



COMPETENCE PROFILE OF A SOCIAL ENTREPRENEUR

THE CONTEXT OF EAST AFRICA

JULY, 2025

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Co-funded by
the European Union

THE ADVANCE PROJECT	
Project number	101178404
Project name	Advancing Social Innovation and Entrepreneurship through Postgraduate Education in East Africa
Project acronym	ADVANCE
Call	ERASMUS-EDU-2024-CBHE
Topic	ERASMUS-EDU-2024-CBHE-STRAND-2
Type of action	ERASMUS Lump Sum Grants
Granting authority	European Education and Culture Executive Agency
Project starting date	1 November 2024
Project end date	31 October 2027
Project duration	36 months
Deliverable code & title	D2.1 Competence profile of a Social Entrepreneur
Work package code & title	WP2 Development of a Competence profile of a Social Entrepreneur in East Africa
Date of delivery	July, 2025
Version	2
History of changes	After peer review of the original manuscript

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACKNOWLEDGEMENTS

The Competence Profile of a Social Entrepreneur in the context of East Africa was developed by the project team of the **Busitema University, Uganda**:

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The ADVANCE project consortium extends a sincere gratitude to all contributors and stakeholders whose invaluable insights, commitment, and collaboration made the development of this Competence Profile possible. Your efforts have laid a strong foundation for fostering social entrepreneurship in East Africa.

FOREWORD

Social innovation and entrepreneurship (SIE) have emerged globally as dynamic drivers of sustainable solutions to complex social and environmental challenges. Across continents, social entrepreneurs are creating meaningful impact by addressing problems such as poverty, inequality, and access to essential services. In East Africa—particularly in Tanzania and Uganda—social entrepreneurship has become an increasingly important force for positive change, with local leaders tackling pressing challenges unique to their communities. Despite this growing recognition, many aspiring social entrepreneurs in the region continue to face barriers, including a lack of structured, context-specific training and support.

To address this need, the ADVANCE Project: Advancing Social Innovation and Entrepreneurship through Postgraduate Education in East Africa was launched. This initiative brings together a consortium of 10 partner organizations: seven universities (two in Uganda, two in Tanzania, three in Europe) and three non-academic partners—an NGO from Uganda, a business development organization from Tanzania, and an education and research centre from Bulgaria. The goal is to enhance social innovation and entrepreneurship (SIE) by developing and implementing a new, competence-based Post-Graduate Diploma program in four partner universities.

ADVANCE is built on service-learning and experiential learning, shifting entrepreneurship education from theory to practice and directly linking learning with community service. The project supports the creation of a Social Entrepreneurship Competence Profile specifically adapted to the East African context, drawing on local realities and international best practices. It also includes curriculum and learning content development, a quality management system, and the accreditation and introduction of a 30 ECTS Post-Graduate Diploma in SIE, aiming for at least 165 students in its first year.

The project establishes SIE Learning Centres at partner universities, and trains at least 79 lecturers and 68 mentors for effective delivery. The goal is to graduate a minimum of 150 students each year, with at least 30% of graduates launching and running successful social enterprises within three years of completing the program.

This initiative is rooted in broad stakeholder engagement, field research, and expert input, ensuring the resulting competence profile and curriculum are relevant and actionable. ADVANCE not only provides a practical tool for curriculum design and capacity-building but also guides effective policy-making for social entrepreneurship in East Africa.

The success of the ADVANCE Project is as result of dedication and expertise of all partners: University of National and World Economy (BG), Vilniaus Kolegija (LT), University of Sannio (IT), Tetra Solutions Ltd. (BG), Busitema University (UG), Lira University (UG), Facilitation for Peace and Development (UG), Mzumbe University (TZ), Mkwawa University College of Education (TZ), and Small Industries Development Organization (TZ), supported by the Erasmus+ Programme of the European Union. Their shared vision and collaboration have made it possible to identify and define a competence profile intended to inspire, empower, and engage the next generation of change-makers throughout East Africa.

EXECUTIVE SUMMARY

This report introduces the Competence Profile of a Social Entrepreneur in East Africa, a central output of the ADVANCE Project (Erasmus+ No. 101178404), which aims to strengthen social innovation and entrepreneurship (SIE) through postgraduate education in Uganda and Tanzania from 2024 to 2027. The Competence Profile forms the evidence-based foundation for a new, context-responsive Postgraduate Diploma in Social Innovation and Entrepreneurship (30 ECTS), to be launched at four partner universities in the region.

Why this matters:

Social entrepreneurship is a powerful tool for tackling complex challenges such as poverty, inequality, youth unemployment, and service delivery gaps across East Africa. However, social entrepreneurs in the region often face a shortage of practical, regionally relevant training, fragmented support systems, and persistent barriers related to funding, skills, and policy.

How this profile was developed:

The report draws on a thorough, mixed-methods research process including literature review, benchmarking against global frameworks (notably the EntreComp Framework), and direct engagement with over 200 stakeholders in Uganda and Tanzania through surveys and focus group meetings. This approach ensures the profile is both internationally informed and deeply grounded in the realities of East African communities.

Key findings and contributions:

- a) **The social entrepreneurship ecosystem in Uganda and Tanzania is expanding rapidly** and plays a critical role in addressing societal needs. Social entrepreneurs are recognized as catalysts for sustainable impact, especially in underserved communities.
- b) **Seventeen core competencies** have been identified as essential for East African social entrepreneurs, grouped under three domains: Ideas & Opportunities, Resources, and Into Action. These include vision, ethical and sustainable thinking, creativity, self-efficacy, resource mobilization, financial literacy, risk management, collaboration, and initiative.
- c) **Regional distinctions exist:** For example, Tanzanian stakeholders prioritize planning and motivation, while Ugandan participants emphasize digitalization and interpersonal leadership.
- d) The Competence Profile has been mapped to basic and intermediate skill progression levels—ideal for the postgraduate diploma target group—and directly informs the design of 17 modular training units for the new curriculum.
- e) **A practice-oriented, blended delivery model** is proposed, emphasizing experiential learning, mentorship, and real-world community engagement. This approach aims to move entrepreneurship education beyond theory into transformative, hands-on practice.

Broader significance:

This competence profile is not just an academic tool—it is a strategic resource for universities, policymakers, funders, and ecosystem builders. It provides a roadmap for reforming higher education, guides institutional capacity-building, and shapes policy frameworks for inclusive, sustainable entrepreneurship in East Africa.

The ADVANCE Project model:

The ADVANCE Project brings together universities and non-academic partners from Africa and Europe to adapt international best practices for the East African context. The resulting competence profile is a strategic tool for building an inclusive and impact-oriented social entrepreneurship ecosystem. It drives higher education reform, informs policy, and strengthens institutional capacity, empowering the next generation of social entrepreneurs. ADVANCE's collaborative, locally grounded approach offers a scalable model that can be replicated in other regions facing similar challenges.

Looking ahead:

Through the implementation of this profile and the curriculum, ADVANCE aims to graduate at least 150 students per year, with a target that 30% will launch successful social enterprises within three years. The ultimate vision is an empowered new generation of East African social entrepreneurs equipped to drive systemic change and advance the Sustainable Development Goals.

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LIST OF ACRONYMS

Abbreviation	Full Meaning
ADVANCE	Advancing Social Innovation and Entrepreneurship through Post-graduate Education in East Africa
CBOs	Community-Based Organizations
EA	East Africa
ECTS	European Credit Transfer and Accumulation System
EAC	East African Community
ECJRC	European Commission Joint Research Centre
EU	European Union
GDP	Gross Domestic Product
GNI	Gross National Income
HEIs	Higher Educational Institutions
IMF	International Monetary Fund
JICA	Japan International Cooperation Agency
MDAs	Ministries, Departments and Agencies
NGOs	Non-Governmental Organizations
PPP	Public-Private-Partnership
SE	Social Entrepreneurship
SEs	Social Enterprises
SIE	Social Innovation and Entrepreneurship
SDGs	Sustainable Development Goals
FGDs	Focus Group Discussions
UBOS	Uganda Bureau of Statistics
UNNGOF	Uganda National NGO Forum
MoTIC	Ministry of Trade, Industry and Cooperatives

Abbreviation**Full Meaning**

TANGO	Tanzania Association of Non-Governmental Organizations
TAHEA	Tanzania Home Economics Association
WASH	Water, Sanitation, and Hygiene
SACCOs	Savings and Credit Cooperatives

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SECTION ONE: BACKGROUND

1.0 Introduction

Millions of people in Sub-Saharan Africa still lack access to essential services such as electricity, clean water, education, and healthcare that are vital for health and productivity. This lack contributes to the region's persistently low life expectancy and literacy rates. Nearly 600 million Africans remain without electricity (IEA, 2022), while an estimated 411 million lack access to basic drinking water, 779 million lack basic sanitation, and 839 million lack basic hygiene services (UNICEF & WHO, 2022). These deficiencies are particularly severe among marginalized groups, including women, youth, and disadvantaged populations in both rural and urban areas, amplifying inequality across the region.

East Africa faces similar challenges. According to the WHO/UNICEF JMP Report (2022), in 2020, 387 million people in the region did not have access to basic drinking water, 737 million lacked basic sanitation, and 811 million were without adequate hygiene services. Poverty remains a serious concern as well. Nearly 25% of the world's population living in extreme poverty (less than USD 2.15 per day) are found in East Africa. Countries like Kenya (8.9 million people, or 7.6%), Tanzania (26 million, or 49%), and Uganda (18.5 million, or 41%) have large portions of their populations living below this poverty line (Statista Report, 2025).

With populations growing quickly and so many people living in poverty, the challenge of providing quality public services will likely continue for years to come. So far, traditional players—governments, private companies, NGOs, and civil society organizations—have not been able to fully solve these problems.

Therefore, social enterprises (SEs) have emerged as crucial development actors to help bridge the service delivery gap. Over the last two decades, SEs have become important drivers of development in East Africa, finding new ways to reach the most marginalized groups. Kenya and Tanzania, for instance, are recognized leaders in the social enterprise sector. Social enterprises are businesses that can be non-profit, for-profit, or a mix of both, but they all use business strategies to achieve social goals. Rather than focusing only on short-term profits, SEs aim to make a positive social and environmental impact for their target communities.

Social enterprises have shown that business success can go hand-in-hand with social and environmental progress. Because of their close connection with local communities and their flexible approach, SEs are often able to reach people who have been left behind by traditional service providers. Their growing influence is now recognized as vital to achieving the United Nations Sustainable Development Goals (SDGs) (World Economic Forum, 2024). The guiding principles of social enterprises—and how they operate in both public and private sectors—are illustrated in Figure 1 below.

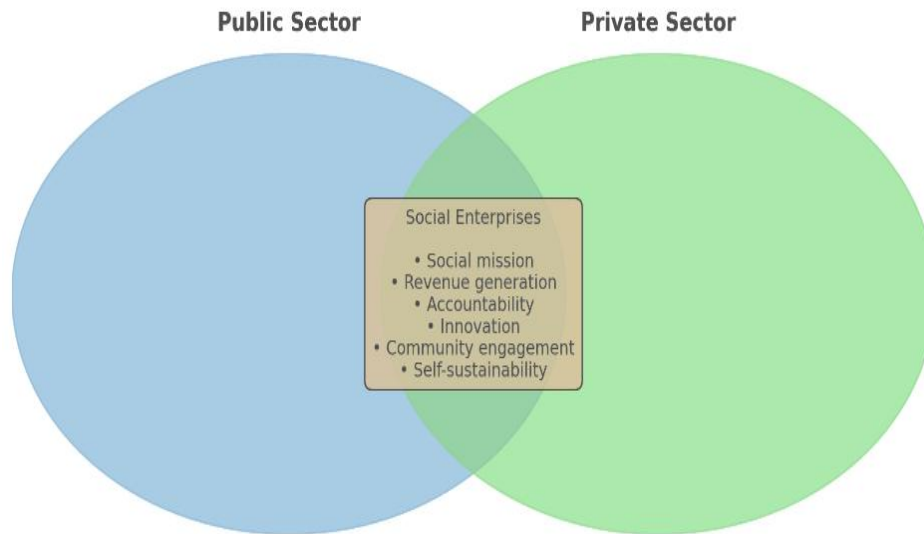


Figure 1: Social Enterprises within Public and Private Sector Spheres

Despite many inspiring examples, social enterprises in East Africa have not yet reached their full potential. Many struggle to grow and build sustainable business models, often due to the unique challenges of their sectors. SEs face significant barriers, which are made even harder by the difficult markets they serve. Common challenges include strict or unclear laws and regulations, limited access to funding, poor infrastructure, a shortage of skilled workers, and a lack of strong networks and information. The public sector often does not play an active role in supporting the growth of SEs, promoting transparency, or creating a friendly regulatory environment.

1.1 The SE Ecosystem in East Africa

The social enterprise (SE) ecosystem in East Africa is a vibrant and expanding network of organizations and individuals dedicated to tackling social and environmental challenges through innovative business approaches. This ecosystem includes a wide array of actors, such as social enterprises themselves, support organizations, impact investors, and policymakers, all working collaboratively to create positive and lasting change. Despite enduring obstacles such as restricted access to capital and complex regulatory environments, the ecosystem is gaining strength thanks to a growing consciousness around ethical business practices and the necessity for sustainable solutions.

Central to the strength of East Africa's SE ecosystem are the organizations that provide essential support and resources for entrepreneurs. In Kenya, Ashoka East Africa and Acumen have been at the forefront of supporting social innovators, offering investment, mentorship, and access to influential networks. Kenya Climate Innovation Centre continues to nurture environmentally focused enterprises, helping founders access new technologies and market opportunities. Additionally, Novastar Ventures and DOB Equity serve as leading impact investors across the region, delivering critical funding and strategic support for growing SEs.

In Tanzania, the ecosystem is bolstered by organizations such as the Tanzania Social Enterprise Academy, which offers specialized training and mentorship programs designed to

equip entrepreneurs with practical skills for business and social impact. The Reach for Change Tanzania initiative focuses on supporting early-stage social entrepreneurs, particularly those working to improve children's lives, by providing incubation and growth support. Seedspace Dar es Salaam acts as both an innovation hub and coworking space, bringing together entrepreneurs, investors, and mentors to foster creativity and collaboration. Furthermore, organizations like the Tanzania Renewable Energy Association (TAREA) support enterprises in the renewable energy sector, advocating for favourable policies and providing technical assistance.

Policy advocacy and network building remain essential for the ecosystem's sustainability and growth. In Kenya, the Social Enterprise Society of Kenya (SESOK) and the East African Social Enterprise Network (EASEN) continue to push for improved regulatory frameworks and create opportunities for sector-wide collaboration. Similarly, Tanzanian bodies such as the Tanzania Private Sector Foundation (TPSF) play a vital role in connecting SEs with the broader business community and policymakers.

In Uganda, the social enterprise (SE) ecosystem is steadily developing, driven by the support of several influential organizations and networks that provide essential capacity building, funding, and advocacy. Enterprise Uganda, established as a public-private partnership, is at the forefront of this movement. Since its inception, the organization has empowered over 200,000 Ugandan entrepreneurs through business skills training, mentorship, and enterprise development services (Enterprise Uganda, 2024).

Another key player is The Innovation Village, a prominent hub for entrepreneurship and social innovation in Uganda. It provides critical support to early-stage ventures through acceleration programs, networking opportunities, and connections to investors, creating an environment where new ideas can thrive (Innovation Village, 2023).

When it comes to policy and sector advocacy, the Uganda National Social Enterprise Forum (UNSEF) and the Private Sector Foundation Uganda (PSFU) play a pivotal role. These organizations champion the interests of the social enterprise sector and work closely with government bodies to push for regulatory reforms that would benefit social entrepreneurs (UNSEF, 2022; PSFU, 2023).

Access to finance remains a significant challenge for many Ugandan social enterprises, but organizations like Root Capital and Village Capital have stepped in to bridge this gap. They offer much-needed funding and technical assistance to impact-driven businesses, helping them scale their operations and increase their positive effects on society (Root Capital, 2023; Village Capital, 2023).

Despite the relatively low national impact of social enterprises—often due to persistent barriers such as limited access to finance and the absence of SE-specific legislation—Uganda's SE ecosystem is showing promising growth. With the continued support and collaboration of these key organizations, the environment for social entrepreneurs is gradually becoming more enabling, paving the way for greater social and economic impact in the years ahead (British Council, 2016).

The enabling environment for SEs in East Africa rests on four critical components: policy and regulation, financial solutions, infrastructure and skilled people, and access to information and

networks. Improving these areas allows social enterprises to reach marginalized communities more effectively. Evidence from Europe, where strong policies and support mechanisms for social entrepreneurship exist (European Commission Report, 2013), demonstrates that public support for SEs can result in more effective, inclusive, and sustainable service delivery compared to traditional approaches.

Yet, a significant gap persists in East Africa: the need to develop a competence profile tailored to the unique context of social entrepreneurs in the region. This lack of clear information about required skills hinders the establishment, growth, and sustainability of SEs. Organizations like the Tanzania Social Enterprise Academy, Reach for Change Tanzania, and UNDP YouthConnekt are beginning to address this need through targeted training and support initiatives. However, a systematic approach is urgently required to ensure that entrepreneurs possess the competencies needed to spot opportunities, manage resources efficiently, and generate positive social impact.

1.2 Scope of the Report

1.2.1 Geographic Focus

This report examines social entrepreneurship in two East African countries: Tanzania and Uganda (see Fig. 2).



Figure 2: Location of Uganda and Tanzania

Tanzania and Uganda were chosen because they have different levels of socioeconomic development and support for social enterprises (SEs). Uganda's SE ecosystem is more established, with several support organizations and many SEs, especially in areas like agriculture and clean energy. Tanzania, meanwhile, is experiencing rapid growth in the sector, driven largely by international impact finance, accelerator programs, and emerging local hubs that support social entrepreneurship. Interest in SEs is rising, and more support from international organizations is helping to strengthen the sector. Despite these positive trends,

both countries still face similar challenges including limited funding, low awareness, and the need for stronger legal frameworks to support SEs.

1.2.2 Target Group

This report focuses on underserved, low-income people, most of whom live on less than USD 2.15 per day (the World Bank poverty line in 2025, when this research began). The competence profile developed here aims to help build the skills needed for individuals to create and sustain SEs in East Africa, ultimately addressing persistent social problems in the region.

1.2.3 The Context

Globally, social entrepreneurship (SE) has become a powerful tool for addressing urgent social and environmental challenges. More than 8 million social entrepreneurs around the world generate \$2 trillion in income and create 200 million jobs every year (WEF, 2024). About 14% of these social entrepreneurs are based in Africa, with the largest numbers found in South Africa, Egypt, and Nigeria.

East Africa, however, faces some of the continent's most persistent social problems, including extreme poverty, limited access to healthcare, environmental degradation, and high youth unemployment. The informal sector accounts for about 85% of all jobs in the region (World Bank, 2024; ILO, 2018), which highlights both the scale of the challenge and the opportunities for SE to make a difference.

Fortunately, East Africa's growing population of tech-savvy young people is helping to drive innovation and positive change. The region has a workforce ready to support new solutions, and there is strong backing from governments, NGOs, and international investors for sustainable development projects. This makes East Africa a promising environment for social entrepreneurs to develop impactful and sustainable solutions to some of the region's most pressing social challenges.

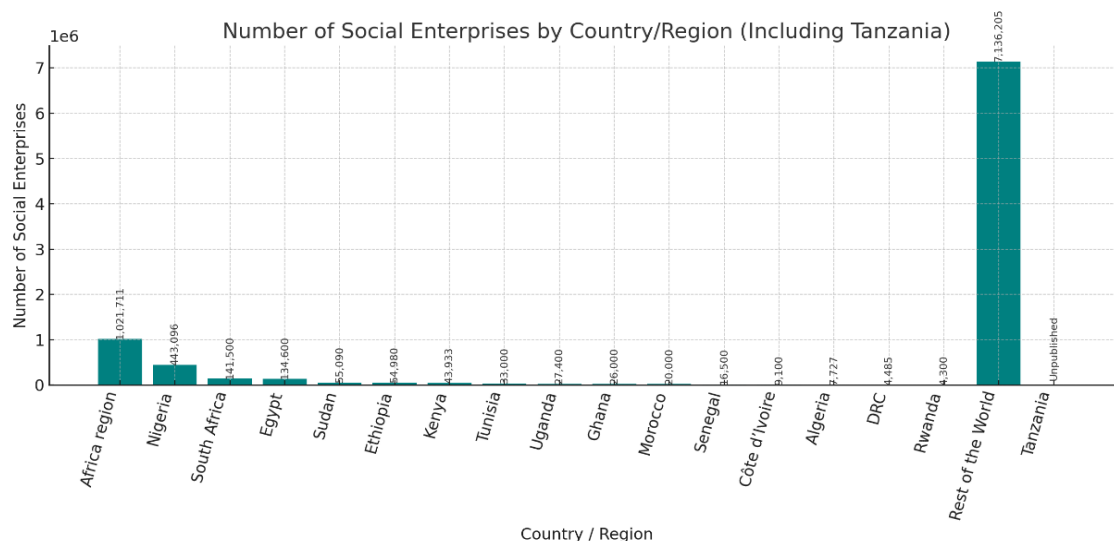


Figure 3: Social Enterprises in Africa (2016-2021)

Source: World Economic Forum (WEF), 2024.

1.3 Competence Profile of a Social Entrepreneur

1.3.1 Conceptual Foundations

The competence profile of a social entrepreneur provides a structured framework for the knowledge, skills, attitudes, and behaviours needed to lead social change through entrepreneurial activity. Unlike traditional entrepreneurs, social entrepreneurs prioritize social and environmental value alongside financial sustainability (Dees, 2001). This dual mission requires a wide-ranging set of competencies including leadership, systems thinking, creativity, emotional intelligence, and ethical commitment (Bornstein & Davis, 2010; Nicholls & Murdock, 2012).

At the heart of this profile is a commitment to ethical and sustainable thinking grounded in empathy, responsibility, and a deep connection to marginalized communities. Social entrepreneurs act as change agents, capable of identifying leverage points in complex systems and designing scalable, innovative solutions. In addition to strategic and visionary thinking, they must possess the ability to mobilize resources, navigate risk, and measure social impact effectively (Boschee & McClurg, 2003; Spear, 2006).

This general framework draws on international literature and established models, offering a flexible and globally informed reference point. Within the ADVANCE project, it serves as a foundation for contextualizing region-specific competencies relevant to the realities of East Africa.

1.3.2 Application in the East African Context

Developed as a key output of the ADVANCE Project, the East African Competence Profile of a Social Entrepreneur is specifically tailored to the social and economic environments of Uganda and Tanzania. It aims to strengthen social entrepreneurship education by informing the design and delivery of a new postgraduate diploma in Social Innovation and Entrepreneurship—one of the project's flagship outcomes.

This profile is grounded in comprehensive research, including literature review, curriculum benchmarking, stakeholder surveys, and consultation meetings with entrepreneurs, academics, and community leaders in both countries. It identifies a set of core competencies needed to successfully launch, manage, and grow social enterprises that respond to persistent regional challenges such as poverty, service gaps, and youth unemployment.

By translating global insights into local relevance, the profile ensures that future East African social entrepreneurs are equipped with the mindset and tools to address pressing development issues. It supports the development of curriculum content, training modules, and learning outcomes that reflect both international best practices and grassroots realities.

Beyond curriculum design, the profile also guides the creation of Social Innovation and Entrepreneurship Learning Centres at partner universities, alongside the deployment of an e-learning platform. These initiatives aim to expand access to training, strengthen institutional capacity, and foster a culture of innovation and impact among the next generation of change-makers.

In sum, the Competence Profile provides both a theoretical and practical roadmap. It aligns entrepreneurial education with the unique demands of East African communities while drawing strength from globally recognized frameworks. By equipping learners with evidence-based competencies, the ADVANCE project supports the emergence of a vibrant, inclusive ecosystem for social entrepreneurship across the region.

SECTION TWO: METHODOLOGY

2.0 Introduction

This study adopted a structured and collaborative mixed-methods approach, designed to identify and profile the competencies needed to inform the development of a Post-Graduate Diploma Program in Social Innovation and Entrepreneurship (SIE) in Uganda and Tanzania. The methodology was guided by the project proposal and action plan, and consisted of three sequential phases: literature review, online survey, and stakeholder consultations. By integrating qualitative and quantitative methods, the research ensured a robust empirical foundation for curriculum design, grounded in both regional realities and international best practices.

2.1 Literature Review

The research began with an extensive desk review of academic and policy literature on social innovation and entrepreneurship education in both Europe and Africa. This review focused on definitions, key features, and interpretations of SIE, with a particular emphasis on relevance for East Africa. Special attention was given to existing competence frameworks, especially the European Entrepreneurship Competence Framework (EntreComp) and its adaptations. The review also benchmarked on educational approaches such as experiential and service learning, assessment strategies (including project-based, scenario-based, and portfolio-based methods), and the role of ecosystem actors in SIE education. Additionally, SIE programs in Europe and Africa were systematically analysed and compared, assessing objectives, learning outcomes, key competencies, curriculum content, assessment methods, and career pathways for graduates.

2.2 Online Survey

The second phase involved an online survey designed to validate and refine the SIE competencies identified during the literature review. The survey targeted social entrepreneurs, graduate students, grassroots innovators, and organizations involved in community service and business development in Uganda and Tanzania. Distributed via email and digital platforms, the survey received 101 responses from Uganda and 111 from Tanzania. The resulting quantitative data provided valuable insights into the competency profiles of social entrepreneurs and the overall landscape of SIE in the East Africa.

2.3 Data Analysis

Data from literature review, surveys, focus group discussions (FGDs), stakeholder meetings, and document analysis were analysed using a mixed-methods approach, combining qualitative and quantitative techniques to ensure relevance to the East African context.

Qualitative data from FGDs and consultations were coded and analysed using ATLAS.ti through a three-stage process: open coding (identifying recurring terms), axial coding (grouping into broader themes), and selective coding (isolating core competencies). This ensured alignment with local experiences and needs.

Quantitative survey data were analysed descriptively to identify trends and validate qualitative findings. A pre-tested self-assessment tool, with a reliability score of 0.86, supported consistent data collection.

Document analysis involved benchmarking with global frameworks like EntreComp, Miller's model, and Orhei et al.'s framework. These informed both the instrument design and interpretation of findings.

Together, these methods produced a strong, evidence-based competence profile tailored to Uganda and Tanzania.

Table 1: Summary of Data Sources and Analysis Approaches

Data Collection Method	Purpose / Focus	Feeds Into	Analytical Outcome
Focus Group Discussions	Gather group insights on SE practices and gaps	Integration & synthesis of findings	Thematic analysis using ATLAS.ti
Questionnaires	Collect structured individual perceptions	Validation & trend analysis	Descriptive statistical summaries
Document Analysis	Review of curricula, policy documents, SE frameworks	Benchmarking & conceptual alignment	Comparative literature synthesis

This combined approach helped build a stronger, evidence-based competence profile that fits the local context. It ensured the curriculum and training strategies for social entrepreneurship are practical, reliable, and suited to the needs of communities in East Africa.

2.4 Research Participants



A total of 212 participants from two East African countries—Uganda and Tanzania—completed the remote survey questionnaire, with 101 respondents from Uganda and 111 from Tanzania. In addition, six focus group discussions (FGDs) were conducted: three in Uganda and three in Tanzania. The FGDs comprised distinguished social entrepreneurs, lecturers involved in social entrepreneurship programs, graduate students, and enablers of social entrepreneurship.

Data Analysis

Qualitative data were analysed using the ATLAS.ti software with a qualitative content analysis approach, following open, axial, and selective coding steps. All recoded discussions were transcribed, and key narratives were extracted. During open coding, competencies mentioned in the focus group discussions and stakeholder meetings were identified and categorized. Axial coding was then used to group these categories into broader themes. Finally, selective

coding identified the main themes and core competencies, grouping similar skills into larger categories.

2.5 Guiding Frameworks for Profiling Competencies of an East African Social Entrepreneur

The study reviewed three frameworks to develop a competency profile for East Africa, specifically Uganda and Tanzania. These frameworks included: the Social Entrepreneurship Competence Framework (Orhei et al., 2015), which identifies 21 specific competencies grouped into four main categories (see Table 2 below); the Compassion and Pro-social Motivation Model (Miller et al., 2012); and EntreComp: The Entrepreneurship Competence Framework (European Commission Joint Research Centre, 2016).

Miller et al.'s model highlights that social entrepreneurs are motivated by both personal and cultural factors. In a survey of 150 social entrepreneurs in the United States, five key competencies were identified as important for success: team building, financial management, problem-solving, leadership, and communication.

Table 2: Orhei et al. 2015 SE Competence Framework

S/N	Competence Type	Description	Specific competences
1	Cognitive competence	This competence relates to mental processes & skills used for knowledge acquisition. It emphasizes the importance of gaining knowledge about how to identify opportunities and business development.	• Business ideas • Decision making • Management skills/competencies • Legislation • Marketing and social needs
2.	Functional competence	This competence includes specific task-related skills & abilities required to perform. It thus describes how an individual can use his/her physical and mental capabilities to execute a task.	• Organizational skills • Working with others • Self-management skills • Project management skills • Risk handling skills • Marketing skills
3.	Social competence	This competence implies an ability to effectively relate with others & navigate the social challenges. These define behavioural competences that can aid individuals to positively impact change.	• Perseverance • Openness to initiative • Self-confidence • Openness to innovation & change • Determination • Attitude as a winner • Consistence • Openness to entrepreneurship
4.	Meta-competence	These are higher order-overarching skills that enable individuals to adapt and thrive in dynamic environments, and	• Critical thinking • Reflection • Reasoned judgement

		consequently solve social problems.	• Ability to solve social problems
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Although the study reviewed three frameworks—Orhei et al.'s Social Entrepreneurship Competence Framework (2015), Miller et al.'s Compassion and Pro-social Motivation Model (2012), and the EntreComp Framework (European Commission, 2016), EntreComp was chosen as the primary reference for profiling competencies in Uganda and Tanzania.

EntreComp offers a comprehensive and flexible structure of 15 competencies across three domains: "Ideas and Opportunities," "Resources", and "Into Action". This enables a holistic view of entrepreneurship, covering creativity, ethical thinking, resource mobilization, and experiential learning-skills vital to social entrepreneurship in East Africa.

Compared to Orhei et al.'s more rigid framework and Miller et al.'s U.S.-focused, motivation-based model, EntreComp is more adaptable and practical. It is globally recognized and easily contextualized for low-resource settings, making it ideal for the hybrid social enterprises common in the region. Its relevance to curriculum development and policy design also supports the goals of the ADVANCE project. Thus, the EntreComp's clarity, versatility, and broad applicability make it the most suitable framework for guiding the development of entrepreneurial competencies in East Africa.

2.6 EntreComp: The Entrepreneurship Competence Framework

The EntreComp framework provides a comprehensive description of the competencies needed by social entrepreneurs to successfully establish and grow a social enterprise (Bacigalupo et al., 2016). It is widely applicable across various sectors and disciplines and supports the development of entrepreneurial skills in both individuals and groups.

EntreComp defines 15 key competencies, organized into three main categories: (a) Into Action (5 competencies), (b) Resources (5 competencies), and (c) Ideas and Opportunities (5 competencies). The framework plays an important role in promoting awareness and encouraging discussion about what it means to be entrepreneurial in all areas of life. It emphasizes the importance of initiative and entrepreneurship, and it shows how individuals can develop these skills to address social, cultural, and economic challenges in society.

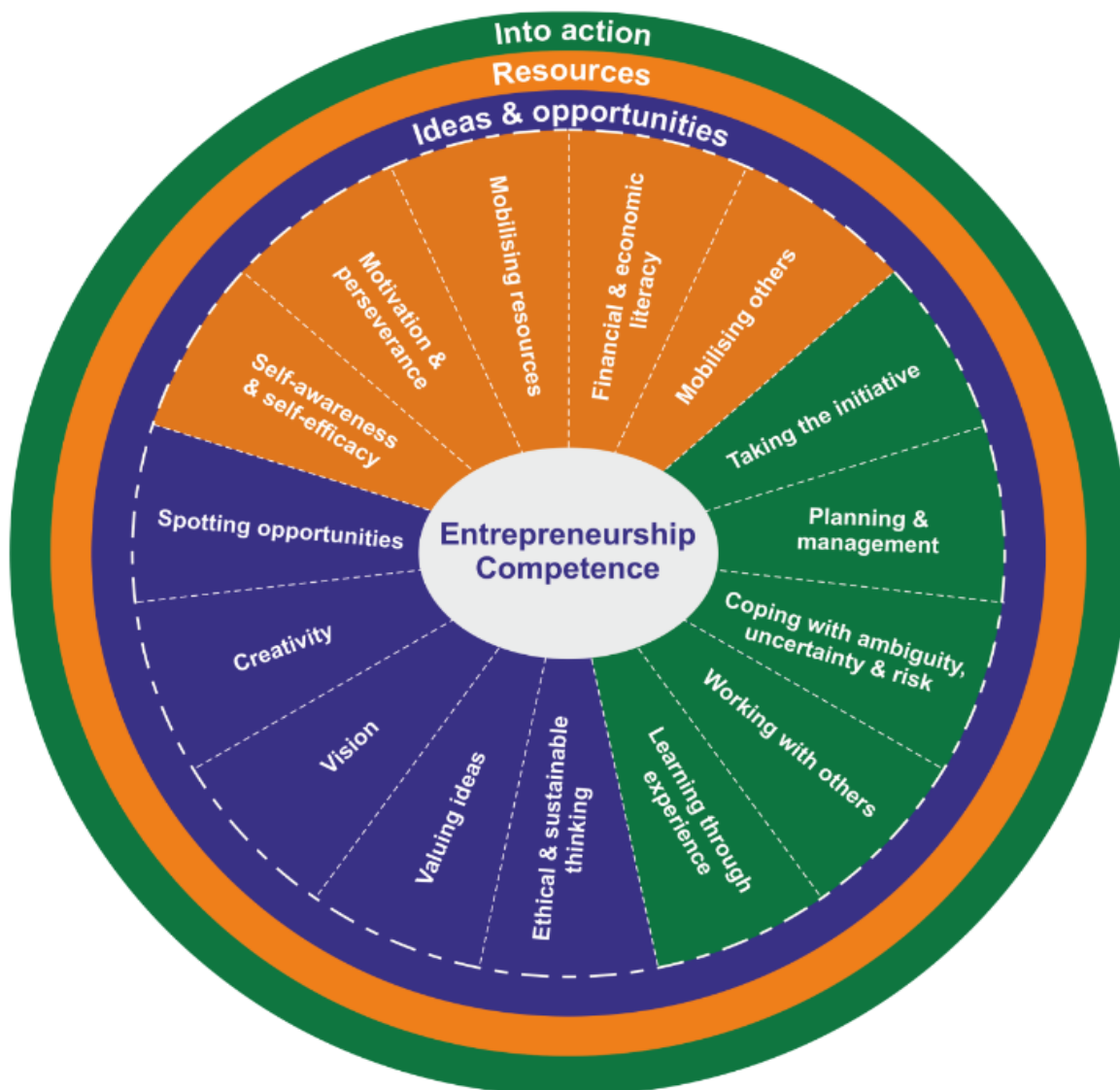


Figure 4: Areas and Competencies of an EntreComp

Given that the EntreComp framework provides a comprehensive approach to developing entrepreneurial competencies, it serves as an effective tool for defining the competencies needed to promote social entrepreneurship. It also guides the development of the training program for Social Innovation and Entrepreneurship. To identify the competencies required for social entrepreneurs in East Africa (Uganda and Tanzania), all three main focus areas of the EntreComp framework are used. The specific competencies and their components that shape the SIE curriculum are presented in Table 3 below. This postgraduate training program aims to equip participants with entrepreneurial skills at both the basic and intermediate levels.

Table 3: *EntreComp Conceptual Framework*

Areas	Competences	Hints	Description
1. Ideas & Opportunities	1.1 Sporting opportunities	Utilize your creativity and skills to find opportunities to add value	- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape - Identify needs and challenges that need to be met - Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative & purposeful ideas	- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges - Explore and experiment with innovative approaches - Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	- Imagine the future - Develop a vision to turn ideas into action - Visualize future scenarios to help guide effort and action
	1.4. Valuing Ideas	Make the most of ideas & opportunities	- Judge what value is in social, cultural and economic terms - Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities & actions	- Assess the consequences of ideas that bring value & the effect of entrepreneurial action on the target community, the market, society and the environment - Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen - Act responsibly
2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself & keep developing	- Reflect on your needs, aspirations and wants in the short, medium and long term - Identify and assess your individual and group strengths and weaknesses - Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	2.2 Motivation & Perseverance	Stay focused and don't give up	- Be determined to turn ideas into action and satisfy your need to achieve - Be prepared to be patient and keep trying to achieve your long-term individual or group aims

	2.3 Mobilizing resources	Gather & manage the resources you need	• Be resilient under pressure, adversity, and temporary failure • Get & manage the material, non-material & digital resources needed to turn ideas into action • Make the most of limited resources • Get & manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial and economic literacy	Develop financial and economic know how	• Estimate the cost of turning an idea into a value creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure my value-creating activity can last over the long term
	2.5. Mobilizing others	Inspire, enthuse & get others on board	• Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable outcomes • Demonstrate effective communication, persuasion, negotiation and leadership
3. Into action	3.1 Taking the initiative	Go for it	• Initiate processes that create value • Take up challenges • Act & work independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning & Management	Prioritize, organize and follow-up	• Set long-, medium- and short-term goals • Define priorities and action plans • Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity & risk	• Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes • Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing • Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate & network	• Work together and co-operate with others to develop ideas & turn them into action • Network • Solve conflicts and face up to competition positively when necessary
	3.5. Learning through experience	Learn by doing	• Use any initiative for value creation as a learning opportunity • Learn with others, including peers and mentors • Reflect and learn from both success and failure (your own and other people's)

SECTION THREE: SOCIAL ECONOMY IN EAST AFRICA

3.0 Introduction

The social economy in East Africa is characterized by a dynamic interplay of economic growth, social progress, and regional integration. While the region is experiencing rapid economic development, particularly in sectors like agriculture and infrastructure, significant social challenges persist, including poverty, inequality, and uneven access to resources and services (United Nations, 2015). The East African Community (EAC) plays a crucial role in fostering regional cooperation and development, promoting trade, and addressing social issues across member states.

3.1 Structure and Values of the Social Economy

East Africa's social economy is made up of businesses and organizations that focus on helping people, not just making profit. These include cooperatives, mutual societies, non-profit groups, foundations, and social enterprises (SEs). Most of these organizations work within communities and are guided by values like solidarity, participation, and cooperation. They often use their profits to help local projects or social causes and make decisions together as a group (Alter, 2007). With a range of social policies focused on education, healthcare, and social protection, EA is on a positive trajectory to addressing social challenges and promoting human development through strengthening social entrepreneurship.

3.2 Hybrid Financing and Community Engagement

A special feature of these organizations is how they raise and use money. Many use hybrid financing, which means they get funds from different sources, such as grants, donations, government support, and selling products or services. This mix helps them stay strong even when one funding source is limited (Alter, 2007). These organizations are also deeply connected to their communities. They work closely with people to solve local problems like poverty, joblessness, and social exclusion (Mair & Martí, 2006). By building business models that last, they make sure they can keep helping people for the long term.

3.3 Ownership, Innovation, and Collaboration

Most organizations in the social economy are owned by people in the community, and not the government. This helps them to be flexible and try new ideas. Social entrepreneurs in East Africa are known for their creative problem-solving: they are not afraid to try, learn, and adapt when things do not work at first (Boyles, 2022). These organizations also partner with other groups, such as government bodies, private companies, and civil society organizations, which makes their impact even stronger (Defourny & Nyssens, 2010). Moreover, they value fairness, accountability, and ethical decisions, especially when working with vulnerable people.

3.4 Service Delivery Gaps and the Role of Social Enterprises

Despite the strengths of the sector, big gaps remain in health, education, and access to electricity. Almost half of East Africans still live in extreme poverty (United Nations, 2015). By

2050, the region's population could reach over 2.1 billion, putting even more pressure on governments to provide basic services. For example, about 85% of people in Tanzania have electricity, but in Uganda, only 10% do (United Nations, 2015). This shows how far the region needs to go to meet the Sustainable Development Goals.

Public and private service providers often do not reach the poorest people because they have limited funding, weak infrastructure, or not enough staff. NGOs help, but their reach is limited by small or uncertain funding. Private businesses often focus on richer customers because serving the poorer is less profitable and riskier. As a result, many women and poor families have limited access to the services they need (Yunus, 2010).

Social enterprises have become important in filling these gaps. These are private organizations that use business methods to stay financially healthy while focusing on a social mission. They often reinvest profits into the community to help address pressing social challenges. While social enterprises in Uganda and Tanzania are still in infancy, they are starting to play a bigger role in providing the much-needed services. Some faith-based groups, NGOs, local businesses, and new projects from larger companies also act like social enterprises, even if they do not use that label.

3.5 Competencies Required by Social Entrepreneurs

Social entrepreneurs in East Africa need many different skills. First, they must be able to spot social problems and come up with practical and creative solutions (Austin et al., 2006). They need strong business sense to design models that can succeed and help people at the same time (Yunus, 2010). Good financial management helps them handle different funding sources, including grants, donations, and earned income (Alter, 2007). They must also be strong leaders and communicators able to inspire teams, build partnerships, and speak up for change (Bornstein, 2007). Fairness and ethical decision-making are crucial (Nicholls, 2006). Other important skills include the ability to adapt when things change, understanding key areas like farming, health, or digital technology, and knowing the local laws and how to work with policymakers (Defourny & Nyssens, 2010).

3.6 Challenges Facing Social Innovation and Entrepreneurship

Despite the positive impact, social innovation and entrepreneurship in East Africa face many challenges. In many countries, there are still no clear laws or policies for social enterprises, making it hard for them to register or operate (Defourny & Nyssens, 2010; Mair & Martí, 2006). Access to finance is a constant struggle, as many rely on grants and donations, which are small and unreliable. Impact investment and hybrid financing are growing, but are still not available to all (Alter, 2007).

Many entrepreneurs need better training in business, financial planning, and measuring their social impact. Projects like ADVANCE are helping by offering education and support. Social enterprises also find it hard to reach new customers, especially in rural areas, because of the weak infrastructure and limited access to technology. Finally, unclear and/or complex rules about taxes, business registration, and investment create more obstacles. Achieving long-term sustainability, both financially and socially, means that social entrepreneurs must keep innovating and adapting (Yunus, 2010). In Uganda and Tanzania, social enterprises play a

vital role in addressing service delivery gaps that neither the public nor private sectors fully meet. For this report, SEs are identified by four defining features: they pursue a clear social mission for public benefit, maintain a financially sustainable business model, generate their own revenue, and are owned privately or by the community rather than the government. Most SEs reinvest profits into the community or enterprise growth, striking a balance between social goals and sound business practices.

The SE landscape in both countries is varied. It includes innovative locally founded SEs, often started by returning diaspora or expatriates, particularly active in education and health. Faith-based organizations blend mission-driven activities with sustainable business practices, especially in health and education, though they may not always use the SE label. NGOs are increasingly incorporating enterprise strategies to boost sustainability, while community-rooted businesses offer flexible, affordable services that meet pressing local needs. Multinational companies also contribute by establishing SE spin-offs or adapting SE principles in local operations, especially to serve vulnerable groups.

Table 4 below provides a detailed overview of these different types of social enterprises, illustrating their defining characteristics and offering specific examples from Uganda and Tanzania. This table helps clarify how the diverse organizational forms of SEs contribute to innovation, improved livelihoods, and expanded access to essential services across both countries.

Table 4: Social Enterprise Defining Features

Type	Description	Example
Locally Founded SEs	- In the past two decades, local SEs have frequently been established, primarily by returning diaspora members or expatriates. Some local examples are emerging. - They can register under a corporate, non-profit, or hybrid form. - To get funding and support from impact investors, these SEs frequently use diverse communication strategies. - Majority of established SEs in the education and health sectors. - They are catalysts for innovation and frequently test novel approaches or business plans.	A good example of a SE in Uganda is Tourism Inclusion for All (TIFA), which works to improve the livelihoods of local communities through practical skills training and branding, particularly for artisans. Another example is Bright Life, a social enterprise that makes products like solar home systems and clean cook stoves accessible and affordable to low-income communities, partnering with FINCA banks to offer loan and savings products. In Tanzania, Maua Mazuri empowers youth and women by producing and selling organic agricultural products, providing both skills training and access to markets. Another inspiring example is Mama O Dairies, a sustainable social enterprise based in Shinyanga, Tanzania. Mama O Dairies has adopted biogas technology, using cow manure from its dairy farm to generate clean energy. This biogas is then used to pasteurize and process milk, significantly reducing reliance on firewood and expensive cooking gas. Similarly, BRAC employs an integrated approach that combines microfinance, education, agriculture, and health programs. Their focus is on empowering local communities, especially women, through small loans, educational initiatives, and skills training. By providing both financial and educational services, BRAC helps alleviate poverty and promotes sustainable economic growth. Microloans enable entrepreneurs to start or expand small businesses, creating a cycle of prosperity that benefits the entire community.
Faith-based SEs	- Many faith-based SEs provide affordable services by combining user fees with charitable donations, all of which are motivated by religious beliefs. - Not all qualify as SEs; some are business-focused, cater to higher market niches, or receive all of their funding from charitable organizations.	A good example of a faith-based social enterprise in Uganda is the Banyatereza Sisters Coffee Blended Value Project, run by the daughters of St. Therese of the Child Jesus in Fort Portal. This project aims to empower local coffee farmers by training them in sustainable production, organizing them into cooperatives, and adding value to their coffee through local processing. This initiative is designed to improve livelihoods and support the elderly within the sisters' congregation. In Tanzania, there is Shirati, a faith-based SE that provides medical, educational, and developmental support to the Shirati Hospital in northeastern

	• They are significantly active in the fields of health and education, but they are rarely involved in other fields. • They regularly have close ties to the public sector, sometimes through official collaborations. • They frequently have a considerable following because of their history, local presence, and religious authority. • They rarely use novel approaches and instead focus on essential services.	Tanzania and surrounding communities (Council on Civil Health Institutions (CCHI). They are a significant source of external funding for the hospital, raising more than \$1.6 million USD and spending over \$1.2 million USD on various projects, including cancer screening, HIV/AIDS prevention and treatment, and building improvements.
Traditional NGO SEs	• To increase the sustainability of their operations, diversify their sources of income, and attract more donor financing, NGOs are increasingly utilizing SE techniques. • SE models are either integrated into regular NGO activities or are separated into smaller entities, occasionally becoming businesses. • In the countries under study, SE models are especially active in the fields of sanitation, water, and health. • Internally, they frequently face difficulties incorporating business priorities and procedures within the current non-profit organization's activities and structure.	In Uganda, the Program for Accessible Health, Communication, and Education (PACE) is a local non-governmental organization that implements programs aligned with the Ministry of Health. PACE is an innovative, efficient, and impact-oriented organization dedicated to empowering Ugandan communities to sustain healthy behaviours. The organization makes significant contributions to the Ministry of Health's priority areas, including HIV/AIDS, malaria, WASH (water, sanitation, and hygiene), child health, and reproductive health. In Tanzania, the Campaign for Female Education (CAMFED) empowers young women by providing training, financial literacy, mentorship, and access to seed grants or small loans, often in partnership with Kiva and other lenders. Similarly, Kiota Women's Health and Development (KIWOHEDE) is a non-governmental organization that creates social impact by empowering women and girls to improve their socio-economic status and by addressing gender-based violence through education and advocacy. KIWOHEDE's activities are designed to generate long-term benefits for these communities.
Local business SEs	• Small and informal SEs provide essential services to the public worldwide and automatically adjust to their demands. • Imminent individuals of the community frequently drive these SEs' strong social commitment, which makes them stand out.	In Tanzania, local businesses operating like SEs often focus on providing affordable solutions to community needs such as access to clean water, affordable energy to underserved communities while generating revenue and creating jobs. Arusha Women Entrepreneurs Ltd, for instance, produces natural peanut butter, empowering women in Arusha. Another example is GTE College, which provides coding skills to women in Tanzania.

	They offer cheap consumer credit options, such as stepwise payments, in-kind payments, free services for the most impoverished, and they actively participate in community engagement. There are numerous instances of businesses operating in areas that are not clearly defined for SEs.	In Uganda, there is Daphy Enterprises: This social enterprise produces reusable sanitary pads to improve menstrual hygiene among teenage girls in Kamuli district, according to Action 4 Health Uganda.
Multi-national companies' spin-off SEs	- Some multinational corporations (MNCs) create SEs within or outside the company to comply with corporate social responsibility standards and/or get insights into how to conduct business in low-income markets. - In the Uganda energy and health sectors several MNCs provide tailored products and business models targeting the most vulnerable communities. - Additionally, several large local players create subdivisions with SE structures to provide satellite treatment to outlying regions.	A few examples include 'Social Enterprise Africa,' an umbrella organization and community interest company (CIC) that is based and works in Uganda and attempts to train young people to start enterprises of their own. Together with the Social Innovation Academy (SINA), DEICHMANN Foundation is supporting a scheme promoting social enterprise in Uganda. Disadvantaged young people are trained and empowered to become committed businesspeople and entrepreneurs.

SECTION FOUR: COUNTRY ANALYSIS

4.1 TANZANIA

4.1.1 Background

The United Republic of Tanzania is situated in East Africa, bordered by the Indian Ocean to the east, Rwanda, Burundi, and the Democratic Republic of Congo to the west, Uganda to the north, Kenya to the northeast, Zambia to the southwest, and Mozambique and Malawi to the south. The country was formed in 1964 through the union of Tanganyika and Zanzibar, with Tanganyika having gained independence from British rule in 1961 and Zanzibar in 1963. Together, they comprise the modern Tanzanian state, with Zanzibar maintaining considerable autonomy over its internal affairs.

As of 2024, Tanzania's population is estimated at 67.4 million, making it the sixth most populous country in Africa (World Bank, 2024). The official languages are Swahili and English (World Bank, 2024). Tanzania operates as a multi-party democracy, but the legacy and ongoing dominance of the Chama Cha Mapinduzi (CCM) party, founded under the leadership of President Julius Nyerere, remain central to the nation's political landscape (World Bank, 2024). Tanzania is renowned for its rich cultural diversity, comprising more than 120 ethnic groups, and for its significant historical evolution from socialist roots toward a market-driven economy.

4.1.2 Socio-Economic Context

Tanzania is classified as a lower-middle-income country, with a GDP per capita of \$1,149 (World Bank, 2024). Its economy is diverse, led by agriculture, tourism, manufacturing, and financial services. Agriculture remains central, contributing 26% of GDP and employing about 65% of the workforce (Tanzania National Bureau of Statistics, 2023). Economic growth has been strong in recent years, with real GDP growth reaching 5.5% in 2024 (World Bank, 2024).

Despite this progress, challenges persist. Nationally, 26.4% of Tanzanians live below the poverty line, and 42.7% survive on less than \$2.15 per day (World Bank, 2024). Rural poverty is particularly acute in the southern and western regions, while rapid urbanization has resulted in 34% of the population living in cities (UN-Habitat, 2023). Youth unemployment stands at 13.4% for those aged 15–24 (ILO, 2023).

Access to basic services has improved, but disparities remain. By 2023, 78% of households accessed improved water sources, but only 37% had electricity, with rural areas lagging behind (NBS, 2023). Environmental and health challenges also persist: over 469,000 hectares of forest are lost annually, largely due to firewood and charcoal use (FAO, 2023), and HIV/AIDS prevalence among adults remains at 4.7% (UNAIDS, 2023).

Since 1985, Tanzania's transition from a centrally planned economy to a market-oriented system has been guided by national strategies like Vision 2025 and the Five-Year Development Plan, focusing on inclusive growth, poverty reduction, and job creation (United Republic of Tanzania, 2021).

In addition to GDP growth, inflation has remained relatively stable in recent years, averaging around 3.7% in 2023 (NBS, 2023), though rising food and energy prices continue to impact household welfare. Figure 5 below illustrates Tanzania's trends in GDP growth and inflation between 2015 and 2024, highlighting both economic progress and persistent challenges.

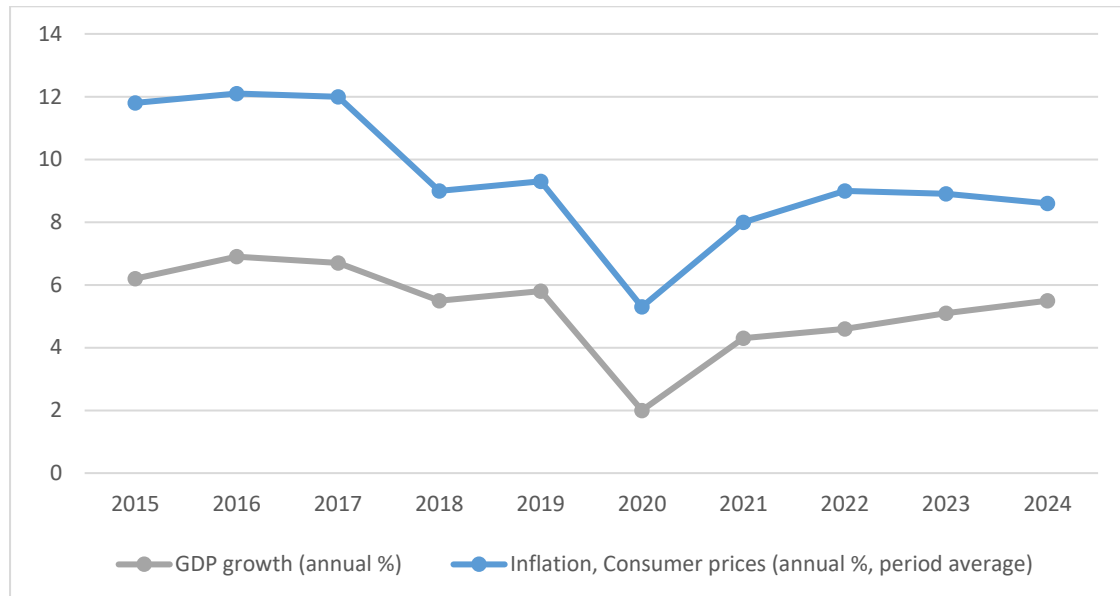


Figure 5: Inflation and GDP trend in Tanzania 2015-2024

4.1.3 Tanzania's Social Economy

Tanzania's social economy is characterized by a hybrid system that blends private enterprise with state intervention. Since the mid-1980s, the country has made notable progress in increasing life expectancy and broadening access to education and electricity. However, poverty reduction and job creation continue to be central development challenges. The government's commitment to inclusive and sustainable growth is reflected in its active support for the Social and Solidarity Economy (SSE), which includes organizations such as cooperatives, NGOs, and community-based organizations (CBOs) that work to ensure equitable participation and the fair distribution of benefits across society.

4.1.4 Cooperatives in Tanzania

Cooperatives play a vital role in Tanzania's social and economic landscape, particularly in rural and agricultural development. As of 2024, there are approximately 7,300 registered cooperative societies comprising more than 8 million individual members (Tanzania Federation of Cooperatives, 2024). The Tanzania Federation of Cooperatives (TFC) acts as the national umbrella, supporting policy development, training, and sector-wide coordination.

The history of cooperatives in Tanzania dates back to the colonial era but gained momentum during the Ujamaa period under Nyerere, when cooperatives were promoted as instruments of self-reliance. Notable early examples include the Kilimanjaro Native Cooperative Union (KNCU, established 1933) and the Ngoni-Matengo Cooperative Marketing Union (established 1936), which pioneered collective marketing, especially for coffee. In recent years, Tanzania has emerged as Africa's leading producer of cashew nuts and a major exporter of sesame seeds, with the cooperative sector at the forefront.

Recent achievements include:

- Tandahimba & Newala Cooperative Union (TANECU, Mtwara): Collected 31,605 metric tons of raw cashew nuts, paying TSh 60.5 billion (approx. US\$26 million) to its farmer members in the 2022/23 season (The Citizen, 2023; Tridge, 2024).
- Masasi & Mtwara Cooperative Union (MAMCU, Mtwara): Marketed 59,316 MT of cashews, generating TSh 111.3 billion for its farmers (The Citizen, 2023).
- Lindi Mwambao Cooperative Union (LMCU, Lindi): Marketed 27,261 MT of sesame, earning TSh 84.2 billion (The Citizen, 2023).
- In the 2022/23 season, Tanzania exported 304,243 MT of raw cashew nuts, earning over US\$330 million in just seven weeks (Food Business Africa, 2024).
- Cashew auctions regularly fetch TSh 3,440–4,195 per kilogram.
- Value addition remains limited; less than 10% of cashews are processed domestically. However, government initiatives, such as the opening of a TSh 3.4 billion processing factory in Newala, are steps toward increasing local processing capacity (The Citizen, 2024).

Women's cooperatives such as Amani Co-op and Upendo Women's Cooperative also play a critical role in promoting women's economic empowerment through microfinance and agribusiness activities.

4.1.5 Non-Governmental and Community-Based Organizations

Tanzania's NGO sector is dynamic and rapidly expanding, with over 10,000 NGOs registered as of 2024 (TANGO, 2024; NACONGO, 2024). These organizations operate within a regulatory environment overseen by the Ministry of Community Development, Gender, Women, and Children, and are coordinated by umbrella bodies such as TANGO and NACONGO (TANGO, 2024; NACONGO, 2024). Recent trends include a shift towards sustainable funding models, adoption of social enterprise strategies, and strengthened collaboration with government.

NGOs are vital actors in health, education, agriculture, and environmental protection. World Vision Tanzania operates in more than ten regions, focusing on child health, education, and water, sanitation, and hygiene (WASH) (World Vision Tanzania, 2024). Médecins Sans Frontières (Doctors Without Borders) provides essential medical care, particularly in refugee camps and during public health emergencies (Médecins Sans Frontières, 2023). Save the Children Tanzania is active in education, child protection, and nutrition (Save the Children, 2024). Plan International Tanzania specializes in girls' education, youth empowerment, and child rights, maintaining a strong presence in rural and marginalized communities (Plan International Tanzania, 2024).

Community-Based Organizations (CBOs) are equally critical in addressing local development needs and fostering community well-being. CBOs fill service delivery gaps-particularly where government and large NGOs have limited reach-by leveraging local knowledge, networks, and leadership. They are instrumental in promoting accountability, innovation, and sustainable, community-driven development. Prominent examples include Ace Africa Tanzania (health and livelihoods), the Community Based Inclusive Development Organization (disability inclusion),

SALVAGE (women's empowerment), and TAHEA (youth educational and after-school programs).

4.2 UGANDA

4.2.1 Background

Uganda is a landlocked country located in East Africa, bordered by Kenya to the east, South Sudan to the north, the Democratic Republic of Congo to the west, Rwanda to the southwest, and Tanzania to the south. The country's landscape is marked by fertile plateaus, extensive lakes, including a large portion of Lake Victoria, and a diverse range of ecosystems. Uganda gained independence from British colonial rule in 1962 and has since developed into a republic with Kampala as its capital and largest city.

Known as the "Pearl of Africa" for its natural beauty and rich biodiversity, Uganda is home to more than 45 million people (Uganda Bureau of Statistics [UBOS], 2024). The nation is characterized by a youthful and rapidly growing population, with over 77% under the age of 30. Uganda is a multi-ethnic society, with major groups including the Buganda, Banyankole, Basoga, Bakiga, and others. English is the official language, while Swahili and many local languages are widely spoken. Uganda's recent history has been shaped by both political challenges and remarkable social and economic resilience. The country is a member of the East African Community (EAC) and the African Union, and it plays an active role in regional affairs. Today, Uganda continues to pursue ambitious development goals aimed at fostering inclusive growth and improving the wellbeing of its people.

4.2.2 Socio-Economic Context

Uganda has experienced notable socio-economic progress over the past two decades, positioning itself as one of the fastest-growing economies in sub-Saharan Africa. Real GDP growth reached 6.1% in the 2023/24 fiscal year, up from 5.3% in 2022/23, driven primarily by robust expansion in the services sector (43.1% of GDP) and industry (24.9% of GDP) (Uganda Bureau of Statistics [UBOS], 2024; Bank of Uganda, 2024). Key contributors to this growth have included investments in the energy sector, strong exports (especially gold and coffee), and targeted government programs such as the Parish Development Model (World Bank, 2024).

Inflation, a persistent concern in the previous decade, decreased sharply from 8.8% in 2022/23 to 3.2% in 2023/24, mainly due to a drop in food prices, tighter monetary policy, and improved global economic conditions (Bank of Uganda, 2024). Looking ahead, both the International Monetary Fund (IMF) and World Bank forecast continued strong growth - 7.5% and 6.2% respectively for 2025 - with further acceleration expected as oil production ramps up, potentially peaking at 10.4% in 2026/27 before stabilizing (IMF, 2024; World Bank, 2024).

However, Uganda's growth is not without challenges. Problems of debt sustainability, policy uncertainty, and the need for more inclusive development persist. Despite progress, a significant portion of the population remains vulnerable. According to the latest census, life expectancy has risen to 68.5 years in 2024, with women living longer (70.1 years) than men (66.9 years) (UBOS, 2024). Uganda's Gross National Income (GNI) per capita reached \$3,040 (PPP, current international \$) in 2023 (World Bank, 2024).

Poverty, while declining, remains a significant issue. In 2024/25, 16.1% of Ugandans lived on less than \$2.15 per day, down from 20.3% in 2019/20 and 18.9% in 2023/24 (UBOS, 2024; World Bank, 2024). If the government successfully invests future oil revenues into infrastructure, social services, and human capital, poverty rates could fall to 10% by 2027 (World Bank, 2024).

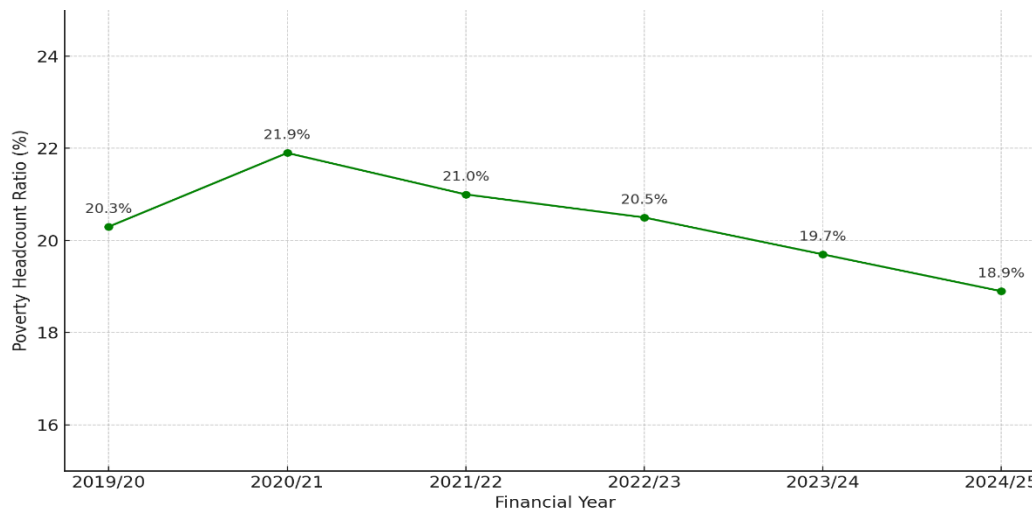


Figure 6: Poverty Trends in Uganda, 2019/20–2024/25

Source: Uganda Bureau of Statistics, 2024.

A line graph would show the steady decline: 20.3% in 2019/20 → 18.9% in 2023/24 → 16.1% in 2024/25.

4.2.3 Uganda's Social Economy

Uganda's social economy includes organizations that prioritize social value and impact above profit, supporting inclusive economic growth and community development (CIRIEC, 2017; European Economic and Social Committee, 2017). These organizations include cooperatives, civil society groups, non-profits, mutual societies, and social enterprises.

4.2.4 Associations and Foundations

Several Associations and Foundations in Uganda are actively engaged in economic activities, either directly or indirectly. These organizations play roles in supporting businesses, promoting specific industries, and fostering economic development through various initiatives. Federation of Uganda Employers (FUE), that focus on policy advocacy, best practices in human resources, and business development services; Private Sector Foundation Uganda (PSFU), a leading private sector body that advocates for the private sector and offers capacity building to its members; Uganda Manufacturers Association (UMA), charged with promoting the manufacturing industry in Uganda; the Uganda National NGO Forum (UNNGOF), an umbrella organization for NGOs in Uganda, including those involved in economic development activities; the African Centre for Trade and Development (ACTADE), that focus on influencing and facilitating trade and sustainable development through policy research and dialogue; and the Farmers Groups, Associations & Co-operatives that provide support to agricultural production and livelihoods are primary examples of associations in Uganda that can promote the SE sector.

These organizations not only provide funding but also support mentorship, capacity building, and policy advocacy, creating an enabling environment for social enterprises to scale their impact and tackle local challenges.

4.2.5 Cooperatives

Cooperatives in Uganda are legal entities established under the Cooperative Societies Act Cap 112 and 1992 Regulations. They have played a historic and ongoing role in improving economic security, particularly for marginalized populations (Ministry of Trade, Industry and Cooperatives [MoTIC], 2024). Cooperative forms include Rural Primary Organizations (RPOs), Area Cooperative Enterprises (ACEs), and Savings and Credit Cooperatives (SACCOs).

Table 5: Examples of Major Cooperative Forms in Uganda

Type	Main Role	Example
RPO	Farm production and marketing	Bugisu Cooperative Union
ACE	Sector-specific support (e.g., dairy)	Dairy ACE in Mbarara District
SACCO	Savings and credit services	Wazalendo SACCO

Source: MoTIC, 2024

4.2.6 Community-Based Organizations

Community-Based Organizations (CBOs) are grassroots, nonprofit organizations that operate at sub-county and district levels. Their focus spans health, education, environment, and social support. CBOs are typically volunteer-driven, prioritize community well-being, and are required to register with the District NGO Monitoring Committees (MoTIC, 2024).

4.2.7 Non-Governmental Organizations

Uganda's NGO landscape is diverse and plays a vital role in development, advocacy, and service delivery. The number of registered NGOs has decreased significantly, from over 14,000 in 2019 to 5,021 by August 2023, a drop attributed to strict regulations, changing donor priorities, and operational challenges (Uganda National Bureau for NGOs, 2023).

Some re-known NGOs include:

- Uganda National NGO Forum (UNNGOF): Coordination and advocacy for civil society.
- JICA, Joy for Children Uganda, HEPS Uganda, Oxfam, World Vision, Plan International: Working in areas from health and education to poverty reduction and disaster response (UNNGOF, 2024; Plan International, 2024).

NGOs contribute by mobilizing citizens, advocating policy reform, delivering services, and supporting transparency and accountability in governance.

4.2.8 Trade Associations

Trade associations and sectoral organizations play an essential role in advocacy and enterprise support. The Uganda Hotel Owners' Association (UHOA) and Tourism Inclusion for

All (TIFA) provide training, networking, and policy engagement, helping drive the growth of the social enterprise sector. The Uganda Women Entrepreneurs Association Limited (UWEAL) focuses on women's empowerment and business support (UHOA, 2024; UWEAL, 2024). Figure 7 illustrates the Trends of Social Economy Enterprises in Uganda- 2019-2024.

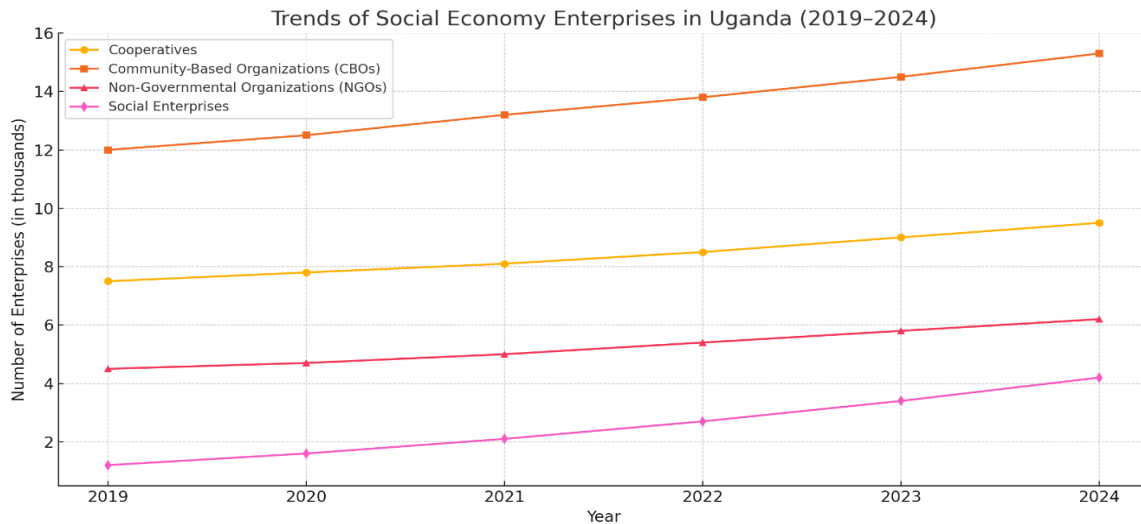


Figure 7: Trends of Social Economy enterprises in Uganda-2019-2024

4.2.9 Graduate Training and Competencies for Social Economy

Graduate training plays a vital role in shaping professionals capable of advancing the social economy. By equipping students with both theoretical foundations and practical tools, academic programs foster a workforce that is oriented toward systemic change, social innovation, and sustainable development. Programs such as postgraduate diplomas in social innovation and entrepreneurship are particularly designed to cultivate leadership and enterprise skills needed to navigate complex societal challenges.

Effective preparation for roles in the social economy requires a comprehensive set of competencies. These include not only technical abilities in areas such as financial management and digitalization but also essential soft skills like communication, critical thinking, leadership, and ethical decision-making. Graduate training frameworks aim to develop these multifaceted competencies to ensure that future social entrepreneurs and innovators can respond to evolving needs within their communities and sectors.

As the concept of social innovation and entrepreneurship continues to grow, academic institutions are increasingly integrating interdisciplinary approaches. These approaches blend knowledge from business, social sciences, and community development to prepare graduates for the nuanced realities of the social economy.

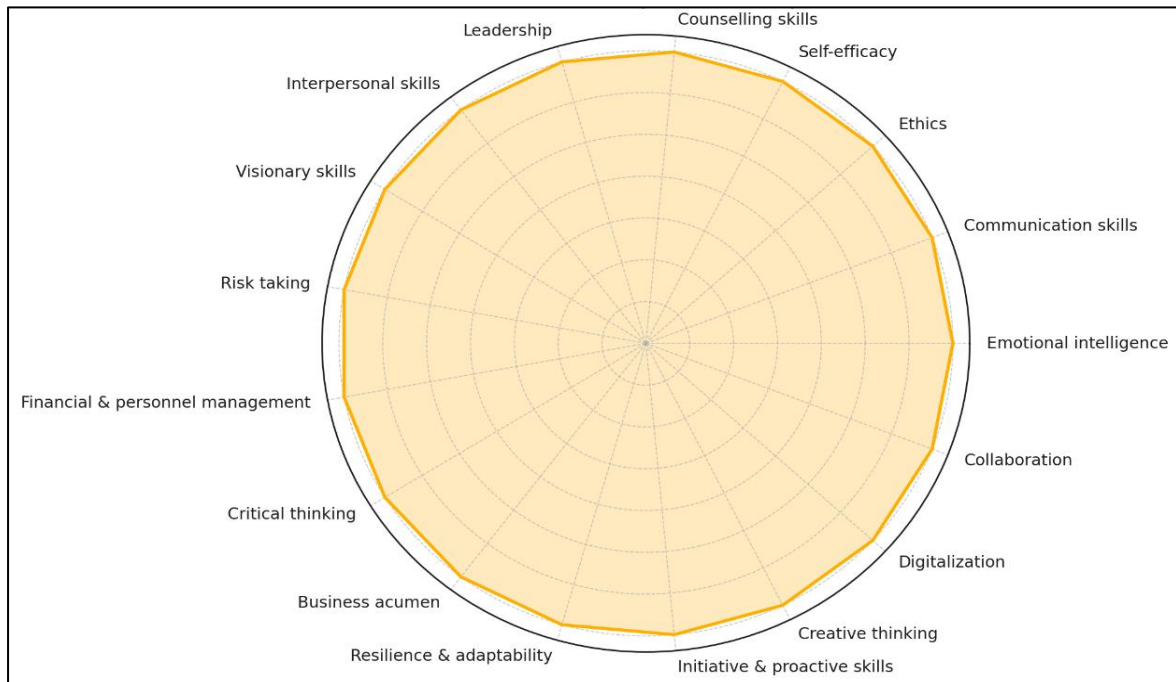


Figure 8: Competencies of a Ugandan Social Entrepreneur

SECTION FIVE: FINDINGS AND CONCLUSIONS ON THE SOCIAL ENTREPRENEURSHIP COMPETENCIES IN EAST AFRICA

5.0 Introduction

This study examines the competencies and challenges of social entrepreneurs in East Africa, focusing on Uganda and Tanzania, using a mixed-methods approach. Data were collected through online surveys, stakeholder consultations, and a desk-based literature review. The analysis integrates quantitative findings from structured questionnaires with qualitative insights from focus group discussions and interviews, providing a comprehensive understanding of the strengths, gaps, and opportunities within the region's social entrepreneurship ecosystem.

5.1 Thematic Findings: Perceptions, Competencies, and Gaps

5.1.1 Evolving Perceptions of Social Entrepreneurship

Stakeholder analysis revealed significant variations - and at times, ambiguity - in how social entrepreneurship (SE) is understood, both within and between Uganda and Tanzania. In Uganda, while the concept is locally recognized among certain societal segments, there remains a general lack of consensus across actors. The recurring theme, as reflected in FGDs, is the development of innovative ideas and programs to address social challenges such as poverty and pandemics. In contrast, in Tanzania, although there are isolated examples of recognition and practice, many stakeholders are unfamiliar with the term SIE itself. Here, SIE is often understood as the practical design and delivery of programs and services to address local social problems. However, the relationship between SIE and private sector development remains ill-defined. While the idea appeals to political leadership, obstacles within the business environment continue to impede widespread adoption. In both countries, social entrepreneurship is still frequently equated with charitable or NGO activity, underlining the ongoing need for conceptual clarity and advocacy.

Table 6: Perceptions of Social Innovation and Entrepreneurship (SIE) by Country

Country	Perception of the SIE Concept
Uganda	Analysis of participant responses revealed a general lack of consensus regarding the concept of SIE among various stakeholders. Nevertheless, a recurring theme from focus group discussions is that SIE is understood as the creation of innovative ideas and programs to address social challenges such as poverty and pandemics. In Uganda, many social enterprises are locally established, which suggests a growing recognition of SIE within specific segments of society.
Tanzania	While there are isolated examples of recognition and practice of SIE, many stakeholders remain unfamiliar with the term itself. In Tanzania, SIE is often viewed as the design and implementation of practical programs and services aimed at addressing social problems. However, the relationship between SIE and private sector development remains unclear. Although the concept is

	appealing to political leaders, significant barriers within the business environment continue to hinder its widespread adoption and progress.
Both	In both countries, many stakeholders still equate social entrepreneurship with charitable or NGO activity, highlighting the need for greater conceptual clarity and advocacy.

5.2. Essential Competencies for Social Entrepreneurs

Analysis of the data revealed that, despite ongoing conceptual ambiguity, social entrepreneurs in both countries are recognized as crucial actors capable of developing highly innovative solutions to pressing social and environmental challenges, thereby advancing the Sustainable Development Goals (SDGs). The study identified a robust set of behavioural and technical competencies required for effective social entrepreneurship in East Africa. Accordingly, seventeen (17) and nineteen (19) competencies were identified for Uganda and Tanzania respectively as seen in Table 7 below.

Table 7: Emerging Competencies of a Social Entrepreneur in Uganda and Tanzania

Emerging Competences of a Social Entrepreneur in Uganda			
1	Emotional intelligence	10	Critical thinking
2	Communication skills	11	Business acumen
3	Ethics	12	Resilience and adaptability
4	Risk taker – willing to be controversial	13	Initiative and pro-active skills
5	Self-efficacy	14	Creative thinking
6	Counselling Skills	15	Visionary and strategic thinking
7	Leadership Skills	16	Collaboration and networking
8	Interpersonal skills	17	Digitalization skills
9	Financial and personnel management		
Emerging Competences of a Social Entrepreneur in Tanzania			
1	Emotional intelligence	11	Critical thinking
2	Communication skills	12	Business acumen
3	Ethics	13	Resilience and adaptability
4	Risk taker – willing to be controversial	14	Initiative and pro-active skills
5	Self-efficacy	15	Creative thinking
6	Counselling Skills	16	Visionary and strategic thinking
7	Leadership Skills	17	Collaboration and networking
8	Interpersonal skills	18	Digitalization skills
9	Financial and personnel management	19	Planning skills
10	Motivation skills		

Key observations include the repeated emphasis on vision, creativity, resilience, and adaptability as foundational qualities. In addition, technical skills such as financial management, business planning, digital literacy, and strategic thinking are increasingly crucial. Emotional intelligence, ethical orientation, and community engagement remain central to effective social entrepreneurship. Participants further noted that technical competencies, often gained through formal training and experience, help empower individuals to launch and sustain social enterprises, particularly in the face of bureaucratic and market-related challenges.

There is a consensus that, especially after enterprise launch, high levels of financial and economic competence become essential. These include short, medium, and long-term financial management, legal compliance, marketing, and prudent risk-taking, always balanced by learning from setbacks and adapting to uncertainty.

5.3 Gaps and Barriers

Despite strong self-reported capabilities, several persistent barriers were identified:

- **Conceptual Confusion:** Social entrepreneurship is often conflated with charity or NGO activity, which limits its perceived value and distinctiveness.
- **Training Gaps:** Curricula are often overly theoretical, lacking practical, applied training in digital, leadership, and financial skills.
- **Funding and Market Access:** Entrepreneurs, especially in Tanzania, face ongoing challenges with volatile funding and limited access to growth capital.
- **Gender and Youth Underrepresentation:** Women and young people are still underrepresented in leadership positions, highlighting the need for targeted support and mentorship.

5.4 SIE Curriculum, Ecosystem, and Policy Implications

The review of postgraduate and professional curricula revealed a pressing need for regionally relevant, practice-oriented training—particularly in digital and financial management, impact measurement, and adaptive leadership. Stakeholder feedback pointed to the value of expanding mentorship and networking platforms, embedding experiential learning and real-world problem-solving in academic programs, and advocating for supportive policy environments that clearly differentiate social entrepreneurship from traditional charitable work. Desk research confirmed these needs, showing alignment with global best practices that prioritize practical skills, ethical leadership, and resilience.

5.5 Conclusion and Strategic Recommendations

5.5.1 Conclusions

1. Clarifying Social Entrepreneurship

Social entrepreneurship in East Africa is increasingly recognized as a solution for development challenges, but the concept remains poorly understood and is often confused

with charity or NGO work. Local definitions and roles should be clarified to ensure practical adoption.

2. Persistent Systemic Barriers

Despite vibrant activity, social entrepreneurs face common obstacles: limited and volatile funding, lack of dedicated laws or policy frameworks, insufficient digital and financial skills, and a shortage of practical, hands-on training.

3. Locally Relevant Competence Framework

A contextualized competence profile, rooted in the EntreComp framework and informed by local realities, now exists. This provides a strong foundation for curriculum development and skills assessment in East Africa.

4. Competencies for Practical Impact

The most critical competencies are not only technical (digital skills, financial management, planning) but also behavioural (resilience, initiative, ethical leadership). These competencies are best developed through practice-based and community-focused training, not just classroom theory.

5. Collaborative Capacity Building Works

The ADVANCE model emphasizing partnerships between universities, NGOs, business, and government has the potential for effective implementation of Social innovation Entrepreneurship.

5.5.2 Recommendations

Table 8: Stepwise Recommendations for Promoting Social Entrepreneurship in East Africa

Focus Area	Initial Phase: Participating Institutions/Organizations	Scale-Up Phase: Integration into Government Policy
1. Clarify & Promote Social Entrepreneurship	- Create and share simple briefs (in English/local languages) explaining social enterprise vs. NGO/business. - Distribute through student orientations and community meetings.	- Ministries adapt and publish national guidelines based on pilot briefs. - Disseminate through local government offices, radio, and community forums.
2. Curriculum Integration	- Pilot the new competence profile in select postgraduate or diploma programs. - Train current faculty to incorporate content via short workshops.	- National education agencies require integration of the competence profile in all relevant programs. - Include in university accreditation standards.
3. Practical Community Projects	All social entrepreneurship students complete a project/internship with local enterprises/NGOs.	Ministry of Higher Education mandates practical placements for entrepreneurship graduates.

	• Use existing community links for placements.	• Share best practices from pilots.
4. Digital & Business Skills for Priority Groups	• Add digital/financial literacy sessions to youth and women's programs at community centres, SACCOs, etc. • Use peer educators or recent graduates of SIE.	• Government funds nationwide rollout of digital/business skills workshops, prioritizing youth and women. • Partner with development partners e.g. donors, telecoms, NGOs for easy reach.
5. Local Funding Competitions	• Where funds allow, launch small internal challenge funds or pitch competitions (e.g. grants \$500–\$2,000) for best social enterprise ideas. • Use local successful SEs as judges/sponsors.	• Ministries/donors create annual district-level challenge funds based on pilot successes. • Streamline application and selection with local partners.
6. Networking & Peer Learning	• Host regularly informal networking events at universities or organisation.	• Government supports establishment of regional hubs for networking, training, and resource-sharing. • Use digital platforms for national connectivity.
7. Share Success Stories	• Collect and publicize success stories every year using newsletters, campus radio, or social media. • Use community groups or social media to publish success stories	• Ministries require institutions to report and share impact stories. • Use local/national media for wide dissemination and policy advocacy.

5.5.3 Evidence-Based Competence Profile of an East African Social Entrepreneur

Based on the findings of this study, we propose the following universal competencies to guide East African social entrepreneurs in Tanzania and Uganda as they establish and sustain social enterprises (see Table 9). It is important to note that the competencies highlighted and bolded in PRINT are country-specific, applying only to either Uganda or Tanzania. Specifically, the competencies of *spotting opportunities*, *motivation and perseverance*, and *planning and management* are **not** included in the final universal competency profile for East African social entrepreneurs, as reflected in Table 9.

Table 9: Competence Profile Blueprint of an East African Social Entrepreneur
(ECJ RC, 2016)

	Competences for Uganda	Competences for Tanzania	A Competence profile of a Social Entrepreneur in EA
Ideas & Opportunities	❖ Vision ❖ Ethics & sustainable thinking ❖ Creativity ❖ Spotting Opportunities	❖ Vision ❖ Ethics & sustainable thinking ❖ Creativity	❖ Vision ❖ Ethics & sustainable thinking ❖ Creativity
Resources	❖ Financial & economic literacy ❖ Self-awareness & self-efficacy ❖ Mobilizing Resources	❖ Financial & economic literacy ❖ Self-awareness & self-efficacy ❖ Mobilizing Resources ❖ Motivation & Perseverance	❖ Financial & economic literacy ❖ Self-awareness & self-efficacy ❖ Mobilizing Resources
Into action	❖ Coping with uncertainty & risk ❖ Taking initiative ❖ Working with others	❖ Coping with uncertainty & risk ❖ Taking initiative ❖ Planning & Management ❖ Working with others	❖ Coping with uncertainty & risk ❖ Taking initiative ❖ Working with others

5.5.2 Linking the Competence Profile and Skill Progression Levels

A competence profile defines the specific knowledge, skills, attitudes, and behaviours required for a particular role. In contrast, skill progression levels indicate the stages of proficiency that individuals may attain in each competency. While the competence profile clarifies what a social entrepreneur needs to know and be able to do, skill progression levels reflect how well these competencies are demonstrated in practice.

Typically, skill progression frameworks use categories such as basic, intermediate, advanced, and expert. However, given that a postgraduate diploma in Social Innovation and Entrepreneurship (SIE) is a key outcome of this project, we recommend focusing on two progression levels: basic and intermediate. The advanced and expert levels are more applicable at higher academic tiers, such as Masters and PhD programs.

By understanding both the required competence profile and the current skill progression levels, organizations can develop targeted learning and development plans to help social entrepreneurs advance. Table 10 below demonstrates the linkage between the developed competence profile of an East African social entrepreneur and these skill progression levels.

Table 10: Linkage between an EA Competence Profile of a Social Entrepreneur and Skill Progression Levels

Areas	Competence	Indications	Descriptors	Basic Level Skill	Intermediate Skill
1. Ideas and Opportunities	1.1 Creativity	Develop creative & Purposeful ideas	- Novelty and Originality: Develop novel and original ideas that can address existing social challenges - Fluency: Explore & experiment with several innovative approaches - Flexibility: capacity to shift between different perspectives, approaches, or ideas. It also involves adapting to change and embracing new experiences - Elaboration: Knowledge and capacity to develop and refine ideas - Combine knowledge & resources to achieve valuable effects	<u>Be able to:</u> - Develop new ideas to address existing social challenges - Find the different social problems affecting the community that require intervention - Find and try different solutions to a social problem - Find ways of adapting to existing change and new experiences - Develop capacity to craft and refine ideas - Demonstrate ability in combining knowledge and resources to start social enterprises	<u>Be able to:</u> - Understand what constitutes a novel/new idea in addressing a social challenge - Analyse the nature of different social challenges that the community is grappling with - Design different solutions aimed at solving a social challenge - Evaluate different options to enable a social entrepreneur adapt to change and new experiences - Build capacity to design and refine ideas - Understand how to combine knowledge and resources to start and sustain a social enterprise

	1.2. Vision	Work towards your future vision	- Imagine the future - Think strategically - Visualize future scenarios to guide effort & action	<u>Be able to:</u> - Imagine a desirable future - Develop future simple scenarios where value is created to community	<u>Be able to:</u> - Develop an inspiring vision for future - Build future scenarios around value creating activities - Understand the meaning of vision & the purpose it serves - Understand what is required to build a vision - Decide the type of vision needed to create value - Sieve feedback from others
	1.3 Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities & actions	- Behave ethically - Think sustainably - Act responsibly - Assess impact - Be accountable	<u>Be able to:</u> - Acknowledge behaviours that demonstrate honesty, integrity, accountability, courage & dedication - Describe the significance of honesty & ethical principles - List instances of how community might benefit from environmentally sustainable activities - Identify examples of businesses acting in an environmentally responsible manner for community benefit - Locate & enumerate examples of how human activity has changed social, cultural & economic situations	<u>Be able to:</u> - Apply ethical thinking to consumption & production processes - Make decisions based on honesty & integrity - Recognize unsustainable practices & their effects on the environment - Generate clear interventions when faced with unsustainable practices - Recognize how seizing opportunities will impact my team, target audience, and the community - Identify the parties that will be impacted by the change arising from the social enterprise

2. Resources	2.1 Self-awareness and self-efficacy	Believe in your-self & keep developing	- Follow your aspirations - Identify your strengths and weakness - Believe in your ability to execute tasks despite challenges - Determine your own future	<u>Be able to:</u> - Identify my individual needs, desires & goals - Describe individual needs, interests and goals - Identify individual strengths and weaknesses - Believe in my capacity to execute tasks successfully - Enumerate several job categories & their primary functions - Explain the skills and attributes required of certain professions	<u>Be able to:</u> - Dedicate one's self to achieving personal goals, interests, needs & objectives/goals - Reflect on individual & group needs, interests and ambitions relative to existing opportunities & future prospects - Assess both individual & others' strength and shortcomings in relation to opportunities for value creation - Possess passion to maximize opportunities for value creation using individual competences and skills - Believe in individual capacity to influence peoples' lives and circumstances
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	2.2 Mobilizing resources	Gather & manage the resources you need to turn ideas into action. Maximize the use of scarce resources. Obtain and manage the technical, legal, fiscal, and digital competences required at any point (e.g., through appropriate collaborations, networking, and outsourcing)	• Get & manage both material & non-material resources • Make responsible use of resources • Ensure that you maximize your time. • Seek for support	• <u>Be able to:</u> a) Understand that resources are limited b) Recognize how important it is to share resources with others c) Appreciate and ensure responsible use of available resources d) Explain how to extend the life of material & non material resources through recycling, repair, and reuse e) Recognize the diverse uses of existing resources f) Recognize the importance of time as a limited resource. g) To seek for support when faced with a challenging situation in pursuit of goal attainment h) Establish the different support sources that one in starting and sustaining value creating enterprises	• <u>Be able to:</u> a) Try out or experiment with different resource combinations to make ideas a reality b) Acquire and manage resources required to translate ideas into action c) Deliberate about resource efficiency d) Have capacity to ensure efficient and responsible use of resources e) Discuss how to effectively maximize time to create value adding activities necessary for goal attainment f) To locate and register both public and private services (e.g., incubators, social enterprise advisors, start-up champions, & chambers of commerce) that assist in value-creating endeavours.
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	2.3 Financial and economic literacy	Develop financial & economic know how	- Estimate the cost of turning an idea into a value creating activity - Plan, and evaluate financial decisions over time - Manage financing to ensure that value-creating activities can last over the long term	<u>Be able to:</u> - Recognize ways of estimating the cost of converting a novel idea into value creating activities - Formulate goals and develop strategies for achieving individual needs, interests and goals - Forecast the entity's financial performance	<u>Be able to:</u> - Analyse the different ways of estimating the cost of translating a novel idea into value creating activities - Understand the goals and evaluate the different strategies for realizing individual and enterprise goals - Analyse the financial performance of the social enterprise
Into action	3.1 Taking the initiative	Go for it	- Initiate processes that create value - Take up challenges - Act & work independently to achieve goals, stick to intentions and carry out planned tasks	<u>Be able to:</u> - Find ways of starting enterprises that create value to the less privileged - Establish different challenges that require solutions - Develop strategies aimed at enabling the social entrepreneur to work independently to solve social problems	<u>Be able to:</u> - Implement the different approaches that create value to the less advantaged community members - Evaluate the different challenges affecting the community - Analyse the different strategies that enable a social entrepreneur to work independently towards solving social problems
	3.3 Coping with uncertainty, ambiguity & risk	Make decisions to deal with uncertainty, ambiguity & risk	- Coping with uncertainty and ambiguity - Determine/Assess the risks - Manage the risks	<u>Be able to:</u> - Try new things without fear of making mistakes - Explore novel ways to accomplish goals - Recognize risks in the environment - Describe the associated risks relating to basic value creating activity	<u>Be able to:</u> - Discuss how information helps to lower risks, ambiguity & uncertainty - Actively search for, evaluate & contrast various information sources that support decision-making process by lowering ambiguity, risks and uncertainty - Distinguish between acceptable & unacceptable risks

					d) Assess the advantages and disadvantages of self-employment versus other job opportunities based on individual career preference e) Critically evaluate associated risks of value creating social enterprises
	3.4 Working with others	Team up, collaborate & net work	• Work together and co-operate with others to develop & turn ideas into action • Network • Solve conflicts and face up to competition positively when necessary	• <u>Be able to:</u> a) Identify ways of working and co-operating with others to develop and translate ideas into action b) Recognize the different ways of building and maintaining relationships with people and organizations for mutual benefit c) Identify causes of conflicts and to suggest different approaches to managing them	• <u>Be able to:</u> a) Evaluate different strategies aimed at improving co-operation and relationship with others to aid the process of translating ideas into action b) Understand the diverse approaches of building and maintaining relationships at individual and organizational level for mutual benefit c) Analyze the causes of conflicts and design interventions to managing conflicts

5.6 Proposed Training Modules

A training module is a structured, self-contained unit of instruction within a larger training program or course, designed to teach specific skills or knowledge. Each module typically focuses on a single, well-defined topic and can be delivered through various formats, such as online, in-person, or blended learning.

At the heart of this project is a commitment to innovative, real-world learning. The main focus is to adopt experiential and service-learning methodologies, implemented in close cooperation with mentors from external stakeholder organizations. This approach not only strengthens academic learning, but also fosters valuable connections with industry and community partners. The project actively creates opportunities for face-to-face, blended, and online learning, including virtual mobilities to partner institutions, ensuring flexibility, accessibility, and vibrant cross-institutional collaboration for all participants.

To support this vision, it is recommended that participating institutions in EA leverage a variety of delivery mechanisms within the SIE curriculum. These include e-learning courses, instructor-led sessions, webinars, simulation-based modules, and interactive assessments—each designed to deliver meaningful, skills-based education.

The selection of training modules is informed by the competence framework and benchmarking with leading global business institutions, such as the University of Cambridge Judge Business School (UK), Stanford Graduate School of Business (USA), Copenhagen Business School (Denmark), and the Rajiv Gandhi National Institute of Youth Development (India). The modules proposed for inclusion in the SIE curriculum are tailored specifically for EA (see Table 11 below), and can be adapted to meet the evolving needs of each country.

Table 11: Proposed Training Modules for Integration in SIE Curriculum

S/N	Proposed Training Module	Module Aim
1	Understanding East African Society, Economy and State	Introduces students to the complex social fabric, traditions, and communal ties of East African society, with a focus on Uganda and Tanzania. Covers socio-economic development, economic policies, colonial history, and the structure and functions of constitutions, union and state governments, and local institutions.
2	Innovation and Entrepreneurship	Equips students with the knowledge, skills, and mindset needed to identify opportunities, develop innovative solutions, and create successful ventures.
3	Research Methodology	Provides a structured, systematic approach to conducting research in social entrepreneurship, ensuring validity, reliability, and meaningful results.
4	Legal Business Environment	Offers essential knowledge about the legal environment required for establishing and operating a business.
5	ICT & Artificial Intelligence	Supports learners in developing ICT and AI skills relevant to personal and professional development, and the business environment, aligned with social entrepreneurship priorities in East Africa.

6	Principles of Economics	Enables students to understand fundamental concepts in economics, including demand, supply, markets, production costs, and macroeconomic principles.
7	Business Ethics, Corporate Governance and Corporate Social Responsibility	Provides students with knowledge and skills to navigate ethical complexities, integrate ethics into all business operations, and ensure accountability and sustainability.
8	Human Resource Management (HRM)	Equips students with knowledge and skills to effectively manage an organization's workforce, covering recruitment, training, performance management, compensation, and employee relations, to build a competent and engaged workforce.
9	Social Entrepreneurship: Opportunities and Successful Models	Offers insights into social entrepreneurship, entrepreneurial opportunities, and successful models and approaches, with a focus on enterprise creation in East African countries.
10	Risk Management in Social Enterprises	Explores the risks inherent in social enterprises in Uganda and Tanzania, and examines strategies to manage these risks and enhance social value.
11	Leadership and Social Change	Introduces students to leadership as a key competency for social entrepreneurs, emphasizing their role as change agents. Covers principles, processes, and management of change.
12	Accounting and Financial Management	Teaches students how to use accounting information for crucial decision-making, including pricing, portfolio management, and investments in new opportunities.
13	Social Entrepreneurship Tools & Approaches	Provides learners with understanding of the key tools, techniques, and strategies used by social entrepreneurs for effective enterprise development.
14	Venture Conceptualization & Business Planning	Guides students in developing and implementing business models for social enterprises, including business strategy creation, iteration, and presentation for recognition, networking, and fundraising.
15	Advocacy and Networking	Equips students with skills in advocacy, networking, and lobbying, and highlights their role in advancing social change within communities.
16	Field Work/Internship	Deepens students' understanding of social entrepreneurship and provides practical, pre-employment experience to prepare them for careers in the field.
17	Corporate Strategy, Marketing, and Continuous Improvement (KAIZEN)	Equips students with essential skills in corporate strategy, marketing, and continuous improvement. Covers aligning social impact goals with sustainable business practices, strategic decision-making, scalable growth, effective marketing and communication, stakeholder engagement, and introduces the KAIZEN philosophy for ongoing efficiency, adaptability, and impact.

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through Postgraduate Education in East Africa**

Project No. 101178404 – ADVANCE



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

