



Scaling Social Innovation

The Social Innovation Academy

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Abstract

Being highly influenced by context it remains challenging for social entrepreneurs to scale their social innovation in order to increase their social impact. Our goal with this research paper is to analyze how organizations understand scaling social innovation as well as what kind of challenges and drivers they face while scaling.

In order to answer our research question we decided to investigate the scaling process of the Social Innovation Academy (SINA) in a single case study. The Social Innovation Academy (SINA) which is located in Uganda, empowers young marginalised people such as refugees and women to become social entrepreneurs. In the recent years SINA is expanding their model and encouraging their scholars to implement it in their communities.

Furthermore, in order to understand the scaling process as well as to identify the challenges and drivers for scaling, we applied the theoretical frameworks of scaling social innovation as well as co-creation with a focus on the service-dominant logic to qualitative data such as interviews with different persons engaged in the organisation as well as reports and information provided on their website.

The main findings in this paper are composed of SINAs understanding of scaling which is mainly about creating a global network of Social Innovation Academies in order to give more people the opportunity to create their own business. Moreover, we identified funding as the biggest challenge for their scaling process. However, we conclude that at the moment the SINAs scaling process is successful.

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1. Introduction

There is a visible interest and development in the field of social entrepreneurship and social innovation which is due to the increasing number of societal challenges such as climate change and rising inequalities around the world (Nicholls & Murdock, 2011). The emergence of social innovation and social entrepreneurship in Africa is developed out of an “intersection of state and market failures, high level of extreme poverty and large inflows of international development aid” (Nicholls, 2013, p.190). Organisations from Western countries as well as local citizens are looking for new innovative ways to solve these local problems (Bocken, Fil & Prabhu, 2016).

Many of the over four billion people living in the global south are lacking access to “core areas such as education, health, energy, sanitation and financial services” (Bocken, Fil & Prabhu, 2016, p. 2). Finding sustainable and affordable solutions to close these gaps provide a wide range of entry points for social innovation to step in (ibid). The objective is to reach a high level of social impact which means to improve the situation of as many people as possible (Polak, 2009). In order to reach this objective many of the organisations decide to scale their social innovations. However, this scaling process in order to increase the social impact at the same time represents one of the biggest challenges for social innovations (ibid). The challenge to scale social innovation as well as the potentials for social innovations in a developing context composed the common bottom line of our interest for this research project.

The overarching aim of this research project is to generate a deeper understanding of the scaling processes within the field of social innovation, as well as the challenges and drivers influencing this process. In order to reach this goal, we employ a single case study and a qualitative research design. The case chosen to investigate this challenge is The Social Innovation Academy (primary SINA, also called SINA Mpigi), located in Uganda which is at the moment scaling their model. Primary SINA is a unique organisation that specializes in personalized education, empowering youth to create their own social enterprises and also helping them through the process. Some of the scholars who attended the programme at the primary SINA choose to take the model to their communities and create new SINAs (secondary SINAs). Our research is based on semi-structured interviews with two persons engaged in the primary SINA (Philipp and Josephine) and

two persons who opened a secondary SINA (Emile from SINA Lazima Nipate, Mawa from SINA Loketa).

1.1. Motivation

During the group formation, we all came together due to our interest in grassroots initiatives in the global south. We were especially interested in how local communities deal with challenges they are facing and come up with solutions themselves. In the beginning, we planned to do a comparison study, where we wanted to compare a local organisation engaged in social innovation with a Western organisation engaged in social innovation that functions in Africa. The idea behind this was to compare how locals try to solve the problems they are dealing with every day and see how Western companies approach the same problems. We also wanted to focus on the technology sector in the developing countries but after having a first informal call with a Tech Hub in Kenya, we found out that they are lacking the social innovation part in their business model and therefore, we decided not to collaborate with them.

After doing some further research, we came across the Social Innovation Academy (primary SINA) who is just partly involved in technology sector but due to its name, it directly got our attention since social innovation has been one of the main topics of this semester. In addition to its name, the activities of primary SINA seemed quite interesting for the group, as they are offering a three months programme for the marginalised young people in Uganda to become social entrepreneurs while using a highly participatory approach in regard to the management of the organisation and the programme. In this paper, we will present primary SINA, its' activities and history in more detailed way.

However, when starting this research paper, we were struggling to find an appropriate research question as well as our precise research focus. Nevertheless, we saw it as a part of our research process. Subsequently, when changing our research questions several times as well as our research perspective. Finally, we decided to analyse how the organisation replicated the model of the Social Innovation Academy in different contexts. Therefore, as a group we decided to investigate the social innovation process of primary SINA. In addition, we are using primary SINA as a single case study. Besides investigating primary SINA in depth, we would also like to

understand how does the primary SINA perceive their scaling process with the newly created Social Innovation Academies in various contexts.

Having connection with the organisation helped the group to conduct two informal interviews with our contact person Philip who is part of the board of the organisation. He provided us with some general information regarding the primary SINA which was helpful in order to get a deeper understanding of the organisation. Moreover, Philip also helped us to get in contact with new people who are involved in the primary organisation and also founders of the secondary ones, in order to get a clear and detailed overview of the understanding of primary SINA and the way they scaled their model.

Overall, the group's motivation was evolved from their interest in developing countries and technology sector. Moreover, the group's interest also did arise from the topic of social innovation as we believed it was important for us to link our project to the theory that we have studied throughout the semester and utilize the competences that we have developed.

1.2. Problem Formulation

How does The Social Innovation Academy (primary SINA) understand scaling and what are the different challenges and opportunities when implementing the academy model in different contexts?

Sub-questions:

- How does primary SINA's scaling process look like?
- What are the drivers that primary SINA is facing in regard to its scaling process?
- To which extent is the socio-economic context of Uganda influencing the operations of primary and secondary SINAs?

The first Social Innovation Academy which was established in Mpigi (Uganda) is referred to as "primary SINA". The academies that came after this one, will be referred to as "secondary SINAs" as they have been established later as well as in different contexts.

On the one hand, by different contexts, we mean the context of Uganda being a developing country in the global south. And on the other hand, more local context of the secondary SINAs. In this way, we understand context related to geographical locations as well as different local conditions which for each SINAs are different. The differences of the local conditions are mainly linked to funding and space for setting up the academy as well as the acceptance of the community.

2. Background/ context

2.1. National context Uganda

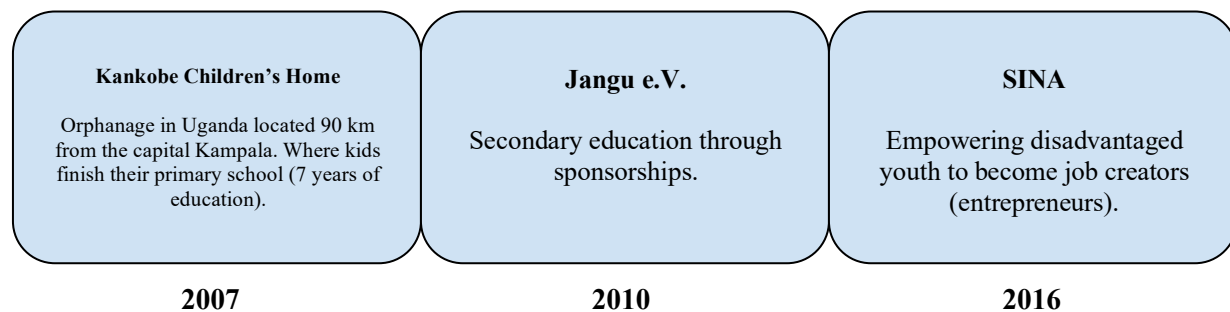
Since our case is operating in Uganda and we believe that the context plays an important role to understand the circumstances as well as to answer the research question. For this reason, we are going to present the national background of Uganda in the following section.

Uganda is located in east Africa with borders to South Sudan in the north, Kenya in the east, the Democratic Republic of Congo (DRC) in the west, Rwanda in the southwest and Tanzania in the south (Central Intelligence Agency, 2018). Due to its borders to rather politically unstable countries such as the Democratic Republic of Congo DRC and South Sudan, Uganda has a long history of hosting refugees (UNHCR, 2019). According to UNHCR (2018), the Bidi Bidi refugee camp at the border to South Sudan was in 2018 the largest refugee camp in the world. External factors rising number of refugees, the instability in the neighbouring countries as well as internal factors such as high fertility rates and high rates of HIV infections confront Uganda with major challenges. More than half of the 40 million inhabitants are under 18 (Central Intelligence Agency, 2018). Furthermore, young people face various challenges especially in regard to finding jobs due to the lack of job opportunities (The Social Innovation Academy, 2019b).

For the analysis of the scaling process of the Social Innovation Academy (primary SINA), which aims to implement new secondary SINA's, especially in refugee camps in Uganda, it is important to look at the current situation of refugees in the country. According to UNHCR, Uganda received 1.38 million refugees and asylum seekers in 2018. This makes Uganda the third largest refugee-hosting country in the world after Turkey and Pakistan. The majority of the refugees are

from South Sudan, Burundi and the Democratic Republic of Congo (DRC) (UNHCR, 2019b). The Ugandan favourable legislations “allow refugees freedom of movement, the right to work, establish a business, own property and access national services, including primary and secondary education and health care” (ibid, p.7). With this open welcoming approach towards refugees, Uganda is seen as a role model for other countries who are facing similar challenges.

2.2. History Background from JANGU e.V. to primary SINA



Etienne Salborn who is German by blood and Ugandan by heart, is a social entrepreneur with a Master Degree in Peace and Development studies from the University of Innsbruck. He is the founder of Jangu e.V. and The Social Innovation Academy (primary SINA). His two ideas emerged during his time as a volunteer at Kankobe Children's Home in Uganda for twelve months in the years of 2006-2007.

The Kankobe Children's Home is an orphanage located in Uganda around 90 km from the capital, Kampala. Children are able to finish their primary school education with the help of caretakers, social workers, nurses and sisters from a religious congregation called “Sisters of the Good Samaritan” (Jangu, 2019). When he finished volunteering, he knew that he needed to do something for those kids which for distinct reasons ended up in the orphanage.

Etienne Salborn witnessed that the kids were getting seven years of education for completing their primary school, but afterwards they were left to fend for themselves. Therefore, he decided to start the NGO called Jangu e.V. The word Jangu comes from the Luganda language, the most common language in Uganda as there are more than forty local languages in the country. Jangu means “Come (here)!” and “to approximate to the point of reaching” (Jangu, 2019).

Their mission is not only to educate the scholars through sponsorships but also to offer the possibility to learn from another culture. The main target is to obtain educational sponsorships for orphans. He believed that by creating this organisation, kids would be able to continue with their education by being sponsored by German families or other people around the world. As a result, children would have the opportunity to develop more academic skills and find job opportunities when finishing their education.

When the first generation from the Jangu e.V. organisation graduated in 2013, scholars even though they have obtained good grades, they were not able to find a job. This was due to the fact that Uganda has the youngest population in the world, 78% of the population is below the age of 30 (The Social Innovation Academy, 2019a). Moreover, in Uganda people are looking for jobs rather than creating them. The potential of different individuals was not being developed or unfold.

After analyzing the situation, Etienne Salborn saw an opportunity that could help not only the scholars that had obtained academic achievements, but also to the whole society in Uganda. Finding a job was a big challenge and he wanted individuals to unfold their potential. “Etienne's vision was to create a sustainable cycle in which sponsored youth one day become sponsors themselves, eventually rendering foreign aid obsolete” (Changemakers, 2019).

Subsequently, the primary SINA together with the very first generation of the sponsored scholars was founded in 2013 in Uganda and became a part of Jangu e.V. In this context, the primary SINA is leading disadvantaged youth into social entrepreneurship. Primary SINA is not seen as a business school or a regular school. It uses a self-organized system, which means that no one is the boss, and everyone is part of the process in all aspects. As a result, scholars have a lot of tasks such as finance, hiring new people, etc. “The system is built upon “responsibility”, giving scholars a lot of freedom and responsibilities” (The Social Innovation Academy, 2019a).

Giving all these responsibilities to the scholars gives them more confidence and practice, as they can learn from mistakes and get to know how it actually works in the real world. Mentors are part of the process as well, but they only help to narrow down ideas from scholars and to guide them. Thus, scholars are not only creating their own enterprises, but also creating jobs for others in the society. This makes a higher impact as a lot of the population gets involved. As a strategy

to reach more youth community, primary SINA decided to empower its scholars to initiate with a self-organized space and apply the primary SINA model in it (Impact Report Sina, 2016-2017).

Regarding the financing of the primary SINA, it relies on donations generated by Jangu e.V. as well as the participation fees paid by the scholars. They started primary SINA without having any participation fee. However, at the moment they charge the local participants for the three-month programme around €50 euros a month whereas, this fee is not mandatory and does not apply for marginalised young people who cannot afford it. They also offer the programme to young people outside from Africa. These students have to pay around €1,000 euros per month which includes housing, material and the programme. Moreover, primary SINA is financing itself mainly through the participation fees paid by students from countries outside of Africa (Interview 2).

2.3. Social enterprises created by scholars

There are over 30 independent social enterprises that were created through primary SINA by their scholars. All of these enterprises place a special focus on either sustainability, social or environmental issues and helping the local communities and employing people from various marginalized groups.

Some social enterprises place a special focus on upcycling. For instance, Kimuli Fashionability is a social enterprise, developed by primary SINA's scholars that employs and empowers people with disabilities. The enterprise makes clothing and accessories produced from African textiles and waste materials. Another social enterprise working with upcycling is UpcycleAfrica, building houses from plastic bottles. A number of social enterprises is focused on helping and empowering women. Gejja Women Foundation is one of cooperatives made by primary SINA's scholars to empower marginalized women and girls economically and provide them with useful skills that would help them earn a decent living.

Totya Women is another social enterprise helping and life-coaching women who experienced sexual abuse as girls or teens. Numerous social enterprises tackle the social, environmental and educational problems in their local communities. Ask Without Shame is also

an example of primary SINA's scholar successfully creating a non-profit social enterprise to address the lack of sexual education in Africa and provide an emergency information regarding sexual problems.

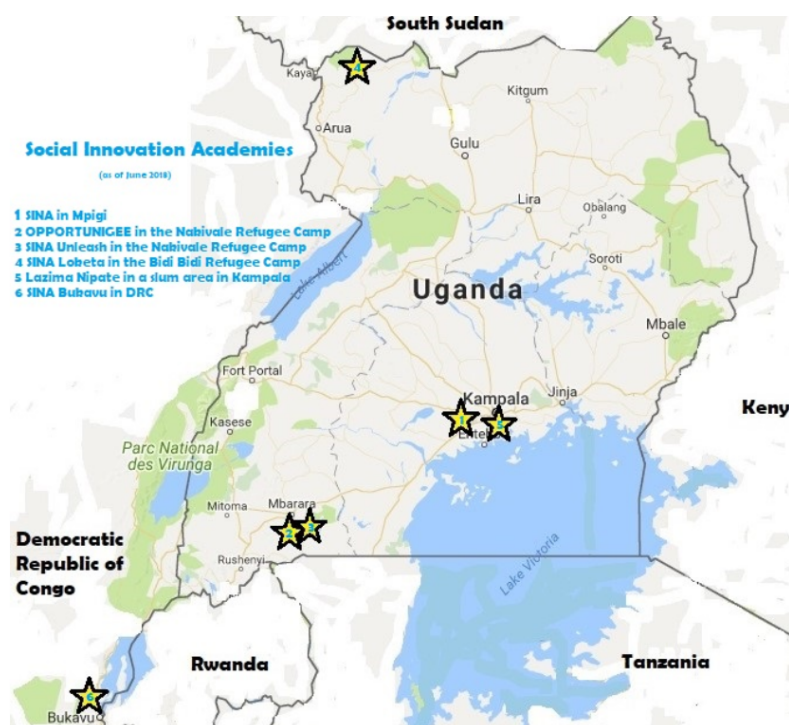
Another social enterprise addressing local problems is Uganics. Since Uganda has one of the highest malaria transmission rates in the world, Uganics contribute to solving this problem by producing soap that help prevent mosquito bites and sell them for the same price as usual soap. Addressing another important problem in Africa - the lack of safe drinking water - is a social enterprise called Tusafishe, producing sand filters that cleans bacteria and chemicals from the water making it safe to drink.

These are just a few examples of independent social enterprises created through primary SINA by their scholars - the marginalized youth empowered to social entrepreneurs that make a difference in their communities and create positive social, environmental and economic impact.

2.4. Primary SINA's model being scaled in different communities

Currently, primary SINA is working in scaling their model and empowering entrepreneurs who took part in the programme to create their own independent secondary SINA. The map below gives an overview of how primary SINA's model has expanded into four new secondary SINA's: SINA Unleashed, SINA Loketa, SINA Lazima Nipate and SINA Bukavu. It is important to mention that some of the secondary SINAs are still in process while others are already functioning. Therefore, we have divided them in two groups: established and still in process.

Established	Still in Process
<ol style="list-style-type: none">1. Unleashed – Nakivale Refugee Settlement2. SINA Loketa – Bidibidi Refugee Settlement	<ol style="list-style-type: none">3. SINA Lazima Nipate - Kampala4. SINA Bukavu - DRC Congo



Impact Report 2017-2018 (The Social Innovation Academy, 2019)

At the moment there are four secondaries developed SINAs whereas, two of them are located in Uganda and one is in Congo DRC. Secondary SINA Unleashed, is located in the Nakivale Refugee Camp in the south of Uganda and was created by three refugee scholars, who took part in the primary SINA programme. Furthermore, secondary SINA Loketa created in April 2018 by seven refugees, was implemented in the Bidi Bidi refugee camp in the North of Uganda, which is according to the United Nations one of the largest refugee camp in the world (UNHCR, 2018). The third secondary SINA in Uganda, Lazima Nipate which was founded in a slum by a group of six refugees in the area of the Ugandan capital Kampala. Lastly, secondary SINA Bukavu is another example of scholars transferring primary SINA's model to another context - in this case they took it to Bukavu, a town in Congo DRC close to the Ugandan border in order to give young people an opportunity to create their own social enterprises there, because of high unemployment in the region (The Social Innovation Academy, 2019b).

The overall goal of primary SINA is that all the secondary SINAs continue with the same purpose of providing a space and support for young entrepreneurs to develop their ideas and build their own businesses while being unique as well as operating independently at the same time. There are computers and access to internet in every primary or secondary SINA as well as mentors and coaches who went through the primary SINA programme and are able to help the scholars to develop their ideas. The cost to set up a secondary SINA with a capacity for 50 scholars is around €5,360 euros and the monthly running costs are around €440 euros (ibid).

3. State of the Art

In this section, an overview of the literature regarding the theoretical frameworks about scaling and co-creation but also of social innovation will be presented since the focus of this process is investigating scaling social innovations.

3.1. Social Innovation

Social Innovation as a term and as a concept is getting more and more recognition in academia but also in other areas such as the private, public and non-profit sector. Even though the raising interest in social innovation, just little research has been done as well as most of it is rather “descriptive or evaluative” (Nicholls, Simon & Gabriel, 2015 p.15). Furthermore, there is no agreed upon definition or theoretical framework for social innovation (ibid). The term is often described as not tangible (Mulgan, 2015). Other than that, there are two streams, whereas some researcher define it as a new way to analyse non-profits while others think of social innovation on a broader scale as they see it in almost anything, including everything from social movements to products for the bottom of the pyramid (ibid).

There is a wide range of different definitions out there. According to Mulgan, social innovation includes all “innovations that are social in both their ends and their means” (Mulgan 2015). However, Moulaert et al. (2017) defines social innovation more specific as “activities and practices orientated to addressing social problems or meeting human needs” (ibid, p.25) as well as social innovation helps society to face occurring challenges.

Westley and Antadze (2010) see social innovation more linked to systemic change as they define it as “a complex process of introducing new products, processes or programs that profoundly change the basic routines, resource and authority flows, or beliefs of the social system in which the innovation occurs” (ibid, p.2). What these definitions have in common is that social innovation somehow benefits the society, even though Mulgan’s definition does not mention it explicitly since he just stated that social innovations has to be social whereas he does not define what social means in this context.

Nicholls, Simon & Gabriel (2015) see the main drivers of social innovation inexperienced or observed inequalities or injustice basically where people's needs are not satisfied. Furthermore, they argue that these problems are caused by parts of the society such as “technology, market policy and governance” (ibid, p.6). This means that social innovation’s function is to balance inequalities and correct the failures of the market as well as the public welfare state.

3.2. Scaling Social Innovation

The following section will give an overview on the literature on scaling social innovation, since the core of this project is to analyze how the primary SINA understands scaling and what are the challenges and opportunities for the secondary SINAs.

The review of the literature on scaling social innovation demonstrated that scaling social innovation is different from scaling business orientated innovations since business innovation are targeted at increasing their profit or share it with those who are willing to pay for it (Murray, Caulier-Grice & Mulgan, 2010). Similarly, Pol & Ville, (2009) have also presented some thoughts on how innovations in the business sector are different from social innovations as, “business innovation is profit-seeking innovation, that is, the creation of new ideas with the intention of making money” (p.2-3).

It is moreover acknowledged that business innovation comprises of either technological advancements (for example, new or improved items or forms) or organisational innovations like changes in the company's policy, design or system. Business innovations are aimed to improve the execution of the company and is regularly secured by the intellectual property rights. Generally,

business innovation creates benefits not exclusively to the innovator but additionally to different other partners like their customers and contenders (ibid). However, the overall goal of scaling business innovation remains profit maximization.

In contrast, scaling social innovation in literature are mainly linked to increase the social impact (Bloom & Chaterji, 2009; Seelos & Mair, 2017) which means not only “serving more people and communities but about serving them well” (Dees, Anderson & Wei-skillern, 2014, p.31). The way scaling social innovation is perceived in academia, will be presented in the following paragraph.

Nicholls and Dees (2015) stated in their article that “social innovations, even those with demonstrated positive impact, have a reputation for scaling slowly” (p.360) compared to “commercial innovations” (ibid). Furthermore, they identified funding as a major challenge to scale social innovation and the problem of attracting talents with the needed skills since it is not possible for the organisation doing social innovation to pay the same salaries as in other sectors (ibid). Moreover, it seems like that the scaling of social innovation is rather difficult and rarely successful (Westley & Antadze, 2010).

Seelos and Mair (2017) describe scaling similar as Dees, Anderson & Wei-skillern (2004) as they define it as “actions that use established products, services, or interventions to serve more people better” (p.2). Furthermore, they argued that “scaling creates impact from innovation” whereas they see scaling and innovation as linked but two separate processes. The authors define innovation as “process by which organisations create and develop ideas under conditions of uncertainty...” (ibid, p.2).

Furthermore, in general they have a critical view on innovation and especially within social enterprises which can be also found in other articles as “Innovation is not the holy grail” (Seelos & Mair, 2012). Their main matter of critique occurs when social enterprises focus too much on innovation as they tend to lose their social mission out of sight (ibid). In regard to scaling, the authors stated that the challenges and the opportunities of scaling are dependent on the “scaling

mode” (ibid, p.54). They developed four different scaling modes: increase productivity, add resources, replication, knowledge transfer (ibid).

In order to choose the best strategy to scale social innovation, Dees, Anderson and Weiskillern (2014) identified five different factors which are important to take into account. They call these five factors “*the five R's for guidance: Readiness, Receptivity, Resources, Risks, and Returns*” (ibid, p.30). According to the authors, first of all it is crucial to analyse if the innovation is *ready* to be scaled. Therefore, it is necessary to fully understand the innovation and to identify its core as well as its parts which can be scaled. The second factor *Receptivity* is asking for the right strategies in order to reach the target group the innovation was designed for. Once this strategy is developed it is now time to analyze the needed *Resources* for it in terms of human as well as financial resources. Linked to this and scaling in general is the related risk of expanding an idea due to the uncertainty of its success. In the end, it is also important to analyze the *Return* which is generated through the scaling of the innovation (ibid). *The five R's* are going to be the core of the theory and will be presented in detail later in this paper.

Bloom and Chaterji (2009) created a similar model, whose aim is to provide a tool for social entrepreneurs to identify the optimal strategy to scale their social innovation. They identified seven different capabilities which are necessary to scale a social innovation. This model is based on the acronym “SCALERS” which stands for Staffing, Communicating, Alliance building, Lobbying, Earnings generation, Replicating and Stimulating market forces. Furthermore, the model shows how the “Scale of Social Impact” (ibid, p.117) is influenced by the mixture of the different capabilities.

Even though we presented a wide range of concepts of scaling social innovation the research remains still quite little and could be more (Morais-Da-Silva et al., 2016). Therefore, the group has made the decision to contribute with this paper to the lack of research in regard to scaling social innovation.

3.3. Co-creation

To analyze the value that primary SINA provides for their scholars and to examine how the scholars contribute to creating value by starting their own secondary SINA, the project will look into the theory of value co-creation, focusing on the definition of service-dominant logic. By enabling scholars to create their own social enterprises, primary SINA puts co-creation at the core of organisations' activities, therefore the theory has been chosen for the project in order to understand how co-creation contributes to scaling the primary SINA's model.

Looking into how the concept of co-creation developed in the literature, one of the first ones to suggest that customer participation is crucial in company's value creation was Normann and Ramirez (1993). They argue that the need for the companies to reinvent value resulted from the globalization of the markets and our traditional thinking of value that stems from the models of industrial economy changes together with the fast-changing competitive economy. It is no longer enough for companies to position themselves in the value chain; they should find new ways of creating value in order to be successful and relevant. The key strategic task is to reshape the roles and relationships of different actors involved "to mobilize the creation of value in new forms and by new players" (Normann & Ramirez, 1993, p.66). In other words, the goal is to encourage customers to create their own value from company's offerings.

Prahalad and Ramaswamy (2000) were the early adopters of the co-creation as a term and described customers as a source of competence for the company. They outline four fundamental realities that managers have to apprehend to channel customer competence: Encouraging active dialogue, mobilizing customer communities, managing customer diversity and Co-creating personalized experiences.

The first reality suggests that companies have to find ways to process the information they get from the customers to keep the customer interest in focus. The second reality – mobilizing customer communities – outlines that the internet offers a lot of possibilities for customers to form communities online and offline and smart companies should find ways to mobilize these communities since they can have a big influence on the market. The third reality explains that companies should be aware of their customer's diversity in terms of how the customer uses the service or the product, as there are more and less sophisticated customers.

The company's aim should be to respond to this dilemma and find ways to mobilize the competencies of diverse groups of customers. The fourth reality – co-creating personalized experiences – suggests that customers no longer want experiences that were defined by the companies; they want to fashion the experiences themselves, individually and with the help of experts. This way the customer becomes a co-creator of his experiences. Prahalad and Ramaswamy argue that after the turn of the century, the role of the customer grew beyond being just passive receivers; customers became the co-creators of value, collaborators and co-developers.

Vargo and Lusch proposed a new dominant, service-centered logic that makes humans the active participants in the exchange process and calls it service-dominant logic – S-D logic (Vargo & Lusch, 2004). Albeit Vargo and Lusch apply this logic in the field of marketing, it does not limit the field and challenges marketing to become more than a representation of the company's core competencies, but rather become a predominant organisational philosophy. In S-D logic, the role of the customer is very interactive, as the consumer always participates in creating value through the process of co-production (ibid). This perspective opens up new opportunities for market expansion and suggests that firms should focus on their competencies and outsource their knowledge to their networks.

In their article “Service co-creation and value realization” (2012), Hilton, Hughes and Chalcraft question how the S-D logic discourse, outlined by Vargo and Lusch distinguishes co-creation from co-production and argue that value, being based on personal judgment, cannot be co-created, it is rather realized by actors as a result of service co-creation (ibid). They suggest that the term “co-production” has connotations to it being related to goods-dominant logic; therefore, it should be replaced by the concept of resource integration. Resource integration then represents the means through which service co-creation is achieved, focusing on the contribution of both the supplier and the customer.

4. Methodology

This section will particularly present the detailed explanation of the chosen methodology. It is essential for every research project to choose the strategies wisely so that researcher can follow the steps to reach the core of the answer that the problem formulation is seeking. The first step would be the choice of philosophy of science where it is essential for the researcher to justify why is the choice of ontological and epistemological view is taken into consideration. And further,

other steps like research design, research choice, data collection method, analysis strategy and limitations are also briefly presented below.

4.1. Philosophy of Science

The philosophy of science we have chosen for this project is social constructivism. This philosophy is established on various judgements about knowledge and reality. According to Berger and Luckmann (1966), people's knowledge and interpretations of what reality is has developed into an important fact of how people see society. Therefore, reality is considered to be socially constructed through interactions with others.

Berger and Luckmann (1966) mentioned that everyone has the ability to build up their knowledge, depending on their own reality. Individuals are shaped by their experiences and interactions with others. These experiences or interactions that they have been through outline the way of seeing things and might also affect the way individuals behave (ibid).

We believe that by applying this philosophy of science of social constructivism, we will be able to understand primary SINA's model more clearly as well as the way they understand their context of scaling. Furthermore, this report aims to study and present the different perspectives from the founders that have developed a secondary SINA in another community and distinct context and how is their relationship with the primary SINA, where they have gained all the knowledge in how to develop their own.

4.1.1. Ontology

Guba and Lincoln (1994) declare that ontology is the frame and nature of reality. This explains the way in which something turns into reality in the world no matter how everyone else sees it. These realities are captured in the form of numerous and indefinite mental constructions. These are commonly socially or experientially based, depending on their form and content of each individual.

"Constructions are not more or less "true" in absolute sense" (Guba & Lincoln, 1994, p.111). All constructions should be treated with the same value, even though some of them can be

also seen as less refined. Therefore, the constructions can be adjustable, as well as their realities (ibid). By focusing in social constructivism, this project will examine primary and two secondaries SINAs and those who participate in it. It is important to highlight that the people who participate in it cannot be seen as external, since they will always be considered part of society. Therefore, researchers who intend to apply social constructivism can never have a neutral interpretation, as they are always influenced by their own perception of society. This also applies to the people who will be interviewed during this research.

Thus, secondary SINAs created by the scholars are considered as a result of the construction that society has made of them. The reality that will be investigated within this project is due to the way in which individuals have built society over time, influencing the individuals to create a secondary SINA and replicate the model which will be taken to different communities.

4.1.2. Epistemology

According to Bryman (2016), an epistemological issue concerns the question of what is noticed as adequate knowledge in a development. They also mentioned that one of the main issues in this context is the inquiry of whether or not the world should be studied corresponding to the same assumptions as the natural sciences. Individuals are part of the social world and thus build up their existence socially. As opposed to natural science, individuals cannot be neutral when studying the social world, because they are part of it and have their own interpretation of it. The perception of their reality in the world is influenced by the way they derive within society (Berger & Luckmann, 1966).

The knowledge that is collected in social constructivism completely relies upon the interpretation made by the researcher. As a result, the natural science model cannot be applied to this research, as the researcher would have to be entirely external and neutral regarding the subject studied (Bryman, 2016). Furthermore, it would not go along with our social constructivist approach to generate our knowledge in a natural science manner.

4.2. Research Design - Case Study

In this project, the preferred research strategy is a single case study. We chose the organisation named Social Innovation Academy (primary SINA) in Uganda as our case for this research. The main aim of the project is to find the understanding of the scaling identified by primary SINA which they describe as their way of spreading the network. This project also takes secondary SINAs perspective into consideration as it is important to have the perspective of all the active actors, so that we can get to know more about the primary SINA and their scaling process as well as the challenges they might have been facing in regard to scaling. Generally, case studies are used in connection to the revelation of knowledge following an inductive approach (Denscombe, 2014).

According to Denscombe (2014), the main aim of case study is to “...illuminate the general by looking at the particular...” (p.54). And by using case study for our project, we can examine the scaling process of SINA to get more detailed information. Case studies center around one or few cases of a specific aspect with the end goal of giving a deep understanding of the case, connections, encounters or procedure happening in that specific case. As our role of researchers, we intended to investigate more on the scaling part of the organisation, and this strategy was the most suitable in this research project. Moreover, the case study strategy is mostly preferred in a social research, especially with the small-scale projects, and in a praxis, it has turned out to be ranged with the qualitative research (ibid). Additionally, another reason for choosing this research design for this paper is due to the fact that we intended to get the in-depth information of the scaling process of primary SINA. When examining peoples' perception, we may find a distinct kind of understanding with different people which may vary from the way they appear.

According to Helen Simmons (1971), the main aim of the case study is to form deeper understanding of a particular issue to gain more information. A case study forwards a researcher to profound investigation in order to understand the challenges and opportunities within the social setting. The rationale behind focusing endeavors on one case instead of many is that there might be much deep understandings of scaling to be taken from the individual case, i.e. from SINA, that can have more extensive ramifications.

4.3. Research Choice - Qualitative Method

Mason (2002) argued that qualitative research method can “...explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate” (p.1). Our project utilizes the choice of qualitative technique for research since this method enables our research participants to raise the topics and the challenges that researcher may not foresee and that may be basic for the investigation. Besides, they enable the members to express their inclination and offer their point of view in their own way.

Furthermore, our aim of getting deep insights of primary SINA’s scaling process needs understanding of those actors who are replicating the primary SINA model in different settings. So, the data collection technique (semi-structured interview) in qualitative method allows us to get more detailed information of the organisation which is essential for us to answer the problem formulation.

Moreover, our project being a social research, qualitative research method is the preferable choice for us. Keeping the fact in mind that this project is based on Uganda and qualitative research method allows us to collect data where the target participants are encountering issues. Additionally, our philosophy of science being social constructivism allows the interviewees to give their own opinion and a more descriptive data that a qualitative research method acquires.

4.4. Data Collection

The data collection technique is important in a research project to gather the necessary data for gaining the clearer answer of the research problem. And the primary data collection instrument this project used was semi-structured and structured interviews via phone call and WhatsApp. Additionally, the secondary data was collected from the homepage of primary SINA and the reports from the page. The form of interview was semi-structured because this allows us as a researcher to gain in-depth understanding from the interviewees perspectives as well as he/she could respond to our questionnaires as he/she feels.

Our choice of semi-structured interview allows the interviewees to remain flexible and open in explaining things as they have experienced them. This method of data collection is used so that “the researcher can keep more of an open mind about the contours” (Bryman, 2012, p.469), of what we need to know about the organisation, and so that will help the theories and the important concepts to be used from the gathered data.

We collected the data mainly from interviews, which was recorded and transcribed afterwards. We interviewed people from primary SINA and secondary SINAs to see how they understand the scaling process. Besides interviews, the reports from the primary SINA and the study from the homepage of primary SINA was also utilized to be more convenient in regard to giving different information sources, more legitimacy.

4.5. Analysis Strategy

Dependent on the period and the status of the research paper, the group decided to use both inductive and deductive reasoning.

It can be argued that in the beginning of our research that we were using a more inductive research approach since we were focusing on collecting data and general information through internet research and an informal interview with our contact person who is involved in SINA. According to Bryman (2012), the outcome of using an inductive research approach is a new theory which is based on the observation and analysis of the data. However, the purpose is not to generate a new theory of scaling social innovation but rather to prove the arguments made in literature as well as to contribute to the existing literature. This is the reason why during the data collection process as well as afterwards we also looked at theory from the curriculum and how it could be helpful in order to answer our research question.

We selected the theories according to our research interest and on the basis of the data we collected in the beginning. During the analysis we are going to combine the theory of the scaling strategy with the theoretical framework of the service-dominant logic within co-creation. We do this since we believe that these two approaches are interlinked and contain elements which are

relevant for our research. At this stage, we shifted from an inductive approach to a more deductive approach, which describes a research strategy that starts with theory and tries to proof this particular theory. As mentioned by Bryman (2012), this approach is mostly used within social research. Nevertheless, Kennedy (2018) sees the deductive approach critically since it could make “researchers less sensitive to participants [...] and the collected data, since the main concern simply is to ‘prove’ or ‘demonstrate’ the theory ... “(p. 3). We want to explicitly avoid this by keeping this critique in mind as well as focusing on the different perspectives of our interviewees.

In order to be able to analyse our data, the group decided to arise seven different categories in order to code the data collected. These categories are mainly linked to our research question but also contain elements from the theories on scaling and co-creation. We have chosen to have this wide range of categories because on one hand it allows us to get a better understanding of the organisation as well as the people who are engaged. This is important since we see context as an important factor in our research. On the other hand, it also gives us insights about the organisations scaling process as well as the challenges the different actors are facing.

As mentioned before, the group decided to have interviewees from the primary SINA as well as from the secondary SINAs in order to get an overall view of this process and the understanding of scaling. This goes along with our choice of social constructivism as our philosophy of science, since we believe that the reality is socially constructed through the interaction and interpretation of individuals. Furthermore, this strategy as well as our choice of social constructivism go also along without research purpose since we want to analyse the understanding of scaling from the organisation’s point of view. Moreover, we want to investigate what kind of challenges it is facing throughout the scaling process.

Overall, the research focuses notably on the different perspectives of the various interviewees as well as the context of the organisation where the different actors are operating.

4.6. Our role as researcher

Concerning our role as researchers, there are two main directions that a researcher can take: internal and external. Any direction we decide to take would be affecting our research and approach for this project. Therefore, we have to be really conscious which one we will like to address (Moutinho & Hutcheson, 2011).

The first one is about participating as an internal researcher, which involves being part of the phenomena that we are looking at. For instance, when you have decided to write about the organisation you have been working for several years. By doing this, due to the fact that you have been working there, you already understand how does the organisation work and what is their process like. Therefore, when it is time to start the research, interviews, surveys, etc., it is most likely that you will not ask about the “basic information” that you already know about the organisation, because you do not believe it is relevant, when it really is.

The second direction is about being an external researcher, which is the role that the group has decided to take when conducting this project. The group by having this direction will not take part in the phenomena that they are studying, in this case primary SINA. For this project research the group does not aim to influence in any decisions or how they should run a primary or a secondary SINA, but more likely to learn about how their scaling process looks like and how do they work with the social innovation.

4.7. Methodological reflections

It is essential for the researchers to reflect upon the research methodology when writing a project because it gives readers a clear image of the process that researchers went through for deciding the chosen strategies. And it also allows the readers to see the process and identify the challenges on doing so.

First of all, our choice of social constructivism as the philosophy of science was taken into consideration because we aim to research the perceptions of the primary SINA's of scaling and the challenges they faced and are facing when trying to replicate their own model in different contexts.

We used Vygotsky's idea of social constructivism at the beginning but then after the midterm and after our supervisor's advice we decided not to continue with his interpretation of social constructivism, as this project holds an organisational focus rather than the focus on learning.

Secondly, when we started the project, we started it as an inductive approach of research strategy because "... inductive strategy of linking data and theory is typically associated with a qualitative research approach" (Bryman, 2012, p.27). Using an inductive approach would allow us to derive a theory from our data collected from the semi-structured interviews. And semi-structured interview was considered as our choice of data collection reasoning since the aim of this project is to get deep insights from the people linked with the primary as well as secondary SINAs.

4.8. Methodological issues / Limitations

Every research has limitations. Research limitations prevail and these could possibly impact the data of the research (Bryman, 2016). However, we believe that by being aware of these limitations, the research process can be improved.

The group aimed for three interviews. But in the end, we conducted four interviews, two with persons engaged in the primary SINA and two interviews with founders from two secondary SINAs. Due to the fact that the project has a social constructivism approach, having different perspectives from the individuals working in primary and secondary SINAs it would be possible to obtain a more diverse and valuable data. However, even though the group achieved the goal of having all interviews, different limitations were present, for instance:

Limited access to data, as two out of four of the secondary SINAs are still in process. Therefore, the main data collection has been obtained from the primary SINA. Interviews with secondary SINAs were necessary and very important in order to get as much information as possible, as secondary SINAs do not include much information on their website or multiple reports where we can obtain data from, as primary SINA does.

Having different time-zones was also a limitation during the research, due to the fact that sometimes the interviewee did not answer the call or had problems with the connection.

Additionally, the problematic and unstable internet connection also made it hard to transcribe the interviews and led to some inaudible parts which we could not use for the analysis.

4.8.1. Reliability, Replicability and Validity

According to Bryman (2016) the three most distinguished criteria within the evaluation of research are reliability, replication and validity. As the group decided to use social constructivism, it is not possible to apply all these three different criteria to this research. Whereas, results immensely depend on who is doing the research and from which actor the data is being collected (ibid). As a result, the analysis section of this research will undoubtedly enclose the interpretations made by primary and secondary SINAs.

4.8.2. Reliability

Reliability has to do with the question of whether the results of a research are repeatable. Reliability has consistently been a problem when we refer to measures. It is very likely that the quantitative or qualitative researcher is distressed about the question of whether a measure is stable or not, since there are often discoveries where they do not give equal results. Due to this, we would consider it as an unreliable measure, since it does not have a consistency and is not dependable (Bryman, 2016). In order to make this paper more reliable, the group decided to have different sources, for instance; reports, papers, secondary data.

However, since the group is having the social constructivist approach, it is important to understand the different points of views from the interviewees even though they are all part of the organisation. Therefore, the data could be biased which could affect our analysis. This is due to the fact that we are relying just on one organisation as our case in this research paper. In order to ensure reliable findings within case studies Yin (2014) argues rather to take various cases into account. Since we looked at two different SINA as well as the primary SINA, we still think that the findings are reliable to a certain extent while keeping the fact that they are all engaged in the same organisation.

4.8.3. Replication

The concept of reliability is considered very close to another research criteria, replication. For these criteria, in countless studies, many researchers agree to replicate the findings of others. There are many reasons why these researchers would like to do so. One of these could be, for instance: the feeling that the original results do not match with other analysis compatible to the area of expertise in question. For replication to be achievable, a study must be able to replicate itself. This may be something we take for granted, however if researchers do not explain their procedures in detail, this replication becomes impossible to accomplish (Bryman, 2016).

Moreover, in order to evaluate the reliability of a measure of a concept, the procedures that have been used must be replicable by someone else. “Ironically, replication in social research is not common. In fact, it is probably true to say that it is quite rare” (Bryman, 2016, p.47). However, many researchers working with quantitative research, eminently value the competence of a replication in an investigation, as they do not consider it simple to do (ibid). In contrast, qualitative research design is mainly based on interpreting the data as well as the findings. Therefore, it can be stated that qualitative research is basically not replicable (Bryman, 2012).

When other researcher tries to replicate this research, they should be aware of this as well as of the facts that it has been established with specific constructions from different actors inside primary and secondary SINAs as well as in specific context. As stated before, the specific Ugandan context in which the different SINAs are operating has a significant influence on the research. Therefore, the replication of the research in another context could lead to totally different findings.

4.8.4. Validity

According to Bryman (2016), the most important criteria of the research is the validity. Nonetheless, as social constructivism has to do with the interpretation of the researcher, validity is achieved when “you are observing, identifying or ‘measuring’ what you say you are” (Mason, 1996, p.24).

It is important to highlight that measurement validity is linked to reliability. The determination of measurement validity believes that a measure is reliable. If a measure is not definite because it does not give a solid result of the elemental concept, it cannot be considered as valid. Owing to the fact that valid measure indicates the concept it is supposed to be measuring (Bryman, 2016). However, having the social constructivist approach makes it challenging for our research, considering that results are never solid. Therefore, it is essential to demonstrate the trustworthiness and authenticity of the processes of research within this report to generate validity (ibid).

5. Theory

In this section, we present the following theoretical frameworks: scaling social innovation and Co-creation with a focus on the service-dominant logic. Combined, these theories will help us to analyze the qualitative data from our interviews in order to find out how the primary SINA understands scaling and what are the challenges as well as opportunities for secondary SINA to scale the model in various contexts.

5.1. Scaling: Strategies for scaling Social Innovation

In our research paper, when we talk about scaling social innovation, we are using the definition of Seelos and Mair (2017) who defined scaling social innovation as “actions that use established products, services, or interventions to serve more people better” (p.2). This definition will be used later in the analysis to compare the academic understanding of scaling to the understanding of the organisation.

As theoretical framework, we will use the concepts presented in the article *Scaling Social Impact Strategies for spreading social innovations* by Dees, Anderson and Wei-skillern (2004). In this article they introduce different ways of scaling as well as “the five Rs” (p.30): *Readiness, Receptivity, Resources, Risk and Returns*. The five Rs together with the different techniques of scaling helps in identifying the best strategy to scale social innovation.

Readiness is the first R and related to the question, if the social innovation is ready to scale. An important indicator to take into account is the “objective evidence for success” (Dees, Anderson & Wei-skillern, 2004, p.30) of the innovation. Furthermore, the organisation has to keep in mind that scaling the idea in a different context requires also different skills than maintaining the running activities. Therefore, it is seen as an “major investment of time, energy and resources” (ibid, p.30). The second step is *Receptivity* which is linked to the question how the different target groups will perceive the social innovation. Most of the innovations face resistance in the beginning since they try to change things such as familiar behaviour or everyday objects.

This is the reason why social innovators should have this in mind and be aware of it in order to be able to react to it. Another important factor to think of our *Resources*. As stated above, scaling requires a high amount of any kind of resources in order to be successful. The authors emphasized especially the need of skilled staff members who are able to carry out the scaling process. It is evident that in order to be sustainable the resource plan should be long term oriented and should contain different resource strings.

When referring to scaling there is also a consistently level of *Risk* for the organisation but also for the community affected by the social innovation. On the one hand it is possible that the organisation will not be able to handle the financial, managerial challenges as well as resistance from the community. On the other hand, there is the risk that the social innovation is going to be misused or create conflicts within the community which could lead to more harm than positive social impact.

Returns are the last factor to keep in mind. According to the authors, they are the “scaling strategy’s bottom line” (Dees, Anderson & Wei-skillern, 2004, p.31). As stated, before in this project, scaling social innovations aims at increasing the positive social impact. This means that the returns should not be targeted at how many people benefited from the goods or services but ensure that the social innovation offers goods or services which improves the situation of the beneficiaries. (ibid)

Furthermore, the authors present three different techniques of scaling which include dissemination, affiliation and branching. *Dissemination* refers to “...actively providing information

and sometimes technical assistance, to others...” (Dees, Andersons & Wei-skillern, 2004, p.30) who want to implement a social innovation in their community.

This form of scaling can be seen as the easiest way since it requires not a lot of resources and therefore also low in cost. However, the core organisation who is disseminating cannot control the process of implementing the social innovation in a different context. *Affiliation* presents a more formal way of scaling since it requires an agreement between the original entity and the one who wants to implement the social innovation in a different context.

This is a more formalized and organized way but at the same time it is more resource intensive and everybody who wants to take part of the scaling process has to agree on the terms made in the agreement. The third way of scaling is *Branching*, which stands for a central coordination as well as the most complex way to scale, since it requires a lot of resources and management. As the authors showed in their article, this strategy is also possible in a more decentralized way as giving the branches the opportunity to operate independently but under the overall vision of the central organisation (ibid).

Scaling is not successful all the time but in order to make it more likely to be successful and to create more positive impact it seemed to be important to for social innovators to think about the possibilities, take the five “Rs” into account as well as chose one of the ways to scale, mentioned above (ibid).

As mentioned in the beginning of this section we are going to apply each of *the 5 Rs* to the scaling process of our case organisation. As well as we are going to identify which of the three scaling techniques SINA used. On the one hand, we do this to understand the scaling process and on the other hand, to identify the challenges and drivers the organisation is facing.

5.2. Co-creation: Service-dominant logic

Service-dominant logic described by Vargo and Lusch (2004) has become an inherent concept to the theory of co-creation. In their article, authors use Constantin and Lusch definitions of *operand resources* and *operant resources*; operand resources being resources that are used to

perform an operation or act to produce an effect, and operand resources being resources that are used to act on the operand resources (Constantin & Lusch, 1994 cited in Vargo & Lusch, 2004).

In other words, operand resources are more tangible, monetizable and are more related to the goods-dominant logic, whereas operand resources are less tangible, they are often reflected as core competencies and operand resources also produce effects, enabling people to create value and produce new operand resources. Vargo and Lusch (2004) distinguish the goods-dominant logic from the service-dominant logic and provide eight Foundational Premises (FPs).

The first Foundational Premise, FP₁ states that *The Application of Specialized Skills and Knowledge Is the Fundamental Unit of Exchange*. This premise outlines that every person has different skills, therefore specialization can have efficient effects for individuals. By specializing in particular skills, people can achieve scale effects (ibid). In service-dominant logic, knowledge and skills are operand resources as people exchange to gain benefits of specialized competencies. Whereas in goods-dominant logic, the goods serve mainly as operand resources and people exchange for goods instead of knowledge and skills.

The second Foundational Premise, FP₂ specifies that *Indirect Exchange Masks the Fundamental Unit of Exchange*. The premise explains that due to the industrial revolution, the monetization of exchange processes increased and the focus on the customer as a trading partner has vanished. Machines replaced skilled workers and the organisations lost the interaction with the customer. The second premise states that people still exchange skills for other services in marketing systems and money, goods or organisations are “only the exchange vehicles” (ibid, p.8).

FP₃ states that *Goods are Distribution Mechanisms for Service Provision*. This premise outlines that goods are not the essence of exchange; in fact, it is the application of specialized knowledge, mental and physical skills. Vargo and Lusch distinguishes three ways of how knowledge can be passed on: directly, through education and training, and indirectly by installing it in objects. In this premise, goods are described as operand resources that are used in value-creation processes, contrary to goods-centered logic where goods are the end products and serve as operand resources.

FP₄ says that *Knowledge Is the Fundamental Source of Competitive Advantage*. Here knowledge is described as the foundation of the economic growth, competitive advantage and the

source of wealth (ibid). In service-dominant logic, knowledge is the operant resource and is at the center of performance and competitive advantage.

The fifth Foundational Premise, FP₅ proposes that *All Economies Are Service Economies*. The premise suggests viewing economies as macro specializations that could be described “by the expansion and refinement of some particular type of competence (operant resource) that could be exchanged” (ibid, p. 10). Service economies can be characterized by the use of knowledge and skills, and by the exchange of knowledge.

FP₆ states that *The Customer Is Always a Co-producer*. The service-centered view outlines that the customer is always engaged in the production of value. Here the customer is the operant resource that only occasionally functions as the operand resource. This premise distinguishes the service-dominant logic quite well from the goods-dominant logic, as in goods-dominant logic the customer is only the receiver of goods and is an operand resource.

FP₇ says that *The Enterprise Can Only Make Value Propositions*. Vargo and Lusch explain that the consumer should perceive and determine value and be an active participant in creating value through the coproduction process, whereas firms should only make value propositions.

The last Foundational Premise, FP₈ outlines that *A Service-Centered View Is Customer Oriented and Relational*. Service-centered view has a special focus on the customer and inherits interactivity, integration, customization and co-production (ibid). It is not only about doing things for the customer but also with the customer; humans take part in the exchange process. Exchange is relational as value is co-created.

Service-dominant logic emerged as a response to the shifting focus from tangibles towards intangibles – interactivity and connectivity. It embodies the organisations attempt to create value together with their customer. Additionally, the customer is seen as a resource for knowledge and skills and aims to use it in the exchange processes and create mutual value. The theory of co-creation will be used to analyze primary SINA’s approach to scaling through their scholars. To illustrate the service-dominant logic, primary SINA’s scholars are assimilated with customers and considered a source of competence to create value. Three Foundational Premises of the service-dominant logic will be outlined in the research analysis to get an overview of how the co-creation theory is related to primary SINA and their understanding of scaling.

6. Analysis

This section will interpret the data collected during the research in regard to our research question. The interviews were taken into major consideration to divide the data into different themes. There are four interviews which will be our main focus for analyzing. They are divided into eight different sections.

6.1. Primary SINA's Model and Current Status

The first section is presenting the primary SINA's model and its current status where the detailed analysis of the primary SINA model along with its current status will be done taking the qualitative data collected from the interviews into account.

The primary SINA's model is currently being expanded into four secondary SINAs in different communities. The purpose of primary SINA's model is to distribute all responsibilities among all representatives through a holacracy management approach, which is an empowerment tool. As Josephine from the primary SINA Mpigi state: "It is a system of governance which is more about giving out different roles to different individuals and then they be in charge of them and they can do decisions on them" (Interview 3).

In addition, this model perceives the value of empowerment as something that cannot be controlled. "If empowerment is controlled, then it can never be true empowerment" (SINA, Impact Report 2016-2017). Therefore, having a boss and telling the scholars exactly what to do, and how to do it, is not an option. This is due to the fact that it would affect their process of developing their ideas and outcomes. By using this highly participatory approach, each student is able to work within their own areas of responsibility and without any orders from a higher entity. Each student is expected to create and work on their very own curriculum. Furthermore, primary SINA's model has developed five different empowerment stages called "The Purpose Safari". These stages include a structure which helps scholars to facilitate development within their personal and professional opportunities, but again this structure should be filled out by each of them. It takes into consideration the scholar's personality, goals and necessities. Furthermore, it is used in every

SINA as it was mentioned by Emile from the secondary SINA Lazima Nipate: “Having the Purpose Safari is something which every SINA is kind of implementing” (Interview 1).

The first stage is called “Confusion Stage” where scholars start to discover themselves and identify what they like and what motivates them. The second stage is called “Emerging Stage” where scholars carry more and more responsibilities. They have to learn to do everything that is necessary for SINA to continue functioning. During the third stage called “Concentration Stage”, scholars start group formation and are encouraged to learn from stakeholders and customers for their idea to be successful. What works in this model is that scholars work continuously, as they create a rapid prototype and thus have an immediate feedback to improve it. The fourth stage called “Linking Stage” is all about creating networking, where SINA helps scholars attend to different conferences, events, etc. In the last, fifth stage called “Mastery Stage”, scholars graduate from SINA with their own social enterprise. Many of the scholars maintain a positive relation with SINA and therefore become mentors for the next generations of scholars. In this last stage, the social enterprises must be self-sustainable and reaching an impact (SINA, Impact Report 2016-2017).

6.2. Understanding of Scaling

As our problem formulation mentions, the project aims to research on how primary SINA understands scaling. So, the purpose of analysing this term was to gain the perspectives of the actors of primary SINA and additionally, also from secondary SINAs perspective as they carry equal importance in the scaling process.

In order to have an in-depth understanding of primary SINA’s process of scaling, as mentioned before in the section of the state of art, we will be adopting the definition provided by Seelos and Mair (2017), where it mentions that scaling is defined as “actions that use established products, services, or interventions to serve more people better” and that “scaling creates impact from innovation” (p.2).

By this, we can understand that primary SINA’s purpose of scaling is to impact as many people as possible. At the moment, the scholars that have decided to start their own secondary SINA, was due to the motivation that primary SINA embed in them. Especially the wish to give

more young people the same opportunities to unfold their potential plays a major role for the founders of the secondary SINAs as for Emile from secondary SINA Lazima Nipate:

“I can call myself a link and see how opportunities can reach thousands of other people in different places. And that was my motivation to start” (Interview 1).

The Founders of secondary SINAs also believe that it is possible to make a bigger impact, not only with people involved in a primary or in a secondary SINA, but also in the community where it is established, as it brings new job opportunities for the whole community.

On the other hand, on the website of the organisation there is a section about the scaling process and the vision of primary SINA. They stated their vision as:

“Our dream is to unleash the potentials of youth from around the world and the SINA model is spreading internationally in self-organisation by our Scholars.” (The Social Innovation Academy, 2019b).

The quote shows that scaling is even part of the overall vision of the organisation. Further they want to build an international “network of self-organized social entrepreneurship spaces for marginalized youth” (ibid). The two quotes from the scaling section of the organisation illustrate the focus of scaling the model globally as well as the focus on empowering and self-organisation.

In regard to the implementation of this scaling process primary SINA is aware of the fact that context plays an important role when replicating the model in different communities. As they mention on their website:

“Of course, we will not just copy and paste but adopt to the circumstances of every local community.” (The Social Innovation Academy, 2019b).

This specific adaptation to the local context and given conditions was also mentioned by Emile from secondary SINA Lazima Nipate. He mentioned that it was, for example, not possible to offer the scholars a place to stay during the programme as the primary SINA does.

“There are some things who not work. There are different things who have to change because for example in SINA Mpigi there are different scholarships and through the scholarship you get a place to sleep. But for us people need to come from their home. So, there are different things that have to change here.” (Interview 1)

This is mainly due to financial issues as well as problems to find an appropriate and affordable location to set up the academy.

Overall, the organisation understands scaling as building a global network of Social Innovation Academies in order to empower a larger number of young people to become social entrepreneurs.

6.3. Relation between primary and secondary SINA

As mentioned before in this paper, it is visible that the scholars from primary SINAs are replicating the SINA model in different contexts. As this paper aims to find out about the understanding of scaling from primary SINA's perspective, it is essential to understand its relationship with secondary SINAs.

The main aim of primary SINA is to help the young people to shape their future by empowering the marginalized youths through different trainings and identifying individual skills so that they can either start their own social enterprise or replicate the SINA model. And the way the primary SINA is creating impacts in the marginalized community also is a good example of how they are improving the entrepreneurship skills of them.

“Yes, I think we are right now independent except they are funding. And then also, the funding has to become self-sustainable and making us become independent. So, they don't have to switch over to us was, yeah, what they want to be one, then they have an empowered us. And they didn't have to escape, that most of us, we have the freedom to do whatever they want.”

(Interview 2, Secondary SINA)

The quote from Mawa from SINA Loketa depict that the primary SINA not only supports them financially, but also, they empower the secondary SINAs by providing them advices and self-development trainings. Primary SINA also wants the secondary SINAs to be more independent as well as they do not interfere in their decision-making processes but rather support them and encourage them to manage the challenges they are facing. In this regard, Josephine from the primary SINA, when asked if they are leading the secondary SINAs, mentioned that “we are not leading them.” (Interview 3). On the one hand, it seems to be as primary SINA are there to help secondary SINA to replicate the model in the beginning with the finances and motivation. Nevertheless, as the main motive of the primary SINA wanting to create impact in the more

people's lives, they provide them full authority to maybe add new type of activities in their academy.

“Yes, the new SINA's first of all, this is the first SINA and being the first SINA is like mother. So, the mother you see your children trying to go to create a new life. Of course, you're there to support them one way or the other. Whenever they come around you need to listen to them”

(Interview 3, Josephine, Primary SINA)

“They give us so much, support us. So, we will appreciate them... Yeah, but in any way, they can demand anything from us. We are their children, So, they want us to grow like them...”

(Interview 2, Mawa, Secondary SINA)

The quotes above illustrate that primary SINA perceives themselves as parents to all the secondary SINAs. Whereas on the other hand, the secondary SINA also perceives themselves as children of primary SINA and also, they support and empower each other in every possible way as mentioned by Josephine from primary SINA. In terms of primary SINA, they want to pave the path for their children so that they can sustain themselves in the future and empower other people as well. The interviewees from the secondary SINA mentioned the same, as Mawa from the secondary SINA says, “So, they want us to grow like them...” (Interview 2).

During the interviews, we came across the term “holacracy” and when asked in detail to the primary and secondary SINA, they described it as an organisational structure meaning that within the whole organisation there is no need to have a designated boss but the tasks and responsibilities are divided within the organisation between everybody engaged. Josephine from primary SINA and Emile from secondary SINA, they both explained that they are free to work the way they want to.

“It's one of the systems we are using in all SINA's...it's a system of governance which more about giving out different roles to different individuals and then they be in charge of them and they can do decisions on them. So, SINA Mpigi operates on that system as well. (Interview 3, Josephine, Primary SINA)

“It is management system that helps organisations like SINA for example, that for example, we don't have no need to have bosses. So, it is for self-organized spaces.” (Interview 1, Emile, Secondary SINA)

Moreover, it turned out that this holacracy approach is progressively about giving out various jobs to various people and so that they become responsible for them and can decide for themselves. The vision of the organisation is that the whole SINA network is using this self-organizing management system. As it is also stated on their website as mentioned before:

“Our dream is to unleash the potentials of youth from around the world and the SINA model is spreading internationally in self-organisation by our Scholars.” (The Social Innovation Academy, 2019b).

In conclusion, when asked about the relationship to both the primary and secondary SINAs, it was revealed that the whole SINA was based on the holacracy management structure and they were positive about their relationship with each other in every sense. As the people engaged with the secondary SINAs are the scholars from the primary SINA and they have been working together for a long time, they feel the sense of attachment with each other and perceive Etienne as their biggest motivator and supporter. This can be demonstrated by Mawa from SINA Loketa's (secondary SINAs) perception: “He is the right person who mentored us enough to be what we are today, he's our mentor” (Interview 2).

6.4. SINAs scaling strategy

After the analysis of the organisations' understanding of scaling we want to look deeper into the scaling process in order to get a deeper understanding of this process as well as to identify challenges and drivers which are going to be presented in detail later in this paper.

The scaling strategy by Dees, Anders and Wei-skillern (2004) already described before in the theory section is going to be the base of the analysis regarding SINAs scaling strategy. It is composed of different techniques to scale as well as *the five Rs* which support social innovators to find a suitable strategy to scale the social innovation. When referring to the different techniques of scaling - *Dissemination*, *Affiliation* and *Branching* - it can be argued that SINA is using *Branching*

as a way to scale the model with the primary SINA in Mpigi as the central coordinator of the secondary SINAs.

Even though it seems like that secondary SINAs are quite independent in how they operate, both of the interviewees from secondary SINAs said they are currently mainly financed by the primary SINA and donations generated by the association Jangu e.V. As it is stated by Mawa from SINA Loketa: “Yes, I think we are right now independent except [...] (the) funding...[...]...we are currently getting little support from SINA” (Interview 2) and Emile from Lazima Nipate even stated that “... Jangu e.V supports all SINAs” (Interview 1). The fact that the primary SINA is still supporting the secondary SINA financially creates a dependency relationship between the secondary SINAs towards the primary one which could also influence the operations of the secondary SINAs. The primary SINA could cut the financing anytime or set conditions for the financing which could have a huge impact on their everyday operations as well as the decision making. In addition, the primary SINA is in this case acting as a central coordinator as it is coordinating the financing of the different secondary SINAs.

Furthermore, since everybody who started a new SINA in their community were a scholar at the primary SINA in Mpigi before - the vision of the primary SINA as well as the model is implemented in the new SINAs again. However, scholars have to adjust the model due to the given conditions in their communities. As for example it was mentioned by Emile from SINA Lazima Nipate:

“There are different things that have to change because for example in SINA Mpigi (primary SINA) there are different scholarships and through the scholarship you get a place to sleep. But for us people need to come from their home. So, there are different things that have to change here” (Interview 1).

The quote above shows also that the given context does not allow the scholars to just copy-paste the model of the primary SINA. Moreover, it also highlights one of the challenges throughout the scaling process which are going to be analysed in detail later on in this paper.

In the following paragraphs, we are going to analyse the scaling process of primary SINA in regard to the five factors presented in the theory section: *Readiness*, *Receptivity*, *Resources*, *Risk* and *Returns*. We are going to present how the scaling process of the organisation corresponds to the different “Rs” in order to identify challenges as well as opportunities which are going to be presented in a later section.

The first factor *Readiness* is related to the fact that an organisation has to ask itself if the social innovation is ready to be scaled and for example can be implemented also in various context. Dees, Anderson and Wei-skillern (2004) identify the “objective evidence for success” (p.30) as the most important indicator for the readiness level of a social innovation. In the case of primary SINA it can be argued that this “objective evidence for success” (ibid) was proven by the large number of young people attending the programme as well as their motivation to bring this concept to their communities to enable more people to get the opportunity to create their own social enterprise.

“My biggest and personal motivation is to make the same happening what it has done for myself. I mean it was really quiet a good place, a free space for me. For some time in my life and I finally found it. And then I asked myself how other people like me can how can or like refugees who are facing challenges or difficulties can access such opportunities.” (Interview 1)

This strong motivation to create a free space where young people can develop their business ideas was mentioned by the two interviewees from the secondary SINA as a key driver for them to open new SINAs in their communities (Interview 1 and Interview 2). Therefore, it can be argued that this is an evidence for success of the social innovation since the scholars appreciated the model so much that they wanted to bring it to their communities.

Another factor to keep in mind is the *Receptivity* of the social innovation which is according to the authors Dees, Anderson and Wei-skillern (2004) linked to the question how the intended target group will react to the social innovation. The authors see this as an important factor to keep in mind since people tend to be critical towards innovation in the beginning (ibid). Mawa from SINA Loketa, which is located in one of the world’s largest refugee camps, Bidi Bidi refugee camp, mentioned that he and his team were facing some resistance from the community in the

beginning, because people were skeptical towards the social entrepreneurship approach SINA is teaching (Interview 2).

According to Dees, Anderson and Wei-skillern (2004) scaling always requires a wide range of different kinds of resources such as financial and personal resources. They argue further that the resource plan should be long-term oriented. In the case of SINA it seems like that recruiting the right staff is not a problem but rather, the financing of the secondary SINAs appears problematic since both secondary organisations, SINA Loketa as well as SINA Lazima Nipate, at the moment are financed by SINA Mpigi or rather by Jangu e.V as stated above (Interview 1 and 2). Both organisations try to get funding from other sources as other NGOs or crowdfunding platforms as indiegogo as Emile from Lazima Nipate mentioned (Interview 1). They both see the financing part as their biggest challenge (Interview 1 and Interview 2).

“Ok, one of the major challenges for the new SINA is mostly funds” (Interview 1)

“Yeah, in fact, we have faced a lot of challenges. Most special in startup funding for the implementation, we were taking long to start. And yet during our validation time the community were impressed by our idea. The only limiting thing is the funding for the project.” (Interview 2)

It can be argued that scaling is also linked to certain amount of risk since the outcome or the success of scaling a social innovation cannot be guaranteed (Dees, Anderson & Wei-skillern, 2004). Furthermore, there is the possibility that bringing the social innovation to another community could also lead to conflicts and rather harm the community than create social impact. All interviewees from the secondary as well as the primary SINAs did not mention anything about negative aspects of expanding the organisation and implementing it in more communities. A possible source for conflicts could just be caused by the fact that due to the lack of capacity the secondary SINAs can just take a limited number of scholars. This fact could lead to conflicts when there are more scholars applying than places available. However, this does not seem to be an issue, since none of the interviewees mentioned something like that.

The outcome or as Dees, Anderson and Wei-skillern (2004) call it *Returns* state the last of the five Rs. They see it as an important part of the analysis strategy and even call it the “scaling

strategy's bottom line" (ibid, p.31). According to the annual reports of primary SINA on their website their overall goal is to create a network of different SINAs in order to be able to create positive impact for a larger number of people (The Social Innovation Academy, 2019b).

6.5. Co-creation

This section will analyze what role co-creation plays in primary SINA's scaling process in the context of service-dominant logic and how the secondary SINAs are a part of this process. First, the chosen definition of co-creation will be outlined, and the concept of service-dominant logic will be applied to better understand the process that primary SINA applies and passes on to secondary SINAs.

In order to better understand co-creation in SINA, we adopted the definition by Prahalad and Ramaswamy (2000) presented in the state-of-the-art section, where they describe co-creation as involving the customer and the customer as a source of competence for the company. In this case, the scholars of primary SINA are seen as the customers as they use the service of education provided by primary SINA and pay a small fee for it. Co-creation is reflected in the four fundamental realities that primary SINA mentors incorporate in order to channel their customers', in this case their scholars', competencies. The first fundamental reality is *Encouraging active dialogue*, which is evident in primary SINA's activities; according to Josephine from primary SINA "...it's more about empowering and giving them some suggestions" (Interview 3). Each scholar is encouraged to understand what he or she wants to do and follow an education that is self-designed.

The second fundamental reality described by Prahalad and Ramaswamy is *Mobilizing customer communities* which is also apparent in primary SINA as they empower their customers – the scholars – to become social entrepreneurs and either create their own social enterprises or open a secondary SINA in the communities that scholars came from. Moreover, when scholars start their own secondary SINAs, they continue the cycle started by the primary SINA and empower new youth in other contexts to create their own social businesses, this way expanding the primary SINA network. The third reality, *managing customer diversity* can also be seen in primary SINA since they offer their services not only for the local youth in Africa, but also for

foreigners from other parts of the world. Since they offer very low fee for the local participants and they are flexible in regard to those who cannot afford paying any fee at all, this opens up doors for very diverse scholars, from different backgrounds and countries.

The last fundamental reality is *Co-creating personalized experiences*. Primary SINA encourages their scholars to be the co-creators of value, they receive and design their own education, which will later lead to starting their own social enterprises. Even after finishing the course, the scholars have an opportunity to get some advice, suggestions or help from primary SINA.

The service-dominant logic is also centered around the customer – the scholars. As described in the theory section, Vargo and Lusch (2004) provided eight Foundational Premises (FPs) to analyze the service-dominant logic, of which most relevant ones to our case will be outlined below.

The first Foundational Premise, FP₁ is *The Application of Specialized Skills and Knowledge Is the Fundamental Unit of Exchange*, which can be seen in SINA's previously mentioned holacracy system. Here, "The quality lies in the hands-on practical application of skills through self-management." (The Social Innovation Academy, 2019b). Primary SINA helps each scholar to utilize their unique skills and acquire new competencies. In exchange, scholars take the primary SINA model to the context in a community where they came from, this way expanding SINA name in a new environment. From the interview conducted with Emile from Lazima Nipate, it is visible that scholars from secondary SINAs also see primary SINA as a source for gaining knowledge as "...SINA Mpigi has been there for so long, we can find their good skills" (Interview 1).

The fourth Foundational Premise, FP₄ states that *Knowledge Is the Fundamental Source of Competitive Advantage*. According to Josephine from primary SINA, to inspire more scholars to replicate the SINA model in their context, primary SINA helps them "...getting in touch with the one who have implemented the SINAs. Also maybe sharing their experiences, and their expectations" (Interview 3). Therefore, knowledge sharing is an important component in how primary SINA operates and how scholars are taught to share knowledge with each other.

FP₇ is *The Enterprise Can Only Make Value Propositions*. This Foundational Premise states that the customer should determine value and be an active participant in creating it. Primary

SINA exemplifies this premise by empowering the scholars to determine what they want to do and provides them with different opportunities to create social enterprises or replicate the SINA model.

To sum up, primary SINA is a good example of co-creation as they use it to scale and expand their model by making the customer their ally in bringing the model to different contexts, this way benefiting the organisation, the scholars and at the same time create a large positive impact for the communities.

6.6. Challenges

During the process of primary SINA scaling their model there have been some challenges that the organisation has been struggling with. In this section, these challenges will be explained and discussed as some of these can also be considered as opportunities in the long term.

The main challenges primary SINA is facing nowadays, has to do with the finance of the organisation and the way it has been supporting the secondary SINAs, in other words - to get fundings.

“One of the major challenges for the new SINA is mostly funds. For sure it's not so easy to generate funds” (Interview 1).

At the moment, primary SINA is focusing more on the aspect of character and development of each scholar - understanding their personality, what are their necessities, goals, etc. However, this has become a challenge, as the aspect of business development has been left out and this can affect the primary SINA's scaling process and their way to get capital. Whereas, most of the capital that helps primary SINA to scale into new communities come from NGO Jangu e.V. Correspondingly, NGO Jangu e.V still plays an important role when referring to finance.

“Nowadays, I will say Jangu e.V is still mainly financed by private individuals and companies who believe in the cause, who believe in the work there. So, Jangu e.V is then supporting as I mentioned before, SINA Mpigi” (Interview 4).

Jangu e.V. collaborates with primary SINA and secondary SINAs in two ways. The first one is by helping primary SINA connect with different northern European funding networks. The

second one is by supporting the secondary SINAs for approximately three years as it is hard for a new secondary SINA to handle the running costs of the organisation (Interview 4). As a result, primary SINA is very depended on Jangu e.V. operations in order to keep scaling their model.

Another challenge is members of secondary SINAS being committed to scale up primary's SINA model. Scholars being part of establishing a secondary SINA believe that it is easy to set up as well as, it will bring much capital for the founders and for the people involved.

Nonetheless, it is not that simple as it takes couple of years in order for the organisation to be settled down and start generating some income.

“It depends on the commitment for the youth that's willing to one day make SINA to another community as sometimes, they expect that, as it starts, it's going to give them money, you know, something like that, which is not the truth. So, I think it's really somehow a challenge for the community, for some people to commit” (Interview 3).

Therefore, this is something that needs to be said in the beginning when establishing a new secondary SINA, for scholars not to have a different expectation of what it really is, as it takes time and commitment.

Finding a suitable location to set up a new SINA is another major challenge the secondary SINAs are facing at the moment and can also be linked to the problem of financing the secondary SINAs. As it is state by Emile from SINA Lazima Nipate:

“The biggest the biggest challenge for now, is to have kind of a location that people know where to find us. It has not been easy because you know Kampala is not an easy town to find a location. So, we have one strategy to kind of to maybe have a house so it's easier with the land stuff” (Interview 1)

Emile even calls this the biggest challenge he is facing right now in order to fully establish SINA Lazima Nipate.

While Emile did not manage to find a location yet to implement the secondary SINA, Mawa and his team from SINA Loketa are already having a location where they set up SINA

Loketa. However, they are facing a different challenge since they do not have enough space for everybody and have the urgency to find other solutions.

“we deal with our little bit space; it was difficult how we have more than fifty people. So that became a very big challenge. So, since we decided to start this programme. But as we can be challenged for a number of youths, they cannot join us, but because of that limit capacity, we cannot make it out. But this year, now [...] we just have to sit down, under trees, like ok it's no problem.” (Interview 2)

As stated before, the problem to find a suitable location or to find a bigger location can be also linked to the financial issue both of them are facing since with more funding they could afford a location or even a bigger location. Therefore, it can be stated that finding a suitable space to set up the new SINAs, the financing of the fellowships, as well as the equipment and payments for the location are the major challenges the secondary SINAs are facing at the moment.

Resistance towards implementing the primary SINAs model in the different communities was just mentioned by one of the two secondary SINAs as problematic whereas it was not described as a major problem. As mentioned before in the theory section, innovation or scaling the innovation in other context can encounter some resistance from the people within the community since it might be something new as well as something the people do not know. This was the case for Mawa and his team when implementing secondary SINA Loketa. According to Mawa in the beginning people were quite skeptical towards the secondary SINA since the social entrepreneurship approach was new to them. However, the team managed to introduce the model to the local community and convinced them.

Nevertheless, we see that the resistance towards the implementation of new SINAs in the communities can be seen as a minor challenge which is nevertheless still important to take into account.

Overall, it can be argued that some of the major challenges the secondary SINAs are facing at the moment are mainly related to generating a strategy to find a sustainable way to finance the scaling process of primary SINA.

6.7. Opportunities

As our project is based on the perspective of primary SINA, it is essential to analyse every aspect of SINA. And opportunities that the scaling process provide is also an important aspect that needs to be covered.

As described in the section above, funding is a challenge for both primary and secondary SINAs. According to Philip from primary SINA, “...we are now in contact and speaking a lot with impact investors...” (Interview 4). As Philip pointed out, the reason they do it, is for the business development, meaning that they see investors as more stable source of financing than the donations which they currently rely on. In regard to scaling, “...we think the investors are more useful for this phase of professional development scaling” (Interview 4). Looking for more stable sources of funding could potentially lead to a more sustainable business model, which could mean even more opportunities for scholars, more roles to take onto in the organisation and better conditions for the scholars to start their own social enterprises.

Primary SINA being based in a developing country like Uganda, Africa, where there are various challenges, “SINA empowers you to unleash your potential and devote your passion to the social enterprise” (Interview 2) as mentioned by Mawa from secondary SINA. From the quote, we can state that primary SINA is actually not providing them with jobs rather helping them to identify individual skills and create jobs for self and the community.

As mentioned in the above paragraph, because of the developing country context, people struggle to manage everyday life due to the lack of education and job opportunities. Then, primary SINA takes the initiative of empowering the youths there. As they already have had impacted the lives of many people, the aim of creating a SINA network globally provided many marginalized young people with job opportunities that helped them improve their life conditions and do the same for others. As it was mentioned by Emile from SINA Lazima Nipate:

“And then I asked myself how other people like me can or like refugees who are facing challenges or difficulties can access such opportunities (...) but it is a way we can take it to different communities” (Interview 1).

The primary SINA allowing their scholars to scale the model to different other communities has created job opportunities for the people.

The context of Africa also plays an important role when it comes to different opportunities for both primary and secondary SINAs. Every year many scholars are getting motivated to start the secondary SINA in different context, many do it because it will impact the lives of even more people. The interview with Josephine from primary SINA stated that, “(...) we have different people who are willing to take it to Congo, Kenya, and some other places (...)” (Interview 3).

To conclude, we can see that primary SINA benefits a lot from their challenges as they convert them into opportunities. This mindset is also passed on to the secondary SINAs as they use the same model, address the challenges in other contexts and transform them into opportunities. As mentioned by Mawa from secondary SINA, they are “overcoming the challenges with the opportunities” (Interview 2).

6.8. Key Findings

The analysis showed that SINA as a whole understands scaling in terms of increasing their social impact in general and more explicitly creating a global network of different secondary SINAs. This understanding goes to a certain extent along with the academic definition of scaling by Seelos and Mair (2017) who define scaling as “actions that use established products, services, or interventions to serve more people better” and that “scaling creates impact from innovation” (p.2).

When analyzing the relationship between the primary and secondary SINAs, we came across several links besides them being the original and the replicated model. Rather the perception from both primary and secondary SINAs delivers the fact that they have a strong emotional relation with each other. The primary SINA supports the secondary SINAs in every possible way and wants them to grow the way they did.

Furthermore, we identified financing as the major challenge SINA is facing during its scaling process. At the moment the secondary SINAs are still relying on the funding by the primary SINA or rather the donations generated by Jangu e.V. Even though the secondary SINAs are trying to develop long term sustainable strategies to ensure the funding for the implementation and

operation, they do not seem to have a plan yet. As financing has always been an issue for most of the organisations, it was one of our main findings that SINA is also facing same kind of problem when they are scaling.

Finally, we identified the opportunity to create jobs and increase impact as a key driver that motivates scholars to replicate the SINA model. This is a positive driver for both primary SINA to scale their model, and for the scholars to create jobs for themselves and their communities by starting their own secondary SINA. Therefore, the scaling process support the overarching goal of SINA to increase their social impact.

7. Discussion

This chapter discusses various elements of findings that has been revealed in this paper. We will criticize as well as present positive aspects of the way how SINA scaled their model which is followed by a discussion. In addition, the relevance of this research paper to academia will also be stated.

As mentioned before the financing part remains the biggest challenge for the scaling process. Even though according to the interviewees the financing is at the moment mainly ensured by the primary SINA as well as the donations generated by Jangu e.V., it does not seem like that there is a long-term strategy for making the secondary SINAs financially independent. The interviewees are aware of that problem and try to find other ways of generating funding, but they do not seem to be long term oriented either. Since they are trying to apply for several funds from different NGOs as well as smaller crowdfunding projects (Interview 1 and 2).

According to Dees, Anderson and Wei-skillern (2004) a long-term oriented resource plan is crucial when developing a suitable scaling strategy. When referring to our case, SINA, there is no clear long-term resource plan visible. It seems like that they have neither a long term oriented financial plan, nor that the primary SINA is actively supporting them with developing one. However, the interviewees mentioned that the primary SINA is encouraging as well as supporting them in finding further financial sources.

In addition, the financial situation makes the secondary SINAs dependent on the primary SINA and could potentially lead to the primary SINA influencing the decision-making processes within the secondary SINA. Even though, this is according to SINAs website not the practice since they want to create independent and self-organized secondary SINAs.

Furthermore, the major challenge our case organisation is facing is not really present in the theoretical framework by Dees, Anderson and Wei-skillern (2004) nor was it mentioned in the literature as one of the major challenges for scaling social innovation. The authors rather described the lack of skilled staff as a major challenge since they believe that there are special skills necessary in order to manage the scaling process. They do not take into account that the financing of the scaling process could be a major challenge to scale social innovation. The fact that Dees, Anderson and Wei-skillern (2004) do not take into account this major challenge is also our main critique towards their theoretical framework.

Another point for criticism could be that even though the SINA model is based on self-designed education, which empowers scholars to work on things that are interesting to them and motivate to move forward, nonetheless the academy model does not include any external knowledge. This means that there are only few experienced practitioners of the field in the organisation – the original founders of primary SINA who developed the concept and the academy model, that originally started with Jangu e.V. Since scholars take up specific roles when they join the organisation, individuals with little experience and competencies run those roles. This is a plausible positive experience for the scholars since they have an opportunity to learn new skills and grow into his or her role.

However, this might not necessarily be a positive outcome for the overall functioning of the organisation since scholars might make more mistakes than experienced professionals which consequently might slow down the development processes of both primary and secondary SINAs. Knowledge sharing is a very important component for the structure of the SINA model. Yet, the organisation does not employ any industry professionals to teach practical skills or academics to enlighten scholars with the theoretical knowledge, in other words there is no external knowledge, only internal – prior scholars teaching new scholars what they have learned throughout the journey.

Moreover, there are no external experts to implement a structured scaling process for primary SINA.

And when acknowledging the other theoretical framework of co-creation used in this paper to discuss our findings, it is mentioned that co-creation is “to mobilize the creation of value in new forms and by new players” (Normann & Ramirez, 1993, p.66). Relating to this quote by Normann and Ramirez, primary SINA can be seen as the place where they are supporting the marginalized youth in Uganda and helping them to create new SINAs, which is creating the social values in a different context by different players i.e. scholars. Although we are mainly focusing on the perspective of primary SINA, the perspectives of secondary SINA also plays an important role because they are an essential part of primary SINAs scaling process.

However, when looking at the findings in regard to the service-dominant logic the analysis illustrates that this can be applied to our case. Since, as stated before, primary SINA is engaging the scholars in the decision-making processes within the organisation as well as they empower them to start their own secondary SINA. Nevertheless, even though primary SINA is providing scholars with different opportunities to start their own social business or secondary SINA, the scholars are still limited by the funding. Regardless, the funding mainly comes from Jangu e.V. We assume that this fact makes the scholars highly dependent on Jangu e.V. and could influence the operations of the secondary SINAs. This means that service-dominant logic can be applied to our case only to a certain extent.

Furthermore, from the analysis and findings, we have developed an understanding that the relation between the primary and secondary SINA are not only professional but also emotional. The primary SINA perceives itself as the mother and the secondary SINAs as the children. The goal of SINA is to encourage the scholars to implement the model in different context in order to help more marginalised young people and increase the social impact of the organisation. This is the first SINA and being the first SINA is like mother.

Nevertheless, this emotional link which is visible in both interviews with secondary SINAs founders could lead to a less critical view of the secondary SINA scholars towards the primary SINA which could also be seen critical. It is important to take this into consideration as we see it

as one of the weaknesses of our research in regard to our findings. Since they are influenced by this emotional relation.

In terms of relevance of this research is that this paper can contribute to the lack of research in regard to scaling social innovation, as the concepts of scaling and social innovation are considered to be very little and offers a lot of further research possibilities (Morais-Da-Silva et al., 2016). Furthermore, the literature review showed that most of the research on scaling social innovation is mainly conducted in the global north. Even though there are some studies about scaling social innovation in development countries (Seelos & Mair, 2012) research on scaling social innovation in the global south and especially in Africa remains rather ambiguous. This is the reason why we want to explicitly contribute to this lack in research as well as we want to promote further research in this field. In addition, as mentioned before the literature does not mention the challenges in regard to financing which we identified as the major challenge for the scaling process of our case organisation.

Having an organisation that is growing and expanding, it means that some things are about to get harder, and some are about to get easier. As a result, other factors should be considered, for instance the emotional relation that secondary SINA has with the primary one as mentioned before. Primary SINA is at the moment of expanding and empowering more and more people every day. However, it is not easy to scale a whole model and bring it to different new communities. Primary SINA as an organisation, which is basically doing social innovation by empowering marginalised young people in Uganda and support them to build their own social businesses, offered us a wide range of insights of their scaling process as well as their challenges and drivers. This is what makes this research interesting and unique as SINA being an organisation, established in a developing country, managed to scale their model successfully into four communities. However, the long-term sustainability remains questionable mainly due to the financing issues mentioned above and the fact that this scaling model has not been verified by time.

8. Conclusion

To conclude this research paper, different findings of the analysis will be elucidated in order to answer the outlined problem formulation:

How does The Social Innovation Academy (primary SINA) understand scaling and what are the different challenges and opportunities when implementing the academy model in different contexts?

When looking back to our research question, the first finding we encountered from our analysis is in regard to how the primary SINA understands the process of scaling. Primary SINAs vision in general has been to increase their social impact by empowering the marginalized young people locally and internationally through a global network of self-organized social entrepreneurship academies. As the literature review on scaling social innovation illustrated, to increase social impact and to reach more people is the main motivation of expanding and bringing the social innovation to other communities. Furthermore, the organisation seems to be aware of the fact that context plays an important role for implementing new secondary SINAs in different regions and communities.

Nevertheless, the literature review as well as our analysis showed that it still remains more difficult to scale social innovations than business innovations. Social entrepreneurs are facing different kind of challenges when scaling their models. For our case, SINA, we identified financing as the major challenge as it was mentioned by the interviewees from both secondary and primary SINAs. At the moment, the secondary SINAs are mainly getting funding to run their programmes from the primary SINA which is on the other hand largely financed by Jangu e.V. Despite, both of the secondary SINAs are trying to apply for external funds as well as the primary SINA supports them in doing it. We see this as the major point of critique since it seems hard for the secondary SINAs to establish a sustainable model to ensure their funding which is on the other hand essential for the organisations to survive and operate long-term. Nevertheless, we believe that primary SINA has not made a plan for the long term run for the ones who have already established a secondary

SINA. This may be seen as a topic of concern, as there is not a proper arrangement for them, and this can affect secondary SINAs stability.

However, we can argue that primary SINA's approach has been successful in scaling their model. Even though authors like Westley and Antadze (2010) rely on the fact that the scaling of social innovation is not commonly successful. We can still identify the way they did it as an interesting process since it is not simple to replicate the model especially in developing countries and additionally connecting people from different backgrounds and nationalities together. In addition, we consider the scaling process a success since there are already four secondary SINAs established, of which two of them we were analysing are running successfully. Therefore, it can be stated that primary SINA is reaching their goal of increasing their social impact since through the implementation of the secondary SINAs they reach out to more people and can provide more young people with their service.

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Appendix

Interview guide for Interviews 1-3

Introduction

Hi (name), thanks a lot for your time. We are Beatriz, Jojo, Simika and Simona, 4 students from four different countries studying in Denmark. We are studying Social Entrepreneurship and Management and chose to do our semester project about SINA. Today we would like to build on the information we already obtained through the website and Philipp and would like to talk about the relation between the different SINAs. The interview will take around 35 min.

Is it ok for you if we record this conversation?

Alright, let's begin.

Warm up:

1. Could you very briefly present yourself and how you became part of SINA in the first place?

Personal, Motivation:

2. Why and when did you decide to start the SINA in the given context?

3. What was your personal motivation to replicate the model in Kampala ?
4. Why didn't you start your own business like other scholars did?
5. How did you reach this point /What was the process? Who did you start it with?
6. What were the major challenges to set up the new SINA?
Funds
7. What is the current status SINA Lazima Nipate?
How do you finance the project? What are the next steps?
8. How many people is currently working in SINA in Kampala?
9. How are the management structures ?

Relationship to primary SINA

10. How do they 'change' (replicate) the original model of the primary SINA?
11. What is the relationship with the primary SINA? Fellow (3 years)
Do you have a lot of contact with SINA Mpigi ?
12. Does SINA Mpigi supported or support you in setting up the SINA Lazima Nipate?
If yes How? In which way are they providing support?
13. Are there any requirements to replicate the model?

Closing Question

14. Is there anything you would like to add?

Thanks a lot for your time! Would it be possible to contact you again in case we are missing some information ?

Interview 1: Emile, SINA Lazima Nipate (Kampala), 29.04

Simika:

We are 4 students from different countries studying in Denmark. And we are studying. We are doing our masters in social entrepreneurship and management, And we are semester project is all about social innovation.

Simika:

So we came across SINA. And we found it interesting to do our research.

And then we started like that is right, we would like to talk more about your and the SINA that you're engaged in. And, yeah, we also had like a few times general interviews with Philip also and he helped us in getting connection with you. The interview will take around 30 minutes.

Emile:

What?

Simika:

The interview will take around 30 minutes.

Emile:

Yea, that's fine.

Simona:

Yeah. Is it okay for you if we will be record this conversation.

Emile:

Yeah. Okay, that's ok.

Simika:

Ok, thank you.

Okay, the first question is like a normal general question just to start our conversation. So, could you briefly present yourself and how you came to SINA in the first place.

Emile:

Good. My full name is Emile Kilyame and I'm Congolese by nationality but at the same time I'm a refugee. How I knew SINA is through a project group I have been involved in when I came as a refugee that was called (Lakiwax?). Basically helping children to express themselves through art. So, we were using different material and different (inaudible). (Inaudible) a friend called me and knew SINA and she told me that there is this place in Uganda where they build something with plastic the Social Innovation Academy. And that's how I found myself there and until now and I'm still a SINA guy.

Simika:

And what was your personal motivation to replicate the same SINA model in another context ?

Emile:

My biggest and personal motivation is to make the same happening what it has done for myself. I mean it was really quiet a good place, a free space for me. For some time in my life and I finally found it. And then I asked myself how can how can other people like me or like refugees who are facing challenges or difficulties can access such opportunities. In my head it was impossible to have thousand people at SINA

but it is a way we can take it to different communities. And that was a really big motivation because I know at least from my refugee background what they already did in Uganda but at the same time I also know what SINA is. The influence of SINA in my life. I can call myself a link and see how opportunities can reach thousands of other people in different places. And that was my motivation.

Simika:

And also from the website of SINA and also from Philipp, we have learned that there are many other scholars who started their own business, rather than replicating the model. Why didn't you start your own business like the others scholars did?

Emile:

From my own understanding in my own perspective on life.

I don't want to do business because of money or start something like this. But I believe that there is a reason why I am on earth and my duty is to find this out why I am on earth. And that's something to know about, and I decided not to run and question things does not know what I really want to I enjoy doing. And it seems like that I wanted to do this. So it's not about starting a business or earning money or being recognized, but it is about recognize your acts for the community. So, yeah, that's the reason why I didn't go into business.

Simika:

Yeah. And when did you have the first idea of replicating the SINA
And I mean, how was the process like and who did you start it with ?

Emile:

It's quiet an abstract from now by real friends. But, if I remember well, not two years back from now. And actually I had this fear that it is impossible. That this is never going to happen. But I was the only person thinking about this. The other guys came later because they became one of the facilitator of (inaudible 6:48- 6:58)we were trying hard and we trying out.

Simika:

What is the current status of the SINA that you are involved in now ?

Emile:

You mean the SINA in Kampala ?

Simika:

Yeah

Jojo:

The SINA Lazima Nipate

Emile:

Ok. The current status is we're trying more to get land because it is not easy to get land in Kampala. The plan is to go to one of the slums around Kampala and then see if we can together with the community start to build together. And, you know, use some creativity especially and for example use waste. We are doing some (inaudible) sessions for sure. And so far we have people interested (inaudible) But the biggest the biggest (challenge ?) for now, is to have kind of a location that people know where to find us. It has not been easy because you know Kampala is not an easy town to find a location. So we have one strategy to kind of to maybe have a house so its easier with the land stuff.

Simika:

Okay. And how do you finance. I mean, how are you finance, do you get donations?

Emile:

So, what we do is we would directly look at organisations for example that give grants. Also we got some money through a fundraising campaign on indiegogo. Around- I don't remember the amount. But we also got some funds in Lazima but yes. The plan is also to generate or fundraise much money through the whole SINA community. So if we all generate money we see where the money is needed the most. So, within SINA we have different roles in the plan as a global. (Inaudible- something about the roles). Mostly now we get money from donations from different organisations

Jojo:

And which organisations mainly?

Emile:

I would say sometimes NGOs, organisations that do similar stuff and sometimes institutions. So, it is easy to find different opportunities through just internet searching and stuff like that.

Simika:

And how does the ugandan context as a country, which is facing several challenges, and is located in the global south influences the building up of new SINAs?.

Emile:

Can I get your question again?

Jojo:

So it's basically. How do you think is, is the fact that in Uganda, Uganda is facing several challenges and it's like an African country, is it a challenge or is it a driver to take for for setting up a new SINA like you do. Do you face, face a lot of challenges because it's in Uganda and not, I don't know, somewhere else?

Emile:

I think its an african kind of a global challenges when it comes to education system , conflicts for example within between individuals when it comes (inaudible) opportunities for example. So, I would say localities and also Uganda I would say has challenges, it is one of the countries in Africa with (inaudible) SINAs for sure are needed in some specific place (inaudible)

Simika:

How is your relationship to SINA Mpigi?

Emile:

Ok. SINA Mpigi I'm a fellow for three years. I've really been handling some of the bigger roles within the space for so long. You know, I coached there as a mentor of projects. And also for the one of the people watching the license of SINA for example as role. But in SINA Mpigi I'm a fellow. So I do trainings staff coach and other stuff. And did you hear of holacracy ?

Jojo:

No

Emile:

Did Philip mention something about holacracy ?

Connection was disturbed b13:18 - 15:30

Jojo:

So, you were talking about something Phillip said?

Emile:

Yeah, of holacracy.

Jojo:

What of holacracy, sorry ?

Emile:

I don't know if he talked about it but it is management system that helps organizations like SINA for example, that for example we don't have no need to have bosses. So it is for self organized spaces. So I'm kind of an expert in that and I maintain that SINA (inaudible) will be implementing in the future.

Jojo:

So that the SINAs are runned by the scholars right, you mean?

Emile:

Yes, it is runned by everyone who is at SINA.

Jojo:

And you doing you you learned it in SINA. And when we did the program there and everything?

Emile:

It's been from there - learning by doing

Jojo:

But somehow, some major decisions and, which, like made by by the board, like by Etienne, or Philip?

Emile:

We don't have a board. But what we have is we have is a clear organization with the (inaudible) and what has to be accomplished and therefore we distribute authority in terms of roles and whoever has the skills or passion to push forward when it comes to that. It's a bit abstract but if you learn a bit about holacracy you can understand a little bit more

Simika:

What were the major challenges to set up the new SINA ?

Emile:

Ok, one of the major challenges for the new SINA is mostly funds. For sure it's not so easy to generate funds for new ideas for example and needs to be (inaudible). You know there's something SINA changes. It's not like a - most of the meetings are really how can I say. (18:30 -18:43 inaudible) We can only get funds of them if you are curious (inaudible) and you want to explore. You can get excited about business and you know to learn more about (inaudible) to get funds. When explaining to people isn't something easy to explain because, even though it's easy in some places everything is not (inaudible). We know what we do but not clear how to give it back and what exactly SINA is.

Jojo:

Are you planning, or did you already, maybe change some, some things from SINA Mpigi like some stuff you didn't like maybe you want to do different in your SINA?

Emile:

Yeah, sure. Yes, so obviously yes because I've been there for three years now. There are some things who not work. There are different things who have to change because for example in SINA Mpigi there are different scholarships and through the scholarship you get a place to sleep. But for us people needs to come from their home. So there are different things that have to change here.

Jojo:

And if you want to start your new SINA, are there any regulations from the SINA Mpigi you have to follow or is there like, I don't know, some guidance?

Emile:

Ok, so the idea right now is to not have for example SINA Mpigi but is to say the Social Innovation Academy has different locations. We have SINAs in Kampala and others in in the refugee camps. And then what we do is represented this of these SINA spaces needs also some. They need to have also another (inaudible) and use holacracy. And discuss the challenges that are happening in there. We see new ideas how to support the youth (inaudible). And for now the focus is on the challenges and on what are the challenges. For example now Etienne and (Loop??) are representing SINA Mpigi for example somehow I would say.(And we Lazima?) So we are working on what is the need. (Inaudible) to have the one in Bidi bidi for example. So we look at the past what are the things that we can say if you don't have this than you are not (inaudible) to have a SINA, which is also not easy because things keep changing. But some things sometime they are looking (inaudible).

Jojo:

And in regards to the program, like the program you also did and SINA Mpigi you gonna, like, to the same program the purpose safari do you do the same programme ? You want to implement this as well?

Emile:

Yes, I think that we. I think first of all now is not about SINA Mpigi and SINA Lazima but about SINA global. (Inaudible) It's ok if people (inaudible) experience like in a refugee camp, slums in Kampala, Mpigi.

Jojo:

And this is something which every SINA is kinda implementing. Just in case we. In case Lazima this month not doing good financially there has to be some money. We have such programme

Emile:

Yeah, and this means for (inaudible) old SINA for example.

Jojo:

So, you said before that you learning from each other and every SINA is like they you meeting together somewhere? How does it work?

Emile:

So we do online meetings sometimes and sometime physically. For example, we meet with the local staff and we talk with them about basic stuff for example holacracy and non violent communication. (Inaudible) So I go for example in a camp and spent there some time to see what are the challenges and find solutions. So, for example right now I understand that SINA Mpigi has been there for so long, we can find there good skills. So, for now with everything (inaudible) from SINA Mpigi because thats right now. I would say we have mostly thought about some good things. So, yes we do meet sometimes (inaudible).

Jojo:

Everybody who participated in the program, somewhere at SINA can, can do their own in their own communities? There are no requirements or anything?

Emile:

So, as long as they reach the requirements it's really not easy. I've seen people interested and willing to do that but in the end they found that it is not really their passion, not really what they want. The reality is sometimes, you know it's something else so we don't really, at the beginning we don't give requirement what people want to have these to come to you. (Inaudible)

Jojo:

Is the association Jangu e.V. is it supporting the SINA, is it supporting your SINA?

Emile:

It is a little bit confusing because we have Jangu e.V that is in german and Jangu international and SINA Mpigi. Jangu international is SINA Mpigi and we have also Jangu which is supporting children. But Jangu e.V supports all SINAs especially for some funds and also the fact that (inaudible) most of the money in africa is debt. They don't trust administration and organisations (inaudible). They rather support directly interesting project.

Jojo:

But can you also get some funding from them for your personal SINA project?

Emile:

For now, everything is coming from SINA e.V. because still Etienne is the chairman of Jangu e.V. so I would say he is the chef of the project. So, look at Jangu as a different organisation. (inaudible) There is away how they can generate funds and there is a way to monitor where these funds go and what they do.

Jojo:

You mentioned Etienne before. And, like, how is your relation to him, like how did he support you when you had the idea of opening your new SINA. How is he engaged?

Emile:

When I speak of Etienne. First of all when I reached SINA (inaudible). Apart from work we have personal relations, professionally mentor. We really talk with Etienne. We come and meet him and discuss ideas. (inaudible) This is something we all want Men and women, you know, every time I meet them. So we discuss ideas. We know this is something people want to see flourishing. (inaudible)

Jojo:

Is it more friendship or is it more professional ?

Emile:

I would say both. I would say both for sure. I don't know where to put him because sometimes we do personal stuff and sometimes professionally so I don't know how I can explain that. (inaudible 28.17-28:22) So, for example...

Jojo:

Sorry can you repeat that the connection was disturbed ?

Emile:

So, I would say both because I don't see him for example he (doesn't scare???) me , so this kind of respect. It easy for us to connect. This person is open and supportive.He is not my boss.

Jojo:

So he's not like giving you not like he is not saying to you you have to do it like this and this and this, but it's more like you talk and you find together solutions ?

Emile:

Yes, that's how it is. We respect each other much. We dont tell people what to do. We find solutions together and everyone can contribute.

Jojo:

And how does your, your plan look like with the SINA in Kampala when you look in the future is it opening soon?

Emile:

Yes, it is. (inaudible) We are around 15 already. (inaudible) We look in the slums for scholars for example.

Jojo:

I think that's it. Do you have anything to add. you would really like to tell us anything.

Emile:

Not that much for sure

Jojo:

Okay, so I just wanted to ask you if it would be alright if we contact you again via email or something when we have some other questions which you could shortly answer?

Emile:

Yes, sure just let me know and we will plan.

Jojo:

Ok, perfect. Thanks a lot for your time and all the best for your project.

Interview 2: Mawa and Team, SINA Loketa (Bidi Bidi refugee camp), 01.05

Mawa:
Yes. How is there?

Jojo:
Good, good. And you? Oh, you ..how are you?

Mawa:
Yes we are doing well.

Jojo, Simona:
Yes. welcome

Mawa:
Yeah. In fact our network is not that good..That's why.
So we can have a check in around where we are going to introduce ourselves. I have my team members here and know each other and maybe go for the interview

Beatriz:
Can you tell us a little bit about yourself and what do you do?

Simona:
But before we start could just ask you. Is it okay if we record this interview?

Mawa:
Yes, it's ok.

Simona:
Thank you

Mawa:
You can start

Jojo:
Yes we can start.

Mawa:
I am Mawa Zakaria. I am co-founder and director of SINA Loketa. So, I am South Sudanese by nationality and refugee camp in Bidi Bidi.

Jojo:
Where are you from?

Mawa:

I am from South Sudan. that is a refugee cia in Uganda. So, my colleague is here now.

Peter:

Hey

Jojo:

Who are you?

Peter:

You can call me Peter Zuma. I am south sudanese. Nice to meet you guys.

we have another one here. I m called Alex. I'm a member and co-founder. we have one over.. I am a founder of SINA loketa.

Mawa:

these are the teams. we have one female she is outside she is from Congo. also refugee in uganda.

Jojo:

Okay. And where are you now? You are in Loketa Bidi Bidi.

Mawa:

Ya, we are in Loketa BIDI BIDI.

Jojo:

Great. So we prepared some questions for you. Yes. Okay. So should I start? Okay. So, the first question would be why and when did you decide to start SINA in Loketa?

Mawa:

Yes. we start SINA Loketa on Sep 2017 from SINA, Mpigi, from Kampala. We are scholars in SINA where we take you one year and 7 months....get empowered to become social change makers. So, based on the challenges we experience in the refugee camps, where to get access to job opportunities and then it leads us to end up committing a number of social problems like drug abuses, come over the youth the end of the day been practicing rape cases. And then we live in a traumatized life based on the challenges we experience in the refugee camp then we decide to create SINA Loketa, where we empower the young refugees and marginalized youths to become a social change maker in their community to get access to job opportunities and overcoming the challenges with the opportunities.

Jojo:

Okay, yes.

Mawa:

So we start this in September 2017. Passed the prototype and testing the idea if works or not work. And then piloting and validating the idea until 2018, where we stopped and then converted to start the hub on

December, where we get some little amount little support from SINA to experiments, the idea that's why they are now in there very soon.. the hub..... we start this year in January and now we have enrolled 30 scholars and that we are now analyzing the first stage so we can move to the next stage which is now idea generation stage on different projects ideas, which are linked to other challenges in the community.

Jojo:

Okay, great. And what were the major challenges to set up the new SINA in Loketa?

Mawa:

Yeah, in fact, we have faced a lot of challenges. Most special in startup funding for the implementation, we were taking long to start. And yet during our validation time the community were impressed by our idea. The only limiting thing is the funding for the project and to find a spot where we can get access to all the rules, the rules for the current location, room for accommodation. What else ? Yeah. So my colleague will also tell more about the challenges?

Peter:

Yeah, I think, you know, because right now is limited space..we deal with our little bit space, it was difficult how we have more than 50 people. So that became a very big challenge. so, since we decided to start this programme. But as we can be challenged for a number of youths, they cannot join us, but because of that limit capacity, we cannot make it out. But this year, now, sometimes we know when they come we don't know much. We just have to sit down, under trees, like ok it's no problem. yes some kind of like people a good us and others aid for us , individually. We also have others like computers. So that's beyond what we can do about this challenge.

Jojo:

Okay, so the major challenge is in regards to funding and financing.

Mawa and team:

Ya Yah

Jojo:

And are there any other challenges in regards to setting up the center? And I don't know, are there any requirements? Anything from the SINA Mpigi?

Mawa:

Yeah. In fact from SINA Mpigi, I think we don't have a lot of challenges but the major challenges now, you know now..the major challenges is when we get to replicate the model, and we get some challenges, some of the community that they are not engage to the social entrepreneurship skills which are new to them. and some....

Jojo:

Maybe there should to stop the video? I don't know. But the quality is much better than yesterday.

Simona:
A little bit

Beatriz:
But it is still hard to understand.

Jojo:
But they are not there anymore. Right.
here Oh, there you go again.

Simona and Beatriz:
Great

Jojo:
So we were talking about the challenges. And you were mentioning that funding is a challenge. How are you funded right now? How do you finance the SINA loketa right now?

Mawa:
Right now, we are currently getting little support from SINA experiencing experimenting from SINA MPIGI. Just give us somebody to help us to run the project as we are looking for some donations, additional funding. So, also we currently have a struggle to run for some income on funding on donation, because we don't know what is tomorrow. So, how we can get some successes.

Jojo:
And do you have already something in mind?

Mawa:
Yeah, we have so many, many, many things on our mind, but only that they start up for, for bringing that idea in. Okay.

Jojo:
And you said you get them the money at the moment from SINA Mpigi. So are there any requirements from SINA Mpigi so that they say, if we can give you the money, then we want to you to do I don't know buy this and this or I have at least this and this number of scholars or today say we have to if we give you the money, you have to prove something to us that you don't go party with it or something.

Peter:
i think You know, when somebody gives you something to spend money, motivated by who gives you the money? They give us so much, support us. So we will appreciate them. What a productive thing would get out of reach of this path. Yeah, but in any way, they can demand anything from us. We are their children, so different they want us to grow like them, again, is very valuable to look for and people can really help us understand our lives if we didn't know to get us in a big advantage.

Mawa:

Yeah, that I think you're. So he trying to say because they're also getting encouraging us to look for some funding from other partners. Because we have take ownership of the project, it is ours, and it is removed from the....?? .company today. So they're encouraging us to look for some funding. It was the only the limiting we are they said maybe they will be supporting us in one year when we get some funding

Jojo:

So the period is limited to one year you said the period of funding by the SINA Mpigi. Okay. Okay, perfect.

Mawa:

Because funding which is just right now where is fixed to the project and for the activities where we have to sustain the scholars we have to sustain also some other activities which are currently, we don't have some challenges. Some of this staffs will be on off and on because the family issues we see at least by then we try to monitor it, try to maintain it. Because it is , it is our idea our project just finished we just went for without anything. No, we don't do it in one with at risk.

Jojo:

ok perfect. So you're your own boss. And so how many people are currently like involved in SINA bidi bidi loketa

Mawa:

currently..

Jojo:

u are freezed , we can't hear you if you can hear us. Maybe they come back again.
Can you could you repeat because you were gone for some seconds.

Beatriz and Simona:

Yeah.

Mawa:

I'm saying currently we started to 18 members and when we come to the ground . And then when we come to the job, we also try to involve the fastest pioneers, the fastest scholars. We live to the point because we want to let them take the charge of themselves where they can practice leadership skills and management skills, by the time when they're not lifting out to do up with their projects they will be able to manage themselves will be able to manage the kind of give a compounding team for the as he right now.

Jojo:

Okay, and how many scholars do you have?

Mawa:

We have 30 scholars

So it's okay.

Jojo:

And so when you build up SINA Loketa, the loketa because it's also it's not kampala, so it's might be different comes different environment and everything. So did you change anything in the model? Why while you were building it up?

Mawa:

Yes, we change some activities changes as we don't solve our own problems. We are limited to our community. There are certain things that are always fixed to Kampala, two people doing twice thing. But we are working with people who are traumatized.....we are ,we change the model slightly because what it gives us our scholars data in the system.

Jojo:

And do you have an example for what you have changed?

Mawa:

Yes, what we have since we, we also have some inspiration props, which are evident after a week, where we bring the community closer together, guess what we are compared to see how we're the only one focusing on the people who are in the communities, who are not enrolled, to get engaged what we have been teaching this for then also be different, because most of us are like, for example, NBC, NBC, where our people, they're using violence language, they end up fighting, and I've been getting some complaints among themselves. So, when we are bringing our scholars on NBC sessions we also engage them to create awareness it gives them to make some awareness to the community and at least to get too close to the NBC system to get to practice the language of space. And I'm but then we also involve some, we have some local projects within the community also give some medicine we have for them to grow into lupus.

Jojo:

Okay, perfect. And how would you describe the relationship to SINA Mpigi? Like? Do you have the feeling that you can operate independently? Or do you have the feeling that they are telling you what to do? How is it

Mawa:

Ya, I think we are right now independent except the funding? And then also, the funding has to become self-sustainable and making us become independent. So they don't have to switch over to us was, yeah, what they want to be one, then they have an empowered us. And they didn't have to escape, that most of us, we have the freedom to do whatever they want.

Jojo:

ok. And then what-what do you see it is the biggest opportunity or the biggest advantage of SINA loketa. But what is the what is it? The best thing about it?

Mawa:

Infact, the best thing about it is most as our unemployment rate is too high. Based on our experience ourselves , largely when we experience our setup.

But then when we come to Uganda, we have a system where everything is a limit to Ugandan and most of us, we finished our schools in South Sudan, in our country when they come in, they need certificate, you cannot get certificate to get well enough, not to get those you get access, to get things was for us discussion around hardware to get access to the job opportunity. And then, we look on the other hand a big opportunity because the system does not require the way you are asystem, but so long as your target is your passion. We empower you to unleash your potential and devote your passion to the social enterprise so much. so as long as

Jojo:

Great. And, why didn't you start your own social enterprise? Why did you decide to like do it, do another SINA in your community instead

Mawa:

So, concerning that, We are the past we are going to think of when we think of the empowerment in the sense that very soon as we have that thought in our mind , but in the history, we are nothing we are still young. And we are trying to think of how It was justso you just trying to be a bigger name. Only just because it is social innovation,

Jojo:

So you don't want to name SINA anymore, or

Mawa:

Yeah.

Jojo:

But did anybody like came to you and SINA mpigi doing your program there and said, Do you want to maybe create in your community? Or was it like you just like in your friends you like the program so much that you thought we have to do it back in at home? Like in our community

Mawa:

Yes, we have collaboration in SINA. We did it. Because we make a partnership where they can also support us with the net of supporting tools. You said some experts on external trainers who train us with us and the water in our squad on a disruptor we make a retreat to also get engaged to other things you do not know, we also we are trying to build some partnerships in order for us to become strong. On our sense, SINA Mpigi they're giving us the responsibility. But they wanted us to become very strong and strong because of our part we consider them as our parents.

Jojo:

Okay. Perfect. Um, I guess you have anything to add to ask for the moment? Is there anything you want to add?

Also about etienne do u have any anything like that? Did he participated in the process in your process?

Mawa:

He is the right person who mentored us enough to be what we are today, he's our mentor. And in case of anything we have also a call , there was no startup that has not a lot of challenges. A lot of challenges were there, something is very happy, because you get some challenges, we just call you guys(ETIENE). Because we are trying to do the same thing. But on the bus, we also asking, during your time, how have you addressed the challenges? So like, yeah, so he's trying to give us directives because we have to get mentors who can give us

Peter:

I think additionally, I just wanna leave it there is everyone has used to support it. As he mentioned way back in January, that he's supporting us became a customer to the ground, you will hit him up, and he will give us an assignment he is a fatality and we do weekly meetings with him. And he really supportive to us. Yeah.

Jojo:

Good.

Simona:

Is there anything you yourself would like to add?

Mawa:

What

Simona:

Anything you would like to add or just would like us to know about the project

Beatriz:

About another challenge that you have had during the way or another opportunity that you have seen? while building it?

Mawa:

Yes, we we have we get a lot of opportunities where we discovered up to where we are currently operating in a similar place where people are many, and there are some more refugees,Bidi Bidi is not failing. Whereas, things that are very many, which are outside our building areas, we are refugees out there. So, we discovered hired me from the police also collect stories to our psyche. So, we get a lot of challenges and we see it as an opportunity if we get more support in the future, we can just expand people from different areas where they can also get engaged and also the opportunities the people who are working with the South Sudanese the year will engage to social entrepreneurship. So, it is very unique to

them on the according to the testimony of the scholars, then this is the wish that if this thing could be stopped from the, from the secondary level, because by this time, they weren't even somebody without even doing something for themselves. So, is very new to us. And we look on it. It will be okay, if we just focus so, as long as given us challenges out there, but we're trying to look for example, some partners will be some winners, which can also support us and make us to succeed.

Simona:

Okay. Well, thank you for your time. And would it be possible to contact you again and in case we miss any information?

Mawa:

Yeah. Yeah. Definitely can do to get in for introducing. So we saw early. The people. Yeah.

Jojo:

But it still the great that the part of the team was there. It's really nice.

Interview 3 : Josephine, primary SINA Mpigi, 02.05

Jojo:

Hi Josephine, how are you?

Josephine:

Fine.

Jojo:

So you can hear us and everything?

Josephine:

Yeah, sure.

Jojo:

Perfect. Where are you right now?

Josephine:

Hello?

Jojo:

Hello?

Josephine:

Yes.

Jojo:

Ok. Where are you right now?

Josephine:

Can you hear me?

Jojo:

Yes, you can. Yeah.

You can hear me?

Josephine:

Yes, pretty loud.

Jojo:

Yes. Okay. That's good. So, thanks a lot for your time and then we can have this interview with you. So, we have, we are a group of four. So it's Beatriz, who you were in contact with already. She can't join unfortunately today because she's working. And then Simika, who is not there either. And Simona who's there. And me, Jojo. So yes. And we are...

Sorry?

Your friend is also called Jojo?

Josephine:

My friends, they call me Jojo.

Jojo:

Ah, you? Oh, yeah. Because it's a Josefine, yeah? It's funny. That's good.

So and as you might be already know, we are studying social entrepreneurship in Denmark, and we doing our every semester we have to do a project. And this time, we decided to do a project about SINA. And we already have been in contact with some other people from SINA Loketa and SINA Nazima Nipate, and Philip. So today, we would like to ask you some questions. We prepared some questions, and it will take around 30 minutes, I think. And I wanted to ask if it's okay, if we record this conversation, because we need would needed to, to work on it.

Josephine:

Okay.

Jojo:

Ok. So, perfect. Thanks a lot. And so to begin, maybe, I would like to ask you if you could present yourself really quickly and how you became a part of SINA. So a little bit about yourself.

Josephine:

All right, thank you. As I mentioned my name is Josephine. I am 25 years old. I came to join SINA when I was 21. That was 2014 and I joined SINA through an invitation that I received from Etienne. And I joined SINA though I knew Etienne before because I was in a sponsorship program for the students from the orphanage home that come from children's home. So I joined SINA to learn more about myself and also be an influence and open a social enterprise and also support other people to have a sustainable future. So that's how I joined SINA in 2014 (inaudible) *and I am still around, currently I am having projects within the field of fashion (inaudible)* We are using waste materials and also environmentally friendly materials like back birth and African fabrics to create fashions.

Jojo:

Oh, ok.

Josephine:

So that's what I'm working on and besides that, that is my personal enterprise. Besides that, I'm in charge of the empowerment of SINA. Yes. And you know, by SINA I mean supporting scholars. To understand where they want to be and I don't do it alone being in charge of it, I have a lot of people involved who are at different stages. So there are three stages which I (inaudible) And that is applied imagine a situation we reveal explained it now composition, and a life coach and personal development trainer at the same time, I enjoy doing it so much. Because I enjoy working with people and bring people to develop and empowered and supported, it makes me feel good. *That's why ???? as well. And also in ? we trade with the community. Youth to be about skills and then set something for themselves.*

Jojo:

Ok. Thanks a lot. It's really interesting.

Josephine:

To have a sustainable future.

Jojo:

Ok. And how are you also involved somehow within the process of the creation of new SINA's like in other places in Uganda?

Josephine:

Yes, I'm part of it. How, because among the team, which empowers this youth from there and then find the challenges which are affecting the community and developing solutions to address them.

Jojo:

Okay. And so are you, like empower them to create their own SINA or the rather their own business or is it up to the young people what they want to do? Or are you leading them somehow?

Josephine:

We are not leading them...Involvement which is for responsibility. We don't have courses that when you come as a scholar you take up a course. We have just two options which is personal development in professional, and in the profession it allows you to generate your own idea, know, which are facing our community. Then you can address them and then evolve it into a business which can impact your community and make a change. So even these people who is starting their SINA's in Uganda they are supported through personal development and professional, to identify the needs from the communities where they come from, to apply by the Centers for the refugee camps, because they felt impacted, and they also feel they can impact their communities. Now they go back with this model they can impact more.

Jojo:

But it's, it's not like that you tell like those people, oh what do you think about to do SINA back in your community, but you are like more just giving them the tools to do what they want to do and then they come up themselves with the idea to replicate the SINA in their community?

Josephine:

Actually if they want to identify with that we support them to *get more ?? which can support* them as well to support to put up the idea when they go to the other side. Though they ? the idea from here, from the presentation, idea identification, presentation, and then the implementation is the one the other side after doing given customer discovery, then they can be positioned to go back and then try and prototype and see how something can work out.

Jojo:

Ok. And can you say, can you imagine why some scholars decided to create their own their new SINA or bring SINA back to their communities instead of creating their own business like you did?

Josephine:

I think everyone has a motivation purpose in life. And we always create our ideas depending on the purpose or the motivation or the background. And so for me yes I created that because I wanted to help the.....

Jojo:

Hello?

Josephine:

..But I guess they also teaches people within the refugee camp let me focus on that *specifically*. ..?? *they can also* generate ideas, which might support them. members in the community, to give them a new idea, and also support themselves. So it should be like an open spaces which was nice for the youth to to be there.

Jojo:

Okay. And you said you support the young people and also support them and implementing the ideas, and in regards to the new SINA's, do you know how it works like with support in regards to finance, financial support?

Josephine:

First of all, when we are empowering them from the side there is more about even supporting them to structure the idea well, and also giving them some little money for the startup like customer discovery. Which can support them to formulate the idea very well and understand they need to work to identify the organizations which can be in position for support them to commit the idea, and feeding some applications, suppose you going to join some conferences, so all new that they expand their networks and meet different partners in the long run, they are willing to donate and support in one way or the other. They space, giving them some money to give them some ideas, or something like that. Because they most of your fundraising comes from them personally. Writing applications and getting some funding to support this. And also, this SINA Mpigi, specifically Etienne trying, Etienne the founder, tries to raise position and support the *cause*. ??? *to take* back to their communities.

Jojo:

Ok. And is the, the funding the little money that they would get in the beginning. Is it like a link to some requirements so do they have to deliver something or do you say you have to achieve this and this and

this or the money is limited, for this period or this amount is limited for this period, are there any limitations or requirements?

Josephine:

Ok, that one I am not so certain in details but what I'm sure of is that every individual or *every ??? to find you different requirement to find you. In some it may be ??, others* may need a business plan, a concept so it depends on what you want. And then you.

Jojo:

And how was it for your business?

Josephine:

For my business, it was basically supported by SINA, Some of the money, and then for more customer discovery in this setting and it to that we give me and then I pay. It was more about supporting me but then other monies I needed I get a loan so the profits which I generated reinvested to into the materials and then production because most of the revenue we have at the moment it's more into the sales. Because we make a product. And then we scale it. And then when you sell it with the production costs that the profits, so which helps us to prepare.

Jojo:

Okay.

Josephine:

So I'm looking forward to our crowdfunding, to be able to empower mothers and getting their centre which can have *at least a .. ? in the beginning*.

Jojo:

Sounds good, sounds interesting. And what would you say is the major challenge of SINA in, especially in regards to expand, like in other communities.

Josephine:

First of all, what would be the challenges. Sometimes they that, it depends on the commitment for the youth that's willing to one day make SINA to another community.

And, as well sometimes the challenge comes in in a way that they bring symmetric community and maybe the community, most of them are not willing to come. They expect that, as it starts, it's going to give them money, you know, something like that, which is not the truth. They might take two even three years to really settle and start generating some income. So, I think it's really somehow a challenge for the

community, some people to commit, they think they are being used to generate money on them which sometimes is not true and it really depends on how you introduce this thing to them and limitations to bringing it back.

Jojo:

Okay. And what you say. Perfect. And would you say that SINA Mpigi is then like functioning, like a mother for these new SINA's like giving them advice and supporting them and, like, guiding them. The new SINA's I mean.

Josephine:

Yes, the new SINA's first of all, this is the first SINA and being the first SINA is like mother. So, the mother you see your children trying to go to create a new life. Of course you're there to support them one way or the other. Whenever they come around you need to listen to them. So I've seen different occasions, they come back to ask for some support. And we always give support in a way that we have different tools we use like personal development, professional life coaching, there is a need for life coaching and there is a need for training to train like others like five people in a new SINA. Always go there and try to share what we know with those new members who are willing to take operate. They run, so that they can learn and we be exchanging the knowledge to be able to support them to carry on and also they have been positioned to, to support other people. So, that is where we how we support each other, and of course information needed for support we are always there. And we need to know the state we are in what is challenging and with support they need to be in position to see it grow.

Jojo:

But there are no like, SINA Mpigi so the mother doesn't give really orders or tell the new SINA's what to do, they can still be independent, act independently right? It's just more empowering, advising, right?

Josephine:

Yeah it's more about empowering and giving them some suggestions. And then also if suggestions fail, because there is a way this one operates but being that either they need different community and still get maybe a specific for different groups of people, we really depending on where we live, we look at things differently. So, it's more about the other people in another community to tell us how they think we are system can work, and what we think we can learn from the side which they can add to their system to make it work effectively, but it's not that we need to impose everything which happens in SINA Mpigi to the other thing so are supposed to set assistant scholars, you're supposed to do this, no.

Jojo:

Okay.

Josephine:

It's more about responsibility.

Jojo:

Great. And Emile, from SINA Nipate, he told us about the holacracy management system or something. Do you, can you elaborate a little bit on that?

Josephine:

Yes. It's one of the systems we are using in all SINA's. How does it operate, it's a system of governance which more about giving out different roles to different individuals and then they be in charge of them and they can do decisions on them. So SINA Mpigi operates on that system as well. But from different laws people have different tasks to build up on and they all have the (inaudible) to do a decision. By empowerment, I have mandate?? to do a decision and influence how things work. But as I said I'm not supposed to force people to take what I say. They can say yes but at the end of the day it is me and from my role to give my suggestion on how I see things moving and I present to the rest of the team after listening to them. Yes, so how Emile told you? He's the one that is trying to see that system in practice really moves on so well. So we are learning more day by day on how it operates and how it can really be to really make us move forward. Everyone has a role, like in organization, it's self-organized and we do things ourselves. So everyone within the organization has something they're doing and they are accountable for it to give accountability and how fast something is moving. Because if don't work on it, the organization is behind, if they work on it then we all move forward. So everyone gets more responsibility about their roles to see things moving forward.

Jojo:

And decisions are made then, so if you decide something for your area, does anyone has to approve it or is there discussion when somebody is maybe thinking that's not the best solution?

Josephine:

If I say something in my area we have what we call (inaudible)

Each time (inaudible) general meeting for the whole community, and then it only happens on a Wednesday from 10 to 1. Where we all meet, and we can discuss some big decisions which affect the whole community. So if I decide something as empowerment lead link I'm for sure, in empowerment I'm not alone, we are like 50 people that are in empowerment that we work with including scholars and trainers ????? So, if I make a decision alone without consulting the community, what do they think about

it and how they think we could improve, sometimes affects. But that platform for you and *each time* allows me to bring the, let me say, one wants to bring in a new policy and present it there and give suggestions so that I can ??? together with the team and then before we carry it on.

Jojo:

Okay. Great. And how is the, you mentioned Etienne already before. How is his role, is he is he like the big boss or is he more like the big brother or friend who is in SINA?

Josephine:

We all live like a community, like we are a community. And he's not like the big boss but he also has his growth, he's the founder, yeah. He has his roles he works on, which also contributes to the growth of the organization, as we all do. And for him is more in the fundraising, some other roles which support the whole organization to operate, so he also, in his words presents to us different things, and then we can suggest and then we see how to carry on. So.

Jojo:

Okay, but you're all equal partners?

Josephine:

Yeah, we, that's what I can say. We are all equal because at least there is a platform where I can suggest something and it can influence the decision.

Jojo:

Okay. That's great. That's really great. I think we almost finished. Is there anything you would like to add, you would like us to know. I don't know, any important information?

Josephine:

I guess Philip told you most of the things, it's more about, SINA is more about free, unique learning development, empowers youth to be social entrepreneurs. And of course we have different opportunities and being that we have, we operate on the responsibility versus telling someone what to do at what time. Because we expect that since they are 18 and above, everyone has a personal decision. And we have different purposes, depending on how you want your life to be is how you you carry yourself or act on a daily basis. So, opportunities are all around, and it's a matter of you or me to go for them and we support them.

Jojo:

Good.

Simona:

And what about in the terms of scaling the SINA. What are your plans in regards to that?

Josephine:

Myself?

Simona:

Well, or the team or how do you see it, how can SINA grow in the future?

Josephine:

SINA of course it's going to be in different countries because we have different people who are willing to take it to Congo, Kenya, and some other places we are looking. We are seeing that it's going to (inaudible) other countries. And I personally, I am there to offer, let me say, my consultancy to (inaudible) some support in any area that I can support him. And that's how best I can give my energy and giving my experiences so far to them, to see how best to improve their systems when they start. Yeah, when I'm there to support in the hustle moving SINA to any community.

Simona:

Okay. Do you have any plans for instance, how to inspire more scholars to do the SINA model in their context?

Josephine:

For now, most of them, how I inspire them is (inaudible) getting in touch with the one who have implemented the SINAs. Also maybe sharing their experiences, and their expectations. That's one way and also offering one on one, to whoever is willing to ask me questions and then I suppose them to come up with different ideas on how unique we can protect something depending on the, the group of people they are to operate in a certain community, like a different approach, depending on (inaudible). something from.

Jojo:

Okay, great. Then, thanks a lot for your time again, and we wish you all the best for your project and also your business. And we wanted to ask you just really quick, if it would be possible to contact you again in case we missing any information?

Josephine:

Yeah, it's fine. Now you have my WhatsApp, my Messenger.

Jojo:

Yeah, we have all your contacts now.

So, all the best for you and thanks a lot.

Josephine:

Thank you.

Interview 4 ; Philip, primary SINA Mpigi, 11/03 (Voice messages transcribed)

1. What is its function of Jangu e.V at the moment? Is it collaborating with SINA, how?

Answer:On one hand we need to see this as a procedure. The function of Jangu e.V. is changing over time. So at the moment there isn't a clear function, which can be defined. However Jangu e.V. which came from the entity of being an NGO for secondary schools sponsorships. Two years ago extended its purpose and is now supporting organisations in Uganda which are supporting youth education. So Jangu e.V. at the moment is collaborating is working together with SINA which means legally with different SINA entities and they are supporting them in two ways: one hand they supporting them with the access to german or to let's say northern european funding networks. At the same time they supporting you could say people on ground who are mainly interested in working at SINA. So, that might be really like practically, that looks that the Jangu e.V. is supporting this SINA communities especially for the first let's say 3 years to handle their running costs. So, this is kind of an investment done by Jangu e.V. under the idea and the purpose of Jangu e.V. foster youth education and at the same time Jangu e.V. is supporting the people who want to run these places to be able to do this fellowship.

2. How much money/share do the SEs that arise from SINA have to give back?

Answer: That's also an interesting question. I think over time that changed a lot . In the beginning we thought that profitability or let's not profitability but rather sustainability, financial sustainability of the SINA ecosystem could only happen through having shares or participating in the economics cycle of the SE. After a short while we realized that most of those entities actually start up again as NGOs or limited by guarantee and I mean the reality is most of them are start-ups. They don't have much money. They can just give away. Most of this money they need to reinvest. Initially we had ideas there was figures between rough 10 and 20% of the shares of this SE had been allocated to SINA. We currently realise that the financial sustainability of the SINA ecosystem itself can much better be guaranteed by using the professionalism especially in mentoring life coaching and self management/holacracy and to do consultancy to actually provide services products to outside

organisations or outside private individuals and to have here companies using the professionalisation and bringing back the money within the system. That seems to be at the moment I would say much more realistic than getting a lot of shares. However I also need to say that the whole public of scaling so the idea of coming from a product which has a market access, which have been working on the market towards having a big or realistic or significant share of the market. This process is at the moment being reworked. So we call this whole part the Enterprises. But I think we gonna find more details here but overall the trend we are seeing is that it doesn't make too much sense to keep a lot of share on those like to keep a lot of ownership on those SEs. Especially because it is more important to deeply affect, support their character development because worst case if you go into the extreme if you keep a really big ownership than well, they start already the just could go out and start something else again. So it doesn't really help you to steer to protect the social cause. And on the other extreme you also can't get so much money especially from organisations let's say limited guarantees due to the constitution outline that they will use all their profits to strengthen their cause.

3. How much is the fee for the students that want to be part of SINA program?

Answer: I assume that means who wants to be a SINA scholar. Ja, I can just speak here at the moment for SINA Mpigi. We initially started without a fee at all. The current status quo is that we are actually asking scholars only for a fee for the participation in first three month programme which is called applied social innovation. Here we are communicating to the participants a fee of roughly 200 000 Ugandan Shilling which could be calculated something around like 50€ (ca 370 DKK) and ja this is more or it doesn't completely no it does not cover the cost. However this fee is we call it a commitment fee but also we are realizing openly communicating to the participants from challenged backgrounds which are at the moment more around 50% of the scholars coming that this fee is not mandatory so at the end in average we can currently look at maybe per scholar contribution for a 3 month programme around 60 000 Ugandan Shillings. At the same time we are offering this programme to western participants well they paying then a significant higher amount. They pay for a month around a 1000€ (ca. 7000 DKK) all inclusive this means accommodation food activities materials . Then the other participation in the academy let's say the scholars who went through the applied social innovation and we feel like from their current character development, from the aspects of the personality as well as their idea and what can I say skills set in the professional direction they are up to becoming a social entrepreneur, the rest of the journey is for free. Or what means for free its they don't need to take, they don't need to carried themselves. However then in the programme the aspects of character development when the scholars go forward. There are some roles where they don't give back to the academy financially however they are taking over responsibilities which otherwise the organisation would leak to employ people for. So there scholars themselves literary gain experience and rela responsibilities. On the other hand literary giving back to the academy with their work. When the scholars start then to generate an idea. They build a business and this business is in the academy and as soon as they start to grow then also ideas of them also supports SINA back with rent or paying fees or the electricity and

space they are using. Is there in order to support the scholars not to get a sland picture not that they are going to get stuck at SINA forever because they think it's for free.

4. What is the participation fee for the marginalized youth and for others?

Answer: As mentioned before. Okey on one hand it is challenged to look at what is marginalized youth in Uganda. Currently our selection criteria is we want to have roughly around 50% of the scholar in SINA to be women and then literary focusing on youth with a marginalized background. This is for us defined as orphans, former street children, former prostitutes, refugees. I think those are the criteria. Those are kind of the categories the scholars are coming from. We also have minorities which are at the moment for example Albino people. And participation fee for the first programme per month is as already mentioned 200 000 Ugandan Shilling. and this is not mandatory so if the youth can not bring it up we see basically that person comes from a refugee background and already works there to support his brother or sister then we literary dropping this fee completely.

5. What is the selection process and the criterias for the students to enter the program?

Answer: Basically we started in the beginning to think about and to say -hey everybody can be a great social entrepreneur. Nowadays, we realize that, I still think that's true. But if you take into account that you want to foster social entrepreneurship in a structured way, you need to also concentrate on what you are good in and what can you achieve and what can you not achieve. So, basically if you think about young person being a social entrepreneur, you will be realizing that you can be great support in the specific part of great journey. Here, I think on the SINA page..... if you go there and apply now , you are gonna find an application form. So, what currently happens is, we have 2 step process, we have offline selection on ground. There is a day when all the applicants three times in a year are gathering together at respective community or SINA academy and in this stage they are gonna go through lot of team building activities and mainly we are looking on soft indicators like active listening, leadership capabilities, how do people interact with each other and lots of soft indicators. and before this We also have kind of pre selection online, its either online where applicants fill the form online or we are actively reaching out to the organizations in the field, this might be for example: organizations who worked in Kampala with childrens, former prostitutes and they currently know SINA quite well. So, basically will be implementing first filter in those organization and asking hey you know what SINA is you actually before sound a scholars, do you think you have somebody who really fits and will benefit from the space. so you can think about two layers of selection. First one which is not on ground which is not in person, it's either the online application form , or it is organizations we talk to you in half relationships buildup, and we ask for kind of suitable people the other one is on the ground full of activities, observers and looking on soft indicators.

6. Does SINA helps the SEs to raise capital?

Answer: Yes, basically there might be different ways how you can support SE to raise capital, I think the may be most confusing one is not to raise, to be specific is not to beg so, this is one thing we are teaching/ highlighting at SINA is that nobody actually wants to give something for free. If you go to somebody else and say hey I need this otherwise i can't achieve something neither an investor nor a donor is really interested to support you, if they give you something they are giving you out of pity, so that's the lowest level we are supporting scholars with. It's kind of entrepreneurial idea thing you start something and people will start supporting you on the way. you start and communicate rather than communicate and not start. Afterwards clearly we are supporting scholars with i could say impact measurement which they can also use for reporting later and or for pitching. We are helping scholars to make proper pictures. We have at SINA pitchy every friday a session a what is called there presenting their progress in a pitching format. Roughly once every two months, 6 weeks, there is a big pitching panel of potential investors lot of people. there is a ecosystem around of people who want to support, this might not only be financial but also be with networks, skills ,opportunities and those ones are regularly available in and around the SINA and the scholars are being supported by getting the mindset of how to access them and at the same time getting exposure.

7. How do you attract donors for the Jangu e.V foundation, are they all individual donors or do you also get other grants such as: government... etc? (How is the finance organized for Jangu e.V and SINA?)

Answer: First, Jangu ev is an NGO. There is a slight difference in two foundations but its an NGO in Germany which is that's why there is e.V which in German means ein.....which means a registered NGO. Well, Jangu mainly, it comes from the identity where Jangu came from. Scholarship organization, NGo which support secondary scholarships, therefore there have been a lot individuals, yeah there's a lot of contact to individuals where they are paying around 500 euros a year in order to help a youth, to have a year of secondary school education. From this reality with bigger expenses, for example constructing houses at SINA over the time, communication or connection to more. More like private people, for example : companies. Nowadays, I will say Jnagu is still mainly financed by private individuals and companies who believe in the cause, who believe in the work there. So, Jnagu is then supporting as I mentioned in one of the first questions, SINA Mpgigi. Yeah there's also government money, but that's mainly are grants. For example: for specific projects implementation, once a collaboration with a german where school applied for grants which then was spent in SINA. There's other such, exchange which is six people from Uganda came to Germany last year, I think. I don't know exactly when was, but this year they will go again the germans will go to Uganda as an exchange program which is paid by a grant which comes from a governmental fund. Overall, I still think that the main comes from private or from company donors. Currently we are starting to... ... we are now in contact and speaking a lot with impact investors, where we see actually for the scaling. For the aspect not so much character and development but for the aspect of business development. this reality of donations needs to change because the reality of the donors is not so much linked to business development, so we think the investors are more useful for this phase of professional development scaling.

How many SE's have arised from SINA until now? Do you have have a report for this?

Answer: Yeah, there's an impact report I just sent to you an email. If you have any further questions please feel free come back. Thats is then, good morning and get some work done.