THE IMPACT OF SOCIAL INNOVATION ON DEVELOPMENT:
A CASE STUDY OF AFRIPADS IN MASAKA, UGANDA.

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STUDENT’S DECLARATION

This thesis is my original work and has not been presented for a degree in any other University or any other award. Where work of others has been used, it has been duly mentioned with the name of the author and year of publication. In case of errors to any individual or institution, I accept responsibility with utmost regret.

Signed: ___________________________     Date: _________________________

Catherine Mbeu Massite (627011)

This thesis has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________     Date: _________________________

Mr. Wilfred Muliro

Signed: ___________________________     Date: _________________________

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Dean, School of Humanities and Social Sciences (SHSS)
DEDICATION

I dedicate this thesis to my parents, Mr. Andre Duwa Massite and my mum Elina Barros for the financial and emotional support—I would not have done this without your encouragement. To my lovely sisters who have stood by me throughout this exciting stage in my life. Most importantly, I dedicate this to God for giving me the strength, knowledge and persistence to carry on even when I felt like giving up.
ACKNOWLEDGEMENT

Support and encouragement were the two main things that kept me going. For this reason, I would like to extend my gratitude to all those that offered me their guidance, prayers and support to reach this milestone. I am greatly indebted to my thesis supervisor, Mr. Wilfred Muliro, for his support, enthusiasm, diligent supervision, constructive guidance and critical review of this work as well as the invaluable suggestions on various aspects of this study which greatly improved its quality. My reader Mr. Moses Onyango, for your time and the critique, may have been a bit tough but definitely made me come up with a better document- Thank you! I also extend my deep appreciation to AFRIpads Limited for all their input and enthusiasm on this work which ensured that my proposal was up to standard hence guiding my entire work. Finally to the United States International University I.R Department for the unlimited reading resources availed to me. My I.R. Colleagues whom we travelled this journey together, Banter Fraternity for the constant reminder that we are in this together- Sidi and Kevin, we made it! Thank you all very much. My friends outside of USIU especially Mr, Nashon, Victor, Cleopatra and Walter – you guys rock! Thank you all.
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<td>Community Based Organizations</td>
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<td>CSOs</td>
<td>Civil Society Organizations</td>
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<tr>
<td>HDR</td>
<td>Human Development Report</td>
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<td>INGOs</td>
<td>International Non-Governmental organizations</td>
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<td>IR</td>
<td>International Relations</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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ABSTRACT

Development is a multifaceted concept that cuts across most economies. All economies in the globe strive to create better environment for themselves working towards the goal of achieving development. The concept can be attributed to very many factors but this research will specifically focus on the role that Social innovations play in development. ‘Social innovation’ is a term that has become quite common in the recent years with some players viewing it as just a buzz word. However, some social scientists have managed to envision the value of this term especially in addressing social challenges. This study suggests a possible definition of social innovation and through a case study will show how the term impacts development. The case study is on a social innovation known as AFRIpads that seeks to address the challenge of girls and women inability to access sanitary pads leading to high rate of school dropout and productivity respectively. The innovation is a high quality and affordable reusable sanitary pad that can be used for a minimum of one year. This case study will focus on how AFRIpads social innovation has played a role in development of communities in Masaka, Uganda. The research incorporated primary data which was collected by use of questionnaires provided to 115 female respondents in Masaka District. Quantitative data collected was coded, processed and cleaned off any inconsistencies. Statistical Package for Social Sciences (SPSS Version 20) software was used to analyze the quantitative data using descriptive and inferential statistics. The relationship between the independent variables and the dependent variable was established using multiple linear regression models. Qualitative data was analyzed through content analysis and results presented in verbatim. Findings were presented in the form of text, charts and tables. Findings revealed a positive correlation between the independent variables (Disposable income,
educational and socio-economic impact) and dependent variable (development) ascertaining the relationship between social innovations and development.

Keywords: Social Innovation, Social Development, Development
CHAPTER ONE: GENERAL INTRODUCTION

1.0 INTRODUCTION

Even as the world changes, social challenges remain a constant and very crucial component of development. These challenges continue to shape the future lives of humankind and unfortunately, the countries of those affected are not able to offer effective solutions for the same. The assumption may be that these are only prevalent in the developing and under-developed countries but every day we see proof that they spread across.

This study describes Social challenges as those aspects which affect a group of people, a considerable representation of the population which more often than not affect their development and sustainability. They slowdown the growth of those affected due to a culmination of problems and end up having a trickledown effect to other populations. In the beginning an issue will have little connection to the rest but with time problems double up and intertwine bringing other issues with them. What this means therefore is a sustainable solution needs to be developed so as to offer effective solutions to the issues.

Social challenges are prevalent in all aspects of the human life affecting productivity, capabilities and even functionality. For example the lack of access to resources such as sanitary towels leads to young girls dropping out of school. The ripple effect is such that there is an increase in the levels of illiteracy affecting the development of a society. These examples are what are described as social issues which affect the human development - a key aspect of international development. According to the Human Developments Report (HDR), “human development is defined as creating an environment whereby people can develop their full potential and lead productive lives in accord with their needs and interests” (Human Development Report, 2015). A key aspect
of this is through ensuring the access to fundamental resources that will make their lives more comfortable so they are able to fully perform their roles. While this task is assigned to the government of the day, many at times it is barely realized and it then culminates to a global issue where we see external parties intervening to resolve the situation.

The global development economy has really shifted gears to address the issue of girls’ education. They must be commended for the rise in the number of girls attending school and also the retention rate as reported by schools. While this is the case, there is a huge challenge that presents itself in the form of Menstrual Hygiene Management (MHM). MHM is defined as “Women and adolescent girls using a clean menstrual management material to absorb or collect blood that can be changed in privacy as often as necessary for the duration of the menstruation period using soap and water for washing the body as required and having access to facilities to dispose of used menstrual management material” (UNICEF & WHO, 2014). Puberty is a point in the human development process that really affects the psychological, emotional, physical and social wellbeing of young adolescents. To say the least, it comes with a multitude of changes which one is never really prepared for that may sometimes lead to loss of confidence especially among girls. The effect at times is young adolescents taking part in risky social and health-related behaviors, a point at which mitigation interventions are almost ineffective.

Shifting focus to the girls, part of the changes that come along during this stage include menses which can be quite erratic and a life changing moment for most of them. It comes with mixed reactions along with taboos on how to properly manage this cycle of the human body. For this reason, there has been a shift to address issues to do with MHM by development organizations as well as researchers. The truth of the matter backed up by solid data shows that the most affected group of individuals are those in the lower-resource settings. The challenges are brought about as
a result of: lack of access to adequate and clean water and sanitation hygiene (WASH) facilities, inadequate funds and lack of access to procure hygienic MHM materials, illiteracy on matters to do with biological health as well as the beliefs and norms that surround MHM. Growing evidence suggests the gendered impacts of inadequate WASH facilities in Low and middle Income Countries (LMIC) schools influence the participation of girls (Freeman MC, 2012).

The sensitivity and stigmatization behind this topic makes it even harder to address especially in the lower-resource setting. Girls have indicated receiving inadequate guidance prior to their first menstrual period and experiencing fear, shame, and embarrassment managing menstruation, particularly while in schools (H. Parker, 2014). Many development agencies and enterprises have stepped in to move past the stigma, through awareness creation. This aims to prove that MHM is a normal and natural thing so as to improve the livelihood of young women and girls and to provide equal opportunities to them similar to those provided to young men through education. The United Nations (UN) has also highlighted the issue of WASH under the Sustainable Development Goals (SDGs) whereby goal number 6 is to ensure access to water and sanitation for all. More specifically one of the targets outlined under this goal is to ensure that, “By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations (The United Nations, 2015).

This is where the aspect of social development comes in. Development is a concept that has always been defined from an economic angle. Broadly defined it refers to a situation whereby human living conditions improve such that they can access their basic needs (food, clothing, shelter, education) as well as disposable income to procure common goods and services.
Another angle would be to describe it based on its objectives of countering the social challenges in society as mentioned in the previous paragraph.

According to the World Bank, Social Development focuses on the need to “put people first” in development processes (World Bank 2016). This therefore means that the chances of development taking place, without improving the lives of people is close to nil. Social innovations form an integral and crucial part of the social development process. The main reason for this is that one is able to identify and respond to social challenges in situations whereby the relevant bodies assigned to do so have failed. Social innovation can occur in all sectors and can be driven by governments (new public health models), the private sector or civil society (promoting fair trade) (Mulgan et al., 2007). The key players in such situations are usually in the non-profit making sector for example the International Non-Governmental Organizations (INGOs), Non-Governmental Organizations (NGOs,), and Civil Society Organizations (CSOs) as well as social enterprises, educational institutions and government bodies.

There lacks a distinct definition of what social innovation is but many at times it is described based on its objectives as opposed to the characteristics of its changes. The objectives in this case can be classified as those: which analyze and convey new value to a population in terms of improving their way of life; and those that offer opportunities and elements that improve the conditions of those working (Mulgan G., 2006). The unique selling point of social innovations can be attributed to the fact that as compared to say the economic ones, it is a fresh idea that satisfies arising needs where solutions are not already available therefore creating new opportunities for people.
Having highlighted the plight of women and girls with regards to MHM, it is only right to commend all stakeholders who have put in some effort to address the same. For example in Kenya, many NGOs and Community Based organizations (CBOs) continue to develop projects to provide girls with these basic amenities to improve their livelihood. Additionally, Kenya is the first country currently developing a full MHM Curriculum for schools to be launched later this year. Key to note is that social enterprises have developed a keen interest in contributing to this agenda. Despite the challenges accompanying such ventures; they have made remarkable effort in bridging the gap, sometimes even caused by cultural beliefs on MHM matters. One such example is AFRIpads Limited, a Ugandan social enterprise founded in 2010 with the goal of helping girls and women achieve their full potential by providing a solution to their menstrual hygiene needs. So far it has reached approximately 1.5 million girls within East Africa who now have access to the amazing innovation (AFRIpads Uganda, 2017).

This therefore forms the basis of this proposal, to find out how AFRIpads as a social innovation, has not only changed the direction MHM is taking but also how this impacts development in Masaka, Uganda. The study collected data through a literature review, interviews, and questionnaires as well as through observation. This enabled the study to come up with both quantitative and qualitative data which was critically analyzed to arrive at conclusions and recommendations for INGOs as well as other relevant stakeholders keen on this topic to stir up development. By analyzing how these have developed and their impact, we will be able to see if AFRIpads is really improving or worsening the lives of individuals and how these relate to development.
1.1 STATEMENT OF THE RESEARCH PROBLEM

Social innovation is meant to particularly solve social problems. However, in doing so, it also contributes to development (Mulgan G., Social innovation theories: can theory catch up with practice?, 2012). Since this contribution is not directly manifested, the role of social innovation has not been extensively covered in development literature. Most of the literature tends to focus on the technological aspect of innovation. Using AFRIpads, a social innovation providing low cost sanitary towels as a case study this research seeks to establish how social innovations have contributed to development. The core question therefore is, in what way has AFRIpads as a social innovation contributed to the development of communities in Masaka District?

1.2 OBJECTIVES OF THE STUDY

The main objective of this study is to establish the impact of social innovations on development of society. The specific objectives of this study include:

1. To establish the link between AFRIpad’s social innovation and the number of girls attending formal educational institutions in Masaka District.

2. To establish the relationship between AFRIpad’s social innovations and the level of disposable income among the women in Masaka District.

3. To analyze the interface between AFRIpad’s social innovation and the socio-economic welfare of communities in Masaka District.
1.3 RESEARCH QUESTIONS

At the end of the research, the study seeks to address the following questions:

1. What is the correlation between AFRIpads social innovation and the number of girls attending formal education institutions in Masaka District?

2. To what extent has AFRIpads social innovation affected the disposable income of women in Masaka District?

3. What is the relationship between AFRIpad’s social innovation and the socio-economic welfare of communities in Masaka District?

1.4 SCOPE OF THE STUDY

The study focuses on the impact of social innovations on development with special focus on how AFRIpads has contributed to development of Masaka District in Central Uganda. This is especially in the manufacturing and distribution of reusable sanitary towels as a social innovation to young girls and women in the area. Development will cover areas of access to AFRIpads, employment creation for women in Masaka, education as well as the impact on disposable income. This will enable the study establish the impact of social innovation on development, thus giving the justification that innovativeness through modernization is crucial for development.

1.5 JUSTIFICATION AND SIGNIFICANCE OF THE STUDY

By examining how social innovations have improved the life of households in Masaka, the study will adopt Modernization as a development theory. This will demonstrate how the state role has diminished and new actors, such as international institutions and social enterprises are gaining control of global capital. This is being invested into new ideas not only to solve social challenges
in the short-run but also leading to development in the long-run. When looked through a “hyper globalist lens” it is evident that the international system has changed to allow social enterprises not only to steer governments and the market, but also global health and the MHM agenda (Hirst & Thompson, 2002).

This study will go a long way in influencing governments and community’s reception towards social innovations to stir up their economies meaning more opportunities are created for the growth of the economy. At the same time the research shall be able to draw the line in as far as these innovations go so as not to have say a dependency aspect to it where LMICs always rely on international organizations and entrepreneurial firms to shake up their economy. Through all this the study shall be able to contribute to development literature as relates to social innovations.

1.6 LIMITATIONS AND DELIMITATIONS OF STUDY

The major limitation to this research was the use of a selected convenient sample as opposed to random sample method. Therefore there is a probability that the research findings may not be applicable to the larger population rather they will just be suggested. Another limiting factor is that in spite of the popularity that social innovation has gained in the past decade, there lacks a variety of literature on how social innovations have benefited development. In addition, the relationship between social innovation and social change has not been widely explored within the social sciences therefore gathering adequate secondary data may pose a challenge. To counter this, the study intends to focus a lot on primary data to get as much information as possible. This way the research may offer extensive feedback and recommendations which can be used by researchers to also develop theories on this idea.
1.7 DEFINITION OF TERMS

1.7.1 Social Innovation:

When one examines the trending definitions for Social Innovation the possible interpretation is that most are centered on new solutions or innovations. To some degree, these are social in their ends with a goal of addressing societal challenges, in new forms of collaboration (EU Commission 2012; European Business School (EBS) 2012; INSEAD 2012). Social innovation may be defined as a complex process that alters normal routines and practices or the culture and beliefs of the social system in which it takes place (Westleye & Nino, 2010).

From a more theoretical point of view, this research will adapt the definition of social innovations as being new model or product ideas which when combined address social needs much better than adopting alternatives. In this process they then create social relationships that benefit the society as opposed to private entities and individuals (Baturina & Bežovan, 2015). The common elements portrayed in this definition are: novelty whereby the idea has to be new or applied in a different way from the norm; the innovation has to meet a social need of addressing a particular social problem improving the way of life; and improving relationships between previously separate individuals or groups (Mulgan G., 2012).

1.7.2 Development:

Defining development may be a challenge owing to the many transformations the term has undergone through history. One definition is as given by Todaro who portrays development as not being purely economic but rather a multifaceted process of reorganization and reorientation of both the social and economic system. These processes result in improved human life through: better living standards in terms of disposable income, consumption and access to basic needs. It
also manifests itself in terms of establishment of dynamic institutions and a dignified environment for human development. Lastly, there is improved freedom among individuals whereby there are increased options and the freedom of choice in acquiring goods and services (Todaro & Smith, 2012).

1.7.3 Social Development:
Over the last couple of year’s social development as a concept has emerged as a distinctive field of practice within the Social Sciences but still lacks a precise definition. Currently, the concept is mostly discussed under developmental studies by social scientists (Midgley, 2014). Previously development was associated with economic development but has now evolved to include social development as well. The difference between the two is that while economic development focuses on stimulating economic growth, social development aims at maximizing social resources for individual satisfaction. The concept of social development may draw origin from the general development term. To understand the term better, it may be broken down into two bits whereby ‘Social’ refers to relating to society or its organization. ‘Development’ on the other hand may refer to improvement or maturity. When combined therefore social development as a term may be defined as progressive improvements in the livelihood of a society that is enjoyed by majority of the members. As a concept the study will adopt the definition of Social Development an organized social change process that aims to transform the livelihood of society in totality through its social, cultural, political and economic aspects (Midgley, 2014).

1.8 CHAPTER OUTLINE
This study consists of five chapters. Chapter one introduces the study by way of looking at the research problem, outlining the objectives, defining concepts, stating the scope of the study and explaining the justification or rationale behind the research.
Chapter Two of this research shall be titled, ‘The theoretical Debates surrounding Social innovations and Development’. This section will be critical since it makes up the research topic and fills the gap of the study. The interface between social innovations and development will be unearthed and the relationship deciphered.

Chapter Three of the research will outline the research methodology. This will show what research design will be employed in the study, target population and sample size, any procedures or instruments to be used as well as how data collected will be presented, analyzed and presented.

Chapter Four of the research shall be titled, ‘The relationship between Social Innovations and Development’. This part strives to investigate the deep seated relationship between Social innovations and development from a global view and how it boils down to the area of study. This will be highly dependent on the data collected and also offer an interpretation of the same based on the research questions. It will be important in contributing to the limited existing literature on social innovations so as to offer recommendations to any parties looking to head in the social innovation direction

Chapter five will be titled ‘Conclusion and Recommendations’. This part entails a recap of what has been discovered in the research. On the same note it will sum up the entire research. The recommendations given will be based on the major findings of the research. The recommendations will go a long way in ensuring that the relationship between social innovations and development is clearly established not only to ‘give credit where it is due’ but as well as give a clear understanding of these to phenomena.
CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

There have been numerous arguments discussing social challenges and how governments intervene on the same but they seem to have ignored the aspect of social innovation. However one may easily note the increased interest in social innovation as a means to addressing social challenges. The idea that innovation may have a range of positive effects in communities has a notable history (Mumford, 2002). Some theories have been used in the development field to describe the linkage between Social Innovations and development. This chapter will discuss and critique previous studies and literature as relates to social innovations and development. Most of the studies are centered on financial, educational and social impact as determined by the conceptual framework in use by the study.

2.1 LITERATURE REVIEW

“Social innovation is a term that almost everybody likes, but nobody is quite sure of what it means” (Pol, 2009). Much of what we now take for granted in social life began as radical innovation (Mulgan G., 2006). Mulgan further goes on to highlight the fact that the great wave of industrialization and urbanization in the nineteenth century was accompanied by an extraordinary upsurge of social enterprise and innovation. These were manifested in the form of mutual self-help, microcredit, cooperatives, trade unions, reading clubs, and philanthropic business leaders creating model towns and model schools. Such waves serve as proof that social innovations will keep accelerating (Mulgan G., 2006).

The idea of social innovation has gained momentum as a focal point on social initiatives that deserve attention and a few scholars have attempted to theorize it. Key to point out though is that
the practical bit of it has happened ahead of research and theory. Social Innovation is “characterized as a process encompassing the emergence and adoption of socially creative strategies, which reconfigure social relations in order to actualize a given social goal (Pue, Vandergeest, & Breznitz, 2016). From a more philosophical point of view, social innovation can be looked at based on epistemological foundations. Why we say so is because it can be linked to pragmatism arguments that ideas are not just things out there awaiting discovery, rather it encompasses the new ideas- mostly socially generated- that people come up with to deal with the world as they find it.

Institutions such as governments have set up quite a number of policies relating to social innovation to encourage effective and creative solutions to adverse challenges. Above these, we also encounter businesses that refer to their social responsibility activities as a social innovation while social enterprises achieve their missions under the same umbrella of social innovation. The reality however is that this term has been more practical rather than theoretical and the challenge that this then brings about is the fact that one cannot implement policies on how interventions develop for example.

It is however very important to understand the social innovation process owing to the volume of stakeholders who have gone in that direction. Kristen in her report further goes on to elaborate the social innovation process where she points out that the process begins by an agent or social entrepreneur coming up with a socially creative strategy to implement an idea that changes how a society views a given social problem (Pue, Vandergeest, & Breznitz, 2016). This is determined by their environment and social structures. The structural bit to the innovation on the other hand concerns whether uptake of the creative strategy will occur across the social environment or
structures and it takes place through emergence and adoption. If at all this is successful, social change takes place and the social problem is reconfigured in a way that it meets its social goal.

Scholars have emphasized the role of different actors in the social innovation process as being crucial to effecting change (Defourny & Nyssens, 2010). In this case their main role is to diffuse the idea to other stakeholders but that this varies according to the context or environment. Scaling up is not only for the enterprise itself but also spills over to other institutions in the area that help in spreading and sharing the new idea with other people. This is a key step in the social innovation process as it helps to distinguish social innovations from mere experiments for example.

Nicholls points out that the harder task for social innovation research is to understand the place of social innovation in much bigger processes of social change (Alex Nicholls, 2015). What this means is that there is need to investigate where ideas come from and why some others work out and others fail. Connecting this to the case study on menstrual hygiene and through a bit of research, I gathered that the root of the reusable sanitary towels innovation was through observation of pain and suffering by the founders. Their story is such that they visited the research area and noticed how the women and girls’ were suffering as a result of lack of access to disposable sanitary towels. As a result, most of the girls dropped out of school affecting their education.

Another root of social innovation is the exploration of evolutions or ‘adjacent possibles’ (Stuart, 1995). Once some structures are in place, which is always the case, there is a logical flow of other innovations through extension, altering or combination with the new ideas. Globally women and girls have developed their own personal strategies to cope with menstruation. These
vary greatly from country to country, and within countries, dependent on an individual's personal preferences, available resources, economic status, local traditions and cultural beliefs and knowledge or education. Due to these restrictions women often manage menstruation with methods that could be unhygienic or inconvenient, particularly in poorer settings (Colin Sumpter, 2013). Drawing back to the study once again, evidence shows that the biggest challenge the women and girls were facing was the fact that they could not afford the disposable towels which already existed in the market (AFRIpads Uganda, 2017). This inspired the founders to re-strategize and come up with a more long-term solution that is also cost effective to offer an effective solution all-together. This backs up the concept on how social innovation ideas come to be.

Mulgan points out a very informative step on any innovation process which is putting the innovation out to test and emphasizes that few plans survive their first encounter with reality (Mulgan G. , 2006). In the modern world, this is what is referred to as a pilot study to see the concerns and reception by the recipients as well as any suggestions to product enhancement. The pilot process can be done either in the real environment or in private for example in laboratories. The relatively free money of foundations and philanthropists can be decisive in helping ideas through this phase. Governments have also become more sophisticated in their use of evidence and knowledge, with a proliferation of pilots, pathfinders, and experiments (Mulgan G. , 2005).

Once the reception of a social innovation has been good, it can then be scaled up and put into practice. This can be the toughest part as it requires skill, immense resources and support not only for leverage but to also know where one stands with their competitors. Many social enterprises seek support from the ‘big guys’ i.e. donors to fund and support their initiatives.
There is much appreciation for social innovations but not much theoretical evidence on how this leads to social change. Most of the data that is available relates to technological innovations and not even the social aspect of it. Other scholars suggest that “Overall, the technology-centered paradigm of explaining social change, shaped by the industrial society, seems outdated and needs to be replaced by a paradigm which assigns appropriate prominence to social innovation” (Howaldt & Schwarz, 2016). On the one hand, this paradigm should be able to describe and analyze social innovation as an autonomous field of research. On the other hand, it should also be able to reflect the intimate links between the social and the technical sphere.”

Social Innovation has become an area of research when it comes to matters relating to regional development. The “International Handbook on Social Innovation” published by a group led by Frank Moulaert, presents a research perspective on social innovation that has been developed cooperatively over the last thirty years. It is intended to be a coherent methodological perspective that deals both conceptually and practically with structural, political and cultural forces that generate social exclusion, but also have the potential for social change and socially innovative initiatives, and that combine societal well-being with the shaping and organization of society (Jessop, 2013). The handbook outlines three-fold characteristics of social innovation which include: needs satisfaction in terms of human development; reconfiguration of social relationships, and empowerment or political mobilization.

This information may be backed up by arguments from a group of scholars who mention the role of innovation in solving the increasing developmental challenges (OECD, 2012). They place specific focus on its impact on economic development especially for developing countries. They further go on to say that developing countries need to embrace local innovations so as to address the challenges that are specific to the issues they are facing. It is a way of offering hoe grown
solutions to local problems as this encourages local participation where people will be more committed to the development agenda.

On the same note, when looking at the concept of Social Innovation, the social concept will mean that then new solution offered will specifically address a social problem (Phills, Deiglmeier, & al., 2008). The social problem in this case is that which has a negative impact on the livelihoods of people for example unemployment. They further argue that the effects of the solution should not only benefit the enterprise but benefit the entire community. In summary therefore, a social innovation should be directed at creating social value for all.

The discussions above shed some light on the gap facilitating this research which is the fact that there is limiting literature in social innovations and development. There also lacks a solid theoretical explanation for social innovations and the aim is that this research opens new perspectives on the idea that can be expounded for further research.

### 2.2 CONCEPTUAL FRAMEWORK

This conceptual framework illustrates the relationship between the independent variables which include financial, social and educational links and relationship as contributed by AFRIPads and the dependent variable which in this case is development in Masaka. Figure 2.2 illustrates the conceptual framework of the study.
2.3 THEORETICAL FRAMEWORK

2.3.1 The Theory of Social Change

The theory of social change is a good model that can be applied to further understand the dynamics of social innovation. According to Hess, Social change occurs in different stages and preconditions which when enhanced tend to promote innovation (Adams & Hess, 2007). They further posit that innovation process is as a result of a new concept creating a shift in doing things. Studies have shown that existing theoretical literature on social innovation revolve around societal growth, economic development and community strengthening (Adams & Hess, 2007). All these combined therefore contribute to what is now described as social innovation.

Figure 2.1: Conceptual Framework
On economic development, the concept of social innovation in its new form involves the integration of new technology into the production process. Some scholars however visualize social innovation as a transformation of productivity through the use of technology (Fagerberg, Mowery, & Nelson, 2005). From a business perspective economic development can be measured in terms of how businesses employ new concepts in their day to day processes. Therefore people in business are key agents in channeling innovations for economic development.

Societal growth on the other hand as relates to development places a lot of focus on local forces as contributing to innovation. The dynamics of development therefore mean that factors such as the local leadership and institutional capacity have to be considered. The research interprets that both factors have a role to play when it comes to innovation for example in terms of authorization by the leadership before an idea is rolled out. Similarly there is need for sound and capable institutions in place for implementation.

From a community strengthening point of view, institutions such as the local governments have also explored on significant ways to enhance community mobilization and participation (Coleman & Gotze, 2001). According to Vinson, a research conducted in Australia demonstrated that social cohesion as measured by community participation in sport and the ease of getting required assistance contributed to lower negative social impacts such as early school dropout (Vinson, 2004). In the same way communities are more likely to adapt to a social innovation if involved in the key processes of implementation.

To tie in the above arguments, one proponent who gave an economic perspective to the theory was Karl Marx. He suggested that societies are greatly determined by economic factors more so
the impact of industrial capitalism (Gilpin & Gilpin, 2000). For change to occur at the macro level, foundations need to change economic, political or cultural structures and processes.

The theory of change indicates how and the reason as to which a particular change is bound to happen in a particular situation and environment. More specifically, we can draw an example from the Symbolic Interpretive theory of organizational change which describes processes of social construction as reproducing existing structures and leading to their alteration (Heracleous & Hendry, 2010). As regards social innovations, this theory is highly applicable as stakeholders work with structures that already exist, tweak and advance them a bit to come up with new solutions.

Looping in the research topic and its dynamics, yes there already existed a solution to the issue of Menstrual Hygiene. Yet, when one explores it based on the symbolic interpretive tenets, development occurs when social reproduction takes place. In this case, AFRIpads borrows the idea of disposable menstrual products, identifies the social challenge of school dropout and unemployment. They then come up with an innovative product that deals with both challenges contributing to development.

This can then serve as a motivation for other policy makers in countries outside Uganda to adopt this theory as a way of measuring the effectiveness of this innovation. Such would enable them decide on whether to adopt the concept or go ahead and settle for another. The theory can work based on the assumption that women and girls are the bedrock of Uganda as well as East African economies and are the main conveyors for family and social well-being in the family unit and society. As a result, a few improvements on their access to proper MHM through such an innovation will go a long way in ensuring that girls stay in school and women are empowered
through business enabling them to influence and demand greater change at the local and regional level.

The theory of change can be illustrated as below:

![Diagram of Theory of Change](image)

**Figure 2.2: Theory of Change: Social Innovations and Development**
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 INTRODUCTION

This section will elaborate on the methodology which will be used in the study. It will begin by describing the research design, target population, sample size, sampling procedure, research instruments, instruments validity & reliability, data collection procedure and data analysis and presentation.

3.1 RESEARCH DESIGN

This study will adopt a mixed methods approach. As defined by Bryman, mixed methods research is that which employs both qualitative and quantitative research within a single study (Bryman, 2012). Therefore, both qualitative and quantitative research methods will be employed to resolve the research objectives. The reason for this is because there is limited descriptive information on the research topic. Such data may have been used to generate more quantitative data information for example on what percentage of development in Masaka can be attributed to this innovation.

In this case, the research will make use of both questionnaires as well as observation to take note of some information that may otherwise be missed out on.

3.2 TARGET POPULATION

The target population of the study will consist of women in Masaka district. Population is defined as the abstract idea of a large group of many subjects from which a researcher draws a sample and onto which results are basically generalized (Mugenda & Mugenda, 2003). Table 3.1 illustrates the Target Population of the study. The study requested for the information from the District Commissioner’s office in Masaka and AFRIpads Limited Human Resource Department.
Table 3.1: Target Population

<table>
<thead>
<tr>
<th>No</th>
<th>Target Area</th>
<th>Location</th>
<th>No of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Market</td>
<td>Masaka District</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Nile Vocational Institute</td>
<td>Masaka District</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Shopping Centre</td>
<td>Masaka District</td>
<td>96</td>
</tr>
<tr>
<td>4</td>
<td>Factory</td>
<td>Kenya Country Office</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>476</strong></td>
</tr>
</tbody>
</table>

3.3 SAMPLE AND SAMPLE TECHNIQUES

3.3.1 Sampling Frame

The study will employ sampling procedure so as to study a relatively small number of subjects from the entire population. The target population of the study will be women in Masaka District working in different sectors. The study sampling frame will consist of a total of 476 women from the four target areas in Masaka. As illustrated by (Mugenda & Mugenda, 2003), when determining the sample size of a study, the following formula is used.

\[ N = \frac{Z^2 \cdot P \cdot q}{d^2} \]

Where:

- \( N \) = the desired sample size (When population is less than 10,000)
- \( Z \) = the standard normal deviate at the required confidence level
- \( P \) = the proportion in the target population estimated to have characteristics being measured
q = 1 - p

d = the level of statistical significance set

\[ 384 = \frac{1.96^2(0.5)(0.5)}{(0.05)^2} \]

Given that Z statistic is 1.96 at 95% confidence level, the above formula shows that 384 subjects should be recommended as the desired sample size.

Since resources and time are a major constraint in deciding the sample size, the above procedure will be relied upon to determine the sample size. According to Gay at least 20%-30% of the accessible population is normally required for descriptive studies and 10% of the accessible population is required for experimental studies (Mugenda & Mugenda, 2003). This sample size will also help in reducing instances of collecting repetitive information from the respondents.

Therefore, as indicated above, the study being descriptive will use a sample of 30% of the desired sample size (384) as the actual sample size.

\[ 115 = 30\% \times 384 \]

Therefore the actual sample size that the study will consider will be 115 respondents from the four target areas in Masaka. Table 3.2 illustrates the Sample Size as well as the percentage number of respondents from the different areas.
Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>No</th>
<th>Target Population</th>
<th>Location</th>
<th>No of Respondents</th>
<th>Percentage %</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Market</td>
<td>Masaka District</td>
<td>150</td>
<td>32%</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Nile Vocational Institute</td>
<td>Masaka District</td>
<td>100</td>
<td>21%</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Shopping Centre</td>
<td>Masaka District</td>
<td>96</td>
<td>20%</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Factory</td>
<td>Masaka District</td>
<td>130</td>
<td>27%</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>476</strong></td>
<td><strong>100%</strong></td>
<td><strong>115</strong></td>
</tr>
</tbody>
</table>

3.3.2 Sampling Techniques

The study will employ snowballing technique to achieve a desired representation of respondents from the four target areas in Masaka area. Snowball sampling refers to the process whereby a researcher uses a small group of respondents relevant to the topic who then assist him in accessing more respondents (Bryman, 2012). It strives to ensure that subjects are selected in a way that a researcher is assured of valid and relevant responses within the four target sub groups. The study will then calculate the proportion of population in each area and will combine the results so as to obtain the required sample size as illustrated on Table 3.2.

3.4 DATA COLLECTION INSTRUMENTS

Primary data will be collected using questionnaires. Mugenda describes a questionnaire as a set of systematically structured questions used by a researcher to obtain required information from respondents (Mugenda & Mugenda, 2003). The main reason for choice of use of questionnaires is because they are very easy to administer to respondents and are moreover convenient for collecting information within a short period of time (Francis, 2005). The questionnaires will be
used to collect primary data which will be obtained from the respondents based on the study objectives and research questions. The study will use self-administered questionnaires to collect primary data from the respondents. The main reason from use of the questionnaires is because it collects important information from the population since each item in it is developed to address the specific objectives and research questions of the study.

The questionnaires will be distributed by the researcher to the four target areas from where the researcher will also seek for permission from the Masaka District Council and AFRIpads Limited to carry out the study.

The questionnaires will be accompanied by a brief introduction of the study and purpose of the study for the respondent. According to Mugenda, breaching confidentiality is a matter of concern to all respondents (Mugenda & Mugenda, 2003). In view of this, the study will withhold the names of the respondents and their respective view with utmost confidentiality. During the data collection emphasis will be given to the primary data.

3.5 PILOT TESTING

The questionnaires will be pre-tested to establish their reliability and validity before conducting the actual study. A Pilot study of 20% (23 respondents) of the desired sample size of employees from AFRIpads Limited will be carried out. The purpose of the pilot study is mainly to pretest the instrument to ensure that the items in the instrument are stated clearly and have the same meaning to all the respondents (Mugenda & Mugenda, 2003). The pretest also enabled the researcher assess the clarity of the instrument and assess the time taken to administer the instrument. The reason for choice of AFRIpads Limited is because it has more information and knowledgeable respondents in regards to the research problem. The pretest will be subjected to
the internal consistency technique using the Kunder-Richardson (K-R) 20 Formula which is as follows:

\[
KR_{20} = \frac{(K) (S^2 - \sum s^2)}{(S^2) (K-1)}
\]

Where:

\(KR_{20}\) = Reliability coefficient of internal consistency

\(K\) = Number of items used to measure the concept

\(S^2\) = Variance of all scores

\(s^2\) = Variance of individual items

A high coefficient will imply that items correlate highly among themselves indicating that there exists consistency among the items in measuring the concept of interest (Mugenda & Mugenda, 2003).

### 3.5.1 Reliability

Reliability can be defined as the measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). In most research studies, reliability is often affected by random error in the sense that an increase in it decreases reliability. The pilot test will be carried out so as to enable the research study reduce the errors which may arise from inaccurate coding, ambiguous instructions to respondents, interviewer fatigue, interviewer bias among many others. The research study will focus on ensuring the results yielded by the research instruments have small deviations. As indicated above, the research study will use the internal consistency method of assessing reliability in research results from the pilot study.
3.5.2 Validity

Validity can be defined as the accuracy and meaningfulness of inferences which are based on research results (Mugenda & Mugenda, 2003). It focuses on how accurate the data obtained in the study represents the variables of the study. When carrying out the pilot study, the study will look for the presence or absence of systematic error/non-random error obtained in the data. It’s worth noting that an instrument that yields valid data will necessarily also yield reliable information but an instrument that yields reliable information will not necessarily yield valid information (Mugenda & Mugenda, 2003). When estimating the nature of validity from the research results, the study will estimate the nature of both internal and external validity of the obtained information.

3.6 DATA ANALYSIS AND PRESENTATION

3.6.1 Data Analysis

Data obtained from the field will be cleaned, coded and entered into a computer and analyzed. Data will be analyzed using quantitative techniques. Quantitative data will be analyzed using both descriptive and inferential statistics. The first step will analyze Descriptive statistics which will involve describing the distribution of results depending on the variables in the study and the scale of measurements used. Descriptive statistics such as Measures of central tendency (Mean, Mode and Median) and Measures of variability (range, standard deviation, frequency distribution, histograms, frequency polygons, bar charts, percentages and relationships) will be used in analyzing the data.

The study will also make inferences about the population based on results obtained from the survey. Regression analysis will be employed in the analysis of results so as to obtain the mathematical equation/model which describes the relationship between the variables (Bryman,
A regression model will be estimated the nature of which will be estimated by the data generated from the survey. The general expression of the regression model will be as follows;

\[ Y = F(X_1, X_2, X_3 \ldots E_t) \]

Where:

Y: Development (Dependent Variable)

X_1: Social Effect (Independent Variable)

X_2: Financial Effect (Independent Variable)

X_3: Educational Effect (Independent Variable)

E_t: Error term

Regression analysis is advantageous in the sense that it illustrates the statistical dependence of the dependent variable on one or more other variables mainly the independent variables (Francis, 1998). Regression analysis estimates the mean value of the dependent variables on the basis if known values of the independent variables (Francis, 1998).

The variables will be rated in Likert scales which will be used to measure perception, attitude and behavior of the respondents towards the different indicators under study and their influence on development in Masaka. The numerical scales will help to minimize the subjectivity and will make it possible to use quantitative analysis. The Likert scale will be in declarative form and it will comprise of 5 response categories which will be in the following form:

1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree.

The study will use SPSS V-20 statistical software to analyze quantitative data.
3.6.2 Data Presentation

Quantitative data will be presented using instruments such as charts, tables and graphs. Quantitative data analysis involves presenting results in tables with explanations (Mugenda & Mugenda, 2003). Charts will take into account the use of pie charts and bar charts. Graphs will take into account the use of line graphs and tables which will take into account the use of frequency tables, pivot tables and contingency tables among others.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter focused on data presentation, data analysis and discussion of the survey results. Data collected was analyzed using SPSS V-20.

4.1 RESPONSE RATE

The study administered 115 questionnaires to the target population. A total of 98 of the questionnaires were filled and returned. This indicated that the study achieved a response rate of 85% which was high enough for analysis as stated in (Mugenda & Mugenda, 2003). The survey covered the four target areas in Masaka District as outlined: The market, shopping center, Nile Vocational school and AFRIpads factory.

4.2 RESULTS OF THE PILOT STUDY

A Pilot study of 20% (23 respondents) of the desired sample size of 115 respondents was carried out at the AFRIpads factory. The score obtained in one item was correlated with scores obtained from other items from the research instrument. The study obtained a Kunder Richardson reliability coefficient of KR_{20}=0.754 which showed that the survey items were highly correlated among themselves thereby indicating high level of consistency, reliability and validity.

4.3 DEMOGRAPHIC INFORMATION

This section focused on the background information of respondents.

4.3.1 Distribution of Respondents

Figure 4.1 below represents the percentage distribution of respondents that were selected for the study. The large chunk of respondents was from the AFRIpads factory (32%), closely followed
by the women at the vocational institute (28%), 26% being women from the market and the minority were those working at the shopping Centre (14%).

Figure 4.1: Distribution of Respondents

4.3.2 Age Bracket of the Respondents

Majority (41%) of the respondents were between the ages of 25-30 years old. Those above the ages of 31 years old were 35%, whereas those between the age of 36-40 years and above 41 years old were 21% and 3% respectively. Table 4.1 depicts the age bracket of the respondents.
Table 4.1: Age Bracket of Respondents

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30 Years</td>
<td>40</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>31-35 Years</td>
<td>34</td>
<td>35%</td>
<td>76%</td>
</tr>
<tr>
<td>36-40 Years</td>
<td>21</td>
<td>21%</td>
<td>97%</td>
</tr>
<tr>
<td>Above 41 years</td>
<td>2</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

4.3.3 Employment Status of the Respondents

Table 4.2 below reveals that most of the women in the sample were formally employed (32%), (28%) engaged in casual labour, (10%) were petty traders, (14%) were unemployed and the other (15%) were students.
Table 4.2: Employment status of Respondents

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Employment (Salaried)</td>
<td>31</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Waged Labourer (Casual)</td>
<td>27</td>
<td>28%</td>
<td>60%</td>
</tr>
<tr>
<td>Petty Trade</td>
<td>10</td>
<td>10%</td>
<td>70%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>14</td>
<td>14%</td>
<td>85%</td>
</tr>
<tr>
<td>Student</td>
<td>15</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

4.4 DESCRIPTIVE STATISTICS

4.4.1 Socio-Economic Indicators

In order to demonstrate the link between AFRIpads social innovation and socio-economic impact in Masaka District, the respondents were asked whether there has been an improved livelihood. 76% of the respondents were in agreement, 17% were in disagreement and 7% were neutral. When asked whether more employment opportunities have been created, 65% were in agreement, 33% disagreed and 2% were neutral. Feedback yielded from respondents on whether the presence of AFRIpads has improved their understanding on matters MHM was such that: 60% of the respondents were in agreement, 18% were in disagreement and 21% were neutral. Lastly, when asked whether there has been infrastructural improvement as a result of factory presence, 81% of the respondents were in agreement, 9% were in disagreement and 10% were neutral. Table 4.2 illustrates information related to the social impact indicators.
### Table 4.3: Information on Socio-Economic impact

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The presence of AFRIpads factory has improved the quality of livelihood in Masaka area</td>
<td>7%</td>
<td>10%</td>
<td>7%</td>
<td>38%</td>
<td>38%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>AFRIpads has provided more employment opportunities in Masaka area</td>
<td>22%</td>
<td>11%</td>
<td>2%</td>
<td>37%</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>The new product presence has improved my understanding on Menstrual Hygiene management</td>
<td>8%</td>
<td>11%</td>
<td>21%</td>
<td>26%</td>
<td>34%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>The new product has led to infrastructural advancement in Masaka area</td>
<td>6%</td>
<td>3%</td>
<td>10%</td>
<td>38%</td>
<td>43%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 4.4.2 Financial Indicators

In order to demonstrate the relationship between AFRIpads development activities and the level of disposable income among the women in Masaka, the respondents were asked whether the presence of AFRIpads has increased their disposable income. 61% of the respondents were in
agreement, 21% were in disagreement and 18% were neutral. When asked whether their saving patterns have improved, 43% were in agreement, 25% disagreed and 32% were neutral. The response on whether there has been increased entrepreneurship among locals was such that, 64% of the respondents were in agreement, 20% were in disagreement and 16% were neutral. 54% of the respondents agreed that the use of AFRIpads made it possible to access other goods and services, 23% disagreed with this while 23% were neutral on the matter. Table 4.3 illustrates information related to financial impact indicators.
### Table 4.3: Information on financial Indicators

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFRIPads has contributed to an increase in household disposable income.</td>
<td>9%</td>
<td>12%</td>
<td>18%</td>
<td>34%</td>
<td>27%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>AFRIPads has improved the saving pattern of the household.</td>
<td>8%</td>
<td>17%</td>
<td>32%</td>
<td>19%</td>
<td>24%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>There has been an increase in petty trade and entrepreneurship in Masaka area</td>
<td>6%</td>
<td>14%</td>
<td>16%</td>
<td>27%</td>
<td>37%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>The use of AFRIPads has enabled women to access other essential goods and services.</td>
<td>7%</td>
<td>16%</td>
<td>23%</td>
<td>15%</td>
<td>39%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 4.4.3 Information on Educational Impact Indicators

Majority of the respondents (89%) were in agreement that AFRIPads had made it easier for adolescent girls in the area to attend school with only 6% disagreeing and 5% were neutral. When asked whether the rate of girls dropping out of school has reduced, 86% were in agreement, 4% disagreed and 10% were neutral. Many respondents 70% agreed that school girls
were performing better with only 15% disagreeing and another 15% being neutral. When asked whether schools have better sanitation facilities, 69% of the respondents were in agreement, 13% were in disagreement and 7% were neutral. Table 4.2 illustrates information related to educational indicators.

Table 4.4: Information on Educational Impact Indicators

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFRIpads has made it easier for adolescent girls in Masaka to attend school</td>
<td>2%</td>
<td>4%</td>
<td>5%</td>
<td>40%</td>
<td>49%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>The rate of girls dropping out of school in Masaka has drastically reduced</td>
<td>1%</td>
<td>3%</td>
<td>10%</td>
<td>39%</td>
<td>47%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>The performance of girls in school has improved with the introduction of AFRIpads</td>
<td>8%</td>
<td>7%</td>
<td>15%</td>
<td>32%</td>
<td>38%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>There has been improved access to proper sanitation facilities in schools since AFRIpads inception</td>
<td>3%</td>
<td>11%</td>
<td>17%</td>
<td>33%</td>
<td>36%</td>
<td>100%</td>
</tr>
</tbody>
</table>
4.4.4 Information on overall development Indicators

In order to demonstrate the overall effect on development by all the above indicators, the respondents were asked general questions touching on each of the indicators. 77% of the respondents were in agreement that they have observed or experienced the tremendous improvement of life by women in the area, only 7% were in disagreement and 16% were neutral. When asked whether there has been an increase in income among the women, 78% were in agreement, 6% disagreed and 16% were neutral. 63% comfortably mentioned that they had witnessed a positive shift in terms of the saving culture among women with only 16% disagreeing and 21% were neutral. Finally, 77% agreed that there has been an increase in school learning time among young girls in the area with only 9% disagreeing and 14% remaining neutral. Table 4.2 illustrates information related to overall development.
### Table 4.5: Information on Overall development

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There has been tremendous improvement in the quality of life for women in Masaka area.</td>
<td>3%</td>
<td>4%</td>
<td>16%</td>
<td>35%</td>
<td>42%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>There has been a positive increase in income levels among women in Masaka area.</td>
<td>4%</td>
<td>2%</td>
<td>16%</td>
<td>37%</td>
<td>41%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>There has been a positive shift in savings culture among women in Masaka area.</td>
<td>8%</td>
<td>8%</td>
<td>21%</td>
<td>29%</td>
<td>34%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>AFRIPads has led to an increase in school learning time among women.</td>
<td>3%</td>
<td>6%</td>
<td>14%</td>
<td>31%</td>
<td>46%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 4.5.2 Regression Analysis

Regression analysis was performed so as to determine the relationship between the independent variables (financial, socio-economic and educational indicators) and the dependent variable (development aspect). The results indicated in the model summary Table 4.7 showed that the
regression correlation coefficient (R=0.654) indicated that the independent variables and dependent variables had a moderate uphill positive correlation. The coefficient of determination (R-Squared = 0.596) showed that 59.6% of the development of Masaka area was explained by variation in financial, socio-economic and educational impacts. The adjusted coefficient of determination (Adj R Squared) was less than the un-adjusted Coefficient of determination following the principle and this showed that 52.1% of the variation in development was explained by variation in financial, socio-economic and educational changes. Table 4.7 shows the model summary statistics.

Table 4.5: Regression Model Summary Statistic

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Squared</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.654a</td>
<td>0.596</td>
<td>0.521</td>
<td>0.328</td>
</tr>
</tbody>
</table>

The slope coefficients of the regression results showed were presented using standardized beta coefficients. The results indicated that holding financial effect and educational effect constant, AFRIpads tends to have a positive socio-economic effect (0.832) on development of communities in Masaka. Similarly, holding educational and socio-economic effect constant, an increase in the financial effects would reflect development of the area by 0.454 standard deviations on average. Finally, holding financial and socio-economic effects constant, growth of the educational indicators would also contribute to development by 0.674 standard deviation. Table 4.8 illustrates the regressions model results.
Table 4.6: Regression Model Results

<table>
<thead>
<tr>
<th>Item</th>
<th>Standardized Coefficients</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta</td>
<td>T</td>
</tr>
<tr>
<td>Financial Effect</td>
<td>.454</td>
<td>9.432</td>
</tr>
<tr>
<td>Socio-economic Effect</td>
<td>.832</td>
<td>4.321</td>
</tr>
<tr>
<td>Educational Effect</td>
<td>.674</td>
<td>6.431</td>
</tr>
</tbody>
</table>

4.5.3 Implication of Regression Analysis

The results of the regression analysis showed that AFRIpads financial, social and educational effect positively influenced development of Masaka area.

For the case of financial impact on development, the study findings were in tandem with Jessop who mentions how social innovations transform the society in a threefold manner (Jessop, 2013). One characteristic outlined that matches the research findings is on empowerment. Most of the respondents applauded AFRIpads for empowering women in Masaka. Examples pointed out were that more women were able to start businesses and make the product more available especially in the more rural settlements. The chain effect is an increase in their income meaning they are able to impact positively on the economic status of the Masaka community.

For the case of social impact of AFRIpads on development, the research findings were in sync with Phillis, who pointed out that social innovation address social problems (Phills, Deiglmeier, & al., 2008). During the study, most respondents pointed out that unemployment especially
among the women in Masaka had been a big problem. However with the introduction of AFRIpads, more women have gained employment and some even became entrepreneurs showing that the innovation has addressed the social problem of unemployment which is crucial to the development process.

From an educational impact perspective, it is not only important to note that the number of girls dropping out of school has dropped out but also the diffusion of knowledge on AFRIpads. Most women mentioned that they have been able to talk to others about the product and the benefit when it comes to MHM. Most were confident that most people were educated on it just by word of mouth. A previous study by Defourny emphasized on the role of actors in scaling up a social innovation (Defourny & Nyssens, 2010). AFRIpads has been a huge success due to the knowledge impacted on people which made them embrace the innovation much more. The women therefore in their various areas of employment while interacting with others confirmed that they always spoke about AFRIpads whenever they got a chance to.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter details summary of findings, conclusion, recommendations and suggestions for areas of further research according to the study objectives.

5.1 SUMMARY OF THE FINDINGS

The number of respondents of the study was 98 with a sampling rate of 85% from the four respondent target areas within Masaka District. The study collected information on the age bracket of respondents, their level of education as well as their employment status so as to ensure richness of the information collected.

5.1.1 Socio- Economic Effect

The first specific objective of the study was to analyze the impact of AFRIpads social innovation on the socio-economic welfare of communities in Masaka. The study measured how respondents rated the list of information on socio-economic indicators by strongly agreeing, agreeing, strongly disagreeing or neither agreeing nor disagreeing. The results indicated that the socio-economic effects of AFRIpads positively influence the development of Masaka District.

5.1.2 Financial Effect – Disposable Income

The second specific objective of the study was to establish the relationship between AFRIpads social innovations and the level of disposable income among the women in Masaka. The study measured how respondents rated the list of information on financial impact by strongly agreeing, agreeing, strongly disagreeing or neither agreeing nor disagreeing. The regression results
indicated that a positive relationship exist between financial impact in terms of disposable income and the development aspect of Masaka.

5.1.3 Educational Effect

The third specific objective of the study was to establish the link between AFRIpads social innovation and the number of girls attending formal educational institutions in Masaka District. The study measured how respondents rated the list of information on educational impact by strongly agreeing, agreeing, strongly disagreeing or neither agreeing nor disagreeing. The regression results indicated that AFRIpads educational impact had a positive effect on the development of Masaka.

5.2 CONCLUSION

Given the findings above, the three variables socio-economic, financial and educational impact of AFRIpads positively influenced the development of Masaka district. For the case of the socio-economic impact, the following indicators were identified to be significant: infrastructural advancement whereby most respondents mentioned that there has been better infrastructure since the factory was built. Examples given were for example in form of better electricity supply and water which improved their livelihood as the second indicator. Employment also played a huge part in the development agenda whereby the factory created employment for more women who are then able to provide for their household. On the same note, women were more empowered with knowledge on issues to do with MHM pointing out that they always shared this with others whenever they had a chance to do so. All these indicators therefore played a huge role in social transformation contributing to development.
For the case of financial impact (disposable income), the following indicators were identified to be important for development: Increase in disposable income which was widely reported among the respondents. This was as a result of the earnings they got from the different categories of employment as well as some of the petty trade they carried out. Some even reported that they were able to save more from this money to be used in other costly projects. Another indicator was on how AFRIpads has improved the access to other goods and services. This was mostly reported by the young women in the vocational center who said that the saving aspect that came about from using AFRIpads made it easier to access other goods and services. Another excited lot were the women in trade, who mentioned that by selling AFRIpads to the community, not only were they able to earn from it, but were also able to create a social impact in terms of sharing knowledge to other community members.

From an educational effect on development perspective, some of the indicators reported included: Increased school attendance whereby most women reported that their daughters no longer missed school due to lack of sanitary products. This had an effect on school dropout levels which also decreased and some parents also mentioned that the school heads reported better performance in schools.

Overall, the observation was that most of these effects were intertwined in a way that they all contributed to development. This could also be observed during the study by looking at the situation in the community. The amenities were generally modern and by also looking at the respondents, one could tell that they appreciate the presence of AFRIpads in the community. This can therefore be interpreted as, AFRIpads as a social innovation had a very positive impact on the development of Masaka District community.
5.3 RECOMMENDATIONS

The recommendations of the study based on the objectives are as follows:

5.3.1 Socio-economic Impact

The socio-economic impact of AFRIpads on development in Masaka should be used as a benchmark for other enterprises that would like to explore social innovations. With new social challenges coming up every other day, more enterprises may borrow from this in terms of structure and scaling up in order to offer solutions to such challenges. Partnerships may be a great idea not only for learning purpose and sharing ideas but for sustainable inclusive development. Further research should also be carried out on the area of social innovations with a view of development based on this indicator.

5.3.2 Financial Impact (Disposable Income)

Financial Impact is a crucial indicator of development. The key reason being that most countries development is measured based on their Gross Domestic Product (GDP). This therefore means that social enterprises ought to map out their financial impact strategy during the rolling out stage of the innovation. This also determines whether the innovation will be accepted by the community or not as most people tend to embrace projects that will benefit them in some way.

5.3.3 Educational Impact

Recognizing the fact that education is a huge component in development, social innovations such as AFRIpads should make it a part of their mission. Through the study we found out that AFRIpads developed an educational tool for young girls as relates to MHM. In the same way, the recommendation would be that they designed an educational tool for the women as well who may not have information other than what they gather from their peers. This will scale up the
educational aspect making it even more widely accepted. Social inclusiveness plays a key role in development and by involving the community; there is a higher likelihood of social change taking place.

5.4 SUGGESTIONS FOR AREAS OF FURTHER RESEARCH

The study proposes that future research should be carried on the following key areas:

Factors limiting the adoption of social innovations by developing countries; Challenges encountered in implementing social innovations in developing countries; and To investigate the effect of social innovations in fostering relations among developing countries in Africa.
BIBLIOGRAPHY


APPENDIX 1: LETTER OF TRANSMITTAL

Dear Respondent,

My name is Catherine Mbeu Massite, a Masters student at the United States International University – Africa. I am taking my masters in International Relations- Development and Peace and Conflict combination. This study on “The Role of Social Innovation in Development- A case study of AFRIpad in Uganda” is a requirement for the partial completion of this Masters Program. You have been randomly selected to participate in this by filling in the questionnaire.

Kindly note that, any information given will be treated with strict confidentiality and will not be shared with anybody. We assure you that no risks are expected as a result of you taking part in this process and no reference will be made in reports linking you to the information collected. Your participation is purely voluntary and you are at liberty to not participate or may withdraw at any time without penalty. Should you agree to participate, please sign the consent slip below before you begin.

CONSENT

I have read and understood the above information and all concerns relating to this research study have been answered to my satisfaction. I also understand that by signing this consent form, I have agreed to participate in this study voluntarily, honestly and completely.

Signature of participant ___________________________ Date ___________________________
APPENDIX 2: QUESTIONNAIRE

Tick once where applicable

Section I: Background Information

(Age; gender; education)

1. What is your age in years?
   - [ ] 25-30 yrs.
   - [ ] 31-35 yrs.
   - [ ] 36-40 yrs.
   - [ ] above 41 yrs

2. Highest level of education completed:
   a. None
   b. Primary
   c. Secondary
   d. College/University

3. What is your employment status:
   a. Formal Employment (Salaried)
   b. Waged Labourer (Casual)
   c. Petty Trade
   d. Unemployed
   e. Student
**Section II: Socio-economic Indicators**

This section will seek to collect information relating to the socio-economic impact of AFRIPads on development in Masaka, from respondents. The information will be collected using a likert scale of 1-5 with 1 representing strongly disagreeing, 2 representing disagreeing, 3 representing neutral, 4 representing agreeing and 5 representing strongly agreeing, rate the following social development indicators.

<table>
<thead>
<tr>
<th>No</th>
<th>Social Impact Indicator</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The presence of AFRIPads factory has improved the quality of livelihood in Masaka area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AFRIPads has provided more employment opportunities in Masaka area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The new product presence has improved my understanding on Menstrual Hygiene management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The new product has led to infrastructural advancement in Masaka area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SECTION III: Financial Indicators**

This section will seek to collect information relating to the financial effect of the product on development to the Masaka population. The information will be collected using a likert on a scale of 1-5 with 1 representing strongly disagreeing, 2 representing disagreeing, 3 representing neutral, 4 representing agreeing and 5 representing strongly agreeing, rate the following financial indicators.

<table>
<thead>
<tr>
<th>No</th>
<th>Financial Effect Indicator</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AFRIpads has contributed to an increase in household disposable income.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AFRIpads has improved the saving pattern of the household.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There has been an increase in petty trade and entrepreneurship in Masaka area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The use of AFRIpads has enabled women to access other essential goods and services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SECTION IV: Educational Indicators**

This section will seek to collect information relating to the educational indicators as pertains to development in Masaka area. The information will be collected using a likert scale on a scale of 1-5 with 1 representing strongly disagreeing, 2 representing disagreeing, 3 representing neutral, 4 representing agreeing and 5 representing strongly agreeing, rate the following educational development indicators.

<table>
<thead>
<tr>
<th>No</th>
<th>Educational Indicator</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFRIPads has made it easier for adolescent girls in Masaka to attend school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The rate of girls dropping out of school in Masaka has drastically reduced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The performance of girls in school has improved with the introduction of AFRIPads</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>There has been improved access to proper sanitation facilities in schools since AFRIPads inception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION V: Overall development of communities in Masaka area

This section will collect general information relating to development of communities in Masaka Region. The information will be collected using a Likert scale measuring 1-5 with 1 representing strongly disagreeing, 2 representing disagreeing, 3 representing neutral, 4 representing agreeing and 5 representing strongly agreeing, rate the BAT’s innovation of its products.

<table>
<thead>
<tr>
<th>No</th>
<th>Development Indicator</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>There has been tremendous improvement in the quality of life of women in Masaka area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There has been a positive increase in income levels among women in Masaka area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There has been a positive shift in savings culture among women in Masaka area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>AFRIpads has led to an increase in school learning time among women.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>