

Key Success Factors in Social Enterprise Proposals: Insights from Social Entrepreneurship Projects in Education

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ABSTRACT

Social entrepreneurship education is crucial for cultivating entrepreneurial mindsets and addressing societal challenges, particularly in developing regions. This study explores the themes and priorities emerging from student-generated social enterprise proposals within a project-based learning program. A qualitative case study approach, grounded in the interpretivism paradigm, was employed to analyze 11 social enterprise proposals developed by 110 students. Reflexive thematic analysis was utilized to identify key patterns and themes in the proposals. The analysis revealed that students emphasized community benefits, such as job creation and income generation, and innovative approaches, including technology integration and product diversification. However, the concept of social risk-taking, a fundamental aspect of entrepreneurial intention, was notably underrepresented in the proposals. The underrepresentation of social risk-taking underscores a gap in current educational frameworks. Incorporating experiential learning opportunities and risk management strategies could better prepare students for the complexities of real-world social entrepreneurship. These findings align with established principles of social entrepreneurship while also highlighting divergences that inform future curriculum development. This study contributes to the literature on social entrepreneurship education by illustrating how student perceptions align with and diverge from the core principles of social entrepreneurship. The findings provide actionable insights for designing curricula that more effectively equip students with the skills and mindset necessary for successful social entrepreneurial ventures.

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1. INTRODUCTION

Social entrepreneurship is increasingly recognized as a powerful tool for addressing societal and economic challenges, particularly in developing regions. Its integration into higher education seeks to equip students with the competencies to create ventures that balance economic sustainability with social impact. However, significant gaps remain in understanding how educational frameworks, such as

project-based learning (PBL), influence students' ability to translate social entrepreneurship concepts into measurable outcomes.

Social entrepreneurship education focuses on fostering entrepreneurial mindsets and building competencies required to address complex social problems (Grimes, 2015). Research by Ndou (2021) emphasizes that effective social entrepreneurship education requires dynamic processes that balance knowledge exploration and exploitation. However, current studies often highlight theoretical frameworks without examining their practical application, leaving a gap in understanding how educational models foster tangible entrepreneurial intentions and outcomes. This study addresses this gap by analyzing student-created social enterprise proposals, offering insights into how educational activities translate into measurable skills and projects.

PBL has emerged as a key pedagogical approach in social entrepreneurship education. It emphasizes hands-on, experiential learning that allows students to work collaboratively on real-world problems, enhancing their ability to think critically and innovate. Despite its potential, critiques of PBL point to its limitations in fostering entrepreneurial competencies such as risk-taking and resilience, which are essential for navigating the uncertainties of social ventures (Li & Ahlstrom, 2020). By focusing on student proposals, this study examines whether PBL facilitates the development of these competencies, revealing a gap in the representation of risk-taking behavior.

Additionally, while PBL is designed to achieve measurable outcomes, such as the development of business models or social enterprise proposals, its alignment with broader metrics of social entrepreneurial success remains underexplored. Vieira, de Oliveira, & Miki (2023) argue that existing tools for measuring social entrepreneurship are often incompatible with educational contexts, leading to a mismatch between what students learn and the skills needed in practice. This study contributes to addressing this gap by identifying how students' proposals reflect key dimensions of social entrepreneurship, such as community benefits and innovation, while highlighting areas for improvement, like the underrepresentation of social risk-taking.

Current frameworks for evaluating social entrepreneurship education focus heavily on intentions rather than measurable actions or real-world applications (Osiri, Kungu, & Dillbeck, 2019). Social entrepreneurial intention is often measured through constructs like self-efficacy, moral obligation, and empathy (Bezerra Vasconcelos, Macário de Oliveira, & Érica Nóbrega Correia, 2022). While these dimensions are essential, they do not capture students' ability to translate intentions into actionable business models. This study bridges this gap by analyzing the content of social enterprise proposals, providing a more granular understanding of how students perceive and implement key dimensions of social entrepreneurship.

Furthermore, the absence of risk-taking in educational contexts reflects a broader limitation in the literature. Studies suggest that educational programs often prioritize low-risk, outcome-focused activities, which may hinder students' ability to engage with the uncertainties inherent in social entrepreneurship (Chipeta, Kruse, & Venter, 2022). This study identifies and critiques this gap, emphasizing the need for curricular adjustments that encourage students to embrace risk and experiment with innovative solutions.

By critiquing the alignment between PBL and measurable outcomes in social entrepreneurship education, this study contributes to the literature in several ways. First, it evaluates the effectiveness of PBL in fostering core competencies like innovation and proactivity, while identifying areas where risk-taking is underdeveloped. Second, it offers a novel approach to analyzing student-generated outputs—social enterprise proposals—as evidence of learning outcomes. Finally, it highlights the need for educational reforms that integrate experiential learning opportunities, interdisciplinary approaches, and reflective practices to prepare students for the complexities of real-world social entrepreneurship.

2. METHODS

This study employs a qualitative research design with a case study approach to access the internal consciousness of the research participants (Rapley, Ardron, Littlefair, Mulholland, & Jenkins, 2023).

Documents were used as the main source in this research to maintain the authenticity, credibility, and meaningfulness of the data (Morgan, 2022). This research focusing specifically on the project-based social entrepreneurship proposals developed by 110 students which are grouped into 11 groups. In this context, each project group, consisting of students collaboratively creating a social enterprise proposal, is treated as a separate case. By analyzing these individual proposals, the study aims to uncover how each group articulates social entrepreneurial intentions and orientations within the framework of community-based business planning. This approach allows for a nuanced understanding of the different perspectives and priorities among the project groups, thereby enriching the overall analysis of students' perceptions and implementations of social entrepreneurship principles.

Data was analyzed in terms of content combined with reflexive thematic analysis to gain deeper and more meaningful insights from the topics identified in the text (Morgan, 2022). Textual data was analysed deductively, forming a typology of data that was then derived and sorted into categories (Tunison, 2023). The text in the project's business plan document will be identified in depth to extract students' understanding and perceptions of what is considered important in a social enterprise. The process of analyzing the text through 6 thematic stages developed by (Braun & Clarke, 2006) whose stages are presented in Figure 1. Maintaining reflexivity is essential in interpretivism research to ensure that the researchers' biases and preconceptions do not unduly influence the analysis. To practice reflexivity during the coding and theme development process, the researchers maintained a reflective journal to document their thoughts, feelings, and potential biases that arose while analyzing the data. This reflective practice helped identify and mitigate any preconceptions that could impact the interpretation of students' perspectives.

The Familiarization stage is intended to get a general picture of the data to be understood. Furthermore, coding is done by highlighting the text - generally in the form of phrases or sentences - to be labeled or given a certain code. Additionally, the research team engaged in regular discussions regarding coding decisions and theme development, fostering a collaborative environment where diverse viewpoints could be shared and critically evaluated. This peer debriefing process was instrumental in refining the analysis and ensuring that the findings accurately represented the students' intentions and orientations in social entrepreneurship.

The initial codes were generated using a combination of data-driven and theory-driven approaches. While many codes emerged directly from the text, reflecting the students' expressions and ideas, others were informed by existing literature and theoretical frameworks related to social entrepreneurship. For instance, one of the codes identified was "community impact," which encapsulated the emphasis placed by students on the potential benefits of their proposed social enterprises for the local community. This combination of coding approaches allowed for a richer understanding of the data and provided a foundation for identifying broader themes.



Figure 1. Thematic stages of analysis

To ensure the dependability and trustworthiness of the data, the researchers allowed ample time for familiarization with the business plan documents before commencing the analysis (Kyngäs, Kääriäinen, & Elo, 2020). This was complemented by conducting peer assessments to validate coding decisions and thematic interpretations. An audit trail was maintained throughout the research process, documenting how decisions were made and ensuring transparency in the analysis. These practices collectively enhanced the rigor and reliability of the findings, contributing to a robust understanding of social entrepreneurship implementation from the students' perspectives. This is in line with the principle of dependability which emphasizes the quality of the data collection process, data analysis, and theory generation as a form of maintaining data stability which is further tested by peer assessment (Lincoln & Guba, 1985).

3. FINDINGS AND DISCUSSION

3.1 *Social Enterprise's Ability to Benefit Society*

The creation of community benefits was a central theme across the students' social enterprise proposals, with a focus on job creation and resource optimization. A prominent goal identified in the proposals was the generation of employment. One proposal stated, *"Business activities can create jobs for people. With companies and businesses operating, people can work and generate income"* (G3). This reflected the students' understanding that social enterprises can directly address unemployment, particularly in underdeveloped areas, by offering labor-intensive job opportunities such as those found in maggot farming and banana chip production.

Students also emphasized the importance of "increased community income" through resource utilization and value addition. For example, a proposal for cassava processing highlighted the potential for economic improvement: *"Processing cassava into cassava chips is to increase the durability of cassava so that it is suitable for consumption and utilize cassava to obtain a high selling value in the market"* (G2). By adding value to raw materials, these businesses could enhance the economic standing of local producers and create sustainable income sources for the community.

Beyond direct economic impact, students recognized that community involvement was essential. The idea of "empowerment of community-owned factors of production" was frequently mentioned. In one example, a maggot farming proposal noted, *"Production factors required in maggot cultivation include land, feed, and cultivation facilities. Communities can provide land to build maggot cages"* (G7). This emphasis on utilizing local resources ensured that the benefits of these businesses would remain within the community, fostering long-term social and economic growth.

Social enterprise benefits provide a new view of profit expectations. A view of prioritizing social impact over profit and considering the well-being of society, the environment, and employees. (Ilić, Marković, Pušara, & Avakumović, 2022; Tubolets & Taranenko, 2023) worth to consider. The urgency of providing benefits in the form of increased community income will only occur if business activities earn profits that will be widely used to increase community income. Ultimately, this profit will also be used to reduce social disparities, improve the working environment, and respect the rights of employees (Guamba, 2018). Students' perceptions of the importance of impacting on increasing community income are also driven by the economic background of the population in a developing country. Increasing people's income is done to create economic opportunities, build resilience to uncertainty, and address social imbalances (Maduro, 2018).

3.2 *People Development*

Human resource development was another significant theme in the proposals, with many students identifying a critical gap in local skills. One proposal pointed out, *"The availability of human resources who are well versed in hydroponic techniques is one of the problems"* (G1). By providing targeted education and training, students proposed that social enterprises could improve the knowledge and competencies of community members, allowing them to better utilize local resources and improve productivity.

To address this HR problem, students always bring up the argument that social enterprise plans begin to be a solution to improve the quality of human resources. Improving individual knowledge and skills, becoming more competent, innovative, and creative, leading to increased productivity and competitiveness (Tachyan, Rosmadi, & Ulfha, 2019).

Students also highlighted the need to "improve the innovation and creativity of the community", particularly in sectors where local opportunities were not fully realized. In one case, a proposal for cassava processing explained that the lack of knowledge and creativity was hindering the potential of local farmers: *"The limitation to process cassava is due to the lack of innovation and creativity from the community, the existence of untapped opportunities"* (G10). To address this, students suggested implementing training programs that would teach the community how to add value to local products, which could lead to greater economic returns.

The idea of group empowerment in increasing social cohesion among communities has also been proven in a study (McDonald, Prichard, & O'Byrne, 2015). It was further found that this approach involves engaging communities in decision-making processes and collectively managing development organisations Colour illustrations.

Furthermore, students often referenced "local wisdom" as an integral part of community development. One proposal for tourism development emphasized, "*The absorption of local human resources can be a strength for this tourist attraction because it can develop tourism products in accordance with local wisdom*" (G1). This recognition of the value of local knowledge shows that the students aimed to merge traditional practices with modern business models, ensuring cultural preservation while fostering economic growth.

Local wisdom as a value held within a community is also a concern in the process of community development. Local wisdom is essential to benefit local communities, and understanding the concepts and examples of such activities can assist companies in planning and implementing them effectively (Susanto, Rudyanto, & Rahayuningsih, 2022). Students demonstrated the importance of local wisdom-based tourism management. This is in line with studies showing that local wisdom acts as a mediator between community empowerment and sustainable tourism development, leading to positive outcomes (Sulaiman, Chusmeru, Adi, & Runtiko, 2022).

3.3 Science and Technology-based Social Innovation

Innovation, particularly through technology, was another strong theme in the student proposals. Many students proposed integrating modern technologies to improve the efficiency and scalability of their social enterprises. For instance, one hydroponic farming proposal noted, "*Sophisticated technology is believed to facilitate the process of running a business, the technology that is developing today is very much one of them is IoT technology, this technology will be used in hydroponic agrotourism businesses*" (G3). The use of IoT-based systems for irrigation would not only increase productivity but also make agricultural practices more sustainable and environmentally friendly.

Students also proposed "product diversification" as a strategy for expanding market appeal. A banana chip business plan highlighted, "*In addition to sweet and savoury flavours, we also added several flavours to our banana chips, such as chocolate. Our goal in adding flavours to our banana chips is to attract consumers and give them a new sensation in the taste of our banana chips*" (G2). This innovation in product offerings was seen as a way to differentiate their enterprises in competitive markets and meet the diverse tastes of consumers.

In addition to production and product innovation, students recognized the importance of "marketing and promotion" through digital channels. One proposal explained, "*With the internet network we can make attractive product promotions and can make feedback from potential customers*" (G1). Leveraging online platforms like social media was considered a valuable tool for expanding the reach of the social enterprises, ensuring that their products could reach a broader audience and generate more business.

In the social enterprise proposal documents submitted by students, innovation is a hallmark of social entrepreneurship that is raised as a key topic. Studies have shown that innovation plays an important role in the success of social entrepreneurship (Antoniuk, Bui, Berezhnytska, Savko, & Hoby, 2023; Ilchenko, 2022; Mathory, Murtafia, & Sudarmi Narwis, 2023; Monir & Geberemeskel, 2023). The proposal includes product diversification to add value to community resources, reach a wide range of consumers, and prevent disruption of similar products in the market.

Students also highlighted the importance of using information technology, for example by proposing the use of IoT-based technology in hydroponic businesses to improve the effectiveness and efficiency of production and marketing. All innovation, diversification and utilisation of information technology are considered important contributions of science and technology in creating innovative social enterprises. Social work practice is also evolving with the introduction of innovative technologies and practices to address social problems and engage communities in overcoming difficulties (Gerli, Calderini, & Chiodo, 2022a). Social-technology enterprises combine technological innovation with

social value creation, while social e-enterprises utilise information and communication technologies to achieve social and environmental goals (Gerli, Calderini, & Chiodo, 2022b; Ratten, 2013).

3.4 Sustainability and Business Protection

Sustainability, both environmentally and economically, was a critical concern across the proposals. One student emphasized the environmental benefits of maggot farming, stating, *"Maggot cultivation also has the potential to reduce organic waste and manage agricultural or livestock residues"* (G7). By integrating waste reduction into the business model, students aimed to create businesses that not only addressed social issues but also contributed to environmental sustainability.

In terms of economic sustainability, several proposals focused on protecting intellectual property (IP) as a way to secure long-term business viability. One proposal for a brand emphasized the importance of legal protection, stating, *"IPR on the business to be built is in the form of brand rights protection in the form of a logo that has been prepared to be registered so that it cannot be taken or imitated by anyone"* (G1). This recognition of IP protection underscored the students' understanding that safeguarding a business's identity was essential to its success and market differentiation.

Moreover, sustainability was not just seen from an environmental standpoint but also from a broader economic perspective. A proposal for turmeric-based products highlighted that *"Science Technology is indispensable in the production process of turmeric powder drink. In the traditional medicine industry or herbal industry, technology can help increase progress, convenience, and increase production for a long period of time"* (G11). This balance between innovation, environmental responsibility, and business protection was key to ensuring the long-term success of their social enterprises.

In the business proposal document, business sustainability is the main focus to ensure operational continuity. Environmental development and business protection are the main issues emphasized, with students showing efforts to solve environmental problems through the proposed social enterprise. Business sustainability includes environmentally friendly aspects to prevent new problems. Social enterprises play an important role in environmental development and protection. These enterprises have the potential to achieve green innovation transformation and fulfill their social responsibilities by integrating sustainable practices into their operations. Environmental regulations and policies, such as the central environmental protection inspector (CEPI) policy, have been found to significantly promote corporate social responsibility and green innovation (Feng, Chen, Liu, & Jia, 2022; Xu, Jing, & Lu, 2022). The engagement of young people in social entrepreneurial activities and their adoption of sustainable behaviors are also important for future economic development (Modoi & Vescan, 2021). It is essential for companies to raise awareness about sustainable development and act responsibly towards the environment and society, as this benefits not only the company but also the entire society (Duong & Pushkareva, 2020).

Business protection was also identified as an important part, especially in relation to intellectual property such as brands, which are considered to represent the identity of the business. Students highlighted the urgency of protecting the potential economic value of such intellectual property. Intellectual property protection is essential for companies in a knowledge-based economy, especially in the context of digital collaboration and communication. Misuse of ICT technologies and exchange of product data in supply chain networks pose challenges to intellectual property protection (Stjepandić, Liese, & Trappey, 2015). Small knowledge-intensive companies need to embed intellectual property protection and knowledge management in their work routines and processes to effectively manage their intellectual and knowledge-based assets (Kulmala & Kettunen, 2014).

3.5 Social Entrepreneurial Intention and Orientation in Social Enterprise Proposal

Social enterprise must address the tensions arising from the plurality of institutional logics involved in social enterprise, such as business, non-profit, and social logics (Kreutzer, 2022). It should consider regulatory issues and propose solutions to facilitate cross-border activities of social enterprise companies (Liptrap, 2021). In addition, proposals should consider the social functions of social

enterprises and provide a comprehensive understanding of their manifestations and motivations (Liptrap, 2020).

In this section, we will discuss the dimensions of social entrepreneurial intention and orientation as a value that is practically identified to be an important point in the social enterprise proposal. which looks at social entrepreneurship on the elements of entrepreneurial social intention and entrepreneurial social orientation. Entrepreneurial social intention is indicated by empathy, motivation, self-efficacy, and social support. Meanwhile, entrepreneurial social orientation is indicated by the ability of social innovation, social risk taking, proactivity, and social value. These aspects are then compared with students' perceptions of what they think is urgent in a social enterprise design.

The proposals showed strong evidence of social entrepreneurial intention, particularly in areas such as empathy, prosocial motivation, and social value creation. Students demonstrated a deep understanding of local needs, as one proposal explained: *“Students saw that social enterprises should be developed in a labor-intensive manner, increasing the capacity of the enterprises to absorb more labor”* (G2). This focus on creating jobs and addressing social issues reflected the students’ commitment to making a positive impact on their communities.

However, one notable gap in the proposals was the lack of **“social risk-taking”**. Although students displayed strong social orientation, *“increased community income is also expected to occur when social enterprises can add value to the resources owned by the community”* (G2), there was little mention of managing or embracing the inherent risks of entrepreneurship. This could be attributed to the structured nature of project-based learning, which tends to focus more on achievable outcomes and less on the uncertainties of entrepreneurial ventures.

Despite this, the proposals strongly reflected **“social innovation”**, particularly in the areas of product and service diversification. As one student noted, **“local wisdom-based empowerment”** was an important aspect of creating social value through innovation (G1). Students showed a proactive approach to addressing community challenges, illustrating a solid understanding of the importance of both social and market-oriented innovation in achieving sustainable social change.

Table 1. Implementation of Social Entrepreneurship in Proposal Social Enterprise

Dimension Social Entrepreneurship		Implementation Based on the Results of Identification of Student Business Plan Documents	
Intention	Social	Empathic	- Problem-based business/community potential
			- Utilizing resources creatively
		Prosocial motivation	- Creating social benefits
		Self-Efficacy	- Belief in being able to fix social issues
		Social Support	- Community involvement in business development
Orientation	Social	Social innovation	- Product innovation and diversification
		Social Risk-taking	- Not identified
		Social proactivity	- Explore opportunities to increase added value
		Social value	- Creating collective benefits
			- Local wisdom-based empowerment

Students' entrepreneurial social intention in the empathy aspect is shown by their ability to create business proposals based on problems faced by the community. Students also manage existing potential creatively to create high-value products. This is a form of awareness of social business actors of the need to understand and empathize with the experiences and perspectives of others (Fernandez Rivas, 2022). Prosocial motivation is shown by students' strong desire to create social benefits. Individuals with high prosocial motivation are more likely to have a strong inclination towards social entrepreneurship and are driven by the desire to make a positive impact on society (AÇAR & ÖZCAN, 2022; Yamini, Soloveva, & Peng, 2022). Social support is indicated by students' desire to involve the

community in business activities. Social support that is perceived positively is an indication of the emergence of social entrepreneurship intentions (Ip & Liang, 2023).

Entrepreneurial social orientation in the aspect of social innovation is strongly identified with various forms of product innovation proposed by students. One of the innovations is to explore opportunities to increase the added value of society as a form of implementation of the social proactivity aspect. This shows the ability of students to see social problems and their potential to act in anticipating social problems, needs, or changes (Mort, Weerawardena, & Carnegie, 2003; Peredo & McLean, 2006). The social value aspect is shown by the students' desire to create collective benefits. The unique part is the emergence of the issue of local wisdom as one of the bases for creating social value.

In general, students have shown social entrepreneurial intentions and orientations in developing a social enterprise proposal, although they have not specifically identified indications of social risk-taking. One explanation may lie in the educational context, where the curriculum focused on theoretical knowledge without ample opportunities for practical application, hindering the internalization of these concepts. Additionally, the nature of project-based learning might lead students to prioritize immediate outcomes, such as community impact and business sustainability, over engaging with the uncertainties of risk-taking.

Discussion

The findings of this study highlight students' focus on community benefits, innovation, and sustainability in their social enterprise proposals, alongside an underrepresentation of social risk-taking. This reflects both strengths and gaps in the current educational framework. However, the notable underrepresentation of social risk-taking highlights a critical gap in the educational framework. Risk-taking, a key trait of successful entrepreneurs, involves embracing uncertainty and potential failure to achieve innovative solutions (Li & Ahlstrom, 2020). Its absence in the proposals suggests that while students are proficient in addressing immediate community needs and integrating innovation, they may lack the resilience and confidence needed to navigate the complexities of entrepreneurship. This aligns with Zakari, Adusei, Quansah, & Ampah (2022) observation that risk-taking is often underdeveloped in formal educational settings, where structured, low-risk learning activities dominate.

The focus on community benefits, such as job creation and resource optimization, reflects the students' commitment to addressing local challenges, consistent with Grimes (2015) assertion that social entrepreneurship plays a transformative role in developing regions. However, the findings also reveal a tendency to prioritize practical, incremental solutions over transformative, high-risk strategies that could yield systemic change. This aligns with Chipeta et al. (2022) critique that risk-aversion is a common feature of project-based learning (PBL), as students are often guided toward achievable outcomes rather than experimental approaches. This suggests that while PBL effectively fosters proactivity and innovation, it may inadvertently limit students' exposure to the entrepreneurial mindset needed to embrace uncertainty.

Furthermore, the findings contrast with research emphasizing the role of social entrepreneurship education in cultivating self-efficacy and resilience (Osiri et al., 2019). While students demonstrated empathy and proactivity, their limited engagement with risk-taking could stem from cultural and contextual factors. In many developing economies, failure is stigmatized, and entrepreneurial risk is perceived as a financial burden rather than an opportunity for growth. Addressing this gap would require educational reforms, such as incorporating experiential learning opportunities that simulate entrepreneurial risks and failures. For instance, competitive simulations or pilot projects could provide students with a safe environment to explore the uncertainties inherent in social entrepreneurship, aligning educational outcomes more closely with the realities of entrepreneurial practice.

The emphasis on job creation and resource optimization aligns with the foundational principles of social entrepreneurship, demonstrating how project-based learning (PBL) effectively fosters empathy and proactivity. However, the lack of attention to risk-taking suggests that while PBL supports tangible

outcomes, it may not sufficiently encourage students to engage with uncertainties or failure, which are crucial for entrepreneurial growth. Addressing this gap would require integrating experiential activities like simulations or pilot projects that allow students to safely explore risk-taking dynamics.

These insights have implications beyond social entrepreneurship education, offering transferable lessons for other disciplines. For instance, PBL's emphasis on practical solutions can be adapted to public health, engineering, and environmental studies, where students can develop community-focused innovations. The incorporation of local wisdom, as seen in proposals emphasizing cultural heritage, underscores the importance of tailoring curricula to regional and cultural contexts. This ensures relevance and fosters ownership among students, particularly in regions with high unemployment or resource constraints. Collaborative, interdisciplinary approaches can further enhance these programs by combining expertise from diverse fields to address complex social challenges.

Aligning social entrepreneurship education with global frameworks like the Sustainable Development Goals (SDGs) provides students with a greater sense of purpose and connection to global priorities. Proposals addressing unemployment and environmental sustainability correspond to SDG 8 (decent work and economic growth) and SDG 13 (climate action), highlighting how social enterprises can tackle systemic challenges. Curricula that integrate these frameworks can inspire students to design innovative solutions with broader societal impact. Future efforts should focus on creating interdisciplinary, SDG-aligned curricula that balance measurable outcomes, innovation, and entrepreneurial resilience to prepare students for real-world challenges.

4. CONCLUSION

This study investigated students' perceptions of key elements in community-based business plans as a form of social entrepreneurship implementation. The analysis revealed several significant themes, including the importance of community benefits, such as increased income and employment generation, as well as the need for empowerment and technological integration. However, aspects of social risk-taking were notably absent from the proposals, highlighting gaps in the current educational approach.

Overall, the findings reveal both alignment and divergence with the broader literature. While the proposals align with established frameworks for social value creation and innovation, they reveal gaps in areas like systemic change, entrepreneurial mindset development, and risk-taking. These gaps suggest that the current educational approach may inadvertently limit students' ability to engage with the full spectrum of challenges and opportunities in social entrepreneurship. By integrating more interdisciplinary content, experiential learning, and reflective practices into the curriculum, educators can better prepare students to navigate the complexities of real-world social enterprise development.

The unique contribution of this study lies in its innovative approach to measuring social entrepreneurship learning outcomes, focusing not only on traditional metrics but also on students' real-world applications of social entrepreneurial principles. By highlighting community benefits and the integration of technology, this research provides valuable insights into how social entrepreneurship education can be structured to create meaningful social impact. Additionally, the study emphasizes the importance of intellectual property protection as a critical component of social enterprise sustainability, underscoring its relevance in today's competitive environment.

To enhance social entrepreneurship education, it is essential to integrate these findings into teaching methods. Educators should emphasize community benefits and technological applications within the curriculum, encouraging students to explore innovative solutions for social challenges. Workshops and mentorship programs focusing on intellectual property protection can further equip students with the necessary skills to safeguard their ventures, ensuring long-term sustainability.

While this study provides important insights, it is not without limitations. The absence of self-efficacy and social risk-taking in the students' proposals indicates a need for further investigation into these dimensions within social entrepreneurship education. Future research could benefit from

developing quantitative indicators to measure social entrepreneurial traits effectively. Additionally, qualitative studies exploring the factors influencing self-efficacy and risk-taking would provide a more comprehensive understanding of how to cultivate these essential traits among aspiring social entrepreneurs.

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