

VIDEO

Describe the general action in the scene

DIAGRAM

Draw or depict the activity that will be shown in the video

AUDIO

Describe or script out dialogue sample

- The video opens watching the sunrise over a village landscape. As the narrative starts talking about Village Enterprise, the audience watches as the village becomes alive.
- A person (VE's Business Mentor) on a boda boda traveling through the village. The Business Mentor is seen gathering at a Business Savings Group (BSG) meeting. The group reads their constitution and start collecting their savings.
- Business Mentor Training a group of 30 Business Owners on Business Planning with diagrams in the front of the classroom.



Narrator: Village Enterprise is a microenterprise development organization focusing on providing economic resources to those living in extreme poverty throughout rural areas of Uganda and Western Kenya. Our model is simple, extremely cost effective at just \$500 per business, and best of all **it works**. By equipping enterprising East Africans who live on less than \$1.25 a day with the resources seed capital, training, mentoring and access to savings and growth capital- to create sustainable businesses, we are breaking the cycle of poverty for our business owners and their families.

- Follow the process of Village Enterprise's targeting process.
- Business Mentors will be filmed hosting a Participatory Wealth Ranking meeting including the following segments: mapping out the village on a large poster, recording the different indicators of very poor, poor, moderate and rich in the village, and placing the households in the village into their appropriate categories. The scene should include close ups of the participants.
- Camera follows the Business



The USAID/Uganda Community Connector (CC) Project, implemented by FHI 360 in Uganda, assists local governments and community based organization in improving the nutrition of women and children and the livelihoods of vulnerable populations by implementing interventions that integrate nutrition and agriculture at the community and household levels.

The project focuses on the role of women in the household, especially regarding food security, decision-making processes, and the use and distribution of resources. The CC project is a U.S. Agency for International Development (USAID) Feed the

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Progress out of Poverty Index using an android phone.

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Narrative: In 2013, USAID Uganda/Community Connector (CC) recognized that the group methodology being used to reach the communities excludes the most vulnerable and especially those living in remote areas with limited access to markets. In order to address this issue, CC planned to work with the vulnerable communities through creation of small businesses/enterprises. In order to achieve this goal, in 2013, FHI 360 approached Village Enterprise with a request to join USAID's Community Connector project, a USAID Feed the Future Flagship Program.

Due to Village Enterprise's specialized work methodology based on the concept of "cost-effective, innovative and high impact solutions" and its hands-on approach, it has been deemed a good model for training and mentoring group members to create and sustain their businesses. This method enables group members' engagement by helping them to develop business skills in essential livelihood practices that will help them now and in the future, and will support the scale-up of CC activities in the communities.

Thus, Village Enterprise officially joined the consortium of CC partners in 2014 with the initial goal of reaching 1,080 households across 5 districts in Northern Uganda.

Ending: "Village Enterprise has a cost-effective, innovative and high-impact poverty reduction model ensures that the most vulnerable individuals (in particular those living in remote, hard-to-reach, rural areas). Their hands-on

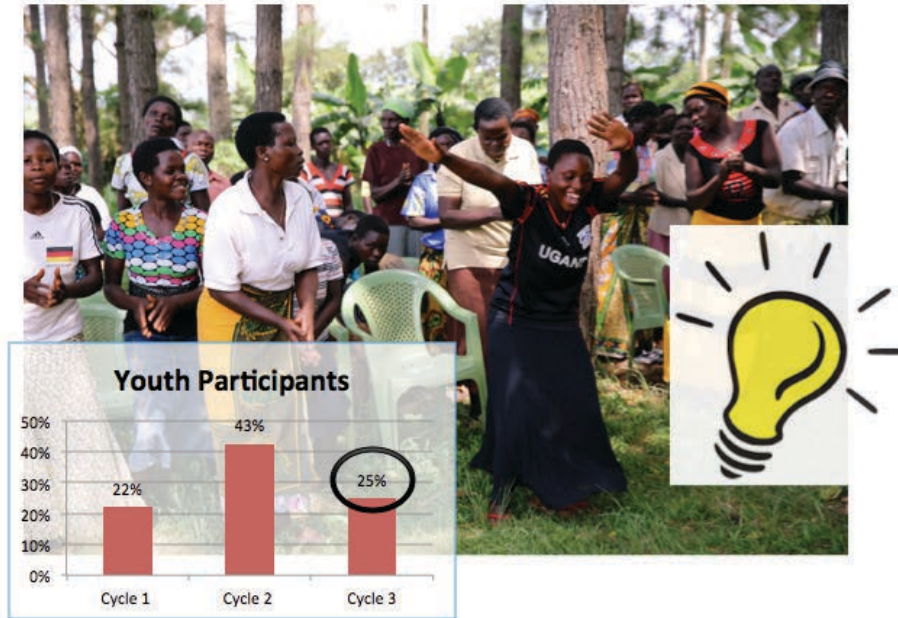
VIDEO

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- Benjamin Aisya, CC's M&E Specialist in the CC office with the CC logo in the background.
- With Benjamin's interview as a voice over, the scene should scan to images of the youth sitting idle in the village including:
 - Playing card games
 - Gambling
 - Drinking at the pub

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approach with local leadership enables participants to develop essential business skills”

Grace Kemirembe, Deputy Chief of Party for USAID Community Connector Project at FHI360 Uganda - April 2014

Interview with CC's M&E Specialist:

“Immediately upon joining, CC conducted a situational analysis through a CLA learning period and discovered that by end of the first 18 months of operation, however, only 8% of CC's 57,400 beneficiaries were youth. Because of low youth participation, the CC project asked partner Village Enterprise (VE) to target its activities to youth.

In the first cycle of implementing the VE microenterprise model, it became clear that adjustments were needed to recruit, train and retain enough youth to reach CC's targets for youth inclusion. CC, therefore, designed a learning activity to look at how the VE model and other microenterprise organizations can make adjustments to include more youth and to better meet their livelihood needs, such as their business preferences, and overcome youth-specific barriers to sustainable economic development. “

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- Graphs and charts explaining the evaluation techniques and demographics of participants
- Interviewer interviews a youth participant



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Narrator: In May 2014, FHI 360 brought in an external evaluator to conduct the learning activity. The activity consisted of individual, semi-structured interviews and focus group discussions with youth to identify preferred businesses and training, time constraints and other services youth access. For the interviews, CC/VE frontline staff (Business Mentors), contacted current and potential CC/VE program business owners and used a snowball approach to generate a list of 183 potential interviewees in seven districts. From these lists, the Learning Lead randomly chose 60 youth for interviews. Additional CC/VE staff interviewed 57 of the selected 60. Of 21 non-VE participants interviewed, 81% would have qualified for the program

- Focus group discussion including the games and interactive activities deployed.



Narrator: After concluding the individual interviews, the Focus group discussions further explored interview themes and semi-structured observations. FHI 360 Learning Lead with 2 CC/VE as translators/facilitators led these FGD. The FGD employed a series of participatory games and voting activities in order to better quantify results.

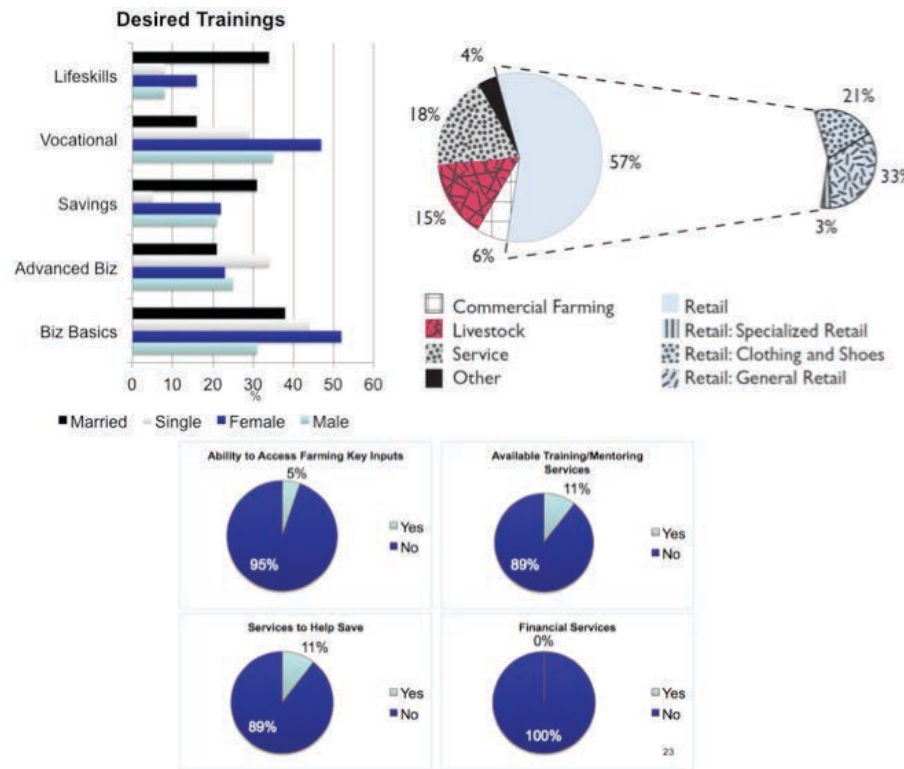
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- Display of graphs and charts to reinforce the findings and figures of the study to match the narrative of results.

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Narrator: The results of the study were very informative, we discovered a number of informative themes:

Youth Lack of services in CC areas (access to farming input, available training/mentoring, financial services) influenced their decision making and opportunity for prosperity

Primary source of news and information was **peer-to-peer exchanges**.

95% of interviewees **prefer entrepreneurship to wage employment**. In FGD, 100% of youth prefer to run their own businesses. If employment was described, it was as a secondary option

Why Entrepreneurship over Employment:

- Owning a business allows for easy management, proper planning, and increased profits.
- Do not want to be employed due to lack trust of employers:
- Those who want employment lack skills to start a business

Lastly, when selecting enterprises, they **favored retail and specialized services** over agriculture and land based businesses.

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Describe the general action in the scene

- Frame of Winnie Auma, in Village Enterprise's office with name and title
- Scenes of the targeting process with the Peer Recruiter accompanying the Business Mentor during the process.
- Image of the Uganda PPI and its scoring will also appear in order to reinforce the explanation.

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Uganda Progress out of Poverty Index® (PPI®): Scorecard
To assist with collection, organizations can use the household roster located on the second page to assist with question 1 and 2.

Entry	Name	ID	Date (DD/MM/YY)
Member:			Joined:
Field agent:			Today:
Service point:			Household size:

Indicator	Value	Points	Score
1. How many members does the household have?	A. Six or more	0	
	B. Four or five	6	
	C. Three	9	
	D. Two	14	
	E. One	27	
2. Do all children ages 6 to 18 currently attend school (government, private, NGO/religious, or boarding)?	A. Not all attend	2	
	B. All attend government schools	4	
	C. No children ages 6 to 18	5	
	D. All attend, and one or more attend a private, NGO/religious, or boarding school	5	
3. What is the highest grade that the female head/spouse completed?	A. No female head/spouse	0	
	B. P.5 or less, or none	2	
	C. P.6	6	
	D. P.7 to S.6	8	
	E. Higher than S.6	19	
4. What is the major construction material of the roof?	A. Thatch, straw, or other	0	
	B. Iron sheets, or tiles	5	

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Narrator: The results implied several implications for VE's Core enterprise development program requiring VE to focus on several areas: targeting and recruiting techniques, modifications to training materials, and retention strategies for participants. However, given the nature of USAID contacts, the financial implications of these modifications delayed these deployments until a new contracting cycle (2015).

Interview with Winnie Auma, VE Uganda Country Director

The first aspect of our program that we focused on modifying was our targeting process. Village Enterprise uses Grameen's Progress out of Poverty Index to verify potential participants' likelihood of living in extreme poverty (below \$1.25 per day). When we examined the tool, we realized that households with few dependents were typically disqualified for the program because of the high score received by the tool. As most youth led households naturally have few dependents, we realized we were probably excluding youth households. For this reason, we modified our inclusion criteria and expanded our question set when targeting individual households. We increased the cut off PPI score (slightly) for households whose household head was a youth. Additionally, throughout the targeting and recruitment process, successful youth entrepreneurs from past cycles of the program accompanied the Business Mentor and shared their personal testimonials of success. We called them Peer Recruiters"

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- Business Mentors running a very interactive and highly engaging training session followed by tours around the group businesses started by the youth in the program.

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After securing the required number youth participants (360), VE launched into the modified youth training material. The module followed the same sequence as VE's time tested core module, however it included modified business examples based on the types of businesses youth respond to instead of their typical agricultural business examples. As a complimentary piece to core business and financial literacy education, VE developed two supporting modules called Family Support module and Business Savings Group Leadership Engagement Model. The first model focuses on gaining the support and understanding of other household members of the youth emphasizing the benefits of the program on the entire household. The Leadership module focuses on building the capacity and knowledge

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- Follow the process of a youth savings group as they gather, distribute passbooks, and collect their savings.

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(Interview with CC/VE Business Mentor implementing the youth program)
The greatest challenge faced by our Business Mentors, the frontline trainers working directly with the youth, was drop out rates and maintaining the targeted participants. Many youth joined the program skeptical of the commitment required by the program. Youth wanted instant results and quick benefits, so it was hard to convince them to stay focused for two or three months of training before receiving the seed-capital. Additionally, as the training cohorts started savings groups, the youth became discouraged and skeptical at their ability to save regularly.

Additionally, youth were often insistent on working independently and resistant of Village Enterprise's requirement to start businesses in groups of three individuals.

To counter and dismiss this mindset, Peer Educators joined the training session periodically to encourage the existing participants to stay focus and complete the program. Peer Educators are, similar to the recruiters, past success youth participants who were also highly respected and influential in their communities.

These testimonials in combination with the Business Mentors' tireless efforts and dedication worked to maintain 360 youth participants throughout the 5 districts!"

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- Specialized training in how to create local soap that the youth will in turn sell in their local markets and potentially to large restaurants and hotels in the area.

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Meeting the youth's desire for lifeskill and vocational training has continued to be a challenge for Village Enterprise, as this requires expertise beyond the current scope of the organization. However, with the help of the consortium and other CBO's working in the area, we're confident that this requirement will be met and will exceed expectations.

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- Okaka James will take us through the story of his experience with Village Enterprise and the changes he was able to make to improve his life through the support and knowledge of Village Enterprise.



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(Interview with successful youth entrepreneur)

“My name is Okaka James and am 25yrs, before community connector/village enterprise program I used to spend most of my time in playing cards at Adwoa tradinding centre and kept on meandering in the village without forcus. I used to live a life without purpose. My wife used to do a lot of work alone to try provide for our house holds needs.

But by coming of community connector/village enterprise life changed completely, I heard of this program from my wife, because by the time some one came here to register our house hold I was a way for my routine meandering and card playing in the village.

When my wife told me of the program, I chose to represent our house hold after we agreed.

Since that time we started working together, Phiona our “teacher” taught us very many “things” that ranged from the importance of working in a group, how and why to save, the importance of having a clean compound I appreciated all these concepts and started living by them and now life is worth living. We started goats buying and selling, and we used to reape a lot of profits from that business before quarantine.

From the profits got we started another business of sun flower growing and as I talk now we have three gardens of sunflower planted at different intervals and we hope to earn a lot of money by the end of the season.

Community Connector and Village Enterprise have changed my life. They

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- Scene will capture the excitement and gratefulness of Community Connector and Village Enterprise participants as they celebrate at a seed capital disbursement ceremony. Participants will be seen dancing and cheering.



taught us to work in a group and start savings in our BSG, through Savings for a Purpose. I have been in position to acquire a solar charger which I use to charge people's phones for money. Through this I have been able to raise money to sustain my family. My wife no longer toils alone like she used to before this program.

Besides the solar phone charger, I borrowed money from the BSG, and started this retail shop here that my wife and I operate. While it's still small, but I have great hope that it will grow to a much bigger shop. Currently we sell soap, salt, sugar, cooking oil, paraffin and other household items. Thank you Community Connector!"

Narration: Village Enterprise hopes to continue to expand its Youth Program with other partners throughout Uganda and Kenya. Following the launch of the program with CC, another partner in Kenya approached VE to with a request to start youth-only businesses in the Rift Valley.

Because of our expertise working with the rural ultra poor in extremely remote areas where very few other NGOs work, Village Enterprise is uniquely positioned to address the critical issue of rural youth poverty by tweaking our microenterprise development model to bring sustainable, income-generating activities to the rural youth. Additionally, this microenterprise development model for the youth is one that is both scalable and replicable to many parts of the developing world where youth employment is a

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		significant. <i>Interview, Winnie Auma: "We're hopeful that this process of continuing to collaborate, learn and adapt our program and skills to accommodate those we are serving, it will benefit not only our programmatic abilities, but better the people of Uganda in order to allow them to bring themselves out of extreme poverty more effectively. Together we can lift ourselves of out extreme poverty and change the future for the next generation"</i>