One Workshop, Uneven Results: A Pretest–Posttest Evaluation of Community Capacity Building in the Bomberay–Tomage Transmigration Area, Indonesia

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ABSTRACT

This article examines immediate changes in assessment scores following a community capacity-building workshop in the Bomberay–Tomage transmigration area, Fakfak Regency, West Papua, Indonesia. Conducted on 27 September 2026 at SMK Negeri 2 Tomage, the KAPASITA BT workshop was part of the 2026 Patriot Expedition Team program implemented with Universitas Padjadjaran. The activity involved 43 attendees from micro, small, and medium enterprises (MSMEs), Family Welfare Empowerment (PKK) groups, village administration, religious leadership, and the wider community. A one-group pre-test–post-test evaluation covered institutional management, financial management, and marketing. Each domain used ten multiple-choice items, scored from 0 to 100. Pre- and post-test forms addressed related topics but contained different questions and had not been established as psychometrically equivalent. Thirty-five of 43 attendees provided complete paired records. Two-sided Wilcoxon signed-rank tests were conducted, with Bonferroni adjustment for three comparisons. Mean financial management scores increased from 76.86 to 90.00 (mean change +13.14; $p = 0.0013$; adjusted $p = 0.0038$). Institutional management scores increased from 72.29 to 75.43 (+3.14; $p = 0.5463$), and marketing scores from 81.43 to 85.43 (+4.00; $p = 0.4631$); neither difference was significant after adjustment. Participant feedback highlighted the relevance of separating personal and business funds, simple financial records, and identifying markets. The findings describe immediate assessment performance, not demonstrated causal effects or behavioral change. The lack of a comparison group, uncalibrated test forms, and absence of later follow-up limit conclusions about learning retention and longer-term economic outcomes. Because the analytic sample was nonrandom and confined to one workshop, the observed results cannot be assumed to represent all enterprises or households in Bomberay–Tomage.

Keywords: community capacity building, financial literacy, microenterprises, transmigration, workshop evaluation

INTRODUCTION

Capacity-building initiatives for micro and small enterprises often address multiple constraints, including managerial practices, financial recordkeeping, access to customers, and the organization of collective production. Evidence from business-training evaluations in low- and middle-income settings indicates that the

outcomes of short courses vary by participant characteristics, intervention content, observation period, and the way outcomes are measured (McKenzie & Woodruff, 2014). It is therefore important to distinguish immediate learning results from later changes in enterprise practices, profitability, or livelihoods.

For enterprises in geographically dispersed communities, market access and the organization of economic activities can be as consequential as individual business knowledge. The workshop evaluated here took place in the Bomberay–Tomage transmigration area of Fakfak Regency, West Papua, where participants discussed small-scale food production, local sales through kiosks, sago processing, and challenges associated with transport and distribution. These observations are drawn from recordings and facilitation records of the workshop, not from a representative baseline survey. They describe the issues raised by participants and facilitators rather than measured conditions across the entire transmigration area.

The KAPASITA BT (Klinik Kapasitas dan Pendampingan) program organized a capacity-building workshop to introduce accessible guidance on managing local groups, separating household and business resources, recording transactions, identifying customers, and communicating product benefits. The activity brought together representatives of micro, small, and medium enterprises (MSMEs), PKK groups, village officials, religious leaders, and community members. The involvement of these different groups provided a setting for discussion of collective roles and individual enterprise practices, although participation in a workshop alone does not establish subsequent coordination or institutional change.

The expedition's 2026 public guidelines describe university participation in research and assistance, while Rector's Decree No. 1992/UN6.RKT/Kep/HK/2026 identifies KAPASITA-BT (Group 13) and its assignment to Bomberay–Tomage (Ministry of Transmigration of the Republic of Indonesia, 2026b; Universitas Padjadjaran, 2026). Minister of Transmigration Decree No. 128 of 2026 identifies community and local economic-institution capacity building among the Patriot Expedition Team's duties (Ministry of Transmigration of the Republic of Indonesia, 2026a). These documents establish the workshop's institutional context; they do not demonstrate improved local economic conditions. Transport constraints and limited collective marketing were discussed by participants but were not independently measured across the region.

This study asks whether assessment scores in institutional management, financial management, and marketing differed immediately before and after the workshop among participants with complete paired records. It also describes the program’s content and selectively uses post-activity feedback to contextualize the numeric findings. The study does not attempt to estimate a causal treatment effect or to measure subsequent business performance. Its contribution is a transparent account of a community engagement activity with paired quantitative outcomes, including changes that were not statistically significant.

LITERATURE REVIEW

Local institutional capacity and collective economic action

Capacity building for rural economic activity cannot be assessed exclusively through individual knowledge tests. Bebbington et al. (2006), examining village governance in Indonesia, relate local capacity to livelihood assets, power relations, state–community linkages, and forms of collective action. Their analysis cautions against equating the existence of a group or attendance at a meeting with effective governance. For workshops attended by village officials, PKK representatives, entrepreneurs, and other community actors, a plausible learning objective is recognition of responsibilities, meeting procedures, and transparent rules. Whether these ideas become regular organizational practice requires separate observation.

In transmigration settings, institutional coordination also interacts with physical market access. The government’s 2026 expedition framework provides for university-supported research, mentoring, and community capacity building, while the ministerial roster records personnel assigned to Bomberay–Tomage (Ministry of Transmigration of the Republic of Indonesia, 2026a, 2026b). The present case documents discussion of product collection and prospective market links rather than completed organizational reforms or market transactions. This distinction matters because the institutional test assessed responses to governance scenarios, not actual use of cashbooks, meeting records, or shared production arrangements.

Business training and the distinction between learning and enterprise outcomes

Business-training evaluations show that effects differ by the intervention delivered and the outcome measured. McKenzie and Woodruff (2014) review substantial variation in effects, follow-up periods, and measurement challenges across entrepreneurship training programs. Bruhn and Zia (2013) report improvements in selected business practices from training young entrepreneurs in Bosnia and Herzegovina while finding no comparable effect on every business outcome. In a randomized evaluation of microfinance-linked entrepreneurship training in Peru, Karlan and Valdivia (2011) observe greater business knowledge and client retention without corresponding evidence of improved revenue, profits, or employment. Consequently, even a clearly improved workshop test score is not a proxy for an increase in income or business survival.

This distinction is relevant to a three-hour workshop with a single immediate follow-up test. Kirkpatrick (1994) distinguishes learning outcomes from participant reactions, subsequent behavior, and organizational results. The present analysis falls within immediate assessed learning performance; informal post-workshop testimonials inform perceived relevance but do not measure sustained behavioral change. Blume et al. (2010), synthesizing evidence on training transfer, emphasize trainee and workplace conditions that affect the application of learned skills, strengthening the case for later field observation.

Simple financial practices for microenterprises

Microenterprises often manage business and household expenditure through closely connected cash flows. Drexler et al. (2014) experimentally compare straightforward financial rules of thumb with standard accounting training and find improvements in selected financial practices from the simplified approach. The transferability of those results to West Papua is not established: the program settings, assessment tools, and duration differ. Nevertheless, financial separation, transaction recording, and basic planning are appropriate topics to examine because workshop participants raised precisely these concerns. Importantly, the current study measures answers to financial questions, not the adoption of recordkeeping habits.

Marketing knowledge, technology access, and measurement validity

Marketing instruction for small enterprises includes identifying likely buyers, explaining product benefits, pricing communication, customer service, and low-cost digital promotion. Ainin et al. (2015) examine Facebook use by SMEs and associated organizational outcomes, supporting the relevance of social-media practices while not demonstrating that basic knowledge automatically produces commercial results. In Bomberay–Tomage, discussion of WhatsApp, product promotion, and access to buyers must be interpreted alongside distribution and connectivity constraints; the latter were described by workshop participants but not quantified.

The interpretation of repeated assessments also depends on measurement quality. The Standards for Educational and Psychological Testing (American Educational Research Association et al., 2014) emphasize validity evidence appropriate to test interpretation and use. Here, three pairs of tests covered conceptually corresponding topics, but the item sets were different and no formal equivalence or difficulty calibration was conducted. Observed score differences may therefore reflect learning, test-form difficulty, or both. Reporting nonsignificant findings and these measurement restrictions is necessary to avoid overstating workshop effects.

METHODS

Program setting and participants

The KAPASITA BT workshop was conducted on Sunday, 27 September 2026, at the hall of SMK Negeri 2 Tomage, Fakfak Regency, West Papua, Indonesia. Its institutional basis includes Minister of Transmigration Decree No. 128 of 2026, issued on 2 June 2026, which appointed the 2026 Patriot Expedition Team and mandated community and local economic-institution capacity building, alongside research, mentoring, collaboration, and dissemination (Ministry of Transmigration of the Republic of Indonesia, 2026a). Universitas Padjadjaran Rector’s Decree No. 1992/UN6.RKT/Kep/HK/2026, dated 17 June 2026, established the university’s expedition teams, including Group 13 (KAPASITA-BT), led by Atwar Bajari and assigned to

Bomberay–Tomage (Universitas Padjadjaran, 2026). The ministerial personnel list independently records the group's assignment to Fakfak. Forty-three individuals attended, representing MSMEs, PKK groups, village officials, religious leaders, and other community members. The evaluation used a one-group pre-test–post-test design without random assignment or a control group; it estimates paired differences in assessment scores, not causal effects of the training.

Workshop implementation team

The KAPASITA BT workshop was conducted through the Patriot Expedition collaboration. Eight contributors are listed as authors of the present article; this authorship list is distinct from the 43 community attendees. The available workshop records do not provide a sufficiently detailed account of each individual's instructional responsibilities, and no author-by-author allocation of facilitation tasks is inferred.

Workshop procedure

The activity began with opening remarks by representatives of the expedition team, the acting head of the regency transmigration agency, and the host school. A pre-test preceded three instructional sessions: institutional management (30 minutes), financial management (30 minutes), and marketing (30 minutes). Discussion and questions followed the presentations. The post-test was administered immediately after the instructional activities, during the same workshop day; no delayed assessment was conducted. The reported program components totalled 180 minutes, including a five-minute break and five-minute closing session (Table 1).

Table 1. Reported workshop components and durations

Component	Duration (minutes)
Opening	5
Expedition team leader's representative: remarks	5
Transmigration office representative: remarks	5
Head of SMK Negeri 2 Tomage: welcome	5
Pre-test	15
Institutional management instruction	30
Financial management instruction	30
Marketing instruction	30
Discussion and questions	30
Short break	5
Post-test	15
Closing	5
Total	180

Workshop discussion records indicate that institutional management instruction addressed collective goals, role allocation, simple rules, recordkeeping responsibilities, and planning. Financial management content included distinguishing personal money from enterprise funds, expenditure records, and allocating proceeds. Marketing discussion covered the identification of customers, product information, direct sales, low-cost communication through social media, and the potential for collective product distribution. Sago-based products were discussed as one possible focus for market development. Proposed wider distribution and incubation arrangements were suggestions for subsequent work; the workshop records do not establish that these plans were completed during the evaluation period.

Instruments and outcome measures

Three domains were assessed: institutional management, financial management, and marketing. Each domain

contained ten multiple-choice items in each test form. Answers were scored as 10 points for a correct response and zero for an incorrect or unanswered response; total scores therefore ranged from 0 to 100 in ten-point increments. The pre-test and post-test contained different items organized around related concepts. Institutional management and marketing instrument documents include item-level answer keys and paired topic specifications. The financial assessment images show ten questions in each form and the same scoring scheme.

The available instruments were compared descriptively for topic coverage. Although the pre- and post-test forms addressed related concepts, they had different items, and no empirical equating, item-difficulty calibration, or independent psychometric validation was documented. Reliability estimates for the forms were not reported. Consequently, an observed difference may reflect changes in performance, differences in test difficulty, and assessment familiarity. The scores are described as immediate knowledge-test or assessment scores, not verified practical competence or evidence of a specific magnitude of learning.

Evaluation design and validity considerations

This evaluation used a single group measured immediately before and after the workshop. There was no random assignment, untreated comparison group, or independent estimate of what participants would have scored without instruction. Repeated assessment of related topics may introduce familiarity or testing effects, while form difficulty may influence the observed change. The short assessment interval does not eliminate these sources of bias. Therefore, even statistically significant paired differences cannot be interpreted as causal estimates of workshop effectiveness.

The ten-item, 0–100 point format also produces scores in increments of ten and may constrain discrimination among participants, particularly where baseline scores are already high. These design and measurement constraints apply equally to statistically significant and nonsignificant results. A future evaluation would require documented item-level validation, comparable assessment forms, and a feasible comparison group to strengthen causal interpretation; delayed observations would be needed to assess retention and application in practice.

Data completeness and analysis

Of the 43 workshop attendees, 39 had pre-test records, and 35 participants had complete pre- and post-test observations in all three domains (35/43; 81.4% of attendees). Four attendees had no available pre-test record, and another four had pre-test records but lacked corresponding complete post-test data. Only complete pairs were included in the within-participant analysis; this selection may affect representativeness. Two zero post-test scores for participant 3, in financial management and marketing, were retained because the author confirmed that they reflected completed assessments rather than missing data. Missing values were not recoded as zero or otherwise imputed.

For each domain, means, standard deviations, and medians were summarized for the same 35 participants before and after the workshop. Paired differences were analyzed with two-sided Wilcoxon signed-rank tests, using the normal approximation with tied-rank adjustment and without continuity correction; zero-difference pairs were excluded from the signed-rank statistic. Because three domains were examined, raw p-values were additionally multiplied by three using the Bonferroni procedure, capped at 1.00. An adjusted p-value below 0.05 was used as the threshold for statistical significance. The Wilcoxon tests evaluate differences in the distribution of paired scores; the reported changes in means are descriptive and are not the statistic tested directly.

Participant information and institutional ethics guidance

The corresponding author confirms that participants were informed before completing the workshop assessments that their pre-test and post-test results could be used for research or scholarly publication. The analyses used paired scores without direct personal identifiers. According to information communicated by Universitas Padjadjaran to the corresponding author, separate institutional ethical clearance was not required for this activity because the workshop formed part of the Patriot Expedition community engagement program. This statement reports institutional guidance, not a formal ethics committee approval or exemption decision;

no ethics reference number is claimed. Ministerial and rectoral decrees document the program and team appointments, not research ethics review. The corresponding author confirms that permission to reproduce the selected workshop photographs was obtained.

RESULTS

Implementation and participation

The workshop took place at the host school and involved participants with different community roles. Opening remarks highlighted the intended relevance of the workshop to local enterprise and institutional management. During the instructional and discussion sessions, participants described small-scale enterprises and production activities, including locally sold sago products and kiosk-based trading. The discussion included questions about selling beyond local markets and the challenges of arranging delivery. These remarks characterize the workshop agenda and participant concerns; they are not measurements of the prevalence of such challenges across the wider area. Photographic documentation of the opening, instructional presentation, and participants completing assessment sheets is presented in Figures 1 and 2. The photographs document activities but do not independently establish test results or the total attendance count.



Figure 1. KAPASITA-BT workshop: (a) opening session; (b) instructional presentation at SMK Negeri 2 Tomage. Source: workshop documentation, reproduced with permission.



Figure 2. Participants completing workshop assessment sheets: (a) front-row view; (b) close-up of assessment work. The photographs do not distinguish pre-test from post-test. Source: workshop documentation, reproduced with permission.

Pre-test and post-test comparisons

Table 2 summarizes paired scores for the 35 participants with complete observations. The largest mean increase was observed in financial management (+13.14 points), followed by marketing (+4.00) and institutional management (+3.14). Only the financial comparison reached the prespecified Bonferroni-adjusted threshold (adjusted p = 0.0038). The other two adjusted p-values were 1.0000 and do not provide evidence of a detectable score difference at the 0.05 threshold. All valid zero scores were retained. These comparisons concern scores on workshop assessments, not observed changes in enterprise practices.

Table 2. Paired assessment scores and Wilcoxon signed-rank tests (n = 35)

Domain	Pre-test mean (SD)	Post-test mean (SD)	Mean change	W	Raw p	Bonferroni p
Institutional management	72.29 (21.02)	75.43 (15.40)	3.14	190	0.5463	1
Financial management	76.86 (23.23)	90.00 (19.10)	13.14	87	0.0013	0.0038
Marketing	81.43 (21.30)	85.43 (18.04)	4	172	0.4631	1

Note: SD = standard deviation; W = the smaller Wilcoxon signed-rank sum for the two-sided test. The normal approximation accounted for ties; unchanged pairs were excluded from the signed-rank statistic. Bonferroni-adjusted p-values were calculated as min(3 × unrounded raw p, 1) and subsequently rounded to four decimal places for display. Statistical significance was assessed using adjusted $p < 0.05$. Mean changes are descriptive; the Wilcoxon procedure tested paired rank differences, not the mean change itself.

Financial-management scores rose for 27 participants, fell for four, and were unchanged for four; the median increased from 90 to 100. Institutional-management scores increased for 16 participants, decreased for 13, and were unchanged for six. Marketing scores increased for 15 participants, decreased for 13, and remained unchanged for seven. The median scores in the latter two domains did not change (Table 3 and Figure 3). These counts describe the direction of paired observations and should not be interpreted as causal workshop effects. High initial median scores also restrict the available upward score range.

Table 3. Direction of participant-level changes in paired scores (n = 35)

Domain	Median pre-test	Median post-test	Increased	Decreased	Unchanged
Institutional management	80	80	16	13	6
Financial management	90	100	27	4	4
Marketing	90	90	15	13	7

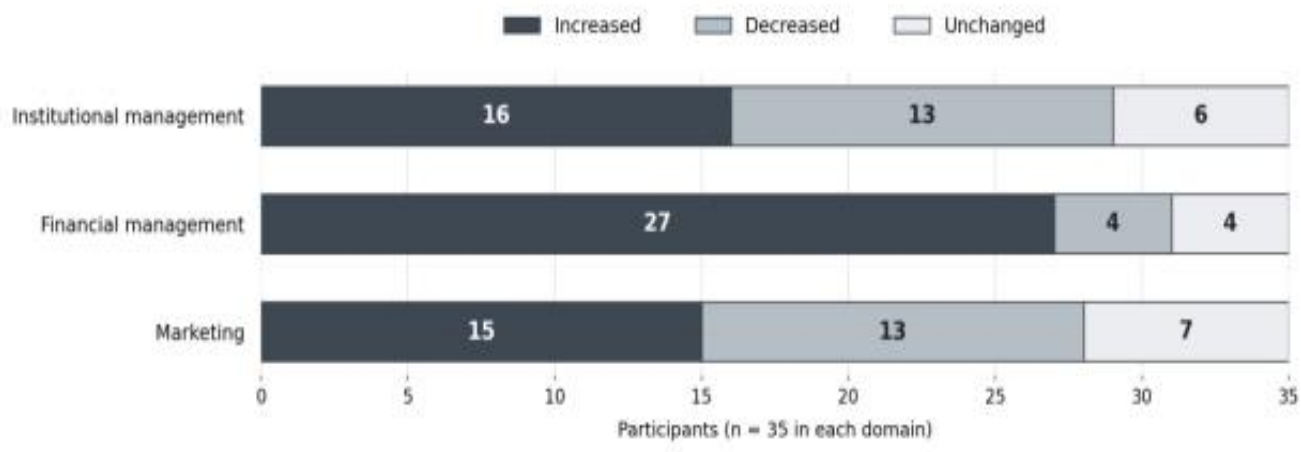

Figure 3. Direction of paired score changes across the three assessed domains (n = 35). Values are participant counts derived from Table 3; the figure does not establish workshop causation.

Participant observations and feedback

Workshop records and later testimonial recordings provide contextual examples of topics that participants regarded as useful. In one recorded account, a woman operating a kiosk in Wonodadi Mulia described the importance of separating kiosk funds from personal funds. Other interviewees mentioned improving financial recording and marketing, and one participant requested future support on halal certification. These remarks are illustrative of perceived relevance and continuing needs; they were obtained during feedback and video-recording activities rather than from a systematically sampled qualitative study. They should not be generalized to all 43 workshop attendees.

DISCUSSION

Why financial assessment scores changed more

Among the three domains, the financial assessment exhibited the most consistent immediate improvement: 27 of 35 participants obtained higher post-test scores. The result is compatible with the idea that basic financial guidance has immediate salience where micro-business operators need to distinguish enterprise expenses from household consumption. The practical focus on simple records and separating funds resembles the accessible financial heuristics discussed by Drexler et al. (2014). This is an interpretation of the observed pattern, not an identified causal mechanism; the study did not compare alternative training methods or directly test how participants used financial rules after the event.

Several features complicate interpretation of the financial comparison. Pre- and post-test forms contained different questions and were not calibrated for relative difficulty; a higher score could therefore overstate or understate the change in underlying knowledge. The immediate post-test also permits assessment familiarity to contribute to the observed pattern. The valid zero post-test result was retained in the paired analysis, rather than excluding an unfavorable observation. Reporting adjusted significance, score distributions, and the direction of individual changes improves transparency, but does not remove these validity limitations.

The distinction between tested knowledge and observed behavior is consistent with Karlan and Valdivia (2011), who found knowledge gains without clear improvement in key enterprise outcomes, and with the heterogeneous training effects reviewed by McKenzie and Woodruff (2014). Although the current workshop was neither comparable in duration nor experimentally identified, these studies support the decision not to infer changes in enterprise income from a statistically significant immediate test result.

Institutional management and marketing outcomes

Institutional-management and marketing scores showed small mean increases, but their paired comparisons were not statistically significant after correction for multiple testing. The institutional module addressed responsibilities, simple governance procedures, and planning. Applying such content would require observation of actual group practices beyond the workshop. Marketing instruction addressed customers, product communication, and low-cost promotion; application may depend on distribution access and communication facilities raised in participant discussions. The evaluation did not test these potential mechanisms. Thus, the nonsignificant findings indicate insufficient evidence of an immediate score difference under the assessment design, not proof that these domains are ineffective.

The high baseline medians (80 for institutional management; 90 for financial management and marketing) suggest that ceiling effects are possible. Because the maximum attainable score was 100, improvement among high-scoring participants may be difficult to detect. An alternative explanation is that the pre-test questions were relatively easy, not that participants had demonstrably high practical competence. Different item sets and the absence of calibration prevent these explanations from being separated in the present data.

At the institutional level, changes in group governance depend on rules, distribution of responsibilities, and the ability to coordinate activities beyond a training event (Bebbington et al., 2006). On the marketing side, knowledge of product descriptions or social-media tools is distinct from having reliable distribution channels. An absence of statistical significance is not proof that these topics were ineffective, since differences in test

difficulty, high initial scores, short exposure, and heterogeneous participants could affect measured change. None of these alternative explanations was individually tested here.

Program design, feasibility, and community follow-up

The workshop combined group governance, household and business finance, and selling practices in a single three-hour event. This breadth enabled participants from different community roles to engage with common problems, but also restricted instructional time to 30 minutes per domain. Follow-up activities could therefore focus on observable tasks: using a common group cashbook, documenting meeting decisions, and preparing product descriptions, photographs, and order channels. Such tasks could be assessed after several weeks rather than immediately after a presentation. Evidence on training transfer underscores the importance of opportunities and support to use newly acquired knowledge in practice (Blume et al., 2010).

The session discussing sago production and wider market links illustrates the distinction between training and economic infrastructure. Understanding promotion does not eliminate freight costs, coordination requirements, or constraints on supply. Participants and facilitators discussed collection points and possible collaboration to reach external buyers, but this study has no data showing subsequent shipments, commercial contracts, or changes in revenue. Future engagement should document actual implementation milestones before making claims about market expansion or household welfare.

Given the government-university partnership under which the activity was organized, future evaluations should distinguish publicly supported inputs (facilitators, workshop time, training materials) from outputs (completed assessments and feedback) and outcomes (repeated financial recording, documented decisions, or sales). The initial and follow-up measures should also be separated in time, with item calibration and a feasible comparison design where possible. The official program framework places this work within a larger assistance mandate, but the three-hour workshop alone cannot establish the benefits of the larger program (Ministry of Transmigration of the Republic of Indonesia, 2026b).

METHODOLOGICAL LIMITATIONS

Several limitations bound the findings. First, the one-group design lacks a counterfactual, so short-term score differences cannot be attributed exclusively to the workshop (Shadish et al., 2002). Second, only 35 of 43 attendees contributed complete paired data; participants with missing records may differ from those analyzed. Third, pre- and post-test forms were related in content but not established as equivalent in difficulty or psychometric properties. Fourth, the assessments measured immediate responses to questions, not direct observation of group administration, financial behavior, marketing practice, income, or long-term retention. Finally, the qualitative examples came from facilitation and testimonial records without a systematic sampling protocol. These qualifications are particularly important when interpreting the significant financial result and the absence of significance in the other domains.

In particular, the statistically significant financial result should be reported as an immediate difference between two uncalibrated assessment forms, not as a verified gain in sustained financial capability. A delayed test and field observations of financial records, meeting procedures, product promotion, or sales would be required to evaluate retention, transfer, and economic outcomes. Given the localized, nonrandom sample, the findings should not be generalized to all MSMEs or households in the Bomberay–Tomage area.

CONCLUSION

Among 35 participants with complete paired data, financial-management assessment scores were higher immediately after the KAPASITA BT workshop on 27 September 2026, and the paired difference remained statistically significant after Bonferroni adjustment. Institutional-management and marketing comparisons were not statistically significant. Participant accounts suggested practical interest in separating household and enterprise funds, but these observations were not systematically sampled evidence of behavioral change. Without a comparison group, validated equivalent test forms, or later assessment, the study cannot establish that the workshop caused improvement in knowledge or that participants subsequently changed business

practices, income, or collective governance. A follow-up evaluation should use comparable test forms and direct measures of recordkeeping, institutional activity, and product marketing over time.

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AUTHOR DECLARATIONS

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Participant information and research ethics oversight

Before completing the assessments, participants were informed that their results could be used for research or scholarly publication, as confirmed by the corresponding author. The quantitative analysis used de-identified paired scores, and no assessed participants are identified by name. The corresponding author reports that Universitas Padjadjaran advised that separate institutional ethical clearance was not required for this Patriot Expedition community engagement activity. No formal ethics committee approval or exemption certificate is claimed. This reported institutional position does not replace any additional documentation that may be requested by the journal. The corresponding author confirms that permission was obtained to publish the workshop photographs in Figures 1 and 2.

Data availability

Aggregate descriptive results and statistical tests are reported in the manuscript. Individual-level participant scores are not publicly shared to protect participant confidentiality. Any request to access de-identified participant records would be assessed by the corresponding author subject to appropriate permissions, institutional requirements, and privacy safeguards.

Competing interests

The authors declare that they have no competing interests related to the preparation, analysis, or publication of this manuscript. The funding arrangements are disclosed separately in the Funding statement.

Authorship contributions and final approval

The corresponding author confirms that all eight listed authors participated in the workshop implementation, reviewed and approved the final manuscript, agreed to the stated author sequence and institutional affiliations, and consented to submission to the International Journal of Research and Innovation in Social Science (IJRISS).

Use of artificial intelligence in manuscript preparation

ChatGPT (OpenAI) was used to assist with English-language drafting and document formatting. The human authors remain responsible for checking the original data, references, interpretation, ethical compliance, and the final manuscript.

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