



ADVANCE

Common Curriculum

Postgraduate Diploma Programme
in Social Innovation and
Entrepreneurship

Authors: ADVANCE Project Consortium

Editors: University of National and World Economy, Sofia (Bulgaria)



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1. Introduction

The purpose of this document is to present a common curriculum for a postgraduate diploma programme with a strong practical orientation in the field of social innovation and entrepreneurship. Building on this shared framework, the ADVANCE Project partner universities in Uganda and Tanzania will adapt the curriculum to meet their respective national and institutional requirements for postgraduate education, ensuring full compliance with higher education accreditation standards.

The programme will be incorporated into the educational offerings of the four East African partner universities: Busitema University (Uganda), Lira University (Uganda), Mzumbe University (Tanzania), and Mkwawa University College of Education (Tanzania).

Graduates of the programme will acquire competences related to managing social enterprises and driving social innovation, thereby contributing to inclusive, sustainable, and equitable development in their countries.

2. Name of the programme

Postgraduate diploma in Social Innovation and Entrepreneurship (PGD SIE, or ADVANCE programme).

3. Programme type and level

3.1 European Qualification Framework

This postgraduate programme corresponds to Level 7 of the European Qualifications Framework (EQF), or its equivalent Level 8 in the Uganda Higher Education Qualifications Framework (UHEQF) and Level 9 in Tanzania University Qualifications Framework (Tanzania UQF or UQF).

Level 7 of EQF is designated for master's level qualifications or equivalent. It is intended for higher education programmes that provide advanced knowledge, skills, and competences¹:

- **Knowledge:** Highly specialised knowledge, some of which is at the forefront of knowledge, in a field of work or study, as the basis for original thinking and/ or research. Critical awareness of knowledge issues in a field and at the interface between different fields.

¹ European Commission (2017) *The European qualifications framework for lifelong learning (EQF)*. Luxembourg: Publications Office of the European Union. Available at: <https://op.europa.eu/en/publication-detail/-/publication/4e8acf5d-41eb-11e8-b5fe-01aa75ed71a1/language-en> (Accessed: 17.09.2025)

- Skills: Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields.
- Responsibility and autonomy: Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice, and/or for reviewing the strategic performance of teams.

The EQF is compatible with the Qualifications Framework for the European Higher Education Area (EHEA) and its cycle descriptors.

A postgraduate diploma programme in the European Higher Education Area is generally considered a shorter study option at EQF level 7, not leading to the full second-cycle (Master's) qualification. There is no single EU/EHEA-wide mandatory minimum in terms of ECTS, but in many national frameworks such programmes typically range between 30 and 60 ECTS. By contrast, a full Master's programme at level 7 normally requires 60 to 120 ECTS².

One ECTS credit corresponds to an estimated 25-30 hours of student workload³. For the purposes of the ADVANCE project, we apply the upper bound of this range, considering 1 ECTS = 30 hours of learning, including lectures, seminars, practical studies, assignments and independent learning. Accordingly, the workload of a postgraduate diploma programme is defined as having a minimum of 30 ECTS, or 900 hours of learning.

3.2 Uganda Higher Education Qualifications Framework

According to the Uganda Higher Education Qualifications Framework (UHEQF)⁴, postgraduate diploma (PGD) is designed to extend and deepen an individual's knowledge and skills beyond a Bachelor's degree level. A holder of a postgraduate diploma should be able to show evidence of advanced knowledge about a specialist field of enquiry or professional practice.

A PGD is conferred on individuals who are able to:

- Show evidence of advanced knowledge about a specialist field of enquiry or professional practice;
- Engage in rigorous intellectual debate, analysis and criticism;

² Bologna Follow-Up Group (2005; revised 2018) *A Framework for Qualifications of the European Higher Education Area*. Paris: Ministers responsible for higher education in the EHEA. Available at: <https://ehea.info/page-qualification-frameworks> (Accessed: 17.09.2025).

³ European Commission (2015) *ECTS Users' Guide*. Luxembourg: Publications Office of the European Union. Available at: <https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1> (Accessed: 17.09.2025).

⁴ National Council for Higher Education (Uganda) (2016) *Uganda Higher Education Qualifications Framework (UHEQF)*. Kampala: National Council for Higher Education. Available at: <https://iuea.ac.ug/sitepad-data/uploads//2021/03/Uganda-Higher-Education-Qualifications-Framework-2016.pdf> (Accessed: 17.09.2025)

- Use the knowledge and comprehension to solve problems related to the field of study in new situations and multi-disciplinary contexts;
- Integrate knowledge, skills and attitudes from different fields to manage complex matters.

A postgraduate diploma refers to Level 8 of the UHEQF, and according to the “Approved benchmarks for postgraduate training in higher education institutions in Uganda” (National Council for Higher Education)⁵, has a minimum workload of 30 credit units, with 1 credit unit equivalent to 15 contact hours. One contact hour is 1 lecture hour OR 2 tutorial hours OR 3 practical hours. A PGD has a minimum length of 2 semesters, with a course load per semester lying in the range 18-25 credits units. Therefore, the total workload of a PDG in Uganda falls between 36 and 50 credit units per (2 semesters).

3.3 Tanzania University Qualifications Framework

According to the University Qualification Framework⁶ (UQF), Post Graduate Diploma qualifies individuals to have highly specialized knowledge, skills, and competencies for research, problem solving and professional practice in a specific discipline.

A PGD graduate should:

- **Knowledge:** have highly specialized knowledge, in a field of work or study, as the basis for original thinking and/or research, and critical awareness of knowledge issues in a discipline and at the interface between fields in a discipline;
- **Skills:** have specialized skills, required for development of knowledge, techniques and procedures for critical analysis of information and problem solving in a specific profession;
- **Competences:** demonstrate ability to:
 - learn and work independently with minimum supervision;
 - manage and transform work or study contexts that require new strategic approaches;
 - contribute to professional knowledge and practice and/or review the strategic performance in a specific context.

The volume of learning of a PGD is minimum of two semesters with 120 credits, where 1 credit equates to learning outcomes achievable in 10 hours of learning time. Hence, a PDG requires a workload of minimum 1200 hours.

A credit in the UQF is a measurement unit for ‘notional’ or ‘average learning’ time which includes all the activities which the learner is expected to undertake in order to achieve the

⁵ National Council for Higher Education (2015) *Approved benchmarks for postgraduate training in higher education institutions in Uganda: As approved by NCHC on April 8, 2015*. Kampala: National Council for Higher Education.

⁶ Tanzania Commission for Universities (2012) *University Qualifications Framework (UQF): Final Draft*. Dar es Salaam: Tanzania Commission for Universities. Available at: [No. 01\(b\) - UNIVERSITY QUALIFICATIONS FRAMEWORKB\(UQF\).pdf](#) (Accessed:18.09.2025).

learning outcomes. Such activities include but not limited to: lectures; seminars/tutorials; assignments; independent studies; and practical training. The UQF defines the percentage of workload for each type of learning listed above, for conventional mode of study and for ODL (see Table 1 below).

3.4 Comparison of the requirements to a PGD programme

Graduates of postgraduate diploma programmes in Europe (EQF), Uganda (UHEQF), and Tanzania (UQF) are expected to demonstrate **advanced, highly specialised knowledge** in a particular field of study or professional practice. All three frameworks emphasise the ability to engage critically with knowledge, whether through original thinking and research (EQF, UQF) or rigorous intellectual debate and analysis (UHEQF). In terms of skills, both the EQF and UQF stress **specialised problem-solving skills** and the integration of knowledge across fields, while the UHEQF frames this in terms of applying knowledge to solve problems in new and multidisciplinary contexts. Regarding competences, a strong commonality lies in the requirement to **manage complex and unpredictable work or study contexts** and to take responsibility for contributing to professional knowledge and practice. The UQF goes further in explicitly requiring graduates to **work and learn independently with minimal supervision**, while the UHEQF uniquely underlines the role of **intellectual debate and criticism**. Overall, while the three frameworks are closely aligned in promoting advanced knowledge, critical thinking, and the capacity to address complex challenges, the EQF and UQF place stronger emphasis on research orientation and strategic transformation, whereas the UHEQF highlights professional application and multidisciplinary integration.

In addition to knowledge, skills, and competences, all three frameworks implicitly recognise the importance of learner **attitudes and professional dispositions**, particularly within the domain of responsibility and autonomy. At postgraduate level, attitudes such as ethical responsibility, reflective judgement, and the capacity to operate under conditions of uncertainty are embedded in expectations of independent practice, accountability, and leadership in complex contexts. These dispositions are also commonly articulated as lifelong learning outcomes, reflecting graduates' readiness to adapt, learn, and act responsibly in evolving professional and societal environments. In the context of this postgraduate programme, key attitudinal outcomes include an entrepreneurial and reflective mindset, openness to diversity, tolerance of ambiguity and uncertainty, respect for community knowledge, and a strong sense of ethical and social responsibility.

The comparison of the requirements to the workload of a PDG programme is presented in Table 1 below.

Table 1. *Comparison of the requirements to a postgraduate diploma programme in EU, Uganda and Tanzania*

Country / Region	Level	Min. credits	Min. hours	1 credit in hours	Semes- ters	Other requirements
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EU	7 EQF	30 ECTS	900 learning hours	1 credit = 25-30 learning hours (depending on the country)	2 semesters, 15 weeks each	For the ADVANCE programme, we assume that 1 ECTS is 30 hours. Hence the PGD programme workload is 900 hours.
Uganda	8 UHEQF	30 credit units	450 contact hours *	1 credit = 15 contact hours	2 semesters, 15 weeks each	* 1 contact hour is equivalent to 1 hour of Lecture or 2 hours of Tutorial or 3 hours of practical training. Total allowable credit units for a semester are 18-25.
Tanzania	9 UQF	120 credits	1200 notional hours **	1 credit = 10 notional hours	2 semesters, 15 weeks each	** Notional hours include all types of learning activities. Conventional mode: 30% - lectures 20% - seminars and tutorials 20% - assignments 20% - independent study 10% - practical training ODL mode: 20% - lectures 20% - seminars and tutorials 30% - assignments 20% - independent study 10% - practical training

4. Rationale and justification

Despite notable economic progress in Uganda and Tanzania, both countries continue to grapple with persistent social challenges. Around 40% of the population still lives below the international poverty line, with millions – particularly in rural areas – lacking access to essential services such as clean water, sanitation, healthcare, education, and energy. With annual population growth of about 3%, public institutions face mounting pressure to deliver these services at scale.

Social enterprises are increasingly recognised as vital actors in bridging such gaps, offering innovative and sustainable solutions to challenges central to the Sustainable Development Goals and the long-term visions of both Uganda and Tanzania (UG Vision 2040; TZ Vision 2025). Across East Africa, local leaders are pioneering initiatives to reduce poverty, combat inequality, and expand access to services in their communities. Yet their impact remains

limited by the absence of specialised training that combines advanced knowledge, practical competences, ethical awareness, and meaningful community engagement.

The proposed Postgraduate Diploma in Social Innovation and Entrepreneurship is designed to address this gap. It introduces a competence-based curriculum rooted in experiential and service learning, ensuring that graduates not only acquire advanced theoretical understanding but also apply their skills directly within communities to co-create innovative and ethical solutions. The programme emphasises inclusive innovation, integrating diverse perspectives and promoting the use of indigenous knowledge systems as valuable sources of local wisdom and sustainable practice. Through this approach, learners will develop the capacity to design contextually relevant solutions that respect cultural diversity and strengthen community resilience.

Gender equality and social inclusion are central to the ADVANCE postgraduate diploma programme. The programme actively promotes social entrepreneurship as a means of empowering girls and women and increasing their participation in the social economy. By ensuring that at least 50% of enrolled students are women and 30% are students with fewer opportunities, the programme will contribute to reducing gender disparities in higher education and enterprise creation, while fostering leadership and innovation among underrepresented groups.

The PGD SIE aims to prepare a new cadre of highly qualified graduates capable of managing and transforming complex social and economic contexts, building sustainable enterprises, and contributing to national development strategies through responsible and ethical practice. By embedding social innovation and entrepreneurship education within postgraduate studies, Uganda and Tanzania will cultivate a new generation of social entrepreneurs equipped to drive inclusive, equitable, and sustainable development, reduce unemployment, and foster resilient, community-based solutions. In doing so, the programme will bridge the gap between higher education, entrepreneurship ecosystems, and the urgent social challenges facing both countries.

5. Programme Aims and Objectives

This postgraduate diploma aims to train students at an advanced level in the field of social innovation and entrepreneurship. Students will acquire specialised knowledge that fosters critical thinking in addressing complex social problems within their communities. To that end, they will develop problem-solving skills and the ability to design innovative and entrepreneurial solutions to grand societal challenges. In this way, the programme is intended to strengthen both the academic and practical capabilities of graduates in social innovation and entrepreneurship, while promoting inclusive innovation, gender equality, ethical practice, and respect for indigenous knowledge systems as integral components of sustainable development.

The main objectives of this programme are:

- To provide specialised knowledge in the field of social entrepreneurship and innovation;
- To develop critical thinking skills in resolving complex societal problems;
- To encourage entrepreneurial and innovative approaches to grand societal challenges;
- To enhance research-based solutions in social innovation and entrepreneurship;
- To foster gender-sensitive, inclusive, and ethical entrepreneurial practices that empower girls, women, and marginalised groups;
- To integrate indigenous knowledge and locally grounded approaches in the design and implementation of social innovations.

6. Learning outcomes

After successful completion of the programme, graduates will be able to:

- Demonstrate advanced knowledge and critical understanding of social innovation and entrepreneurship;
- Apply theoretical knowledge and practical skills to resolve complex societal challenges through inclusive social innovation;
- Conduct independent and ethical research to develop evidence-based and contextually relevant solutions to societal challenges;
- Develop innovative, entrepreneurial and inclusive solutions to societal challenges that empower women, youth, and marginalised groups, contributing to equitable and sustainable development;
- Communicate effectively and inclusively with diverse stakeholders, both within and beyond the field of social innovation and entrepreneurship;
- Promote responsible and inclusive leadership in managing social enterprises and implementing social innovations that align with community needs and ethical standards.
- Demonstrate an entrepreneurial mindset that embraces creativity, risk-awareness, openness to diversity, tolerance of ambiguity, and ethical responsibility when addressing complex societal challenges through social innovation and entrepreneurship.

The PGD programme learning outcomes incorporate the following knowledge, skills, attitudes, and competences, aligned with the EQF, UQF and UHEQF descriptors (Table 2).

Table 2. *Alignment of the ADVANCE PGD SIE learning outcomes with the EQF, UQF and UHEQF descriptors*

Category	PGD SIE learning outcomes	EQF/ UQF/ UHEQF descriptors
Knowledge	<ul style="list-style-type: none"> • Demonstrate advanced knowledge and critical understanding of social innovation and entrepreneurship, including: 	<ul style="list-style-type: none"> • Highly specialised, advanced knowledge in the field.

	<ul style="list-style-type: none"> ○ inclusive, ethical, and gender-sensitive perspectives in addressing societal challenges ○ indigenous knowledge and contextual understanding in developing innovative, entrepreneurial and inclusive solutions. 	<ul style="list-style-type: none"> • Critical awareness of knowledge issues within and across fields. • Engagement in rigorous intellectual debate and analysis.
Skills	<ul style="list-style-type: none"> • Apply theoretical knowledge and practical skills to resolve complex societal challenges through inclusive social innovation. • Conduct independent and ethical research to develop evidence-based and contextually relevant solutions to societal challenges. • Communicate effectively and inclusively with diverse stakeholders. 	<ul style="list-style-type: none"> • Use knowledge to solve problems in new and multidisciplinary contexts. • Demonstrate specialised problem-solving skills for research and innovation.
Attitudes	<ul style="list-style-type: none"> • Demonstrate an entrepreneurial mindset that embraces creativity, risk-awareness, openness to diversity, tolerance of ambiguity, and ethical responsibility when addressing complex societal challenges through social innovation and entrepreneurship. 	<ul style="list-style-type: none"> • Manage and transform complex, unpredictable contexts, show professional integrity, autonomy and sustained commitment, demonstrate values/ethical behaviour.
Competences (responsibility & autonomy)	<ul style="list-style-type: none"> • Develop innovative, entrepreneurial and inclusive solutions to societal challenges that empower women, youth, and marginalised groups. • Promote responsible and inclusive leadership in managing social enterprises and implementing social innovations that align with community needs and ethical standards. 	<ul style="list-style-type: none"> • Integrate knowledge, skills, and attitudes to manage complex matters. • Manage and transform complex, unpredictable contexts. • Take responsibility for contributing to professional knowledge and reviewing team performance.

7. Admission criteria

Candidates for the postgraduate diploma should hold a recognised bachelor's degree. No prior knowledge of business studies is required. Non-native speakers must demonstrate language proficiency at the required level, in accordance with institutional requirements.

8. Curriculum structure

In order to meet the requirements for a postgraduate diploma programme in the European Union, Tanzania, and Uganda, the ADVANCE Postgraduate Diploma Programme in Social Innovation and Entrepreneurship is designed with a total of **1,200 notional hours** of student

workload. This corresponds to **40 ECTS credits** or **120 Tanzania UQF credits**. Within this structure, the programme includes **600 contact hours**, equivalent to **40 Ugandan Credit Units**.

The distribution of credits and learning hours among individual courses may be adjusted by partner universities in accordance with their respective national and institutional regulations for postgraduate education. Likewise, the allocation of contact and notional hours across different forms of learning – such as lectures, seminars, practical training, assignments, and independent study – may be adapted within institutional curricula to ensure compliance with internal quality assurance and accreditation requirements.

The courses proposed by partner universities in the *Competence Profile of a Social Entrepreneur in East Africa*, developed within the ADVANCE project, are presented in the Annex to this document for reference. The core courses outlined in the common curriculum are recommended on the basis of an analysis of the most essential subjects for education in social innovation and entrepreneurship. However, each partner university retains flexibility to adapt or expand these courses to better align with its institutional context and national priorities. For example, while the inclusion of *Ethics* within the course on *Legal Aspects of Social Innovation and Entrepreneurship* was discussed, it has not been incorporated as a standard element in the common curriculum. Institutions in Tanzania or Uganda that consider such integration relevant to their frameworks are encouraged to implement it in their respective versions of the programme.

The principles of gender sensitivity, inclusivity, indigenous knowledge, and ethical practice are mainstreamed throughout the content and pedagogy of the PGD programme. These cross-cutting dimensions ensure that graduates are equipped to promote equitable participation, respect local knowledge systems, and uphold ethical standards in the design and implementation of social innovations.

8.1 EU requirements

No	Course name	Type	Lectures & Seminars	Assignments	Independent study & research	Total learning hours	ECTS credits
Semester 1							
1.	Introduction to social entrepreneurship and innovation (# 2 in competence profile)	Core	30	30	60	120	4
2.	Human Resource Management for social enterprises (# 8 in competence profile)	Core	30	30	60	120	4
3.	Accounting and financing of social enterprises (# 12 in competence profile)	Core	30	30	60	120	4

4.	Transdisciplinary research methods (# 3 competence profile)	Core	20	20	50	90	3
5.	Introduction to economics and grand challenges (# 1 & 6 in competence profile)	Elective	20	20	50	90	3
	Legal aspects in social innovation and entrepreneurship (# 4 in competence profile)	Elective	20	20	50	90	3
	Networking and ecosystems (# 15+ competence profile)	Elective	20	20	50	90	3
Workload			130	130	280	540	18
Semester 2							
6.	Business planning and venture creation (# 14 & 9 in competence profile)	Core	30	30	60	120	4
7.	Social change and impact measurement (# 11+/- in competence profile)	Core	30	30	60	120	4
8.	Marketing and communication (partially #17 in competence profile)	Core	20	20	50	90	3
9.	Community service-learning project (# 16 competence profile)	Core			90	90	3
10.	Strategic management for social enterprises (instead of # 7 & 10 in competence profile)	Elective	20	20	50	90	3
	ICT & Artificial Intelligence for social impact (# 5 in competence profile)	Elective	20	20	50	90	3
Workload			100	100	310	510	17
Final Project							
	Development of a social innovation or Development of a social enterprise	Core			150	150	5
TOTAL			230	230	740	1200	40

8.2 Tanzanian requirements (conventional mode)

No	Course name	Type	Lectures	Seminars	Assignments	Independent study	Practical training	Total notional hours	UQF credits
Semester 1									

1.	Introduction to social entrepreneurship and innovation (# 2 in competence profile)	Core	30	15	30	30	15	120	12
2.	Human Resource Management for social enterprises (# 8 in competence profile)	Core	30	15	30	30	15	120	12
3.	Accounting and financing of social enterprises (# 12 in competence profile)	Core	30	15	30	30	15	120	12
4.	Transdisciplinary research methods (# 3 competence profile)	Core	30	15	15	15	15	90	9
5.	Introduction to economics and grand challenges (# 1 & 6 in competence profile)	Elective	30	15	15	15	15	90	9
	Legal aspects in social entrepreneurship and innovation (# 4 in competence profile)	Elective	30	15	15	15	15	90	9
	Networking and ecosystems (# 15+ competence profile)	Elective	30	15	15	15	15	90	9
Workload			150	75	120	120	75	540	54
Semester 2									
6.	Marketing and communication (partially #17 in competence profile)	Core	30	15	15	15	15	90	9
7.	Business planning and venture creation (# 14 & 9 in competence profile)	Core	30	15	30	30	15	120	12
8.	Social change and impact measurement (# 11+/- in competence profile)	Core	30	15	30	30	15	120	12
9.	Community service-learning project (# 16 competence profile)	Core					90	90	9
10.	Strategic management for social enterprises (instead of # 7 & 10 in competence profile)	Elective	30	15	15	15	15	90	9
	ICT & Artificial Intelligence for social impact (# 5 in competence profile)	Elective	30	15	15	15	15	90	9
Workload			120	60	90	90	150	510	51

Final project									
	Development of a social innovation or Development of a social enterprise	Core				120	30	150	15
TOTAL			270	135	210	330	255	1200	120

8.3 Ugandan requirements

No	Course name	Type	Lectures	Seminars	Practicals	Contact hours	Credit units
Semester 1							
1.	Introduction to social entrepreneurship and innovation (# 2 in competence profile)	Core	30	60		60	4
2.	Human Resource Management for social enterprises (# 8 in competence profile)	Core	30	60		60	4
3.	Accounting and financing of social enterprises (# 12 in competence profile)	Core	30	60		60	4
4.	Transdisciplinary research methods (# 3 competence profile)	Core	20	50		45	3
5.	Introduction to economics and grand challenges (# 1 & 6 in competence profile)	Elective	20	50		45	3
	Legal aspects in social entrepreneurship and innovation (# 4 in competence profile)	Elective	20	50		45	3
	Networking and ecosystems (# 15+ competence profile)	Elective	20	50		45	3
Workload			130	280	0	270	18
Semester 2							
6.	Marketing and communication (partially #17 in competence profile)	Core	20	50		45	3
7.	Business planning and venture creation (# 14 & 9 in competence profile)	Core	30	60		60	4
8.	Social change and impact measurement (# 11+/- in competence profile)	Core	30	60		60	4
9.	Community service-learning project (# 16 competence profile)	Core			135	45	3
10.	Strategic management for social enterprises (instead of # 7 & 10 in competence profile)	Elective	20	50		45	3
	ICT & Artificial Intelligence for social impact (# 5 in competence profile)	Elective	20	50		45	3
Workload			100	220	135	255	17

Final project							
	Development of a social innovation or Development of a social enterprise (Project)	Core			225	75	5
TOTAL			230	500	360	600	40

8.4 Common curriculum structure

No	Course name	Type	Total learning / notional hours	Total contact hours	Tanzania UQF credits	Uganda Credit Units	ECTS credits
Semester 1							
1.	Introduction to social entrepreneurship and innovation	Core	120	60	12	4	4
2.	Human Resource Management for social enterprises	Core	120	60	12	4	4
3.	Accounting and financing of social enterprises	Core	120	60	12	4	4
4.	Transdisciplinary research methods	Core	90	45	9	3	3
5.	Introduction to economics and grand challenges	Elective	90	45	9	3	3
	Legal aspects in social entrepreneurship and innovation	Elective	90	45	9	3	3
	Networking and ecosystems	Elective	90	45	9	3	3
Workload			540	270	54	18	18
Semester 2							
6.	Marketing and communication	Core	90	45	9	3	3
7.	Business planning and venture creation	Core	120	60	12	4	4
8.	Social change and impact measurement	Core	120	60	12	4	4
9.	Community service-learning project	Core	90	45	9	3	3
10.	Strategic management for social enterprises	Elective	90	45	9	3	3
	ICT & Artificial Intelligence for social impact	Elective	90	45	9	3	3
Workload			510	255	51	17	17
Semester 1 & Semester 2							
	Development of a social innovation or Development of a social enterprise (Project)	Core	150	75	15	5	5
TOTAL			1200	600	120	40	40

9. Teaching and learning approaches

Grounded in the theory of constructivism⁷, the teaching and learning approaches applied in the ADVANCE postgraduate diploma programme prioritize student agency, learning autonomy, real-world relevance, and collaborative value creation. Their aim is to integrate entrepreneurial thinking into diverse classroom context and to translate abstract entrepreneurial qualities, such as critical thinking, creativity, resilience and collaboration, into tangible learning experience. The mix of the teaching-learning approaches selected for the PGD programme includes:

1. Case study analysis and discussion

Case study approach is used throughout the PGD programme in all courses. It allows students to bridge theory and practice by applying conceptual frameworks to real-world context-specific challenges. By engaging with authentic cases, students learn to analyse complex situations, evaluate alternatives, and make informed and ethical decisions under conditions of uncertainty – key competences for social innovators and entrepreneurs. Relevant case studies are selected and included in the content of each course. Students first analyse a given case individually and then in small, diverse groups, develop collective solutions and present their recommendations. Discussions are guided by the instructor to deepen reflection and connect cases to relevant theories. Where local case studies are used, entrepreneurs whose venture is taken as a business case can be invited to enrich the learning experience.

2. Guest speakers from social enterprises

Integrated throughout the programme, guest lectures add strong value by connecting students directly with practitioners who address social challenges through innovation and entrepreneurship. Guest speaker led sessions bridge theory and practice, allowing learners to explore real examples of social entrepreneurship. To ensure that the sessions are interactive and pedagogically effective, students are required to research the guest's organisation beforehand, prepare thoughtful questions linked to course content, and submit short reflections after the session. This approach transforms guest lectures into structured learning experiences that foster critical inquiry, active listening, and engagement. By featuring successful social innovators and entrepreneurs including women and community leaders, the method also promotes inclusive learning and gender-sensitive representation within the classroom.

3. Design thinking

Design Thinking is a human-centred and collaborative problem-solving approach that enables students to generate creative, feasible, and socially relevant solutions. In the PGD programme, it adds exceptional value by fostering empathy, creativity, and iterative experimentation – skills essential for developing innovative social ventures. This approach is particularly relevant for courses such as *Business Planning and Venture Creation* and the *Final Project on Social Innovation and/or Social Enterprise Development*, where students design, test, and refine real solutions to community challenges. However, it can be equally

⁷ Biggs, J. and Moore, P. (1993) *The Process of Learning*, New York: Prentice-Hall.

useful in the other courses where students are required to engage in creative problem-solving tasks. Design Thinking is applied through five iterative stages: empathise, define, ideate, prototype, and test. Students begin by engaging with communities to understand real needs, then frame problems, brainstorm diverse ideas, and develop and test prototypes. Through feedback and reflection, they refine their solutions to ensure contextual relevance and sustainability. This experiential cycle nurtures creativity, critical thinking, collaboration, and inclusive innovation while encouraging the integration of ethical awareness and indigenous knowledge into socially responsible entrepreneurship practice.

4. Experiential learning

Experiential learning is a cornerstone of the ADVANCE PGD programme, providing students with opportunities to learn through experience and reflection. The programme uses both simulated and real-life experiential learning environments. Simulated experiential learning comprises mainly case study analysis (described above), while real-world experiential learning is embedded in the programme through community service learning as a form of an internship, and live projects with real social enterprises. This approach bridges the gap between theory and practice by allowing students to apply classroom knowledge in authentic social and organisational settings. Following the Kolb's experiential learning cycle⁸, students get engaged in simulated or real activities of social enterprises, reflect on their experiences to analyse successes and challenges, conceptualise new insights and link them to theories of social entrepreneurship, and apply these ideas in new projects or professional contexts.

5. Service learning

Service learning in the PGD programme is a form of real-life experiential learning that takes place within community settings. It combines academic study with meaningful community engagement, allowing students to apply their knowledge and entrepreneurial skills to address real social challenges. Through the *Community Service-Learning Projects*, students work alongside local stakeholders and social enterprises to co-create solutions that respond to identified community needs. This approach develops a deep understanding of local contexts, strengthens empathy, and enhances the ability to integrate indigenous knowledge into innovative solutions. By engaging directly with communities, learners cultivate practical problem-solving, collaboration, and leadership skills while developing a strong sense of civic responsibility and social commitment. Service learning thus prepares students to become socially conscious entrepreneurs capable of driving inclusive and equitable community development.

6. Mentorship

Mentoring is an integral component of the PGD programme aimed to strengthen the abovementioned teaching and learning approaches. Mentors – drawn from partner organisations such as social enterprises, business development organisations, and NGOs – provide learners with professional guidance, practical insights and feedback on design thinking, service learning and experiential learning projects. They act as role models and advisors, helping learners navigate challenges in social enterprise development, refine their

⁸ Kolb, D. A. (1984) *Experiential Learning*, Englewood Cliffs, NJ: Prentice-Hall.

ideas, and build confidence in applying entrepreneurial skills. Mentoring also fosters professional networking and collaboration between universities and the social innovation ecosystem, enhancing students' employability and leadership potential.

The selected teaching and learning approaches are fully aligned with the Tanzanian Ministry of Education, Science, and Technology's guidelines promoting the use of innovative, student-centred pedagogies⁹, and they reflect Uganda's national priority of mainstreaming experiential learning across higher education curricula to strengthen practical competence development and community engagement.

10. Evaluation methods and grading

This postgraduate programme embraces the principle of adopting a variety of evaluation methods. This approach allows partner universities not only to assess students' learning outcomes from different perspectives, but also to encourage students to excel in their knowledge and skills. In this context, the programme incorporates both formative and summative evaluation methods. Formative evaluation methods include assignments, discussions, presentations, and peer assessments, while summative methods consist of a mix of written (open-ended and multiple-choice) and oral examinations. The variety of formative and summative assessments is ensured across the individual courses, with each course adopting the most appropriate methods while maintaining diversity in evaluation throughout the entire programme.

The following grading scale is applied:

Marks	Letter grade	Grade point average	Remarks
80-100%	A	5	Excellent
65-79%	B	4	Good
50-64%	C	3	Satisfactory
< 50%	D	2	Fail

The cumulative grade point average is calculated as a weighted average of the grade points, with the credit unit as the appropriate weights.

11. Mode of delivery

The ADVANCE Postgraduate Diploma in Social Innovation and Entrepreneurship may be delivered in a conventional (face-to-face) mode. However, the Common Curriculum strongly advocates for a **blended delivery mode**, as it enables the joint implementation of the programme by the partner institutions: Busitema University and Lira University in Uganda, and Mzumbe University and Mkwawa University College of Education in Tanzania.

⁹ Ministry of education, science and technology (2023) *Innovative Teaching Pedagogical Manual*. Tanzania, December 2023, 135 p.

The joint implementation of the programme is enabled through the following provisions:

- **Digitalisation of the programme**, including the development of digital learning content, including video lectures and other online learning materials, and the integration of the programme into the e-learning environments of each partner institution.
- **Co-teaching and virtual exchanges**: partner institutions pool academic expertise and share teaching and learning resources by opening courses to students enrolled across the participating universities. Each partner institution delivers courses in which it has in-house expertise and enables students to enrol in courses offered by other partner institutions where local expertise is limited, using online or blended delivery modes. Through this collaborative approach, the consortium ensures that all learners – regardless of geographical location – have equitable access to high-quality instruction, specialised expertise, and shared academic resources across the four universities.
- **Shared quality standards and recognition of learning outcomes**, including equivalence in learning outcomes, assessment criteria, credit values, learning workload, a unified grading system, and coordinated student orientation. These provisions are underpinned by the Common Curriculum and the Common Quality Management System developed for the ADVANCE programme.

Blended delivery is particularly advantageous for learners residing in rural or remote areas, as well as for working professionals and entrepreneurs who require flexible and adaptable study arrangements. By combining face-to-face engagement with structured online learning components, the programme reduces barriers related to travel, time constraints, and geographical distance, while allowing learners to balance academic study with professional and community commitments. At the same time, the blended mode strengthens interinstitutional collaboration, promotes inclusivity, and facilitates the international exchange of knowledge – key elements for effective learning in social innovation and entrepreneurship.

12. Quality assurance

The quality of the Post-Graduate Diploma in Social Innovation and Entrepreneurship is assured through a shared Quality Management System (QMS), which guarantees consistent academic standards, student-centred learning, high-quality teaching, fair and transparent assessment, and a structured mentorship model across all partner higher education institutions. The QMS supports coherent programme delivery, ensuring that students experience equivalent learning conditions at partner HEIs in Uganda, Tanzania and Europe participating in the ADVANCE project.

The quality of the programme is continuously monitored using multiple sources of evidence, including student feedback, assessment outcomes, teaching evaluations, stakeholder and mentor input, and programme performance indicators. These findings inform annual programme reviews and periodic revisions, ensuring the programme remains relevant, effective and aligned with labour market and community needs.

Virtual mobility, harmonized assessment rubrics and governance mechanisms ensure the comparability and mutual recognition of learning outcomes, grades and credits across partner institutions. All quality assurance processes comply with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015), aligning with national quality assurance requirements in Africa, particularly in Uganda and Tanzania.

The User Handbook of the Quality Management System (QMS) provides a detailed description of all QA procedures, responsibilities, monitoring mechanisms, documentation requirements and continuous improvement processes. It serves as a reference for implementing this Common Curriculum.

13. Career opportunities

Graduates of the ADVANCE Postgraduate Diploma in Social Innovation and Entrepreneurship will be prepared to pursue at least five career paths:

- Develop and manage their own social enterprise;
- Develop and manage social innovations within public or private organizations;
- Consult on social innovations and social enterprises;
- Engage in policymaking related to social innovation and entrepreneurship;
- Teach one or more topics in social innovation and entrepreneurship.

The realization of these career paths may, in some cases, be subject to formal requirements and the possession of the required diplomas from previous studies.

14. Further study opportunities

Graduates of the ADVANCE Postgraduate Diploma in Social Innovation and Entrepreneurship will be well-prepared to pursue further academic studies at the Master's level in related fields such as innovation, entrepreneurship, development studies, or business administration. As the programme attracts holders of bachelor's degrees from diverse disciplines including education, sociology, political science, engineering, and the sciences, eligibility for progression to specific master's programmes will depend on each institution's admission criteria and the academic background of individual graduates.

15. Detailed description of the courses

15.1 Introduction to social entrepreneurship and innovation

Credit units: 12 Tanzania UQF credits / 4 Uganda Credit Units / 4 ECTS credits

Notional hours:120

Contact hours: 60

Description

This course provides a foundational understanding of social entrepreneurship and innovation. Students will explore the core concepts, principles, and practices of using entrepreneurial approaches to address social and environmental problems. The course introduces students to the landscape of social entrepreneurship and innovation, covering topics such as identifying social needs, developing innovative solutions, understanding business models for social impact, and assessing the ethical and sustainability implications of social ventures. Real-world case studies and practical exercises will be used to illustrate key concepts and provide students with the tools to develop their own social entrepreneurial ideas.

Objectives

- Introduce students to the concepts of social entrepreneurship, social innovation, and related concepts, differentiating them from traditional entrepreneurship and philanthropy.
- Provide students with a strong foundation in the key concepts of social entrepreneurship, including social innovation, hybrid business models, and impact measurement.
- Equip students with the ability to identify and analyse social problems and unmet needs within communities.
- Strengthen students' skills in developing viable social enterprise models that balance financial sustainability with social impact.
- Expose students to various financing mechanisms for social ventures, including grants, impact investment, crowdfunding, and blended finance, to enable informed financing decisions.
- Develop students' capacity to design and implement strategies for scaling and sustaining social ventures in diverse contexts.
- Foster students' ability to engage multiple stakeholders, including communities, investors, governments, and NGOs, in co-creating and supporting social innovation.
- Promote ethical leadership, accountability, and transparency as core principles in managing social enterprises and driving positive societal change.

Learning outcomes

Upon completion of this course, students should be able to:

- Explain concepts of social entrepreneurship, social innovation, and related concepts, differentiating them from traditional entrepreneurship and philanthropy.
- Analyse complex social problems prevalent in the East African context to identify root causes and potential leverage points for social innovation.
- Evaluate the feasibility and sustainability of different business models for social enterprises, considering both financial viability and social impact metrics.
- Apply design thinking principles and innovative problem-solving methodologies to develop contextually relevant solutions addressing specific social needs within communities.
- Create a preliminary business plan for a social enterprise, outlining its mission, target beneficiaries, proposed solutions, and financial strategy.
- Assess the ethical implications of social ventures, demonstrating an understanding of responsible and inclusive leadership in managing social enterprises.

- Explain the role of various stakeholders, including government, NGOs, and the private sector, in fostering a supportive ecosystem for social entrepreneurship and innovation.

Course content

N	Topic	Content	NH	CH
1.	Introduction to Social Entrepreneurship and Innovation	<ul style="list-style-type: none"> • Defining Social Entrepreneurship and Innovation: Key Concepts and Characteristics • Distinguishing Social Entrepreneurship from Traditional Entrepreneurship, Non-profits, and CSR • The Rise of Social Entrepreneurship: Historical Context and Global Trends • The Social Entrepreneurial Mindset: Values, Skills, and Qualities. 	10	5
2.	Understanding Social Problems and Needs	<ul style="list-style-type: none"> • Identifying and Analysing Social Problems: Root Causes, Consequences, and Stakeholders. • Needs Assessment Methodologies: Surveys, Interviews, Focus Groups, and Community Mapping. • Understanding Vulnerable Populations and Marginalised Communities in East Africa • Applying a Systems Thinking Approach to Social Problems. 	15	7.5
3.	Innovation and Design Thinking for Social Impact	<ul style="list-style-type: none"> • Introduction to Design Thinking: A Human-Centred Approach to Innovation. • The Design Thinking Process: Empathise, Define, Ideate, Prototype, Test. • Generating Creative Solutions: Brainstorming, SCAMPER, and other Ideation Techniques. • Prototyping and Testing Social Innovations: Iterative Development and Feedback Loops. 	18	9
4.	Business Models for Social Enterprises	<ul style="list-style-type: none"> • Traditional Business Models vs. Social Enterprise Models. • Earned Income Strategies: Sales, Services, Licensing and others. • Hybrid Business Models: Combining Earned Income with Philanthropic Funding. • Revenue Generation and Financial Sustainability. 	12	6
5.	Social Impact Measurement and Evaluation	<ul style="list-style-type: none"> • Why Measure Social Impact? Accountability, Learning, and Improvement. • Identifying Key Performance Indicators (KPIs) for Social Impact. • Data Collection Methods: Surveys, Interviews, and Observations. • Social Return on Investment (SROI) and other Impact Measurement Frameworks. 	10	5
6.	Legal and Ethical Considerations in Social Entrepreneurship	<ul style="list-style-type: none"> • Legal Structures for Social Enterprises: For-profit vs. Non-profit Options. • Intellectual Property and Innovation. 	8	4

		<ul style="list-style-type: none"> Ethical Dilemmas in Social Entrepreneurship: Balancing Profit and Purpose. Corporate Social Responsibility (CSR) and its Relationship to Social Entrepreneurship. 		
7.	Funding and Investment for Social Ventures	<ul style="list-style-type: none"> Bootstrapping and Self-Funding. Grants and Philanthropic Funding. Impact Investing: Venture Capital, Angel Investors, and Social Impact Bonds. Crowdfunding for Social Enterprises. 	10	5
8.	The Social Innovation Ecosystem	<ul style="list-style-type: none"> Key Actors in the Social Innovation Ecosystem: Government, NGOs, Universities, and the Private Sector. Incubators, Accelerators, and Support Organisations for Social Enterprises. Networking and Collaboration in the Social Entrepreneurship Community. Government Policies and Regulations Supporting Social Innovation. 	10	5
9.	Case Studies of Successful Social Enterprises	<ul style="list-style-type: none"> Analysing Real-World Examples of Social Enterprises from East Africa and Beyond. Identifying Key Success Factors and Challenges. Learning from the Experiences of Seasoned Social Entrepreneurs. Adapting Successful Models to New Contexts. 	12	6
10.	Launching and Scaling a Social Venture	<ul style="list-style-type: none"> Developing a Business Plan for a Social Enterprise. Marketing and Communication Strategies for Social Impact. Building a Team and Managing Resources. Scaling Strategies: Replication, Franchising, and Partnerships. 	15	7.5
Total Hours:			120	60

CH – contact hours; NH – notional hours

Teaching and learning strategies

To ensure an engaging and impactful learning journey for students in the *Introduction to Social Entrepreneurship and Innovations* course, several overarching teaching and learning strategies will be employed.

- **Active learning** will be at the forefront, moving beyond passive listening to actively involve students in the learning process through discussions, activities, and problem-solving exercises. Connecting course content to real-world relevance is critical, and this will be achieved by featuring current examples and case studies of social enterprises, particularly those within the East African context, to illustrate concepts and demonstrate practical applications.
- **Collaborative learning** will be emphasized through group projects, peer-to-peer feedback, and shared research, allowing students to learn from each other's experiences and insights.

- **Experiential learning** will be incorporated, offering students hands-on opportunities to apply their knowledge through simulations, potential field visits to local social enterprises, and engaging guest speakers who can share their real-world experiences.
- **Technology integration** will serve as a valuable tool, utilising online resources, presentation software, and collaborative platforms to enhance engagement and access to information, promoting flexibility and a modern learning environment.

Reflection will be woven throughout the course, encouraging students to consider their learning journey, analysing their assumptions, and to articulate their evolving understanding of social entrepreneurship and innovation through journaling, group discussions, and self-assessment activities.

These interconnected strategies aim to create a rich and dynamic learning experience, equipping students with the knowledge, skills, and mindset necessary to become effective social entrepreneurs and innovators.

Assessment methods

The assessment methods for this course will rely on both formative and summative assessment. The following description provides more details on how these assessment methods will be used together with the weight for each assessment.

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Individual Reflection Papers	Short papers reflecting on key concepts, guest speakers, or learning experiences.	Formative	10%
2.	Group Project: Social Problem Analysis & Solution	Groups analyse a social problem, conduct a needs assessment, and propose an innovative solution.	Formative & Summative	15%
3.	Business Model Canvas Presentation	Students develop and present a Business Model Canvas for their proposed social venture.	Formative & Summative	15%
4.	Test	A mix of multiple-choice, short answer, and essay questions covering the first half of the course.	Summative	10%
5.	Final Exam	A comprehensive exam covering the entire course material, including case studies and practical applications.	Summative	50%
			Total:	100%

Core reading materials

1. Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford University Press.
2. Dees, J. G., Emerson, J., & Economy, P. (2001). *Enterprising nonprofits: A toolkit for social entrepreneurship*. John Wiley & Sons.

3. Elkington, J., & Hartigan, P. (2008). *The power of unreasonable people: How social entrepreneurs create markets that change the world*. Harvard Business Press.
4. Martin, R. L., & Osberg, S. (2007). *Getting beyond better: How social entrepreneurship works*. Harvard Business Press.
5. Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
6. Yunus, M. (2007). *Creating a world without poverty: Social business and the future of capitalism*. PublicAffairs.

Journal articles

1. Scutto A, Cicellin M, Consiglio S (2023), "Social bricolage and business model innovation: a framework for social entrepreneurship organizations". *Journal of Small Business and Enterprise Development*, Vol. 30 No. 2 pp. 234–267, doi: <https://doi.org/10.1108/JSBED-02-2022-0094>
2. Nagdev K, Ahtesham S, Paliwal S, Smith S, Rajesh A (2025;), "Navigating impact: a systematic review of social entrepreneurship's journey towards sustainable development". *International Journal of Organizational Analysis*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJOA-08-2024-4783>
3. Akinboade, O. O. A., Taft, T., Weber, J. F., Manoko, O. B., & Molobi, V. S. (2023). How the social entrepreneurship business model designs in South Africa create value: A complex adaptive systems approach. *Journal of Entrepreneurship in Emerging Economies*, 15(1), 70–95. <https://doi.org/10.1108/JEEE-02-2021-0057>

15.2 Human Resource Management for social enterprises

Credit units: 12 Tanzania UQF credits / 4 Uganda Credit Units / 4 ECTS credits

Notional hours:120

Contact hours: 60

Description

This course provides an in-depth understanding of Human Resource Management (HRM) within the context of social enterprises in East Africa. It explores how HRM strategies can enhance social impact, organizational sustainability and innovation in mission-driven organizations. Students will examine the unique challenges of managing human capital in hybrid organizations that blend social and business goals, with emphasis on talent attraction, motivation, performance management, and ethical leadership. The course integrates theoretical frameworks with practical case studies from East African social enterprises, emphasizing locally relevant approaches to leadership, inclusivity and capacity development.

Objectives

- Provide a conceptual understanding of HRM principles within social enterprises.
- Examine HRM practices that promote social impact and organizational sustainability.
- Explore the role of leadership and organizational culture in human resource development.
- Analyse HRM challenges specific to East African social enterprises and propose practical solutions.
- Enhance students' ability to design inclusive and ethical HRM strategies for social enterprises.

Learning outcomes

Upon completion of this course, students should be able to:

- Explain the fundamental concepts, goals, and theoretical foundations of HRM and its evolution as a strategic function within organizations.
- Analyse the principles and practices of strategic HRM, including strategic fit, the resource-based view, and approaches such as best practice, best fit, and bundling.
- Describe the framework and systems for delivering HRM, including HR architecture, delivery models, and the roles of HR professionals and line managers.
- Explain how volunteers contribute to the effectiveness, sustainability, and community impact of social enterprises.
- Evaluate how HRM contributes to organizational performance, high-performance cultures, and effective people management.
- Assess the concept and significance of human capital, including its measurement, development, and impact on organizational success.
- Discuss the purpose and strategies of knowledge management and the role of HR in facilitating knowledge sharing and organizational learning.
- Apply the principles of competency-based HRM, including the development and use of competency frameworks and their link to emotional intelligence.

- Examine the ethical dimension of HRM, including ethical theories, fairness, justice, and approaches to resolving ethical dilemmas in HR practice.
- Explain how Corporate Social Responsibility (CSR) creates strategic opportunities for collaboration with social enterprises, particularly through CSR departments as key entry points for partnership and social impact.
- Analyse organizational behaviour and culture, including how people, processes, and workplace climates influence performance and HR decision-making.

Course content

N	Topic	Content	NH	CH
1.	The essence of human resource management (HRM)	<ul style="list-style-type: none"> • The fundamental concept, meaning, goals, and philosophy of HRM, along with its theoretical foundations, key models, and historical development. • The topic also examines common critiques of HRM and its current position and relevance in organizations today. 	12	6
2.	Strategic HRM	<ul style="list-style-type: none"> • The conceptual basis and key characteristics of strategic HRM, including strategy formulation, strategic fit, and the resource-based view, HRM perspectives, the concepts of bundling, best practice, and best fit, and the development and implementation of effective HR strategies. 	12	6
3.	Delivering HRM – systems and roles	<ul style="list-style-type: none"> • Definition of key HR concepts and understanding the framework for delivering HRM, the meaning of HR architecture, what a HR system looks like, the HR role of line managers, the role and organization of the HR function, the nature of an HR delivery model, and the role of HR professionals. 	12	6
4.	Impact of Volunteer Support on Social Enterprises	<ul style="list-style-type: none"> • Volunteers play an essential role in strengthening social enterprises by supporting daily operations, offering professional skills, engaging in community outreach, and directly assisting beneficiaries. • They reduce operating costs, bring fresh ideas, and help build trust and credibility within the community. 	12	6

		Through their involvement, volunteers expand the enterprise's network, raise awareness of its mission, and contribute to overall growth and impact.		
5.	Human capital management	<ul style="list-style-type: none"> The nature and concept of human capital, its characteristics and constituents. The significance of human capital theory, the importance and approaches to measurement, factors influencing measurement, and the criteria for human capital data useful to managers. 	12	6
6.	Knowledge management	<ul style="list-style-type: none"> The purpose and significance of knowledge management, strategies and systems for managing knowledge, common knowledge management issues, and the contribution HR can make in supporting effective knowledge management. 	12	6
7.	Competency-based HRM	<ul style="list-style-type: none"> The meaning of competency-based HRM, including different types of competencies, the contents and coverage of competency frameworks, reasons for their use, and applications in HRM. The topic also covers how to develop a competency framework, keys to successful implementation, and the relationship between competencies and emotional intelligence. 	12	6
8.	Ethical dimension of HRM	<ul style="list-style-type: none"> The ethical dimension of HRM, including the meaning of ethics, the nature of ethical decisions, key ethical concepts such as deontology, utilitarianism, stakeholder and discourse theories, and the importance of equity, justice, and fair dealing. The topic also covers HRM ethical guidelines, strategies for resolving ethical dilemmas, and the ethical role of HR professionals. 	12	6
9.	CSR as a Strategic Collaboration Pathway for Social Enterprises	<ul style="list-style-type: none"> Corporate Social Responsibility (CSR) involves businesses taking responsibility for their social and environmental impact, and this directly 	12	6

		connects to social entrepreneurs because companies often seek meaningful, high-impact collaborations with social enterprises to fulfill their CSR goals. <ul style="list-style-type: none"> • CSR departments become strategic entry points where social enterprises can partner with companies to deliver social value, innovate solutions, and enhance community impact. 		
10.	Organizational behaviour and culture	<ul style="list-style-type: none"> • The meaning, sources, and applications of organizational behaviour theory, explaining how organizations function and the roles of culture, climate, and organizational processes, the characteristics of people within organizations and the implications of these factors for HR specialists. 	12	6
Total hours:			120	60

Teaching and learning strategies

The course employs a blended, participatory, and practice-oriented learning approach suitable for postgraduate students engaged in social innovation and entrepreneurship. The teaching strategies emphasize contextual learning, critical reflection, and application of HRM concepts to real-world social enterprise settings in East Africa.

- **Interactive Lectures and Guided Discussions**

- Purpose: Introduce key HRM theories, models and strategic frameworks.
- Approach: Use interactive lectures complemented by guided discussions around readings and current HRM challenges in social enterprises.
- Resource: Armstrong, M. & Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.), Kogan Page, pp. 3–45.

- **Case-Based Learning and Problem Analysis**

- Purpose: Deepen understanding through real-world case studies of East African social enterprises.
- Approach: Students analyse HRM challenges such as selection interview, motivation, employee performance management, leadership and small groups present solutions.
- Resource: Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2017). *Human Resource Management* (10th ed.), Pearson, pp. 210–260.

- **Experiential and Project-Based Learning**

- Purpose: Develop applied HRM strategies tailored for social enterprises.

- **Approach:** Students collaborate in groups to design HRM frameworks or CSR strategies for real or simulated East African social ventures. Mentorship and peer feedback will be embedded throughout.
 - **Resource:** Ulrich, D., Brockbank, W., Johnson, D., Sandholtz, K., & Younger, J. (2017). *HR Competencies: Mastery at the Intersection of People and Business*, Society for Human Resource Management, pp. 101–150.
- **Reflective Learning and Ethical Debates**
 - **Purpose:** Encourage critical thinking about ethics, equity, and justice in HRM practice. Understanding about Role of Critique Corporate Strategy and Strategic HRM.
 - **Approach:** Students engage in reflective journals, peer debates, and role-play simulations on HR ethics, corporate and HRM strategies.
 - **Resource:** Bratton, J. & Gold, J. (2017). *Human Resource Management: Theory and Practice* (6th ed.), Palgrave Macmillan, pp. 18-80
- **Knowledge Sharing Workshops and Guest Lectures (Throughout the Course)**
 - **Purpose:** Explore how the human capital of individuals, such as entrepreneurs, affects social enterprise development in emerging economies, building on existing studies of human capital in entrepreneurship and the unique challenges faced in these markets.
 - **Approach:** Invite HR leaders from social enterprises in East Africa for guest sessions; encourage students to present mini research projects or lessons learned from internships.
 - **Resource:** De Silva, M. & Wright, M. (2019). *Social Enterprise in Emerging Markets: A Human Capital Perspective*, *Journal of Business Venturing Insights*, 11, pp. 1–9.

Assessment methods

The assessment will integrate formative and summative assessment, with a focus on both theoretical understanding and practical application of the course material, as follows:

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Class participation and seminar contributions	Active participation in discussions and other learning activities during the classes.	Formative	10%
2.	Individual assignment	Case study analysis (a report or essay on the findings).	Formative & Summative	25%
3.	Group project	Students design and present a HRM strategy for a social enterprise.	Formative & Summative	35%
4.	Final written examination	A comprehensive exam covering the entire course material.	Summative	30%
			Total:	100%

Core reading materials

1. Armstrong, M. & Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.), Kogan Page, pp. 3-131
2. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2017). *Human Resource Management* (10th ed.), Pearson, pp. 210–260.
3. Ulrich, D., Brockbank, W., Johnson, D., Sandholtz, K., & Younger, J. (2017). *HR Competencies: Mastery at the Intersection of People and Business*, Society for Human Resource Management, pp. 101–150.
4. Bratton, J. & Gold, J. (2017). *Human Resource Management: Theory and Practice* (6th ed.), Palgrave Macmillan, pp. 18-80
5. De Silva, M. & Wright, M. (2019). *Social Enterprise in Emerging Markets: A Human Capital Perspective*, *Journal of Business Venturing Insights*, 11, pp. 1–9.

15.3 Accounting and Financing of Social Enterprises

Credit units: 12 Tanzania UQF credits / 4 Uganda Credit Units / 4 ECTS credits

Notional hours:120

Contact hours: 60

Description

This course aims to equip students with the knowledge and skills to effectively use accounting and financial information for strategic decision-making in social enterprises. It emphasizes the application of accounting data in critical areas such as pricing strategies, portfolio management, financial planning, and investment in new opportunities. The course integrates financial analysis with innovative financing models to support sustainable growth and mission-driven impact. Students will learn to prepare and interpret financial statements, develop budgets, analyse financial performance, identify financing options, and design investment strategies. The course also covers innovative financing instruments such as crowdfunding, blended finance, and impact investing, with a strong focus on accountability, transparency, and ethical financial management.

Objectives

- Introduce students to the nature, structure, and financial dynamics of social enterprises, highlighting their dual mission of financial sustainability and social impact.
- Provide students with a solid understanding of fundamental accounting principles, regulatory frameworks, and financial reporting requirements relevant to social enterprises.
- Equip students with the ability to prepare, interpret, and analyse financial statements and impact reports to support sound managerial and strategic decision-making.
- Strengthen students' skills in budgeting, financial planning, pricing strategies, and cost control for sustainable enterprise growth.
- Expose students to various financing instruments, including grants, equity, debt, crowdfunding, and blended finance, and enable them to assess their suitability for different financing needs.

- Develop students' capacity to design investment strategies and resource mobilization plans that support portfolio diversification and organizational growth.
- Foster students' ability to communicate financial and social performance effectively to multiple stakeholders, including donors, investors, regulators, and communities.
- Promote principles of accountability, transparency, and ethical financial management in all financial decision-making processes.

Learning outcomes

Upon completion of this course, students should be able to:

- Explain the key accounting and financing principles relevant to social enterprises.
- Prepare and interpret financial statements, budgets, and impact reports to support strategic decision-making.
- Analyse and apply pricing strategies, financial planning techniques, and investment options for sustainable growth.
- Evaluate different sources of finance including grants, loans, equity, crowdfunding, and blended finance for strategic investments.
- Communicate financial and social performance effectively to a range of stakeholders, ensuring accountability and transparency.

Course content

N	Topic	Content	NH	CH
1.	Introduction to Accounting and Financing for Social Enterprises	<ul style="list-style-type: none"> • Overview of social enterprises • Key features of social enterprises vs. traditional enterprises in financial reporting • Dual mission: financial sustainability and measurable social impact • Stakeholder ecosystem: donors, investors, regulators, communities • Financing and accountability challenges in social enterprises 	10	5
2.	Conceptual Foundations of Social Enterprise Accounting	<ul style="list-style-type: none"> • Core accounting concepts and principles (accrual, matching, fund accounting) • Legal and regulatory frameworks for social enterprises reporting (national & international) • Types of accounting systems used in nonprofit and hybrid organizations • Chart of accounts for social ventures • Compliance and reporting requirements (tax, donor, government) • The role of accounting in governance, transparency, and impact assurance 	20	10
3.	Financial Statements and Sustainability Reporting	<ul style="list-style-type: none"> • Preparing the Income Statement for Social Enterprises • Preparing the Statement of Financial Position • Preparing the Cash Flow Statement • Introduction to Sustainability, ESG, and Multi-Capital Reporting 	15	7.5

		<ul style="list-style-type: none"> • Integrated reporting • Social impact reporting frameworks • Social Return on Investment • Theory of Change (ToC) and Results Frameworks 		
4.	Budgeting and Financial Planning	<ul style="list-style-type: none"> • Budget structure and components • Forecasting cash flows • Budget control and variance analysis • Budget structure and forecasting • Scenario planning and variance analysis • Pricing strategies and cost-volume-profit analysis • Financial planning for strategic decision-making 	20	10
5.	Sources of Finance for Social Enterprises	<p>Internal vs. external financing:</p> <ul style="list-style-type: none"> • Examination of grants, donations, and earned-income models and their implications for financial sustainability • Analysis of equity and debt financing options that balance mission protection with capital needs • Exploration of innovative and alternative financing mechanisms, including revenue-based financing and Islamic finance tools • Understanding crowdfunding platforms, regulatory requirements, and effective campaign design • Introduction to blended finance structures and the development of social impact bonds to mobilize capital for measurable social outcomes 	15	7.5
6.	Financial Proposal Development and Resource Mobilization	<ul style="list-style-type: none"> • Elements of an effective financial proposal • Aligning financing requests with enterprise mission and impact • Preparing investment-ready proposals and concept notes • Budget narratives and cost justification • Justifying financial and impact value of the proposed social project • Donor and investor engagement strategies • Crowdfunding campaign planning and execution • Financial negotiations and structuring deals • Compliance and reporting obligations post-funding • Building financial credibility and sustainability 	20	10
7.	Integration & Case Applications	<ul style="list-style-type: none"> • Linking accounting, financing, and strategy • Investment decision-making • Financial planning for scaling impact • Real-world case studies (local and international) 	20	10

		Total Hours:	120	60
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CH – contact hours; NH – notional hours

Teaching and learning strategies

The course will adopt active, experiential, and collaborative learning approaches to develop students' ability to apply accounting and financing knowledge in real social enterprise contexts. These strategies are designed to bridge theory and practice, build problem-solving skills, and foster professional growth.

- **Case Study Analysis and Discussion**

Real cases of local and international social enterprises will be used to illustrate key accounting and financing decisions, such as pricing, budgeting, and investment strategies. This will help students critically analyse real-world challenges and solutions.

- **Guest Speakers and Practitioner Engagement**

Inviting experienced practitioners from social enterprises, financial institutions, and crowdfunding platforms will provide practical perspectives, expose students to industry trends, and strengthen the relevance of classroom learning.

- **Design Thinking**

Students will apply design thinking methodologies to tackle complex financing problems creatively, develop innovative financial models, and design impact reporting strategies.

- **Experiential Learning**

Through simulations, financial modelling, and potential field visits, students will gain hands-on experience in budgeting, portfolio management, investment decision-making, and resource mobilization.

- **Service Learning**

Students will engage with real or simulated social enterprise initiatives to apply their skills directly in problem-solving, thereby reinforcing learning through practice and community engagement.

- **Mentorship and Peer Learning**

Mentorship from industry experts and structured peer interactions will provide guidance, diverse perspectives, and collaborative learning experiences, supporting both academic and professional development.

- **Technology Integration**

Digital tools, financial software, and collaborative online platforms will be used to enhance learning flexibility, promote engagement, and improve access to relevant financial and accounting information.

Assessment methods

The assessment methods for this course will rely on formative and summative assessment methods. The following description provides more details on how these assessment methods will be used together with the weight for each assessment.

N	Assessment method	Description	Type of assessment	Weight (Marks)
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1.	Individual Reflection Papers	Short reflective papers on key accounting and financing concepts, guest speaker insights, case discussions, or personal learning experiences.	Formative	10%
2.	Group Project: Financial Proposal & Investment Strategy	Students work in groups to analyse a social enterprise challenge, assess financing needs, and design an innovative financing strategy and proposal.	Formative & Summative	10%
3.	Case Study Analysis and Presentation	Students analyse real or simulated social enterprise cases focusing on pricing strategies, financial planning, investment decisions, and resource mobilization, then present their findings.	Formative & Summative	15%
4.	Test	A written exam (multiple-choice, short answer, and case study) covering foundational accounting principles, financial planning, and financing options.	Summative	15%
5.	Final Exam	A comprehensive examination assessing mastery of all course topics, including problem-solving, case analysis, and application of financing and accounting tools.	Summative	50%
			Total:	100%

Core reading materials

- Zicari, A., & Gamble, T. (Eds.). (2023). *Responsible finance and accounting: Performance and profit for better business, society and planet*. Routledge. <https://doi.org/10.4324/9781032329192>
- Young, D. R. (2018). *Financing nonprofits and other social enterprises: A benefits approach*. Edward Elgar Publishing. <https://doi.org/10.4337/9781783478293>
- Bebbington, J., Unerman, J., & O'Dwyer, B. (2021). *Sustainability accounting and accountability* (3rd ed.). Routledge.
- Cumming, D., & Johan, S. (2019). *Crowdfunding and entrepreneurial finance*. Oxford University Press

Journal articles

- Bae, K. (2025). Social and financial performance of social enterprises: Win-wins or trade-offs? *Journal of Social Entrepreneurship*. Advance online publication. <https://doi.org/10.1080/10967494.2025.2496812>
- Islam, M. A., & Habib, M. (2022). How impact investing firms are responding to sustain and grow social-economy enterprises during COVID-19. *Sustainability*, 14(19), 12469. <https://doi.org/10.3390/su141912469>

- Le, T. T., Le, D. T., & Phan, H. T. (2024). Financing social enterprises serving base-of-the-pyramid customers: Evidence from multiple case studies. *Social Enterprise Journal*, 20(1), 56–72. <https://doi.org/10.1080/19420676.2024.2363797>
- Singh, R. (2025). Financial dimensions of social enterprises: An integrative review. *Journal of Business Research*, 176, 114439. <https://doi.org/10.1016/j.jbusres.2025.114439>
- Zhao, X., Wang, Y., & Nguyen, M. (2024). Intentionality and decision-making in impact investing: Comparing investor types. *Sustainability*, 16(11), 4497. <https://doi.org/10.3390/su16114497>

15.4 Transdisciplinary Research Methods

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

This course equips students to design and execute transdisciplinary research that addresses complex, real-world challenges in social innovation and entrepreneurship. Learners co-frame problems with stakeholders, integrate qualitative and quantitative methods, co-produce knowledge across academic and practitioner communities, and translate findings into implementable solutions. Emphasis is placed on systems thinking, mixed methods design, ethical and power-aware engagement, integration and sense-making, and impact evaluation.

Course Objectives

- Provide a foundational understanding of transdisciplinary research methods that support innovation and social change.
- Develop students' capacity to frame complex problems collaboratively and co-produce knowledge with diverse stakeholders.
- Equip students with the skills to select, justify, and align mixed qualitative and quantitative methods with transdisciplinary research questions.
- Foster the ability to integrate and synthesize evidence across disciplines in order to generate actionable insights.
- Encourage critical reflection on ethics, equity, and power dynamics in the design and conduct of transdisciplinary research.
- Strengthen students' competence in evaluating and communicating transdisciplinary research processes, outcomes, and impacts.

Learning Outcomes

Upon completion of this course, students should be able to:

- Critically explain and contrast transdisciplinary principles with multi- and interdisciplinary approaches.
- Co-design a problem framing, theory of change, and stakeholder engagement plan for a complex issue.

- Construct and justify a feasible mixed-methods design and data plan for a transdisciplinary research project.
- Apply and integrate techniques for synthesis, sense-making, and knowledge co-production.
- Critically address and document ethics, power dynamics, and data governance in transdisciplinary research practice.

Course content

N	Topic	Content	NH	CH
1.	Foundations of transdisciplinary research	<ul style="list-style-type: none"> • History, definitions, and theoretical underpinnings of transdisciplinary research • Similarities and differences between transdisciplinary and multi- and interdisciplinary research. • The importance of transdisciplinary research • Team science, collaboration readiness, and roles 	10	5
2.	Problem framing and research design	<ul style="list-style-type: none"> • Joint problem framing and scope with stakeholders • How to engage different stakeholders outside the classroom context in defining and producing knowledge • Research questions linked to a theory of change • Mixed methods design appropriate to transdisciplinary research • Validity, reliability, reflexivity, and limitations • Ethics approvals and risk management 	14	7
3.	Stakeholder mapping and co-production	<ul style="list-style-type: none"> • Stakeholder identification, inclusion, and representation • Rationale and ethics of stakeholder engagement in transdisciplinary research • How to analyse relevant stakeholders for transdisciplinary research • Engagement strategies and facilitation techniques participatory processes for co-production of knowledge • Equity, power, and conflict management 	14	7
4.	Data collection across disciplines	<ul style="list-style-type: none"> • Participatory and action research approaches • Qualitative methods: interviews, focus groups, observation • Quantitative surveys and field experiments • Secondary, administrative, and open data sources • Digital, trace, and platform data considerations 	14	7

5.	Integration and synthesis	<ul style="list-style-type: none"> • Triangulation and joint displays for mixed methods integration • Causal mapping, contribution analysis, and inference • Scenario building, back-casting, and pathways • Multi-criteria decision analysis for options appraisal 	14	7
6.	Translation, implementation, and scaling	<ul style="list-style-type: none"> • Prototyping and piloting interventions • Implementation science and adaptation in context • Policy and practice engagement strategies • Entrepreneurship linkages, venture design, and pathways to scale • Risk, uncertainty, and learning by doing 	14	7
7.	Report writing for transdisciplinary research	<ul style="list-style-type: none"> • Structuring a transdisciplinary research report • Communicating across disciplines and sectors • Presenting mixed-methods findings and integrated insights • Documenting stakeholder engagement and co-production processes • Reporting ethics, power dynamics, and limitations 	10	5
Total Hours:			90	45

CH – contact hours; NH – notional hours

Teaching and learning strategies

The course will adopt the following teaching and learning strategies:

- **Interactive seminars and lectures:** Short, interactive lectures introduce key concepts, followed by guided discussions and problem-based activities. Students analyse examples and collaboratively deepen understanding through shared disciplinary perspectives.
- **Live online workshops:** Workshops provide hands-on practice with tools such as theories of change, stakeholder mapping, and mixed-methods design. Students work in small groups to apply concepts and receive real-time feedback.
- **Case discussions:** Students examine real-world cases to connect theoretical principles with practical challenges. Discussions focus on problem framing, engagement strategies, ethics, and implementation lessons.
- **Peer review of research protocols:** Students exchange draft protocol components and give structured feedback on design, methods, and ethics. This strengthens critical thinking, reflexivity, and collaborative learning.
- **Practitioner talks:** Guest experts share practical experiences in transdisciplinary research and social innovation. Students engage in Q&A to understand real-world constraints, power dynamics, and implementation pathways.
- **Structured asynchronous activities on the LMS:** Activities such as reflections, short videos, readings, and discussion posts reinforce learning between sessions. These tasks build continuity and prepare students for applied work in class.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Participation	Active involvement in seminars, workshops, case discussions, and online forums. Students are assessed on their engagement, preparedness, contribution to group tasks, and ability to critically reflect during discussions.	Formative	5%
2.	Transdisciplinary research protocol	Students design a complete research protocol for a complex, real-world problem, including problem framing, theory of change, stakeholder analysis, mixed-methods design, data plan, ethics, and integration strategies. This assesses their ability to align methods with transdisciplinary principles.	Formative & Summative	35%
3.	Integration and translation brief	A concise brief demonstrating students' ability to synthesise mixed evidence and translate findings into actionable insights for a specific stakeholder audience. This includes joint displays, causal reasoning, scenario analysis, or decision-support tools.	Formative & Summative	25%
4.	Stakeholder engagement exercise and reflection	Students conduct or simulate a stakeholder engagement activity (e.g., mapping, consultation, co-design session) and produce a reflective report analysing power dynamics, facilitation strategies, ethical issues, and learning outcomes.	Formative	15%
5.	Final Report presentation	A presentation of the final integrated research report, demonstrating the coherence of problem framing, methods, evidence synthesis, stakeholder engagement, and proposed pathways to implementation or scale. Students are assessed on clarity, rigour, integrated thinking, and communication across sectors.	Summative	20%
			Total:	100%

Core reading materials

1. Belcher, B. M., Rasmussen, K. E., Kemshaw, M. R., & Zornes, D. A. (2016). Defining and assessing research quality in a transdisciplinary context. *Research Evaluation*, 25(1), 1–17. <https://doi.org/10.1093/reseval/rvv025>
2. Bergmann, M., Jahn, T., Knobloch, T., Krohn, W., Pohl, C., & Schramm, E. (2012). Methods for transdisciplinary research: A primer for sustainability science. Frankfurt, Campus. <https://doi.org/10.3726/978-3-653-00969-4>
3. Brandt, P., Ernst, A., Gralla, F., Luederitz, C., Lang, D. J., Newig, J., & Von Wehrden, H. (2013). A review of transdisciplinary research in sustainability science. *Ecological economics*, 92, 1-15.
4. Klein, J. T. (2008). Evaluation of interdisciplinary and transdisciplinary research: A literature review. *American Journal of Preventive Medicine*, 35(2, Suppl.), S116–S123. <https://doi.org/10.1016/j.amepre.2008.05.010>
5. Lang, D. J., Wiek, A., Bergmann, M., Stauffacher, M., Martens, P., Moll, P., Swilling, M., & Thomas, C. J. (2012). Transdisciplinary research in sustainability science: Practice, principles, and challenges. *Sustainability Science*, 7(S1), 25–43. <https://doi.org/10.1007/s11625-011-0149-x>
6. Norström, A. V., Cvitanovic, C., Löf, M. F., West, S., Wyborn, C., Balvanera, P., Bednarek, A. T., et al. (2020). Principles for knowledge co production in sustainability research. *Nature Sustainability*, 3, 182–190. <https://doi.org/10.1038/s41893-019-0448-2>
7. Reed, M. S. (2008). Stakeholder participation for environmental management: A literature review. *Biological Conservation*, 141(10), 2417–2431. <https://doi.org/10.1016/j.biocon.2008.07.014>
8. Reed, M. S., Graves, A., Dandy, N., Posthumus, H., Hubacek, K., Morris, J., & Stringer, L. C. (2009). Who's in and why? A typology of stakeholder analysis methods for natural resource management. *Journal of environmental management*, 90(5), 1933-1949.
9. Stokols, D. (2006). Toward a science of transdisciplinary action research. *American Journal of Community Psychology*, 38(1–2), 63–77. <https://doi.org/10.1007/s10464-006-9060-5>
10. Hirsch Hadorn, G., Bradley, D., Pohl, C., Rist, S., & Wiesmann, U. (2006). Implications of transdisciplinarity for sustainability research. *Ecological Economics*, 60(1), 119–128. <https://doi.org/10.1016/j.ecolecon.2005.12.002>

15.5 Introduction to Economics and Grand Challenges

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

This course introduces the foundational principles of microeconomics and macroeconomics and applies them to the analysis of East Africa's grand challenges – youth unemployment, inequality, poverty, food insecurity, climate vulnerability, digital transformation, and public health shocks. Learners use economic reasoning to identify opportunity spaces for social innovation and entrepreneurship, allocate scarce resources efficiently and equitably, and design market- and policy-based interventions that are financially viable and socially inclusive. Emphasis is placed on the East African Community (EAC) and African Continental Free Trade Area (AfCFTA) context, informal and cooperative markets, financial inclusion (SACCOs, mobile money), and green/digital transitions. The course blends lectures, applied case work, field-informed exercises, and a capstone policy-venture brief that translates economics into actionable solutions.

Objectives

- Understand fundamental economic principles and apply them to social innovation and entrepreneurship (SIE).
- Analyse how market forces, institutions, and government policies shape opportunity spaces for social enterprises in East Africa.
- Examine regional and global grand challenges through an economic lens and connect them to inclusive growth pathways.
- Apply economic tools to design sustainable solutions to local development problems, considering trade-offs and distributional impacts.
- Critically evaluate policy and financing options underpinning innovation ecosystems, including green and digital transitions.

Learning Outcomes

By the end of the course, students will be able to:

- Explain key micro and macroeconomic concepts relevant to innovation, markets, and public policy.
- Use basic economic reasoning and data to assess entrepreneurial and policy choices under scarcity and risk.
- Relate economic systems and development models to East African social challenges and institutional realities.
- Analyse how innovation and entrepreneurship contribute to structural transformation and SDG aligned impact.
- Develop economically viable, inclusive ideas that respond to grand challenges, justifying choices with evidence and feasibility analysis.

Course Content

N	Topic	Content	NH	CH
1.	Foundations of Economics and Social Value	<ul style="list-style-type: none"> • Nature, scope, and uses of economics; positive vs. normative analysis • Scarcity, choice, opportunity cost in social innovation (equity-efficiency trade-offs) • Micro vs. macro perspectives; economic agents and incentives in informal/cooperative markets • Economic systems and inclusive growth models in East Africa (state-market-community mix) • Why economics matters for SIE: value creation, externalities, public purpose • Mini-case: Community health enterprise pricing in Uganda 	12	6
2.	Market Forces, Innovation, and Resource Allocation	<ul style="list-style-type: none"> • Demand-supply, elasticities, and market equilibrium; price controls and rationing outcomes • Market failures: externalities, information asymmetries, coordination failures; role of social enterprises in correction • Public goods and common-pool resources; clubs, co-ops, and community mechanisms • Innovation as a response to failure: frugal innovation, last-mile distribution, platform economies • Lab: Estimate price elasticity using simple demand data 	12	6
3.	Production, Costs, and Social Enterprise Models	<ul style="list-style-type: none"> • Production functions, returns to scale; short-run vs long-run costs; learning curves • Sustainability and efficiency: circular economy, resource productivity, carbon intensity in supply chains • Market structure: perfect competition, monopoly/duopoly, monopolistic competition; implications for SE pricing and entry • Informal and cooperative enterprise models; inclusive value chains and social procurement • Case: Dairy value chain cooperative in host country. 	10	5
4.	Macroeconomic Context for Entrepreneurship	<ul style="list-style-type: none"> • Measuring national income and productivity (GDP/GNI, PPP, informal sector adjustments) • Inflation, unemployment, growth; Okun's law and Phillips curve intuition 	12	6

		<ul style="list-style-type: none"> • Fiscal and monetary policy transmission; interest rates, credit constraints, and MSME finance • Central banking, financial inclusion (SACCOs, mobile money), and shock resilience • Case: EAC macro environments and implications for startup cycles • Data walk: CPI and unemployment trends (Uganda/Tanzania) 		
5.	Globalization, Trade, and Development in East Africa	<ul style="list-style-type: none"> • Comparative advantage, terms of trade, non-tariff barriers; regional integration (EAC) and AfCFTA opportunities/risks • Industrial policy debates; upgrading and diversification; agro-processing and services trade • Development economics lenses: poverty, inequality, informality, and social protection design • SDGs and inclusive business models; base-of-the-pyramid strategies • Debate: AfCFTA pros/cons for SEs 	10	5
6.	Economics of Climate Change and Sustainability	<ul style="list-style-type: none"> • Environmental economics: external costs, Pigouvian tools, permits/ standards; climate finance basics • Climate-resilient entrepreneurship: adaptation goods/services, nature-based solutions, disaster risk economics • Circular and regenerative models; energy access and just transitions • Sustainable water-food-energy systems; resource governance and property rights • Exercise: Design a Pigouvian tax/subsidy for clean cookstoves 	10	5
7.	Technology, Innovation, and the Future of Work	<ul style="list-style-type: none"> • Economics of digital transformation; network effects and platforms; fintech and mobile money ecosystems • The gig economy, task automation, and productivity; skills, inclusion, and gendered impacts • AI, data governance, and competition policy in emerging markets • Policy support for digital entrepreneurship: infrastructure, standards, sandboxes, and IP basics • Mini-project: Platform model for smallholder market access 	12	6

8.	Economics of Policy Design and Social Impact	<ul style="list-style-type: none"> • Cost–benefit analysis (incl. distributional weights), cost-effectiveness, and SROI • Experimental and quasi-experimental evidence for policy/venture evaluation; data sources (UBOS, NBS, DHS, World Bank) • Financing and partnership models for social innovation (blended finance; outcomes-based contracts) • From evidence to action: drafting a policy-venture brief for an EA grand challenge. Clinic: Rapid CBA on a youth skills program 	12	6
Total hour:			90	45

CH – contact hours; NH – notional hours

Case examples will draw from Uganda and Tanzania throughout (labour markets, agriculture, energy access, digital finance, health systems, climate adaptation).

Teaching and learning strategies

The course will adopt the following teaching and learning strategies:

- Lectures and tutorials for core theory and tools
- Problem sets and short labs using real regional data
- Case studies (Uganda/Tanzania) and comparative debates
- Group studios to design a policy-venture brief with economic justification
- Guest speakers (policy, development finance, incubators, social entrepreneurs)

Practical & applied components (embedded across topics)

- Case labs: Youth employment (skills vs demand), agricultural price shocks, energy access, maternal health, digital credit inclusion.
- Data exercises: Interpreting national accounts, poverty/inequality metrics, CPI, labour force data; rapid CBA using public datasets.
- Studios/clinics: Lean impact logic for a chosen challenge; design of incentive compatible interventions; pitch feedback.
- Field exposure (where feasible): Visits/virtual sessions with SEs, SACCOs, hubs, or government programs to gather practitioner insight.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
1. Continuous assessment				
a.	Quizzes/short tests (individual)	Readings, participation in in-class discussions, and peer reviews of assignments.	Formative	15%
b.	Case study analysis memo(s) (individual)	Short individual written memos analysing East African venture cases using	Formative	15%

		course tools to diagnose challenges and present concise, evidence-based recommendations.		
c.	Group project: Policy-Venture Brief	Proposal for an EA grand challenge with economic analysis + presentation *	Formative	20%
Total for continuous assessment:				50%
2. Final examination				
a.	Written exam testing comprehension, application, and problem solving across micro/macro, policy design, and data interpretation	Timed written exam combining short-answer questions, a mini-case, and applied calculation/analysis items to assess integrated understanding and application of venture creation concepts in the East African context.	Summative	50%
Total:				100%

* **Policy-Venture Brief** (scaffolded deliverables and rubric highlights):

N	Assessment criterion	Description	Weight (Marks)
1.	Problem clarity	Relevance, stakeholder map, baseline	10%
2.	Economic analysis	Demand/supply logic, failures, macro context, trade or climate economics where relevant	25%
3.	Feasibility	Financial logic, incentives, implementation plan, risks/mitigations	20%
4.	Impact & inclusion	ToC/metrics, gender/youth/rural inclusion, environmental sustainability	20%
5.	Evidence use & data	Correct use of EA datasets and references	15%
6.	Communication	Structure, visuals, clarity, timing	10%

Core reading materials

1. Mankiw, N. G. (2021). *Principles of Economics* (9th ed.). Cengage Learning.
2. Todaro, M. P., & Smith, S. C. (2022). *Economic Development* (13th ed.). Pearson.
3. Yunus, M. (2021). *A World of Three Zeros: The New Economics of Zero Poverty, Zero Unemployment, and Zero Carbon Emissions*. PublicAffairs.
4. Bacigalupo, M., et al. (2016). *EntreComp: The Entrepreneurship Competence Framework*. European Commission.
5. Selected policy notes and datasets from UBOS (Uganda), NBS (Tanzania), EAC Secretariat, World Bank Open Data, IMF WEO (provided on LMS).

15.6 Legal aspects in social entrepreneurship and innovation

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

This course introduces students to the legal, regulatory, and institutional frameworks that underpin social entrepreneurship and innovation in both developed and emerging economies. It provides an in-depth understanding of how legal systems, policy environments, and governance mechanisms influence the creation, operation, and growth of social enterprises. The course situates legal theory within the practical realities faced by social entrepreneurs who pursue dual objectives – financial sustainability and measurable social impact.

Students will analyse comparative legal structures such as non-profit organizations, cooperatives, benefit corporations, and hybrid business models that balance profit and purpose. The course explores the processes of business registration, taxation, contracting, and intellectual property management, emphasizing how legal design can support transparency, accountability, and ethical governance. It also examines the intersection between law and innovation – how intellectual property regimes, data protection, and technology regulation affect socially driven innovation and the deployment of digital solutions for public good.

A specific focus is placed on the African context, particularly Uganda and Tanzania, where social entrepreneurship operates within evolving legal environments that draw from NGO law, cooperative law, and corporate frameworks. Students will explore how these hybrid systems shape access to finance, donor relations, and compliance with international standards such as the UN Sustainable Development Goals (SDGs), ESG principles, and human rights obligations.

Throughout the course, learners engage with case studies, policy documents, and practical exercises to evaluate how legal frameworks can be leveraged to enhance legitimacy, attract investment, and ensure long-term social and environmental sustainability. By the end of the course, students are expected to critically assess the relationship between law, innovation, and social impact, and to develop the skills necessary to navigate legal challenges in establishing and scaling social ventures in diverse jurisdictions.

Objectives

- Develop students' understanding of the key legal foundations underpinning social enterprises and innovation ecosystems.
- Enable students to analyse and apply relevant legal frameworks to real-world cases of social entrepreneurship.
- Familiarize students with intellectual property, corporate governance, and ethical compliance within social innovation contexts.

- Build practical competence in drafting and reviewing basic legal documents for social ventures.
- Foster interdisciplinary thinking that integrates law, business, and social responsibility.

Learning outcomes

Upon completion of this course, students should be able to:

- Identify and differentiate between legal forms and regulatory options for social enterprises.
- Apply legal reasoning to the establishment and management of socially innovative ventures.
- Evaluate national and international legal frameworks relevant to social entrepreneurship.
- Demonstrate understanding of intellectual property management in innovation processes.
- Integrate ethical and governance principles into organizational practices.
- Prepare and interpret essential legal and policy documents.
- Critically assess legal challenges and opportunities in promoting social innovation.

Course content

N	Topic	Content	NH	CH
1.	Introduction to Legal Concepts in Social Innovation & Entrepreneurship	<ul style="list-style-type: none"> • Definition and scope of social entrepreneurship; • Overview of legal systems and frameworks supporting innovation; • Principles of social enterprise law. 	12	6
2.	Legal Forms and Institutional Structures	<ul style="list-style-type: none"> • Comparative analysis of organizational models (non-profit, cooperative, hybrid entities, benefit corporations); • Registration and incorporation procedures. 	12	6
3.	Governance and Accountability	<ul style="list-style-type: none"> • Board structures, stakeholder representation, transparency and accountability mechanisms, internal policies and bylaws. 	12	6
4.	Contracts and Legal Relationships in Social Enterprises	<ul style="list-style-type: none"> • Drafting and managing key contracts (partnership, employment, funding, service agreements); • Liability and dispute resolution. 	12	6
5.	Intellectual Property and Innovation Protection	<ul style="list-style-type: none"> • Copyright, trademarks, patents, and open-source licensing; • Balancing IP rights with social objectives; • WIPO frameworks. 	12	6
6.	Regulatory Compliance and Funding Frameworks	<ul style="list-style-type: none"> • Taxation, social investment regulations, grant compliance, reporting standards, and legal obligations of fund recipients. 	12	6

7.	Ethics, Sustainability, and International Legal Perspectives	<ul style="list-style-type: none"> ESG principles, human rights due diligence, sustainability reporting, international conventions and best practices in social innovation law. 	18	9
Total:			90	45

CH – contact hours; NH – notional hours

Teaching and learning strategies

The course employs a blended and participatory learning approach that integrates lectures, seminars, workshops, and experiential learning. Lectures introduce the conceptual and theoretical foundations of legal systems, corporate governance, and social innovation, while seminars encourage interactive discussions and comparative analysis of national and international legal frameworks. Case studies from Africa (including Uganda and Tanzania), Europe, and other regions are used to demonstrate how social enterprises operate within diverse regulatory environments and respond to legal and ethical challenges.

Students will engage in problem-based learning and applied exercises, including contract drafting, policy interpretation, and analysis of legal documents related to incorporation, taxation, and intellectual property. Through guided simulations and role-playing activities, learners will experience practical scenarios such as negotiating partnerships, managing regulatory compliance, and addressing legal disputes in social ventures. These experiential components are designed to strengthen students' analytical, negotiation, and legal reasoning skills.

Collaborative group projects allow students to design and evaluate the legal frameworks for hypothetical or existing social enterprises, integrating sustainability and governance considerations. Guest lectures delivered by academics, policymakers, legal professionals, and practitioners from social enterprises will expose students to diverse perspectives and current developments in the field.

In addition, the course makes extensive use of digital tools, policy databases, and open-access legal resources to foster independent learning and research. Students will be encouraged to explore real legal and institutional documents from Uganda, Tanzania, and international organizations such as the OECD, European Commission, and WIPO. By combining theoretical inquiry with practical application, the course ensures that learners not only understand the legal dimensions of social entrepreneurship but also develop the competence to navigate and influence these systems in practice.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Class participation and discussion	Engagement in lectures, debates, and case study analysis	Formative	20%

2.	Group project	Legal case study or comparative analysis of a social enterprise's legal model	Formative & Summative	25%
3.	Individual assignment	Drafting a basic legal or governance document (e.g. memorandum of understanding, incorporation document)	Formative & Summative	25%
4.	Final examination / applied policy project	Written exam or applied project assessing comprehension and critical analysis	Summative	30%
			Total:	100%

Core reading materials

1. Borzaga, C., Galera, G., et al. (2020). *Social Enterprises and Their Ecosystems in Europe: Comparative Synthesis Report*. Publications Office of the European Union.
2. Brakman Reiser, D. & Dean, S. A. (2017). *Social Enterprise Law: Trust, Public Benefit, and Capital Markets*. Oxford University Press.
3. British Council & ACFODE. (2015). *Training Manual on Social Enterprise in Uganda*. Kampala.
4. British Council. (2019). *Social Enterprise and Job Creation in Sub-Saharan Africa*. London.
5. European Commission / OECD (2022). *Designing Legal Frameworks for Social Enterprises: Practical Guidance for Policy Makers*. OECD Publishing, Paris.
6. International Center for Not-for-Profit Law (ICNL). (2023). *Civic Freedom Monitor: Tanzania – Nonprofit Law*.
7. International Center for Not-for-Profit Law (ICNL). (2023). *Civic Freedom Monitor: Uganda – Nonprofit Law*.
8. Leupold, H. & Engvall, L. (2013). *Social Enterprises in Tanzania*. Copenhagen Business School.
9. Means, B. & Yockey, J. W. (eds.) (2018). *The Cambridge Handbook of Social Enterprise Law*. Cambridge University Press.
10. Mori, N. & Fulgence, K. (2010). *Social Entrepreneurship in Tanzania: Assessment of the Enabling Environment*. University of Dar es Salaam Business School.
11. Murray, R., Caulier-Grice, J. & Mulgan, G. (2010). *The Open Book of Social Innovation*. NESTA & The Young Foundation.
12. Nicholls, A. (ed.) (2008). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
13. OECD. (2022). *Legal Frameworks for the Social and Solidarity Economy*. OECD Local Employment and Economic Development (LEED) Programme.
14. Peter, H., Vargas Vasserot, C. & Alcalde Silva, J. (eds.) (2023). *The International Handbook of Social Enterprise Law: Benefit Corporations and Other Purpose-Driven Companies*. Springer, Cham.
15. Republic of Uganda. (2016). *The Non-Governmental Organisations Act, 2016*. Ministry of Internal Affairs / National NGO Bureau.
16. Tanzania Human Rights Defenders Coalition (THRDC). (2020). *NGO Compliance Tool Kit for THRDC Members*. Dar es Salaam.

17. Tripone, A. & Agapitova, N. (2017). *Legal Framework for Social Enterprise: Lessons from a Comparative Study of Italy, Malaysia, South Korea, United Kingdom and United States*. World Bank.
18. United Republic of Tanzania. (2002, amended 2019). *The Non-Governmental Organisations Act No. 24 of 2002*. Government Printer, Dodoma.
19. WIPO (World Intellectual Property Organization). (2021). *Enterprising Ideas: A Guide to Intellectual Property for Startups*. WIPO, Geneva.
20. World Bank. (2017). *Legal Framework for Social Enterprise: Lessons from Country Experiences*. Washington, DC.

15.7 Networking and ecosystems

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

Understanding networking and ecosystem in social entrepreneurship is critical in the development and enhancement of entrepreneurial minds, leading to social innovation and entrepreneurship development. This course examines the critical role of networks and ecosystems in the success of social innovation and entrepreneurship. It explores how social entrepreneurs build relationships, collaborate with stakeholders, and navigate complex systems to scale their impact. Students will learn to map ecosystems, identify key actors, and develop strategies for effective engagement and collaboration. The course is based on critical and analytical thinking. It is an adventure, a personal journey, and a significant learning experience for students.

Objectives

- Explain the concept of entrepreneurial networking and ecosystems, and their relevance to social entrepreneurship.
- Enable students to analyse the role of networking and ecosystems in resource mobilization, innovation, and scaling.
- Train students on how to identify key stakeholders and build strategic partnerships using networking and ecosystems.
- Enable students to design networking and ecosystems mapping tools for real-world social entrepreneurship practices.
- Train students to design strategies for networking and ecosystems engagement and sustainability of social innovation and entrepreneurship.

Learning Outcomes

At the end of the course the students will be able to:

- Apply the concept of entrepreneurial networking and ecosystems relevant to social innovation entrepreneurship.

- Evaluate different networks and ecosystems used for resource mobilization, innovation, and scaling during entrepreneurship practice.
- Identify key stakeholders and build strategic partnerships using networking and ecosystems to solve societal challenges.
- Design networking and ecosystems mapping tools for real-world social entrepreneurship practices.
- Apply strategies for networking and ecosystems engagement and sustainability of social innovation and entrepreneurship.

Indicative Content

N	Topic	Content	NH	CH
1.	Introduction	<ul style="list-style-type: none"> • Definitions of networking and social entrepreneurship ecosystem; • Key components of social entrepreneurship ecosystem; • Case examples of local and global ecosystems. 	8	4
2.	The power of networking	<ul style="list-style-type: none"> • Types of networking - personal, professional and institutional; • Basic networking theories, social capital and trust. 	8	4
3.	Stakeholder analysis	<ul style="list-style-type: none"> • Definitions, identifying key factors in stakeholder analysis; • Power - interest matrix, stakeholder mapping and engagement strategies. 	8	4
4.	Ecosystems mapping tools	<ul style="list-style-type: none"> • System thinking; • Causal loop diagrams; • Ecosystem canvas; • Ecosystems diogenitic tool. 	8	4
5.	Strategic Partnership	<ul style="list-style-type: none"> • Definition of strategic partnership; • Collaboration and competition; • Cross-sector partnership; • Partnership frameworks and MOUs. 	8	4
6.	Resource Mobilization	<ul style="list-style-type: none"> • Definition of resource mobilization; • Leveraging networks for funding, talent, knowledge; • Role of incubators and accelerators; • Community and diaspora networks; • Sustainability; • Proposal writing. 	8	4
7.	Digital Ecosystems	<ul style="list-style-type: none"> • Definition of digital ecosystems; • Online platforms and communities; • Social media for networking; • Crowdfunding and crowdsourcing; 	8	4

		<ul style="list-style-type: none"> • Creation of simple platforms, e.g. WhatsApp, etc. 		
8.	Policy and Institutional Support	<ul style="list-style-type: none"> • Government's role in ecosystem development; • Legal and regulatory frameworks; • Public-private partnerships. 	8	4
9.	Measuring Ecosystems Impacts	<ul style="list-style-type: none"> • Metrics and indicators; • Network analysis tools; • Case studies of successful ecosystems. 	8	4
10.	Networking and Ecosystems Sustainability	<ul style="list-style-type: none"> • Definition of networking and ecosystem sustainability; • Ethics and values; • Sustainability cases, local and international examples. 	8	4
11.	Visits to successful entrepreneurs/ organizations (Field Visits)	<ul style="list-style-type: none"> • Understanding challenges faced by social entrepreneurs, success stories in networking and ecosystems; • Practical exhibitions and peer feedback. 	10	5
		Total hour:	90	45

CH – contact hours; NH – notional hours

Teaching and learning strategies

Networking and ecosystem are crucial for social innovation and entrepreneurship development. The course builds individual and organizational relationships needed for sharing knowledge, gaining resources, and creating opportunities. On the other hand, the broader ecosystem explored in the course provides the structured environment, infrastructure, and cultural support for social innovations to emerge, scale, and achieve greater social impact. It enhances entrepreneurial minds, leading to social innovation and entrepreneurship development. The course facilitates entrepreneurial learning, building resilience, and fostering collaboration. It involves a teaching model that reverses the traditional lecture-and-homework approach, where students learn new material through videos or readings and use class time for interactive activities like discussions, problem-solving, and group work, guided by the instructor. This shifts the focus from passive listening to active application of knowledge and allows for more personalized, in-depth learning during face-to-face interaction.

The specific teaching strategies include:

- Flipped classrooms
- Guest lecturers
- Case study
- Choice boards
- Student-led discussions
- Peer learning
- Role play
- Site visits to successful entrepreneurs
- Project work

During project work, students will engage in practical initiatives that analyse, build, and/or leverage different stakeholder networks to create and scale solutions for social and environmental challenges. The aim of the project is to help students understand and enhance the collaborative environments in which social innovators and entrepreneurs operate.

These teaching strategies foster active learning, deeper understanding, and increased engagement, thus supporting the development of competences required of social entrepreneurs.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Class discussion and participation	Students come to class having watched the pre-recorded lectures in advance. In class, they discuss the content and apply what they have learned with the teacher's guidance. This takes place during teacher-led sessions.	Formative	10%
2.	Case study	Students work with selected printed case studies in class and brainstorm solutions, applying the knowledge gained to deepen their understanding and support more in-depth learning.	Summative & Formative	20%
3.	Mapping project	Since the students share a common interest, they collaborate on a specific topic in the course. They use visual tools in class to identify the interconnected elements that support social innovation and entrepreneurship in the community, and then discuss their findings together.	Summative & Formative	30%
4.	Proposal writing	Students prepare a proposal that demonstrates a deep understanding of ecosystem dynamics and outlines specific interventions to strengthen its components. The proposal should also include detailed activities aimed at addressing the identified challenge.	Summative	40%
			Total:	100%

Core reading materials**Networking:**

1. Anderson, A. R., & Jack, S. L. (2013). The role of networks in entrepreneurship. *International Journal of Entrepreneurial Behavior & Research*, 19(5), 446-471. <https://doi.org/10.1108/IJEBR-05-2012-0072>
2. Fassio, C., & Gast, J. (2019). Entrepreneurial networks in the digital age: A systematic review. *International Small Business Journal*, 37(4), 373-391. <https://doi.org/10.1177/0266242619826163>
3. Bishop, P., & Jensen, R. (2018). Network evolution in entrepreneurship: A social network perspective. *Journal of Business Venturing*, 33(6), 659-680. <https://doi.org/10.1016/j.jbusvent.2018.08.002>
4. Burt, R. S., & Gabbay, S. M. (2021). Structural holes and network brokerage: Implications for entrepreneurship. *Academy of Management Perspectives*, 35(4), 520-538. <https://doi.org/10.5465/amp.2019.0223>
5. Harrison, J., & Raineri, N. (2020). The social capital of entrepreneurs: How networks foster business innovation. *Entrepreneurship & Regional Development*, 32(7-8), 619-643. <https://doi.org/10.1080/08985626.2020.1781742>
6. Jensen, C., & Shaw, J. (2017). The entrepreneurial value of networks: An exploration of how entrepreneurs use their networks to access capital. *Journal of Small Business Management*, 55(2), 278-295. <https://doi.org/10.1111/jsbm.12210>
7. Müller, S., & Stumpf, C. (2019). Entrepreneurial networks, social media, and internationalization. *Journal of International Business Studies*, 50(5), 837-856. <https://doi.org/10.1057/s41267-019-00232-w>
8. Wright, M., & Huggins, R. (2020). Innovation networks and entrepreneurial success: How entrepreneurs develop innovative networks. *Innovation: Organization & Management*, 22(2), 105-121. <https://doi.org/10.1080/14479338.2020.1733061>

Ecosystems:

1. Acs, Z. J., Szerb, L., & Autio, E. (2014). The global entrepreneurial ecosystem. *Small Business Economics*, 42(3), 553-577. <https://doi.org/10.1007/s11187-013-9506-3>
2. Adner, R. (2017). Ecosystem as structure: An actionable construct for strategy. *Journal of management*, 43(1), 39-58.
3. De Bruin, A., Roy, M. J., Grant, S., & Lewis, K. V. (2023). Advancing a contextualized, community-centric understanding of social entrepreneurial ecosystems. *Business & Society*, 62(5), 1069-1102.
4. Diaz Gonzalez, A., & Dentchev, N. A. (2021). Ecosystems in support of social entrepreneurs: A literature review. *Social Enterprise Journal*, 17(3), 329-360.
5. Grodal, S., & Gotsch, M. (2019). The institutionalization of social entrepreneurship: The role of ecosystems. *Academy of Management Perspectives*, 33(3), 239-258. <https://doi.org/10.5465/amp.2017.0167>
6. Jacobides, M. G., Cennamo, C., & Gawer, A. (2018). Towards a theory of ecosystems. *Strategic management journal*, 39(8), 2255-2276.
7. Kuratko, D. F., Morris, M. H., & Schindehutte, M. (2015). Understanding the social entrepreneurial ecosystem: The context and role of ecosystem support. *Journal of Small Business Management*, 53(4), 1133-1152. <https://doi.org/10.1111/jsbm.12127>

8. Mair, J., & Marti, I. (2014). Social entrepreneurship: What are we talking about? *Journal of Business Venturing*, 29(6), 717-736. <https://doi.org/10.1016/j.jbusvent.2013.05.007>
9. Sarasvathy, S. D., & Venkataraman, S. (2017). Entrepreneurship and the role of ecosystem in social change. *Journal of Business Venturing*, 32(5), 431-446. <https://doi.org/10.1016/j.jbusvent.2017.06.002>
10. Spigel, B. (2017). The role of social networks in entrepreneurial ecosystems. *Entrepreneurship & Regional Development*, 29(9-10), 625-644. <https://doi.org/10.1080/08985626.2017.1352320>
11. Theodoraki, C., & Messeghem, K. (2017). Exploring the entrepreneurial ecosystem in the field of entrepreneurial support: a multi-level approach. *International Journal of Entrepreneurship and Small Business*, 31(1), 47-66.
12. Zahra, S. A., & Wright, M. (2016). Entrepreneurship and the role of the ecosystem in social change. *Academy of Management Perspectives*, 30(2), 223-247. <https://doi.org/10.5465/amp.2015.0040>

15.8 Marketing and communication

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

This course provides students with an in-depth understanding of the principles, strategies, and tools of marketing and communication in the context of social innovation and entrepreneurship in East Africa. It explores how effective communication and marketing practices can drive positive social and economic transformation, enhance brand visibility, attract investment, and foster community engagement. The course combines theoretical frameworks with practical applications, emphasizing context-sensitive marketing approaches suitable for diverse East African markets. Students will learn to design, implement, and evaluate marketing and communication strategies that promote social enterprises, sustainable innovations, and inclusive growth. Through interactive learning, case studies, and regional examples, participants will gain skills in market research, branding, digital and social media marketing, stakeholder communication, and impact storytelling. The course encourages ethical and culturally responsive communication practices, aligning with the Sustainable Development Goals (SDGs) and the objectives of the ADVANCE initiative in strengthening social innovation ecosystems across East Africa.

Objectives

- Develop a deep understanding of marketing and communication theories and their application to social innovation and entrepreneurship.
- Equip students with strategic communication and marketing planning skills for diverse East African contexts.
- Foster critical thinking about ethical, cultural, and sustainability issues in marketing and communication.

- Enable learners to design evidence-based marketing campaigns and communication strategies that drive social and economic impact.
- Strengthen students' ability to use digital media and storytelling for advocacy, stakeholder engagement, and enterprise growth.

Learning outcomes

Upon completion of this course, students should be able to:

- Explain key concepts, theories, and frameworks of marketing and communication relevant to social innovation.
- Conduct market research and stakeholder analysis for social enterprises and community-based initiatives.
- Design integrated marketing communication strategies tailored to East African socio-economic contexts.
- Apply digital tools, social media, and storytelling to promote social entrepreneurship and impact-driven ventures.
- Evaluate the effectiveness of marketing and communication campaigns using appropriate performance indicators.
- Demonstrate ethical awareness and cultural sensitivity in designing and implementing communication strategies.

Course content

N	Topic	Content	NH	CH
1.	Defining Marketing and the Marketing Process in the context of social enterprises	<ul style="list-style-type: none"> • Overview of Marketing: Creating and Capturing Customer Value; • Company and Marketing Strategy: Partnering to Build Customer Relationships; • SE features: low budgets, small organisations without outspoken functionalities, low level of professional business skills, reliant on the support of volunteers. 	6	3
2.	Understanding the Marketplace and Consumers	<ul style="list-style-type: none"> • Analysing the Marketing Environment; • Managing Marketing Information to Gain Customer Insights; • Consumer Markets and Consumer Buyer Behaviour; • Business Markets and Business Buyer Behaviour 	10	5
3.	Designing a Customer-Driven Strategy	<ul style="list-style-type: none"> • Customer-Driven Marketing Strategy: Creating Value for Target Customers; • Products, Services, and Brands: Building Customer Value; • New Product Development and Product Life-Cycle Strategies; • Pricing: Understanding and Capturing Customer Value; 	8	4

		<ul style="list-style-type: none"> Pricing Strategies; Marketing Channels: Delivering Customer Value 		
4.	Integrated Marketing and Customer Relationship Strategies	<ul style="list-style-type: none"> Creating and delivering customer value through integrated marketing and distribution strategies, emphasizing retailing, wholesaling, and effective IMC practices across advertising, PR, sales, and digital marketing to build lasting customer relationships and consistent brand messaging. 	10	5
5.	Extending Marketing	<ul style="list-style-type: none"> Creating Competitive Advantage; The Global Marketplace; Sustainable Marketing: Social Responsibility and Ethics 	12	6
6.	Integrated Marketing Communications (IMC)	<ul style="list-style-type: none"> Understanding and applying the principles of Integrated Marketing Communications (IMC) by examining the role, coordination, and planning of advertising and promotional elements in effective marketing programs. 	10	5
7.	The Role of IMC in the Marketing Process	<ul style="list-style-type: none"> Understanding how advertising and promotion function within the integrated marketing process through effective segmentation, targeting, and positioning strategies. 	8	4
8.	Communication of SEs	<ul style="list-style-type: none"> Social enterprises (SEs) face complex communication challenges due to their hybrid nature, diverse stakeholders, and limited resources; Effective marketing therefore depends on building credible, organization-focused communication strategies – rather than leader-centred ones – to enhance customer trust and support. 	10	5
9.	Monitoring, Evaluation, and Learning (MEL) in Marketing	<ul style="list-style-type: none"> Key metrics, tools and indicators for measuring effectiveness of marketing communication. 	8	4
10.	Marketing Communication Strategies of Social Enterprises	<ul style="list-style-type: none"> Social enterprises use marketing communication to engage consumers and build visibility, emphasizing the need for consistent, appealing messages and improved communication strategies despite limited resources. 	8	4
Total hours:			90	45

Teaching and learning strategies

The course will employ a participatory and experiential learning approach that combines lectures, seminars, case studies, simulations, and group projects. Emphasis will be placed on regional and practical examples drawn from East African social enterprises and innovation hubs. Students will work collaboratively to design and present communication strategies, supported by guest lectures from practitioners in marketing, entrepreneurship, and

development communication. Digital learning tools and platforms will be integrated to support blended learning, enabling access to regional case materials, online discussions, and peer feedback. The teaching approach encourages critical reflection, creativity, and real-world problem-solving aligned with competence profile of a social entrepreneur.

Assessment methods

Assessment will be continuous and competence-based, evaluating both theoretical understanding and applied skills.

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Class participation & discussion	Engagement in seminars, group activities, and case analyses	Formative	10%
2.	Individual assignments	Short analytical or reflective essays on course topics	Formative	20%
3.	Group project	Development and presentation of a marketing and communication plan for a social enterprise	Formative & Summative	30%
4.	Final written exam	Comprehensive assessment of theoretical and practical knowledge	Summative	40%
Total:				100%

Core reading materials

1. Armstrong, G., & Kotler, P. (2012). *Principles of marketing* (14th ed.). Pearson Education.
2. Perwito, R., Rahayu, A., & Hendrayati, H. (2020). Integrated marketing communication analysis and its effect towards brand equity. *Advances in Economics, Business and Management Research*, 115, 216–222.
3. Belch, G. E., & Belch, M. A. (2018). *Advertising and promotion: An integrated marketing communications perspective* (11th ed.). McGraw-Hill Education.
4. Becker, A., Waldner, C. J., Nitsch, L. J., & Trautwein, S. (2022). Communicating social value: An experimental study on credible communication and social enterprises. *Journal of Business Research*, 149, 166–179. <https://doi.org/10.1016/j.jbusres.2022.05.010>
5. Olejniczak, A., & Tomorad, D. (2015). Selected indicators for evaluating the effectiveness of marketing communication. *Ekonomski Vjesnik/Econviews: Review of Contemporary Business, Entrepreneurship and Economic Issues*, 28(2), 425–438.
6. Casno, K., Šķiltere, D., & Sloka, B. (2020). Marketing communications of Latvian social enterprises from a consumer perspective: Practical suggestions for improvement. *Regional Formation and Development Studies*, 31(2), 37–50. <https://doi.org/10.15181/rfds.v31i2.2031>
7. Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.

15.9 Business planning and venture creation

Credit units: 12 Tanzania UQF credits / 4 Uganda Credit Units / 4 ECTS credits

Notional hours: 120

Contact hours: 60

Course Description

This course provides a rigorous and practice-oriented pathway from opportunity identification to launch and early growth of a (social) venture in the East African context. Students learn to scan ecosystems, frame problems, design and test value propositions, build viable business and impact models, mobilize resources, and plan operations. Emphasis is placed on ethical and sustainable thinking (SDG alignment), financial discipline, risk management, MEL (Monitoring–Evaluation–Learning), and persuasive storytelling for partners/investors. The capstone is a complete, evidence-based business plan and investor/partner pitch grounded in real customer discovery.

Objectives

- Explain and critically compare venture creation concepts, theories, and models (commercial, social, hybrid).
- Prepare professional business plans for social enterprises/ventures tailored to low-resource contexts.
- Assess external environments to identify and validate opportunities and feasible go-to-market paths.
- Generate and iterate viable venture ideas using customer discovery, MVP/MVE tests, and data.
- Diagnose venture challenges across the life cycle and propose actionable interventions.
- Integrate impact logic, safeguarding, inclusion, and environmental sustainability into venture design.

Expected Learning Outcomes

By the end of the course, students should be able to:

- Explain concepts, theories, and models of venture creation and their applicability in East Africa.
- Examine business planning and its core elements (market, financials, operations, impact).
- Assess the business environment and identify opportunities using structured feasibility tools.
- Generate viable ideas, design value propositions, and develop a comprehensive business plan.
- Diagnose challenges at different venture stages and suggest suitable solutions.
- Build basic financial models (P&L, cash flow, balance sheet), unit economics, and funding strategies.
- Manage risk, governance, legal/regulatory compliance, and data protection considerations.
- Communicate a compelling impact- and evidence-based venture pitch to partners/investors.

Course Content

N	Topic	Content	NH	CH
1.	Strategic Business Planning & Analysis	<ul style="list-style-type: none"> • Feasibility analysis (market, technical, organizational, legal/regulatory, financial). • Venture creation models; lean/impact logic; business planning cycles. • Business Model Canvas (BMC) and Social Business Model Canvas (SBMC) to structure the business/impact model and key assumptions. • Strategic management for startups; competitive positioning; strategic fit in EA ecosystems. • Situation & scenario planning; sensitivity & break-even thinking. 	24	12
2.	Entrepreneurship & Innovation	<ul style="list-style-type: none"> • Entrepreneurial mindset in low-resource contexts; effectuation vs. causation. • Opportunity identification; creativity tools; problem-solution fit. • Early-stage team competences and composition (co-founder fit, role clarity, competence gaps, incentives) — linked to HRM. • Design thinking; MVP/MVE testing; evidence logs. 	18	9
3.	Financial Planning for New Ventures	<ul style="list-style-type: none"> • Financial modelling & forecasting (P&L, cash flow, simple balance sheet). • Unit economics, pricing for inclusion, cost drivers (COGS/OPEX). • Sources of financing (grants, SACCOs, microfinance, angels/VC, blended finance, crowdfunding). • Financial controls, governance, cash discipline. 	18	9
4.	Marketing & Market Research	<ul style="list-style-type: none"> • Primary/secondary research; JTBD; consumer/beneficiary behaviour in low-income markets. • Segmentation–targeting–positioning; value proposition design. • Entrepreneurial marketing; channels; digital marketing & e-commerce basics. • Go-to-market experiments; basic sales funnel metrics. 	20	10
5.	Practical & Applied Components (Capstone)	<ul style="list-style-type: none"> • Business plan studio (iterative drafts with clinics/mentorship). • Case analyses (success/failure in EA); simulations (funding, risk, stakeholder negotiation). • Field/clinic work for customer discovery; prototype/MVP tests & evidence debriefs for iteration decisions. 	40	20

		<ul style="list-style-type: none"> Investor/partner pitch; MEL & impact reporting mock-up. 		
			Total hours:	120
				60

CH – contact hours; NH – notional hours

Applied/lab/field activities listed in content are counted as CH when supervised.

The course structure aligns with the ADVANCE Competence Profile and ensures balanced coverage of Ideas & Opportunities, Resources, and Into Action, with strong experiential components tailored to the East African context.

Teaching and Learning Strategies

- Lectures and expert guest sessions (policy, legal, finance, impact investing):**
Short, interactive lectures build the core frameworks (venture models, feasibility, finance, GTM, impact logic). Guest experts then translate these into East African practice, using live cases, regulatory/market realities, and Q&A tied to students' projects.
- Studios/clinics for business plan development and MVP reviews:** Structured studio time is used to apply tools to each team's venture, with checkpoints for opportunity framing, value proposition, ToC/impact logic, and business model coherence. Clinics provide targeted feedback on MVP/MVE evidence, assumptions, and next-iteration decisions.
- Workshops and simulations (fundraising terms, risk registers, stakeholder mapping):** Hands-on workshops build practical competencies through templates and coached exercises. Simulations mirror real venture decisions, e.g., negotiating fundraising terms, building risk registers, and mapping stakeholders, to strengthen judgment under constraints.
- Guided field visits or virtual clinics with incubators/SEs; community engagement:** Supervised engagement with incubators, social enterprises, and communities supports customer discovery and feasibility testing, helping students validate needs, refine solutions, and incorporate context-specific operational and ethical considerations.
- Peer learning circles and mentorship (entrepreneurs, funders, domain experts):** Peer circles provide regular structured critique of drafts and evidence logs, while mentors offer domain-specific guidance on feasibility, financing, compliance, and impact—strengthening iteration quality and professional communication.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
1. Continuous assessment				
a.	Participation & preparation	Readings, participation in in-class discussions, peer reviews of assignments	Formative	10%
b.	Case study analysis memo(s) (individual)	Concise analytical memos applying economic and venture tools to real-world cases to diagnose problems and propose evidence-based market or policy solutions.	Formative	10%

c.	Mid-term feasibility dossier	Opportunity brief + initial ToC + stakeholder map + market scan	Formative	15%
d.	Finance mini-pack	Unit economics + 12–24 month projections + sensitivity	Formative	10%
e.	Pitch rehearsal	Evidence-based 6-8 min presentation + Q&A	Formative	15%
Total for continuous assessment:				60%
2. End of semester exam				
a.	Written exam covering venture models, feasibility/finance, GTM, risk/legal, impact logic	Structured written examination comprising three sections: short-answer questions, applied problem-based questions, and one longer analytical/essay-style question.	Summative	40%
Total:				100%

Core reading materials

1. Abrams, R. (2010). *Successful Business Plan: Secrets and Strategies*.
2. Adoms, S.S. (2023). *New Venture Creation: Entrepreneurship for the 21st Century*. McGraw Hill.
3. Burns, P. (2018). *New Venture Creation: A Framework for Entrepreneurial Startups*. Red Globe Press.
4. Burns, P. (2023). *New Venture Creation: A Framework for Entrepreneurial Startups*. Bloomsbury.
5. Timmons, J.A., Gillin, L.M., Burshtein, S.L., Spinelli, S. (2010). *New Venture Creation: Entrepreneurship for the 21st Century – Pacific Rim Perspective*. McGraw-Hill.
6. Timmons, J.A., & Spinelli, S. (2003). *New Venture Creation/Entrepreneurship for the 21st Century*. McGraw-Hill.
7. Bacigalupo, M. et al. (2016). *EntreComp: The Entrepreneurship Competence Framework*. European Commission.

15.10 Social change and impact measurement

Credit units: 12 Tanzania UQF credits / 4 Uganda Credit Units / 4 ECTS credits

Notional hours: 120

Contact hours: 60

Description

This course aims at strengthening students' knowledge and skills in implementing social change and impact measurement. The realization of social change requires in the first place the identification of a social issue. Subsequently, a targeted initiative can be developed for finding a partial solution of that issue. This idea could be social innovation or social enterprise, but could also take another form (e.g. NGO, social movement, or an initiative of a public or

private organisation). To evaluate how successful a social innovation or enterprise is, one needs to measure its impact. In this context, this course will present a variety of social issues that require change, and will indicate the need for different approaches to resolve them subject to their complexity and to the ideas of the initiative owner. This course will introduce the theory of change as a fundamental method of thinking. It will also introduce the broad variety of impact measurement methods, and present best practices in impact measurement from real-life case studies. After providing theoretical and practical advice on impact measurement, this course will discuss the importance of reporting and communication of the achieved impact.

Objectives

- Provide expert knowledge overview on the topics of social change and impact measurement;
- Provide insights on how to manage social change and impact measurement;
- Stimulate critical thinking, and illustrate the challenges associated with initiatives aiming at the realisation of social change and impact measurement;
- Discuss the importance of impact reporting and communication.

Learning outcomes

Upon completion of this course, students should be able to:

- Explain the theory of change and the various methods of impact measurement;
- Prepare and implement a theory of change related to a specific social issue;
- Prepare and implement an impact measurement on a specific social innovation or social enterprise;
- Prepare formal and informal communication with respect to the realized impact of a social innovation or enterprise.

Course content

N	Topic	Content	NH	CH
1.	Introduction	<ul style="list-style-type: none"> • The introductory lecture will discuss the need for social change and impact, and will present a variety of drivers for their realisation (e.g. innovation, social entrepreneurship, social movements, political action, NGO initiatives, business solutions). • This lecture will also present the course objectives, learning material, teaching methods and assessment. 	12	6
2.	Various arenas for social change	<ul style="list-style-type: none"> • There are various arenas that require social change, including extreme poverty, environmental pollution and global warming, inequality, quality of healthcare and nutrition, political corruption, institutional voids, disabilities of various kind. This lecture will provide an overview of these various arenas 	12	6

		and the existing attempts to generate social change and impact.		
3.	The theory of change	<ul style="list-style-type: none"> The theory of change is a widely used method for developing initiatives aiming at the generation of societal impact. This theory will be presented and explained. 	12	6
4.	From social change to impact	<ul style="list-style-type: none"> Social change and impact are two sides of the same coin. However, the process of change does not necessarily lead to positive impact. It may not lead to the desired results, or on the contrary it may generate negative ones. 	12	6
5.	Enhancement of impact vs. the danger of mission drift	<ul style="list-style-type: none"> Initiatives in social innovation and entrepreneurship are expected to continuously improve their impact. This may involve organisational growth, which involves a variety of challenges related to HRM, finance, infrastructure, coordination etc. Focusing on those challenges may divert the attention from generating social impact, i.e. known as mission drift. 	12	6
6.	The role of technologies in fostering social change and impact	<ul style="list-style-type: none"> The access to technologies can foster initiatives in social innovation and entrepreneurship. Some examples are AI, ICT, 3D printing, augmented reality, etc. This lecture will present possible burdens in using technologies in social innovation and entrepreneurship, and how these technologies can foster impact. 	12	6
7.	Different levels of impact	<ul style="list-style-type: none"> Impact could be related to individuals or to communities. It could be punctual or continuous. Social impact could be the result from systemic change or from individual initiatives. This lecture will introduce the different levels of impact and how it is generated. 	12	6
8.	Theories of impact measurement	<ul style="list-style-type: none"> There are dozens of different methods for impact measurements. This lecture will present an overview of these methods and also the key steps in impact measurement. 	12	6
9.	Practical examples of impact measurement	<ul style="list-style-type: none"> This lecture will present exemplary cases in impact measurement. These cases will illustrate best practices and provide practical relevance to the students. 	12	6
10.	Impact reporting and communication	<ul style="list-style-type: none"> This lecture will discuss the importance and methods of both formal and informal communication and reporting. 	12	6

Total hours:	120	60
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Teaching and learning strategies

This course adopts both theoretical and practice-based approaches to stimulate reflective learning, critical thinking and problem-solving attitude of the students. The following teaching methods will be employed:

- Interactive lectures: key theories are presented and students are encouraged to participate in discussing the course material.
- Case studies: the bridge between theory and practice will be introduced with case study examples.
- Guest lectures from practitioners: practical experiences are aimed to strengthen reflective and problem-solving learning.
- Group project: Students will develop a project in groups of 3 participants. The projects will develop proposals for improvement of social change and impact measurement of an existing initiative of their choice. Students will be encouraged to gather secondary information, and to establish contact with the respective initiative owners. The project aim is the development of skills in the realisation of social change and impact measurement.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
5.	Group project	A proposal for improvement of social change and impact measurement of an existing initiative	Formative & Summative	30%
6.	Peer assessment	Group feedback on the project to another group	Formative	10%
7.	Written exam	Comprehensive assessment based on 5 open questions.	Summative	60%
			Total:	100%

Core reading materials

1. Hietschold, N., Voegtlin, C., Scherer, A. G., & Gehman, J. (2023). Pathways to social value and social change: An integrative review of the social entrepreneurship literature. *International Journal of Management Reviews*, 25(3), 564-586.
2. Taplin, D. H., Clark, H., Collins, E., & Colby, D. C. (2013). Theory of change. *Technical papers: a series of papers to support development of theories of change based on practice in the field*. ActKnowledge, New York, NY, USA.
3. Rawhouser, H., Cummings, M., & Newbert, S. L. (2019). Social impact measurement: Current approaches and future directions for social entrepreneurship research. *Entrepreneurship theory and practice*, 43(1), 82-115.
4. Maas, K., & Liket, K. (2011). Social impact measurement: Classification of methods. In *Environmental management accounting and supply chain management* (pp. 171-202). Dordrecht: Springer Netherlands.

15.11 Community service-learning project

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

The Community Service-Learning Project is a culminating, experience-based course that allows postgraduate students to apply social innovation and entrepreneurial principles in real community contexts. Students will collaborate with local authorities, NGOs, cooperatives, youth groups, social enterprises, and grassroots innovators to co-design and implement sustainable initiatives that address pressing social, economic or environmental issues.

Building on the theoretical foundations established, the Community Service-Learning Project will provide students with an opportunity to transform classroom learning into tangible action. It emphasizes experiential learning through direct engagement in the field, enabling participants to conduct participatory needs assessments, identify community priorities, and design innovative interventions that create measurable social impact. The process fosters collaboration, creativity, and critical thinking while deepening students' understanding of ethical and sustainable development practices.

Through field engagement, mentorship, and reflection, students will further develop their leadership, project management, and impact evaluation skills while generating meaningful change.

Objectives

- Enable students to critically analyse community contexts and identify priority social, economic, or environmental challenges through participatory engagement and needs assessment.
- Provide theoretical and practical grounding in social innovation and entrepreneurship for co-designing and implementing contextually relevant, sustainable community interventions.
- Foster students' ability to collaborate effectively with diverse stakeholders – including community members, local authorities, NGOs, and enterprises – in mobilizing resources and co-creating inclusive solutions.
- Develop advanced professional competencies in leadership, teamwork, project management, and ethical decision-making through reflective and evidence-based practice.
- Equip students with the tools and frameworks needed to measure, evaluate, and communicate social impact, thereby promoting accountability, learning, and sustainable community transformation.

Learning outcomes

Upon completion of this course, students should be able to:

- Analyse community contexts and identify priority social, economic, or environmental challenges through participatory assessment tools and methods.
- Design and implement practical, innovative, and sustainable community-based projects that address identified needs and promote inclusive development.
- Apply advanced project planning, coordination, and monitoring skills in collaboration with community members and relevant stakeholders.
- Demonstrate effective teamwork, leadership, communication, and conflict-resolution abilities in diverse community settings.
- Engage professionally and ethically with local government institutions, SMEs, innovators, NGOs, and community organizations throughout the project lifecycle.
- Evaluate and communicate project outcomes using appropriate qualitative and quantitative tools, reflecting on impact, lessons learned, and sustainability.
- Prepare and present comprehensive project reports and oral presentations that integrate evidence-based findings and critical reflection on practice.
- Reflect critically on ethical issues, learning, and future practice as social innovators.

Course content

N	Topic	Content	NH	CH
1.	Course orientation & project briefing	<ul style="list-style-type: none"> • Introduction to course structure, objectives, assessment, and ethics; • Overview of community service-learning principles; • Briefing on fieldwork expectations and supervision process. 	4	2
2.	Understanding community contexts & participatory needs assessment	<ul style="list-style-type: none"> • Defining “community” and its dimensions; • Cultural and socio-economic context analysis; • Community entry and engagement protocols; • Participatory assessment tools (FGDs, mapping, observation, interviews); • Identification of priority issues and community needs. 	10	5
3.	Project planning & design	<ul style="list-style-type: none"> • Setting project objectives and outcomes; • Developing Theory of Change and Logic Models; • Designing innovative, inclusive, and ethical interventions; • Defining roles, responsibilities, timelines, and resource requirements; • Integrating risk management strategies. 	15	7
4.	Project development and prototyping	<ul style="list-style-type: none"> • Translating project plans into tangible solutions; • Developing social innovation products, models, or services; 	10	5

		<ul style="list-style-type: none"> • Testing and refining prototypes based on community and mentor feedback; • Preparing detailed implementation plans and materials. 		
5.	Stakeholder engagement and partnership building	<ul style="list-style-type: none"> • Identifying and analysing key actors (LGAs, SMEs, NGOs, cooperatives, grassroots innovators); • Strategies for partnership development, communication, and collaboration; • Drafting MOUs and collaboration agreements; • Ensuring accountability and transparency in community partnerships. 	10	5
6.	Field project implementation and monitoring	<ul style="list-style-type: none"> • Executing community projects in collaboration with stakeholders; • Coordination and supervision in the field; • Applying participatory monitoring and adaptive management tools; • Documenting activities, evidence, and lessons; • Mid-term review and feedback session. 	20	10
7.	Sustainability planning and impact evaluation	<ul style="list-style-type: none"> • Applying tools and methods for assessing project outcomes, impact, and sustainability; • Measuring community-level change; • Reviewing challenges and lessons; • Preparing sustainability strategies, community handover and continuity. 	10	5
8.	Reflection and portfolio development	<ul style="list-style-type: none"> • Structured reflection on learning, leadership, and ethics; • Developing reflective journals and portfolios; • Linking theory to practice; • Synthesizing personal and professional growth. 	7	4
9.	Final presentations and reporting	<ul style="list-style-type: none"> • Preparation of final project reports and presentations; • Communicating findings to community and institutional stakeholders; • Feedback, peer learning, and course closure. 	4	2
Total:			90	45

CH – contact hours; NH – notional hours

Teaching and learning strategies

This course adopts an experiential and community service-learning approach that integrates theory with practice through active participation in real-world contexts. The teaching and

learning strategies are designed to foster critical thinking, collaboration, and reflective professional growth.

Key strategies include:

- **Experiential Fieldwork:** Hands-on engagement with local organizations and communities to apply social innovation and entrepreneurial principles in real-life contexts.
- **Interactive Seminars and Workshops:** Thematic sessions that develop students' competencies in project design, participatory methods, ethical practice, impact measurement, and sustainability planning.
- **Faculty and Partner Mentorship:** Continuous academic guidance and professional supervision from faculty mentors and community partners to ensure relevance, quality, and ethical integrity of project activities.
- **Reflective Practice:** Use of journals, peer learning sessions, and guided reflection discussions to critically connect field experiences with theoretical frameworks and personal development.
- **Capstone Presentation:** Public sharing of project results, lessons learned, and best practices through final reports, presentations, and stakeholder feedback sessions.

The *Community Service-Learning Project* employs a participatory and hands-on learning approach that emphasizes both academic rigor and real-world experience. Through experiential fieldwork, students engage directly with local organizations, community groups, and social enterprises to identify challenges, design solutions, and implement innovative projects. This practical involvement allows students to apply theoretical knowledge in authentic contexts, fostering problem-solving, adaptability, and social responsibility. The field component is supported by regular interactive seminars and workshops that focus on key themes such as innovation design, impact measurement, ethical engagement, and sustainability. These sessions create a collaborative learning environment where students share experiences, exchange ideas, and refine their professional skills under guided facilitation.

To ensure continuous learning and accountability, students receive faculty and partner mentorship throughout the course. This dual support system connects academic guidance with real-world expertise, providing valuable feedback and direction during project design and implementation. Reflective practice is a core element of the learning process. Students will document their experiences through journals, peer reviews, and structured reflection sessions that encourage critical thinking and personal growth. The course culminates in a capstone presentation, where students publicly present their project outcomes, lessons learned, and impact findings to faculty, peers, and community stakeholders. This final stage not only demonstrates the integration of theory and practice but also celebrates students' contributions toward creating sustainable social change.

Assessment methods

The assessment for the *Community Service-Learning Project* course is designed to evaluate both practical application of skills and reflective learning, ensuring students demonstrate competence in project planning, development, implementation, stakeholder engagement, and

social impact creation. A mix of individual and group-based assessments is employed to capture both personal learning and collaborative performance in real-world settings.

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Community Needs Assessment Report	A comprehensive analysis of the selected community context using participatory tools and methods (e.g., mapping, interviews, focus groups). Assesses students' ability to identify key challenges, stakeholders, and opportunities for intervention.	Summative & Formative	10%
2.	Project Proposal & Development Plan	A detailed written proposal outlining project objectives, target community, innovation rationale, theory of change, proposed activities, and implementation strategy. Evaluates design thinking, feasibility, ethical considerations, and sustainability planning.	Summative & Formative	20%
3.	Implementation & Field Performance	Continuous assessment of students' performance during fieldwork, including teamwork, leadership, problem-solving, adaptability, and adherence to ethical and professional standards. Involves supervision reports, peer feedback, and mentor evaluations.	Summative & Formative	35%
4.	Reflective Portfolio / Journal	A structured record of learning experiences, challenges, and insights throughout the project. Emphasizes critical self-reflection on theory-practice integration, personal growth, and professional competencies.	Summative	10%
5.	Final Impact Report & Presentation	Detailed report and oral presentation demonstrating project implementation outcomes, social impact, evaluation results, sustainability strategies, and lessons learned. Presented to faculty, peers, and community stakeholders.	Summative	25%
			Total:	100%

Core reading materials

1. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
2. Bose, M., Horrigan, P., Doble, C., & Shipp, S. (2014). *Community Matters: Service-Learning in Engaged Design and Planning*. Routledge.
3. Bringle, R. G., & Hatcher, J. A. (2022). *Research on Service Learning and Student Civic Outcomes: Conceptual Frameworks and Methods*. Stylus.
4. Cipolle, S. B. (2010). *Service-Learning and Social Justice: Engaging Students in Social Change*. Rowman & Littlefield.

5. Donahue, D. M., & Plaxton-Moore, S. (2018). *The Student Companion to Community-Engaged Learning: What You Need to Know for Transformative Learning and Real Social Change*. Stylus / Routledge.
6. Hodges, R. A., & Zuckerman, M. (2024). *Community-Engaged Scholarship: Reflections from Netter Center Alumni*. University of Pennsylvania Press.
7. Jacoby, B. (2015). *Service-Learning Essentials: Questions, Answers, and Lessons Learned*. Jossey-Bass.
8. Larsen, M. (ed.) (2018). *International Service Learning: Engaging Host Communities*. Routledge.
9. Moely, B. E., & Ilustre, V. (2014). *Integrating Service Learning into Higher Education Curricula: Developing and Sustaining Successful Partnerships*. Information Age Publishing.
10. Mtawa, N. N. (2019). *Human Development and Community Engagement through Service-Learning: The Capability Approach and Public Good in Education*. Springer.
11. Mulgan, G. (2019). *Social Innovation: How Societies Find the Power to Change*. Policy Press.
12. Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). *The Open Book of Social Innovation*. Nesta & The Young Foundation.
13. Westley, F., Zimmerman, B., & Patton, M. Q. (2006). *Getting to Maybe: How the World Is Changed*. Vintage Canada.
14. Yunus, M. (2017). *A World of Three Zeros*. PublicAffairs.

Supplementary Readings

1. Dees, J. G. (2012). A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship. *Journal of Business Ethics*.
2. Nicholls, A., Simon, J., & Gabriel, M. (2015). *New Frontiers in Social Innovation Research*. Palgrave Macmillan.
3. UNDP. (2020). *Guidelines for Supporting Social Enterprises and Local Innovation*. United Nations Development Programme.
4. Relevant local case studies and field resources curated by course instructors.

15.12 Strategic management for social enterprises

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

The “Strategic Management for Social Enterprises” course aims at enabling students who are prospective leaders and professionals in the social sector to create and implement strategic plans that balance social impact with financial sustainability. Students learn to use strategic diagnostics in determining the current and future strategic direction of a social enterprise’s long-term viability and efficiency, meanwhile adapting their plans to societal and market contexts. Strategic management for social enterprises involves paying attention to critical

societal challenges that constitute the strategic position of the social enterprise. Thus, central to Strategic Management for Social Enterprises is the creation and implementation of effective strategies that would ensure both societal impact and financial viability.

Objectives

- Provide a critical understanding of key concepts and issues underlying strategic management for social enterprises.
- Examine and compare major theories and frameworks that inform the development of successful business strategies.
- Enable students to design, apply, and adapt social business models to real-world contexts.
- Foster analytical skills through the study and synthesis of case studies on successful cross-sector partnerships and their best practices.
- Equip students with the knowledge and tools to develop and apply appropriate metrics for measuring the social impact of entrepreneurial initiatives.

Learning Outcomes

Upon completion of this course, students should be able to:

- Critically analyse key concepts and issues embedded in strategic management for social enterprises.
- Evaluate and compare underlying theories and frameworks that provide the foundations of successful business strategy.
- Apply and adapt appropriate social business models to real-world contexts.
- Analyse and synthesise case studies of successful cross-sector partnerships to derive best practices.
- Select, apply and interpret relevant metrics to measure the social impact of entrepreneurial projects.

Course content

N	Topic	Content	NH	CH
1.	Foundations of Social Enterprise Strategy	<ul style="list-style-type: none"> • Defining Social Enterprise, strategic management and strategic management for social enterprises. • The Nature of the Blended Value Proposition • Mission, Vision, and Values as Strategic Assets • Stakeholder Theory in Practice • Governance and Ethical Leadership • Strategic Thinking vs. Operational Planning 	10	5
2.	External and Industry Analysis for Social Impact	<ul style="list-style-type: none"> • Macro-Environmental Analysis (PESTLE) • Industry Structure and Competition • Market and Beneficiary Needs Assessment • Ecosystem Analysis and Institutional Voids • Scenario Planning 	10	5

N	Topic	Content	NH	CH
3.	Internal Analysis and Building Unique Capabilities	<ul style="list-style-type: none"> • Resource-Based View (RBV) of the Social Enterprise • Core Competencies and Distinctive Capabilities • Value Chain Analysis (Impact Value Chain) • SWOT Synthesis • Organizational Culture as a Strategic Asset 	12	6
4.	Strategy Formulation: Developing Sustainable Business Models	<ul style="list-style-type: none"> • Hybrid Business Model Design • Competitive Strategy in the SE Context • Growth and Scaling Strategies • Innovation Strategy • Strategic Alliances and Cross-Sector Partnerships 	12	6
5.	Strategy Implementation: Aligning the Organization	<ul style="list-style-type: none"> • Organizational Structure and Design • Strategic Leadership and Change Management • Resource Allocation • Systems and Processes • Strategic Human Capital Management 	12	6
6.	Financial Strategy and Resource Diversification	<ul style="list-style-type: none"> • Capital Structure Strategy • Earned Income and Cross-Subsidization • Financial Sustainability Models • Strategic Budgeting • Risk Management Strategy 	12	6
7.	Marketing, Communications, and Stakeholder Engagement Strategy	<ul style="list-style-type: none"> • Strategic Marketing • Brand Strategy and Reputation Management • Digital Strategy and Outreach • Advocacy and Influence Strategy • Strategic Communications Planning 	12	6
8.	Performance Management, Impact, and Control Systems	<ul style="list-style-type: none"> • Developing a Balanced Scorecard (BSC) • Strategic Control Systems • Impact Measurement Strategy • Learning and Adaptation • Accountability and Transparent Reporting 	10	5
Total:			90	45

Teaching and learning strategies

Effective teaching and learning strategies for strategic management in social enterprises include (a) experiential and practical learning through case studies and projects; (b) collaborating learning in groups; and (c) adaptive learning approach that emphasises continuous learning from both successes and failures. These strategies should balance theoretical instruction with practical application, focusing on both exploration of new and practical solutions on one hand and exploitation of existing resources on the other hand to foster strategic intelligence and leadership skills for social impact.

1. Experiential and practical learning

- Case studies: Course instructors will use real-world social enterprise case studies to help students analyse practical problems and apply strategic theories, enhancing the practicality and applicability of what they learn.
- Projects and simulations: Course instructors will engage students in projects that require them to develop strategic plans for hypothetical or real ventures, promoting the development of innovative solutions.
- Frameworks: Instructors will utilize frameworks like the Strategic Intelligence Map to guide students in understanding the factors that influence a social enterprise's lifecycle from discovery to scaling.

2. Collaborative and social learning

- Collaborative learning: Course instructors will structure small group activities where students work together on tasks, fostering collaboration, communication and shared problem-solving.
- Brainstorming and ideation: Course instructors will facilitate sessions that encourage creative thinking and the generation of new ideas for social problems and their solutions.
- Social learning: Course instructors will encourage students to learn from observing and interacting with others who are involved in social entrepreneurship.

3. Knowledge integration

- Knowledge exploration and exploitation: Course instructors will balance learning that focuses on identifying new social problems and innovative solutions with learning that leverages existing knowledge, successful models and networks.
- Blending theory with practice: Course instructors will combine theoretical lectures with hands-on activities to reinforce strategic concepts and encourage the application of knowledge.
- Reflection and assessment: Course instructors will incorporate activities like slips and sharing circles to help students reflect on what they have learnt and allow instructors themselves to quickly assess understanding.

Assessment methods

The “Strategic Management for Social Enterprises” course will apply a combination of both formative and summative evaluation methods, namely individual term paper analysing strategic challenges in social enterprises, team consulting projects with real social businesses or start-ups, oral presentations and detailed strategic plans as deliverables and University examination.

N	Assessment method	Description	Type of assessment	Weight (Marks)
1. Continuous assessment				
a.	Individual Term Paper	Students will produce an in-depth analysis of social enterprise management and organizing practices.	Formative	20%

b.	Group Case Report	Students will work in groups to study a social need of their choice or one suggested by the instructor, and prepare a SE business proposal to address it. They will present their findings and proposals in class.	Formative	20%
c.	Group presentation	Students will be encouraged to participate actively in tutorial discussion and comment on the presentations of other students.	Formative	10%
Total for continuous assessment:				50%
2. Final assessment				
a.	University examination	A comprehensive exam covering the entire course material, including case studies and practical applications.	Summative	50%
Total:				100%

Core reading materials

1. David, F. (2017). *Strategic Management. Concepts and Cases* (11th ed.). Upper Saddle River, NJ: Prentice Hall.
2. Freeman, R. E. (2010). *Strategic management: A stakeholder approach*. Cambridge University Press.
3. Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2023). *Strategic management: Competitiveness and globalization: Concepts and cases* (13th ed.).
4. Grant, R. M. (2018) *Contemporary Strategy Analysis* (10th ed). Willy and Sons Ltd.
5. Lynch, R. (2015) *Strategic Management*, 7th edition, Harlow: Pearson Education Limited.
6. Robbins, S., Bergman, R., Stagg, I. D., & Coulter, M. (2010). *Foundations of management*. Pearson Education Australia.

Recommended programmes and resources

1. Harvard Business Review – Oriented towards the Practitioner.
2. Journal of Strategic Management – Theoretical
3. Long Range Planning – A Mix of Theory and Practice
4. LSE's Strategies for Enhancing Sustainable Impact Course with Consulting Projects
5. Temple University's Strategic Management Courses with Innovation and Non-profit Governance Focus.
6. The Economist – Much more than Strategy but Indispensable for the Practising Strategist.

15.13 ICT & Artificial Intelligence for social impact

Credit units: 9 Tanzania UQF credits / 3 Uganda Credit Units / 3 ECTS credits

Notional hours: 90

Contact hours: 45

Description

This course examines the transformative potential of information and communication technologies (ICT) and artificial intelligence (AI) as drivers of social innovation and inclusive development. It provides students with a comprehensive understanding of how digital tools and intelligent systems can be leveraged to address complex societal challenges, promote equitable access to resources, and enhance the sustainability of social enterprises.

The course begins by exploring the theoretical foundations of ICT and AI within the broader framework of social entrepreneurship, connecting technological innovation to global and local development agendas such as the United Nations Sustainable Development Goals (SDGs) and the African Union's Digital Transformation Strategy. Students learn how ICT infrastructures, data ecosystems, and algorithmic technologies can be applied to solve pressing issues in education, healthcare, agriculture, environmental protection, and governance.

From a practical standpoint, the course equips learners with the skills to conceptualize, design, and prototype technology-based solutions tailored to the socio-economic contexts of Uganda, Tanzania, and the wider Sub-Saharan Africa region. Emphasis is placed on digital inclusion, affordability, and scalability – key factors that influence the sustainability and impact of ICT-based ventures in emerging markets.

Ethical and regulatory dimensions are central to the course. Students critically assess topics such as data privacy, cybersecurity, bias in AI systems, and responsible AI governance. Through exposure to international guidelines (e.g., EU Ethics Guidelines for Trustworthy AI, OECD AI Principles, and UNESCO's AI Ethics Framework), they learn to evaluate how technology can be used ethically and transparently to create public value.

The course also emphasizes the importance of local innovation ecosystems, policy environments, and public–private partnerships that enable digital transformation in Uganda and Tanzania. Students engage in interactive sessions with social entrepreneurs, developers, and policymakers who are actively implementing digital solutions for social good, ranging from AI-powered agricultural tools and mobile health platforms to blockchain-based financial inclusion initiatives.

By combining conceptual learning with applied projects, the course develops both analytical and technical capacities. Learners are guided through design thinking processes, innovation labs, and simulation exercises that mimic real-world social impact projects. The overall aim is to empower future social entrepreneurs and change agents to harness the power of ICT and AI responsibly and effectively in advancing sustainable, inclusive, and equitable societies.

Objectives

- Provide foundational knowledge of ICT and AI concepts relevant to social innovation and entrepreneurship.
- Enable students to analyse the role of digital technologies in achieving sustainable and inclusive growth.

- Build practical skills for designing, implementing, and managing ICT- and AI-based social ventures.
- Promote critical awareness of data ethics, privacy, and responsible technology use.
- Foster collaboration, creativity, and systems thinking in the design of tech-based solutions for social impact.

Learning outcomes

Upon completion of this course, students should be able to:

- Explain the principles and applications of ICT and AI for social innovation and entrepreneurship.
- Identify opportunities to apply digital technologies to solve social and developmental problems in local contexts.
- Design basic ICT or AI-enabled models for social ventures, integrating ethical and sustainability considerations.
- Evaluate the social, economic, and ethical implications of using AI and data-driven systems.
- Collaborate effectively in interdisciplinary teams to develop tech-based impact projects.
- Critically assess global and African policy frameworks that shape digital innovation ecosystems.

Course content

N	Topic	Content	NH	CH
1.	Introduction to ICT and AI for Social Good	Core ICT concepts; overview of AI technologies; global and African trends; alignment with SDGs.	12	6
2.	Digital Transformation and Social Entrepreneurship	How ICT transforms business models and service delivery; digital inclusion and innovation ecosystems in East Africa.	12	6
3.	AI Applications for Development	Machine learning, natural language processing, and computer vision for education, health, agriculture, and governance.	12	6
4.	Data, Ethics, and Responsible AI	Data privacy, algorithmic bias, accountability frameworks, and global standards for ethical technology use.	12	6
5.	ICT Infrastructure and Digital Policy in Africa	Digital policy frameworks, connectivity challenges, open data, and e-governance in Uganda and Tanzania.	12	6
6.	Innovation Labs and Prototyping for Social Impact	Design thinking, user-centered design, rapid prototyping, and testing digital tools for social ventures.	18	9
7.	Scaling Digital Solutions and Measuring Impact	Sustainability, scaling strategies, monitoring and evaluation of digital impact initiatives.	12	6
Total:			90	45

CH – contact hours; NH – notional hours

Teaching and learning strategies

The course combines theoretical and experiential learning to ensure a strong balance between conceptual understanding and practical application. Lectures introduce key ICT and AI frameworks, while seminars encourage debate and reflection on social and ethical dimensions. Students engage in hands-on workshops and innovation labs where they prototype and test technology-based solutions for real community challenges.

Case studies from Uganda, Tanzania, Kenya, India, and other regions illustrate successful examples of digital innovation for social impact. Guest speakers from universities, tech hubs, NGOs, and social enterprises provide practical insights into the implementation of digital tools. Group projects foster peer learning, critical thinking, and interdisciplinary collaboration.

Digital platforms, open data repositories, and AI sandbox environments are used to build practical competencies. Students are guided to explore real-world applications, such as mobile banking for financial inclusion, e-health platforms, AI for agriculture, and open government data systems that promote transparency and civic participation.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Class participation and discussion	Active engagement in lectures, seminars, and online forums	Formative	20%
2.	Group project	Design and presentation of an ICT or AI-based social innovation prototype	Formative & Summative	25%
3.	Individual assignment	Case analysis or policy brief on digital transformation for social impact	Formative & Summative	25%
4.	Final examination / applied policy project	Written exam or applied research project demonstrating integration of course concepts	Summative	30%
			Total:	100%

Core reading materials

1. African Union Commission (2022). *Continental Artificial Intelligence Strategy for Africa 2022–2032*. Addis Ababa: AUC.
2. British Council (2019). *Social Enterprise and Job Creation in Sub-Saharan Africa*. London: British Council.
3. Boddington, P. (2017). *Towards a Code of Ethics for Artificial Intelligence*. Springer.
4. Floridi, L. (2019). *The Logic of Information: A Theory of Philosophy as Conceptual Design*. Oxford University Press.
5. European Commission (2021). *Ethics Guidelines for Trustworthy AI*. Brussels: European Commission, High-Level Expert Group on Artificial Intelligence.
6. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021). *Recommendation on the Ethics of Artificial Intelligence*. Paris: UNESCO.

7. World Bank (2021). *Harnessing Digital Technologies for Inclusive Growth and Poverty Reduction in Africa*. Washington, DC: World Bank.
8. OECD (2023). *Artificial Intelligence in Society*. OECD Publishing, Paris.
9. OECD (2021). *OECD Principles on Artificial Intelligence*. OECD Legal Instruments, OECD Publishing.
10. GSMA (2020). *Digital Impact for Social Good in Africa: Mobile Innovation Case Studies*. GSMA, London.
11. ITU (International Telecommunication Union) (2022). *AI for Good Global Summit – Summary Report*. Geneva: ITU.
12. Republic of Uganda (2014). *National ICT Policy for Uganda*. Ministry of ICT and National Guidance, Kampala.
13. United Republic of Tanzania (2016). *National ICT Policy*. Ministry of Works, Transport and Communication, Dodoma.
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15. World Economic Forum (WEF) (2023). *Responsible Artificial Intelligence: Global Framework for Action*. Geneva: WEF.
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19. Makerere University – College of Computing and Information Sciences (CoCIS) (2023). *AI Research and Innovation Agenda for Uganda*. Kampala: Makerere University.
20. Data Science Africa (DSA) (2022). *Proceedings of the 8th Data Science Africa Conference: AI for Sustainable Development*. Nairobi: DSA.

15.14 Final project: Development of a social innovation or a social enterprise

Credit units: 15 Tanzania UQF credits / 5 Uganda Credit Units / 5 ECTS credits

Notional hours: 150

Contact hours: 75

Description

This capstone project provides learners with an opportunity to apply the knowledge, skills, and attitudes acquired throughout the Postgraduate Diploma in Social Innovation and Entrepreneurship programme. Students will conceptualize, design, and develop a viable social innovation or social enterprise that addresses a pressing social, environmental, or economic challenge within their community or professional context. The project emphasizes competency demonstration, practical problem-solving, and evidence-based innovation design. Learners will go through a guided process of ideation, stakeholder engagement, prototyping, impact assessment, and sustainability planning.

Although the "Final project" is a stand-alone course with its distinct learning activities, synergies will be sought with the other courses throughout the programme. Lecturers will emphasize the relevance of content in each course for the final project development, while learners will be encouraged to think about and develop parts of their SI or SE project within the learning activities in the other courses.

Objective

- Enable learners to independently design, develop, and present a feasible and sustainable social innovation or social enterprise model that demonstrates their competencies in innovation thinking, ethical leadership, and entrepreneurial management.

Learning outcomes

- Identify and analyse a significant social or environmental challenge that requires innovative intervention.
- Design and develop a context-relevant social innovation or social enterprise concept using human-centred and systems thinking approaches.
- Apply project management tools to plan, implement, and monitor the innovation or enterprise development process.
- Develop a viable business or implementation model demonstrating financial, social, and environmental sustainability.
- Assess social impact using appropriate indicators and evaluation frameworks.
- Communicate and defend the innovation or enterprise proposal in a professional and ethical manner to diverse stakeholders.

Course content

N	Topic	Content	NH	CH
1.	Problem Identification & Scoping	Defining social problems; stakeholder mapping; systems analysis. Students will carry out community/sector needs assessment and stakeholder interviews. Outcome deliverable will be a problem definition brief.	30	15
2.	Ideation and Concept Design	Students will be guided in Innovation frameworks; co-creation methods; value proposition design through brainstorming sessions and design thinking workshops. The expected output is a Concept Note for social innovation or enterprise.	30	15
3.	Model Development & Prototyping	Students use business model canvas, social value chains, and impact pathways models to come up with a prototype design which is tested to provide feedback. The expected outcome is a prototype and feasibility report.	40	20

4.	Implementation Planning & Impact Evaluation	Students undertake financial planning and partnerships identification; develop scaling and sustainability strategies; and come up with impact metrics. The expected deliverable is an Implementation and impact plan.	30	15
5.	Presentation and Reflection	Students will defend their proposal to an evaluation panel and undergo reflective learning based on peer and mentor feedback.	20	10
Total hours:			150	75

CH – contact hours; NH – notional hours

Teaching and learning strategies

- Project-based learning (PBL):** Project-based learning will be used to help students develop real-world solutions by engaging directly with communities, applying tools like design thinking and Lean Startup, and iteratively testing prototypes. Through continuous feedback and reflection, they build strong practical and analytical skills, resulting in a validated social enterprise concept supported by field evidence. The approach is strengthened by mentorship and culminates in a rigorous project report and pitch, preparing students to drive real social impact after graduation.
- Mentorship and coaching by Supervisors:** Mentorship and coaching will give students personalized guidance that strengthens both their project process and outcomes. Supervisors help refine problem definitions, validate assumptions, and build key entrepreneurial skills such as decision-making, teamwork, and adaptability. Regular check-ins provide constructive feedback that improves prototypes, sharpens strategies, and prevents common mistakes. Overall, this support accelerates learning, builds confidence, expands networks, and helps students grow into capable, reflective social innovators.
- Peer learning and feedback sessions:** Peer learning and feedback sessions will help students improve their projects by sharing diverse perspectives, receiving constructive critique, and refining ideas early. Reviewing one another's work strengthens analytical skills and exposes students to new tools and methods they might not have discovered alone. This collaborative environment boosts motivation, encourages continuous improvement, and ultimately enhances the quality and depth of their social innovation projects.
- Experiential and reflective learning:** Students engage directly with communities to identify real-world social or environmental challenges and design solutions grounded in local realities. Using tools like Human-Centered Design, Theory of Change, and Lean Startup methods, they co-create and test interventions with partners such as NGOs or social enterprises. Continuous reflection through journals and supervisor meetings strengthens their analytical thinking and

strategic decision-making. By connecting field experience with theory, students develop practical competence, critical reflection, and readiness to lead impactful social ventures.

- **Use of case studies as project design scaffolds:**

Case studies of successful social innovations and social enterprises are used as illustrative examples to support students in developing their own final project. Through guided analysis, students will examine how different organisations identify problems, design interventions, mobilise stakeholders, and sustain impact. The purpose is to enable students to: identify key considerations relevant to their own project; evaluate what makes certain approaches effective in specific community or market contexts; and draw inspiration for structuring their own social innovation or social enterprise project. Case discussions are facilitated by the instructor. Students first review cases independently and then engage in collaborative dialogue. Insights gained from the discussions inform the development, refinement, and justification of their own final project proposal.

Assessment methods

N	Assessment method	Description	Type of assessment	Weight (Marks)
1.	Project Proposal & Concept Note	Problem identification, justification, and innovation concept design.	Summative & Formative	20%
2.	Prototype / Model Development	Demonstration of product/ service/ process innovation	Summative & Formative	30%
3.	Implementation & Impact Plan	Business/ operational plan and evaluation framework	Summative & Formative	20%
4.	Final Presentation (Pitch & Report)	Oral defence and written submission	Summative	20%
5.	Reflective Learning Report	Personal reflection on learning process and competencies gained.	Summative	10%
			Total:	100%

Core reading materials

1. Dionisio, Marcelo, and Eduardo Raupp de Vargas. 2020. Corporate Social Innovation: A Systematic Literature Review. *International Business Review* 29: 101641.
2. Farhoud, Mohamed, Sheeza Shah, Pekka Stenholm, Ewald Kibler, Maija Renko, and Siri Terjesen. 2021. Social Enterprise Crowdfunding in an Acute Crisis. *Journal of Business Venturing Insights* 15: e00211.
3. Farinha, Luís, João Renato Sebastião, Carlos Sampaio, and João Lopes. 2020. Social Innovation and Social Entrepreneurship: Discovering Origins, Exploring Current and Future Trends. *International Review on Public and Nonprofit Marketing* 17: 77–96.
4. Grilo, Ricardo, and António Carrizo Moreira. 2022. The Social as the Heart of Social Innovation and Social Entrepreneurship: An Emerging Area or an Old Crossroads? *International Journal of Innovation Studies* 6: 53–66.
5. Gundry, Lisa K., Jill R. Kickul, Mark D. Griffiths, and Sophie C. Bacq. 2011. Creating Social Change Out of Nothing: The Role of Entrepreneurial Bricolage in Social Entrepreneurs'

- Catalytic Innovations. In *Social and Sustainable Entrepreneurship. Advances in Entrepreneurship, Firm Emergence and Growth*. Bradford: Emerald Group Publishing Limited, vol. 13, pp. 1–24.
6. Gupta, Parul, Sumedha Chauhan, Justin Paul, and Mahadeo Prasad Jaiswal. 2020. Social Entrepreneurship Research: A Review and Future Research Agenda. *Journal of Business Research* 113: 209–29.
 7. Iskandar, Yusuf, Joeliaty Joeliaty, Umi Kaltum, and Hilmiana Hilmiana. 2022. Systematic Review of the Barriers to Social Enterprise Performance Using an Institutional Framework. *Cogent Business and Management* 9: 2124592.
 8. Local case studies and community data sources.
 9. Maclean, Mairi, Charles Harvey, and Jillian Gordon. 2013. Social Innovation, Social Entrepreneurship and the Practice of Contemporary Entrepreneurial Philanthropy. *International Small Business Journal* 31: 747–63.
 10. Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). *The Open Book of Social Innovation*.
 11. Nicholls, Alex. 2006. *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford: Oxford University Press.
 12. Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation*.
 13. Saebi, Tina, Nicolai J Foss, and Stefan Linder. 2019. Social Entrepreneurship Research: Past Achievements and Future Promises. *Journal of Management* 45: 70–95.
 14. Toolkits: Human-Centered Design (IDEO), Lean Startup, Theory of Change, Impact Measurement frameworks.
 15. Yunus, M. (2017). *A World of Three Zeros: The New Economics of Zero Poverty, Zero Unemployment, and Zero Net Carbon Emissions*.

Annex “Courses proposed in the ADVANCE Competence Profile”

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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