

Training of Trainers' (TOT) Workshop

Youth Social Entrepreneurship

Islamabad, 15th to 17th October 2012

Workshop Report

Conducted by YES Network Pakistan

The TOT was attended by: Representatives of Agha Khan Rural Support Program, Abdul Wali Khan University and Hashoo Foundation



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1. List of Acronyms

AKRSP	Agha Khan Rural Support Program
AWKU	Abdul Wali Khan University
BE	Business Entrepreneurship
HF	Hashoo Foundation
MOU	Memorandum of Understanding
SE	Social Entrepreneurship
YES	Youth Engagement Services

2. Executive Summary

The Youth Social Entrepreneurship is an area based (Chitral) initiative of YES Network Pakistan and AKRSP. The initiative focuses significant efforts on youth's social entrepreneurship development through the training and engagement of local service providers to support local youth in acquisition of effective, appropriate, relevant social entrepreneurship skills and services.

In particular, the two key strategic decisions by YES and AKRSP under this initiative are:

1. Training of Local Youth-Serving Institutions in Social Entrepreneurship.

It is undertaken using a training of trainers' methodology for selected institutions, which will implement their learning through support of YES and AKRSP.

2. Engagement of Selected Institutions in Rolling Out the Concept of Social Entrepreneurship to Young People.

Engagement of local service providers in designing and implementing social entrepreneurship workshops and competitions using the material developed by YES Network Pakistan

As part of this cooperation, YES and AKRSP decided to build the capacity of two local institutions in the field of social entrepreneurship to deliver social enterprise development trainings to young people. It was also decided that the two institutions will be selected on the basis of their outreach, clout, credibility and physical and social infrastructure to launch the project activities in the field.

AKRSP identified two institutions i.e. Abdul Wali Khan University and Hashoo Foundation to work as advocates, planners, and trainers for young people, and contribute to achieving concrete results in the target area. Three representatives (one staff member and two young people (male and female)) from each institution were selected to participate in the three days training to trainer's workshop in Islamabad.

AKRSP and YES signed a MOU with the both the institutions to clearly spell out role and responsibilities of each partner. After signing MOU a training of trainer's workshop was organized by YES Network Pakistan from 15th to 17th October 2012 in Islamabad to technically assist HF and AWKU in launching the concept of social entrepreneurship in their target communities.

Mr. Ali Raza Khan, CEO of YES Network Pakistan, Mr. Fazal Noor, Country Director of Ashoka Pakistan, and Mr. Ambrose Shahid, Manger Program Delivery and Mr. Javaid Iqbal, Manger Operations, YES Network Pakistan conducted the training sessions.

In an effort to maximize the benefit from the training of trainers and to allow for cross-fertilization of ideas and learning, participants from University of Faisalabad working in the area of social entrepreneurship were invited to attend the workshop.

3. Retrospective

The AKRSP recognizing the need and urgency of engaging youth in meaningful activities requested YES Network Pakistan in year 2011 to sensitize and train their senior staff members on the youth engagement approaches. On the request of AKRSP, YES Network Pakistan organized a 6 days training workshop from 17th to 22nd June 2011 in Lahore. The purpose of the training was to sensitize, educate and facilitate AKRSP team to

undertake organized approaches such as service learning, youth social entrepreneurship and youth service to mainstream youth into the development process of Pakistan and to create innovative and supportive youth engagement programs to demonstrate the impact of youth-led development on youth and the society.

The outcome of the training was the incorporation of youth engagement approaches into the EELY program of AKRSP.

As a next step, it was decided by AKRSP to partner with YES Network Pakistan in facilitating and training local partners of AKRSP in designing and implementing youth engagement approaches. The recent 3 days training of trainers' workshop in Islamabad from 15th to 17th October 2012 was designed to introduce the youth engagement approaches to the partner institutions of AKRSP in an organized and systematic manner.

4. Training of Trainers' (TOT) Workshop

a. Workshop Objectives

The overall objectives of the TOTs Workshop on Social Entrepreneurship was to:

- Prepare a team of trainers in the Chitral;
- Guide training delivery in terms of content and process;
- Provide training inputs; and
- Build the capacity of the local institutions to develop, implement, support, and advocate for social entrepreneurship development.

The specific objectives of the TOTs were:

-Outreach--To provide training to two local youth-serving institutions in the field of social entrepreneurship

-Content – understanding why it is important to provide social entrepreneurship education and opportunities to youth

- Process – using action-oriented, participatory training methodology in the training

- Review – providing inputs on adapting the social entrepreneurship training package developed by YES for optimal use in the activities of the partner organizations

b. Workshop Programme

The training of trainer's workshop took place at Pak Continental Hotel in Islamabad from 15th to 17th October 2012.

Agenda: The agenda of the workshop was focused on following fundamental concepts:

- I. Defining Youth
- II. Youth Development Models
- III. Youth Development Outcomes
- IV. Defining Social Entrepreneurship
- V. Difference between Business Entrepreneurship and Social Entrepreneurship
- VI. Difference between Social Entrepreneurship and NGOs
- VII. Advantages of Social Entrepreneurship over Business Entrepreneurship
- VIII. Need of Youth Social Entrepreneurship
- IX. Inputs that promote Youth Social Entrepreneurship
- X. Social Enterprise Development
- XI. How Can Social Entrepreneurs and Government can Support each other?

c. Training Materials

The “Social Entrepreneurship Training Package and Manual” developed by the YES Network Pakistan constituted most of the workshop training materials. Additional handouts and materials were also distributed to the participants.

d. Workshop Participants

Trainees: The ten participants came from AWKU, HF and AKRSP. With a fair representation of men and women, all the participants displayed great enthusiasm to learn and apply the different concepts.

5. Workshop Methodology

The workshop was highly interactive with extensive sharing of participants’ experiences and knowledge. This training methodology was based on experiential learning theory and was participatory by design. The training focused on a learner-centered approach involving experience followed by a process of reviewing, reflecting, and applying what has been learned. Participatory methods kept learners active in the learning process. A wide variety of facilitation techniques was used – whole group discussion, brainstorming, nominal group technique, small group work, individual reflection, guided facilitation, short lecture and round robin.

This experiential and participatory approach was chosen to enhance effective skill transfer, to facilitate conceptual and attitudinal development, and to encourage appropriate changes in participants’ behavior. The experiential model helps people assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications.

6. Workshop Proceedings

Day 1

The workshop started in the morning of 15th October 2012 with a warm welcome to all the participants from Deputy Program Leader, Ms. Anum Waqar. She gave a snapshot of the training program. She also informed participants about the rules and regulations to be followed during the course of the training.

After the presentation, she introduced the Mr. Ambrose, Program Manager Delivery, YES Network Pakistan to the participants. He welcomed the participants once again and briefly introduced himself. After that he employed a very interesting way for the introduction of the participants. He asked every participant to write three statements about themselves, two of which are true and one of which is not true. He told the participants to write only statements they would be comfortable sharing with the group. All the three statements should sound true, because the goal is to fool the group about which one is a lie. This method helped to break ice and create a friendly environment. All the participants enjoyed the introduction method.

Rapid Assessment

After the introduction, a rapid assessment of the participants was made by popping up a few questions pertaining to the contents of the workshop. It was found out that all the participants (with the exception of AKRSP staff who had already attended a one week training of YES last year in Lahore) had no previous experience of participating in a social entrepreneurship workshop.

Pre-test

A pre-test was taken at the beginning of the workshop to measure the current level of participant's knowledge about youth social entrepreneurship so that discussion and lectures could match their needs and gaps.

Sr. No	Pretest Score (out of 60)
1	30
2	30
3	20
4	30
5	40
6	40
7	60
8	20
9	60
10	30

After the pre-test a participatory session was held on defining youth.

The facilitator shared with the participants that the age in which a person is considered a "youth", and thus eligible for special treatment under the law and throughout society varies around the world.

The facilitators shared the following definitions of youth:

According to United Nations General Assembly, "Youth are persons between the ages of 15 and 24 years."

According to the World Bank" youth comprises of persons between the age of 15 and 24.

According to the Commonwealth Youth Programme "young people are those who are between the ages of 15-29."

In Pakistan, Youth is defined as the population in the age group of 15 to 29 Years.

The Government of India officially defines youth as persons between the ages of 13 and 35 years

In Malaysia, Youth is defined as the population in the age group of 15 to 40 Years.

Youth is defined in Nepal as those aged between 16 and 40 years.

In Bangladesh, Youth is defined as the population in the age group of 15 to 40 Years.

In Singapore, Youth is defined as the population in the age group of 15 to 30 Years.

The facilitator shared with the participants youth development is a process, not a goal. Young people continue to develop throughout their lifetimes. Therefore, promoting youth development is an enduring, overarching purpose, not a goal that is ever finally achieved.

The facilitator highlighted the following stats regarding the youth population of Pakistan:

2/3rd of the population (68.36%) concentrated below the age of 30.

The 15-29 years old form 27.63% of Pakistan's population; described as the youth cohort. This size of youth cohort in 2008-09 has increased by 1.8 million (grown by 1.7% per annum) over 2006-07. More than 1/3rd of youth lives in urban areas and their share is expected to reach 50% by 2030. The proportion of female

population in existing youth cohort (15-29) is relatively higher than other cohorts except for 30-39 age group.

Compared to other growing economies of the region, Pakistan has a relatively large proportion (32%) of uneducated youth.

The next session was aimed at sharing different shifts occurred in the field of youth development over the last few decades. The facilitator shared following three models:

- I. Pevnetion Model: Focused on problems of youth
- II. Preparation Model: Focused on academic and skills development of youth
- III. Engagement Model: Focused on engaging youth to bring change in the society.

A group work was done to figure out benefits of youth engagement and costs of youth disengagement. The participants were divided into four groups. The participants shared the following key points:

Benefits of Youth Engagement	Costs of Youth Disengagement
Societal needs will be met	Increase in crime rate
Peaceful society	Increase in violence
Productive youth	Increase in terrorism
Confident young people	Economic loss
Well-connected youth	Increase in suicide rate
Law and order	Absence of peace
Political stability	Absence of development
Absence of youth exploitation and involvement in terrorism	Political instability

The next session focused on identifying desirable youth outcomes. It includes:

- I. Competence includes knowledge and skills that enable a person to function more effectively to understand and act on the environment. Competence enables a person to accomplish what he or she intends, provided external circumstances are favorable, or to adapt to circumstances to achieve as much as possible
- II. Character is what makes a person intend to do what is just, right, and good.
- III. Connections refer to social relations, especially with adults, but also with peers and with younger children
- IV. Confidence is the assuredness a person needs to act effectively. It enables a person to demonstrate and build competence and character in challenging situations
- V. Contribution means that a person uses these other attributes not only for self-centered purposes but also to give to others

The next session focused on identifying key inputs required to promote youth engagement. The following points emerged during the discussions:

Services: Services are the critical interventions needed to enhance the engagement of young people.

Opportunities: Opportunities are the vehicles that offer meaningful youth engagement and real ways to influence the world around them, nurture their interests and talents, practice and enhance their skills and competencies, and increase their connectedness to community.

Supports: Supports are the ongoing positive relationships that young people have with adults, peers, and organizations that provide the safety, structure, motivation, nurturing, and guidance to allow youth to explore, test, learn, grow, and contribute.

The next session focused on introducing the term “enterprise” to the participants.

The facilitator shared with the participants that enterprise is any activity that adds value to the society. Every enterprise aims at providing a product or a service to the society. There are two major types of enterprises. 1). Business Enterprises. 2). Social Enterprises. The business enterprises are launched to make a profit. Business enterprises offer goods or services with the objective of earning a profit. There must be many business enterprises operating in your community. These enterprises are either small or large businesses. Sometimes, it is launched and run by one person and sometimes it is owned and run by a family or partners who have no family relations. A person who opens up a roadside juice stand or a person who opens up a small food shop with the plan of generating profit can be referred as small businesses. The purpose of the business enterprises is to make profit. Profit means to earn more than you spend. It is easy to recognize small businesses than big businesses. Small businesses are operating in every market in the shape of shops, restaurants, repairing outlets, hairdressing salons, musical groups, designer workshops, dressmaker’s shops, etc.

On the other hand, social enterprises are launched to create a social impact by using earned income strategies. A Social Enterprise addresses social needs of the society through its products or services. Social Enterprise uses earned income strategies to pursue a double (social and financial) or triple bottom line (social, financial and environmental) objectives. Social enterprise is different from a non-profit organization as it does not rely on government or donor support. A Social Enterprise is a revenue-generating venture with supreme focus on social objectives. The earned income is reinvested for the fulfillment and advancement of the mission, rather than being driven by the need to share profit with its shareholders and owners.

The facilitator also clarified the difference between social entrepreneurship and social enterprise. The facilitator mentioned that social entrepreneurship

is the field and social enterprise is the institutional expression of it. The facilitator shared several definitions and examples of social entrepreneurship and social entrepreneurs with the participants. The facilitator also shared a brief history of the field of social entrepreneurship with the participants.

Moving on, the facilitator explained the similarities and differences between business entrepreneurship and social entrepreneurship.

Day 2

The day 2 of the workshop began with the recap of day 1.

The facilitator started the session on defining social entrepreneurs. The facilitator shared the following points:

A Social entrepreneur is an “Agent of Change” who works for the betterment of the society but not with charity driven approach rather he/she mobilizes other people in the society to take the responsibility of addressing their issues.

Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change. Rather than leaving societal needs to the government or business sectors, social entrepreneurs find what is not working and solve the problem by changing the system, spreading the solution, and persuading entire societies to take new leaps. (Taken Ashoka’s website)

The next session focused on identifying advantages that social entrepreneurs have over business entrepreneurs. A brainstorming session was held. Following thoughts were shared by the participants and the facilitator:

Social Entrepreneurs	Business Entrepreneurs
Can re-invest all the profits back into the business	Has to pay out dividends to shareholders
Can develop a highly motivated team of workers who may share ownership of the business and are committed to the social purpose	Workers are employees only
Has full support of the community who will be willing to help the business in many ways	Has no real connection with the community Workers are employees only
Have loyal customers who buy the added value of the social benefit being created	Customers have no long term loyalty
Creating benefits can also attract additional funding from donors who are also concerned about the problems being solved	No access to donor funding Rely on commercial loans only
The social purpose of the business can attract social investors who are happy to give loans at very favourable rates	Rely on commercial loans only

The next session focused on identifying the difference between NGOs and Social Entrepreneurship. The facilitator shared the following key insights:

Social Enterprises have a close connection with NGOs model as they are society-focused organizations. The biggest difference between Social Enterprises and NGOs is the source of their income. The NGOs rely only on donations and grants. The Social Enterprises pursue both earned and unearned income strategies. Social Enterprises are considered as “hybrid organizations” having doubled (social and economic) or triple (social, economic and environmental) bottom lines. The success and performance

of a Social Enterprise is measured by looking at the double or triple bottom lines. The success of non-government organization is measured on the social value delivered.

The next session focused on identifying ways of how social entrepreneurs and government can support each other for collective benefits. The facilitator divided the participants into small groups to brainstorm ideas about it. The groups and the facilitator shared the following points:

How can social entrepreneurs help government?	How can government support social-entrepreneurial initiatives?
Reaching out to those who are hard to reach.	Encouraging social entrepreneurs to innovate
Taking the heat off the government by experimenting new and bold initiatives	Creating enabling environments for their efforts
Leveraging public and private resources	Rewarding their performance
Providing low-cost services	Helping scale their successes
Creating new knowledge	Producing knowledge to help them solve social problems
Identifying new trends	Linking social entrepreneurs to potential or untapped resources
Meeting the unmet needs of the people	Purchasing their products/services

Then the facilitator held an open discussion regarding the ways of nurturing youth social entrepreneurship in the country. Following points emerged from the interactive discussion:

- I. Providing education, training and mentoring in the field of Social Entrepreneurship
- II. Providing networking opportunities to young people
- III. Offering financial support to young people
- IV. Creating platforms for sharing innovative ideas
- V. Engaging policy makers and funding institutions
- VI. Mobilizing the academic community to start Social Entrepreneurship education
- VII. Conducting research in the field of Social Entrepreneurship
- VIII. Sensitizing and engaging media for the promotion of youth Social Entrepreneurship

The last session of day two focused on giving an overview of the process of social enterprise plan development. The facilitator shared with the participants that a social enterprise has following components:

- I. Problem statement
- II. Mission and vision
- III. Theory of change
- IV. Solution
- V. Social impact
- VI. Team
- VII. Financial Summary

The facilitator explained each component in detail.

Day 3

The day 3 of the workshop started with recap of the previous day. The facilitator divided the participants into three teams to develop a social enterprise plan in the light of the last days' learning. The purpose was to gauge the learning process that how well the participants had grabbed the process of social enterprise plan development because these trainers are supposed to implement and promote youth social entrepreneurship in Chitral, through continued sessions with in-school and out-of-school young people.

AKRSP Team

The team members identified that youth is falling victim to depression and frustration. The major reason was found to be lack of opportunities, skills and counseling. The group worked for problem solution.

Problem:	High trend of suicide & lack of skills in youth
Vision:	Minimization of suicidal incidence & enhance youth's skills and expertise
Mission:	Provide counseling & skill development services
Theory of change:	Through awareness, capacity building & sensitization
Solution:	Services will be provided on skills, psychological counseling & future planning
Social Impact:	Youth will be equipped with skills, opportunities of employment, positive thinking
Team:	Psychiatrist, volunteers & trainers
Financial Summary:	Rs. 40,000

Hashoo Foundation Team

The group discussed and prepared development plan for getting rid of environmental pollution. The team identified the causes and came up with solutions and remedies.

Problem:	Use of plastic bags is causing threat to the environment, human health
Vision & Mission:	To save our environment, human life and all kind of living beings from the hazards of plastic bags.
Theory of change:	We want to replace plastic bags with cloth bags Through awareness, capacity building & sensitization
Solution:	A group of three or four individuals with the required skill could be engaged in making and marketing cloth bags to protect the environment and also to generate income.
Social Impact:	Better health, better Environment, pleasant psychological effect
Team:	3-4 youngsters
Financial Summary:	32,700 (including stitching machines, cloth, threads, scissors & Misc.)

Abdu Wali Khan University Team

The third team designed an activity plan to improve the condition of Chitral by ensuring a disease free environment. The team proposed of recycling the solid waste material to ensure clean atmosphere.

Problem:	Environmental Pollution
Vision & Mission:	Disease free Chitral
Theory of change:	Solid waste products should be recycled to ensure cleaner environment and disease free area Development of toys and decoration pieces with waste materials.
Solution:	
Social Impact:	Healthy environment, Healthy people and Healthy lifestyle
Team:	Community youth
Financial Summary:	1,000 (including Glue & paints)

The next session of the workshop focused on providing an orientation on the role and responsibilities of each partner involved in the project in carrying out future activities pertaining to the project. The YES team also shared the training material kit and bag prepared for the master trainers to use during the sessions with young people in their communities. The kit includes following materials:

- I. A banner of the workshop with logos of YES and AKRSP
- II. Baseline surveys forms
- III. Orientation material
- IV. Evaluation forms
- V. Idea submission forms
- VI. Training manual
- VII. A book on social entrepreneurship

7. Best Practices

At the conclusion of the event, 3 students along with a teacher (an ambassador of YES for Social Entrepreneurship Program) from the University of Agriculture, Faisalabad was invited to share their experiences of implementing a very successful social entrepreneurship project at their campus. These students had recently completed 3 days social enterprise competition successfully. They shared their experiences of social enterprises. Their projects had benefitted the people within their regions. Purpose of sharing their views and experience was to motivate the batch just got trained. Participants of the workshop questioned the students about their enterprising experiences and the mechanism they applied. Their presence was truly an inspiration for the learners.

8. Outputs and Outcomes

- ✚ A core group of potential trainers on social entrepreneurship trained
- ✚ The awareness of trainees on social entrepreneurship was raised
- ✚ Comprehension of the difference between business entrepreneurship and social entrepreneurship was developed among trainees
- ✚ Knowledge of trainees on social enterprise plan development was enhanced
- ✚ The exchange of knowledge and skills amongst the participants, trainers, and other volunteers was a visible positive outcome of the training

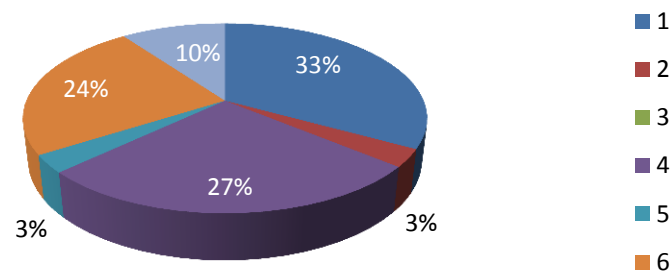
9. Posttest

The facilitator conducted a posttest at the end of the workshop. The findings of the posttest are given below:

Sr.No	Pretest Score (out of 60)	Post test score(out of 60)	Improvements in Numbers	Improvements in percentages
1	30	50	20	33.3%
2	30	60	30	50%
3	20	60	40	66.7%
4	30	60	30	50%
5	40	50	10	16.7%
6	40	60	20	33.3%
7	60	60	-	-
8	20	60	40	66.7%
9	60	60	-	-
10	30	60	30	50%

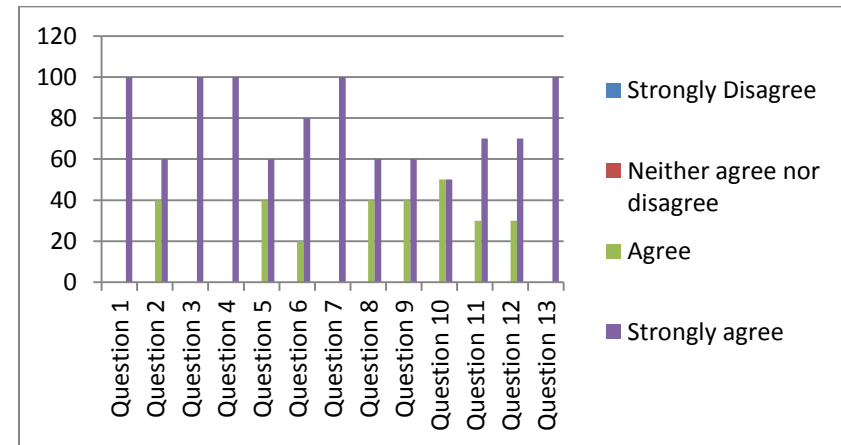
Evaluations

Reasons for attending the workshop



SCALE

1. Person facilitating the workshop
2. Arrangements
3. Date and time of workshop
4. Workshop topic
5. Length of workshop
6. Description of teaching/learning methods to be employed
7. Others



Question 1: The facilitator(s) were well organized

Question 2: The facilitator(s) made good use of the time allotted

Question 3: The facilitator(s) seemed knowledgeable about the topic

Question 4: The facilitator(s)' presentation style was effective in helping me learn

Question 5: The teaching/training methods used were appropriate for the audience

Question 6: The materials provided will be useful to me

Question 7: I enjoyed the workshop

Question 8: I understood the concepts as presented in the workshop

Question 9: The workshop improved my understanding of the topic

Question 10: The workshop improved my ability to utilize skills related to the topic

Question 11: The knowledge and skills I learned will be useful to me

Question 12: I would recommend this session/workshop to others

Question 13: I would attend other workshops offered by these facilitator(s)

10. Views of the Participants

ZUBAIDA: I had an excellent experience. By attending this workshop, I have improved myself. It has influenced my way of thinking. Now I feel myself more able and apt to carry out challenging tasks.

SADIQA: Youth social entrepreneurship was totally a new concept to me. When I learnt about the success stories of students from Faisalabad, I was really moved. This workshop has really inspired me a lot.

HUSSAIN: I have no words to explain my gratitude to YES Network Pakistan. I am grateful to YES Network Pakistan that they have introduced this concept in Pakistan. I feel myself obliged to be a part of it. The knowledge I have gained in these three days is extraordinary.

NIGHAT: This workshop has helped me clear a lot of concepts. I will benefit others with all the learning I have gained from here.

FARAH: It was a wonderful experience. I was a little confused about the workshop before coming here but when the workshop was started, my view point was changed by all the learning I got from here. I will try my best to transfer my knowledge further, ahead.

EJAZ KARIM: I was in Washington when somebody told me that Mr. Ali Raza Khan was working on this concept in Pakistan. I was really fond of attending his training session. Now that I have learnt it all, I am quite excited about this concept and about spreading it further.

ASAD ULLAH KHAN: I would work as a social agent for this project. I will utilize all the learning and skills I gained and learnt here. I will try my best for social improvement. I am thankful to YES Network Pakistan.

HAQ NAWAZ: I will play my part in the best way possible and will transfer this social entrepreneurship knowledge to youngsters. Thanks to YES and partnering organizations, I am quite motivated.

SHAMS WALI KHAN: I had a great experience. The workshop was so informative and interesting. I am very glad to participate in the training. This concept has inspired me to do something for the youth of Pakistan.

SAMINA: I am very much motivated because it was an extraordinary experience. I will definitely carry it forward.

11. Conclusion and Future Steps

The participants expressed their profound gratitude to the YES Network Pakistan for the support in organizing the workshop. They noted that the workshop has strengthened their knowledge on social entrepreneurship. They said the training was a huge success as it sought to address key gaps in their knowledge. However there were expressions of regret about the duration of the training workshop. It was felt that future workshops should be of a week's duration to deepen their knowledge on social entrepreneurship further. They were also very appreciative of the methods used by the facilitators. They said, the participatory approaches used at all levels of the training had invigorated them and enhanced their willingness to acquire knowledge. New horizons had opened up for them about the subject of social entrepreneurship. They therefore pledged their commitment to utilize the skills and knowledge acquired in training others to become empowered on social entrepreneurship as well.

Taking into account that there was only recent exposure to skills and knowledge on the part of the participants social entrepreneurship concepts and tools, it was agreed that it would be critical for the project to provide

further support to the local partners in conducting the training through technical assistance and observing.

Follow up activities in the target locations would benefit from readjusting the material to the appropriate knowledge-base on social enterprise development. Follow up meetings will be scheduled with the relevant project staff regarding the lessons learned for these specific contexts.

