Social Enterprise Modeling: An Action Learning

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Abstract: This paper using the Action Learning (AL) approach aimed to develop a social enterprise model for Tribal community. Specifically to (1) Assess the action learning set and clientele's needs and poverty related circumstances (2) Model a tribal-community-based social enterprise and (3) Present the Lessons Learned in Action Learning.

The framework was developed that requires context/needs assessment of the learning set and clientele's circumstance prior to design of prototype training course and business plan. FGD was conducted to assess the action learning set's view. The Multi Poverty Assessment Tool (MPAT) was used to established data of poverty status.

On the SE Modeling, Four Phases of trainings were conducted. Towards the end of the action learning experiences, the SE model was drawn with assimilated forms and characteristics that made up the relative success of the modeling process. The Tribal community faithfulness and persistence to make better living through SE greatly matters in this development endeavor.

Social preparation such as training and organizing was found very essential in community-based social enterprise action learning initiative and the presence of an existing entrepreneur that would support the community-based enterprise hatching.

Key words: social enterprise modeling, tribal community, action learning approach

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1. Introduction

It is not easy to set and implement a social enterprise (SE). It challenges doers to discover always better and more suitable ways to solve or resolve the most critical and pressing social, economic, and environmental issues. The choosing of alluvial silt brick production tangibly addresses aspects of the above 4 stated issues. Broadly, poverty in various kinds is the bottom line of concern, whereby people lack empowerment or access to development opportunities, unemployment or lack of livelihood, huge siltation in Pulangi Dam that hampers power generation and services, and marginalization of tribal communities.

Based on review of literature, only few can tell how to set up SE, and these few can only express various ways drawn from their experiences. In contexts, experiences vary and what fits in one, may not work in another. Different SE types can suit various markets.

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Relatively, SE has been existing for long time now (Dees, 2001). He contended that language of SE is new, but the phenomena are not. There are wider ranges of activities that are labelled as SE and these cause confusion to practitioners. So, they develop their preferred designations that is why different classifications or types of SE are emerging.

In Philippines context, for example, the SE essential elements vary from each other. Their social aims and objectives differ, and therefore they vary in approaches and strategies. Coffee for peace in Davao City of the Peace Builders Community Inc., and Enchanted Farm of Gawad Kalinga Inc. are relatively good examples. The former stressed on quality of process from "crop to cup" strategy to qualify farmers products to fair trade. The latter's Enchanted Farm in Bulacan promotes Filipino or local ingenuity to create wealth to help the poor build their communities.

Various contexts require kinds, characteristics and methods in doing SE. This report as an action learning approach presents how learning personnel responded to the difficulties and challenges in modelling an ethnic community-based SE via alluvial Silt Brick Production and Services. Specifically, this describes the activities and processes as BUKGEMSE (The practicing entrepreneur) Inc. plans, acts, reflects, and resolve emerging organizational and business issues and concerns. In the end, the paper delineates the resulted form and characteristics of said Social Enterprise model.

1.1 Background

On the Philippines Poverty Reduction Goal, Social Enterprise development commends to be a way to create wealth in Makatao, Makabayan, Makakalikasan, and MakaDiyos (Pro human, country, nature and God) principle. These values led the author and partners to prioritize a venue/locale, community, and commodity that are fit for modelling SE. The alluvial siltation problem of Pulangi Dam offers an opportunity for the brick industry. If properly organized and managed, the opportunity can turn into livelihood or employment, farmer generation efficiency, community building, and categorically, poverty reduction.

The Philippines continues to experience environmental degradation due to deforestation, soil erosion, .and excessive use of land and resources. Flood waters carry precious fertile topsoil and deposit the silt along the river banks and dams. The siltation has resulted in a reduced water holding capacity and reduced power generation efficiency of hydroelectric dams. The Philippine National Power Corporation (NAPOCOR) estimated almost 26 million cubic meters of silt deposited inside Pulangui Dam (Figure 1). Every year NAPOCOR spends millions of Pesos dredging the silt from the dam and flushing it downstream into the river beds of Rio Grande de Mindanao, which causes level of two river to rise and endanger vast areas of farmlands, communities, and cities downstream.

The Sidlak Pinoy (Technology partner), Inc. has developed and patented technology that allows the company to convert alluvial silt into clay, the main raw material for making firebricks. This technology can reduce an amount of silt deposit in the dam. Thereby, it increases the water holding capacity of the dam, thus increasing the electric power generation capacity of the hydroelectric plant, improving the income of the poor, and making available strong but low-cost construction materials to local building industry.

The need of the target Tribal Community of Lantapan, for the socially friendly commodity for livelihood and who also expressed interest to be trained in brick making and brick layering prompted the introduction of silt bricks production by the partner technologist.
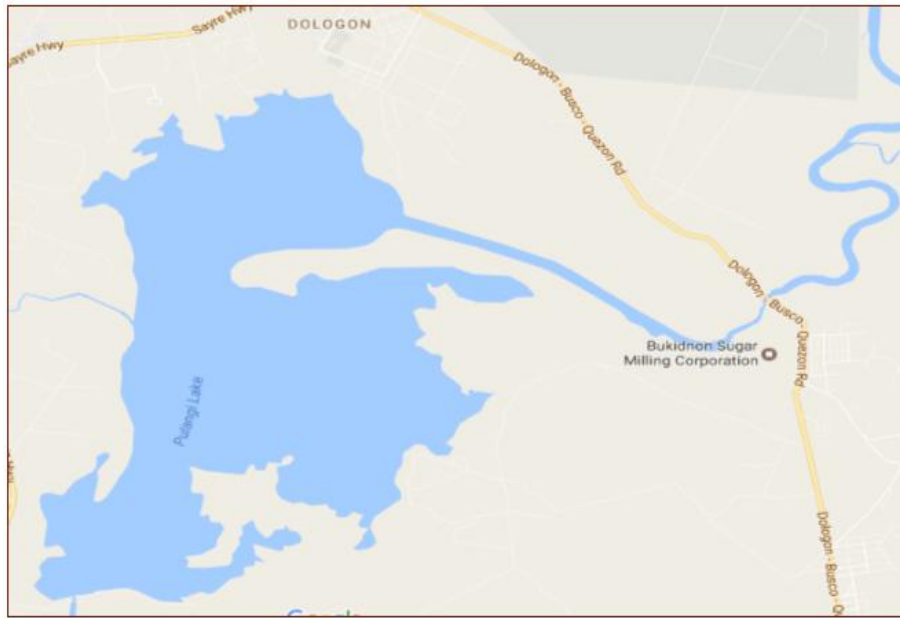
Figure 1   Google Map of the Pulangui IV Dam[1]

2. Literature Review

Understanding social enterprise (SE) entails synthesis and analysis of various context-based definitions, factors associated in its development, its forms, frameworks, Models, and all other experiences. The process importantly considers action learning as an exploratory approach in modelling SE.

2.1 Definition of Social Enterprise

Dees (2001) defines SE as a business that trades for a social purpose. The purposes are of equal importance to its commercial activities. Like any business, it generates income through sale of goods and services. Similarly, Social Enterprise Alliance (2012) states that SE is an organization on a venture that achieves its main social or environmental mission using business methods. Here, the social needs addressed by SE, and business models are as diverse as human ingenuity. Also relating to this meaning, is cited by Santos (2009) in Southeast Asia context-based definition that SE whether for-profit or not-for-profit, are small social ventures that simultaneously address unemployment, provide needed services, and protect the environment.

In Spain as another context, Defourny & Nyssens (2012) assert that SE is shaped by sets of criteria which are closely related to the social economy and the third sector and which help organizations to "position themselves within the galaxy of social enterprises". The third is composed of those private groups that emerged from citizen or social initiative under different forms that are guided by solidarity, common good social and non-profit principles that enhance the recognition and practice of social rights. To this sense of direction, Forfas (2013) says that SE can be not for profit organizations if it is driven by social objectives, separate from government, where at least part of the income generated is from trading activity, and the surplus is reinvested for social purposes. It is Irish government context, whereby a policy responds to the unemployment crisis and economic recession.

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[1] http://www.google.com.ph/maps/@7.7863833,124.9885893,13z.

In the emergence of development of SE sectors, Poon (2011) sees SE as social innovative addressing bottom of the pyramid issues, specifically on poverty, sanitation, and infrastructure. Such innovations should be characterized by profits, being a by-product of the innovating solution to problems. In contrary, Kerlin (2010) relates to this definition saying SE as an organization uses both non-governmental methods and market practices to address social problems.

Social Traders (2011) defines the SE broadly as an organization that is led or driven by economic, social, cultural, and environmental mission consistent with a public or community benefit. Thus SE trades to fulfil that mission by deriving a substantial part of its income from trade, and reinvest this. Surplus can fulfil their mission. So, typically SE success will be measured after achieving of the social, cultural, and environmental mission as well as its financial sustainability.

Based on above-stated definitions SE categorically has three forms, namely: employment business that provide training and support to marginalized groups; service-innovation-business that create or maintain services in direct response to socio-economic needs of the community; and income generating-business that generate profit to support community or clientele enterprise related activities.

2.2 Factors Associated with Social Enterprise

SE as an innovative solution to social problem, should be a comprehensive planning process in designing business plan (Cohen, Kohl, & Van, 2008). SE needs: (1) sufficient start-up capital and continuing resources to support them, (2) a preparation in a long process, allowing 3-4 years before an SE can recover its cost (Sua, 2010), (4) significant time and energy of doers to be invested (Cutler, 2005), and (5) passionate action from officers (Cohen, Kohl, and Van, 2008).

Other more factors associated with SE performance success are the interrelationships between money, people, community, resources, capacity and leaders, values, knowledge, culture, goals and vision. These aspects may work together or in opposition toward achieving the end goal of sustainable impact. Impact achievement requires enduring action and vigilance not only to remedy problems but to strengthen capacity (Demitri & Acter, 2009). Factors that contribute to SE failure are (1) Sustainability of ventures, (2) Complexities of SE to serve both social and financial priorities, (3) Goals for profit (Talbot, Tregiga, & Harrison, 2002), (4) Social priority that are not in the best long term interest (Seedco, 2007), (5) Decision to keep business afloat (such reducing staff salaries (Seedco, 2007).

At any rate, SE with various characteristics differ from those SEs with stronger social orientation, such as community-based enterprises having increased group members' bonding as social capital.

2.3 SE Framework and Frameworks

The following models and frameworks provide a reference to existing SE models as to how they work and achieve related success.

First is the "business in a box" reported by Cohen, Kohl, and Van (2008) which is the launching of business ventures from the organizational characteristics and dynamics that influence the manner of doing business. It asserts that organizational leaders who wish to maximize the success of their business ventures must explore what is "inside" the box (business and Context). Business fundamentals outside the box (assets and internal destructing forces) and the forces and dynamics within the organizational context result to impact of these ventures.

Second is Poon's (2011) Social impact Research Experience (SIRE) that emerged in very differing manners due to historical legacy of the region concerns as well as the existing legal and socio-cultural contexts. A variety

of different factors influenced the emergence of social enterprise sectors. These factors are: (1) those elements and requirements for SE to be rooted, (2) those forces or drivers for SE to emerge, and (3) those aspects that make SE mature and develop into an industry.

The third is the idea of revenue generation in the service of charitable activities. Although it is not a new concept, the contemporary application of SE phenomenon is new by having an aura of a "newly discovered" form of revenue for social benefit (Kerlin, 2010).

Other models cited by Alter (2007) of Social Enterprise are in Table 1 that briefly present their types, processes or ways, examples of activities and success.

Table 1   Models of Social Enterprise

Business Model	Services/process	Examples	Key Success Factors
Entrepreneur support	Sells business support to its target population	Microfinance organizations, consulting, or tech support service firm	Appropriate training for the entrepreneur
Market intermediary	Provides services to clients to help them access markets	Supply cooperatives fair trade, agriculture, and handicraft organizations	Low start-up costs, allows clients to stay and work in their community
Employment	Provides employment opportunity and job training to clients and then sells their products or services to the open market	Persons with disabilities or youth organizations that provides work opportunities in landscape, cafes, printing, or other business	Appropriateness of Job training and commercial viability
Fee for service	Sells social services directly to clients or a third-party payer	Membership to organizations, museums, and clinics	Establishment of appropriate fee structure vis a vis the benefits
Low-income client	Offers services to clients but focuses on providing access to those who couldn't otherwise afford	Healthcare (prescriptions, eyeglasses), utility programs	Creative distribution systems, lower production and marketing costs, high operating efficiencies
Cooperative	Provides members with benefits through collective services	Bulk purchasing, collective bargaining (union), agricultural coops, credit unions	Common interests/needs and solution of members as stakeholders, and investors
Market linkage	Facilitates trade relationships between clients and the external market	Import-export market research, and broker services	Process that does not sell clients' products but rather connects clients to markets
Service subsidization	Sells products or services to an external market to help fund other social programs. Integrates with the non-profit organization; their business activities and social programs overlap	Consulting, counselling, employment training, leasing, printing services, and others	Can leverage tangible assets (buildings, land, employees) or intangible (expertise, methodologies, or relationships)
Organizational support	Applies the external model where business activities are separate from social programs	Similar to service subsidization-implement any type of business that leverages its assets	Service subsidization
Autonomous diverse model of social enterprise	Features autonomy from the state (particularly in terms of financial support) which can in part encourage social enterprise earned income strategies	Non-government organizations or Foundations	Integrity of the agency and philanthropy greater role than in other models

2.4 Action Learning (AL) as Exploratory Approach to Model Social Enterprise

Action learning (AL) originates with Regenald Revans (1907-2003). Revan's pragmatic philosophy and commitment to experiential learning as applied in solving social and organizational problems. Action Learning is

part of a wider family of action-based approaches[2].

According to Miller (2003) leaders of organizations are seeking new ways to develop capacities to learn and re-learn. These require an approach to strategize facilitation of the implementation of an activity in the workplace to be effective. This can be done through action learning which is dynamic, where an action learning team meets regularly to address real issues and concerns through a structured and facilitated, process of action, reflection and action (Ruebling, 2007). It is a process that involves a small working group work on real problems taking action, and learning not as individuals only but as a team, and as an organization. It is particularly effective in addressing problems and learning at the same time how to resolve them even those which may appear unsolvable. It elevates the norms, the collaboration, the creativity and the courage of groups that solve problems of organization (World Institute of Action Learning).

There is no formal process that an organization can strictly adopt; however, Garvin (1994) provided some directions to those wanting to implement action learning in the workplace. He pointed to three stages that any attempted learning intervention should progress through: First is cognitive where managers should be encouraged to think differently, to explore and to share new ideas and new knowledge. The second is behavioural change where managers should be challenged to continue. Third is the improvement in organizational performance criteria which the organization uses to gauge success.

AL is then a process of mutual learning within small "sets" of managers, generally through application and reflection on workplace issues and problems. Thus, action learning can be a model of management that allows maximum learning from experience (Wick & Leon, 1993).

AL is similar to experiential learning. Dick (2000) described it as a process for drawing learning from experience that actually is taking place in an organization. It is structured and facilitated by a trained person.

All are cyclic in the process and they involve just 2 stages: action and reflection on an action. The goal is learning. AL is intended to improve practices and uses some intended changes as way for learning through reflection.

In summary, AL differs from the traditional learning approach in the way in which it is practiced.
1) Action learning uses actual cases of the organization.
2) Action learning is group-based.
3) Action learning focuses on learning about self, rather than on learning about others. Learning about others is a secondary outcome.
4) Action learning uses both expertise and questioning insight.
5) Action learning focuses on planning and implementing actions, rather than planning.

2.5 Conceptual Framework

Figure six (6) presents how the action learning team (ALT) explored the doing of social enterprise (SE). The head circle is the ALT, the emerging social entrepreneurs. At its left side are the, the core group composed of technology, culture, and extension experts serving as consultants, while at its right are the partnering/funding agencies.

The ALT does the cyclical activities in 2 contexts as delineated in the circles. First is the clientele/tribal group as trainees, and the other is its context as entrepreneurs. On the implementation, there are sub cyclical activities as

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[2] http://www.ifal.org.uk/origins.html.

built-in action learning.

Analyze-Design-Develop-Implement-Evaluate (ADDIE) model (Smith & Ragan, 2001) are adapted to delineate the stages of actions. The action learning basically are processes of the team's questioning insight, planning and implementing actions (Ruebling, 2007; Dees, 2000) on real problems, and the consideration of social priority and values of organization, especially in tribal or cultural identification (Seedco, 2017), and the element of social enterprise models (Dees, 2000).

Towards the end of the action learning experiences, the SE model is drawn with its assimilated forms and characteristics. These make-up the relative success of the modeling process.
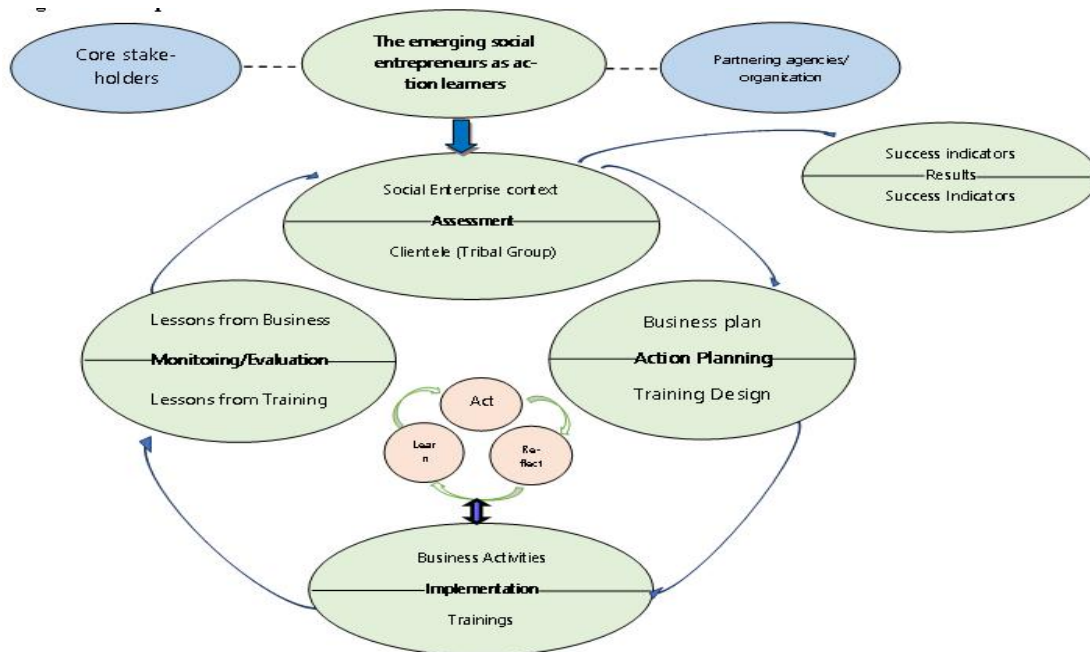

Figure 2   Conceptual Framework

2.6 Action Learning Objectives

In 2 years of social enterprise modeling, the action Learning set (ALS) will have:
1) Modelled a tribal-community-based social enterprise on brick production and services;
2) Assessed the action learning set and clientele enrolled in training in terms of their needs and poverty related circumstances;
3) Designed prototype training course and business plan as basis for implementation and learning;
4) Implemented training and business that allowed changes and revisions cum action learning.
5) Assessed the social enterprise performance based on assimilated forms and model elements against results.

2.7 Design and Methods

Towards the modeling and action learning objectives, the framework (Figure 2) requires context/needs assessment of the learning set and clientele's circumstance prior to design of prototype training course and business plan. The BUKGEMSE as implementers and action learning set assessed their readiness to do action learning in the modeling of social enterprise. A Focus Group Discussion (FGD) forum was conducted and the

members' views and appreciation to the voluntary assistance and material support they extended to the conduct of initial training on brick making and brick layering was noted.   Specifically, they were asked individually and verbally on the following:

(1) Do you like to continue the task of helping the community to build their own livelihood?

(2) How could you become a real and sustainable helper to them?

These 2 questions were positively responded by all members and followed-up with questions "can we be empowered to be so". That was the start of its action learning reflection process for decision, whereby the group decided to start-up the brick production enterprise as training/learning ground for them and their trainees. They also started addressing main concerns for resolutions during its regular and special meetings. They assessed their readiness to become the Action Learning Set (ALS) through FGD questionnaires. Also they assessed their trainees context through standard survey questionnaire of Multi-Poverty Assessment Tool (MPAT) of Cohen & Jason (2014).

The tool established the baseline data of poverty status of the clientele. Figure 3 shows the different dimensions of poverty that MPAT can measure. From here, the prototype training course and business plan were designed. These designs serve as guide to implementation.
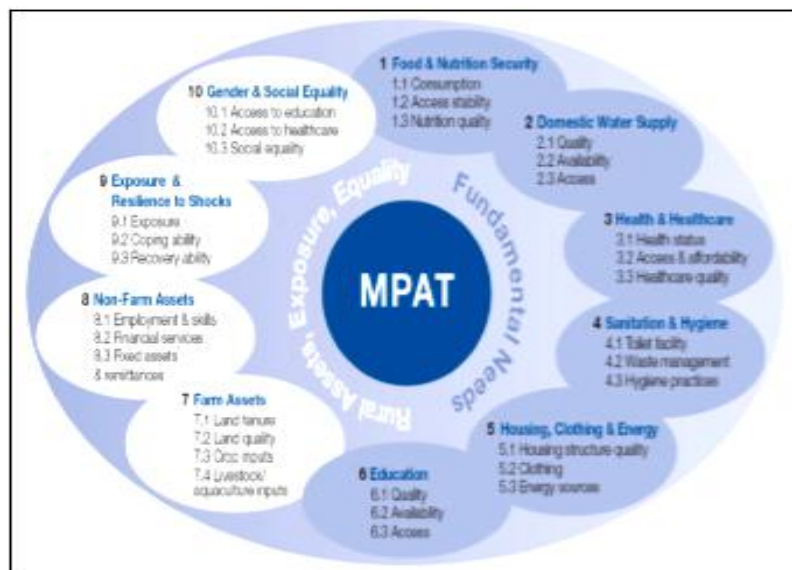

Figure 3   Indicators of the Different Dimensions of Poverty[3]

3. Implementation, Action Learning and Results.

The main cyclical stages of actions started with the assessment as presented in Figure 2 conceptual frameworks. Assessment of two (2) contexts were firstly conducted, followed respectively by action plans, main tasks, ways of implementation, and a respective sets of lessons learned. Problems and needs arising from the process and evaluation were coursed back to another cycle of assessment and so on. Those lessons relating to success moved towards the results, which was the last circle outside the cycle. The results reflect the kind of SE modelled.

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[3] http://ww.nuruinternational.org/wp-content/uploads/2014/02/MPAT.png.

The discussion followed the flow of the cycle and the sequence of headings.

3.1 Assessment of Trainees Context

The tribal members from Barangays of Lantapan, Bukidnon, and from one remote Barangay, Lilingayon of Valencia City represented the final 57 enrollees to the six (6) days Initial Training (ITs) on Bricks Making and Brick Layering. Table 2 shows their distribution. Songco which was the base of the training had the highest number of participants. Figure 4 presents the age distribution of the participants, as shown ages range from 15 years old to over 75 years old. The graph displays those participants with age around 20 are overly represented which is expected because they usually represent the surplus labor to the community who are not employed in the formal economy and not fully engaged in farming. The young adults were at the advantage because brick making requires physical strength. Few senior participants did not complete the training. Out of 57 trainees, only 52 received the certificates of completion from Sidlak Pinoy Inc. representing a success rate of 91%. Those who completed were interviewed to establish their socio-demographic profile using the Multi-Dimensional Poverty Assessment Tool (MPAT) with survey instrument translated and pretested by a Professor from Social Science Department who assisted in the profiling orientation of the enumerators and the actual conduct of the interview. Profiling results were consolidated and analyzed. The results were discussed with the stakeholders headed by the chieftain and explained the reasons behind the results.

Table 2   Distribution of Participants to Initial Trainings (Firebrick Making and Layering)

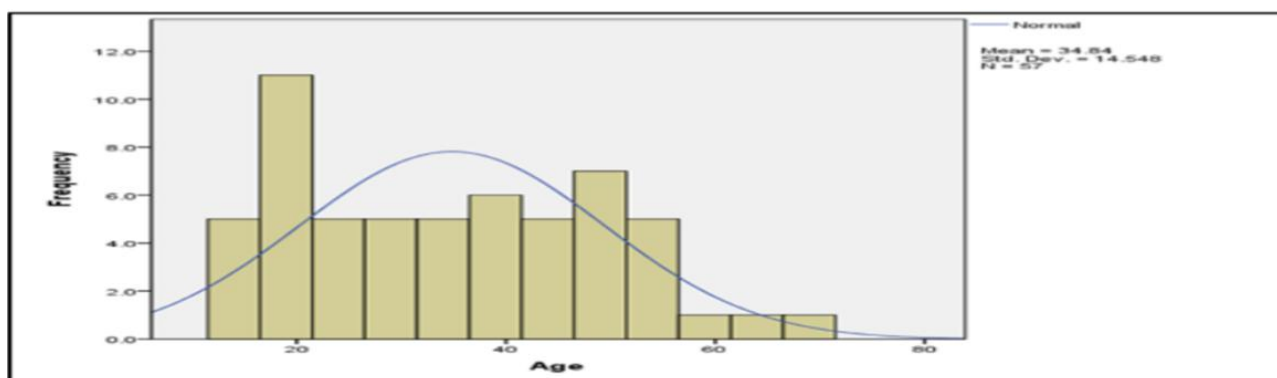| Barangay	Frequency	Percentage
Bantuanon	10	17.5
Basac	2	3.5
Kibanggay	7	12.3
Lilingayon, Valencia	8	14.0
Poblacion	11	19.3
Songco	19	33.3
Total	57	100.0

Figure 4   Age Distribution of Participants

3.2 Socio Demographic Profile

Table 3 shows the gender and marital status of the participants who became the respondents of the MPAT. 81% of the respondents were females, and only 19 were males. Women as majority were capable of making and layering bricks to make alternative livelihood. However, these women considered their husbands as the head of their households, except for the 11% whose husbands were deceased as separated.
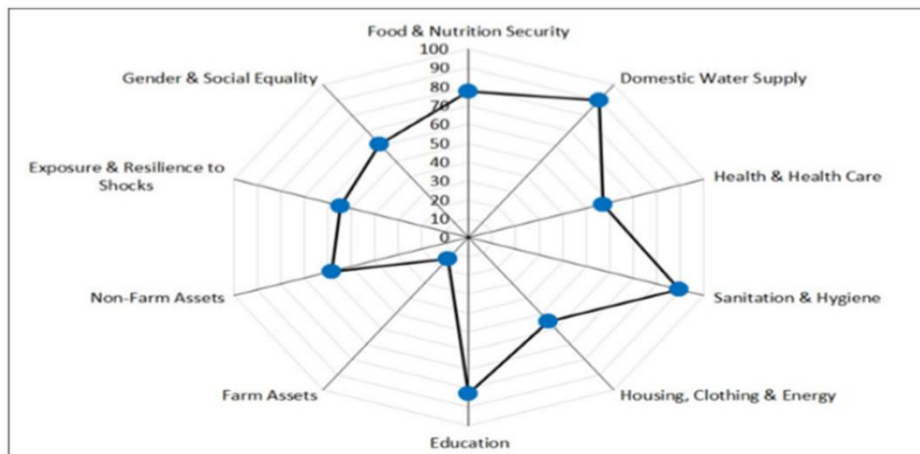
Table 3   Gender and Marital Status of Respondents

Gender statistics		%
Male respondents	9	17%
Female respondents	43	81%
Male Headed HHs	43	81%
Female Headed HHs	6	11%
Head of Households' Marital Status		
Married	36	68%
Single	8	15%
Divorced	1	2%
Widowed	4	8%

Note: HH = Household

Table 4 and Figure 5 show that respondents are doing fairly well regarding food and nutrition (90.8%) and sanitation and hygiene (80.1%). The community is doing relatively okay in the area of access to domestic water supply (61%); housing, clothing, and energy (66%), education (76%), and gender and social equality concerns (75%). Conversely, it means one-fourth to one-third of the Talaandig is experiencing difficulty in those areas coded in bolded.

Table 4   Muti-Dimensions of Poverty Among the Talaandigs

Scores across households	Average	[Min, Max]
Food & Nutrition Security	90.8	[67.3, 97.9]
Domestic & Water Supply	61.6	[10.0, 88.7]
Health & Health Care	**52.5**	[23.6, 100.0]
Sanitation & Hygiene	80.1	[27.9, 100.0]
Housing Clothing & Energy	65.7	[48.9, 85.4]
Education	75.7	[30.0, 100.0]
Farm Assets	**32.5**	[10.0, 100.0]
Non-farm Assets	**54.7**	[36.4, 91.1]
Exposure & Resilience to Shocks	**48.1**	[25.9, 61.8]
Gender & Social Equality	75.4	[28.4, 100.0]

Figure 5   Graphical Presentation of the Poverty Situation Among the Talaandig

The respondents considered themselves destitute in four indicators, namely: (1) access to health and health care, (2) farm assets, (3) resiliency to exposure to shocks, and (4) Housing, clothing and energy.

Part of the reasons they rated access to health and health care low is because they are far from the nearest provincial hospital. The cost of medical care is also beyond their financial capability. When a community member becomes ill, they rely on the expertise of local herbal or spiritual healers. For this reason, they consider the remaining forest as their living pharmacy because it is their source of free medicinal plants.

While the Talaandigs have access to vast tract of land in their ancestral domain, they rated their access to farm assets to be low because they lack farm implements, draft animals, and other necessary agricultural inputs that are needed to make the land productive. It is also partly a reflection of those whose parcel of land is rented out to agribusiness companies in the area. When the land is rented out, the owner will have to wait until the lease contract expires, which is typically effective between 10-15 years duration. Within the lease of agreement, the owner becomes a seasonal wage laborer.

Non-farm assets refer to skills and employability of community members outside their farm, access to financial services, and non-farm fixed assets and remittances. While there are many agribusiness companies in Lantapan such as banana plantations, poultries and piggeries, the household would be fortunate if there is one employed. Over 45% of the respondents reported to having no-farm assets. Thus, training on fire brick making and brick layering were a welcome opportunity for many of them.

The respondents coded red their exposure and resilience to shocks. It suggests that they are not disaster ready. It also suggests that they have very low coping and recovery ability in times of disasters and calamities.

3.3 Assessment of Learning Team's Context

As stated earlier, BUKGEMSE Inc. emerged as the Core Group's arm to lead the Social Enterprise (SE) development. In the 1980's, they were young ladies employed in various agencies in Lantapan, Bukidnon, who organized themselves as Lantapan Ladies Circle, a civic group. Their civic mindedness, ethnicity and being settlers made them friendly enough with the clientele. Five (5) of them are by blood belonging to tribal communities of Bukidnon.

Their incidental meeting with the Tribal Chieftain's and their active participation in training management team prompted the commendation of the Chieftain and the Technologist that these women group should continue as their SE arm. As such, they could be empowered as entrepreneurs to be capable to sharing their learning and services to the tribal community.

On this challenge, BUKGEMSE examined themselves as individuals and as a group that is tasked to lead SE project.

In the early stage, they met and assessed themselves of their readiness to become SE leaders. The President and Vice president for operation facilitated a focus group discussion (FGD) on this effect. Members were asked 2 questions as the chances of becoming real social entrepreneurs. "Yes" was a unanimous answer but with suggestion that they should undertake further training. So the facilitators followed up with individual questionnaires on their readiness to become learners as well as risk takers.

A self-assessment questionnaire was constructed by the facilitator to check the readiness of the team to become action learners on social enterprise development. The assessment was implemented during a follow-up meeting after the conduct of initial training on brick making and layering. All of the 10 members responded Yes to 8 questions while 2 responded No to two questions (Table 5).

Table 5   Answers to the Questionnaire

Questions	Yes Frequency	%	No Frequency	%	Remarks
1. I like doing something that both matters to me and the community.	10	100			
2. My team/friends allow experiences and activities for us to learn together.	10	100			
3. My team/friends can create ways to solve problems and needs.	10	100			
4. My team/friends are trustworthy.	10	100			
5. Every member understands and supports the vision on SE.	8	80	2	20	Not cleared of vision yet
6. The president/leader serves as facilitator in the implementation and learning processes.	10	100			
7. All members feel ready to take risks.	8	80	2	20	But with plan as basis. But with calculation.
8. Every member learns from mistakes or failures in tasks.	10	100			
9. Members practice mutual understanding.	10	100			
10. Every success is every members credit.	10	100			

The facilitator returned and presented the results immediately to the FGD team and asked them why highly "YES" for the answer. Common responses were "because we are friends, because we like to work together, because we want bonding again, and we want to make a meaningful living for our families and our communities".

3.4 Action Learning During the Training Phase

The core group: the author/facilitator, The Technologist and the Chieftain, discussed the basic needs and requirements of the Initial Training. They decided to come-up with prototype design that can guide the training implementation. During the implementation, the BUKGEMSE Inc. assisted in the management and facilitation of the training while other core group members served as resource persons.

The training aimed to develop skills among the tribal community on two (2) livelihoods: firebrick production, and brick layering resource and services. Eventually, these trainings will result to tribal community-based SE on firebrick production in Bukidnon. Specifically, it aimed to provide basic competencies on brick making and layering for tribal community members immediate and alternative off-farm livelihood while they are unproductive due to El Niño phenomenon.

3.4.1 PHASE 1: Initial Training

The BUKGEMSE Inc. initiated the program of activities based on the prototype design that guided the implementation of Initial Training (IT). Needs and concerns emerging in the process, such as travel, accommodation, meals and snacks were attended and provided by BUKGEMSE and Donors. The Tribal chieftain coordinated the participant's transportation and attendance. Also, served as resource person on cultural integrity as requirement to SE development. In this Phase trainees acquired basic skills and other competencies in brick making and brick laying. They Produce quality bricks at given standards on speed and correctness. They also layered regular, face, and broken bricks effectively and efficiently and demonstrated the values learned and shared in actual work setting

3.4.2 PHAE S2: On-the-Job- Training (OJT) Level 1

The top 12 performance ranking trainees in the Initial Trainings were qualified to undergo a one (1) month OJT at the partner Industry with financial allowance. Three (3) of them were men and were exposed to machine

operation, while the nine (9) women were exposed further to actual brick production, and construction brick layering. Two (2) assigned BUKGEMSE members including the facilitators served as their coordinators to follow-up their training experiences and needs. In this level, they trainees acquired further technical skills and machine operation as well as troubleshooting. They were able to produce bricks at community level and improved brick layering skills in actual construction

3.4.3 PHASE 3: On-the-Job- Training (OJT) Level 2

In this level the trainees acquired necessary competencies for entrepreneurial and managerial skills that qualified them to run their own brick social enterprise project. They were given training and workshop on business proposal preparation, and entrepreneurial and managerial capability building. They made their own project business proposal on individual or group brick production enterprise.

3.4.4 PHASE 4: Apprenticeship in the Vestibule School

Upon establishment of BUKGEMSE Brick production Project Site facility that serve as the vestibule school, the 12 OJT graduates were hired on per brick production-based pay and could earn according to the number of bricks they produce. In the vestibule school (the enterprise that approximates the real community social enterprise), the trainees were taught on how to run the home-based or community-based brick social enterprise project that exemplifies the basic principles and values behind social enterprise development as a social solution to social problem. The Trainees were monitored everyday as to their performance and check whether they are already ready to run and manage their own enterprise. Moreover they were taught on how to evaluate own (individual or group) performance in terms of return of investment, shared capital, profit, and community welfare as well as resolve problems, needs and concerns.

3.5 Monitoring and Evaluation

BUKGEMSE monitored the performance of the trainees daily by identifying their needs and solutions. For example on number of breakage or poor brick quality, they were reviewed on the proper positioning of body and handling of moulds and on criteria of quality that are speed and correctness. Other concerns were on attributes towards work and co-trainees which were discussed too.

At the end, BUKGEMSE evaluated the conduct of training by raising feedbacks on the contents, ways, and resources. Most of their comments rerate to the actual usefulness of knowledge and skills on brick making and layering. However, they also perceive the difficulty of replicating this learning to their own households or community. They saw the high cost of infrastructure to start up. BUKGEMSE considered this issue for intervention.

A solid organizational structure and business plan are part of a well-functioning business. It must have good organizational design that takes into account all of the functions, roles, responsibilities and goals that an organization has to undertake. They also delineate officers' task from each other, thereby overlaps or conflicts are avoided. The Organization structure group functions into different positions and divisions, and also create supervisory relationships and power structures for accountability. Typically, an organization expresses its designs in the form of organizational chart so that everyone involved in the business has clarity and understanding as to how the business works. On the other hand, Business Plan and Operating Plan describe how to structure a company and how to carry out processes and activities. The whole Action Learning workshop process was the conducted.

3.6 Action Learning Workshop on Organizational Design and Operation

The BUKGEMSE, Inc. had conducted series of action planning workshops that include the following:

1) Identifying and analyzing issues concerns and needs for resolution whereby the members expressed their lack of knowledge and skills in financial and marketing management.

2) Listing of goals and objectives to define and clarify what the business want to become. This also included listing of core values, excellent customer services, accountability, quality control, creativity and internal stability.

3) Designing organizational strategic planning workshop. The team analyzed its present business situation for an expected change and development of the future. From there members synthesized dreams for the organization and determined main ways to realize them. In this process they defined their organizational vision, mission and goals.

4) Inventory of current processes was also conducted together with specific task and functions. By given office posts, the officers led the action planning.

5) Developing a list of all tasks and functions that the company should perform. This included task to be done in a short term and task over a long term period. This was determined in the planning process.

6) Finalizing its organizational structure that captures each position as well as reporting structure. The team charted the organizational positions and flow of communication.

3.7 Action Learning Workshop on Operational Manual

All the preceding workshops led to the development of an operational manual a workshop was conducted. The Individuals composing each of the major functions of business such as Financial, Marketing, Organizational and technical were assigned of tasks to come up with their own policies, systems and procedures. rules regulations systems . Their drafts were submitted to the facilitator for consolidation and drafting.

Figure 6   BUKGEMSE Working With The Trainees in Actual Brick Piling and Firing Process

3.8 Key Lessons Learned

Social preparation for community-based social enterprise initiative, especially within local government agencies was relatively complicated. It entailed long bureaucratic protocols, persistent effort, and political influence to mobilize units, groups and individuals into meetings and decision especially so with this project that had no funding yet.

The first 6 months of the operation was barely spent protocol visits, and meetings with prospective stakeholders in the target Barangays. Decisions and commitments were affected and delayed by availability of funds, election ban, and other officially prioritized schedules activities.

When the Chieftain strongly expressed the community's need and interest to indulge in Brick Production as alternative livelihood. Hence, a quick decision to conduct orientation and initial training on brick production and layering was decided without other bureaucratic protocols. After one month, the facilitator with a core group conducted the training with the help of volunteers and donors. The semi-autonomous governance of tribal community as stipulated in the Indigenous Peoples Rights Act or IPRA Law manifested a participating bottom-up decision and action to initiate a livelihood project. Success of this was influenced by committed action of community, groups, and individual to work together. Other needs and concerns emerged in the process for resolutions and actions; most of these were on financial and materials needed.

Doing business particularly a social enterprise was really not that easy. However, the emergence of social entrepreneur, the BUKGEMSE manifested the challenges with commitments and passion to help tribal communities to empower themselves through their own livelihood project.

Factors that influence the initial success of the social enterprise modeling process were the leadership of the core group and the emergence of BUKGEMSE as entrepreneur and trainer. Most of all was the positive response of the tribal participants, and the active support of DOST and DTI.

Social enterprise on brick production was a new idea and venture for the community and partners. But with action learning as a tool employed by BUKGEMSE the emerging problems and concerns were being addressed and resolved.

Review of related literature on SE models element and experiences was done and consolidated. This review served as the reference to base indicators of SE model initial success, such as the SE model assimilated form, kind, and elements.

BUKGEMSE and tribal/settlers clientele faithfulness and persistence to make a better living through SE greatly matters in this development endeavour. Most of all the sustained friendship and solidarity of BUKGEMSE members made them come and work together happily to overcome difficulties.

Based on this experience, the social enterprise model can mature after 3-4 years of operation that can be tested again for its extent of equitable distribution in terms of income, and poverty index of the tribal community service clientele. The Multi-Poverty Assessment tool (MPAT) can again be considered as a tool.

4. Conclusion

The basic requirement to come-up with community-based Social Enterprise (SE) is the entrepreneur. BUKGEMSE Inc. emerged and became to be so. In four stages of training, the participants were learned and skilled with cultural values as a way of life, and with livelihood in brick making and layering in enterprise development and management, and in team building.

With the receptive tribal and settlers' community and agencies as working partners, BUKGEMSE was able to achieved the action learning objectives with the following results: (1) Put up the brick production facility for actual business operation and for social enterprise vestibule school; (2) Assessed, trained and graduated 52 trainees, majority of which were women (81%) from initial training, to on-the-job (51%), till the on-going apprenticeship in enterprise operation and management (28%); (3) Hired from trainees, 0ne (1) quality controller,

one (1) machinist, and 10 on-call brick makers; (4) Produced and marketed manually made bricks; (5) Negotiated with local socialized housing contractor supply of bricks and trained brick layers; (6) Decided with partner support the mechanized production of regular bricks. (8) Enrolled eight CMU Agri-business graduating students to its On-The-Job training; (9) modelled and evaluated a social enterprise on brick production and services in achievement of its form, kind, and characteristics.

This social enterprise has just begun. The Talaandig tribal community needs further technical and financial support to capacitate them to establish a community-run Brick Production facility. On the other hand, BUKGEMSE, Inc. as the action Learning set and established the vestibule school need the same technical and financial support that will sustain their capability building activities for the other six tribes of Bukidnon, and maybe later for other marginalized tribes in greater Mindanao.

Development authorities or agencies in Mindanao shall find a venue where they can dialogue with the tribal community leaders on how tribes can be assimilated in the poverty reduction program for inclusive growth. It is hoped that this tribal community-based social enterprise model can be recommended as a strategy to attain impact on poverty reduction in Bukidnon, and greater Mindanao.

Acknowledgements

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