping is a method that can support identifying problems, opportunities, key stakeholders and gives solid information to plan an enterprise*
- *Community mapping enhances evidence based interventions – this eliminates the copy cat or cut and paste businesses that fail within the first 6 months. The research information can be used in writing a funding proposal or business plan for accessing a loan from the bank*

DAY THREE

8 Session 8: Social Enterprise Generation

Session objective: This session allows participants to generate a social enterprise using a solution tree and community mapping results.
Methodology: Group discussion and brain storming
Time allocation: 2 hours
Materials needed: Solution tree, problem tree, community mapping results, manila charts and markers
Learning outcomes: Participants should be able to generate social enterprise ideas and interventions.

Constructing a Solution Tree
A solution tree is the opposite of the problem tree. Its an action positive tree

Process
- Remind the participants of the problem tree generated earlier in groups
- Guide the groups to identifies solutions to the problem tree using the solution tree.
- Task participants to think creatively with an opportunity mindset
- Ensure that a discussion is started among participants exploring possible 'solutions' to deal with causes and effects of the problem.

Example of a solution tree
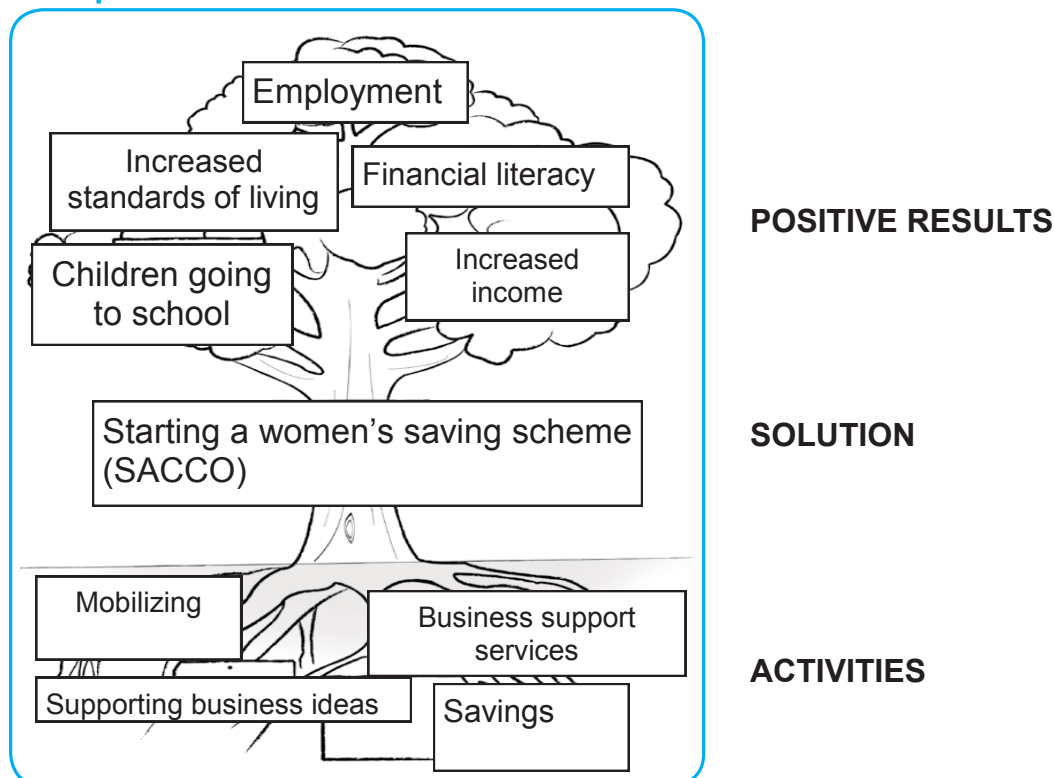
Action

Encourage Participants to reflect on the problems around them and how other entrepreneurs have turned the problems into BIG enterprises that are PROFITABLE, SOCIAL (PEOPLE) AND utilize/save the PLANET (environment).

9   Session 9: Writing a Social Enterprise Profile and action plan

> **Session objective:** This session allows participants an opportunity to discuss and present social enterprise plans.
> **Methodology:** Group work and Discussion.
> **Time allocation:** 4 hours
> **Materials needed:** Social enterprise profile template, manila chats & makers
> **Learning outcome:** Each group should write a social enterprise profile with an action plan.

Process:
- Give participants social enterprise profile template in their groups
- Explain how they will write the profiles, encourage participants to ask questions.
- Task them to write a social enterprise profile and action plans
- Remind them to base their results on the problem tree, community mapping results and solution already generated.

Exercise 1: Writing the social enterprise profile: Write a social enterprise profile from the template given and aligning answers to solving the problem as well as the 3Ps (people, planet and profit model)

Exercise 2: Action planning
- Guide participants to draw work plans guided by the following questions:
    - What is expected of us? (Purpose)
    - What activities do we hope to undertake from this point on? (refer to solution tree)
    - What is the timeframe we should give ourselves to start and complete each activity?
    - Who will be responsible for each of these activities in the group to ensure they happen? (person)
    - What is the total cost involved in each activity?
    - What resources do we need to complete activities?
    - What is our net contribution to this cost?

Note: Some of these questions are already answered in the social enterprise profile. Use the template on page 27

Exercise 3: Present the social enterprise profile and action plan.
- Invite representatives of the groups to present the profiles and action plans
- Allow questions and suggestion from the whole group and guide the discussion to provide positive criticism.

Explain the action planning template to be completed by all the groups

Enterprise name location					
Activities	Purpose	Time frame (begin by, complete by)	Person responsible	Total Costs/ Resources Needed	% Contribution by @

Note to facilitator: Please ensure that you get a copy of this profile and action plans for your follow up of the groups.

Action
Encourage the participates to use the profile templates and action plans for their own enterprises or groups which they belong to.

DAY FOUR

10   Session 10: Refining Social Enterprise

Session objective: To allow participants opportunities to sharpen each other's profile using the PPP Model.
Methodology: Presentation / Plenary
Time allocation: 2 hours
Materials needed: Written Profiles, Action Plans, Manila Chats and Makers
Learning outcome: Well written Social enterprise profiles and Action plans that are ready for implementation.

The process:

- Ask participants to presents the refined social enterprise profile and action plans to the class.

- Encourage participants to do more research on areas where they have no satisfactory answer

- Remind them that writing a social enterprise profile is a process, encourage them to continue to refine their profiles even after the training.

- Inform them that in were possible to seek professional support to develop their profiles into business plans which they can use to source for funding.

11 Session 11: Panel Discussion

Objective: To allow participants realize available resources and opportunities in these communities.
Methodology: Story telling and Discussion
Time allocation: 2 hours
Materials needed: Evaluation tools, note pads and pens
Learning outcome: Providing information on available opportunities that women can tap into in their communities and beyond.

The facilitator introduces panelists to the participants they should include;
- A social entrepreneur
- Local leader (from gender office, community development office or production office)
- Bank or SACCO manager / representative
- Successful business person

The facilitator should guide the discussion to reflect more on the opportunities within the community and how they can tap into them.
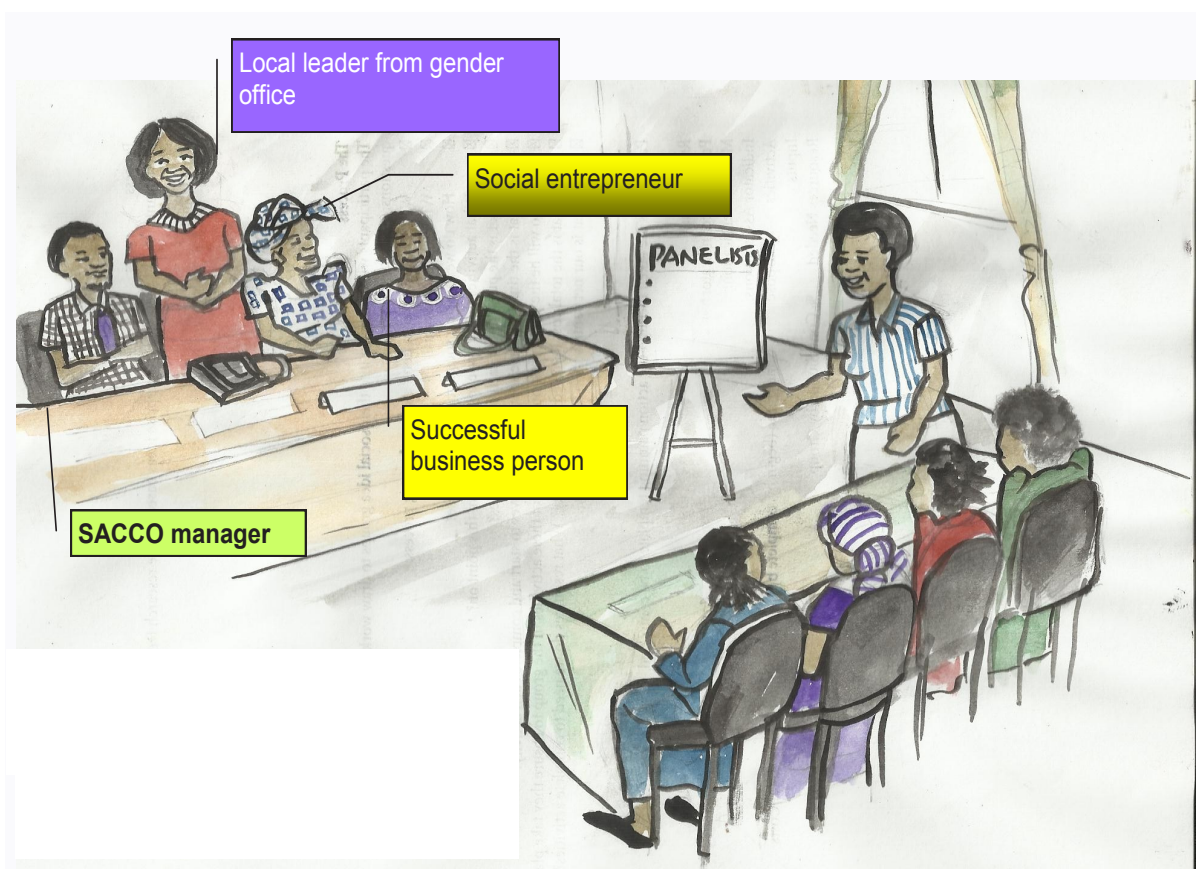
NOTE:
Give chance tor participants to ask the panelists as many questions as possible.

12 Session 12: Evaluation and Closure

Objective: To allow participants realize an opportunity to reflect on the content and the process of the workshop and way forward for British Council and ACFODE.
Time allocation: 1 hour
Materials needed: Evaluation forms and pens
Learning outcome: Filled evaluation forms

The facilitator invites the British Council and ACFODE Team to manage this process.

Note for the trainer: Ensure that the evaluation forms are available

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Annexes

1. Time table
2. Cash journal
3. Community mapping questionnaire 1 & 2
4. Social Enterprise Profile template
5. Case studies

TIME TABLE:

DAY ONE.

Time	Session 1
8:30 am - 9:00 am	Arrival and Registration
9:00 am - 9:30 am	Climate setting : Expectations, Fears, Norms, Responsibilities and introduction
Session 2	
9:30 am - 10: 30 am	Introduction - My Handprint
10: 30 am - 11:00 am	TEA BREAK
Session 3	
11:00 am - 1:30 pm	Personal Understanding and Exploration
1:30 pm - 2:30 pm	LUNCH BREAK
Session 4	
2:30 pm - 4:00 pm	Introduction to Social Entrepreneurship
Session 5	
4:00 pm - 5:00 pm	Personal Finance; saving

DAY TWO TIME TABLE

Time	
8:30 am - 8:50 am	Arrival and Registration
8:50 am - 9:00 am	Recap
Session 6	
9:00 am - 11: 00 am	Social Enterprise Idea Generation
11: 00 am - 11:30 am	TEA BREAK
Session 7	
11:30 am - 2:30 pm	Community Mapping
2:30 pm - 3:30 pm	LUNCH BREAK
3:30 pm - 5:00 pm	Writing and presenting of field visit results

DAY THREE TIME TABLE

Time	
8:30 am - 8:50 am	Arrival and Registration
8:50 am - 9:00 am	Recap
Session 8	
9:00 am - 11: 00 am	Social Enterprise Generation
11: 00 am - 11:30 am	TEA BREAK
Session 9	
11:30 am - 2:00 pm	Community Mapping
2:00 pm - 3:00 pm	LUNCH BREAK
3:00 pm - 5:00 pm	Present the Social Enterprise profile and action plan

DAY FOUR TIME TABLE

Time	
8:30 am - 8:50 am	Arrival and Registration
8:50 am - 9:00 am	Recap
Session 10	
9:00 am - 11: 00 am	Refining the Social Enterprise profile and Action Plan
11: 00 am - 11:30 am	TEA BREAK
Session 11	
11:30 am - 12:30 pm	Panel discussion
12:30 pm - 1:30 pm	Evaluation and Closure
1:30 pm - 2:30 pm	Lunch

Cash Journal

Date	Particulars	Cash in	Cash out	Balance (Box)	Name 1 & Signature	Name 2 & Signature	Name 3 & Signature	Name 4 & Signature	Name 5 & Signature	Name 6 & Signature	Name 7 & Signature	Name 8 & Signature
	Balance B/F											

Community Mapping Questionnaire 1

Instructions for Participants: During the community mapping event, some of you will be asking other people for their opinions about the community. Use this as a guide.

Introduction:

Team leader: Greet and introduce the group. Mention: We are not selling anything, but we are trying to better understand the needs of the community. If you have about 5 minutes, we'd like to ask you a few questions to get your ideas.
What do you think are the three (3) best things about this community?
What do you think are the three (3) greatest problems or needs of this community?
We are deciding a project for our group. Can you think of one or two things that could do to make our community better?
Do you know of other people or groups working on the same things? Who?
What do you know about what they've done so far? Do you know how we could contact them?
Closing: Those are some great ideas! Thanks so much for your time. We will share your opinions with the rest of our group. If you have any other questions, you can call our group leader on ………………………………………………………………

Community Mapping Questionnaire 2

Instructions for Participants: Look out for Resources or Assets in your community
Use this as a guide.

Team leader: Inform your group to use the Observation and Question methods to get the following information.
Name at least three (3) Government offices in your community. What is their role?
Look out for Banks or Micro Financial Institutions in your community.
Look out for at least (3) Businesses in your community? What do they provide?
Look out for at least (3) Non-Governmental Organizations in your community
Look out for Educational, Schools or Vocational Skills training Institutions in your community.
Look out for Cultural, tourist sites or community centers in your community.
Look out for any Hospitals, Clinics or Dispensaries in your community
Name any lakes, rivers, swamps, mountains, forests in your community.
Who are the most influential people in your community?
Any other information

SOCIAL ENTERPRISE - PROFILE

ENTERPRISE NAME:

FILL THE SECTIONS

INTRODUCTION
THE SOCIAL ENTERPRISE IDEA (Describe of the idea)
Describe the Benefits:
THE PROBLEM BEING ADDRESSED:
STATE FINDINGS FROM THE COMMUNITY RESEARCH:
THE STRATEGY (HOW?)
The activities to be undertaken include:-

THE BUSINESS MODEL:

PRODUCT/SERVICE What products and services will you offer?	
PEOPLE/COMMUNITY/ TARGET MARKET Who are they and Why?	
PLANET/ENVIRONMENT How will your Enterprise use or Conserve Environment?	
PROFIT/FINANCIAL MODEL How Will You Make Money? How will you manage money? Where will you get the money?	
PROBLEMS What problems might you have in this enterprise?	
SOLUTIONS Think of possible solutions to the problems above.	
LONG TERM PLAN What do you want to achieve in future?	

Case Studies

Case Study One: MAKA PADS by Dr. Moses Kizza Musaazi
Dr. Moses Kizza Musaazi is reducing the rate of absenteeism and dropout by school girls in rural and poor urban communities by creating access to affordable sanitary pads and adequate sanitation to help them manage their menstruation cycles. In doing so, Dr. Musaazi is protecting young girls from the indignity and social exclusion that would typically prevent teenage normalcy and discourage them from attending school.

The New Idea
In order to sustainably produce affordable and environmentally friendly sanitary pads, Dr. Musaazi has created a simple technology that uses locally available resources such as papyrus reeds and paper waste as raw materials. He is engaging the participation of the local community in production, thereby creating employment and an alternative income. Currently, he is partnering with individual entrepreneurs and organizations in both the private and civil sector to form a wide distribution network to make the sanitary pads, registered under the name **Maka Pads**, available for school-age girls throughout Uganda and its neighboring countries.

To provide a safe and user-friendly way to dispose of **Maka Pads**, and any other type of pads, Dr. Musaazi has an innovation of an incinerator which is attached to a latrine or toilet. The used pads are dropped into the incinerator (while the girl is in complete privacy) and are burnt to ash by simply lighting a match when the incinerator is full (once or twice a week). To provide a safe and clean environment for the girls to change pads and wash up during their menstrual cycle, Dr. Musaazi is also constructing well ventilated, spacious pit latrines that have running water heated by a solar powered water heating system, also innovated by Dr. Musaazi and his students.

The Problem
Of its 30 million inhabitants, approximately 50 percent of Uganda's population is women. Of these women, over 60 percent are below the age of 25. It could then be estimated that over 30 percent of Uganda's population consists of women less than 25 years of age. At the age of 9, many young girls begin puberty and their monthly menstrual cycle, which persists until their late forties or early fifties. Over 8 million Ugandan women and girls currently experience this cycle, and each of these women needs at least one pack of 10 sanitary pads, valued at approximately US$1 every month.

However, because over 70 percent of Uganda's population lives on less than a dollar a day, it is virtually impossible for most girls to afford a constant supply of sanitary pads. It is estimated that less than 5% of the girls and young women who need a regular supply of sanitary pads can afford them.

Lack of access to sanitary pads has contributed greatly to the disempowerment and disgrace of *many young girls who are often unfairly subjected to judgment by a society that perceives menstruation as a socially undignified act. To save themselves from shame and at times social exclusion, most young girls in rural areas will do anything to stop the blood flow, from using leaves and hides to rags and newspapers, consequently exposing themselves to a myriad of infections related to poor hygiene. The most destitute individuals don't use anything at all and opt to isolate themselves from school and society altogether.*

Case Study two: An illustration of as social enterprise from garbage collection to charcoal

1. Garbage is collected

2. Garbage sold

3. Processed to charcoal

4. Finally charcoal is consumed by the community