Social Entrepreneur Corps Impact Report 2016

Country: Nicaragua
Program: Eight Week Social Impact Immersion Program
Social Impact Team: Impacto & Esperanza
Schools Represented: University of Maryland, Duke University, Miami University of Ohio
Total # of Community Engagements: 27
Total # of Organizational Engagements: 11
Total # of Personal Engagements: 6585

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5. Total # of Personal Engagements: 6585
1. Knowledge/Foundational Material Covered

Program Overview:

In each of the countries where Social Entrepreneur Corps works, our sister organization Community Empowerment Solutions (CES) is on the ground implementing the MicroConsignment Model as a principal backbone of their work. In Guatemala, Nicaragua, Ecuador, and the Dominican Republic, CES is in the process of incubating local social businesses that each in their respective countries go by the name Soluciones Comunitarias (SolCom). Year-round, CES and local SolCom leadership are training MicroConsignment entrepreneurs, distributing products, building relationships in communities, and creating access to key technologies such as reading glasses, water filters, and solar lamps.

The Micro-Consignment Model:

The MicroConsignment Model is a form of microfinance that eliminates financial risk for micro-entrepreneurs, empowering them to embark on the unknown venture of marketing a new technology for the first time. In this way, it becomes a tool to create access in marginalized communities to products, services and technologies that have measurable economic, environmental or health-related benefits. By tapping into existing networks of local entrepreneurs, training them for the work and “lending” them products through MicroConsignment, we can provide critical services and create supply chains for high-impact products that reach even the most remote communities – the so-called “last mile” towns and villages of the developing world.

Empowerment Metrics:

To enrich the work we do with the MicroConsignment Model, we are constantly looking for new ways to engage with communities and build on the relationships our microentrepreneurs form. Material covered and impact immersion during the two-week foundation building period provided interns with the tools to understand empowerment as a metric and develop social innovation models to pioneer new forms of community engagement.

Foundational Material Covered:

Foundation building includes an examination of development theories, analysis of best practices, and discussions of the core values that provide the basis for work and engagements in the field. Below is a list of the materials interns discussed and utilized to add to our knowledge base surrounding Social Entrepreneur Corps’ approach to Social Entrepreneurship and community empowerment.
Country and Culture
- Intensive Spanish courses
- Culture
- Safety, Health and Security
- History

Social Entrepreneurship
- Guiding Principles
- Aid Strategies - Relief vs. Development
- Logic Model Framework
- Problem Solving
- Servant Leadership
- Keys to Successful Consulting
- Best Practices
- Core Values
- Keys to being an effective consultant

Social Innovation Models
- Survey design
- Keys to an effective survey
- Conducting Surveys
- RACI model
- Social Innovation Project Template

SolCom Background and Leadership Meetings
- How to conduct eye exam for near distance glasses
- How to present Soluciones Comunitarias
- Asesor Por Favor (Grassroots Consulting)
- Keys to an effective consulting and workshops
- Empowerment Metrics

Articles
- Changing the World on a Shoestring – The Atlantic
- How to Become a Social Entrepreneur – Inc.
- Leadership Lessons from the Shackleton Expedition – NYTimes
2. Summary of Campaign Results

<table>
<thead>
<tr>
<th>Product</th>
<th>Total Number of Sales</th>
<th>Total Earnings for SolCom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers (Miami/Houston)</td>
<td>75</td>
<td>$427.74</td>
</tr>
<tr>
<td>Protectors</td>
<td>6</td>
<td>$24.50</td>
</tr>
<tr>
<td>Eye drops</td>
<td>8</td>
<td>$18.06</td>
</tr>
<tr>
<td>Solar lamps</td>
<td>1</td>
<td>$24.31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>$495.45</strong></td>
</tr>
</tbody>
</table>

Photos:

[Left: Bengisu Pay, Duke U. conducts a near vision exam for a community member of Mojon Sur #2, León. / Right: Interns Lex Haris (U. of Maryland) and Sarah Beckman (Duke University) manage customer information sheets and sales reporting at a village access campaign in a community near Masaya.]
3. Grassroots Consulting

As part of our outreach efforts to create access in communities through the MicroConsignment Model, our local team on the ground builds relationships with other businesses, nonprofits, and local community leaders and associations. In this process, we encounter many opportunities for collaboration and seek to create social impact by empowering these partners and supporting them in their own work. With Social Entrepreneur Corps, we provide local individuals, entrepreneurs, organizations and small businesses with consulting services, educational talks, resources and/or information to help them achieve their respective missions more effectively.

<table>
<thead>
<tr>
<th>Organization:</th>
<th>Ferreteria Soñando Juntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Focus:</td>
<td>Community store offering common hardware supplies, used clothing and school supplies</td>
</tr>
</tbody>
</table>

Consultancy Focus:
- Marketing strategies
- Accounting practices
  - Excel tracking sheet
  - Evaluating sales/profit analysis by product

Consultancy Activities:
- Engaged in conversations to conduct a needs analysis, learn about their organization, and the challenges they encounter.
- Delivered recommendations on the store’s marketing strategy
- Created streamlined accounting sheet that produces analyses by product

Recommendations for follow up with this organization in future:
- Follow up on marketing strategy and performance
- Follow up on use of accounting sheet in Excel

Photos:

[Left: Hardware store manager, Juanita, poses for a publicity photo. / Right: Field Leader, Alexander M. and Duke University interns Diana Ye, Samuel Reiff, Sean Stewart, Eileen Yao and Julia Song conduct a needs analysis with the hardware store manager.]

<table>
<thead>
<tr>
<th>Organization:</th>
<th>Programa de microcrédito: Mujeres Unidas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Focus:</td>
<td>Provides microcredit loans to selected women</td>
</tr>
</tbody>
</table>
entrepreneurs in the community of Chacraseca, León

### Consultancy Focus:
- Create suggestions for sustainability of microcredit program
- Create suggestions for increasing independence of program participants and reinvestment in their businesses

### Consultancy Activities:
- Conducted analysis of a sample group of program participants
- Created recommendations for program sustainability and incorporation of microcredit program into SolCom’s Community Finances program

### Recommendations for follow up with this organization in future:
- Introduce and begin SolCom Community Finances program with Mujeres Unidas participants

### Photos:
[Left: University of Maryland interns Lex Haris and Elizabeth Gilahuanco learn about the business of a Mujeres Unidas participant. / Right: University of Marylyand interns Elizabeth Gilahuanco, Shyra Stevens, Terra Collier (Miami University), Lex Haris and Tolu Obalade receive feedback from the Mujeres Unidas administrator during their final presentation.]

### Organization:
- Taller de Tortillas “Las Delicias”

### Organizational Focus:
- Food service: sells traditional and stuffed tortillas at a small tourist site

### Consultancy Focus:
- Marketing strategies
- Tracking finances
- Language skills for working with tourists

### Consultancy Activities:
- Workshop on the 5 P’s of marketing with a focus on “publicity”
- Finance workshop with a focus on efficiency and profit
- English workshops
- Creation of a menu template, sign design, business card design, finance tracking template, and English pronunciation worksheets

### Recommendations for follow up with this organization in future:
- Check in on savings practices/reinvestment in business
- Assist with costs of marketing materials [if possible]
Photos:

[Left: Intern Andrea Beaty of the University of Maryland learns how to make a tortilla from one of the business owners. / Right: Team Esperanza reviews the deliverables they produced with their client.]

<table>
<thead>
<tr>
<th><strong>Organization:</strong></th>
<th>Cosiendo Esperanzas (Stitching Hope)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Focus:</strong></td>
<td>Production of specialty fabric art accessories for sale to partners in United States</td>
</tr>
</tbody>
</table>

**Consultancy Focus:**
- Understanding of local market potential
- Understanding the transition from social project to independent business
- Improving knowledge and tracking of personal finances

**Consultancy Activities:**
- Surveys for market research
- Analysis of market research
- Intro to the basics of business workshop
- Personal finance workshop

**Recommendations for follow up with this organization in future:**
- Follow up on personal finances
- Update the personal finances tracking system if necessary
- Further assistance in establishing a local market
- Assistance in becoming a registered business

Photos:

[Team Esperanza interns present finance and business workshops to the women of Cosiendo Esperanzas.]
### Biblioteca Ricardo Streb

**Organizational Focus:** Community library that provides books, printing services, computer access, tutoring and various activities and workshops for children

**Consultancy Focus:**
- Computer skills
- Setting and meeting goals

**Consultancy Activities:**
- Creation of Excel spreadsheet that combines book inventory with registry of loans
- Creation of Excel spreadsheet that allows the staff to manage the library’s finances
- Workshop on use of Google Drive in order to back up files and improve communication with their partner organization
- Creation of Facebook page
- How-To Guides for using Excel spreadsheet, Google Drive, YouTube, and Facebook
- Workshop on how to set SMART goals

**Recommendations for follow up with this organization in future:**
- Check in to see if Excel programs are working and if the staff has any questions
- Check in to see if they are using Google Drive and if the staff has any questions

### Mueblerias Rústicas

**Organizational Focus:** Collection of rustic furniture workshops in Catarina, Masaya

**Consultancy Focus:**
- Marketing strategies
- Leveraging social media

**Consultancy Activities:**
- Workshop on basics of marketing
- Creation of Facebook page and workshop on usage
- Creation of new logo
- Creation of promotional video
- Suggestions for marketing sustainability
Recommendations for follow up with this organization in future:

- Follow up on implementation of marketing strategies

Photos:

[Left: Team Impacto conducts a needs analysis with the furniture businesses. / Right: Team Impacto shares the promotional video they produced with their clients.]
SE Corps interns collaborated with a school in Niquinohomo, Masaya to develop entrepreneurial skills with a youth group and a class of entrepreneurship students. The Nicaraguan students are part of a career-based class where they are learning about entrepreneurship. The classes taught by SE Corps interns were based off the curriculum provided by the class instructor, Professor William. They were taught in conjunction with a youth group where students who were interested could take what they learned in the classroom to the next level. The students who attended youth group were able to use what they had learned in our classes and apply it to the micro-enterprise they were developing. This way, the students were empowered to take action with what they had learned.

Top and bottom left: SE Corps interns from Team Esperanza collaborate with the youth group in icebreakers and learning activities to inspire confidence and develop skills in entrepreneurship.

Bottom right: SE Corps interns facilitate cultural interchange and learning on business themes with a group of entrepreneurship students.
<table>
<thead>
<tr>
<th>Pasos de Acción</th>
<th>¿Qué necesitan hacer?</th>
<th>Estrategias y acciones!</th>
<th>Categoría</th>
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Sample Tool: Work Plan for Youth Group
<table>
<thead>
<tr>
<th>1: La Marca</th>
<th>B.</th>
<th>A.</th>
<th>Desarrolla la marca</th>
<th>Categoría de la marca</th>
<th>Pasos de Acción</th>
<th>¿Qué necesitan hacer?</th>
<th>Estrategias y acciones!</th>
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</thead>
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<tr>
<td>2: El Producto</td>
<td>B.</td>
<td>A.</td>
<td>Decide en el producto</td>
<td>Presentación del producto</td>
<td>¿Cuándo?</td>
<td>El Jefe de la Marca</td>
<td>¿Cuándo?</td>
</tr>
<tr>
<td>3: Mercadotecnia</td>
<td>B.</td>
<td>A.</td>
<td>Decide en el mercado</td>
<td>Desarrolla un plan de publicidad</td>
<td>Los Recursos</td>
<td>Recursos disponibles</td>
<td>D. Recursos necesarios</td>
</tr>
<tr>
<td>4: Las Finanzas</td>
<td>B.</td>
<td>A.</td>
<td>Decide en el precio</td>
<td>Recaudación de los fondos</td>
<td>El Jefe de la Marca</td>
<td>¿Cuándo?</td>
<td>¿Cuándo?</td>
</tr>
<tr>
<td>5: Otras Cosas</td>
<td>B.</td>
<td>A.</td>
<td>Calendario de reuniones</td>
<td>Ejemplos de la empresa</td>
<td>El Jefe de la Marca</td>
<td>¿Cuándo?</td>
<td>¿Cuándo?</td>
</tr>
</tbody>
</table>
Teaching Tips for Youth Empowerment

1. Make it engaging
   a. The students expect the class to be more fun when we come to teach, so find fun ways to teach the material
      i. Example: Play music and have students pass a pen around the room. Pause the music and whoever has the pen has to answer the question or come write something on the board.

2. Do a review game
   a. More than anything, the students are motivated by competition. Come up with a game or activity to divide them into teams, but make sure they are learning something as well.
      i. Example: When teaching about marketing, split them into groups and have them market their own business. Then, have them vote on the best business plan (can’t vote for their own).
      ii. Example 2: When reviewing definitions, write all the words on the board. Then, say the definitions and have two people race up to circle the corresponding word.

3. Write out instructions to activities beforehand
   a. Instructions may seem simple in English, but they are the hardest thing to come up with in Spanish. Sometimes a direct translation will not make any sense, so write them out and practice them.

4. Practice what you are going to say beforehand
   a. This is probably the most important part. Even though the class may seem like it will flow well in English, the language barrier is hard to overcome on the spot. Write out what you are going to say and practice it in front of other people so that you know everything makes sense.

5. Don’t be shy about your Spanish.
   a. The students do not expect you to be fluent in Spanish. If you can’t remember a word, they will help you out. So just go for it! The worst thing that can happen is that someone else steps in for you or that a student tells you the right word.

6. Talk loudly
   a. There is a lot of noise in the school, and most of the time it comes from outside the classroom. Do not be afraid to yell over the noise so that the students can understand what you are saying. If you talk normally, only the people sitting in the front row will be able to hear you.

7. Don’t be afraid to discipline the students or call them out
   a. While we are only a few years older than the students, we are here to teach them. Therefore, if they are not listening, do not be afraid to tell them to sit down or quiet down. Some of the students, especially those who participate in youth group, will also yell at their peers.

8. Have the students write their answers on the board.
   a. You often will not understand what the students are saying because they speak very quickly and oftentimes use slang. If you get them to write answers on the board, you will not encounter this problem. You could also have one volunteer write all the answers on the board.

9. Instead of having them get into groups, split them into groups yourself.
a. They will be forced to interact with each other and not just with their friends. They will be more productive this way.

10. Weird things might happen in the middle of class that don’t happen at schools in the US. Just go with the flow.
   a. Example: We were teaching the 5 P’s of marketing to a group of 20 students. On the 3rd P, 10 of the students got up and left the room. 10 new students came in. We were not supposed to restart the lesson. We just said, we have been talking about the 5 P’s of marketing. They are on the board, and this is what we are doing now.

11. Don’t get mad if you don’t get a chance to co-plan with the professor.
   a. Do what you want to do. They trust you to teach the class well. This is supposed to be a change of pace for the students, so whatever you do will be good.

12. It is a learning experience.
   a. Even though you are teaching, you are also learning. If something does not go the right way, you know to do something different next time. You will become better at Spanish, and if you put yourself out there, you will also form great relationships with the students.

Intern Analysis of Youth Empowerment as a Social Innovation

- **Scale of Need (Opportunity):**
  - Students in the Nicaraguan school system often do not have access to a solid business education in high school. This project could be expanded to other schools in the area in order to give them a background on entrepreneurship and business. This background could empower the kids to pursue their education past high school and start their own businesses later in life.

- **Competition:**
  - We do not believe that there is any other competition in the area and have not heard of other people trying to teach youth entrepreneurship. Therefore, if SolCom looks to expand this project in the future, there should not be any other organizations pursuing the same goal.

- **Obstacles:**
  - We foresee only a few obstacles in expanding this project. First, if SolCom representatives are going to teach classes, it is possible that they are not well-versed in the topics we are teaching. Therefore, it may be better to construct a curriculum and give it to a teacher who will understand the material. Second, SolCom would have to work to partner with more schools in the future. Hopefully other schools will be open to implementing a career-based curriculum for the older students.

- **Indicators of Success (Empowerment) & Measurement Techniques**
  - A main indicator of success for the business classes was how many students attended the after-school youth group meetings where they started their own microenterprise and were able to apply the knowledge from the classroom to the real world. By seeing how many students show up to the youth group meetings, we were able to tell if they were engaged in the classroom.
students who showed up to the youth group took action (one of SolCom’s empowerment metrics).

- **Recommendations for Implementation**
  - **Phase One - Identify school**
    - The first step of implementing classes in the school was identifying a school to work with. It is important to find a school to work with where they are interested in learning entrepreneurship. Michaela did this before SolCom interns arrived in Nicaragua.
  - **Phase Two - Learn Teaching Material and Plan Classes**
    - It was critical that we learned and understood the teaching material that we were going to be teaching to the youth. Without understanding the material, it is not possible to effectively transmit the material to the youth. It was also important to plan the classes out in detail in order to know which people were going to lead which parts of the class.
  - **Phase Three - Teach Classes**
    - Teaching the classes was the final step of the business class experience. It is necessary to engage the students during the class in order to empower them to take the business education to the next level.
Teams Esperanza conducted a feasibility study of the sawdust stove, including surveys of the community to gauge interest and investigations into the availability of materials. Following up on their work, Team Impacto then created a user guide for the construction and usage of the product. From there, they conducted a trial with three families of a nearby community to evaluate customer perception and gather suggestions for improvement of the innovation. Additionally, in León, Team Esperanza trains two local SolCom staff members on the construction of sawdust stoves.

Top left: Intern Samuel Reiff of Duke University learns from a community member how to make a sawdust stove.

Bottom right: Team Impacto tests a sawdust stove by cooking plantains.

Bottom left: Team Esperanza teaches two SolCom team members how to make a sawdust stove.
Guía de construcción y uso: Cocina de Aserrín

Materiales para hacer una estufa de aserrín:

- aserrín
- lata de metal
- botella de vidrio Pepsi o Toña
- papel de periódico
- varilla metal
- leña
- fósforos
- cuchillo
- martillo

Instrucciones para hacer una estufa de aserrín:

1. Ponga aserrín dentro de la lata alrededor de la botella.
2. Empaque el aserrín y presione el aserrín hasta que la lata esté llena.
3. Quite la botella lentamente, con cuidado (Se puede girar la botella para quitárla.)

6. Quite el aserrín que está cerca del rectángulo para crear un túnel entre del agujero de la botella y la apertura rectangular.

7. Ponga la leña a dentro de la apertura rectangular y debajo del papel.

8. Solo si sea necesario - ponga un poquito de gas encima de la leña. Con un fósforo, encienda la leña.
9. Espere hasta que no haya mucho humo, de allí el aserrín está encendido.

10. Ponga cuatro varillas metales encima de la lata en la forma de #.

11. Ponga su sartén o su olla encima de las varillas y cocine.

Recomendaciones para el uso de la cocina de aserrín:
1. Después de cocinar, vacíe la lata del aserrín. ¡Tenga cuidado del calor!
2. Se necesita reemplace el aserrín con cada uso.
3. Reemplace la lata cada dos meses.
4. Compre el aserrín de las mueblerías.
Intern Analysis of Sawdust Stoves as a Social Innovation

- Scale of Need (Opportunity)
  - Both teams believe that the members in our target communities have a high need for sawdust stoves. From surveys, interns have concluded that the members have a high interest in this type of stove due to its health and economic benefits. In the future, more surveys in other regions should be conducted in order to acquire more information about the scale of need.

- Competition
  - We do not foresee any outside competition to our sawdust stoves, aside from the wood stoves that families already own. We did not find any other suppliers for sawdust stoves in this region. However, we would not rule out the possibility of further competition emerging if sales of the product proved profitable.

- Obstacles
  - One major obstacle to this project was securing stable and consistent suppliers for each of the sawdust materials. Both prices and sources seem relatively variable due to the nature of the materials needed, though we do have several suggestions for locating these materials. In particular, availability of sawdust in Los Pueblos Blancos warrants further investigation. The suppliers that we found are more than adequate for the stoves that we have distributed in Hoja Chigüe, but should SolCom choose to expand distribution to more families in the future, finding enough sawdust for more families for longer periods of times is a challenge that will need to be addressed. There is a limited number of furniture stores who can supply sawdust and each one can only produce so much (roughly enough for 3 families).

- Indicators of Success (Empowerment) & Measurement Techniques
  - 80% of families are content with their sawdust stove and use it as a primary method for cooking. We can measure this with the post-implementation surveys that we have created and through follow up check ups with the families with the stoves.

- Recommendations for Implementation
  - Phase One - Metrics of Need
    - Conduct more surveys in target communities and establish definitive metrics of need. Bolster the data from the cooking section from already conducted CPPs.
  - Phase Two - Establish Suppliers
    - Research the locations of furniture making shops in target communities. Establish a connection with these furniture making shops to have a consistent supply of sawdust for sale. Construct a map/guide of these locations and include it in the sawdust stove kit. Research the locations of hardware stores who have a consistent supply of large empty metal cans and rebarb.
  - Phase Three - Promote and Distribute Sawdust Stoves
    - Construct stoves and distribute local to families for testing. Make sure a system is created to establish user accountability and ownership of the
product to ensure those who receive stoves will actually use them. The possibility of improving and modifying the stove as a product should also be looked into, considering user feedback.

- Phase Four - Follow Up
  - After analyzing data collected, determine whether the stove should be pursued as a SolCom product. Finally, consider other options, such as distributing stoves for free in the Pueblos Blancos region or investigating other stove options. Additionally, if proved to not be feasible, determine root cause for future reference.
Sales Points and Branding

Team Esperanza advanced SolCom’s initiative to increase our reach in the communities and create awareness of our services. Currently most families in the area near SolCom’s Sales Point in León are not aware of SolCom’s services, and if they are, they are solely aware of the Visual Solutions service. Many communities in the area do not have access to potable water, affordable glasses, reliable electricity, improved cookstoves, or financial services. SolCom is in the process of developing a new marketing and branding strategy. SEC interns trained our Sales Point manager, community entrepreneur Fran, in how to represent the SolCom brand and how this ties in to the administration of her fixed sales point. Additionally, they traveled to a nearby community where we are working to generate awareness of SolCom services and our Sales Point and carried out door-to-door advertising.

Workshop with SolCom staff

Representación de la marca de SolCom
SolCom está implementando una estrategia nueva de mercadeo. La meta es expandir el conocimiento de SolCom como una empresa social que ocupa una posición distinta en el mercado por sus valores fundamentales y por enfocarse en el empoderamiento de sus clientes.

<table>
<thead>
<tr>
<th>Etapa de Empoderamiento</th>
<th>Meta para el Mercadeo</th>
<th>Resultado Esperado</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concientización</td>
<td>Que la gente conozca y confíe en la marca de Solcom y que la asocie con nuestros valores</td>
<td>Más personas que conocen nuestra marca y los beneficios de nuestra oferta = Más clientes potenciales</td>
</tr>
<tr>
<td>Conocimiento Personal</td>
<td>Que la gente entienda como puede beneficiar personalmente de los servicios que ofrecemos</td>
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<tr>
<td>Acción</td>
<td>Que la gente tome acción en adquirir nuestros productos/servicios</td>
<td>Más clientes = Mas promotores potenciales de nuestra marca</td>
</tr>
<tr>
<td>Uso y Satisfacción</td>
<td>Que nuestros clientes entiendan como usar nuestros productos/servicios y que estén satisfechos</td>
<td>Clientes satisfechos e impactados de forma positiva = Boca a boca positivo por parte de los clientes + Historias de éxito que Solcom puede compartir</td>
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<tr>
<td>Empoderamiento Directo</td>
<td>Que nuestros productos/servicios permitan cambiar de forma inmediata y directa la vida de nuestros clientes de forma positiva</td>
<td></td>
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<tr>
<td>Empoderamiento Catalizador</td>
<td>Que nuestros productos/servicios permitan cambiar de forma indirecta y/o inesperada la vida de nuestros clientes de forma positiva</td>
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En resumen, la relación entre cada etapa es un ciclo virtuoso: cuantas más personas conocen SolCom, más clientes tenemos y más promoción positiva de la marca generamos para que más personas conozcan a SolCom.

Para promover nuestra marca, es importante seguir los 3 Cs de Oro:

1) **Claridad** – comunicamos nuestro valor siendo claro en lo que somos y lo que no somos

<table>
<thead>
<tr>
<th>SOMOS</th>
<th>NO SOMOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proveedores de servicios</td>
<td>Proveedores de productos</td>
</tr>
<tr>
<td>Educadores y Asesores</td>
<td>Vendedores</td>
</tr>
</tbody>
</table>

2) **Consistencia** – siempre somos lo que decimos que somos

<table>
<thead>
<tr>
<th>SIEMPRE</th>
<th>NUNCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nos enfocamos en relaciones y educación</td>
<td>Nos enfocamos en la venta</td>
</tr>
<tr>
<td>Comunicamos que ofrecemos un servicio</td>
<td>Promovemos solamente el producto</td>
</tr>
<tr>
<td>Introducimos SolCom de la misma manera</td>
<td>Olvidamos de describir que es SolCom o lo describimos de forma imprecisa</td>
</tr>
<tr>
<td>Damos seguimiento después de una venta</td>
<td>Consideramos que una vez que se concluya la venta, el trabajo está terminado</td>
</tr>
<tr>
<td>Hacemos decisiones según nuestros valores fundamentales</td>
<td>Decidimos algo sin pensar en cómo se encaja en nuestros valores fundamentales</td>
</tr>
</tbody>
</table>

3) **Constancia** – buscamos la manera de hacer que la marca de SolCom está siempre presente en comunidades

<table>
<thead>
<tr>
<th>SIEMPRE</th>
<th>NUNCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creamos una presencia a largo plazo en comunidades, regresando regularmente y adaptando nuestras actividades a lo que aprendemos de la comunidad</td>
<td>Dejamos de ir a una comunidad porque un evento no ha funcionado, sin analizar las razones del fracaso y sin identificar otras oportunidades en la comunidad</td>
</tr>
<tr>
<td>Somos creativos para encontrar formas eficientes de promover nuestra marca, incluso con recursos limitados</td>
<td>Nos resignamos a no promover la marca por falta de recursos</td>
</tr>
<tr>
<td>Usamos y dejamos al menos un material promoviendo nuestra marca en cada comunidad donde hacemos una actividad</td>
<td>Hacemos una actividad sin que se pueda: - identificar nuestra marca durante el evento - recordar nuestra marca después del evento</td>
</tr>
</tbody>
</table>

Para ayudarles cumplir con estas sugerencias, hay una descripción oficial de SolCom:

“Una empresa social que ofrece servicios para resolver desafíos del bienestar y economía”
Cada vez que nos introduces, decimos de que empresa somos, y luego usamos la breve descripción (Durante la introducción de la EPP, explicando nuestro trabajo a amigos, recién conocidos, etc.)

Hay nombres nuevos para nuestros servicios, pero debemos pensar en nombres específicas para los productos en Nicaragua. Los nombres nuevos de los servicios son:
1) Soluciones visuales – lentes
2) Agua saludable – filtros de agua
3) Energía solar – lámparas solares
4) Cocinas saludables – estufas mejoradas
5) Finanzas comunitarias – talleres de finanzas y bancos comunitarios

**Su punto de venta**

La reinauguración de su punto de venta es parte de esta estrategia nueva de mercadeo de SolCom. Tendrá un rótulo nuevo que sirve como más publicidad para SolCom y también vamos a hacer más publicidad sobre el punto de venta. De esta manera, su punto de venta y la publicidad sirve como una prueba de la estrategia de mercadeo.

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Publicity design for Sales Points

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Intern Analysis of and Recommendations for Sales Points

- **Scale of Need (Opportunity):**
  - Given the impoverished state and rural surroundings of many communities in the area, it is difficult for people to afford potable water, consistent electricity, affordable glasses, or stoves that do not produce as much smoke. Therefore, there is a large need for SolCom's services in this area. By advertising and
revamping the Fixed Sales Point, SolCom will be able to reach these community members.

- **Competition:**
  - There are other non-profit organizations that work with improving the quality of life and well-being of multiple Nicaraguan communities. Since organizations may have similar goals as SolCom, competition will naturally begin to arise.

- **Obstacles:**
  - Depending on the people that need these services, it may be difficult for some community members to access the Sales Point due to travel issues (distance, cost, etc.). While many communities are near her house by bus, many people have to ride horses or walk to the Sales Point in order to buy their products. Transportation is a financial investment that many community members may not be willing to make.

- **Indicators of Success (Empowerment) & Measurement Techniques**
  - An indicator of success for the Sales Point is the number of people who feel empowered to purchase services from the Fixed Sales Point. Since one of the empowerment metrics is “Taking Action,” SolCom will be able to measure the success of the Sales Point through keeping track of the number of people who come and the number of services sold. Hopefully, through coming to the Sales Point, community members will have a greater understanding of SolCom as an organization and will recognize the benefit of the service they purchased.

- **Recommendations for Implementation**
  - **Phase One - Location and Entrepreneur**
    - The first phase of implementing a Fixed Sales Point is finding a location. A good location is most likely in an area where there are many people who could benefit from SolCom’s services. Surveys should be done in communities to gauge interest. Once a location is found, it is necessary to find a person in a community who is willing to sell SolCom’s products from his or her house. SolCom should work to establish a trustful relationship with this entrepreneur, and the entrepreneur must be enthusiastic about SolCom’s services.
  
  - **Phase Two - Publicity**
    - Once the location and entrepreneur are secured, the Fixed Sales Point must be implemented. In order to gain clients at the Fixed Sales Point, publicity should be done in surrounding communities. While doing publicity and explaining what services are offered at the Fixed Sales Point, SolCom is increasing awareness by going from house to house. Furthermore, it is important to explain that the sales point is permanent and that community members can buy their products at any time.
  
  - **Phase Three - Operation**
    - Phase three of implementing a Fixed Sales Point is observation. It is important to observe how many people come to the Fixed Sales Point for a few months. This way, the SolCom team can measure the success of the Fixed Sales Point and can increase publicity or make any changes necessary in order to improve the Fixed Sales Point.