



ADVANCE

Findings from the Stakeholders Meeting and Survey in Tanzania



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1.0 Introduction

This report presents findings from stakeholder meetings and a survey conducted in Tanzania to assess core competencies in social innovation entrepreneurship through postgraduate education in East Africa.

The report, prepared by Mkwawa University College of Education (MUCE), involved consultations with stakeholders from various sectors, including universities, business development organizations, and SIDO staff, at MUCE and Mzumbe University.

The report highlights essential knowledge, skills, and attitudes for impactful social entrepreneurship, emphasizing collaboration, adaptability, ethical considerations, and the leveraging of AI. The ADVANCE project initiative was well-received, with participants finding the Competence Profile timely and relevant.

The survey, targeting various stakeholders in Tanzania, utilized Likert scale questions, open-ended questions, and scenario-based questions to evaluate entrepreneurial competencies, social impact awareness, financial and operational management, leadership and communication, and personal resilience.

Key findings cover entrepreneurial competencies, social impact awareness, financial and operational management, and knowledge and innovative skill testing for entrepreneurs.

The report concludes with collective knowledge gained from an open-ended questionnaire, addressing social problem identification, alignment with community needs and ethical considerations, financial and operational challenges, leadership skills, successful partnerships, and motivations for working in social entrepreneurship.

2.0 Stakeholders meeting

2.1 MUCE and SIDO (Iringa)

A stakeholder consultation meeting was co-organized by Mkwawa University College of Education (MUCE) and the Small Industries Development Organisation (SIDO) in Iringa on Tuesday, 6th May 2025.

The meeting took place at the MUCE campus and involved **30 participants** representing various sectors, including universities, Business Development Service Providers (BDSPs), SME hubs, entrepreneurs, government authorities, and SIDO staff.



Plate 1: Stakeholders meeting events conducted at MUCE campus

2.2 Mzumbe University

A meeting was convened on 12th June 2025 at the Mzumbe University Administration Building. It was attended by **23 participants** from various organizations, including Aroma Spices, Morogoro Municipal Council, Mzumbe University, SIDO-Morogoro, Sokoine University of Agriculture, SUBO Financial Service LTD, SUGECO and Muslim University.



Plate 2: Stakeholders meeting events conducted at Mzumbe University

2.3 Results of both stakeholders' meetings

2.3.1 Knowledge, Skills, and Attitudes

The stakeholder consultations at both Iringa (MUCE/SIDO) and Mzumbe University generated discussions around the knowledge, skills, and attitudes necessary for impactful social entrepreneurship.

2.3.1.1 Knowledge

Stakeholders agreed that social entrepreneurs should possess knowledge in several areas. This includes:

- Understanding of the specific project, community, and environment they aim to serve.
- Financial literacy, markets, and compliance with rules and regulations governing their businesses.
- Digitalization and social issues.
- Knowledge of the specific problem being addressed to allow for targeted solutions.

2.3.1.2 Skills

Participants highlighted the importance of skills such as:

- Leadership and communication.
- Problem identification and solving, and analytical skills.
- Time management and technical/managerial skills.
- Networking and capital acquisition.
- Skills in social entrepreneurship to build sustainable ventures.
- Communication and interpersonal skills to engage stakeholders.

2.3.1.3 Attitudes & Personal Qualities

Beyond technical skills, a strong foundation of personal qualities was emphasized. This includes:

- A clear vision, passion, and sense of purpose.
- Commitment, focus, and a long-term mindset.
- Creativity and innovation, willingness to learn and adapt, and open-mindedness.
- Risk awareness and management, resilience, and flexibility.
- Teamwork, delegation, and personal agency.
- Adaptability to changing circumstances.

2.3.1.4 Overarching Themes

- The importance of collaboration and partnership-building was consistently raised.
- Adaptability, willingness to experiment, and comfort with failure were acknowledged as vital for innovation.
- Ethical considerations, inclusivity, and cultural sensitivity are crucial for social businesses to be fair and beneficial to all stakeholders.
- Leveraging AI for data analysis and operational efficiency, fostering partnerships, and cultivating resilience are important for social entrepreneurs.
- A strong internal drive, coupled with the readiness to spot new opportunities, is essential for innovation.

2.4 Evaluation of the stakeholders' meetings

2.4.1 Overall Impressions

The ADVANCE project initiative was well-received, with 95% of participants expressing appreciation. The Competence Profile was considered timely and relevant to the East African context, and discussions were engaging and informative with a good balance between theory and practical application.

2.4.2 Competence Profile Feedback

- **Comprehensiveness:** Most participants (83.3%) found the draft profile comprehensive and well-structured, while 16.7% suggested including digital and financial literacy for social entrepreneurs.
- **Contextual Relevance:** Emphasis was placed on localizing competencies to reflect the specific socio-economic and cultural dynamics of East Africa, with suggestions to add examples or case studies from local enterprises.

- **Soft Skills & Attitudes:** Recommendations were made to explicitly include resilience, adaptability, and ethical leadership in the profile.

2.4.3 Methodology and Curriculum Design

Participants recommended a stronger focus on experiential learning, such as field attachments and incubation programs, and interdisciplinary approaches integrating technology like AI, policy, and community development aspects.

2.4.4 Potential for Collaboration

All participants expressed interest in further collaboration with the ADVANCE project, particularly in curriculum development, piloting modules, or hosting students.

2.4.5 Concerns and Suggestions

Concerns were raised regarding the implementation strategy, incorporation of stakeholder feedback, physical and non-physical facilities to support the new course, and the program's inclusivity and accessibility to grassroots innovators and rural communities.

2.5 Dissemination of the stakeholders' meetings

Stakeholder meetings regarding the ongoing ADVANCE project were promoted through the respective university websites to enhance public awareness. This included announcements on the MUCE website, which can be viewed at the following link: [MUCE Hosts Stakeholder Consultation Meeting for the ADVANCE Project](#).

3.0 Survey findings

3.1 Methodology

A questionnaire was deployed online via Google Forms to gather information assessing the core competencies in social innovation entrepreneurship through postgraduate education in East Africa. The questionnaire targeted various stakeholders in Tanzania.

The questionnaire included a combination of question types to comprehensively evaluate different facets of social innovation entrepreneurship competencies:

- **Likert Scale Questions:** These questions used a Likert scale to assess respondents' self-perceived proficiency in various entrepreneurial competencies, social impact awareness, financial and operational management, leadership and communication, collaboration and networking, personal resilience and adaptability, and attitudes and personal attributes.
- **Open-Ended Questions:** These questions provided opportunities for respondents to elaborate on their experiences, approaches, and challenges related to social innovation and entrepreneurship. They explored specific instances where respondents identified social problems, developed innovative solutions, ensured alignment with community needs and ethical considerations, and overcame financial or operational challenges.

- **Scenario-Based Questions:** These questions presented hypothetical scenarios to assess respondents' decision-making and problem-solving skills in situations relevant to social entrepreneurship.
- **Demographic Questions:** The questionnaire also collected general information such as stakeholder category, country of residence, gender, age group, and years of engagement in social entrepreneurship, education, or policy. This data allowed for analysis of responses across different groups.

3.2 Results

3.2.1 Demographic characteristics

3.2.1.1 Stakeholder Category

The predominant group of respondents identified themselves as social entrepreneurs, representing **39.6%** of the total. Following this, **26.4%** were University faculty or administrator. NGO were represented by **6.6%** of people, and smaller proportions included agripreneur and private business owner who both were represented by **0.9%**.

The significant presence of social entrepreneurs suggests a vibrant ecosystem focused on addressing social issues through entrepreneurial means. This may encourage stakeholders to develop more initiatives that support social entrepreneurship, such as funding opportunities and training programs. The low representation of investors (**8.5%**) indicates a potential gap in funding that could hinder the growth of innovative ventures, suggesting that efforts are needed to attract investment towards social enterprises.

Table 1: Showing entrepreneurship category of the respondents

Entrepreneurship category	Frequency	%
Agripreneur (Has avocado primary producer)	1	0.9
Bank employee and businessperson	2	1.9
Business incubator representative	8	7.5
Entrepreneurship & Agribusiness consultant	1	0.9
Investor or funder	9	8.5
NGO representative	7	6.6
Policy maker or government official	5	4.7
Private Business Owner	1	0.9
Social entrepreneur	42	39.6
Student	2	1.9
University faculty or administrator	28	26.4

3.2.1.2 Country of Residence

An overwhelming **96.2%** of respondents hailed from Tanzania, indicating a strong local participation in the survey. This high percentage shows the concentration of entrepreneurial activity within Tanzania, reflecting the relevance of local context in shaping entrepreneurship. It also underlines the necessity for tailored policies and support systems that resonate with the specific socio-economic challenges and opportunities within the country.

3.2.1.3 Gender

The gender distribution among respondents indicates that **54.7%** were female, while **45.3%** were male. The higher percentage of female respondents suggests growing female representation in the entrepreneurial landscape, especially in social entrepreneurship. This trend could influence funding bodies and policymakers to design initiatives that further empower women in entrepreneurship, fostering an inclusive ecosystem that leverages diverse perspectives for innovation and growth.

3.2.1.4 Age Group

The age demographics reveal that **42.5%** of respondents fell within the **25-34** age bracket, making it the largest segment. Other represented age groups included **23.6%** aged **18-24**, **22.6%** aged **35-44**, **10.4%** aged **45-54**, and a **minority** aged **55 and above**.

The predominance of younger entrepreneurs suggests that fresh, innovative ideas are likely driving social enterprise initiatives. This demographic may be more adaptable to new technologies and market trends, which can lead to dynamic shifts in the entrepreneurship landscape.

Encouragingly, programs aimed at mentorship and capacity building for younger entrepreneurs may foster stronger networking and collaboration, enhancing overall impact.

3.2.1.5 Entrepreneurship Duration

Almost half of the respondents (**50%**) reported having engaged in social entrepreneurship, education, or policy within **1 -3 years**. Other durations included **19.7%** with **4 - 7 years**, **17%** above **8 years**, and **13.2%** with less than **1 year** of experience.

The data indicates that 50% of respondents have been engaged in social entrepreneurship, education, or policy for 1-3 years, highlighting a significant influx of relatively new participants in the sector. This suggests that there is an emerging generation of entrepreneurs eager to drive social change, which can lead to dynamic innovation and fresh ideas. However, the fact that only 17% have more than 8 years of experience raises concerns about the depth of mentorship and guidance that can be offered to the newer entrants.

Moreover, the representation of just 13.2% with less than 1 year of experience suggests that while there is a promising number of new entrepreneurs, they may face challenges in building networks and gaining credibility in the field.

This underscores the importance of structured support systems and mentorship programs tailored to bridge the experience gap. Targeted initiatives aimed at fortifying the skills and confidence of newer entrepreneurs could enhance their prospects for growth and sustainability, ensuring a robust future for social entrepreneurship in the region.

Table 2: Showing demographic variables of the respondents

Variable	Frequency	%
Gender		
Male	48	45.3
Female	58	54.7
Age group (Years)		
18-24	25	23.6
25-34	45	42.5
35-44	24	22.6
45-54	11	10.4
55+	1	0.9
Entrepreneurship Duration		
< 1 year	14	13.2
1 - 3 years	53	50.0
4 - 7 years	21	19.8
8+ years	18	17.0
Country of Residence		
Kenya	2	1.9
Tanzania	102	96.2
Zambia	2	1.9

3.2.1.6 Entrepreneurial Competencies

The data suggests the following regarding entrepreneurial competencies:

- A significant number of respondents agree or strongly agree with statements related to:
 - Developing and implementing strategic plans to bring entrepreneurial ideas to life.
 - Comfortability in taking calculated risks in uncertain environments.
 - Balancing social impact goals with financial sustainability.
- Skills in recognizing opportunities for business models that create social impact.
- Identification of pressing social issues and developing innovative solutions.

This indicates a general agreement and acknowledgment of the importance of these competencies among the surveyed respondents.

Implications for Entrepreneurship

- **Strategic Planning:** Entrepreneurs recognize the necessity of developing and implementing strategic plans for translating ideas into reality.
- **Risk Tolerance:** Acknowledgment of the need to be comfortable taking calculated risks, which is inherent in uncertain entrepreneurial environments.
- **Social Impact and Sustainability:** The importance of balancing social impact with financial sustainability highlights a move towards creating ventures that are both profitable and beneficial to society.
- **Opportunity Recognition:** Entrepreneurs need to identify opportunities for business models that generate social impact, indicating a shift towards social entrepreneurship.

- **Innovative Solutions:** Recognizing and addressing pressing social issues is critical for developing innovative and impactful solutions, suggesting a focus on ventures that solve real-world problems

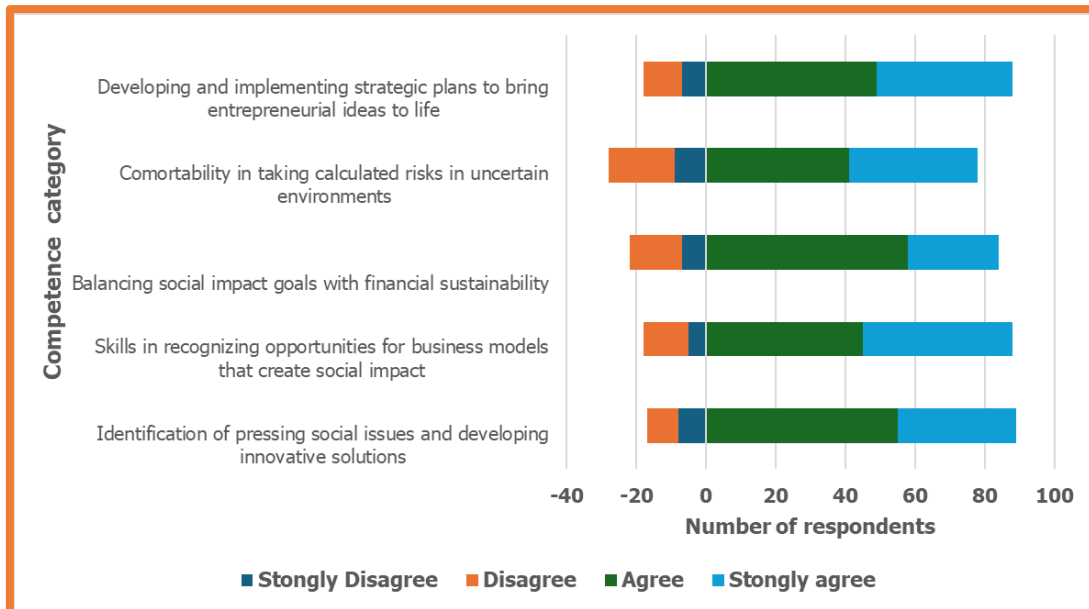


Figure 1: Entrepreneur competencies results based on 106 respondents

3.2.2 Social Impact Awareness

The data suggests the following regarding social impact awareness among entrepreneurs:

- A significant number of respondents agree or strongly agree with statements related to social impact awareness, including:
 - Comfortability in taking calculated risks in uncertain environments.
 - Skills in recognizing opportunities for business models that create social impact.
 - Identification of pressing social issues and developing innovative solutions.
 - Effectiveness in measuring and communicating the social impact of their initiatives.
 - Considering ethical considerations and social justice principles in the decision-making process.
 - Engaging with stakeholders to understand their needs.
- This indicates a strong awareness and commitment to social impact among the surveyed entrepreneurs.

Implications for Entrepreneurship

- **Socially responsible ventures:** Entrepreneurs are increasingly focused on creating businesses that address social problems and contribute to the well-being of society.
- **Stakeholder engagement:** Understanding and responding to the needs of stakeholders is crucial for building successful and sustainable social enterprises.
- **Ethical decision-making:** Entrepreneurs are prioritizing ethical considerations and social justice in their business practices.

- **Impact measurement:** The ability to measure and communicate social impact is becoming increasingly important for attracting investors, customers, and partners.

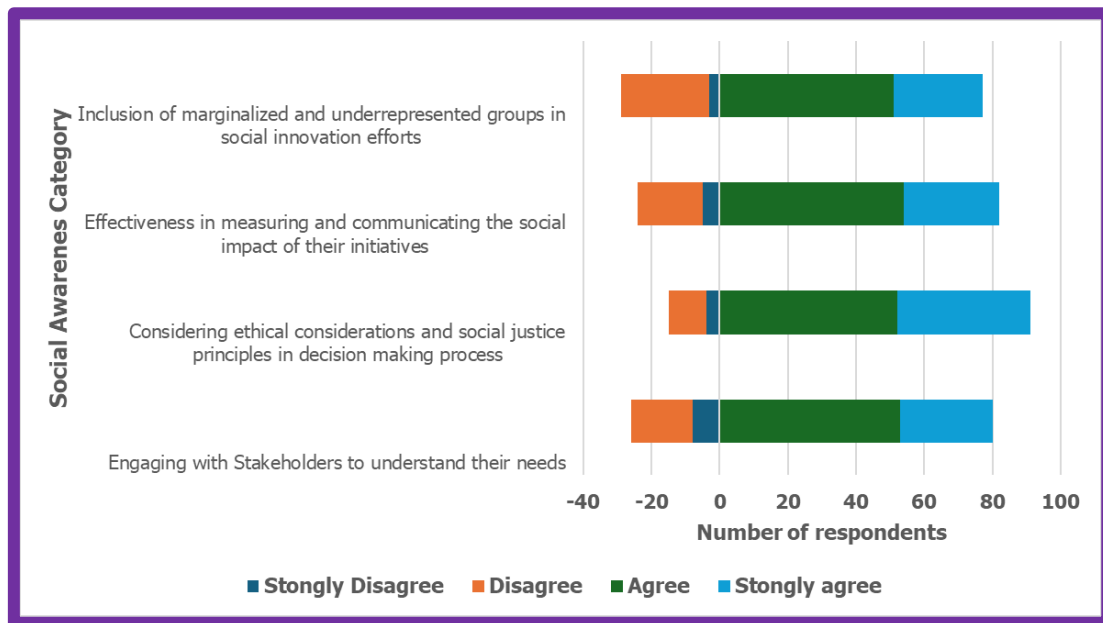


Figure 2: Social impact awareness results based on 106 respondents

3.2.3 Financial and Operational Management

The data reveals the following regarding financial and operational management among entrepreneurs:

- A considerable number of respondents agree or strongly agree with statements related to financial management, including:
 - Keeping receipts, invoices, or other proof of transactions.
 - Separation of personal and business finances.
 - Regular check on whether actual spending matches the planned budget.
 - Recordkeeping on business income and expenses.
 - Setting financial goals for business.
 - Review and update budget based on changing business needs.
 - Estimation of business income and expenses before making financial decisions.
 - Preparation of a budget to guide business activities.
- This suggests a good understanding and implementation of basic financial management practices.

Implications for Entrepreneurship

- **Financial stability:** Sound financial management practices are essential for the survival and growth of any business.
- **Budgeting and planning:** Creating and adhering to a budget helps entrepreneurs make informed financial decisions and allocate resources effectively.

- **Record-keeping:** Maintaining accurate financial records is crucial for tracking performance, complying with regulations, and making strategic decisions.
- **Financial discipline:** Separating personal and business finances and regularly monitoring spending helps entrepreneurs maintain financial discipline and avoid financial problems.

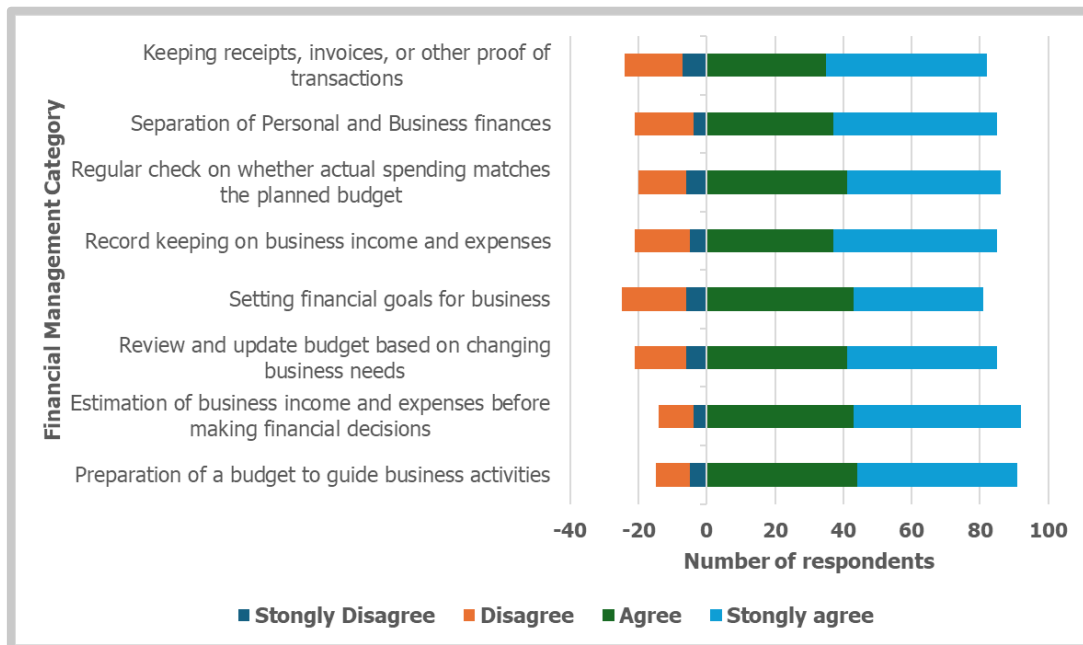


Figure 3: Financial and Operational Management results based on 106 respondents

3.3 Knowledge and Innovative Skill Testing for Entrepreneurs

Results summarize the responses to a series of questions posed to entrepreneurs, designed to assess their knowledge and innovative skills. The implications of these responses for postgraduate education in East Africa are discussed below.

3.3.1 Question 1: Modifying Project Due to Funding Requirements

The most frequent response was to accept the funding and modify the project (55), followed by negotiating changes (43). A small number declined funding (6), or would proceed without changes (2).

This suggests a willingness to compromise project impact for funding. Postgraduate education should emphasize strategies for entrepreneurs to maintain their social mission while securing funding. Training in negotiation and impact assessment is crucial.

3.3.2 Question 2: Social Enterprise Running Low on Funds

The primary strategy was revenue generation (37), followed by cost-cutting (33), seeking grants/investment (26), and crowdfunding (10).

This indicates an understanding of basic financial sustainability. Postgraduate programs should provide in-depth training in financial modeling, revenue diversification, investment readiness, and innovative financing mechanisms relevant to social enterprises in East Africa.

3.3.3 Question 3: Team Burnout

Offering support/training was the most common response (64), followed by recruiting more help (24), pushing the team harder (10), and reducing workload (8).

A strong emphasis on employee well-being is evident. Postgraduate education needs to incorporate leadership training that focuses on sustainable work practices, emotional intelligence, team management, and strategies for preventing and addressing burnout within resource-constrained environments.

3.3.4 Question 4: Corporate Partner with Conflicting Values

Negotiating terms was the most popular approach (67), followed by accepting and adjusting (15), declining partnership (15), and accepting with separate branding (9).

A preference for negotiation over outright rejection is shown. Postgraduate programs should equip students with frameworks for ethical decision-making, partnership assessment, and strategies for managing mission drift when collaborating with corporate partners.

3.3.5 Question 5: Key Project Failure

Reflection and pausing was the most frequent response (39), followed by starting a new initiative (27), pivoting the project (26), and seeking revival funding (14).

Resilience and adaptability are demonstrated. Postgraduate education should cultivate a "fail-forward" mindset, emphasizing learning from failure, design thinking, agile methodologies, and resourcefulness in the face of setbacks.

3.3.6 Overall Implications for Postgraduate Education in East Africa

The responses highlight key areas for focus in postgraduate education to advance social innovation and entrepreneurship in East Africa:

- **Mission-Driven Funding:** Strategies for securing funding without compromising social impact.
- **Financial Sustainability:** Advanced financial management skills tailored to social enterprises.
- **Leadership & Well-being:** Sustainable leadership practices that prioritize team well-being.
- **Ethical Partnerships:** Frameworks for navigating partnerships with conflicting values.
- **Resilience & Adaptability:** Cultivating a "fail-forward" mindset and agile project management skills.

Table 3: Showing results for Knowledge and Innovative Skill Testing for Entrepreneurs

Variable	Frequency
<i>Question 1</i>	
Accept and modify	55
Negotiate changes	43
Decline funding	6
Proceed without changes	2
<i>Question 2</i>	
Revenue generation	37
Cost Cutting	33
Grant/Investment	26
Crowdfunding	10
<i>Question 3</i>	
Offer support/Training	64
Recruit more help	24
Push the team harder	10
Reduce workload	8
<i>Question 4</i>	
Negotiate terms	67
Accept and adjust	15
Decline partnership	15
Accept and separate branding	9
<i>Question 5</i>	
Reflect and pause	39
Start a new initiative	27
Pivot Project	26
Seek revival funding	14

4.0 Collective knowledge gained from open ended questionnaire

4.1 Describe a time when you identified a social problem and developed an innovative solution.

- Respondents identified social problems such as poverty, lack of funds, inadequate resources (education, healthcare), food insecurity, youth unemployment, post-harvest losses, and lack of access to cosmetics and financial services in their communities.
- Innovative solutions included climatic smart agriculture, converting post-harvest fruits into value-added products, establishing tailoring workshops and training centers, using empty bottles for decoration, designing low-cost school shoes, opening cosmetics shops with digital money transactions, and launching programs to provide access to land for young people.

- Respondents also described developing online training programs for HSSE, investing in renewable energy projects, producing carrot powder and paste to address malnutrition, designing sorghum and millet threshers, creating WhatsApp groups for drop shipping, and developing personalized, plant-based nutrition kits.
- Some respondents focused on solutions related to access to hygiene products, creating online platforms for local artisans, producing tomato wine to reduce waste, and developing mobile-based awareness campaigns about affordable insurance options.

4.2 How do you ensure that your solutions align with community needs and ethical considerations?

- Respondents emphasized actively engaging with the community, listening to their concerns, and involving them in shaping the solution.
- Ensuring solutions align with community needs involved community participation, understanding community values and ethics, and considering cultural norms and societal ethical awareness.
- Transparency, fair labor practices, responsible sourcing, affordability, and avoiding exploitation were highlighted as key ethical considerations.
- Several respondents mentioned conducting community needs assessments, interviews, focus group discussions, and pilot versions to gather feedback and refine their solutions.
- Some respondents also emphasized the importance of sustainability, equitable access, respecting cultural contexts, and creating transparent accountability mechanisms.

4.3 Describe a financial or operational challenge you faced and how you overcame it.

- Respondents faced financial challenges such as cash flow problems, increased business running costs, lack of capital, and delays in payments.
- Operational challenges included skilled labor quitting, difficulties in tracking income and expenses, and reaching remote users with online training.
- Strategies to overcome these challenges included consulting family for financial support, introducing partial upfront payments, reducing the size of output, cutting unnecessary costs, and learning financial management skills.
- Respondents also sought soft loans, reviewed budgets, looked for grants, partnered with local agribusinesses, and engaged in crowdfunding campaigns.
- Some respondents addressed operational challenges by training new staff, differentiating between business and personal finances, optimizing delivery routes, and building relationships with suppliers.

4.4 Describe a situation where your leadership skills influenced a positive outcome.

- Respondents described situations where their leadership skills influenced positive outcomes by motivating teams, resolving conflicts, and improving communication.

- Specific examples included leading the introduction of structured mentorship programs, organizing national debate competitions, and building a clear vision for a team.
- Respondents also mentioned improving client service delivery, boosting team morale, and empowering young professionals through their leadership skills.
- Some respondents highlighted the importance of listening, acting decisively, and mobilizing the right people to turn a gap into an opportunity.
- Several respondents emphasized the ability to create a sense of community and shared purpose, transforming discouraged individuals into confident contributors.

4.5 Describe a successful partnership you formed and its impact.

- Respondents formed successful partnerships with various entities, including private schools, raw material suppliers, NGOs, vocational training centers, mobile money agents, and other businesses.
- These partnerships led to increased monthly income, sustainable supply of raw materials, support for youth awareness, and the production of affordable suits for low-income families.
- Respondents also partnered with government institutions and SIDO to offer training in electrical and construction works, and with TWCC to empower youth and women economically.
- Successful partnerships resulted in reduced youth unemployment, increased production capacity, easier access to financial services, and strengthened brand reputation.
- Some respondents highlighted the importance of aligning with organizations that share their mission, driving grassroots empowerment and economic transformation.

4.6 What motivates you to continue working in social entrepreneurship despite challenges?

- Respondents are motivated by the impact they see in people's lives, the visible transformation in communities, and the opportunity to create meaningful change.
- A strong sense of responsibility, personal growth, and the belief that entrepreneurship can be a force for justice are also key motivators.
- Respondents are driven by the desire to empower others, address societal needs, and contribute to the development of their communities.
- The purpose-driven nature of social entrepreneurship, combining sustainability with social good, fuels their passion and resilience.
- Many respondents expressed a deep sense of purpose and the fulfillment they experience from helping others and building something that outlives them.



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