

# UNIDOS SOCIAL INNOVATION CENTER

ADDRESS: ISINGIRO DISTRICT/NAKIVALE REFUGEE SETTLEMENT-JURU SUB-BASE CAMP

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*Use what you have, to do what you can and start where you are!*

**PROJECT PROSAL**

## EXECUTIVE SUMMARY

**UNIDOS** is social innovation center that builds capacity and engages marginalized, at-risk youth, and transforms them into change makers who drive regional sustainable development and peace—regardless of the institutions that govern them. We seek to give job creating skills to those we work with rather than help with job seeking.

**Project Objectives:** We propose introducing at-risk and youth (both males and females), teens, to social entrepreneurship through a fellowship program. Sessions led by the youth fellows aim to empower other youth to advance pressing social issues, human rights, social and economic empowerment, while simultaneously driving job creation and economic growth. Through creating a network, the project also aims at connecting young activists across the region so they can collaborate on regional sustainable development and wellbeing today—not tomorrow.

## PROBLEM STATEMENT

Nakivale is home to 119,587 refugees, of which early  $\frac{1}{3}$  are unemployed and over  $\frac{1}{4}$  are entrepreneurs and only 20% are students.

It is important to note that locally based NGOs are located in only one (Zone) of Nakivale. The need is equally great elsewhere and problems are boiling up within the outlying settlement.

UNIDOS want to create a social Innovation Center so as to enhance and promote local young entrepreneurs by providing youth with basic skills. There is a higher rate of illiteracy, unemployment and poverty in this sample than in the general Nakivale population.

Nakivale has been a long-standing host to more than 100,000 refugees from Burundi, the Democratic Republic of Congo, Eritrea, Ethiopia, Rwanda, Somalia, Sudan, and South Sudan. Although some amenities have been made available, many refugees struggle to afford basic items and have serious issues integrating fully into the host community.

Many refugees consider the Nakivale settlement to be a state of limbo and as a result, put their lives on hold, waiting for their situation to change.

A key amenity that is lacking in Nakivale is education. According to UNHCR, “Many children and youth [in Nakivale] do not attend school due to high school fees for secondary school, overcrowding, and long travel distances to schools. For girls who drop out of school, early pregnancy and marriage is common...

Lack of financial institutions in the settlement impedes refugees’ ability to effectively manage money and save. According to Social Innovation Academy, a local NGO who has been working with refugees in Uganda since 2006, “Uganda has one of the highest youth unemployment rates in the world. An estimated 700,000 new entrants join the Ugandan labor market each year and compete for the only 12,000 available formal jobs

## SOLUTION

The people of Isingiro pass through a very huge problem, this project will provide them with skills that will help create their own jobs and other opportunities that will reduce the rate of poverty, unemployment and dependence on others. This will allow youth to regain their own hopes long abandoned because of the struggles and pains struck in their lives both back in their countries of origins and here in the district of Isingiro (NAKIVALE REFUGEE SETTLEMENT).

## JUSTIFICATION

Many initiatives around job readiness in the humanitarian sector focus on providing vocational skills and training to people living in poverty and challenging circumstances. A lot of energy is invested into violent and non-violent forms of activism to refugees, comparatively less energy and thought is given to the necessary development that must take place. Through our conversations with youth activists, there appears to be a lack of clarity and strategy to address social and development issues. All the while interconnected issues such as climate change, food, water, and energy security, health, and education are not being addressed systematically. These issues are to lead to further joblessness, frustration and social fragmentation. The feelings of frustration and marginalization begin to define the identity of so many youth leaving them with no accessible and viable alternative to channel their energies into creating constructive and innovative (rather than destructive) change. UNIDOS will stand on improving the quality of life for people (youth in particular) by providing them with skills that will help them create their own jobs and develop their communities.

### VISION

Using entrepreneurial skills to create a self-reliant community that can effectively socialize with others, relate with different communities, keep peace and unity

### MISSION

Promoting, enabling and facilitating inclusive entrepreneurial activities which empower families and youth academically, socially, welfare, and health-culture in order to inspire them to take on leadership roles in their communities and develop entrepreneurial skills able to create jobs through their skills, talents and knowledge.

### PROJECT OBJECTIVES

**Peace building:** Reducing and mitigating sectarian tensions and violence and conflict prevention through promoting key peace building and consolidation values such as mutual respect, inclusiveness, empathy, tolerance, cross-community engagement and heart based leadership.

#### Project impact:

**Youth Skills Development:** Social Entrepreneurship sessions, workshops, toolkits, and capacity building will develop several competencies to empower and transform youth into peaceful change makers who drive social-economic development—regardless of their skin colors, back grounds, religious affiliations and beliefs.

**Greater Entrepreneurship and Innovation:** fostering values-based, innovative business models that contribute to job creation, sustainable development and wellbeing.

**Social Inclusion:** Harnessing the talent of marginalized and disaffected youth, building social cohesion, and creating a long-term foundation for them to engage in an active, innovative and developing society.

**Community Engagement and Participation:** using social entrepreneurship as a basis for increasing youth civic engagement and participation and amplifying the 'youth voice'. Empowering youth to play a participatory role and claim ownership over developmental affairs, while building peace and stability.

**Ownership in the Future:** *"youth will learn to lead both from behind and from the frontlines"* Through contributing to peace, stability, economic growth, and sustainable development, they will have a stake in the future they will inherit, today. ( *by Mahatma Gandhi and Martin Luther King* ).

## TARGET POPULATION

- Youth 15-35 years old, male and female
- Economically, politically and socially marginalized youth, differently-abled youth
- Social activist (violent and non-violent), youth exposed to violence or at-risk of being influenced to engage in destructive behavior.

## PROJECT ACTIVITIES

- Youth participation on their governing boards
- Renting facilities for daycare, community meetings, special events, etc.
- Conducting daily sessions on youth entrepreneurship (+ business startup training) and enhance the social innovation impact among communities.
- Initiating the community to hold values on maintaining the SDGs(Social Development Goals)
- Online and computer skills training
- Allow people from diverse backgrounds to work side by side on common goals without speaking the same language.
- Promote youth talents and help them channel their Opportunities by linking them to other big organizations
- Vocational training skills

## PROJECT NEEDS

- Building of a comfortable youth focal point ( for the fore stated activities)
- A group of volunteer to help others facilitate the project activities
- Qualified trainers for specific skills
- Some instructional materials related to the youth activities(laptop, camera, screen projectors)

## EXPECTED RESULTS

- **ENTREPRENEURIAL MOTIVATIONAL SESSIONS:** Youth Social Entrepreneurship Regular sessions that are interactive and experiential, focusing on how social entrepreneurs in the region, and around the world, have used innovative and entrepreneurial approaches to solving some of the most pressing social issues. The sessions will hinge on identifying social problems and how to think about solving them through a holistic systems approach.  
This includes the importance of multi-stakeholder, collaborative problem-solving, leadership and cross-community engagement i.e. social issues are cross-cutting and cannot be solved in isolation.
- **MULTIDISCIPLINARY TOOLKIT:** focusing on numerous social and sustainable development issues and tailored specifically for refugees' location sectors. The toolkits—which will be translated in English, Kiswahili and French—will be deployed through a youth 'train the trainers' program.
- **SKILLS AND COMPETANCES:** The project will develop a number of youth skills and competencies including, Analytical skills, Business Acumen, Communication skills, Creative thinking, Empathy & Emotional Intelligence, Leadership, Problem Solving, Social Awareness, and Strategic Thinking.

## PROPOSED BUDGET FOR THE BUILD

BUILDING			
ITEM	TYPE	UNIT PRICE	TOTAL PRICE
iron sheets	45pcs	23,000	1,035,000
cement	25 bgs	33,000	825,000
nails	30kgs	7000	210,000
stones	5strips	50,000	250,000
sand	5strips	120,000	600,000
timber	50pcs	5,000	250,000
doors	3pcs	150,000	450,000
windows	7pcs	100,000	700,000
workforce	6people	800,000	800,000
SUB-TOTAL			<b>5,120,000</b>
LOGISTICS			
chairs	20pcs	22,000	440,000
tables	5pcs	50,000	250,000
white board	1pc	150,000	150,000
camera	1pc	1,500,000	1,500,000
laptop	2pcs	1,500,000	3,000,000
SUB-TOTAL			<b>5,340,000</b>
TOTAL			10,460,000
Contingency		1%	104,600
<b>GRAND TOTAL</b>			<b>10,564,600</b>

### **SOMETHING SPECIAL! Hello world project**

HELLO WORLD has come up with HELLO HUBS which are KIOSKS that are built by the community for the community with: educational software, unlimited FREE internet and WIFI hotspot; this has brought UNIDOS up for best and relevant reasons to successfully be implemented and work to help people USE the hubs for better and educative objectives. Thanks to HELLO WORLD, UNIDOS will definitely:

- do marketing of its portal online
- find partners and donors from different locations and settings
- help learners find more about their pursuit of knowledge
- explore different sites for learning, research and implementing purposes
- Get the right and best Documents relevant to the project implementations
- Have a regular communication with different people(parteners,donors,members,etc) for the progress of its platform.(UNIDOS)

## **APPENDIX 2 PROJECT MONITORING AND EVALUATION PLAN**

- All learners will be given a questionnaire before and after their learning session to collect demographic information, better understand their educational needs, and gauge the impact of the courses and program.
- A constant volunteers' presence of UNIDOS mentors will be available for all sessions to facilitate the program, as well as to provide support with project monitoring, in-depth Design Thinking discussions, and learner engagement.
- All learners will be asked for feedbacks immediately following the program through sessions and in-depth group discussions.
- Evaluation of data from this feedback will be used to improve and augment the project in future roll-outs.
- A monthly evaluation will be taking place as reason of tracking and mitigating the pertinent incidents along the project running.
- A proper M&E plan must be finalized to measure outputs and outcomes, and evaluate the program for further refinement.
- Input Indicators e.g. number of sessions, workshops and trainings held, amount of budget spent),
- Impact Indicators e.g. change in attitude towards participant's role as a socio-economic contributor; knowledge retention of participants; reduction in youth illiteracy, dependence, vandalism/arrests/clashes.
- Outcome Indicators e.g. percentage of participants who will consider starting up a business post-project compared with that percentage pre-project; percentage of participants who have more self-confidence in their ability to start a (social) enterprise, post-project.
- Output Indicators e.g. number of (social) enterprises registered, number of business plans submitted to different funding organisms.
- Baselines, Targets and milestones e.g. training 20 youths in first month; reaching 100 people by 6th month etc.
- Efficiency Indicators e.g. use of resources, dropout rates.
- Means of Verification e.g. pre and post project surveys, evaluation survey, follow up surveys, focus groups, interviews etc.
- Outlining reporting system and supervision responsibilities, and planning reporting schedule.
- Analyzing data, assumptions, context, risks, adjusting the implementation – by setting new targets or adjusting implementation speed or priorities every 6 months
- Writing end of year evaluation report

## WAY FORWARDS (RISK MANAGEMENT AND MITIGATION)

#	RISK DESCRIPTION	LIKELYHOOD (10)	IMPACT (10)	MITIGATION
01	Participants do not find the learning they need, so the program impact is low	2	9	Hold focus groups and interviews with potential learners and then adjust the learning cycle accordingly. Potentially offer specific entrepreneurial learning tracks for specific results.
02	Program leaders cannot bring in access to a peaceful, inspiring and motivated learning Area.	3	10	Cope up with well trained and self-motivated mentors to provide with a specific and more educative entrepreneurial learning. Selecting mentors able to give the best learning area to the learners via interviews and building a strong managing board.
03	Potential participants(trainees) are not aware of the learning program, so attendance is low	3	7	Find a partner who is very well connected to the community and be innovative in our messaging if needed. Setting a smooth running plan of marketing.
04	The learning contents and delivery methods are too "NEW," so learners do not feel the sessions are relevant.	3	7	Choose learning opportunities that have been vetted by local partners. Having relatable and equipped facilitators, as well as access to courses in the learners' language of preference is also important.
05	Learning or internet equipment is stolen or vandalized, causing the program to stop or be delayed.	4	10	Implement clear and manageable security measures, preferably through a local partner. Ensure the program and its partners are seen as part of the community and not an outside force.
06	There are very many local organizations and other NGOs that give the same services so learners (community) do not think we are more specific.	4	5	Giving more clarification and provide guidance to learners encouraging them to set up new businesses and social enterprises and help them with a starting capital(startup fund to be reimbursed on agreed accords)
07	The program host site does not have the appropriate technology to provide online learning opportunities	6	10	Find partners to donate or loan the appropriate tools and devices needed for participants to connect to the online learning portal. If not, allocate funding to buy and reformat used computers.
08	Participants need more time to learn enough to be workforce-ready.	7	6	Ensure the learning opportunities are quick and effective. Pursue options to provide continued access to online learning and devices after program ends.
09	Too many participants want to join the program without enough learning materials or facilitators.	7	4	Cap the number of participants for each session and/or work before the program begins to gauge community interest and acquire the necessary materials to accommodate the number of projected learners.
10	Learners create and innovate new projects, and business startups but UNIDOS has got no ways to fund them with the startup capitals.	8	7	UNIDOS will encourage learners to take risks and raise awareness of startups funding principles and regulations. Through hello hubs built by HELLO WORLD project for the community, UNIDOS will encourage its learners to efficiently take time exploring the provided free access to internet for further research and updates.