



# EDUCATE!

DEVELOPING YOUNG LEADERS & ENTREPRENEURS IN AFRICA

## Leadership & Entrepreneurship Course Scholar Workbook, Term 2 2017



Gulu



Otwal SS, Lira



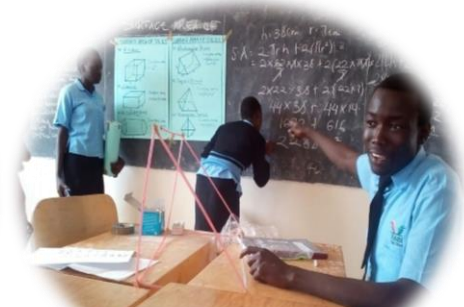
Nyondo SS, Mbale



Atanga SS, Kitgum-Pader



Teso College, Soroti-Serere



Kisubi HS, Makindye-Ebb

Name of the Scholar: .....



Dear Scholar,

Welcome to the term 2 2017 Educate! Leadership and Entrepreneurship Course (LEC). We congratulate you upon your successful completion of term 1 as an official Educate! Scholar. Your Mentor selected you because you demonstrated your passion and enthusiasm to learn and participate in a program that will empower you with practical skills in leadership and entrepreneurship.

Participating in this course will build your skills in **Entrepreneurship, Cooperative Leadership, Business, Financial Literacy and Community Development**. You will be coached on how to start a business and will practice all these skills in your Student Business Club which you started last term as Educate! Scholars in your school.

The Educate! Mentor will meet you for at least 80 minutes every week in class during the time your school will schedule Educate! on the timetable, to teach you the LEC and to mentor you in entrepreneurship and leadership. Our lessons are so fun! You will surely love them.

We have also designed for you **this Scholar Workbook** to facilitate your reading during the LEC lessons. This workbook contains:

- Lesson assignments and quotes.
- Case studies and stories related to the topics.
- The GEPIC speech sample.
- The market research template.
- The Innovation Matrix

And other useful notes for you.

**We urge you to keep this workbook in good condition and carry it whenever you're coming for LEC lessons.**

Welcome once again to the term 2 Leadership and Entrepreneurship Course. You are now part of over 20,000+ Educate! Scholars nationwide. We believe in your potential to become an excellent leader in community and a successful entrepreneur who will drive sustainable development in Uganda and the world at large. Your active participation in this course will help you achieve your vision. You are the solution!

Enjoy the Leadership and Entrepreneurship Course!

Best wishes,

**Design & Training Team at EDUCATE!**  
Head Office - Kampala.

# Business Skills!



LESSON 6 SKILLS:

LESSON 7 SKILLS:

LESSON 8 SKILLS:

LESSON 9 SKILLS:

LESSON 10 SKILLS:

LESSON 11 SKILLS:

LESSON 12 SKILLS:

LESSON 13 SKILLS:

LESSON 14 SKILLS:

# LESSON NOTES

## LEC 06

Types of Enterprises

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## LEC 07

Steps to becoming a social entrepreneur

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## LEC 08

Resourcefulness is \_\_\_\_\_

\_\_\_\_\_

A resource is \_\_\_\_\_

\_\_\_\_\_

A need is \_\_\_\_\_

\_\_\_\_\_

## LEC 09

Key Lessons from Hamisi's Story on passion match

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LEC 10

An Assumption is

\_\_\_\_\_

\_\_\_\_\_

– Market Research

is \_\_\_\_\_

## LEC 11

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LEC 13

Tips for Public Speaking

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

## LEC 12

G=

E=

P=

I=

C=

## Lesson Quotes, Assignments & Action Steps

LESSON	QUOTE	ASSIGNMENTS	ACTION STEPS
LEC 06	<p>"One of the newest figures to emerge on the world stage in recent years is the social entrepreneur. This is usually someone who burns with desire to make a positive social impact on the world, but believes that the best way of doing it is, as the saying goes, not by giving poor people a fish and feeding them for a day, but by teaching them to fish, in hopes of feeding them for a lifetime. I have come to know several social entrepreneurs in recent years, and most combine a business school brain with a social worker's heart."</p> <p style="text-align: right;">-Thomas L. Friedman</p> <p>"The way to be irreplaceable is to become a social innovator. Start projects that motivate you to save the world and simultaneously make you money for your company. Social innovation makes magic happen." -Richie Norton</p>	<p>#1 Have you completed p.7 'Social Entrepreneurship' in your Passbook? If not this lesson should have helped you.</p>	<p>#1 Get the club back together. Find a time on the timetable where your E! Club can have a regular place to meet and inform members that meetings are starting up again.</p>
LEC 07	<p>"The first step toward creating an improved future is developing the ability to envision it. VISION will ignite the fire of passion that fuels our commitment to do WHATEVER IT TAKES to achieve excellence. Only VISION allows us to transform dreams of greatness into the reality of achievement through human action. VISION has no boundaries and knows no limits. Our VISION is what we become in life. " -Tony Dungy</p>	<p>#1 Develop your personal vision statement and the matching plan to include in your business skills portfolio. The plan should include your long-term goals, short-term goals, and action steps.</p>	<p>#1 Make sure you continue to working on your Leadership Passbook if you haven't yet completed it.</p>
LEC 08	<p>Entrepreneur #1 travelled the world looking to start a shoe business. He came to Africa and saw that the locals did not wear shoes and said, "There is no market here". He went to India and saw</p>	<p>#1 This lesson should help you complete p.13 in the Leadership Passbook and start Back Home Project.</p>	<p>#1 Read Hamisi's story in preparation for our next class.</p> <p>#2 O-LEVEL MENTEES: Get the mentees back together! Schedule a meeting with your mentees this week and inspire</p>

	<p>that the locals did not wear shoes and said, "There is no market for shoes in the East". Then he went to the USA and saw that everyone had shoes and said, "There is too much competition here". So, he decided not to start a shoe business.</p> <p>Entrepreneur #2 travelled the world looking to start a shoe business. He came to Africa and saw that the locals did not wear shoes and said, "There is a huge market here". He went to India and saw that the locals did not wear shoes and said, "The whole world is a good market for shoes". Then he went to the USA and saw that everyone had shoes and said, "This is the success I will aim for". So, he started an international shoe business and made millions.</p>		<p>them by sharing the story of at least 1 of the Ugandan visionary leaders from last week.</p>
<p>LEC 09</p>	<p>"For too long, information, opportunities, and resources have been constraints, they need to be the bridges." - Sharad Vivek Sagar</p>	<p><b>#1</b> All Leadership Passbooks MUST be handed in to you the Mentor next lesson. Action Step <b>#2</b> can help you achieve the tasks on p.9 of the Leadership Passbook.</p>	<p><b>#1</b> Read Pamela's story in preparation for class next week.  <b>#2</b> Hold an E! Club meeting before the next lesson. There is 1 major task that you need to accomplish during that meeting:  <b>PASSION MATCH</b>  Bring the community resource maps that you developed last week to the club meeting. List out the skills and passions of club members and match them to the resources and needs in the community.  Develop at least 5 business enterprise ideas or plans for a community project based on members' skills and passion and the needs and resources in the community. Bring these 5 ideas to the next class. DO NOT FORGET.</p>
<p>LEC 10</p>			<p><b>#1</b> The inter-school Skills Retreat was an exciting opportunity where you learned how to produce and market bar soap...now it's time to pass this</p>

			<p>skill on to your mentees! Have a club meeting and discuss with club members how you will organize the Skills Day at your school.</p> <p>Think about the following:</p> <ul style="list-style-type: none"> <li>• When will you hold Skills Day? How will you get time for it on the timetable?</li> <li>• Where will Skills Day take place? Which space will be best to make the bar soap?</li> <li>• How will you gather/purchase materials for Skills Day? What can you do to raise funds?</li> <li>• What help do you need from me, your mentor, to help you organize and run Skills Day</li> <li>• !!!BRING NOTES FROM THIS MEETING TO OUR NEXT E! CLASS!!!</li> </ul> <p>#2 For the next lesson read Albina Ruiz’s case study.</p>
LEC 11		<p>#1: One of the actions for your Business Skills Portfolio to prove you have learned the skill of thinking innovatively, is to complete the Innovation Matrix for an already existing enterprise and think about how you could change it to make a brand new innovative enterprise for your personal project:</p> <p>For the next class you will work on this portfolio action by filling out the Innovation Matrix for an existing business...</p> <ul style="list-style-type: none"> <li>▪ First describe the 4 areas we talked about today (strategy, market, product, and impact), and analyze the pros and cons of that business in the 4 areas.</li> <li>▪ Then pick one of those areas that you could change to make a brand new innovative enterprise.</li> </ul>	

		<ul style="list-style-type: none"> <li>Finally, describe the new proposed enterprise in SECTION D.</li> </ul> <p>Start to think about how you could develop that idea into an enterprise for your personal project!</p>	
LEC 12	<p>“Don’t raise your voice, improve your argument.” -Desmond Tutu</p>	<p><b>#1</b> Prepare your personal GEPIC pitch for presentation during the lesson next week!</p> <ul style="list-style-type: none"> <li>The pitch should be no longer than 3 minutes to deliver. Short, sweet and GEPIC.</li> <li>This will give you more opportunity to practice your pitch, so don’t shy away, remember, practice makes perfect! Good news: The GEPIC speech sample in your workbooks will greatly help you. For the Portfolio activity, choose a GEPIC Topic and write a full pitch.</li> </ul>	
LEC 13			<p><b>#1</b> Start pitching to people to invest in your project back home!</p>
LEC 14	<p>“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” - Abraham Lincoln</p>	<p><b>#1</b> Finalize the home projects in the portfolio.</p>	<p><b>#1:</b> In your Educate! Club teach other students what an enterprise plan looks like AND what the E! Club National Competition judging criteria are.</p> <p><b>#2:</b> Have a closing meeting with your club members and evaluate the term, invite them to come back next term.</p>



## CASE STUDY #1 Best Ayiorworth



When it seemed like her education had hit a dead end in S.4, because of lack of school fees, Ayiorworth awakened the giant in her.

She was already an orphan and her four elder siblings were supporting her. Fortunately, Ayiorworth completed S.4 at Nebbi Town Secondary School and moved to Kampala to pursue a one-year catering course at St Elizabeth Girls Home in Mengo.

Her quest for more skills saw her join Kampabits, an IT vocational, to pursue a certificate in Graphics and Web Design.

While studying, she got an idea to start an organisation to help give women starting capital to boost their businesses so that they are able to support their daughters with school fees. Girls' Power Micro Lending Organisation Industry (GIPOMO) began in January 2011.

*"I was inspired to start GIPOMO because of my own experience and I grew up seeing some girls drop out as early as P.7 because their parents could not afford school fees and even sanitary towels,"* the 21-year-old explains.

GIPOMO was born with Shs 100,000 capital, which Ayiorworth made from her savings as a chef at A7 Vocational Training Institute in Namuwongo. When she shared her proposal with the proprietors of A7, they lent her Shs 800,000 payable within a year to start GIPOMO. "I injected this money into my initiative and started off with only 10 women in Parambo sub county in Nebbi district," she recalls. Initially, she faced challenges because some women couldn't repay the microloans on time, but she solved this by partnering with a local SACCO to keep her business afloat. The SACCO lent money to the women so they could repay their loans to her. Later, she topped up her savings to Shs 300,000, which she injected into the business and started lending it out with a 10% interest rate. It worked. Soon, the initiative grew from 10 women to 20...and then to 100! Today, Ayiorworth has empowered more than 400 women with her enterprise.

GIPOMO's motto is "to help a mother, is to help a girl child." These women use the money GIPOMO loans them to boost their businesses, and to buy scholastic and other basic materials for their daughters' education. GIPOMO has several success stories, including that of Florence Biyom, one of the first beneficiaries. Biyom has been able to expand her business from selling groundnuts to selling second-hand clothes and has sent her daughter to school.

On February 1, GIPOMO won the Uganda Business Challenge award, beating 50 contestants.

*"I believe in the cause of the girl child's education because when you empower a woman, you educate a girl,"* Ayiorworth says.

Since goodness begets goodness, Ayiorworth recently won the Anzisha Prize, Africa's foremost youth entrepreneurship award, scooping \$25,000 (Shs 64m). The awards ceremony, held in South Africa, celebrated 12 exceptional entrepreneurs, all under the age of 23, selected from nearly 400 candidates in 32 African countries.

*(SOURCE: The Observer newspaper)*

## CASE STUDY #2 Joan Nansubuga



Joan Nansubuga is a zealous entrepreneur and has rubbed-off the same attributes to several Educate! Graduates who she peer mentors. Her enterprise provides paper waste disposal services to different companies and organizations in Kampala. Through Partnership with a re-known recycling plant, the paper is recycled into a popular brand of soft tissue paper that is sold in all retail and wholesale outlets in Kampala.

Even before she entered Educate!'s Youth Business Experience (YBE), Joan was an entrepreneur. At age 16 she founded a small business making jewelry. Working with Educate! gave her the tools to take her business to the next level, as well as the inspiration to start a new business that would give back to her community.

The new business, a toilet paper enterprise, came from her frustrations of seeing large amounts of used paper burned in trash piles on street corners as well as her concern for the high volume of school dropouts in her community. Using the management skills she learned through Educate!, Joan organized and trained the young dropouts to collect paper scraps and sell them to the recycled paper company. The company turns the scrap into toilet paper that Joan sells to local shops and businesses for profit. Joan says, "the whole business package that I have is because of Educate!. It is the foundation of all of my business efforts. Educate! has given me the ability to think big and know where to go from here."

*(SOURCE: Educate! Success Stories)*

## CASE STUDY #3 Abramz Tekya



Abramz Tekya grew up in Kampala. As a child, his family was wealthy and he never worried about food or money. But when he was 7, he lost both his parents in the same month. This changed his life. He moved in with his auntie and began to worry about school fees and money. This is also when he learned about hip-hop.

He remembers listening to American rappers such as Run DMC on a neighbour's TV and feeling inspired to dance. He would practice in private and stand in front of the mirror with a toothbrush in his hand, miming the lyrics of rappers such as Brand Nubian, Mos Def, and Common. He had found his passion.

As he got older he continued to face struggles. His auntie died and he soon found himself living in a slum with his brother. Life in the Kasubi slum was difficult, and as boxing became popular, violence increased. He wanted to introduce rapping as a "Plan B." Abramz and his brother Silvester would go around rapping and people loved it. Not long after, they started teaching people how to break-dance and they even became trendsetters with the second-hand clothes they would buy from Owino.

Abramz sees hip-hop as a powerful tool to uplift peoples' lives. He knows the power of hip hop because he used to have low self esteem himself. He says:

*"Hip-hop allowed me to express myself. Hip-hop was a way out."*

As he grew older, he started to break-dance at local clubs to earn money. He was eventually inspired to pass his skills on to youth. He started Break-dance Project Uganda (BPU). BPU offers free lessons to youth, where they learn the five elements of hip-hop: Break dancing, Rap, Graffiti Art, DJ-ing, and Knowledge.

He arranged with a priest at the Sharing Youth Center in Nsambya to allow them to use the space free of charge for 2 months, as the project launched. Although Abramz had very little money himself, it was important that the classes were free to allow youth from all backgrounds to join him. Eventually he found support from partner organizations, and now BPU works with over 20 different organizations. The project has spread across Uganda. They work in Kampala, Gulu, Kitgum and Arua.

Abramz maintains that everyone can learn something and everyone has something to teach. This means, despite age, ability or class, everyone must respect and appreciate what others have to teach. Abramz has found a way to use what he loves most in the world to transform the lives of young people. He discovered the place where his passion meets a community need. Because of this, his job never feels like work and he is able to spread the joy he finds in hip-hop to all those who hang around him.

*(Source: NCDC's Entrepreneurship Education Learner's Book for Senior Five)*

## CASE STUDY #4 Lillian Aero



Lillian Aero joined Educate! in 2009 and started the Namugongo Good Samaritan Project while she was still in school. Her project provides counselling services and community support to 56 widows and HIV/AIDS affected women. Lillian mobilizes funds for the project by teaching her fellow women how to make recycled paper beads. In a short time, Lillian managed to transform the community. Walking through the community today you will meet women running their own businesses such as small restaurants, kiosks and tailoring shops, supported by the income from the jewelry project. The 56 ladies now earn an average income of 300,000 UGX while Lillian manages to support her daughter and is paying for her own fees to study at Makerere University.

Lillian's interest in entrepreneurship was sparked by her mother, who she always saw working on her business. When Lillian was in S.6, Educate! advertised the Social Entrepreneurship and Leadership course for S.5 students. Although she was not in S.5 anymore, she was determined to join Educate! She wrote letters and talked to the deputy head teacher to convince school to allow her to attend the lessons, and they did. While S.6 was a busy period for her, Lillian managed to perform well on all levels by planning her time carefully. Whereas other girls would pass their time chatting in the dormitory, Lillian stuck to her planning allowing her to make very efficient use of her time and achieve her goals.

Due to the loss of her parents Lillian had to drop out of school and work as a maid to support herself and her baby girl. However, Lillian knew being a maid was not her destiny and she was determined to continue her education. Getting school fees was not easy, so Lillian requested the school to pay part of the school fees while she worked in a kiosk to mobilize extra funds. When the school decided students should attend all classes, Lillian was not able to continue her work and had to request the school to support her completely, which they did. Lillian proves that despite a challenging background you can be the change you want to see in this world. One thing Lillian emphasizes is the need to be proactive and she demonstrates this in her daily work.

Lillian's business may be a big success, but Lillian never stops learning. When the project grew bigger, Lillian faced bigger problems. However, with a proactive mindset Lillian always considers challenges as opportunities. As a fresh secondary school completer she had to manage a group of adult women with the accompanying challenges. When the women lacked a cooperative mind-set and were hiding materials from each other, Lillian stepped up as a leader and reminded them about their responsibility to do their part in the team. As a cooperative leader, Lillian believes it is important to involve all team members in decision-making. Proactiveness is crucial at the beginning when you start your enterprise, but you need to remain proactive even once your business is up and running. With this mind set, Lillian hopes to enter new markets in Europe with the Fair Trade certification she is currently pursuing. Her message for all students is to believe in yourself!

*(Source: Educate! curriculum)*

## Hamisi's story



Hamisi wanted to go into business. His Auntie has a hardware shop and she offered to be his investor. She provides the funds and gets a share of the profits, but Hamisi is free to run the business.

Hamisi enjoys making sisal bags and many of his friends admire the bags. So at first, he thought about opening a retail shop where he could sell them. But after talking to a number of local shopkeepers, he found out that there would be too few customers in his area for such business to be profitable.

The man at the local funeral home said there was a big demand for flowers for funerals. Hamisi had never grown flowers and only had a very small garden. He decided to keep looking for another idea.

While he thought about it, Hamisi tried to find transport to carry a fridge for his Auntie. All the boda boda bicycles were too small to carry him and his fridge. He stood at the roadside with several other frustrated travellers. They discussed how bad it was to have no affordable transport when they have heavy loads.

Hamisi realized that he could use the metal work skills that he learnt at school to design a boda bicycle with capacity to carry heavy loads for the community at an affordable cost.

Hamisi approached his Auntie with his idea and they planned for the capital required. But before investing in the idea, Hamisi visited a number of transport operators to understand if they would be interested in a load-carrying boda bicycle. They confirmed there was a business opportunity to start manufacturing a certain shape of heavyload bodas.

With financing from his aunt, Hamisi paid for the production of the bicycles. He hopes his business will be successful.

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## Pamela's Story



There was once a young woman called Pamela who decided to start a tomato-growing project. She thought it was a good idea because she had seen some other people selling tomatoes in the market and they seemed to be selling a lot of them. After a few months, she had her first batch of tomatoes ready to sell, but by the end of the first week no one had bought them and she was feeling desperate. What had she done wrong?

Pamela decided to investigate. She asked around the market and found out that customers preferred extra red tomatoes (hers weren't so red). People were also buying tomatoes at other stalls for 1,000 Shillings less than what she was selling them for. She also realized she was selling at a time when few people went to the market.

By talking to others, Pamela was able to work out what would make her (not someone else's) tomatoes sell. She was able to challenge her own assumptions about her business. By talking to customers and competitors she worked out that she needed to pick her tomatoes a little later, reduce the price and sell in the evenings. Once Pamela started doing these things, she started selling lots of tomatoes!"

## LESSON 10 – MARKET RESEARCH

Interview Questions	How I THINK my customer will answer	Customer's ACTUAL answer
What do you find unsatisfactory about certain products that you use?		
What did you do yesterday after school or after work?		
What did you buy yesterday?		
What obstacles stand between you and what you want to achieve?		
What do you buy that is not food, drink, medicine or clothes?		
Where do you buy these things?		
What would make your life easier?		
What do you do immediately after waking up?		
What problems do you face at work? In your home? With your friends?		
What do you do in your free time?		
What do you eat/drink for breakfast?		
What do you do before you go to school or work?		
What makes you frustrated, sad or angry?		
What did you do yesterday? Do you do those things every day?		
What do you spend most of your money on?		
How do you measure success or failure in life?		
What are your favorite things you have bought recently?		
How much do you spend every month?		
Do you buy things for other people? If so, what?		

## Innovation Matrix

Innovation Matrix for:		
Business areas	This is what enterprise X does:	This is the advantage/disadvantage:
Market/Target		
Strategy		
Products & Price		
Impact		
Business areas	Proposed innovation for enterprise	Description of new social enterprise:
Market/Target		
Strategy		
Products & Price		
Impact		

## Enterprise Planning

Business Plan	Social Enterprise Plan
<p><b>Key Activities</b>            What are the key activities involved in your business (who will play which role?            What is the timeline and work plan?)</p>	<p><b>Introduction</b>            Describe your vision and summarize your enterprise (NOTE: We created personal vision statements in Lesson 7)</p>
<p><b>Resources</b>            What resources will you need to run your business (will you be using any resources in a new or innovative way?)</p>	<p><b>Theory of change</b>            How will enterprise create positive change? Connect goals &amp; activities from vision to resources you need to create the impact you want to have</p>
<p><b>Product/service</b>            Describe the product/service your business provides (what is special or innovative about your product/service?)</p>	<p><b>The opportunity</b>            Describe how enterprise is best match between community needs and resources and your skills/passions (NOTE: Passion Match!)</p>
<p><b>Marketing</b>            How do you plan to market your business? How will you alert customers to the benefits of your new enterprise?</p>	<p><b>The Innovation</b>            In which business area is your social enterprise different (market, strategy, product/price, or impact)?</p>
<p><b>Distribution</b>            How will you get your product/service to your customers?</p>	<p><b>Management &amp; operations</b>            Who will play which role in running the social enterprise? What is the timeline and work plan?</p>
<p><b>Customer</b>            Who is your target market? Is there anything innovative or different about the specific market you are aiming for?</p>	<p><b>Sustainability</b>            How will enterprise continue to succeed in the long run? What is your budget and how will you continue to fund your enterprise?</p>
<p><b>Budget</b>            How will you spend money on each activity in your business?</p>	<p><b>Project Budget</b>            An estimate of how you will spend money on activities in your enterprise.</p>





## Albina Ruiz, Peruvian Rubbish Collection

Albina Ruiz grew up in the rural rainforests of Peru but moved to the city of Lima for university. Many of Peru's cities, not just Lima, are drowning in their own garbage. With 7,000,000 inhabitants (almost one-third of the country's total population), Lima generates 3,500,000 kg of waste each day! It is the poorest families who suffer the most. Wealthy neighborhoods pay for garbage to be "taken away," but without an organized waste management system, "away" means the front doorstep of poor urban areas like the one Albina moved to for university.

One official garbage dumpsite was located right in the middle of a poor community. Albina would watch as truck after truck would unload smelly, disgusting loads of industrial, inorganic and organic waste. Hungry men, women, and especially children would walk from their homes to the rubbish heap in search of recyclable items, such as plastic bottles papers and rags to sell for food. Although these recyclers earned a small income and helped reduce waste, they were not respected in the community and treated like dirty scavengers. The plight of her neighbours inspired Albina to tackle this problem. She was determined to use the skills and knowledge she received in her education to make change.

There are three major consequences of the garbage crisis in Lima: health problems, environmental deterioration, and water contamination. Since there were no proper procedures for the collection, treatment and final disposal of solid waste, trash was dumped and moved one place, then dumped and moved to some place elsewhere. This spread communicable diseases and was a major contributor to cholera epidemics and other major health problems. Both ground and drinking water were polluted by solid waste.

### ALBINA'S SOLUTION

Albina began alone, almost 20 years ago, mobilizing and organizing around a new idea. She thought of a way to use microentrepreneurs — most of which were poor trash scavengers— to take charge of collecting, recycling, and selling the community's garbage in a fully organized system. Her role was helping jump-start these small businesses, setting a standard and affordable monthly fee for trash collection services, and coming up with creative and inventive marketing campaigns to attract customers. The cost of the service was about 2,500/- (equivalent to the cost of sandwich in Peru). Even at this low price it was hard to get community members to trust her service, pay regularly and pay on time. The community was accustomed to irregular government service and fee collection. Some people simply became used to living in garbage.

High unemployment rates in her community helped her recruit reliable workers. She gave them uniforms, health-care, and, most importantly, a decent job. Slowly, attitudes toward scavengers changed and the self-employed women earned new respect from their husbands and children. The women became gifted marketers and educators, often going door-to-door collecting garbage and fees and speaking to neighbours of the importance of proper sanitation.

The community education part of their job is arguably the most effective at making change. Local households and businesses are advised to change practices, which worsen the environment. Poor people now know they have a right to live in a clean environment, instead of a rich community's landfill.

Albina employs (or partners with) more than 150 people and responsibly manages over 3 million resident's waste. Although not everything can be recycled and the government is needed to "take away" unusable rubbish, Albina makes sure none of it ends up in front of another poor community's door. She insists on socially responsible waste management at every step in the process. Sustainable solutions don't give the problem to someone else.

## ALBINA'S ORGANIZATION

Albina's work is done through an NGO called Healthy City (in Spanish: Ciudad Saludable). As an NGO she does not focus on maximizing profit. In fact, some of the women she employs have profitable businesses selling organic fertilizer from the organic waste Healthy City collects. Her organization encourages and rewards these micro-enterprises! The whole community is involved in the process of collecting, composting, recycling, and re-using their waste.

She believes that if this model of community-based waste management works in the poor and crowded neighborhoods of Lima, it can work anywhere. The government of Peru couldn't agree more. She has been asked to design a national waste management plan for the entire country! Other nations in her region of Latin America are also interested in replicating her model.

(SOURCES:Deutsche Welle DW-TV interview with Albina Ruiz; January 23, 2008. CIA World Factbook, Country Profile, Peru. PBS New Heroes, Albina Ruiz Profile -Ohio State University Extension Fact Sheet, <http://ohioline.osu.edu/cd-fact/1226.htm>

## Regional Competitions Judging Rubric.

CATEGORY	CRITERIA	SCORE	NOTES	
		Please make notes on evidence you've seen for each of the categories.		
Positive	The Club has a clearly defined mission statement that seeks to create positive social or environmental impact, and the project clearly relates to the mission statement.	1 2 3 4 5		
Innovative	The project builds on a creative idea that demonstrates that Scholars are "thinking differently" about business. It capitalizes on existing resources and uses them in an innovative way.	1 2 3 4 5		
Impact	The project has made an impact on 10 or more community members. Scholars provide evidence that they have achieved a high quality impact.	1 2 3 4 5		
Sustainable	There is a clear and thoughtful written plan for environmental and financial sustainability for this project. Sustainable means it has the capacity to renew its own resources or has a long lasting impact in a permanent system.	1 2 3 4 5		
Finances	Finances are tracked in an organized and orderly way. The numbers in the cost, income, and profit sheets balance out. There is a book of accounts for this project.	1 2 3 4 5		
Teamwork	Club has clear leadership structure. Has minutes and attendance with # of club members recorded. Records should go back at least to Term two (2015 Sept).	1 2 3 4 5		
Planning	Club has a clear and realistic business model. Club has a written-out budget for each project.	1 2 3 4 5		
Sales	Club has samples of the product and/or service that show the product/service is of high quality and financial records show the club has a wide market. Project earns an income of 100k and above.	1 2 3 4 5		
TOTAL SCORE				

## GEPIC Sample

**Greet** Who are you? Recognize those in attendance. State your purpose for speaking or writing.

Thank you everyone for coming to listen to me today. As a student in our community, I care deeply about our collective future and the problem of severe unemployment which affects not only you and me, but also affects your children, my friends, your brothers and sisters and everyone's opportunities.

**Engage** Get the audience's attention with a quote, statistic, story, or shocking fact.

Last year, my Dad showed me a story in the newspaper of a man who died by falling out of a cargo airplane. When I asked dad why this man tried to sneak and hide on the plane, Dad said "He was a man looking for work in another country. He had an education, a family and a dream, but no hope here."

**Problem** Express the problem/opportunity in clear facts without your personal opinion.

Today, Uganda graduates about 36,000 men and women a year from different universities. Of these 36,000, only 20% find employment. Nearly 40% are the first in their family or entire village to attend university. Yet all those jobless graduates return home like the man who died in the airplane, with no hope.

**Inform** Explain your view or research on the problem, propose your solution, innovation or vision.

Many people TALK about the need for more job creators rather than job seekers. But they stop at talking. What we need is more action and for youth like me and your children to start practicing creating projects and jobs now.

**Challenge** Ask the audience to take action to support you. Have a clear goal/action in mind.

So, I am here today to challenge you to start being part of the solution to this major problem. I want you to stop talking and join us by investing in our poultry project. By supporting us, you are helping to change Uganda.