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Teach a Man to Fish: Market Development Analysis

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TEACH A MAN TO FISH PRODUCT ASSESSMENT REPORT

**INDY HICKMAN &
LAUREN OLIVER**



FOREWORD

When we first began our work on this research project, we believed we were coming in to change and improve TAMTF's current School Enterprise Challenge model. However, after our first school visit to McKay Memorial College, we quickly realized how wrong that assumption was. During that school visit, and every one after, we were amazed and delighted by the how well the SEC program works in schools across Uganda. Through the SEC, students are learning more than entrepreneurship skills, they are growing into mature, competent leaders in their communities. We are now filled with gratitude and admiration for all of the students, teachers, and most of all, TAMTF employees, who make the program possible.

We hope that the information and recommendations contained in the following report allow TAMTF to *expand* its current operations and social impact. We believe that by adding social value products to its existing product line, a school enterprise can be more resilient and can have a greater positive impact on its community. The deeper we got into the research, the more we realized the amazing platform and value that TAMTF can provide to social enterprises looking to gain market traction and trust in the difficult last-mile communities. We truly believe that this proposed social value product program can ignite the spread of products that create significant, positive change.

Finally, we would like to offer one last thank you to everyone we had the pleasure of working with at TAMTF. It is through your ongoing dedication to improving vocational education that TAMTF is able to so effectively empower thousands of students all over Uganda. We, too, felt empowered and inspired by your work and we cannot thank you enough.

Sincerely,

Indy and Lauren



OPPORTUNITY

Teach A Man To Fish (TAMTF) directly addresses the lack of quality, vocational education in Uganda with its School Enterprise Challenge (SEC). Insufficient Ugandan government funding results in low retention rates in vocational education programs and consequent poverty throughout the country. The TAMTF School Enterprise Challenge includes a framework of guides, resources, and training to implement enterprise programs in primary and secondary schools. The process of creating and selling a product teaches students entrepreneurial skills and the profits of the school enterprises fund the enterprise programs.

TAMTF seeks to expand on its success and enhance the impact of the School Enterprise Challenge by suggesting students sell social value products. TAMTF employees could better assist schools by providing product-specific advice and assistance. Additionally, school enterprises could leverage their standing as centerpieces in communities to offer platforms for last-mile access to high quality, low-cost products that improve health and quality of life. We conducted a market analysis for TAMTF, assessing opportunities for enterprises to sell alternative cooking fuels and stoves, sanitary pads, solar lanterns and home systems, or water filters.

RESEARCH ACTIVITIES

We conducted ten school interviews with school administrators across five districts in Uganda, connected with seven relevant social enterprises, and analyzed TAMTF poverty assessment reports.

We transcribed the qualitative data collected during both school interviews and social enterprise meetings into 17 formal reports. These reports provide market segmentations for school enterprise operations, a demand assessment for each social value product, and identification of partnership opportunities for TAMTF. The poverty assessment reports provide a quantitative evaluation of community need for each of the four product lines: water filters, solar lanterns, sanitary pads, and alternative cooking fuels.

KEY FINDINGS

There is a significant need and available market for solar lanterns and sanitary pads across various market segments. While each social value product we researched addresses a significant need, we discovered that solar lanterns and sanitary pads are the most consistently desired across most researched market segments. Schools frequently cited community members' lack of access to these products and personal savings as the sole reasons for not adopting the products.

Most schools are extremely interested and capable of selling solar lanterns and sanitary pads within their school enterprise programs. Schools we visited boasted highly enthusiastic, committed, and often sophisticated enterprise programs. Every school administrator interviewed was interested and excited by at least one of the social value products we discussed with them, and could outline clear ways to sell the products.

RESEARCH

School Analysis. We analyzed the propensity of TAMTF partner schools to sell social value products and differences among the key segmentations we identified: urban versus rural, secondary versus primary, regional (Central, North, East), boarding versus day, and the level of engagement with TAMTF. Identification of the strengths and limitations of school enterprises within each segment informed development of our Process Recommendation.

Product Market Fit. We evaluated the market for each social value product based on community need and selling potential by school enterprises. This evaluation predicts which products could be successful within school enterprises, and requirements for a successful operation of a school enterprise selling each social value product.

RECOMMENDATIONS

Process Recommendation. We found that successful operation of a social value product enterprise requires: a strong customer education and marketing program, a supply of high-quality products, an effective distribution strategy with the ability to reach customers in the most rural areas, and a significant focus on sales training for employees. These characteristics strongly suggest that TAMTF should partner with social enterprises that specialize in the social value products. Strong partners can provide TAMTF with ongoing expertise, assistance, strategic planning, and product supply while TAMTF can help the social enterprises expand their reach.

Product Recommendation. We recommend TAMTF incorporate sanitary pads and solar products (lanterns and home systems) into its SEC. These two products have the highest recognized community need and can be easily adopted into the TAMTF model.

Partnership Recommendation. We generated criteria for TAMTF to use when evaluating potential partnerships. We identified two social enterprises, Bana and Village Energy, that meet these criteria and recommend TAMTF partner with them to add sanitary pads and solar products, respectively, into its program.

TABLE OF CONTENTS

FOREWORD	1
EXECUTIVE SUMMARY	2
TABLE OF CONTENTS	4
SCHOOL ANALYSIS	5
Poverty Stoplight Data	
The School Enterprise Challenge (SEC) in Schools	
School Analysis by Segment	
PRODUCT MARKET FIT	10
Product: Alternative Cooking Fuels & Stoves	
Product: Sanitary Pads	
Product: Solar Lanterns & Home Systems	
Product: Water Filters	
RECOMMENDATIONS	18
Process Recommendation	
Product Recommendation	
Partnership Recommendation	
APPENDIX	28
APPENDIX I: SCHOOL REPORTS	
APPENDIX II: SOCIAL ENTERPRISE REPORTS	
APPENDIX III: DATA COLLECTION TEMPLATES	

SCHOOL ANALYSIS

TAMTF works with approximately 450 schools across the Central, North, East of Uganda. We engaged in ten school visits in which we interviewed the principal and the teacher in charge of the TAMTF program. We specifically chose schools that represented our different segmentations: urban versus rural, secondary versus primary, region (Central, North, East), boarding versus day, and the level of engagement with TAMTF. The levels of engagement are defined by TAMTF and are Online, SEC, SEC+, Regional Champion, and SKY schools. A detailed brief of each school visit can be found in the Appendix. Below is a map with markers on the areas with schools that we visited and interviewed.



Poverty Stoplight Data

TAMTF routinely gathers data from schools regarding poverty and need assessment. Survey participants are students and were asked to report their current assets and living conditions using the following scale. Participants shaded survey boxes green (“Yes”, or “very good”), yellow (“Sometimes, or “average”), or red (“no”, or “not good”) based on their own self assessment. To run analysis on the data, we coded the scores as: red = 1, yellow = 2, and green = 3, thus making higher number a better score and every score out of 3 with a floor of 1. Additionally, we regrouped the regions as simply Central and North, as data trends within the dataset suggested that geographic location is the best indicator of score and East schools were not surveyed. Surveys conducted at Kampala schools Caltec Academy Makerere, Kampala Student Centre SS, and Mbogo Mixed High School (which is in Wakiso) are grouped in the Central Region. The Northern Region includes surveys collected in Gulu Central High School (Gulu), Ministry Encourager Comprehensive College (Dokolo).

NSEW	Income Above the Poverty Line	Savings and Insurance	Expertise and Skills to Generate	Personal Hygiene Sexual Health	Elevated Cook Stove and Ventilated	Access to Drinking Water	Electricity	Awareness of Their Needs
Central	2.33	1.61	2.39	2.83	2.44	2.50	2.50	2.56
North	1.44	1.56	2.11	2.14	2.00	1.89	1.27	2.33

The above table presents the Poverty Stoplight data most applicable to our research. The Northern schools, which scored significantly lower than Central schools, show a clear need of capital and social value products. Also noteworthy is that while the Central schools report a higher income, they remain extremely in need of savings. This data is later referenced in the Product Market Fit section to evaluate the community need for each social value product.

The School Enterprise Challenge (SEC) in Schools

Most of the schools, with the exception of the two SKY schools (McKay Memorial College and Caltec Academy), had recently launched their TAMTF-sponsored enterprise and were working towards TAMTF’s Bronze Level certification. The products that the school enterprises sold and made were simple and common, including donuts, bars of soap, handmade notebooks, and vegetables from the school’s farm. The primary driving factors for product selection were interest from the community, ease of selling, and ability to leverage current resources (such as a school’s farm). School enterprises frequently engaged with and sold to the local community during weekend markets or gathering events such as the local church service, but would additionally target its students and school as the primary market to sell within.

Despite the differing products being sold, we found that school enterprises face similar challenges. Every school cited the difficulty of raising capital funding, in particular to start the school enterprise, and many took varying approaches to combat the problem. The most common methods we saw were charging students a “membership fee” to join, having the students sell shares in the school enterprise to other students or parents, and looking to the school or parent-teacher association for funding. Schools in more impoverished areas tended to depend on the school or parent-teacher association, as a fee would deter too many students. Another significant challenge for the schools is maintaining the enterprises during slow sales or bad harvests. Teachers rely on the business skills and entrepreneurship trainings in the TAMTF curriculum to maintain student engagement during these times.

Overall, the sophistication of the enterprises and the dedication to them shown by the students, teachers and principals, alike is impressive. Although most of the enterprises we visited were still in the early stages of growth, each enterprise demonstrated noteworthy potential to expand and scale, as well as the desire and drive to do so.

School Analysis by Segment

Through visiting schools across the various segments, we found the most substantive differences within geographic regions and grade-levels. The following section details the challenges, differences, and opportunities specific to each researched segment.

Urban vs. Rural

The most significant difference between rural and urban schools, in regards to the school enterprises, is the unique resources available to each. For rural schools, the most abundant resource available is land. As a consequence, these schools typically operate farming-based enterprises, which both utilizes their resources and gives students the agricultural skills that are valuable in the area. These schools frequently value farming skills as much as, or even more than, the business and entrepreneurship curriculum that TAMTF offers. While the value rural schools place on teaching students farming skills adds value to TAMTF’s operations, there are notable disadvantages to relying on farming for school enterprises. The dependence on seasonal crops left the rural, farm-based school enterprises disproportionately affected by changing weather patterns and long periods of drought and rain. Every rural school we visited expressed their disappoint and frustration with the recent weather as many of their crops failed this past season.

In contrast, schools in urban areas have access to a variety of resources that rural schools do not. Many of these schools were able to manufacture and sell products such as notebooks, donuts, or bars of soap because they had access to nearby stores to purchase ingredients and

supplies. Because the ingredients and supplies aren't seasonally dependent, like crops are, urban school enterprises have a lower risk of failure and a more consistent revenue stream.

This advantage allows urban school enterprises to operate decidedly more sophisticated enterprises with higher expenses. The schools' and their students' higher level of capital resources allow for easier, and often more sophisticated, capital-raising than rural school enterprises. While rural school enterprises depend on school administrative funding for the program, urban schools can sell shares of the enterprise to the school community and have students pay a membership fee.

Secondary vs. Primary:

TAMTF currently works with 450 primary and secondary schools across Uganda. During our time in-field, we visited four secondary schools and seven primary schools. While we were impressed by every school enterprise and group of students we visited, we observed a noticeable difference in students' level of engagement between the segments.

Secondary students were more mature and more capable of managing school enterprises with minimal guidance from their lead teacher. These students often take on more complicated roles within the enterprise and are in control of strategic decisions. In contrast, primary school students require significantly more lead teacher involvement to organize the club and manage finances and operations.

Boarding vs. Day:

We visited and interviewed schools with only boarding students, only day, and mixed during our research. The largest distinction between them was in who the primary customer of the school enterprises is.

We found that boarding schools are more likely to purchase products directly from their students' TAMTF enterprises than day schools. For example, St. Andrew's Gombe's school enterprise sells directly to the school, which then gives the donuts to its students, rather than the school enterprise selling to individual students or the community. Day school enterprises, however, are more likely to sell their products to the outside community. Many of these students either sold to community members during special event days when the community is invited to the school or travel to the local marketplace.

Because the schools are often boarding school enterprises' first customer, while community members are day school enterprises', the schools have different views of selling social value products. Boarding schools are more interested in students selling social value products that would meet school needs, while the teachers at day schools first considered the needs of the greater community.

TAMTF Engagement Level:

Teach A Man To Fish has five categories of schools that it works with: Regional Champions, SEC (which stands for School Enterprise Challenge), SEC Plus, Offline, and Sky. Schools are categorized depending on the type of engagement they have with TAMTF. Regional Champions are schools are managed by a partner organization, which receives the training from TAMTF and passes it along to its network of schools in the area. SEC and SEC Plus receive in-person training and program consulting from TAMTF. Online schools only engage via email and under the guidance of TAMTF's online resources. Finally, Sky schools are local (in Kampala), and receive both in-person training and consultancy, as well as additional funding from TAMTF. There are only 5 Sky schools currently (out of roughly 450).

We visited and interviewed schools across every category, and found only small variance due to the engagement level in terms of propensity to adopt a social value school enterprise. Noteworthy differences were that the commitment to the TAMTF program and the ability to fund a new, social value product venture were generally stronger in schools that directly engaged with TAMTF through offline means.

Product: Alternative Cooking Fuels & Stoves

Community Need

As reported by Uganda’s Ministry of Energy, roughly 75% of households in the country use firewood to cook their food, which poses multiple, pressing problems. According to Green Bio Energies, a local social enterprise that manufactures biochar cooking briquettes, CO2 emissions have risen 358% since 1990 and 1/3 of Uganda’s forests have been lost in the last 20 years—a rate that could lead to the complete disappearance of the country’s forests by 2050. Families that don’t have the access or time to gather firewood must purchase it at increasingly expensive rates; during our data collection, people claimed that as much as 50% of their family’s income goes toward purchasing firewood. Not only is firewood expensive and environmentally detrimental, but also the smoke created from cooking over a fire can be devastating to individual’s health.

NSEW	Income Above the Poverty Line	Savings and Insurance	Elevated Cook Stove and Ventilated	Awareness of Their Needs
Central	2.33	1.61	2.44	2.56
North	1.44	1.56	2.00	2.33

From Poverty Stoplight Data. These are averaged scores from students in Central and North schools and the scores only range from 1 (worst) to 3 (best).

Alternative cooking fuels and stoves in Uganda represent a new movement to promote the use of briquettes made from biowaste. These briquettes burn longer, emit less smoke, and are cheaper than firewood and charcoal. Additionally, briquettes bring the potential for additional jobs because farmers utilize the biowaste (such as matooke husks) on their farms. The farmers can gather the biowaste and either sell it to an enterprise like Green Bio Energies, which uses a kiln to turn the biowaste into the briquettes, or purchase a small kiln and produce the briquettes themselves. Although these biochar briquettes resemble charcoal briquettes, they are much more fragile than charcoal and require a specific, elevated stove for cooking.

Social Enterprises Identified in Ugandan Market: Green Bio Energies, Appropriate Energy Saving Technologies, EcoFuel Africa, Impact Carbon, Wana Energy Solutions, UpEnergy

Selling Potential

Willingness to Adopt:

During interviews with school principals and teachers, we identified both a clear community interest in alternative cooking fuels and many potential challenges in market adoption. Nearly every teacher interviewed reported that students and community members use firewood for cooking, and the school's teachers, who do not have time to gather firewood, use charcoal. However, many community members are not aware of the health risks associated with burning wood and charcoal. Often they would respond that it wasn't actually a health problem, citing that everyone in Uganda grows up cooking on firewood. Additionally, although many complained about the rising costs of firewood and charcoal, they were hesitant to stop buying from the local women that gathered it or to purchase a new stove.

The largest barriers to entry for a school enterprise selling alternative cooking fuels and stoves are the costs, the high level of behavioral change required, and the hesitation to deviate from cultural norms. Improved cookstoves are expensive, and would require a high level of customer education from the students, and briquettes have distinct differences from charcoal that require behavioral changes. The cultural and local economic norms of collecting firewood or purchasing from the local gathers, as well as the non-recognition of community needs are also significant barriers to entry.

Schools' Selling Ability:

It would be difficult for a school to enter the market as a new seller of briquettes and cook stoves because of these barriers to entry. A school enterprise selling alternative cooking fuels or stoves would need a high level of training from a specialized social enterprise. The school would also need to possess the ability and platform to educate its community about the products and their importance. While briquettes or cookstoves could be a successful addition to a school enterprise in specific communities where an alternative cooking social enterprise has already successfully penetrated, such markets are limited at this point.

Product: Sanitary Pads

Community Need

Various sources suggest 1 in 10 schoolgirls in Sub-Saharan Africa miss or drop out of school due to a lack of feminine hygiene products. This statistic, however, does not accurately define the scope of the problem. Many of the girls who continue to attend school while menstruating use inappropriate materials in place of pads to manage their periods, such as old clothes or rags, which lead to infection and disease. While various stigmas and taboos surrounding menstruation were once considered the primary reason that girls did not use feminine hygiene products during their periods, our research suggests that women *want* to purchase sanitary pads, but frequently can neither access nor afford the sanitary pads currently on the market.

NSEW	Income Above the Poverty Line	Savings and Insurance	Personal Hygiene Sexual Health	Awareness of Their Needs
Central	2.33	1.61	2.83	2.56
North	1.44	1.56	2.14	2.33

From Poverty Stoplight Data. These are averaged scores from students in Central and North schools and the scores only range from 1 (worst) to 3 (best).

Through interviews with school principals and teachers, we found that there is a significant need for sanitary pads in schools nationwide. Many of the teachers we interviewed, male and female alike, were comfortable discussing the need for feminine products and explained that many girls were missing school during their periods or using unsafe products. Several schools currently keep a limited supply of sanitary pads at the school for students to use in an emergency, but the schools cannot afford to supply all of their female students with sanitary pads due to the high prices of most of the pads on the market. Currently there is a push for the adoption of reusable pads, which can be washed and used multiple times (depending on which product) and therefore offer a cheaper solution in the long run.

Social Enterprises Identified in Ugandan Market: AfriPads, Bana

Selling Potential

Willingness to Adopt:

As the stigma surrounding women's menstruation slowly disappears in many parts of the country, the demand for and the desire to improve access to the product has increased. Of all the teachers we interviewed, none expressed any hesitation or aversion to the use of disposable sanitary pads other than the high price. In contrast, some women expressed concern about using reusable pads, as they believed they may not be sanitary and seemed embarrassed by the thought of washing and hang-drying their pads. Generally, though, we found that women are eager to use disposable pads regularly.

The greatest challenge that women often face in purchasing sanitary pads, besides the cost of the pads themselves, is convincing their sons or husbands to provide money for the pads as males tend to control family finances. Through our research, we found that men are less likely to view feminine products as a necessity and are therefore less likely to allocate money towards the purchase of the products.

Schools' Selling Ability:

Secondary schools, both in rural and urban areas of Uganda, are ideal places to operate a sanitary pad school enterprise. First, there is a high demand for low-cost sanitary pads in schools because nearly every female student has begun menstruating by that age. Second, we found that schools need to keep a supply of sanitary pads for emergency situations, and often schools supply pads for students at all times when their budget allows them to. Therefore, schools would likely be the first and greatest customer for students' sanitary pad business. Finally, as a low-cost, consumable product (assuming students would sell disposable sanitary pads), pads are relatively easy for students to sell. The products require little customer education, and lessons about how to use sanitary pads could be easily incorporated into the sexual health education already provided by the head, female teacher in all schools.

The primary difficulty we identified for incorporating sanitary pads into school enterprises is about its segment limitation. Not only can only girl students sell and promote the product, but it is likely only applicable in secondary schools. We think this is a strong reason to keep existing school enterprises operating in addition to adding a social value product.

Product: Solar Lanterns & Home Systems

Community Need

According to the World Bank, Sustainable Energy for All (SE4ALL) database on electrification worldwide, only 20% of Ugandans have access to electricity. Of this minority, 75% of those who have access electricity reside in urban areas. This lack of access to electricity in rural areas creates widespread, long-term problems including students not being able to study at night and doing worse in school, fumes generated from kerosene lamps creating numerous health issues, and a lack of access to information and services because people cannot easily charge their mobile phones.

NSEW	Income Above the Poverty Line	Savings and Insurance	Electricity	Awareness of Their Needs
Central	2.33	1.61	2.50	2.56
North	1.44	1.56	1.27	2.33

From Poverty Spotlight Data. These are averaged scores from students in Central and North schools and the scores only range from 1 (worst) to 3 (best).

From the qualitative data collected in school interviews, it is clear that there is a strong, recognized community need for solar lanterns and home systems. This need is especially apparent in rural areas. The school teachers and principals that we interviewed in areas away from Kampala almost entirely reported that their communities rely on kerosene and firewood for light, but few have the access and disposable income to purchase solar products. While access to electricity is much more common in the Central region, there are still varying needs for solar technology within smaller populations.

Social Enterprises Identified in Ugandan Market: Village Energy, BioLite, Fenix International, NoKero

Selling Potential

Willingness to Adopt:

School teachers and principals, especially in rural areas, were willing to adopt solar products, and were confident that community members would quickly adopt the products as well. The solar market in Uganda is heavily saturated with cheap, typically Chinese-made products that break easily and provide no technical assistance. As a consequence, the market adoption is dependent on providing training and some maintenance to the school enterprise to pass on to their customers. Solar lanterns come in various sizes, but are fairly consistent across different brands in that there are smaller, less expensive options (around 20,000UGX) that are better and

for studying or hanging, in addition to larger, more expensive versions that can often charge phones as well. The home systems often include a stand-alone solar panel, radio, flashlight, multiple lights, and phone charger. These can also range in size and price, with the smallest option selling for approximately 60,000 UGX.

The most pressing barriers to entry in areas without electricity are access, cost, and trust. Many Ugandans living in rural areas are unable to purchase lanterns because solar companies do not distribute products outside of their storefronts, which are often located in towns far from rural homes.

Although the cost of solar lanterns or home systems is considerably greater than a week's worth of kerosene, customers will ultimately save money over time while preserving their health. Enterprises are more frequently using pay-as-you-go systems, in which customers can pay off the product in increments via their mobile phone. The pay-as-you-go software is something that both requires slightly more training by a social enterprise and is extremely important to ease of market adoption. Finally, because of the distrust in solar products due to many low quality options in the market, a school enterprise selling solar products would need to educate their customers and provide some maintenance on the products in order to be effective.

Schools' Selling Ability:

In off-the-grid markets, a school enterprise could be extremely successful as a new seller of solar products. Because costs are a main barrier to entry, schools could start selling the smaller solar lanterns, and progress to small home systems. For a solar school enterprise to be successful, it would need to be able to provide education, product use training, and basic maintenance assistance to its customers. A partner social enterprise that specializes in these efforts is likely the easiest way this can be accomplished. Solar lanterns and home systems are additionally products that the students, teachers, and parents can be the primary customer, which has been proven important by current, successful school enterprises.

Product: Water Filters

Community Need

The need for clean water in Uganda is widespread and well documented. A 2015 report prepared by the WHO and UNICEF Joint Monitoring Programme (JMP) indicated that only 39% of Ugandans have access to basic improved drinking water. As a result, many Ugandans are forced to either spend valuable time and money boiling water for their family or risk their health drinking unclean water. Although, many solutions have been introduced to alleviate this issue, from in-home water filters to clean water-selling franchises, they have been met with mixed success. The lack of access to clean water in Uganda is a particularly complicated issue with no immediate solution.

NSEW	Income Above the Poverty Line	Savings and Insurance	Access to Drinking Water	Awareness of Their Needs
Central	2.33	1.61	2.50	2.56
North	1.44	1.56	1.89	2.33

From Poverty Stoplight Data. These are averaged scores from students in Central and North schools and the scores only range from 1 (worst) to 3 (best).

Although there is a recognized need for clean water across Uganda, the demand for small-scale (in-home) water filters is low. Many of the teachers and principals we interviewed, especially in rural areas, reported that the community members typically collect their water from the local borehole. The community members generally trust that the water from the borehole is clean, but lack the resources necessary to verify this assumption. Other teachers reported that the school owned and operated a water treatment system, such as those provided by ImpactWater. These large-scale water filters use advanced ozone technology to clean hundreds of liters of water at once, thus providing water for all of the school children. The schools that own these filters also encourage students to bring large, empty containers with them to school to fill up with the clean water and bring home to their families for cooking and cleaning each night. In doing so, the school ensures that the entire community benefits from the school’s water filters.

Social Enterprises Identified in Ugandan Market: *ImpactWater, Jibu, Spouts*

Selling Potential

Willingness to Adopt:

With the majority of Ugandans collecting their water a little to no cost from a borehole, and many students from a school-owned, water-treatment system, the interest in in-home water treatment systems is low. Many of the Ugandans we spoke to understood the health risks associated with drinking unclean water, but would rather take the time to boil their water in their home than purchase a water filter because the cost of the fuel for boiling is significantly cheaper than a filter. Furthermore, filters require regular maintenance and upkeep.

These findings suggest that a major cultural shift toward understanding the health risks of the current water gathering norms would be required for the market for water filters in Uganda to grow significantly. As one water filter enterprise we interviewed explained, the challenge in selling filters is the constant need for customer education and trust.

Schools' Selling Ability:

It would likely be very difficult for school enterprises to sell water filters. In-home water filters tend to be expensive and require a high degree of customer education, which students would find difficult to provide. Furthermore, many of the water filter enterprises we interviewed relied on a low-volume, high-profit sales model that would not be ideal for a school enterprise that requires a constant, sustainable profit. Finally, it would be virtually impossible for students whose schools own an ImpactWater filter, which many TAMTF schools do, to sell in-home water filters because they already meet the community need for clean water.

Introduction

We recommend that existing, successful school enterprises add sanitary pads or solar products to their existing product line. To establish the new program, and ensure its success, we also recommend that TAMTF engages in a partnership with a social enterprise that successfully sells the social value products in the Ugandan market. We have highlighted one sanitary pad social enterprise, Bana, and one solar product social enterprise, Village Energy, that we believe to be ideal potential partners. We detailed each part of the recommendation below, as well as the criteria we developed for evaluating potential partners.

Process Recommendation

Through our research, we found that identifying the process by which a school should pilot a social value product enterprise is as important as identifying the social value product(s) the schools should sell. Therefore, we considered several different ways TAMTF partner schools could pilot an enterprise selling these types of products. We initially considered suggesting that students either manufacture the the social value products themselves, find a wholesaler for each product, or partner with an existing social enterprise. To decide which processes would be most effective, we took the information we collected from the teachers and principals during our school visits to determine what exactly makes a school enterprise successful. We found that certain key characteristics predict success for a social enterprise selling social value products. Specifically, successful social value product enterprises possess a strong customer education and marketing program, a supply of high-quality products, an effective distribution strategy with the ability to reach customers in the most rural areas (or “the last mile”), and a significant focus on sales training for employees.

Once we identified these characteristics, it became clear that TAMTF needs to engage in a partnership with an existing social enterprise to successfully pilot this program. The other options would require TAMTF to devote too much time and expertise to learning how to sell a specific product. Additionally, any option that requires TAMTF to manufacture or source the product would draw focus away from growing its current operations. Any option that requires TAMTF to manage distribution and production, such as franchising or wholesale purchasing from a local manufacture, would additionally require more human and physical resources than TAMTF can provide. Partnering with an existing social enterprise would alleviate this burden on TAMTF because a partner enterprise could assist schools in the development of a customer education and marketing plan and could oversee all manufacturing. Additionally, many successful social enterprises operate sales agent training programs that could be easily adapted to meet the needs of students at TAMTF partner schools.

For the social enterprises, a partnership with TAMTF offers access to new distribution channels to sell social products through and a platform to educate and build trust with community members in regards to their products. When the missions of TAMTF and an existing social enterprise align, a partnership allows TAMTF to dramatically expand its social impact and acts as an opportunity for the social enterprise to reach a greater audience and grow its own operations significantly. It was clear in our meetings with social enterprises that working with schools is an attractive, yet complicated, undertaking. TAMTF provides an accessible way to do so.

We used the information gathered from our school interviews to determine which schools are best suited for the successful adoption of a social value product enterprise and should participate in a pilot program. As the program grows it should be tested and piloted in other interested school enterprises, across all segments. Early adopters will need the resources and experience with TAMTF to adapt and shape the program. Therefore, we recommend TAMTF pilot this new program in SKY schools because these schools have access to additional resources, engaged communities, and are more engaged with TAMTF.

We recommend participating SKY schools add the social value product(s) to their existing product line, as it will allow the school enterprise program to fulfill TAMTF's core mission (the students' generating profits and gaining business acumen) while working through the potential challenges of piloting new social value products. Pilot schools should also exhibit the following characteristics that indicate success: extremely engaged teacher(s) in charge of the school enterprise, a channel to access the community such as a market or texting group, experience running a profit-generating school enterprise, existing in a market for the social value product, and the ability to fund any product purchases required. That being said, during our visits we found schools in every category that have these characteristics and would be as successful selling social value products as SKY schools.

Product Recommendation

TAMTF employees recommended we focus our research on social value products that fit within the categories of water filters, alternative cooking fuels or cook stoves, solar technology, and sanitary pads. From this recommendation, we structured our research to evaluate the school interest, community need, and market potential for each product. We also evaluated the ability to sell each type of social value product in school enterprises, taking product affordability and required customer education into account. Reference the Appendix for a detailed summary of the information gathered during each school visit. We chose to use these criteria to evaluate each product type in order to ensure that TAMTF partner schools are capable of selling each recommended product type and generating a profit for the enterprise.

We do not recommend TAMTF partner schools sell water filters or alternative cooking fuels in their school enterprises.

Water Filters:

Although there is a significant need for clean water across Uganda, there is little interest in in-home or small-scale water filters. These types of filters, which can be purchased from enterprises like SPOUTS, are typically too expensive for the average family. Furthermore, many communities have access to a high-volume water filter installed at local schools (reference the Appendix II: ImpactWater for a more in depth analysis of these products). In communities where there is not a high-volume water filter sold or used, people typically draw water from a local borehole. There is little perceived risk in consuming this water among community members, and as a result, many of the school teachers and principals we interviewed expressed little to no interest in selling water filters. Finally, the customer education required to sell a water filter goes beyond that which a secondary school student could easily provide. Many in-home water filters require regular maintenance, which means students would not only have to educate customers on how to use their water filter, but also would be responsible for maintenance and repairs to create true social impact. This type of product education could detract from the mission of TAMTF by shifting the focus from learning entrepreneurship skills to learning how to operate a water filter.

Alternative Cooking Fuels:

It is for similar reasons that we do not recommend TAMTF partner schools sell alternative cooking fuels. Again, there is a significant community need for clean cooking fuel and cook stoves due to the harmful fumes produced when cooking with firewood or charcoal, but the products would be extremely difficult to sell successfully. The perceived risk in cooking with these types of fuels is very low in communities across the country and many communities, in the North especially, have a free alternative to the products: collecting firewood. Though collecting firewood has negatives such as taking children out of school to collect and contributing to Uganda's mass deforestation, many families cannot afford to pay for cooking fuel. Finally, as we found with water filters, charcoal briquettes require a high degree of customer education than students would likely be able to provide. Charcoal briquettes are often marketed as an alternative to typical charcoal, but briquettes are much more fragile than charcoal and customers are easily frustrated by the product when they find that their briquettes are break easily if not handled properly. Students would need to learn to teach customers how to use briquettes, and overcome the many selling. Again, this could detract from the entrepreneurship lessons and self-sustaining profits that are central to TAMTF's mission.

We do recommend that TAMTF school enterprises sell sanitary pads and solar lanterns.

Sanitary Pads:

The need for sanitary pads in Uganda is well-known and widespread. With the taboos associated with menstruation slowly disappearing, particularly in more urban areas, women are demanding low-cost sanitary pads. The need to improve access to sanitary pads in schools is especially pressing as girls are often forced miss school during their period if they cannot access pads. Furthermore, pads are a relatively low-cost, consumable product required by all girls. Therefore, school enterprises would have a regular demand for their products and could sell to both fellow students and the greater community. Although there are existing alternatives in the market, these alternatives tend to be expensive and inaccessible. Finally, students would not be required to educate customers about the product. Girls typically learn about menstrual health and how to use pads in school in lessons from the school's Head Woman. Every primary school in Uganda is required to appoint a Head Woman to teach these lessons, which removes the challenge of customer education from the school enterprise.

Solar Lanterns:

There is also a significant need for and interest in solar technology across Uganda. Urban areas around Kampala are connected to the city's grid system, but in the vast majority of people, especially in rural areas, have unreliable or nonexistent electricity. Further, light alternatives such as kerosene lamps or firewood are expensive and extremely unhealthy. There are several types for affordable solar lanterns on the market in Uganda, yet we found that in rural areas many people still have no access. Many teachers expressed their frustration that the villages aren't sold solar products to despite the majority's interest and ability to purchase the products. TAMTF schools have an opportunity to enter the solar market as a last-mile distribution enterprise with little competition, and a unique ability to work through product training with the customers.

Partnership Recommendation

We connected with 7 social enterprises that operate in Uganda and conducted market research for each product's market in the country. Based on our in-field research, meetings with mentors, and analysis of outside research, we determined a list of criteria that should be used to evaluate social enterprises for potential future partnership. The following are listed in no particular order.

PARTNERSHIP SELECTION CRITERIA

Strong sales training and product education program.

It is crucial when selling a social value product that a social enterprise can train students how to both sell the products and explain the product's importance and value to customers.

Quality Product.

Frequently, poor-quality products flood the Ugandan market. If TAMTF is going to attach its name to the product and strive toward true, sustainable social impact, the product needs to be extremely high quality. In some circumstances (such as with solar products), this includes being able to provide maintenance.

Deep understanding of its customers and the need it is addressing.

Lacking a strong understanding of customers has been shown to be a frequent reason for failure in selling a social value product. The social enterprise should be trying to solve a problem, not just pushing a product.

Mission-alignment with TAMTF.

The social enterprise should hold similar values and missions to TAMTF. Because the social enterprise will be a different type of organization, mission-alignment may be intrinsic qualities about its employees or a general mission such as working to lift people out of the cycle of poverty and aiming to expand social impact.

Proven success in the market TAMTF is targeting.

A partner should be able to successfully sell its product in markets with the same characteristics as those that TAMTF school enterprises are operating in. This is particularly important because of school enterprises' need to realize a profit early in their operation.

Effective last-mile distribution and reach.

Because having school enterprises sell social value products is aimed at expanding TAMTF's social impact, it is crucial that a partner can reach the last-mile communities that have the strongest need for the products. TAMTF doesn't have the capacity to handle distribution, so a partner should have strong distribution channels.

Capacity and capability to supply the product.

TAMTF will want potential to significantly grow the program across different regions if it sets up a partnership. Therefore, the partner needs to have the ability to manufacture or source a large supply of its products. It also must have the infrastructure to support increased operations.

Ability to effectively address the customer trust barrier.

In social value product sales, the barrier of customer trust in the enterprise and the products is significant. A partner should have an effective way to gain this trust (often this is through educational outreach).

Willingness to work with TAMTF because of value-exchanged.

The partnership should have significant value-exchanged for it to be successful, especially over a long period of time. A partner should be excited to dedicate resources and work with TAMTF to build and adapt the details of the program because of value that it is receiving.

Bonus Qualities

Experience selling in schools.

Some social enterprises have attempted to sell in schools or have had students sell products to their peers. Regardless of if these operations were on a limited scale or unsuccessful, that experience and want to work with schools can be extremely valuable.

Offer additional training valuable to students.

Often social enterprises offer technical training as a part of their outreach, this could add significant value to TAMTF's offerings.

Partnership Outline

From our research and meetings, we have two candidate partners for TAMTF to consider: Bana (sanitary pads) and Village Energy (solar products). For a detailed description of our meetings with and research on each social enterprise, please reference the Appendix. Below, we have outlined what a partnership with TAMTF might look like for each enterprise.

A Bana Partnership

Company Overview:

Bana manufactures commercial-quality sanitary pads from the fibers of banana trees. It is headquartered and manufactures in Mpigi, and currently distributes locally. It is expected to be expanding its supply and reach in future months.

Meeting Overview:

We visited Bana's headquarters with the other GSBI Fellows, and returned later for a multi-day stay. We were walked through the manufacturing process, met with the COO and CEO, and visited several schools that Bana has or is working with.

Reasons for Partnership:

Schools have already expressed considerable interest in incorporating Bana's pads into their TAMTF school enterprises. The community need for and willingness to sell sanitary pads appears strong in school communities. Furthermore, the price and quality of Bana's pads are superior to other options; a box of 10 Bana pads sells for 1,800 UGX (compared to the 2,500 UGX for 12 pads that schools currently pay), making it a low cost, high demand product which fits the school enterprise model. Additionally, Bana has proven success in schools with its "Junior Champion" program. During conversations with these Junior Champions and the teachers who oversee the program, each noted how capable young girls are at educating classmates and desensitizing the community as a whole. Junior Champions learn these skills in the sales training that Bana provides, but this training lacks any lessons on business or entrepreneurship skills. Bana is already interested in expanding this training program to include such skills, and partnering with TAMTF would allow it to do so.

Bana currently distributes most of its products to last-mile communities through its "Champion" program, a network of local women that serve as saleswomen and educators. Both the junior and adult champions receive a commission of 300 UGX on each box sold (they purchase each for 1,500 UGX). Bana, like TAMTF, went through the Miller Center's Global

Social Benefit Institute programs. The enterprise still works closely with the Miller Center and has won numerous awards and honors since its founding. Bana is looking to expand its operations and growth and partnering with TAMTF would allow it to do so while replicating its successful operations.

Risks:

Bana's greatest drawback may be the constraints of its existing operations. While manufacturing capacity should increase in the near future, the enterprise cannot currently manufacture pads at the scale that TAMTF would need for its pilot program. Though it operates in last-mile, rural communities currently, these communities are all located in Mpigi. This lack of geographical reach would mean that TAMTF would possibly need to help build out the distribution network.

Due to these limitations, we recommend that TAMTF either waits until Bana has expanded its supply and distribution capabilities before engaging or pilots the program in schools near Mpigi and expands the program as Bana expands its reach.

Partnership Logistics (based on introductory-level discussions):

A partnership with Bana should be manageable because it could follow a structure similar to that it has established in schools and with its "Champions." Bana can provide the boxes of sanitary pads at its wholesale price of 1,500 UGX each, and the school enterprise can sell each for 1,800 UGX. Bana would also need to continue its work of menstrual health education and product training in the TAMTF schools, or provide that training to TAMTF staff to pass on. Bana would increase its impact in these schools by accessing TAMTF's business skills training and superior network of schools. TAMTF would fulfill a strong community need, increase its social impact significantly, and get to incorporate a phenomenal product to its program. A product that is easy to sell, profitable, well branded, high impact, and high quality.

A Village Energy Partnership

Company Overview:

Village Energy is a solar product distributor headquartered in Kampala with network of storefronts throughout the Northern and Eastern regions of Uganda. Village Energy has established a wholesaler relationship with the solar manufacturing company, d.light. Village Energy's focuses on distribution rather than manufacturing because the solar product-selling companies that flood the the Ugandan market heavily lack distribution, education, and maintenance. Village Energy has specialized is these operations.

Meeting Overview:

We met with Village Energy's CEO, COO, and Director of Training at the enterprise's Kampala headquarters. Additionally, we visited one of the enterprise's storefronts in Mbale and met with the branch's manager.

Reasons for Partnership:

While there is a strong interest in solar lanterns and home systems (particularly in last-mile communities), the market is crowded with unreliable, low-quality products that cannot easily be fixed. As a result, there exists little trust in solar technology and a fear of investing in the products. In response, Village Energy focuses on building trust their products by educating customers and offering repair services at its storefronts. The enterprise also offers technical training to community members, which creates jobs and puts more solar technicians in the market. The enterprise's distribution network, educational and outreach efforts, and understanding of its customer make Village Energy a high-potential partner. Additionally, Village Energy could adapt its technician training program to TAMTF's current SEC program and offer students technical skills in addition to entrepreneurial skills. Finally, Village Energy's network of storefronts provides TAMTF partner schools across the country access to training, product supply, and general assistance.

Village Energy is extremely interested in working with TAMTF and is eager to engage in a partnership. Village Energy is both a Miller Center GSBI alumni enterprise, and has an existing relationship with TAMTF. Village Energy recognizes that there is significant potential for a mutually beneficial collaboration between the enterprise and TAMTF: the TAMTF network of schools offers Village Energy a channel through which it can sell products and educate customers all over the country, while TAMTF schools could generate a profit selling quality, social value products with the support and and training of a successful social enterprise.

Risks:

Unlike sanitary pads, which are in high demand all over the country, the need for solar lanterns is strongest in rural areas. However, TAMTF partner schools in rural areas, especially in the North, can be less closely engaged with TAMTF and in consequence may be less suited for a pilot program.

Secondly, solar lanterns are likely more difficult for students to sell because both lanterns and home systems are relatively expensive for the average Ugandan family. Village Energy works to increase sales by effectively training sales agents to educate customers about the value of solar products and offering a pay-as-you-go option to customers, but students may struggle to do the same.

Partnership Logistics:

A partnership with Village Energy could take two forms.

First, Village Energy could use its expansive distribution network to provide a supply of the its most basic and inexpensive lantern to school enterprises. The school would purchase the lantern for 20,000 UGX and sell it for 24,000 UGX, earning a 4,000 UGX commission per lantern. Village Energy would support schools in product, educational, and technical training, and would help with community outreach. In this partnership agreement, students would not only gain sales skills, but would also have the opportunity to be trained as a solar technician.

Second, Village Energy has briefly discussed another option in which school enterprises serve as a rental center for the enterprise. In this agreement, schools would purchase a supply of lanterns and rent them to students and community members for approximately 500 UGX per day. This could be an interesting, recurring revenue model, but it needs more development. This agreement still offers students the opportunity to receive solar technician training in addition to experience servicing the rental lanterns.

APPENDIX

APPENDIX I: SCHOOL REPORTS	29
Caltec Academy Makerere	
Extreme High School	
Mckay Memorial College	
Ministry Encourager	
Orawa Primary School	
Oriental Primary School	
APPENDIX II: SOCIAL ENTERPRISE REPORTS	45
Afripads	
Bana	
Green Bio Energy	
Impact Water	
SPOUTS	
Village Energy	
Yunus Social Business	
APPENDIX III: DATA COLLECTION TEMPLATES	58
School Visits & Interviews	
Social Enterprise Meetings	

KAMPALA SECONDARY SCHOOL 1

Visit Date: 4 August, 2017

Segment: Secondary, SKY School

Type: Boarding (most) & Day

Location, Region, U/R: Makerere, Kampala, Urban

Student Info: 580 total, 20 participants

Years in Operation: 1

Current School Enterprise

Product

- Rabbits
- Chosen because there is a demand for rabbits from hotels and there are few local businesses selling rabbits

Finances

- Initial capital came from fundraising and student membership fees (5000 UGX/student)
- Students have not begun selling the rabbits yet (waiting until the rabbits mature and reproduce)

Program Structure

- No specific student positions or jobs. All members share the same responsibilities.
- Students meet once a week and take turns caring for the rabbits throughout the week

Sales

- Students plan to sell rabbits to local hotels

Admin & Teacher Input

- Lead teacher wanted to start the TAMTF program because she saw many students graduating and not finding jobs. She hopes the program will both empower the students and help them develop useful entrepreneurship skills

TAMTF Interaction

- SKY school (receives additional support from TAMTF)

Social Value Products

Water Filters

- The school owns a large water filtration machine (not Impact Water). Most students are boarding students, but day students bring containers with them and fill them at school to bring water to their families
- No community interest in water filters

Sanitary Pads

- Students currently buy pads from local stores/retailers (hospitals, cosmetic shops, etc.), but these tend to be very expensive
 - School keeps small stock of pads for girls for emergencies
- Significant community need for and interest in affordable sanitary pads-- students, teachers, and outside community members
- Parents would likely support this enterprise and purchase pads for their daughters
- Teacher suggested that the enterprise sell multiple brands for girls to choose from because every girl's cycle is different

Alternative Cooking Fuels

- Currently, the community uses many different kinds of fuels for cooking (firewood, charcoal, briquettes, gas)
- There is a need for briquettes in the area because most people use cookstoves and briquettes are more efficient (the school currently cooks with briquettes)
- The majority of the community doesn't use briquettes, but those who do like them. As a whole, the community is definitely interested in the product

Solar Lanterns

- Most people in the community have electricity. Those who do not use candles or kerosene
- Many boarding students come from rural villages outside of Kampala. They could likely sell solar home systems to their families and people in their villages who do not have access to electricity
- Teacher expressed some concern about keeping students engaged in a solar business, but really liked the idea of a program where the students could also learn to service solar home systems/panels

Overall Thoughts:

- The teachers were most interested in selling sanitary pads and/or briquettes because of the school and community need for the products
- The school has worked with local stores in the past and could potentially sell pads in the local pharmacy/cosmetic store
- The school is the first customer for all products, so the best products are those that the school could purchase from the business. The school already uses briquettes for cooking and keeps an emergency supply of pads for the girls

MUKONO SECONDARY SCHOOL

Visit Date: 14 July 2017

Segment:

Type: Secondary Day School

Location, Region, U/R: Mukono, Periurban

Student Info: 40 Student in TAMTF program (30F/10M)

Years in Operation: >1

Current School Enterprise

Product

- Book-making
- Chose book-making because less competition, community need (could sell books to fellow students)

Finances

- 84,000 UGX/book
- School gave money to the enterprise club
- Participating students each paid a membership/participation fee
- Students raised money internally (shares)

Program Structure

- Students manufacture the books at school during a free period after classes (but before school ends for the day)
- Several different roles divided among the students

Sales

- Students have not begun selling yet, but plan to see to fellow students first, then the community
- The lead teacher would like to also work with other schools and sell books to students at nearby schools

Admin & Teacher Input

- The TAMTF business acts as a supplement to the business/entrepreneurial classes the students are already taking
- Lead teacher expressed concern that some students lack the necessary entrepreneurial mindset

TAMTF Interaction

- No access to internet--all communication over phone calls
- Currently using the Bronze level guide to help the students plan their business

Social Value Products

Water Filters

- School currently uses an Impact Water filter to provide clean water. Students then take filtered water home to their families
- The community would likely not be interested in selling/purchasing home water filters

Sanitary Pads

- Some female students have begun using reusable sanitary pads, but most are very hesitant to try them due to health concerns
- Students would likely be very interested in selling and buying low cost sanitary pads

Alternative Cooking Fuels

- Community members typically buy firewood, coal, gas, but it tends to be very expensive
- Many have seen briquettes, but most people don't like to use them

Solar Lanterns

- Most people in the area have electricity
- Lead teacher believes the market for solar products is totally saturated. It would be difficult for students to sell these types of products to the community

Overall Thoughts:

- The Lead teacher sees great potential in schools working together--many district schools already collaborate and share ideas/resources, and TAMTF programs could expand this

KAMPALA SECONDARY SCHOOL 2

Visit Date: 1 July 2017

Segment: Co-Ed, Secondary

Type: Day School

Location, Region, U/R: Kampala, Central, Urban

Student Info: 90 students involved in school businesses

Years in Operation: 4

Current School Enterprise

Product

- Chicken coop, Piggery, Home Economics (Sewing, Tailoring, etc.) Brick-making, Dance troupe, Banana farming
- Poultry business is the most expensive and most profitable to operate. Ideally, the teachers would like to invest in this business and expand/improve the business

Finances

- School receives \$1000 loan from TAMTF as part of the SKY program
- Revenue from existing businesses is reinvested into new businesses and distributed to students
- Greatest challenge for the business is raising capital
- No membership fee for students

Program Structure

- N/A

Sales

- School is the first customer for the enterprises. The school buys the chickens, bananas, and pork from the enterprises. The products that the school doesn't buy are purchased by the teachers and community members
- The school hosts a market for the community every other weekend to sell their products and educate community members (ie. workshops on how to raise chickens or grow bananas)

Admin & Teacher Input

- Generally, it is the teachers deciding which enterprise ideas to pursue. The teachers brainstorm ideas for potential businesses by first assessing the current available resources (both human and physical)
- Because there is only so much profit to distribute and roles for students to fulfill, the teachers must prioritize the students with the greatest need and have students rotate through the roles

TAMTF Interaction

- Work very closely with TAMTF over phone, internet, and in-person visits
- Teachers go to TAMTF trainings

Social Value Products

Water Filters

- Some interest in selling water filters, but no immediate community need

Sanitary Pads

- Strong interest in selling sanitary pads
- Significant community need

Alternative Cooking Fuels

- N/A

Solar Lanterns

- N/A

Overall Thoughts:

- Significant community involvement and support for the school
 - There are already community education programs in place which could be really important for introducing social value products to the area
- Potential pilot school--already have the structure/resources in place
 - Students and teachers are very involved, excited about TAMTF
 - Teachers are knowledgeable about business operations
 - Many businesses are already successfully running (it would be ok to add another business like pads that might only involve girls)
- Near Kampala--typically easier for distribution
- Lots of land

DOKOLO SECONDARY SCHOOL

Visit Date: 24 July 2017

Segment: Secondary & Vocational/Technical School

Type: Boarding and Day

Location, Region: Dokolo, Rural

Student Info: 225 total, 50 involved in program

Years in Operation: 1

Current School Enterprise

Product

- Maize Farming
- Teachers wanted students to learn practical life skills and entrepreneurial skills

Finances

- School loaned capital funding to the program, no student contribution required
- School has not begun selling products yet

Program Structure

- Student Positions: Leaders, Secretary, Treasurer
- Students work on farm during designated school periods

Sales

- Students plan to sell first to the school (students and teachers), then to their families
- Teachers and students will work with a trading center nearby to sell maize to the community
- Profits will be used to subsidize school fees

Admin & Teacher Input

- Enterprise helps students apply skills they've learned in entrepreneurship classes and learn new, practical skills
- The students and teachers have faced setbacks related to droughts, flooding, and pest infestations

TAMTF Interaction

- Teachers attended TAMTF training near Dokolo
- No internet access (?)

Social Value Products

Water Filters:

- Community collects water from boreholes or open wells
- Few people boil or purify water with a filter, some buy water from town
- Teachers expressed some interest in water filtration products, but no significant community need

Sanitary Pads:

- School provides pads to students, but pads tend to be very expensive
- Significant community need for affordable sanitary pads
- Teachers expressed great interest in purchasing pads for distribution at the school and operating an enterprise for students to sell pads to the community

Alternative Cooking Fuels

- Most community members use firewood, teachers use firewood because they do not have the time to collect firewood
- Because people typically use firewood, they do not own charcoal stoves and would need to purchase a stove or filter in order to use briquettes
- Teachers expressed interest in a more efficient, low cost alternative to charcoal but did not think community members would share the same interest

Solar Lanterns

- Community typically uses firewood and kerosene for light, very few people use solar
- Teachers expressed an interest in solar and identified community need
- Teachers felt that if the school began selling solar lanterns that the community would follow--village mentality

Overall Thoughts:

- As a comprehensive college (secondary school and vocational school), the school is focused on providing students with relevant technical skills that will lead to employment after graduation. Therefore, the teachers were particularly interested in working with an enterprise like Village Energy, which could offer the students the opportunity to become solar technicians. This kind of program would fit nicely into their existing technical programs as well as the TAMTF enterprise
- The teachers felt that there could be many opportunities to sell social value products at and around the school. They suggested that students could sell products in town at the trading centers, or at the local churches because the community is very close-knit and religious
- Teachers did express concern that products could potentially be difficult to transport into the town or trading center because the school is located a few kilometers from town, only accessible via a bumpy dirt road

ARUA PRIMARY SCHOOL 1

Visit Date: 25 July 2017

Segment: Primary, Arua Regional Champion

Type: Day School

Location, Region, U/R: Arua, Urban

Student Info: 1405 Total, 30 in TAMTF program

Years in Operation: >1

Current School Enterprise

Product

- Onion farm

Finances

- PTA provided capital funding for the program

Program Structure

- Student positions: Chairperson, treasurer, secretary
- Students work in field twice a week, learn about business in classes

Sales

- Students will place a sign on a roadside to advertise the business
- Once they have harvested, students will take crops into the town's market to sell

Admin & Teacher Input

- Lead teacher initially struggled to convince students to participate and that the TAMTF program was legitimate
- School does not have access to internet
- Teachers fear that crops could fail due to the bad weather

TAMTF Interaction

- Teachers and students attend TAMTF trainings held in town
- The school works with Albert, a local TAMTF representative

Social Value Products

Water Filters

- School has a borehole on site, but it has been broken for some time
- During the dry season, some purchase water
- Generally, water is supplied via borehole or water towers (many are being built now)
- Although people occasionally purchase water from the store, they would likely not purchase a water filter

Sanitary Pads

- There is a high demand for sanitary pads, but they are often inaccessible
- Pads typically sell for 2500 UGX/box
- The school would be *very* interested in selling low cost sanitary pads both for the students and the community

Alternative Cooking Fuels

- People typically use firewood or charcoal
- Stoves can be purchased in town for 35,000 UGX
- No significant need for briquettes

Solar Lanterns

- Solar products are very popular because people do not typically have reliable access to electricity
- Currently, people purchase solar products from M-Kopa, MTN, or SolarNow
- Teachers were very excited by the idea of selling solar products at the school, could sell the products during community gatherings like Sunday mass

MPIGI PRIMARY SCHOOL

Visit Date: 6 July 2017

Segment: Regional Champion

Type: Primary Day

Location, Region, U/R: Mpigi, Peri-urban

Student Info:

Years in Operation: 1

Current School Enterprise

Product

- Bar Soap

Finances

- Principal helped offset the initial capital costs by purchasing soap molds and other necessary, reusable supplies
- Parents purchase the soap ingredients, like oil, and send it to school with the students
- 1000 UGX membership fee

Program Structure

- Students rotate through various responsibilities within the program
- Soap-making/Business lessons are incorporated into the school day, often as the last class period once a week
- Only students in Primary 4-6 participate in the TAMTF program

Sales

- Students are responsible for all sales and marketing
- Students sell soaps at school during community event days (ie “speech day”), Parents can place orders for soap

Admin & Teacher Input

- Chose soap because it had the greatest profit margin compared to other potential products, and because the students learn an applicable life skill--teacher wants them to be able to go home and make soap for their families
- Soap is relatively quick and easy to make and parents keep coming back every few weeks for more

TAMTF Interaction

- Work with TAMTF and an operational partner (?)
- Principal went to training, uses the guides

Social Value Products

- Principal expressed interest in sanitary pads because there is a high demand for the products and they tend to be very expensive. However, he also expressed concern that only a small percentage of girls at the school were at an age in which they need pads.
- Principal did not show a preference for any of the other products

Overall Thoughts:

- Students were much younger than those at the other schools we visited. Although the students were very competent and were responsible for the finances, sales, marketing, etc., would they be old enough to sell pads? Or educate communities on the health effects

KAMPALA SECONDARY SCHOOL 3

Visit Date: 4 July 2017

Segment: Secondary SEC+

Location, Region, U/R: Kampala, Central, Urban

Type: Boarding

Student Info:

Years in Operation: 1

Current School Enterprise

Product

- Donuts
- Crafts (jewelry, handbags, accessories, etc.)

Finances

- Each student purchases a minimum of one 5000 UGX share in the business in order to be a full member of the club. At the end of the fiscal year, the students will receive payouts based on how many shares they originally purchased
- Teachers and other students could buy remaining shares in business (needed 80,000 total for initial supplies)

Program Structure

- Students have different positions within the club--CEO, Treasurer, Sales team, etc.
- Students bake donuts twice a week during lunch period (each batch requires two days of work). Crafts are made after school

Sales

- For the donuts, students sell to donuts mostly to other students. Parents can also put in orders for small packages of donuts to be picked up on the weekends (students always bake a batch to be sold on sundays)
 - Orders are placed through a WhatsApp group message between all the parents. In this group message, the lead teacher makes announcements regarding the students/business and parents can text in orders
- Students sell crafts to other students/parents, and to a TAMTF sister school in India. They exchange crafts with the school in India and sell the Indian crafts at their school

Admin & Teacher Input

- Greatest challenge is raising capital. Although the share system works very well, students would have to invest even more to get a new business started

TAMTF Interaction

- Works closely with TAMTF
- Lead teacher attends teacher trainings and passes the guides along to her students

Social Value Products

Water Filters

- N/A

Sanitary Pads

- Lead teacher currently works with AFRIpads and is already planning to create another school enterprise that would sell these pads
 - Believes there is a *huge* market for pads right now in Uganda with few affordable options
 - She believes AFRIpads is the best option because she currently works with them and the reusable pad is significantly more affordable than disposable ones currently on the market
 - She had never heard of Bana, but said that 1800 UGX is very affordable and could be a good option

Alternative Cooking Fuels

- N/A

Solar Lanterns

- N/A

Overall Thoughts:

- Great teacher to work with in the future--she used her TAMTF experience to very successfully launch a TAMTF program at the new school
- Could the ordering process be replicated with enterprises that sell social value products? Could this be a solution to raising capital?

ARUA PRIMARY SCHOOL 2

Visit Date: 25 July 2017

Segment: Primary, Arua Regional Champion

Type: Day School

Location, Region: Northern Uganda, 5 km outside Arua Town, Rural

Student Info: 1567 Total, 30 Participants (All P6)

Years in Operation: 1

Current School Enterprise

Product

- Cabbage, Onion, Maize farming
- School teachers and administrators wanted students to learn useful life skills

Finances

- School provided capital funding for enterprise, no required membership fees from students
- Students have not begun selling products yet

Program Structure

- Student Positions: Sales Team, Treasurer. Chairperson
- Students meet three times a week to work on farm after school, one of these periods is used to teach students entrepreneurial skills.

Sales

- Students plan to sell first to teachers and community members, then to transport crops into town and sell to local produce stands
 - School uses boda-bodas for transport on the unpaved, bumpy roads

Admin & Teacher Input

- School does not offer any business or entrepreneurship classes outside of the TAMTF program
- The students have faced challenges with their business due to bad weather, pests, etc. that have led to crop failure

TAMTF Interaction

- Teachers work with local TAMTF representatives (like Albert) who lead trainings and offer assistance to schools
- Teachers attended trainings in Arua Town with two student representatives. The students who attended trainings have helped teach other students about what they learned in the training

Social Value Products

Water Filters

- Community members collect water from local wells. This water is known to be full of impurities and potentially contaminated, but most people do not boil
- Although, there is a need for water purification in the area, there is little to no interest in purchasing water filters

Sanitary Pads

- The school currently provides girls with sanitary pads, but this is very expensive
 - Pads typically cost 2500 UGX/12 pads
- There is both a need and a strong interest in the community for affordable sanitary pads

Alternative Cooking Fuels

- Mothers typically collect firewood for their families from nearby forests
- There is little community interest in trying a different fuel source
- Teachers were not interested in briquette-making as an enterprise because this is not a skill that would benefit students after school and the product would not generate much profit

Solar Lanterns

- Community typically uses kerosene for light
- Community is very interested in solar. Some members of the community already use solar (we noticed several homes with solar panels on our drive to the school). Currently, people purchase solar products from trading centers in town
- The greatest barriers to the adoption of solar lanterns/home systems are cost and accessibility. Because the school is approx. 5 km from town and cannot easily be reached (due to a very uneven, narrow dirt road), solar companies do not come to their community. The teachers, however, felt that if company representatives were willing to come to the community to sell their products, people would be eager to buy
- Teachers could potentially play a role in advertising these kinds of products to the community because of their position of trust and leadership

Overall Thoughts:

- Although the school is just 5 km from town, the community struggles with Last Mile Distribution. They appear to have been overlooked by social value product companies who do not have the resources to reach their area. This presents a valuable market opportunity for the school because community members are likely to be very interested in purchasing sanitary pads or solar lanterns and there are no competing businesses in the area
- It was especially important to the school's headmistress that the students learn practical skills in the TAMTF program that will help them after they finish schooling. Although she liked the idea of Bana, she would prefer that girls learn to manufacture pads themselves and she liked the idea of students learning technical skills with a company like Village Energy

AFRIPADS

(Date: 18 July 2017 (contact was via email communication)

Location:

Headquarters: Kampala

Reach:



Product:

AFRIPADS sells reusable menstrual pads made to last for 12+ months (menstrual cycles). The pad buttons to a pair of underwear and is washed after use. Also highlighted is because of the longevity compared to disposable pads, they are an eco-friendly option--not just cost-effective.

AFRIPADS sells the Deluxe Kit which is a set of 4 pads and 1 storage bag. Additionally it sells them separately: the Super Maxi Pad and the Storage Bag. The pack of 4 is meant to last the 12+ cycles, not each individual pad.

Distribution:

The Deluxe Kit is sold to NGO's and corporations, who donate the product through their own distribution means.

AFRIPADS has a retail brand called SoSure, and is distributed through a commercial network of distributors, wholesalers, and retailers where the products are sold to customers.

Market:

Currently the Ugandan market has been very aware of the need for sanitary pads, especially within schools, as the government has done an effective job in recent years highlighting the importance and phasing out the taboo identity of menstrual care.

There are multiple competitors, such as Relief Line, but most don't provide the same educational and outreach programs.

Through interviewing schools, we have found that AFRIPADS is the biggest name in the market, but people are still hesitant to buy reusable pads.

Manufacturing:

Manufactured in Ugandan through a “social production process.” Our contact couldn’t provide specific details about the manufacturing process.

Pricing:

Unspecified because the prices range depending on the retail or NGO distribution outlet. From school interviews, the pack of 4 was typically purchased for around 6500 UGX.

Costs:

Couldn’t provide specific wholesale prices.

Educational Efforts:

AFRipads sells to NGOs, which donate to schools and refugee programs--so AFRipads in not in direct contact. Through a partnership with PLAN International, there are efforts to sensitize girls in regards to menstrual care and pad use in the Northern Region.

AFRipads, especially within its partnerships, engages in significant outreach and trainings. These weren’t explicitly detailed in the email communications.

Partnership Notes: REDACTED

BANA

Date: 27 July 2017

Location:

Headquarters: Mpigi

Reach: Local villages (rural & urban), Central Region



Product:

Sanitary pads, menstruation kits (pads, soap, knickers). Pads manufactured at Bana HQ in Mpigi with semi-automatic machinery - turning to full automatic soon. Three types of soap: liquid hand soap, bath soap (bars), herbal soap.

Distribution:

Distributes through a network of “Champions”--local women trained to educate girls about the importance of menstrual health, sensitize the communities (discussing/removing taboos and stigmas), and sell pads. The Champions form relationships with their customers and track customer information like number of people in household, time of cycle, etc. Typically visit each household once a month. Champions also go to schools to educate/sell to girls in the classroom.

Bana has begun to create a “Junior Champion” program which entails training girls educate and sell to their peers at school. The schools operating in this model that we visited noted how easy it was to sell the products to their students once a couple girls and the lead teacher started promoting it.

Bana currently works mostly in the rural areas/villages surrounding the Bana headquarters in Mpigi. All pads are produced in these headquarters at Bana’s production facility.

Market:

Many schools throughout Uganda buy pads to give to their students, spending around 2,500UGX for a box of 12 (compared to 1,800UGX for 10 from Bana), which makes the schools and their students the first available market for the pads. Additionally, the Ugandan government has made efforts to promote the need for pads and to desensitize the country.

Commercial pads sell for 2,500UGX. The most widely known social enterprise operating in the market is Afripads, but they sell reusable pads at a higher cost. Customers have reported some hesitation in using these types reusable pads as they are often perceived as unsanitary.

Schools frequently cite the need for either cheaper pads, or available pads for their students as girls often miss school or use improvised methods for menstrual care.

Manufacturing:

Local men and women manufacture Bana's products at Bana's production facility. The products are manufactured using a fiber created from the stems of banana trees. The pads are relatively cheap and easy to manufacture with Bana's sophisticated machinery.

Pricing:

Bana sells pads at 1800 UGX per box of 10 pads.

Costs:

In its current school sales model, Bana provides the box of 10 pads at a wholesale price of 1500UGX, resulting in a 300UGX commission per box sold.

Educational Efforts:

Created Champion training program specifically for school-aged girls. Girls are trained to educate and sell to peers. Bana also with schools/teachers to create health education campaigns for both boys and girls.

Partnership Notes: REDACTED

GREEN BIO ENERGY

Date: 27 July 2017

Location:

Headquarters: Kampala

Reach: Mostly Central Region. New production site opening in Mbale to expand reach.



Product:

Under the brand name Briketi, GBE makes and sells briquettes and energy efficient cookstoves.

Its Briketi Briquettes have a 90 min cooking time, vs 45 min for traditional charcoal. They also hold advantages in cost (up to 40% savings), health from lack of smoke, and are eco-friendly. GBE now only makes carbonized briquettes, which require a different form of stove than woodfire, as non-carbonized was too difficult. The production compress biowaste from matoke, rice husks, etc. which is gathered by trained people in local communities.

The Briketi Eco Stoves are energy-efficient, eco-friendly, and money saving due to lower cooking fuel consumption. GBE sells different sizes, ranging from household sizes to large stoves for schools. Using the products require some training, as it requires a behavioral change from the standard norm of firewood stoves and charcoal (the briquettes take longer to catch fire, they produce more ash, and are more fragile).

GBE also sells the machinery that they use to make the briquettes from the biowaste. It only sells machinery to NGOs, or other, similar organizations.

Distribution:

GBE's distribution is largely in the Central Region, around Kampala. The majority of its customers are businesses, and the production site is currently in Mukono. A new one will open in Mbale soon to expand reach to the East Region. It distributes through a truck pickup from the production site.

Market:

There are several businesses selling briquettes and stoves in the Ugandan market, but there is fairly distinct variance in product type. Examples of this include BioLite, which is a solar and wood powered alternative cooking stove, and Appropriate Energy Saving Technologies, which provides similar product with differences in stove design and the shape of the briquettes.

There was a particular note by GBE that the briquettes are difficult to sell to customers because of cultural norms. Most Ugandans use firewood, and the huge majority use either firewood or charcoal. There are behavioral changes in using briquettes instead of charcoal, such as that briquettes take longer to catch fire, produce more ash, and are more fragile. Additionally, the customers need a certain type of stove to cook with the carbonized briquettes, some of the charcoal stoves work and some don't.

GBE used to sell non-carbonized, but now do not do to manufacturing challenges. These wouldn't require a specific stove, and no one is selling these in Uganda currently.

Manufacturing:

Manufacture in Mukono, with plant opening in Mbale. Receive biowaste collected in Central Region from trained communities, buy it and take the biowaste via trucks from the production site.

Pricing:

Briquettes sell for 40,000UGX for 50kg (charcoal sells for 50-70,000UGX for a similar amount, essentially 1 month of use)

Different size cookstoves sell at varying prices - the second smallest size sells for 28,000UGX

Costs:

Couldn't specify cost to acquire briquettes to sell.

Educational Efforts:

GBE sells carbonized briquettes to 3 schools currently (not within schools) to use with a GBE stove.

To educate its customers, GBE does community outreach in which employees educate the local communities on what raw materials to collect for use as fuel (such as matooke and rice husks) and what not to. Then the local persons can collect biowaste that GBE picks up and moves to its production plant.

There is a 2 day training system in place in 100 communities around the Central Region. This not only includes the biowaste collection education, but also business skills and sales training. In particular to communities, organizations, and schools that have the biowaste converter installed, this is needed along with operating training.

Partnership Notes: REDACTED

IMPACT WATER

Date: 7 July 2017 (contact was via email communication)

Location:

Headquarters: Kampala

Reach: Across Uganda, Kenya, Nigeria



Product:

High volume water purification systems.

Distribution:

Impact Water has a team of sales agents who sell the purification systems directly to schools.

Market:

Impact Water focuses on selling their purification systems to primary and secondary schools in both rural and urban areas across Uganda. By installing the systems in schools, the enterprise is able to provide clean water to every student during the school day. Students are also encouraged to bring large containers with them to school so that they can fill them and bring clean water home to their families each day. Therefore, by selling to the systems to schools, Impact Water can bring clean water to the whole community.

Manufacturing:

Unknown due to limitation of email communications.

Pricing:

Impact Water offers schools a two year, lease-to-own financing plan to pay for the purification systems. To address the unique funding challenges that schools face, the enterprise collect payments at the beginning of each school term, three times a year. The cost of each system is divided among the school's students and incorporated into their school fees.

Students typically pay approximately 800 UGX per term for the systems. The cost of the system also includes a two year maintenance plan. After the schools have paid for the systems in full, they have the option to extend the maintenance plan for an additional, affordable cost.

Costs:

Impact Water hasn't discussed any price for a school to buy and sell its systems.

Educational Efforts:

Impact Water is in many schools, but only interacts with the schools in a seller / buyer relationship (not partner). Impact Water mentioned that it provides product training and educational outreach, but did not discuss in specifics or mention any additional skill development training.

Partnership Notes: REDACTED

SPOUTS

Date: 27 June 2017

Location: Uganda

Headquarters: Kampala (Namirembe)

Reach: All over Uganda (schools, distribution centers /storefronts)



Product:

Ceramic water filters. Purifaaya for households; Purifaaya XL for schools and refugee camps, mostly given to NGOs and not really sold. Also sell ceramic replacements. Need ceramic filter replacement every 2 - 4 years.

Distribution:

Have distribution points throughout the country, and partner with micro-financing & savings institutions and retail companies for last-mile efforts. They use 2 owned trucks to move the products from manufacturing to distribution points (costs \$.50-1 per product to use their trucks, but will cover any damages/loses). Often organizations will purchase 100-150 at a time.

When entering a community, they will often give products to local leaders several weeks before moving in, as well as provide product training and ask them to be present at the community display. To sell, they have ambassador program where local women educate about the product and earn 5,000UGX commission on each sale.

Market:

Both schools and households throughout Uganda. 55% don't treat water, 44% boil (World Health Organization). Spouts has the only ceramic water filter with market penetration, and water filters in total have low penetration and trust. Largest barrier to entry is education, so often see very slow growth, then see rapid adoption within communities.

They conduct Impact Testing by going to every household in a community before and after a community adoption effort and do health, poverty assessment.

Other types of filters in market are biosand, sawyer filters, and clorean tablets. Bottled water also a competitor.

People think boreholes are safe, or they're far away, girl's job to clean water, bad options, no piped water outside of Kampala.

Manufacturing:

SPOUTS has two manufacturing facilities in Uganda, distributes with the trucks from there to distribution sites. No option for school manufacturing.

Pricing:

90,000 UGX for Purifaaya (75k UGX wholesale) - \$28

300,000 UGX for XL

65,000 UGX for ceramic replacement

Sometimes they do installation plans for communities, but mostly done on NGO side. NGOs will often do full community implementation, funded by private, often US NGOs or groups for around \$5,000 installation cost.

Costs:

5,000 UGX commission per sale within ambassador program

COGS for Purifaaya is 60,000 UGX

Wholesale for consumer is 80,000 UGX

Educational Efforts:

Partnered with Save the Children and Building Tomorrow for school efforts. Through this and individual efforts they have put filters in schools (32 installed, 6k students reached). During the school community water impact efforts they want each student to receive a household filter as well.

During full outreach program, they teach the community through gatherings and demonstration to after they've seen opinion leaders using it. They note that these are important because water has high educational need because its life vs death, but sales spread fast once education is properly done.

Partnership Notes: REDACTED

VILLAGE ENERGY

Contact: Jay Patel (VP, Co-Founder;
jay@villageenergy.com)

Ania Zuzek (Director of Training;
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Date: 20 July 2017



Location:

Headquarters: Kampala

Reach: Have storefronts that they do outreach, product sales, training, and technical maintenance from in Arua, Soroti, Mbale, Gulu, Pallisa, Masaka, Mbarara

Product:

VE sells D.Light products, focusing on last-mile distribution, technical maintenance and service, and technician training rather than product development.

It sells small lanterns named A1 and S2, as well as small to large home systems that include phone charging, flashlight, radio, multiple lights. The small home system and the A1, S2 products are best fit for selling in school enterprises.

VE also considers its solar servicing and training to be included in the products/services that it offers. The solar servicing is meant to maintain and build trust for solar installations, and make the servicing accessible to typically unaccessed areas. The training is in-village and focused on technician skills. Participants can receive a third party certification and connection to jobs.

Distribution:

VE has distribution points throughout the country, specifically at the storefronts mentioned in the "Location, Reach" section. VE distributes to those areas and the storefront provide the products, services, and trainings to their areas. VE provides many community trainings and product education efforts through these hubs.

Market:

Solar market is heavily saturated with products, but lacking in technicians, reach, and maintenance. D.Light is one of the largest solar providers in Uganda, with M-Kopa, MTN, and Phoenix Solar Ops being other large players. VE is the most important D.Light distributor in Uganda, but is still developing its relationship with the manufacturer (will it D.Light want them to be exclusive, do they expand to other brands, etc.). VE's influence in rural areas and commitment to community training and education make it a significant player in the solar market, especially in terms of last-mile communities. Many have cited a lack of trust in Chinese solar products, which VE looks to combat through the trainings and maintenance.

Manufacturing:

Don't manufacture. Outsource through D.Light, who brings the products into the country from China and distributes to VE.

Pricing:

A1 sells for 24,000UGX (lantern)

S2 sells for 29,000UGX (study lantern)

Small home system (with features listed in "Products") sells for 650,000UGX

- VE uses a pay-as-you-go system for avoiding the large capital investment of a home system. The deposit cost is 69,000UGX with 1,500UGX payments per day through mobile phone payments; if the customer misses a payment, the lights don't work until it is paid for.

Trainings are free; Maintenance on a product purchased from VE is free for 2 years

Costs:

Can buy A1 for 20,000UGX (4,000UGX commission), S2 for 25,000UGX (same), and home system commission is around 40,000UGX

Educational Efforts:

As referenced, VE does extensive efforts to train communities about solar products to increase knowledge of the products, build trust, and raise the number of solar technicians in the markets it is selling to.

VE partners with Philips Lighting for larger system training curriculum and business skills. The technical training lasts 1 week, and includes some sales / business skill training as well. D.Light has a half day training to sell its products, and there is small training required to know how to setup the pay-as-you-go system.

Partnership Notes: REDACTED

YUNUS SOCIAL BUSINESS

Date: 13 July 2017

Location: Kampala



Company Overview:

Yunus Social Business is a non-profit venture fund. We met with two heads of the Ugandan branch to get their insight into the market landscape of the researched product categories. Yunus is lightly invested in the educational sector of the Ugandan market. Specifically in River Blue and a child foundation for family planning.

Meeting Takeaways:

Yunus is invested in 9 social enterprises in Uganda, and helps finance much more. While the conversation was light on each product types' market specificities, they provided an interesting view of the social value product market in whole and its direction. One social enterprise they specifically mentioned was Spouts, which they said is effective in low population communities.

Yunus has shifted its investment strategy away from social value products toward agriculture stimulation products, services, and initiatives. The rationale is that because agriculture is such a significant source of income for Ugandans, that needs stimulation the most. The problem is not a lack of viable solutions to things such as water filters, lighting, etc., but rather a lack of funds.

They noted that while agriculture wins against other industries because of its superior access, it is much less profitable and much more inconsistent. These are the same reasons that it is particularly difficult to operate a school enterprise focused on agriculture.

They also made a point that the upper and middle class in Uganda are the ones with both the disposable income and the access to the social value products. The difficulty is in reaching the lower classes without either--which, again, is their reason for shifting to agricultural stimulation investments.

Semi-Structured Interview Questions for Schools

Current School Enterprises

1. Is this a primary or secondary school?
2. Is this a day or boarding school? If both, what percentage are day and boarding?
3. How many students attend the school?
4. What product or service do students sell as part of the TAMTF-sponsored enterprise/business club?
5. How did the school decide to operate this enterprise?
6. How many students participate in the business club?
7. How many of these students are girls/boys?
8. When do the students meet to work on enterprise activities?
9. How many hours per week do students spend working on enterprise activities?
10. How did the club raise the capital to start the enterprise?
11. How long has the enterprise been operating?
12. Do the students hold different positions in the club? (President, Marketing, Sales, etc.?)
13. Why did the school decide to work with TAMTF and start a school enterprise?
14. What are the greatest challenges the enterprise faces and how do you address these challenges?
15. Who do the students sell to?
16. How do the students sell the products? (at community events? At a local market?)
17. Is there any community involvement at the school?

Social Value Products

We are currently researching various social value products that schools like yours could potentially sell as part of their school enterprise. We are looking at products in the following categories: water filters, sanitary pads, solar technology, and alternative cooking products. For each of these product types, can you answer the following questions:

1. What does the community currently use for _____? (clean water/menstruation/light/cooking)
2. What do people think about this current solution? (too expensive? Hard to get? Unhealthy?)
3. Would people be interested in trying an alternative?
4. Would the students be interested in selling this kind of product?

5. If the school enterprise was to sell this kind product, who would students sell to? (the school, the community, their families?)
6. What kinds of challenges might the students have if they were to sell this kind of product?

Now that we have discussed each of the products, can you answer the following questions about all the products:

7. Do you think that any of these products would be better for the school enterprise to sell?
8. Of these products, do you think there are any that would not work at all?
9. In general, are you concerned about any challenges that students might run into?

Interviews with Social Enterprises

What product do you sell? Who is your customer base? How did you identify this customer need? How did you gather data related to your product/service? Can you tell us about the process of launching the enterprise? What was the start-up cost/initial investment? What kind of profits have you generated? Have you paid off this initial cost? Do you outsource your products? What manufacturing challenges have you faced (either local or outsourced)? In general, what are the greatest challenges that you have faced in starting the enterprise? What do you think it takes to start and operate a successful enterprise in Uganda? Do you have any advice for us?

General Questions:

1. Do you manufacture your own product? If so, how and where? How do you distribute your products?
2. Have you worked with schools before? If so, can you please describe what kind of partnership you have with schools? (Do you work with teachers? School administrators? Students?)
3. Who is your customer base? Is it mostly urban, rural, or both?
4. How much does each product cost? How did you determine the cost of each product?
5. What kind of market analysis did you perform prior to selling your products? What general patterns or trends did you identify?
6. Who are your main competitors? What is your advantage over these products?
7. How do you sell your products?
8. Can you describe your experience operating a social enterprise in the Ugandan market? What kinds of challenges do you face?
9. How do you see your enterprise growing and expanding in the next 5-10 years?
10. Do you have any advice or questions for us?