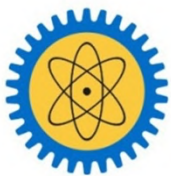




**ADVANCE**

Analysis of Results from  
Baseline Survey and Focus  
Group Discussion  
Conducted by Lira University,  
Busitema University and  
FAPAD



**BUSITEMA  
UNIVERSITY**  
*Pursuing Excellence*



**FACILITATION FOR  
PEACE AND  
DEVELOPMENT**

Authors: Lira university



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## Abstract

Lira University, Busitema University, and Facilitation for Peace and Development (FAPAD) conducted surveys and stakeholders' meetings on identifying competences conducive to successful social entrepreneurship in the context of Uganda. The main objective was to gather structured, participatory data that reflects the practical realities and contextual needs for social innovation and entrepreneurship in the country. To achieve this, two different methods were used; the questionnaire and the focus group discussions (FGD). These methods enabled the team to validate previous stakeholder survey findings while also collecting localized insights into the essential competencies for social innovators and entrepreneurs. The findings from the survey reveal high scores of respondents in all the five key areas, namely: Entrepreneurship Competences, Financial and Operations Management, Leadership and Communication, Collaboration and Networking, Personal Resilience and Adaptability, and Attitude & Personal Attributes. Discussions on these findings in line with existing literature reveal critical implications for the proposed PGD training in Social Innovation and Entrepreneurship. In addition to survey results, FGD highlighted important information such as; Local understanding of Social Entrepreneurship, Challenges of Social Entrepreneurs in Uganda, Essential Knowledge, Skills & Attitudes for Social Entrepreneurs, Gaps in the current entrepreneurship curriculum and; How to bridge these gaps. These results inform the creation of a practical Competence Framework tailored to the Ugandan context.

Key words: Entrepreneurship, Innovation, Curriculum, ADVANCE, Competency

## Introduction

Work Package 2 of the ADVANCE project emphasizes stakeholders' consultations in order to profile the core competences of SIE in East Africa. Accordingly, for the case of Uganda, Busitema University, Lira University, and FAPAD conducted FGD with relevant stakeholders on 26<sup>th</sup> April, 12<sup>th</sup> May and 13<sup>th</sup> May 2025 respectively, and brought together a total of 58 participants - including 26 participants from Busitema University (10 internal and 16 external), 20 from Lira University (12 internal and 8 external), and 12 from FAPAD (4 internal and 8 external). Online survey questionnaires were administered to different categories of stakeholders such as; Alumni, Researchers, SEs, Investors, NGOs, Business incubators, Policy makers, University lecturers and Administrators, Farmers groups, and current post graduate students. There were also participatory contributions from other stakeholders as well as team members from the different institutions mentioned above. Results for all FGDs were integrated, analyzed, triangulated with survey results, and briefly discussed in line with the Literature Review done under WP1. Fortunately, the diagnostic framework of the health and vibrancy of Uganda's SME sector was designed by Ministry of Trade, Industries, and Cooperatives in 2024.

## Social Innovation and Entrepreneurship

Social Innovation and Entrepreneurship (SIE) practice is globally considered as an activity that enhances people to develop and promote creativity, sustainability and successful solutions to address social problems. Since social innovators and entrepreneurs are critical elements in transforming a nation's social and economic environmental challenges, it is crucial to empower them with more additional opportunities to change society.

Social innovation and entrepreneurship in Uganda are thriving sectors, driven by a youthful population and the high rate of unemployment. Uganda's young people are actively developing innovative solutions to address pressing social, economic, and environmental challenges. This is particularly evident in the growth of myriad social enterprises which are businesses with a dual focus on social impact and financial sustainability.

According to A4HU (2024), Social Innovators and Entrepreneurs in Uganda play a crucial role in the development of innovative solutions that address societies' most pressing challenges by providing tools, products and services that transform the quality of life. A4HU stands for Action 4 Health Uganda. It is estimated that women own 38.4% of all businesses in Uganda, and 78% of Uganda's population is below 30 years (UBOS 2024). This Youth dynamics provide both opportunities and challenges such as widening income inequality, increased population growth rate, unemployment, and increased pressure on social services. In addition, women in Uganda are the most marginalized groups and lack access to productive resources. They also tend to have limited power in decision-making, when it comes to matters of economic activities, thus exposing them to vulnerability and exploitation, and eventually creating increasing gender inequalities.

## Definitions of Social Innovation and Entrepreneurship

Social innovation and social entrepreneurship are intertwined concepts focused on creating positive social change, but they differ in their approaches. Social innovation refers to the development of new ideas, processes, or solutions that address social problems and improve societal well-being. Social entrepreneurship, on the other hand, is the process of creating and managing organizations, often businesses that apply these innovations to achieve social impact alongside financial sustainability. Figure 1 provides a summary of the definitions of SIE according to the FGD conducted. Each box in the figure states the definitions as per respondents.

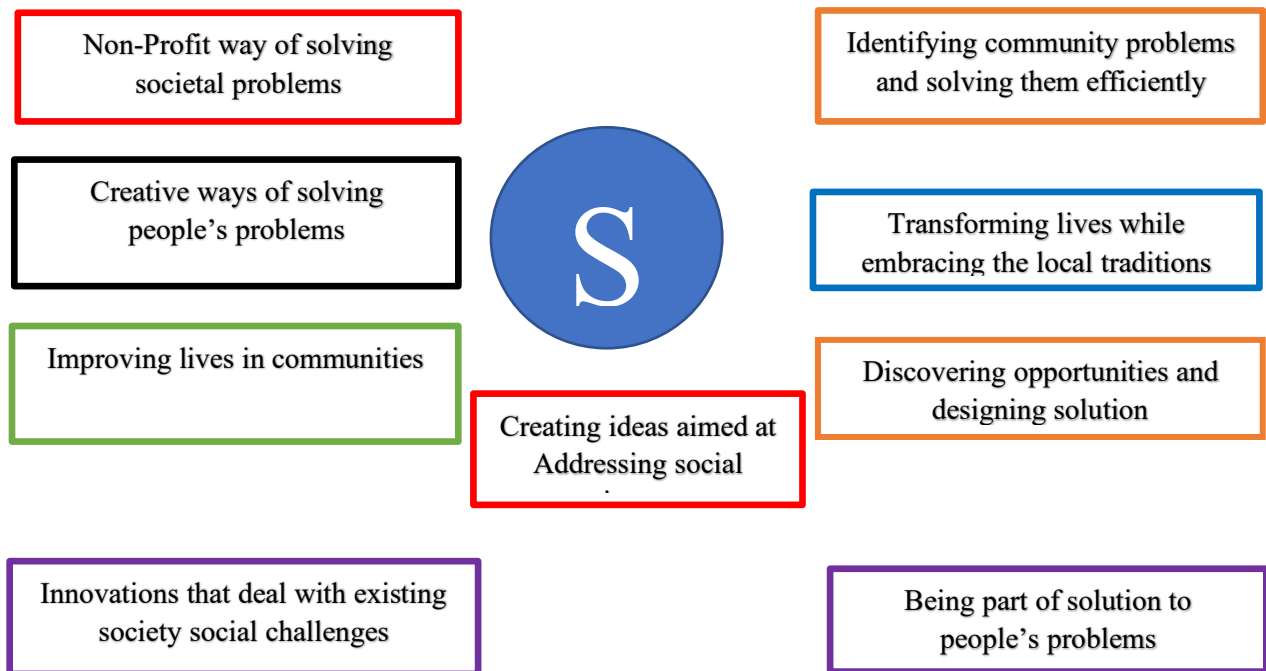


Figure 1: Local Definitions of SIE According to Participants in FGD

Source: Authors' illustration using results from FGD

In the Ugandan context, therefore, social innovation and entrepreneurship can be defined as the application of innovative and creative approaches to address societal challenges, while simultaneously ensuring the financial sustainability of the enterprise.

## Methodology

### Introduction

Using a mixed-methods approach, the project aims to improve SIE in Uganda by profiling required competencies to enable the development of a Post-Graduate Diploma Program in SIE in the partner countries of Uganda and Tanzania.

### Data collection approach

Data was collected using both qualitative and quantitative approaches. Quantitatively, online survey forms were distributed to social entrepreneurs, academicians, alumni, researchers, investors, NGOs, business incubators, policy makers, university lecturers and administrators, farmers groups, and current post graduate students via email and other platforms, to gather numerical and statistical insights on the social entrepreneurship landscape. Qualitatively, policy makers, graduate students, academic university staff and social entrepreneurs in Uganda

participated in in-depth interviews and FGDs to understand their experiences and challenges in managing SIEs. Key staff from enabling organizations were also interviewed to gain their perspectives on the SIE ecosystem. The outcome from the interviews and FGDs provide more insights into understanding SIE in Uganda. As part of qualitative inquiry, the study conducted desk analysis and field research to determine the competencies needed for social entrepreneurs to succeed in Uganda, addressing disparities in SIE success across the country. It analyzed academic articles, reports on SIE, and market data to explore specific issues related to SIE.

## Results of the Survey

*Table 1: Category of the respondents*

Entrepreneurship category	Frequency	%
Business community	1	0.9
Bankers	1	0.9
Business incubator representatives	4	3.6
Farmers Groups	1	0.9
Investors or funders	3	2.7
NGO representatives	7	6.3
Policy makers or government officials	15	13.5
Innovators	1	0.9
Social entrepreneurs	19	17.1
Students	43	38.7
University faculty or administrators	11	9.9
Insurers	1	0.9
Media	1	0.9
Parents	1	0.9
Not indicated	2	1.8
<b>Total</b>	<b>111</b>	<b>100.0</b>

The frequency of distribution shows that the largest proportion of respondents were students (38.7%), followed by social entrepreneurs (17.1%) and policy makers or government officials (13.5%). University faculty or administrators made up 9.9% of the sample, while NGO representatives accounted for 6.3%. Business incubator representatives (3.6%) and investors or funders (2.7%) appeared in smaller numbers, with all other categories such as the business community, bankers, farmers, innovators, insurers, media, and parents each representing less than 1% of respondents. This indicates a strong dominance of student participation, with moderate representation from entrepreneurial and policy-oriented sectors, and minimal input from traditional business or community-based categories. A higher proportion of students in the sample is justified, as they represent a critical target group for fostering social innovation and entrepreneurship skills. Numerous studies have used student populations to assess entrepreneurial awareness, intentions, and competencies, given their potential as emerging

entrepreneurs and change agents in society (Deng & Wang, 2023; Otache, Oluwade, & Idoko, 2020; Wright, Feng, & Zheng, 2022; Edokpolor, 2020). Their perspectives provide valuable insights into the design and implementation of educational programs that can shape future entrepreneurial ecosystems.

**Table 2: Gender, Age, and Years of Experience**

<b>Gender</b>	<b>Frequency</b>	<b>%</b>
Male	75	67.6
Female	34	30.6
Not indicated	2	1.8
<b>Age of respondents</b>		
25-34	35	31.5
35-44	51	45.9
45-54	20	18.1
55+	5	4.5
<b>Years of experience</b>		
Less than 1 year	6	5.4
1-3	28	25.2
4-7	38	34.2
8+	39	35.1

The baseline data shows that most participants are male (67.6%), with females comprising 30.6% of the cohort. The largest age group is 35–44 years (45.9%), followed by 25–34 years (31.5%), indicating a predominance of early-to-mid-career professionals. In terms of experience, participants are fairly evenly split between those with 4–7 years (34.2%) and 8+ years (35.1%) in their fields, suggesting a strong foundation of practical expertise. This profile implies the program will train mature, predominantly male adult group with significant professional experience, which may facilitate applied learning and peer-to-peer knowledge exchange in social innovation and entrepreneurship.

**Table 3: Entrepreneurial Competencies**

<b>Entrepreneurial Competencies</b>	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>	
	Freq	%	Freq	%	Freq	%	Freq	%
Identification of pressing social issues & development of innovative solutions	4	3.5	3	2.6	64	56.1	43	37.7
Opportunity recognition of business models that create social impact	5	4.3	9	7.8	68	59.6	32	28.0
Balancing Social Impact goals with financial impacts goal	4	3.5	19	16.6	59	51.7	32	28.0

Comfortable with taking calculated risks in uncertain environments	8	7.0	12	10.5	61	53.5	33	28.9
Develop and implement strategic plans to bring entrepreneurial ideas to life	6	5.2	12	10.5	56	49.1	40	35.0

The responses on entrepreneurship competence in Uganda indicate that participants generally exhibit strong self-assessed capabilities in key areas of social innovation and entrepreneurship. A vast majority agree (56.1%) or strongly agree (37.7%), equivalent to 93.8%, that they can identify pressing social issues and develop innovative solutions, and most recognize business models that create social impact (87.6%), i.e. agree 59.6% or strongly agree 28%. Similarly, high proportions report competence in balancing social and financial goals (79.7%), i.e. agree 51.7% or strongly agree 28%, taking calculated risks in uncertain environments (82.4%), i.e. agree 53.5% or strongly agree 28.9%, and developing and implementing strategic plans (84.1%), i.e. agree 49.1% or strongly agree 35%. The relatively small percentages of disagreement across all competencies suggest that, the participants have a perception of strong foundational set of skills and knowledge, which the program can further refine toward more advanced, context-specific applications in Uganda's social innovation ecosystem

**Table 4: Frequency table for Social Impact Awareness**

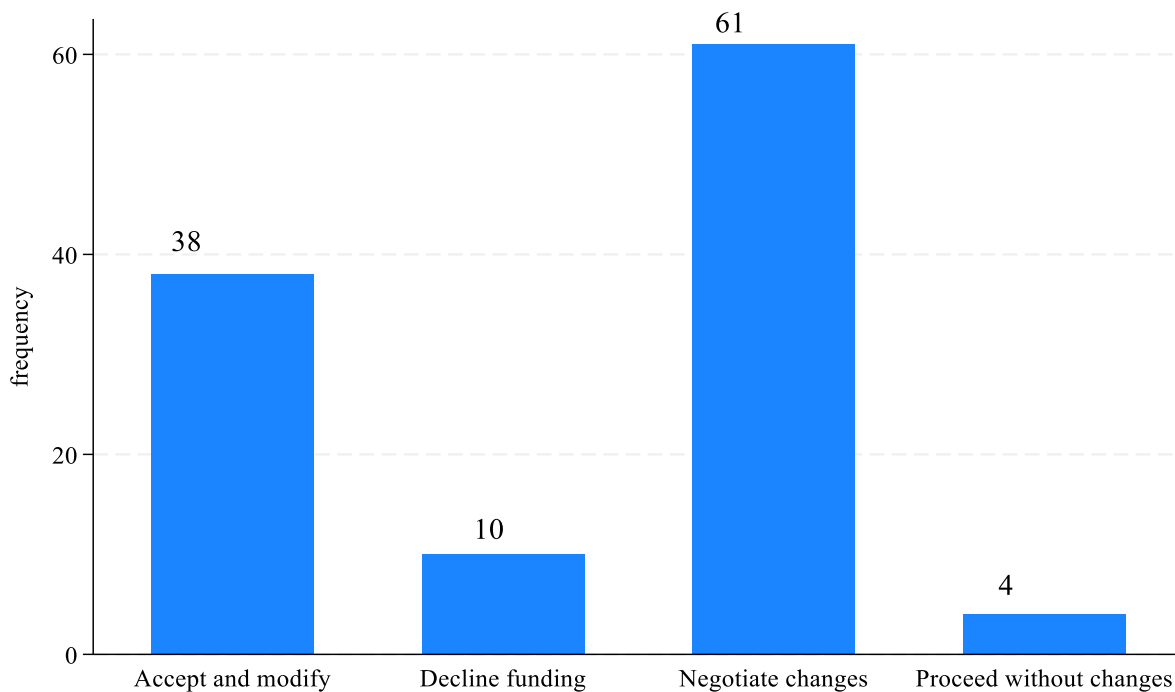
Social Impact Awareness	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
I Actively engage with stakeholders (e.g., communities, policymakers, funders) to understand their needs	7	6.1	18	15.8	46	40.1	43	37.8
My decision-making process is guided by ethical considerations and social justice principles	3	2.6	5	4.4	44	38.6	62	54.4
I can effectively measure and communicate the social impact of my initiatives	0	0	7	6.5	73	67.6	28	25.9
I ensure that marginalized and underrepresented group are included in my social innovation efforts	3	2.6	5	4.4	53	46.0	53	46.9

The responses on social impact awareness reveal a strong commitment among participants to socially responsible and inclusive practices. A large majority actively engage with stakeholders to understand their needs (77.9% agree or strongly agree), and an even greater proportion base their decision-making on ethical and social justice principles (93%). Competence in measuring and communicating social impact is also high, with 93.5% affirming this ability. Additionally, nearly all respondents (92.9%) report intentionally including marginalized and underrepresented groups in their initiatives. These results suggest that the participants have a perception of well-developed

awareness of the social dimensions of entrepreneurship, with strong alignment to equity, inclusivity, and accountability. These qualities are crucial for impactful social innovation in Uganda. Overall, the Ugandan respondents demonstrate a mature, inclusive, and ethically grounded approach to social innovation, positioning them well to drive equitable and impactful change through the postgraduate program.

As shown in figure 2 below, in circumstances where a funding opportunity would require them to modify their business model in order to reduce its impact on the most vulnerable communities, respondents show a strong preference for preserving social impact while remaining pragmatic in funding negotiations. Majority (61) would negotiate changes to ensure the project maintains its focus on the most vulnerable communities, reflecting both advocacy skills and adaptability. Thirty-eight (38) respondents indicated that they would accept and modify the project, suggesting willingness to compromise if it secures funding, though potentially at the cost of reduced impact. Ten (10) indicated that they would decline the funding outright, prioritizing mission integrity over financial support, while only four (4) would proceed without changes, indicating that ignoring funder conditions are seen as unrealistic or undesirable. Overall, the pattern suggests that respondents demonstrate a balance between ethical commitments with practical engagement, favoring dialogue and compromise over rigid adherence or full concession.

**Figure 2: Decision when a funding opportunity requires project modification to cater for social impact**



Source: Authors' illustration using survey data

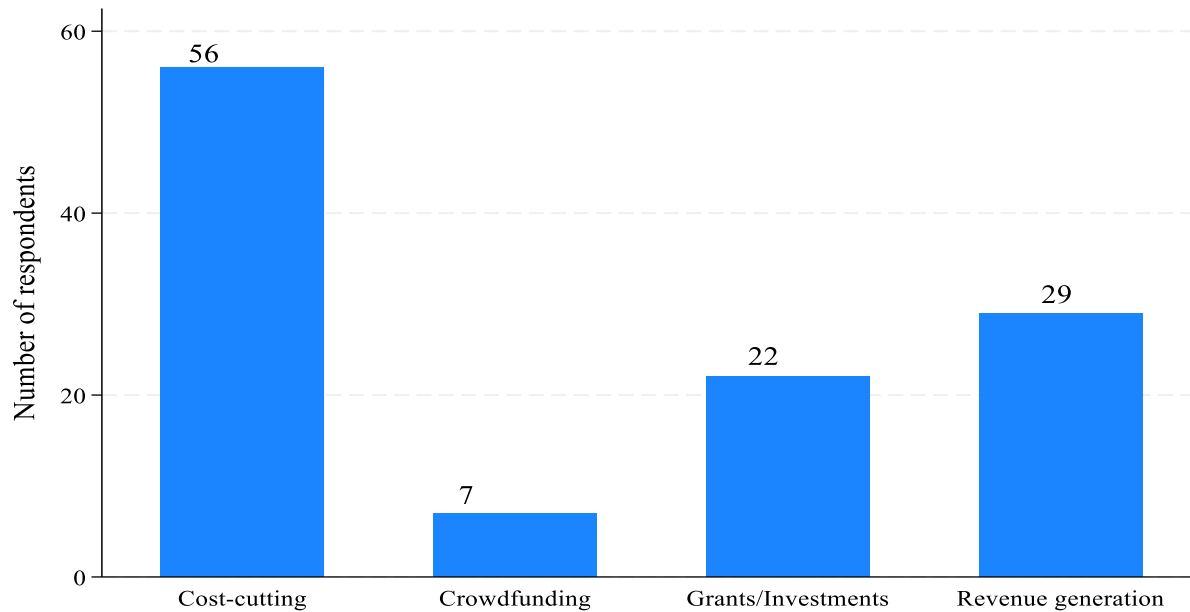
On financial and operational management competence, as shown in table 5 below, the results show a high level of competence. Almost all prepare budgets (96.5%) and regularly forecast income and expenses (92.2%) before making decisions, indicating strong planning discipline. Budget reviews are common (87.7%), showing adaptability to changing conditions. A large majority set financial goals (83.3%), maintain income and expense records (84.2%), and verify actual versus planned spending (79.6%), which points to robust monitoring practices. Separating personal and business finances (77.9%) and keeping transaction proofs (85%) further reflect sound financial governance.

**Table 5: Financial and Operational Management Competence**

Financial and Operational Management	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
I prepare a budget to guide my business activities	2	1.8	2	1.8	50	43.9	60	52.6
I regularly estimate my business income and expenses before making financial decisions	2	1.8	7	6.1	68	59.7	37	32.5
I review and update my budget based on changing business needs	2	1.8	12	10.5	57	50	43	37.7
I set financial goals (e.g. monthly revenue targets, savings) for my business	3	2.6	16	14.0	60	52.6	35	30.7
I keep records of all my business income and expenses	3	2.63	15	13.2	54	47.4	42	36.8
I regularly check if my actual spending matches my planned budget	3	2.7	20	17.7	57	50.44	33	29.2
I separate my personal and business finances	3	2.7	22	19.5	48	42.5	40	35.4
I keep receipts, invoices, or other proof of transactions	4	3.5	13	11.5	52	46.02	44	38.94

As shown in figure 3, the strategy for mobilizing funds when the enterprise is experiencing financial distress has a remarkable pattern. Over half (51.4%) would prioritize cost-cutting, signaling a conservative approach to financial stress. Others would focus on revenue generation (26.6%) or seek grants/investments (20.2%), while crowd funding (6.4%) remains the least utilized option, likely due to low adoption or perceived risks in the local context. These patterns suggest a financially disciplined cohort with strong internal controls, though with potential to expand external resource mobilization strategies.

**Figure 3: Funding Strategies when the enterprise is Experiencing Financial Distress**



As shown in table 6, most respondents rated themselves highly in leadership and communication competencies. 51.3% agreed and 40.7% strongly agreed they can articulate a clear vision that inspires others (total 92.0%). Likewise, 45.1% agreed and 47.8% strongly agreed they have a motivating vision for the future (total 92.9%). Motivation of others was very high, with 47.3% agreeing and 49.1% strongly agreeing (96.4%). Confidence and timeliness in decision-making was affirmed by 50.9% agree and 43.8% strongly agree (94.7%). Accountability was also strong, at 44.2% agree and 51.3% strongly agree (95.5%). The lowest in this category was persuasion and advocacy for social causes, at 50.4% agree and 33.6% strongly agree (84.0%). Communication across cultures scored 91.1%, listening and responding to customer feedback 96.5%, and conflict resolution 98.2%. These results suggest that Ugandan respondents perceive themselves as strong, inspiring leaders with excellent listening and conflict-resolution skills. However, slightly fewer feel highly confident in persuasive advocacy, indicating a potential skill development area.

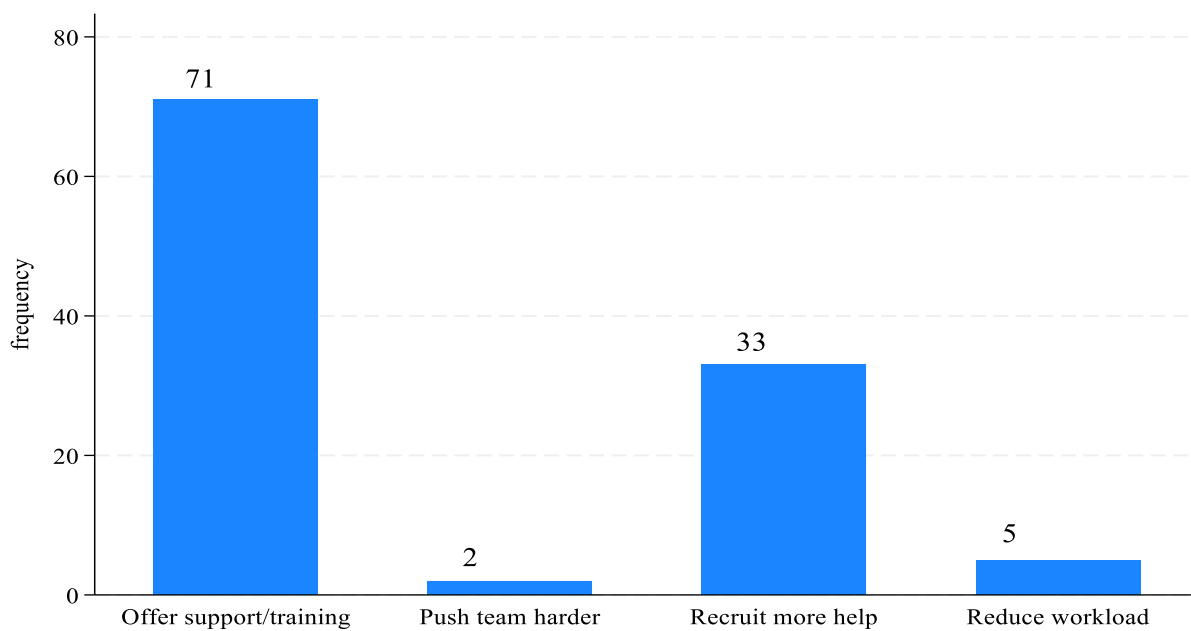
**Table 6: Leadership and Communication abilities**

Leadership and Communication	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
I can articulate a clear vision for my social enterprise that inspires others	1	0.9	8	7.1	58	51.3	46	40.7
I have a clear and inspiring vision for the future of my business	1	0.9	7	6.2	51	45.1	54	47.8

I motivate others (e.g., employees, partners, or collaborators) to work toward business goals	2	1.8	2	1.8	53	47.3	55	49.1
I make important decisions confidently and in a timely manner	1	0.9	5	4.5	57	50.9	49	43.8
I take responsibility when things go wrong in my business	1	0.9	4	3.5	50	44.2	58	51.3
I am skilled at persuading and advocating for social causes to stakeholders	2	1.8	16	14.2	57	50.4	38	33.6
I communicate effectively across diverse cultural and organizational contexts	2	1.8	8	7.1	58	51.8	44	39.3
I listen carefully to customer feedback and respond appropriately	3	2.7	1	0.9	47	41.6	62	54.9
I resolve conflicts or misunderstandings calmly and effectively	1	0.9	1	0.9	51	45.5	59	52.7

As shown in figure 4, faced with team burnout due to high workload, respondents primarily opted to *offer support/training* (71), followed by *recruit more help* (33), *reduce workload* (5), and *push team harder* (2). This shows a strong preference for supportive, capacity-building solutions over punitive or purely workload-reduction approaches.

**Figure 4: Alternatives for managing burnout due to heavy work load**



In table 7, 56.8% agreed and 25.2% strongly agreed that they are skilled at developing partnerships (82.0% total). Collaboration for growth was higher at 90.1%, while active community engagement reached 92.9%. Negotiation skills scored 90.0%, and maintaining good relationships peaked at 99.1%. Seeking mentorship was also strong at 93.75%. Respondents show exceptional relationship-building skills, especially in sustaining supportive connections. Partnership development scored slightly lower than other collaboration indicators, suggesting room to strengthen initial partnership formation skills.

**Table 7: Collaboration and Networking**

Collaboration and Networking	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
I am skilled at developing partnerships with businesses, governments, and NGOs	2	1.8	18	16.2	63	56.8	28	25.2
I collaborate with others to grow or improve my business	2	1.8	9	8.2	61	55.5	38	34.6
I actively engage with communities to ensure that solutions are locally relevant	1	0.9	7	6.3	52	46.9	51	46.0
I can negotiate effectively to achieve win-win outcomes in partnerships	2	1.8	9	8.2	58	52.7	41	37.3
I maintain good relationships with people who support my business (e.g., family, customers, lenders)	1	0.9	0	0.0	47	42.3	63	56.8
I seek advice or mentorship from other experienced business people	1	0.9	6	5.4	44	39.29	61	54.46

In figure 5, majority of respondents (approximately 60) said that they would negotiate changes if a corporate partner offers funding but their values conflict with the mission of the enterprise. Very few respondents (less than 10) said they would proceed without changes.

**Figure 5: Decision when a partner offers funding and their values conflict with the mission of the enterprise**

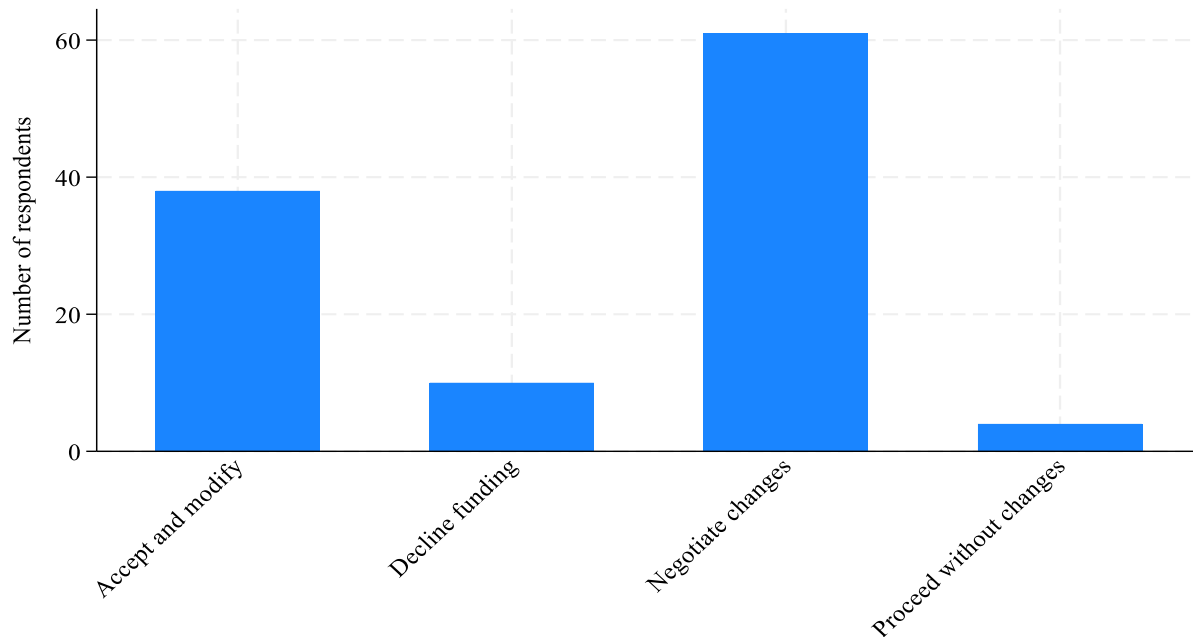
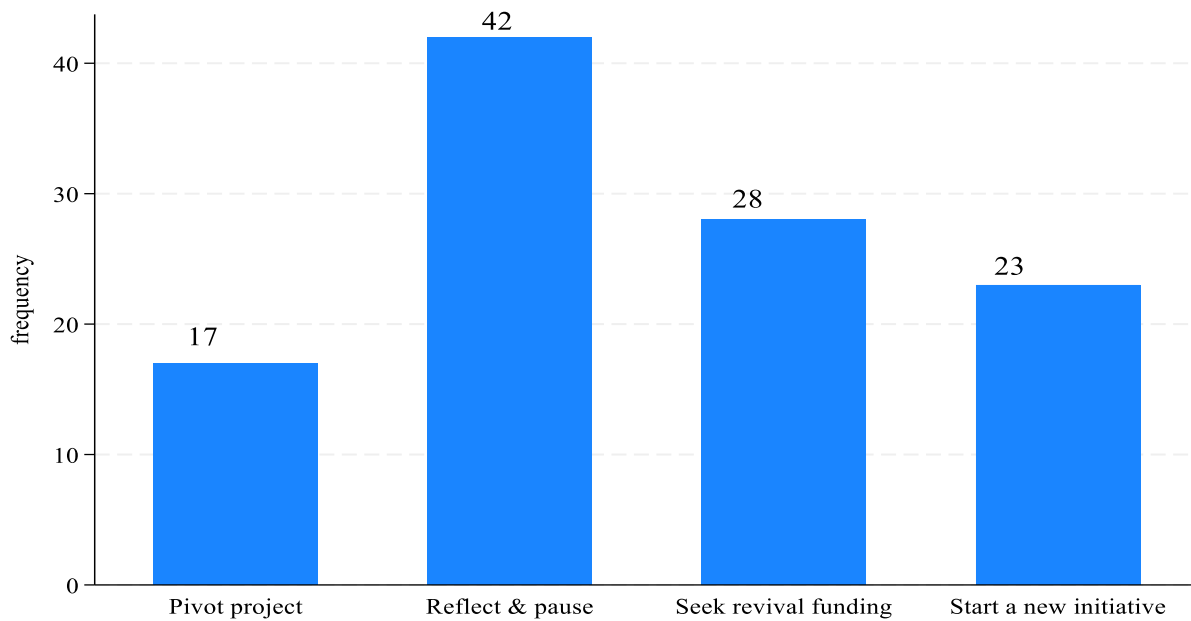


Table 8 shows responses on personal resilience and adaptability. 57.7% agreed and 36.0% strongly agreed that they can adapt strategies to change (93.7% total). Perseverance was almost universal at 98.2%, as was commitment to continuous learning (98.2%). Stress management scored 95.3%. These high scores reflect a strong entrepreneurial mindset able to adjust, learn, and persist under pressure all critical qualities for navigating unpredictable environments.

**Table 8: Personal Resilience and Adaptability**

Personal Resilience and Adaptability	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
I can adapt my strategies in response to social, political, and economic changes	1	0.9	6	5.4	64	57.7	40	36.0
I demonstrate perseverance and commitment despite obstacles	1	0.9	1	0.9	59	53.6	49	44.6
I actively seek continuous learning and self-improvement	1	0.9	1	0.9	44	40.0	64	58.2
I manage stress and maintain emotional balance in high-pressure situations	1	0.93	4	3.7	59	54.6	44	40.7

**Figure 6: The Next Step when a Key Project Fails due to Unforeseen Circumstances**



As shown in figure 6, in response to project failure from unforeseen circumstances, the most common action was to *reflect and pause* (42), followed by *seek revival funding* (28), *start a new initiative* (23), and *pivot the project* (17). This suggests a balanced approach between strategic reflection and proactive recovery measures.

Table 9 below shows results for attitudes and personal attributes of the respondents. Motivation for social impact scored 96.4%, generating new ideas also 96.4%, and taking initiative 94.6%. Lifelong learning and belief in success through hard work each scored 97.3%, while seeing challenges as opportunities also stood at 97.3%. Business confidence was 96.4%.

**Table 9: Attitudes and Personal Attributes**

Attitudes and Personal Attributes	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
I am deeply motivated to create a positive impact on society	2	1.8	2	1.8	45	40.5	62	55.9
I often come up with new ideas to improve my business	2	1.8	1	0.9	45	40.54	62	55.86
I take the initiative without waiting for others to act.	1	0.9	5	4.5	58	52.3	47	42.3
I am committed to lifelong learning and continuous self-improvement	1	0.9	2	1.8	39	35.1	69	62.2

I believe I can succeed in business if I work hard.	1	0.9	2	1.8	39	35.1	69	62.2
I see challenges as opportunities to grow my business	1	0.9	2	1.8	53	48.2	54	49.1
I am confident in my ability to run a business successfully	1	0.9	3	2.7	46	41.4	61	55.0

**Implication:** The consistently high scores indicate a strong entrepreneurial mindset. Programs should focus on translating these attitudes into structured, scalable business strategies and measurable social outcomes.

## Results of Focus Group Discussion

*Table 10: Limiting Factors Affecting Social Entrepreneurs – From FGD*

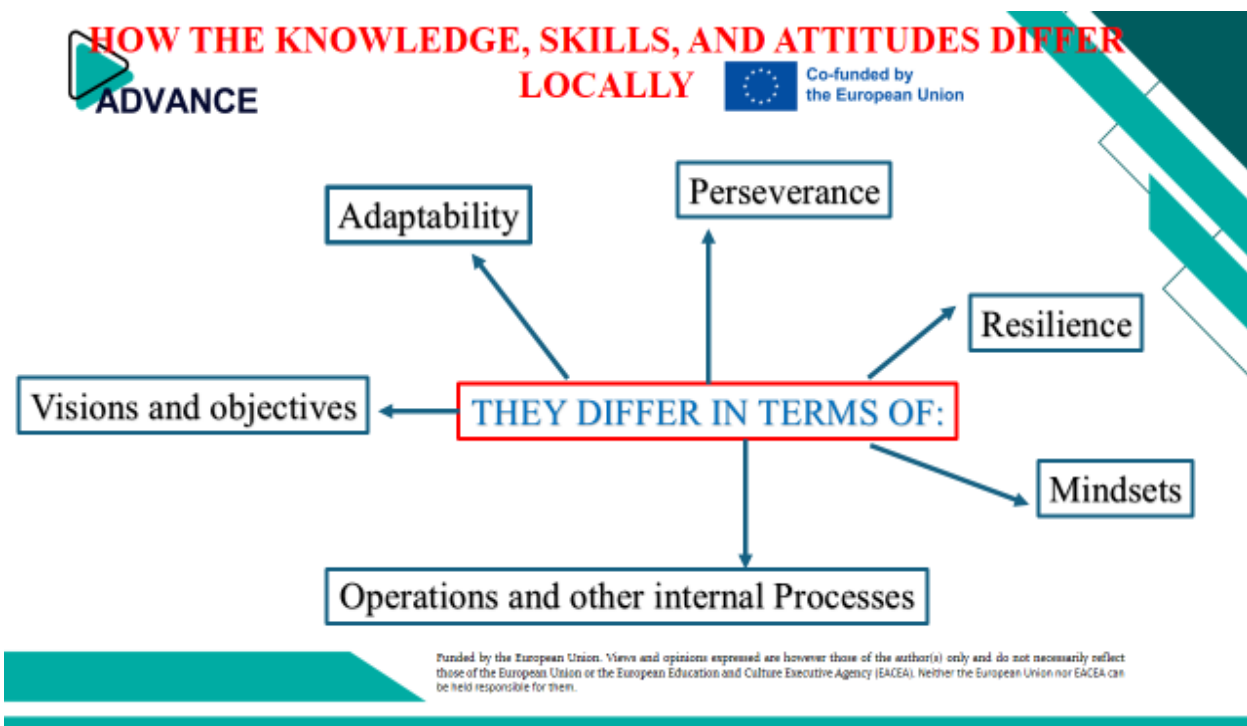
No	Responses	Explanation	Freq
1	Negative mindset	Perception that innovators want to make money. People believe they cannot manage. Graduates' preferences for white collar jobs. Community expectations of an educated person.	3
2	Limited capital	Interest rates are high. Availability of funds.	1
3	Cultural factors	E.g. A Muslem cannot do piggery. Religions like Njiri Nkalu' do not believe in education, immunization etc. Gender Stereotype and social constraints.	2
4	Political influence	Selective inclusion in skills acquisition.	2
5	Regulatory requirements	Bureaucratic procedures. Loan access.	3
6	Gender stereotype and social constraint	Women cannot do certain businesses eg, construction, leadership. Undermining People with Disabilities. The notion that youth at the age of 20 years are not supposed to get rich is linked to bad practice and lack of exposure.	3
7	Lack of access to social network	Exposure, Lack of information dissemination.	2
8	Non visionary (Lack of vision)	Lack of focus, just copy and paste.	2
9	Poor mentorship of young entrepreneurs	Lack of mentors and poor management ability.	2
10	Communication barrier	Language barrier, poor listening skills, and information dissemination.	2

11	Ethical issues	Unethical behaviors in the practice of entrepreneurship.	2
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### Essential Knowledge, Skills and Attitudes

- Financial Management skills
- Marketing skills
- Communication skills
- Leadership and mobilization skills
- Soft skills (Problem solving skills, critical thinking, selflessness etc.)
- Opportunity identification skills and conceptualization
- Ethical considerations
- ICT skills
- Innovation and creativity
- Gender and cultural diversity
- Risk taking skills

**Figure 7: How the Knowledge, Skills, and Attitudes Differ Locally**



### Gaps in Current Entrepreneurship Curriculum

- Lack of practical attachment (mostly theoretical teaching)
- Inadequate teaching methods that do not promote creativity and innovation
- Lack of mentorship, coaching, and role models

- Inability to integrate entrepreneurship in other disciplines
- Inadequate assessment of practical training
- Inadequate community impact evaluation
- Rigid focus of education
- Inapplicability of some skills (skills mismatch)
- Lack of local contextualization
- Lack of diversity
- Inadequate application of ICT (Digitalization of teaching and learning)

### **What Should Be Considered in the Curriculum?**

- Project-Based Learning
- Practical summative assessment based on relevant checklist
- Emphasis on policies and procedures of business practices
- Incorporation of digitalization and e-commerce in curriculum
- Improved teaching methods which should include: firm visits, role models, role play, mentors, use of incubations, community outreaches
- Practical problem identification and practical solutions – suggestions that students submit concept papers as admission requirements, e.g., Women’s Leadership, Access, Empowerment and Protection (LEAP) program by UNISE
- Focus group participants suggested that 60% be practical and 40% theory.
- Practical assessment
- Policy integration that includes NEMA, UNBS, URA, Employment laws, Intellectual property.
- Ethical issues and cultural values.
- Integration of knowledge, skills, and values

## **Discussion on Results and Implications for PGD Curriculum**

### **Entrepreneurship Competence**

The high scores on entrepreneurship competence have implications on entrepreneurship training and specifically the post graduate training in social innovation and entrepreneurship. Recent scholarship for instance, Lv et al., (2021) have shown entrepreneurial competence plays an intermediary role in the relationship between entrepreneurial teaching, business plan competition, entrepreneurship practice support, and entrepreneurial intention. Other study notably by Luo, Guo, Huang & Yang (2022) found that entrepreneurship competence, along with entrepreneurial environment and entrepreneurship education play a positive role in students’ entrepreneurial self-efficacy. Based on the Comprehensive Entrepreneurship Competence Model (CECM) developed by Venesaar, Malleus, Arro, & Toding, (2021) suggests that this Entrepreneurship competence should be progressively developed at all educational levels. According to this model, in order to support the development of entrepreneurship competence through the proposed Post Graduate Diploma in Social Innovation and Entrepreneurships, it is important to pay attention to teaching

as a complex system encompassing trainers and students to create a learning environment that evokes students' deep learning.

## **Social Impact Awareness**

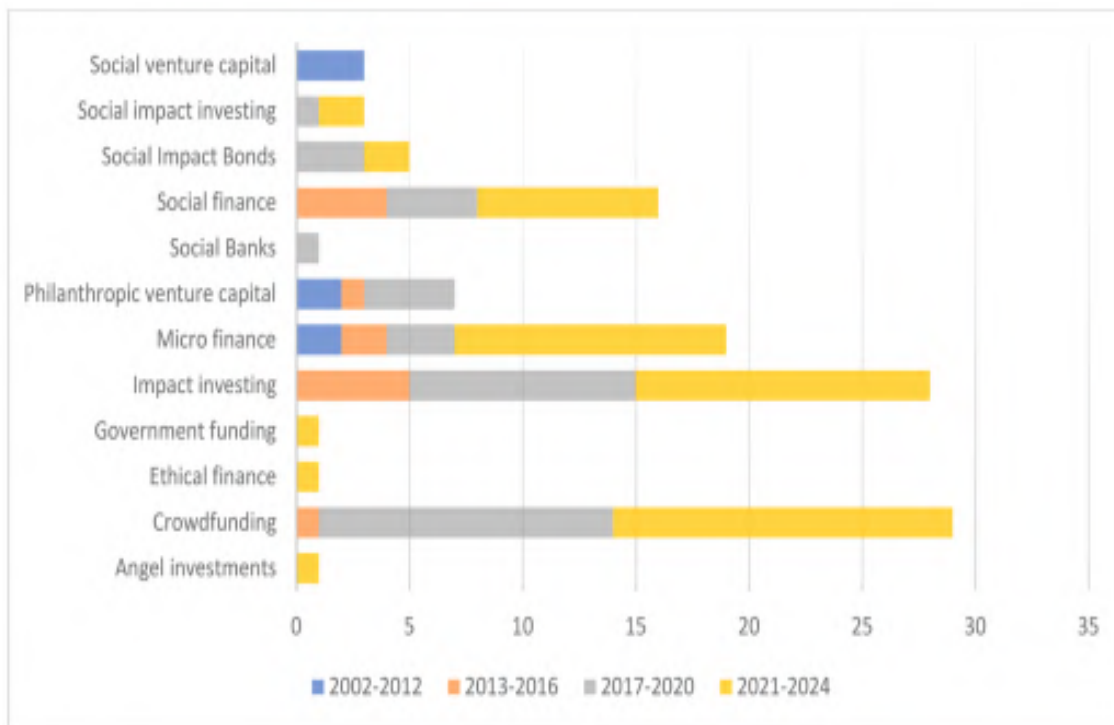
The findings in Table 4 suggest that majority of respondents are aware of the social impacts and social problems. However, as noted by Zahra et al. (2009), the role of social awareness in social entrepreneurship has not been extensively examined. Zahra et al. (2009) emphasized that social entrepreneurs are motivated by a profound understanding of social problems and a commitment to creating social value. The PGD in social entrepreneurship and innovation training should focus on discussing local and global social problems and exploring innovative solutions, students can enhance their awareness of these challenges and develop an interest in social entrepreneurship (Ip, 2024). Methodologically, the teaching of the proposed PGD in Social Entrepreneurship and Innovation may focus on the simulation of the real-world social problems using appropriate visual technologies with critical focus on emerging but neglected contemporary social problems. As noted by Kılınçarslan & Efe Efeoğlu (2024), social entrepreneurs may be aware of the social problems, however, their desire and attitudes towards solving such social problem may be limited. Sotiropoulou, Papadimitriou, and Maroudas (2021) have argued that these desires are embedded in the personal values of social entrepreneurs. Personal values are defined as deeply embedded and abstract motivations that guide, justify and explain attitudes, norms, opinions, and behaviours (Schwartz 1992). The training of social entrepreneurs in the proposed PGD program should focus on understanding personal values of students on the proposed PGD program in Social Innovation and Entrepreneurships in order to instill in students the desire to solve social problems.

## **Financial Management competence**

The financial aspects of social enterprises have gained a lot of attention in recent literature. A very good account of financial dimensions of social enterprise has been analyzed by Singh, Syed, Tariq, Dalwai & Ananda (2025). Social enterprises are businesses that operate with an integrative approach, balancing economic, social, and environmental values, possibly, making them to face unique financial challenges. While the primary goal of social entrepreneurship is to achieve social objectives, it may also have alternative objectives, such as financial returns (Bacq, Hartog & Hoogendoorn, 2013), and social enterprises foster a balance between capitalism and humanitarianism. While the findings of this survey suggest that respondents demonstrate high financial management competency on practices such as budgeting, revenue estimation, setting financial goals and monitoring budget variances, they may not be conversant with critical and contemporary financial management practices, and this needs to be addressed in the curriculum for PGD. For instance, competencies in digital financial management and ability to access and utilize digital financial services may be incorporated in the curriculum. Studies by China by Sun & Xie, (2024) and Wu & Wu (2023) suggest that digitally inclusive financial services stimulate entrepreneurship. Many social entrepreneurs utilize digital platforms and the internet for Crowdfunding, but they can also leverage them in innovative ways to secure both financial and non-financial resources.

Moreover, the funding strategies for social enterprises such as cost-cutting, crowdfunding, grant/investment and revenue generation are not exhaustive. Singh et al., (2025) have shown that financial mechanisms for social enterprises exhibit regional variations reflecting differences in economic development, institutions, and funding cultures. For instance, North America and Europe have an advanced ecosystem for financing social enterprises through venture philanthropy, impact investment, Crowdfunding, and grant financing from foundations. As shown by Lall & Park (2022), Social entrepreneurship in Europe financially benefits from state support and various provisions under the European Union such as social investment funds and social impact bonds, with a high priority given to accountability and legality. In the Indian and Korean dominated Asian region, the fragmented financial supports are in form of Corporate Social Responsibility, finance, microfinance, and development finance (Sial, & Doucette 2020). Social entrepreneurs in Africa benefits from microfinance, donor funding, and fintech innovations, yet weak domestic capital markets continue to constrain its development (Tadel, 2020). In the Middle East, there is the emergence of an ecosystem which is relatively new and is promoted through religious philanthropy (rooted in Islamic finance doctrine), corporate social responsibility (CSR), and grants for innovation. Social Impact bonds are particularly common in the United Kingdom, United States, and Australia (Hevenstone et al. 2023). Our results in figure 2 shows that very few respondents are willing to use financing mechanisms such as crowdfunding. The curriculum of the proposed PGD in Social Innovation and Entrepreneurship must emphasize diverse dimensions and innovative sources of financing social enterprises. Singh et al., (2025) summarized possible financing schemes for social entrepreneurship in figure 8 below.

**Figure 8: Different Financing models of a Social Enterprise**



Source: Singh et al. (2025)

## Leadership and Communication attributes

The leadership style and attributes suitable for the sustainable performance of a social enterprises is a critical determinant of the long-term impact of a social enterprise (Jeong 2024). However, Sarah Kimakwa, Jorge Gonzalez and Hale Kaynak argue that scholarly works on the nexus between social entrepreneurs' leadership attributes and success of the social enterprises remain scanty. The leadership style and attributes suitable for the sustainable performance of a social enterprise are those that blend visionary thinking with empathy, foster inclusive decision-making, inspire collective purpose, and balance social impact with financial viability (Kimakwa, Gonzalez, & Kaynak 2023). The above leadership attributes demonstrate participative leadership style of a social entrepreneur (Muralidharan & Pathak; 2019) and the servant leadership style of a social entrepreneur (Kimakwa, Gonzalez & Kaynak, 2023) which have been shown to be very critical for social enterprises. The results of this survey suggest higher scores on those leadership attributes by respondents.

The high scores on leadership attributes among respondents suggest that the PGD program can progress beyond foundational training to advanced, practice-oriented leadership development. Building on strengths in visionary thinking, empathy, and inclusive decision-making (Kimakwa, Gonzalez, & Kaynak, 2023; Muralidharan & Pathak, 2019), the curriculum should emphasize adaptive leadership for complex social enterprise contexts, with deliberate attention to gender perspectives that recognize and strengthen the critical roles of women in driving social change (Oliveira, Holanda, Teixeira, & Teixeira, 2023). Integrating digital tools and technology-enabled collaboration platforms into the training will be critical for enhancing strategic visioning, stakeholder engagement, and data-driven decision-making. This will equip graduates to lead social enterprises with agility, innovation, and sustainable impact in an increasingly digital landscape (Jeong, 2024).

Conversely, as shown by Becker et al., (2023), the ability of a social entrepreneur to communicate effectively affects the intention of customers to support a social enterprise by buying its products. Although results on leadership and communication attributes of respondents look impressive in this survey, important parameters seem to be missing. For instance, gender perspective of leadership of the social enterprise (Oliveira, Holanda, Teixeira, & Teixeira, 2023). The roles of women in finding solutions to social problem has always been critical and women in leadership in context of social enterprise can be considered an integral part of the curriculum. Given that social entrepreneurs often serve marginalized groups at the Bottom of the Economic Pyramid, effective communication is essential for trust-building, participation, and market engagement (Becker, et al., 2023). Embedding training on inclusive communication strategies, alongside the use of technology and AI-driven tools for outreach, storytelling, and stakeholder engagement, will prepare graduates to connect meaningfully with diverse communities and amplify social impact.

## Collaborating and Networking

Recent study by Emmanuel Akoh and Lawrence Lekhanya (2022) revealed that lack of partnerships and networking with other social entrepreneurs, insufficient networking and partnership with corporate organizations, absence of networking and partnerships with government, and lack of platforms used for social networking, affect social entrepreneurs' activities. Social capital, embedded in the networking relationship, is critical for firm performance. Social innovation can be supported by a wide range of actors, spanning from formal, well-established organizations to informal, short-lived initiatives. Key contributors include NGOs, grassroots citizen movements, established third-sector bodies, and social enterprises, diverse in form but united by a shared commitment to achieving social change (Szemző et al., 2022).

Vu, Van Binh, & Duong (2023) noted a positive correlation between personal network of an entrepreneur and marketing communication expenditure, and a significant relation between business network and innovation and entrepreneurship intention. The high self-reported networking and collaboration skills among respondents provide a strong foundation for the PGD in Social Innovation and Entrepreneurship. Given evidence that robust partnerships with other entrepreneurs, corporates, and government institutions enhance innovation, marketing reach, and enterprise sustainability (Akoh & Lekhanya, 2022; Vu, Van Binh, & Duong, 2023), the curriculum should channel these existing skills into strategic, cross-sector collaboration. This can be achieved by incorporating modules on building and leveraging social capital, developing partnership frameworks, and using digital networking platforms to amplify market presence and co-create innovative solutions for social impact.

## Personal Resilience and Adaptability

Social innovation has been supported by governmental policies and institutions as well (Moore, Westley, Tjornbo, & Holroyd, 2012), which can provide safety nets against unforeseen circumstances and business failure. However, in the current volatile economic and social environment, these safety nets are often insufficient, making personal resilience and adaptability essential for social entrepreneurs and innovators to sustain impact and navigate uncertainty. Incorporating the lens of sustainability and climate change into this analysis is increasingly important, as environmental risks and climate-related disruptions such as extreme weather events, resource scarcity, and shifting policy landscapes are becoming significant factors that directly influence the operational and strategic choices of social ventures. The ability to adapt to these environmental challenges not only safeguards the continuity of a social enterprise but also ensures that its mission aligns with long-term ecological and societal well-being. Although these survey results suggest a high level of resilience and adaptability among respondents, Szemző et al., (2022) proposed three distinct strategies that can be followed to increase the personal resilience of a social innovator: adaptability, diversification, and ecosystem building. Within the Postgraduate Diploma (PGD) curriculum, these strategies can be emphasized alongside sustainability literacy and climate risk awareness, enabling future social entrepreneurs to integrate environmental responsibility with innovative problem-solving ultimately building ventures that are both socially impactful and environmentally resilient.

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## Pictures

FGD WITH STAKEHOLDERS LU TEAM



LIRA TEAM WITH STAKEHOLDERS AT GRACIOUS PALCE HOTEL



MS. ABWOT URSULA, WORKSHOP FACILITATORS



FGD WITH STAKEHOLDERS AT FAPAD OFFICE, WED. 13TH MAY, 2025



LU PROJECT TEAM WITH STAKEHOLDERS AT GRACIOUS PALACE HOTEL





**Advancing Social Innovation and Entrepreneurship  
through Postgraduate Education in East Africa  
Project No. 101178404 – ADVANCE**



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