



SOCIAL ENTREPRENEURSHIP IN TIME OF CRISIS



WP2 Social Entrepreneurship in Time of Crisis – Lebanon preliminary data

30 June 2024

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www.setc-project.eu



Co-funded by
the European Union

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SUMMARY

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1. INTRODUCTION

Lebanon has faced a multitude of crises since the year 2019, including economic collapse, political instability, and a devastating explosion in Beirut. In the past three years, the national currency has depreciated by 80%, local banks have implemented unofficial capital controls, limited cash withdrawals, and halted transfers and international transactions, resulting in a significant political, financial, and economic crisis. Given Lebanon's entrepreneurial reputation, with small and medium enterprises comprising 90% of businesses, entrepreneurs have the potential to mitigate the adverse effects of the current crisis.

According to Grube and Storr (2018), entrepreneurs can alleviate the impact of crises due to their close ties to their communities, enabling them to address community needs by providing resources such as donations, funds, and goods and services. Additionally, entrepreneurs have been shown to bridge institutional gaps in crisis recovery systems and enhance resilience (Williams and Shepherd 2016; Linnenluecke 2017).

To explore Entrepreneurial Intentions, researchers have used various theoretical frameworks such as human capital theory, the entrepreneurial event model, the theory of planned behavior, and the entrepreneurial self-efficacy perspective, or a combination of these models (Schlaegel & Koenig, 2014). Human capital theory, introduced by Becker in 1975 and further elaborated in 1994, asserts that attitudes and intentions are shaped by the knowledge, skills, and abilities acquired through education.

The entrepreneurial event model, developed by Shapero and Sokol in 1982, incorporates social and cultural factors—such as perceived desirability, perceived feasibility, and propensity to act—that influence Entrepreneurial Intention. Ajzen's theory of planned behavior, formulated in 1991, posits that action is determined by intention, which is in turn influenced by attitude toward the behavior, subjective norms, and perceived behavioral control. The entrepreneurial self-efficacy perspective, proposed by Chen et al. in 1998, focuses on individuals' belief in their own ability and skills to succeed in entrepreneurial tasks and roles.

Universities play a crucial role in fostering entrepreneurship among students (Gavurova, Belas, Kotaskova, & Cepel, 2018; Jansen, van de Zande, Brinkkemper, Stam, & Varma, 2015). Entrepreneurial education programs serve not only to attract students but also to cultivate entrepreneurship by enhancing individuals' capabilities, skills, and motivation to embark on entrepreneurial ventures (Belas et al., 2019; Shirokova et al., 2018; Walter et al., 2013). Implementing policies that encourage student startup activities within universities contributes to the creation of new ventures (Jansen et al., 2015). Moreover, entrepreneurship

components of the university positively influence students' climate perceptions regarding entrepreneurship (Belas et al., 2017; Bergmann et al., 2018; Bergmann et al., 2016).

In this context, the Social Entrepreneurship in Time of Crisis (SE.TC) project aims to enhance the economic situation in Lebanon's North, Beqaa, and South Regions. Teachers, trainers, and students enrolled in higher education will receive specialized training and coaching services to build an entrepreneurial spirit and culture. As a result, they will leverage their acquired skills to engage in community building activities among vulnerable groups.

Among various phases associated to this project, the phase I is about the preparation and the needs assessment (WP2-preparation prior to development): running for the first six months, in which an assessment was developed about the specific needs of the beneficiaries (students and trainers) in the four Lebanese universities involved in the Consortium; Saint Joseph University, Lebanese University, Université La Sagesse and Al-Azm University. Simultaneously, a face-to-face meeting took place at Technological University of the Shannon: Midlands Midwest (TUS), Ireland, to initiate the design of the next phase, which involves updating the curriculum.

This report shares findings from two surveys done with students and instructors in Lebanese universities. We wanted to understand students' perceptions of social entrepreneurship through the survey, examining how well they perceive this field. We asked 305 students to help us understand how we can improve classes and workshops to match what students want. This helps us see how Lebanese universities are doing in teaching social entrepreneurship. In addition to exploring students' perceptions, the survey also investigates their motivations and barriers towards engaging in social entrepreneurship.

Also, another survey was conducted among 54 instructors in higher education, aiming to understand their perspectives, challenges, and recommendations regarding entrepreneurship education. The survey investigates instructors' intentions, challenges, and preferences within social entrepreneurship education. The aim is to build strategies that align with the needs and aspirations of the academic community, cultivating a supportive environment for entrepreneurship development and shedding light on potential areas for curriculum development and specialization.

In conclusion, we will reflect on the lessons learned and outline future implications. We will justify the need to update the curriculum by suggesting areas for inclusion and enhancement based on the survey findings and emerging trends in social entrepreneurship education.

2. METHODOLOGY

2.1. Survey Design and Distribution

A Google Form questionnaire was designed to gather data on social entrepreneurship in Lebanon. The survey included questions on respondents' motivations for pursuing social entrepreneurship, the areas of focus of their social enterprises, and the challenges they face.

The survey was distributed through our universities bulk emails sent to students and instructors. Indeed, the Deans and Department Heads asked their instructors to set aside 20 minutes during a session to be available for any particular questions students may have regarding the questionnaire requirements. This measure was implemented to ensure the accuracy of responses and to provide students with ample time to complete the questionnaire.

Based on the literature review and the Lebanese context, 19 questions were addressed to the students, covering aspects such as empathy and desirability towards social value, social entrepreneurs' intentions, perceived access to finance, personal attitude towards being a social entrepreneur (Perceived Behavioral Control), evaluation of the university as an entrepreneurial institution, and assessment of the curriculum.

In parallel, 25 questions were asked to the instructors, aiming to comprehend students' entrepreneurial intentions, the role of entrepreneurship courses, evaluation of the social entrepreneurship curriculum, utilization of financial instruments and new teaching methods in social entrepreneurship, the significance of social entrepreneurship networks and university involvement, the impact of technology, and perceived challenges in teaching social entrepreneurship.

This project will analyze various time periods to examine students' motivations for engaging in social entrepreneurship, using conceptual models as the basis for formulating these questions. (For further information, please refer to the appendices 1 & 2

[#Appendix 1: Variables Instructors.](#)

[#Appendix 2: Variables students\)](#)

For further details regarding the questionnaires, please refer to appendices 3 & 4.

[#Appendix 3: Questionnaire for the students/future entrepreneurs](#)

[#Appendix 4 : Questionnaire for instructors/trainers](#)

2.2. Samples and Demographics

- **Demographic profile:**

Most of the students who answered the survey (64.3%) are younger than 20, showing that they are mostly young. About half of them are females (53.8%), and most of them (94.4%) study business. Almost all of the business students (90.7%) took part in the survey, which means a lot of them are interested in it.

The survey showed that most instructors, about 85%, are between 35 and 64 years old, with only a small number, around 7.4%, outside this age range (Instructors' Complete descriptive statistics is available in Appendix 5 [#Appendix 5: instructors' complete descriptive statistics](#)). Regarding the gender distribution in the instructors' questionnaire, we will take it into account in future assessments. Initially, we did not differentiate based on gender, but it will be essential to examine this aspect in the next evaluations.

About 63% of instructors have PhD degrees, while the rest are professionals. The majority, 88.9%, teach at Lebanese University, Université La Sagesse, or Saint Joseph University, while the rest teach at other universities. Regarding the PhD holder requirements, according to the new laws and guidelines from the Ministry of Education and Higher Education, the highest ratio of instructors must be PhD holders at Lebanese universities. While we recognize that practitioners, especially in Social Entrepreneurship (SE), can add significant value to the course and to students, they must be supervised by or work under the name of a PhD holder who is a full-time faculty member. For instance, at the Lebanese University, no one can be recruited without holding a PhD degree. The same rule applies to other universities, especially at the master's level, where the law mandates that instructors must hold a PhD. If the curriculum or program is designed for executives, practitioners can make substantial contributions, but their work must still be overseen by PhD holders. These are the latest updates from the Lebanese Ministry of Education and Higher Education regarding the new requirements.

The survey's Cronbach alpha coefficient, which measures how consistent the responses are, is 81%, indicating that the responses are consistent.

- **Academic Profile:**

Most students mainly study management, general business, marketing, accounting, audit, or MIS. More students (88.2%) are in undergraduate programs than in graduate MBA programs (11.8%). There are a lot

of students in their first and second years, but fewer in senior years and graduate programs. (Complete Students' Descriptive Statistics is found in Appendix 6)

[#Appendix 6 : students' complete descriptive statistics](#))

- **Attitudes towards Social Entrepreneurship:**

Many students are interested in social entrepreneurship and want to make a positive impact. A lot of them think it is important to create social value, with 67.5% loving the idea and 64% being enthusiastic about it. Also, 55.4% of the students are determined to start their own social entrepreneurial venture in the future.

Many instructors, about 68.5%, do not teach social entrepreneurship. The survey found that several reasons can make people want to become entrepreneurs. Some of these include personal traits, like being determined, which was mentioned by 55.6% of instructors, feeling confident, mentioned by 74.1%, and having access to financial resources, mentioned by 31.5%.

- **Perceived Challenges and Preparedness:**

Despite interest, students identify various challenges, including funding (51.2%) and lack of practical knowledge (29.1%).

However, a notable percentage (56.1%) aspire to build a career in social entrepreneurship.

- **Perceptions of Entrepreneurship Education:**

Instructors strongly agree that entrepreneurship classes increase students' intention (92.6%) and change their perception and capability (87%) to start and succeed in their own business. However, there is a consensus (66.7%) that the curriculum in social entrepreneurship needs more development.

- **Perception of the University support:**

A considerable portion of students (64.6%) believe that courses related to social entrepreneurship exist, indicating awareness of available resources. Mixed opinions on the university's entrepreneurial culture suggest a need for clarity and reinforcement of support mechanisms.

- **Opportunities and challenges of Social Entrepreneurship education:**

The majority of students (78.7%) acknowledge the benefits of experiential learning. Participation in social entrepreneurship courses is perceived to enhance self-efficacy, social support, and intention towards social entrepreneurship.

A large number of instructors (77.8%) believe that addressing CSR, ecology, and environmental concerns is crucial in entrepreneurship education.

A majority of instructors, about 79.5%, support the idea of making entrepreneurship classes mandatory and integrating them into the business program. Additionally, innovative teaching methods, favored by 85.1% of instructors, and thinking outside the box, valued by 81.5%, are seen as crucial for effective entrepreneurship education. There is also a call for more emphasis on training, coaching, and mentoring, with 64.8% of instructors supporting it, along with the integration of network activities to enrich the learning experience, supported by 88.9% of instructors.

Instructors face several challenges in entrepreneurship education, including a lack of motivation and knowledge, each reported by 27.8% of respondents, difficulty in connecting with entrepreneurs mentioned by 46.3%, and the need for curriculum updating, noted by 37%. On a positive note, instructors perceive AI as beneficial, with 79.6% believing it has a positive impact on developing students' skills in social entrepreneurship.

3. RESULTS AND FINDINGS

3.1. Motivations and intentions for Social Entrepreneurship

The concept of intentionality reflects a cognitive state capable of translating mental representations into real actions. Researchers emphasize the importance of examining entrepreneurial intention when predicting individuals' actual entrepreneurial actions across various countries and contexts (Pejic Bach et al. 2018; Rajh et al. 2016).

A significant portion of respondents (55.4%) indicated a desire to address a specific social need in Lebanon as their primary motivation for starting a social enterprise. Other common drives including employment opportunities, the significant level of interest and enthusiasm among students regarding social entrepreneurship, indicating a strong inclination towards socially impactful initiatives, recognizing the value of experiential learning in social entrepreneurship courses, highlighting how education can help students think like entrepreneurs and learn the skills needed to start businesses successfully.

The survey highlights that many students are interested in social entrepreneurship and are eager to make a positive impact. This interest is reflected in the high percentage of students who love the idea of creating social value (67.5%) and express enthusiasm about it (64%). These findings demonstrate a strong motivation among students to engage in social entrepreneurship due to their passion for making a difference in society.

The passion for social change among students is indeed crucial, especially in the context of Lebanon's current challenges, including the economic and financial crises, the Beirut Blast, and the impact of COVID-19. These crises have highlighted existing social inequalities and intensified the urgency for innovative solutions to address pressing issues.

Given the socio-economic disparities in Lebanon, students who are passionate about social entrepreneurship recognize the opportunity to contribute directly to the well-being of others, particularly those who have been most affected by these crises. They understand that traditional approaches to addressing societal challenges may not be sufficient, and they are motivated to leverage their skills, knowledge, and resources to create meaningful change.

Through social entrepreneurship, students can design and implement initiatives that specifically target the needs of underserved communities, providing essential services, creating employment opportunities, and boosting community resilience.

Moreover, the current socio-economic context in Lebanon has underscored the importance of initiatives and community-led solutions. Students engaged in social entrepreneurship are uniquely positioned to drive such initiatives, leveraging their proximity to local communities, their understanding of their needs, and their innovative spirit to develop sustainable businesses.

The survey also indicates that several factors influence individuals' motivations to become entrepreneurs, including personal traits and access to resources. Instructors cite personal traits such as determination (55.6%) and confidence (74.1%) as key motivators for entrepreneurship. Additionally, access to financial resources is mentioned by a portion of instructors (31.5%). These findings suggest that students may be motivated to pursue social entrepreneurship by their own personal characteristics, such as determination and confidence, as well as by the availability of resources to support their ventures.

The focus on personal traits such as determination and confidence reflect the intrinsic qualities that often drive individuals towards entrepreneurship, including social entrepreneurship. Students who exhibit high levels of determination are more likely to persevere in the face of challenges, essential qualities for navigating the complexities of entrepreneurship. Likewise, confidence plays a decisive role in entrepreneurial pursuits, empowering individuals to take risks, make decisions, and seize opportunities. These personal traits contribute to their ability to initiate and sustain social initiatives aimed at creating positive change.

The mention of access to financial resources by a portion of instructors highlights the practical considerations that influence students' motivations for entrepreneurship. Social entrepreneurship often requires initial capital to launch and sustain ventures, particularly those aimed at addressing complex social challenges. Access to financial resources, whether through personal savings, investments, or external funding sources, can significantly impact students' ability to translate their entrepreneurial aspirations into tangible projects with meaningful impact.

Moreover, beyond financial resources, access to other forms of support such as mentorship, networks, and institutional resources can also play a fundamental role in facilitating students' pursuit of social entrepreneurship.

3.2. Opportunities That SE can offer to our students; opportunities offered by the universities of they work on developing the curricula.

The survey results revealed that social enterprises in Lebanon are a new rising demand. Also, instructors strongly agree that entrepreneurship classes increase students' intention (92.6%) and change their perception and capability (87%) to start and succeed in their own business. However, there is a consensus (66.7%) that the curriculum in social entrepreneurship needs more development.

The new curriculum should integrate topics addressing the challenges and opportunities following COVID-19. This could include topics such as remote work, digital transformation, supply chain disruptions, and the importance of resilience and adaptability in the face of crisis.

Emphasizing the significance of Digital and Social Innovation in SE is essential. Students should gain insights into emerging technologies, digital marketing strategies, and online platforms for social impact.

The curriculum could include topics on Sustainability and Ethical Practices such as sustainable business models, ethical sourcing, and corporate social responsibility.

Recognizing the critical need for students to understand crisis management and resilience concepts, especially within the Lebanese context, is imperative. Equipping students with effective tools such as simulations, case studies, and guest lectures from experts in crisis management will enable them to reflect more efficiently.

Incorporating insights into best practices in social entrepreneurship will inspire and motivate students. Encouraging a proactive approach to staying informed about industry developments and providing opportunities for continuous professional growth and development are essential components of the curriculum.

3.3. Challenges Faced by trainers and students on the subject of Social Entrepreneurship

In general, social entrepreneurs in Lebanon confront many challenges. The main obstacles are the lack of access to funding, the unstable economic environment, and limited infrastructure. These challenges have been identified by students in our survey findings as anticipated challenges facing their entrepreneurial

aspirations. Funding emerged as a significant concern, with 51.2% of respondents expressing apprehension about securing financial resources. Additionally, a notable portion of students (29.1%) highlighted the lack of practical knowledge as a barrier, indicating a gap between theoretical learning and real-world application.

Instructors engaged in entrepreneurship education encounter their own set of challenges. Notably, a significant portion of instructors (27.8%) cite a lack of motivation and knowledge as challenges they face. This suggests a need for ongoing professional development and support to enhance their effectiveness in teaching entrepreneurship. Moreover, nearly half of the respondents (46.3%) express difficulty in connecting with entrepreneurs, underscoring the importance of building strong industry ties and networks within the entrepreneurship ecosystem.

Another challenge highlighted by instructors is the need for curriculum updating, noted by 37% of respondents. This reflects the necessity of continuously adapting educational content to reflect evolving industry trends, technological advancements, and emerging challenges.

Addressing the multifaceted challenges encountered by students and instructors in entrepreneurship education requires a holistic approach. This includes not only tackling immediate concerns such as funding and practical knowledge but also investing in continuous professional development for instructors and leveraging technology to enhance educational delivery.

4. DISCUSSION

4.1. Addressing societal needs

The survey conducted among students in higher education offers valuable insights into their demographic, academic, and outlook profiles regarding social entrepreneurship.

1. **Demographic Insights:** The survey reveals that the majority of respondents are young, with a significant portion under 20 years old. This suggests that youth are actively engaged in discussions surrounding social entrepreneurship. Furthermore, the slightly higher representation of females indicates a balanced gender distribution, which is crucial for cultivating diverse perspectives in entrepreneurship. The fact that most students are studying business-related subjects shows a clear interest in entrepreneurship among this group. This suggests there is a significant number of potential future entrepreneurs who are passionate about making positive social changes.
2. **Academic Profile Analysis:** Most surveyed students are enrolled in undergraduate programs, primarily focusing on management, general business, and related fields. This widespread interest in business education suggests a rich ground for cultivating entrepreneurial skills and mindset among students. However, the gap in representation across academic years and programs raises questions about the continuity of entrepreneurial education beyond the initial stages of undergraduate studies. Addressing this gap is essential for ensuring a smooth progression in entrepreneurial development throughout students' academic journeys.
3. **Attitudes towards Social Entrepreneurship Exploration:** Previous studies have investigated the influence of social network support (Kristiansen and Indarti 2004) and previous family business experience (Zellweger et al. 2011) on entrepreneurial intentions. Pruett et al. (2009) found a statistically significant correlation between family support and the intention to pursue entrepreneurship. Farooq et al. (2018) emphasized that a more supportive social atmosphere regarding entrepreneurship enhances the likelihood of individuals opting for self-employment options in their careers. The survey reveals a significant level of interest and enthusiasm among students regarding social entrepreneurship. Many express a genuine desire to create social value through entrepreneurial ventures, indicating a strong inclination towards socially impactful initiatives. This enthusiasm underscores the potential for social entrepreneurship to serve as a catalyst for addressing pressing societal challenges and driving meaningful change.

Encouraging this passion can inspire a new generation of socially conscious entrepreneurs committed to making a positive difference in the world.

4. **Perceived Challenges and Resilience:** Despite facing challenges such as funding constraints and a lack of practical knowledge, a notable percentage of students remain determined to pursue careers in social entrepreneurship. This resilience highlights their commitment to overcoming obstacles and realizing their entrepreneurial aspirations. By cultivating a supportive environment and providing targeted resources and mentorship, educational institutions can empower students to navigate challenges effectively and turn their entrepreneurial visions into reality.
5. **University Support Dynamics:** While a considerable number of students are aware of available courses related to social entrepreneurship within their academic institutions, mixed opinions on the university's entrepreneurial culture suggest a need for clarification and reinforcement of support mechanisms. Making university support better can help students get more involved in social entrepreneurship and make it easier for them to try out new business ideas. This highlights the importance of aligning institutional resources and policies with student needs and aspirations to support a thriving entrepreneurial ecosystem on campus.
6. **Benefits of Social Entrepreneurship Education:** Several research studies have explored the relationship between entrepreneurial education and career choice. Choi et al. (2018) found that increased investment by universities in entrepreneurship positively correlates with the number of students who become founders. Ahmed et al. (2020) suggest that students' experiences in various components of entrepreneurship programs have a positive effect on their intentions to launch new ventures. Ndofirepi (2020) demonstrated that entrepreneurship education significantly boosts entrepreneurial intentions.

In the Lebanese context, most students recognize the value of experiential learning in social entrepreneurship courses. They say it helps them believe in themselves more, work better with others, and want to do social entrepreneurship even more. This shows how education can help students think like entrepreneurs and learn the skills they need to start businesses successfully. By leveraging experiential learning opportunities, educational institutions can empower students to become resilient, innovative, and socially conscious entrepreneurs capable of driving sustainable change.

In summary, the survey shows that students are really interested in social entrepreneurship education. However, more support is needed for the next generation of social entrepreneurs by providing resources, mentorship, and experiential learning. This will help them become successful entrepreneurs who can make a real impact in society.

Also, the findings show that instructors agree on the importance of entrepreneurship education and the necessity to update the curriculum to match students' needs and industry trends.

To optimize entrepreneurship education, we need to tackle challenges like updating the curriculum and connecting with entrepreneurs. For example, introducing practical workshops helps students develop business plans and share ideas. Additionally, inviting successful entrepreneurs, industry experts, and social innovators to share their experiences can provide valuable insights.

Incorporating case studies of both successful and unsuccessful entrepreneurial ventures can offer practical lessons, while integrating emerging technologies like artificial intelligence and block chain can equip students with essential digital skills for the digital economy. AI has been supporting business operations for an extended period (Rajab and Sharma 2018). Obschonka and Audretsch (2020) determined that this trend could also extend to entrepreneurs. The integration of artificial intelligence technologies is reshaping entrepreneurial practices (Townsend et al. 2018), prompting debates into entrepreneurial theories.

In light of these insights, mandatory participation in pitching competitions and integrating innovative teaching methods promote teamwork and project-based learning. Furthermore, a greater emphasis on social entrepreneurship and sustainability should be incorporated into course content to align with evolving industry demands and societal needs.

Moreover, by engaging successful entrepreneurs in workshops and inviting them to share their experiences with students, educational institutions can provide valuable mentorship and networking opportunities.

In this context, updating entrepreneurship education to encompass pitching activities, competitions, and field visits while embracing new teaching methodologies is essential for preparing students to thrive in the dynamic world of entrepreneurship. Consequently, educational institutions can empower future entrepreneurs to drive innovation, create sustainable businesses, and make meaningful contributions to society.

4.2. Overcoming Obstacles

The identified challenges faced by social enterprises underline the need for support mechanisms. Facilitating access to funding, creating a more stable economic environment, and developing necessary infrastructure can empower these entrepreneurs to thrive and maximize their impact.

To overcome the obstacles identified in the survey and improve social entrepreneurship education in Lebanon, we can focus on several key strategies.

- **Addressing Funding Constraints:** one approach is to create special funding programs or grants designed specifically for social entrepreneurship projects at universities. Another idea is to build partnerships with local businesses, non-profit organizations, and government agencies to provide financial support and resources for student ventures.
- **Enhancing Practical Knowledge:** we can develop hands-on learning programs that give students real experience in starting and running social enterprises. This could involve using case studies, simulations, field visits, internships and real-world projects in the curriculum to give students practical skills and insights.
- **Improving Instructor Engagement:** it is important to offer workshops and training sessions to help instructors improve their knowledge and teaching skills in social entrepreneurship. We can also encourage collaborations between instructors and industry experts to share ideas and teaching methods. Another effective approach is implementing the concept of reversing classrooms, where students review instructional content outside of class and engage in hands-on, practical activities during class time. This method not only deepens the students' understanding but also allows instructors to focus on facilitating discussions, problem-solving, and applying theoretical concepts to real-world scenarios, thereby fostering a more interactive and engaging learning environment.
- **Curriculum Updating:** we should regularly review and update the curriculum with input from faculty, industry experts, and students. This will ensure that course content stays relevant and reflects current trends in social entrepreneurship. Topics like crisis management, digital transformation, and sustainability should be included to equip students with essential skills.
- **Strengthening University Support:** creating mentorship programs where students can get guidance from successful entrepreneurs and alumni is beneficial. Establishing entrepreneurship centers or incubators within universities can provide additional resources, mentorship, and networking opportunities for aspiring social entrepreneurs.

- **Promoting Student Engagement:** organizing events like pitching competitions, hackathons, and networking sessions can encourage collaboration and idea generation among students. Offering joint courses or projects that involve students from different disciplines can also help tackle social challenges from diverse perspectives.

By implementing these strategies and creating a supportive environment for social entrepreneurship education, Lebanese universities can overcome obstacles and empower students to become resilient, innovative, and socially conscious entrepreneurs who can make a positive impact in their communities.

4.3 Discussions between Lebanese and European Partners: A comparative approach between Ireland, Italy and Lebanon

The Social Entrepreneurship in Time of Crisis (SETC) training took place at the Technological University of the Shannon- Clare Street Campus from April 24th to 26th, 2024. This training stands as remarkable partnership between Universities from Europe and Lebanon (Saint Joseph University, AZM University, Università Telematica Internazionale UNINETTUNO, Lebanese University, Université La Sagesse, Technological University of the Shannon, UNIMED - Mediterranean Universities Union). This teamwork is all set to explore the domains of social entrepreneurship (SE) and its potential impact.

The sessions were designed to understand the Irish context and their experiences with social entrepreneurship (SE), with Prof. May El Sayegh from Saint Joseph University offering insights into Ireland's SE landscape.

The Lebanese and Europeans Teacher-trainers enrolled in the higher education system received training and coaching services as part of the SETC project to cultivate an entrepreneurial spirit and culture in their universities. Also, they will go on to share their acquired skills by engaging in community- building activities among vulnerable groups in Lebanon.

Training featured visits to Social Enterprises across Limerick city including Moyross Community Enterprise Centre Ltd., St. Munchin's Community Centre as well as Limerick City Build (Regen) Limited Training Academy. in addition to PAUL Partnership Limerick, a multi-sectoral partnership company which promotes social inclusion and social enterprise in Limerick City.

In the discussions held between Lebanese and European partners at TUS, it became apparent that there is growing recognition of the importance of social entrepreneurship. This recognition underscores the need for continued dialogue and clarification, potentially extending even to Ireland, as demonstrated by initiatives such as SocialB.

Dr. Marie Taylor presented a case study on the Social Business Educational Ecosystem for Sustainability and Growth, a collaborative initiative involving four countries: Ireland, Greece, Italy, and Slovenia. The program aimed to address skills gaps and training needs in current educational and training programs in social entrepreneurship (SE) by developing a suite of accessible learning resources. These resources, including toolkits and blended learning materials, focused on six modules covering topics such as project design, human resources, social impact assessment, financial sustainability, and growth strategies for SEs. The presentation also included examples of SE initiatives, such as Social Farming for the Elderly.

These initiatives, distinct from enterprises solely driven by profit, require additional support, particularly given their contributions to both the social and economic spheres. Throughout the visit, additional SE examples were highlighted, showcasing initiatives focused on zero emissions, zero waste, and other impactful endeavors. The itinerary also included visits to community centers and enterprise hubs, offering participants a firsthand experience of SE in action and opportunities for dialogue on the challenges and opportunities facing the sector in Ireland.

Michael Gleeson from Paul Partnership in Limerick presented on the Social Enterprise Limerick network, which comprises over 20 members, with 15 actively participating. The network supports existing social enterprises (SEs) and fosters the development of new ones. Mr. Gleeson highlighted various SEs involved in community food provision, circular economy initiatives, community arts, service provision centers, and community gardens. Many of these activities receive government funding, with successful applications, such as the Arise program, being supported by multiple enterprises in the city. Additionally, he shared a video showcasing several SE enterprises as examples.

The discussion between Prof. Selim Mekdessi from the Lebanese University and Prof. Pdraig Kirby from TUS underscores the importance of governmental involvement and the absence of a clear legal framework, both in Lebanon and Ireland. It prompts reflection on the distinct role of social enterprises within the community, distinguishing them from NGOs and charities and emphasizing their potential for both profit and sustainability.

The rise of social entrepreneurship in Europe and beyond highlights the importance of collaborative networks and supportive policy environments. Access to finance and social investment are emerging trends, reflecting a growing interest from both public and private sectors in funding social impact initiatives. Cross-sector collaboration is emphasized to leverage resources and expertise for sustainable solutions.

Despite the opportunities presented by social entrepreneurship, challenges remain, including access to finance, maintaining values while scaling, and raising awareness and understanding of the sector. Policy support, continuous education, and advocacy efforts are crucial in addressing these challenges and maximizing the potential of social entrepreneurship to address societal issues.

Further considerations include the similarities between Ireland and Lebanon, the role of universities in creating future job opportunities, and the need for tailored training programs for social entrepreneurship. Discussions on curriculum design highlight the importance of addressing students' backgrounds and the social context of future enterprises, as well as teaching practical skills such as networking, building, and adapting business models.

The discussion revolved around the efficacy of online education in Lebanon, considering the challenging infrastructure highlighted by Dr. Alain Osta (Université La Sagesse), who emphasized past negative experiences with online teaching. There was a consensus on the importance of fostering face-to-face interactions, particularly in the dynamics of social entrepreneurship. Dr. Nazih El Jor (Al Azm University) shed light on the evolving profile of students in Lebanon post-COVID-19 pandemic.

Dr. Ziad Haddad (ULS) suggested that online methods should complement traditional in-class sessions. Dr. Selim El Mekdissi (LU) elaborated on the syllabus of the Mastering Social Entrepreneurship course developed by Safir under the AUF Funding program, explaining its modular structure and target audience, emphasizing its implementation in career centers rather than within specific faculties or departments.

Also, the critical role of libraries in providing resources and support for social entrepreneurs was presented during this visit to Ireland. Effective collaboration between library staff and the audience was highlighted as essential for addressing social challenges and finding innovative solutions. Libraries offer services such as collections, instructions, workshops, physical space, and collaboration opportunities, empowering social entrepreneurs to drive positive societal change.

Numerous discussions were held to establish a shared definition of business models associated with social entrepreneurship. These models include three different approaches to social entrepreneurship:

- **Volunteering for NGOs:** This model involves individuals volunteering their time and skills to non-profit organizations. While there may not be direct financial compensation, individuals balance their involvement with other paid employment or income-generating activities.
- **Comparative model:** In this approach, the focus is on creating employment opportunities without necessarily addressing specific social issues. The emphasis is on generating profit through commercial activities, with a community-oriented approach that involves helping each other find jobs.
- **Benefit society model:** This model prioritizes creating jobs that benefit society, particularly marginalized groups such as people with disabilities. Organizations operating under this model aim to generate profit while also making a positive social impact by employing individuals who might otherwise face barriers to employment.

These models were formalized in 2015, providing clarity on legal and regulatory frameworks. A soft law, such as a white paper, guides the implementation of these models, encouraging social enterprises to operate in a profit-oriented manner while remaining conscious of their social impact. By aligning business objectives with societal needs, social enterprises contribute to long-term sustainability and improvement in areas such as healthcare, challenging traditional capitalist market dynamics.

Additionally, the field visits held significant importance for the project partners, enabling them to observe various models firsthand and discern their distinctions. This facilitated a better understanding of which models would be most suitable for adaptation to the Lebanese context.

For example, Moyross Community Enterprise Centre Ltd promotes self-reliance, social well-being, education, and training and enterprise growth within the vibrant community of Moyross and surrounding area through innovation, partnership, and community development. This center provides a range of facilities and services to support local businesses and entrepreneurs, fostering a culture of innovation and collaboration. Through initiatives such as training programs, mentorship opportunities, and access to resources, Moyross Community Enterprise Centre plays a crucial role in nurturing the growth and sustainability of small enterprises within the community.

In addition to that, St. Munchins Enterprise Centre, also located in Limerick city, serves as a dynamic space for entrepreneurship and business development. This center offers a supportive environment for startups

and small businesses, providing essential resources such as office space, meeting rooms, and networking opportunities.

The Limerick city Build Center is another noteworthy initiative aimed at supporting economic development and construction-related activities in the region. This training academy was established to create employment pathways for economically marginalized and socially excluded people in Limerick City.

This center provides training, certification programs, and access to specialized equipment and resources for individuals and businesses involved in the construction industry. By offering comprehensive support services, the Build Center helps to enhance skills, promote job creation, and drive economic growth within Limerick city and beyond.

The partners engaged in a thorough discussion regarding the unique Lebanese context, going into the dynamics of education and its intersection with the local economic landscape. Amidst the exchange of ideas and perspectives, a consensus emerged: the model that holds the potential to generate social value and profits resonates most profoundly with Lebanese students, particularly those pursuing business studies.

This realization stems from a deep understanding of the Lebanese educational ecosystem, which is heavily influenced by the country's economic situation and the aspirations of its youth. In Lebanon, where entrepreneurship is highly valued, students are more interested to opportunities that offer practical applicability and tangible outcomes.

By prioritizing a model that emphasizes value creation, profitability and social impact, educators and stakeholders acknowledge the imperative to equip Lebanese students with skills and knowledge that directly translate into professional success within the local context. This model aligns with the aspirations of students aspiring to navigate Lebanon's dynamic business landscape, where adaptability and innovation are essential for sustainable growth.

In conclusion, the evolution of social entrepreneurship presents both challenges and opportunities, requiring joint efforts from stakeholders across sectors to create an enabling environment for sustainable social impact. Through collaboration, education, and policy support, social entrepreneurship can continue to play a vital role in addressing pressing societal challenges and driving positive change.

5. CONCLUSION

This preliminary report provides valuable insights into the motivations, focus areas, and challenges of social entrepreneurship in crisis-ridden Lebanon. The findings suggest that social entrepreneurs are playing a crucial role in addressing critical social needs. Addressing the identified challenges through targeted interventions can unlock the full potential of social enterprises to contribute to a more resilient and equitable Lebanon.

❖ **From the Students' Perspective:**

The survey shows that students are really interested in social entrepreneurship, but they express a need for more practical knowledge and support from the university.

To address this, the university can enhance the curriculum by incorporating hands-on learning experiences, such as real-world projects and case studies, into social entrepreneurship courses. Workshops focusing on business planning, fundraising strategies, and impact measurement can provide students with the practical skills they seek.

Additionally, the university can establish mentorship programs connecting students with experienced social entrepreneurs or professionals in relevant fields. This guidance can help students navigate challenges and access resources, including funding opportunities. Moreover, integrating social entrepreneurship principles across various disciplines can promote interdisciplinary collaboration and innovation.

By demonstrating its commitment to supporting social entrepreneurship through these initiatives, the university can empower students to confidently pursue their ideas and make a positive social impact in their communities.

❖ **From the Instructors' Perspective:**

This report provides comprehensive insights obtained from a survey conducted among 54 instructors in higher education, aimed at understanding their perspectives, challenges, and recommendations concerning entrepreneurship education. The findings shed light on various aspects, from demographic profiles to perceptions of entrepreneurship education and recommendations for curriculum enhancement. In this context, several key conclusions can be drawn:

1. **Need for Curriculum Enhancement:** The majority of instructors recognize the importance of entrepreneurship education but highlight the necessity for curriculum development, particularly in social entrepreneurship. While there is a consensus on the positive impact of entrepreneurship classes, there is also a call for more robust curriculum development to better equip students with the skills and knowledge needed to succeed in entrepreneurship.
2. **Support for Mandatory Entrepreneurship Classes:** A significant proportion of instructors support the idea of making entrepreneurship classes mandatory and integrating them into the business program. This underscores the belief that entrepreneurship education should be an integral part of higher education to prepare students for the challenges and opportunities in the entrepreneurial landscape.
3. **Emphasis on Innovative Teaching Methods:** There is a clear preference among instructors for innovative teaching methods that boost creativity, critical thinking, and practical application of entrepreneurial concepts. This highlights the importance of adopting pedagogical approaches that go beyond traditional lectures to engage students and enhance their learning experience.
4. **Focus on Social Entrepreneurship and Sustainability:** A considerable number of instructors emphasize the importance of addressing Corporate Social Responsibility (CSR), ecological, and environmental concerns within entrepreneurship education. This reflects a broader recognition of the role that entrepreneurship can play in driving positive social and environmental impact, aligning with evolving industry demands and societal needs.
5. **Challenges and Opportunities:** Instructors identify various challenges in entrepreneurship education, including a lack of motivation and knowledge among students, difficulty in connecting with entrepreneurs, and the need for curriculum updating. However, there is also optimism regarding the potential of emerging technologies, such as artificial intelligence, to enhance students' skills in social entrepreneurship.

In fact, the survey findings underscore the importance of continuous improvement and innovation in entrepreneurship education to effectively prepare students for the dynamic and evolving entrepreneurial landscape. By addressing the identified challenges, leveraging innovative teaching methods, and integrating

social entrepreneurship and sustainability into the curriculum, educational institutions can empower future entrepreneurs to drive innovation, create sustainable businesses, and make meaningful contributions to society. Collaboration with entrepreneurs and industry experts is essential to enrich the learning experience and provide students with valuable mentorship and networking opportunities.

To further enhance the curriculum development for social entrepreneurship education, we can incorporate the following topics:

Module 1: Social Entrepreneurship is a MUST for Generation's Survival. Students will explore how social entrepreneurship can contribute to the well-being and survival of future generations.

Module 2: Social & Environmental Challenges of the 21st Century. Students will identify and analyze major social and environmental issues and learn about the underlying opportunities and challenges and how can social entrepreneurs address them in line with the UN SDGs 2030 agenda.

Module 3: Sustainable Development Goals (SDGs) for Business. Students will gain knowledge and acquire tools on how to select appropriate and relevant SDGs and targets, how to match them to identified corporate priorities, integrate them into organizational strategy, and finally how to report and communicate progress against the SDGs.

Module 4: Business Model Canvas applied to social startups Students will learn how to develop and refine business models for social startups using the Business Model Canvas framework. They will identify key components of a social enterprise's business model and assess its viability and scalability.

Module 5: Design thinking for positive change. This module will introduce students to design thinking principles and methodologies for generating creative solutions to social problems. They will learn how to empathize with stakeholders, define problem statements, ideate innovative solutions, prototype, and test their ideas.

Module 6: Marketing for Social Impact Students will explore marketing strategies and techniques tailored to social enterprises. They will learn how to effectively communicate their social mission, engage stakeholders, and create awareness and demand for their products or services.

Module 7: Financing and fundraising social projects. Every entrepreneur is faced with the challenge of securing the right funds for their project. In this module, learners will identify the various types of financing including grants and loans. They will also be acquainted with the process of fundraising from identifying potential donors to drafting the appropriate campaign to secure the funds.

Module 8: Impact Measurement and Evaluation. Students will gain insights into measuring and evaluating the social and environmental impact of their ventures. They will explore different methodologies, tools, and metrics for assessing impact and tracking progress towards achieving their social mission.

Module 9: Leadership and Team Building. This module will focus on developing students' leadership skills and fostering effective teamwork in the context of social entrepreneurship. This module aims to teach the principles of people management and interpersonal skills to build successful teams. It enables learners to recognize the basics of leadership traits as well as the tactics to motivate and engage people in a constructive environment.

Module 10: Scaling social entrepreneurship projects toward sustainability. Students will explore strategies for scaling their social entrepreneurship projects to maximize their impact and ensure long-term sustainability. They will learn how to overcome scalability challenges, leverage partnerships, and replicate successful models.

Module 11: Technology in service of Entrepreneurs. This module will examine the role of technology in advancing social entrepreneurship. Students will explore how digital innovations such as artificial intelligence, block chain, and digital platforms can be leveraged to address social and environmental challenges.

Following the challenges posed by the COVID-19 pandemic, it is essential to integrate modules that address the specific impacts and adaptations required in the field of social entrepreneurship. This includes exploring how social enterprises can respond to crises, adapt to changing market dynamics, and leverage digital solutions for resilience and sustainability. Additionally, students will learn strategies for building resilience and agility in their ventures to navigate future uncertainties effectively. By incorporating these modules, the curriculum will equip students with the knowledge, skills, and mindset needed to thrive as socially conscious entrepreneurs in a rapidly evolving world.

In this context, the curriculum can be further enriched by incorporating various elements aimed at providing students with a broader perspective and deeper understanding of social entrepreneurship:

- ✓ **Global Perspectives in Social Entrepreneurship:** This segment will expose students to a wide array of successful social enterprises worldwide, offering diverse insights into the cultural, economic, and regulatory landscapes shaping social entrepreneurship across different regions.
- ✓ **Ethical Decision-Making and Social Responsibility:** Students will understand the ethical frameworks relevant to social entrepreneurship, emphasizing values like integrity and transparency. They will explore real-world ethical dilemmas, learning strategies to uphold social and environmental values while navigating complex scenarios.
- ✓ **Cross-Sector Collaboration and Partnerships:** This module will highlight the significance of collaboration between government, non-profits, and private sectors in driving social innovation. Students will engage in interdisciplinary projects, learning to address societal challenges through cooperative efforts.
- ✓ **Community Engagement and Co-Creation:** Emphasizing direct involvement with communities, students will learn to design, implement, and evaluate social entrepreneurship initiatives collaboratively. Through participatory workshops, they will work alongside community members to identify needs and develop solutions.
- ✓ **Resilience and Adaptability in Times of Crisis:** Students will undergo training to cultivate resilience and adaptability in the face of unexpected challenges. Simulations and discussions will focus on crisis management and organizational agility to ensure sustainability during turbulent times.
- ✓ **Legal and Regulatory Considerations:** This segment will provide an overview of legal structures and regulatory requirements pertinent to social enterprises. Students will explore topics like intellectual property rights, taxation, and compliance with labor and environmental regulations.
- ✓ **Impact Investing and Social Finance:** Introducing students to impact investing, this module will explore finance's role in driving positive social and environmental outcomes. Innovative funding models such as social impact bonds will be examined to understand their potential impact.
- ✓ **Theory of Change:** Incorporating the Theory of Change into the curriculum will empower students to critically analyze and structure their social entrepreneurial projects with a clear vision and strategic approach. This method encourages them to consider various stakeholders, the resources required, and the potential challenges they might face.

By integrating these elements into the curriculum, students will receive a holistic education in social entrepreneurship, equipping them with the knowledge, skills, and values essential for effecting meaningful social change.

In conclusion, this preliminary report offers crucial insights into the landscape of social entrepreneurship within Lebanon, showcasing the pivotal role social entrepreneurs play in addressing pressing societal needs. By recognizing and tackling identified challenges head-on, we can unlock the full potential of social enterprises, empowering a more resilient and equitable future for Lebanon. From the perspectives of both students and instructors, there is a clear call for enhanced curriculum development in social entrepreneurship education.

This includes integrating practical learning experiences, cultivating interdisciplinary collaboration, and emphasizing ethical decision-making and global perspectives. By embracing these enriching elements, educational institutions can empower students to confidently pursue their entrepreneurial endeavors and drive positive change in their communities and beyond.

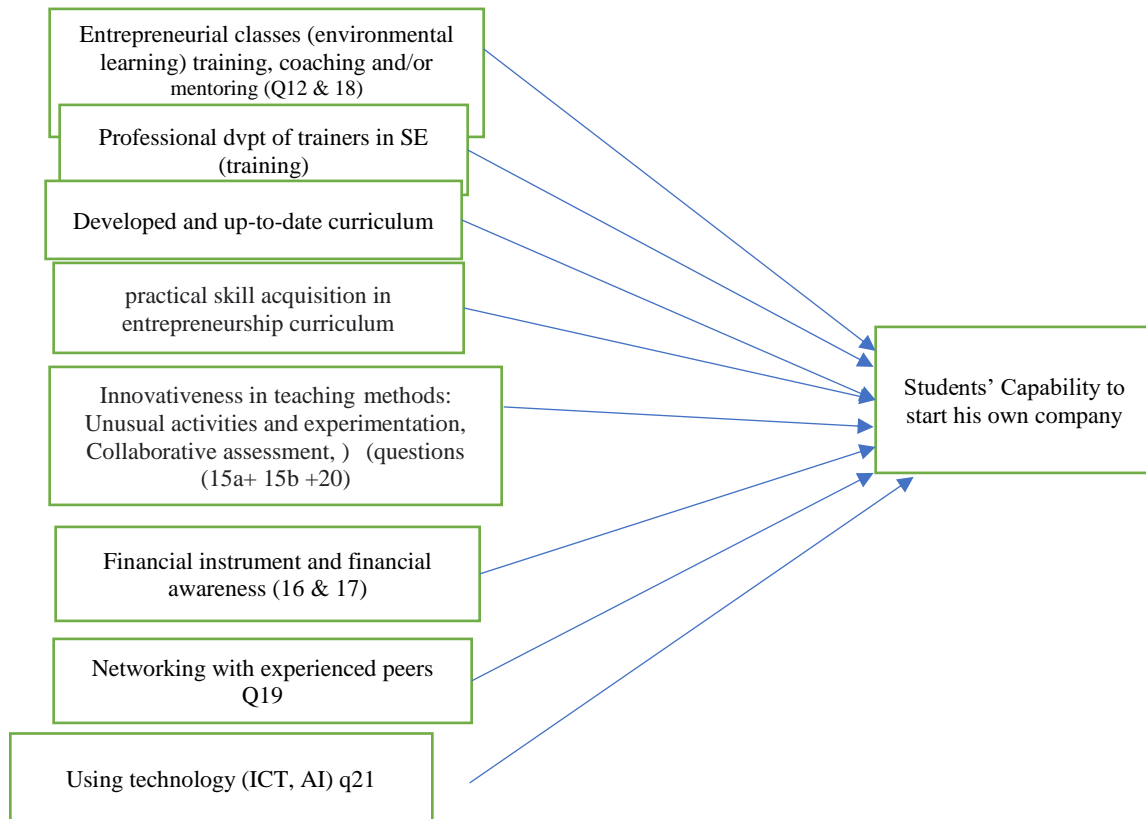
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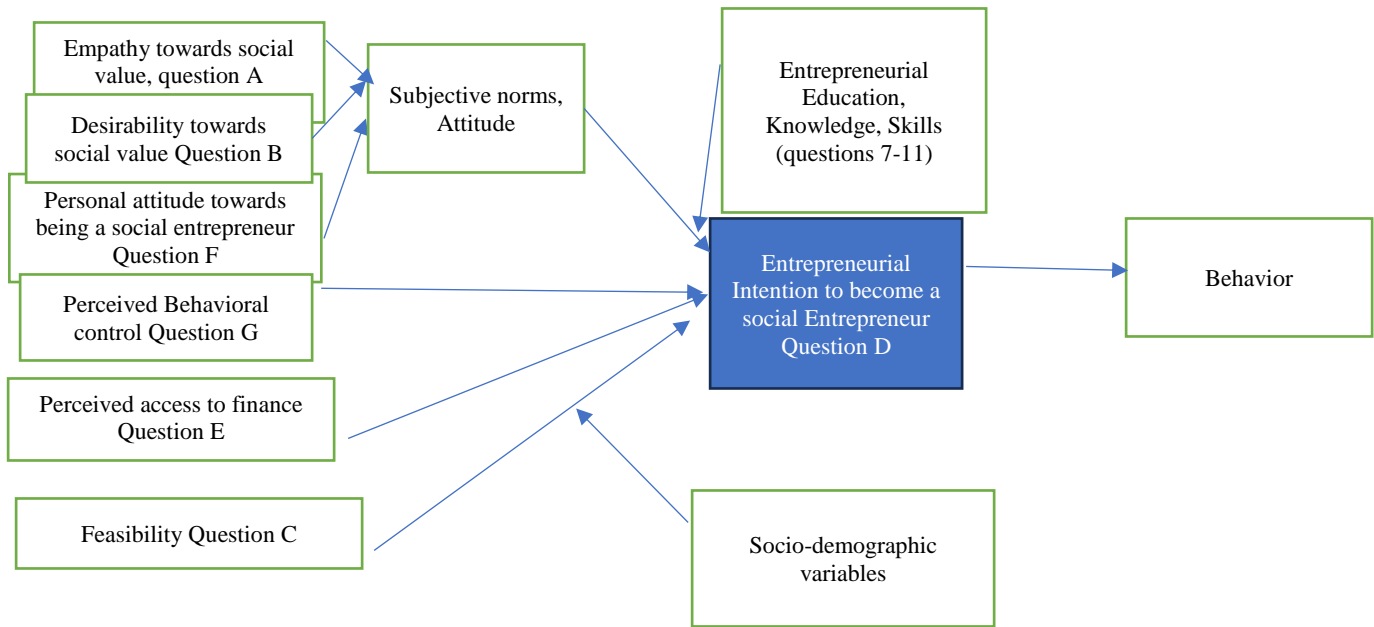
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7. APPENDICES

APPENDIX 1: CONCEPTUAL FRAMEWORK FOR INSTRUCTORS



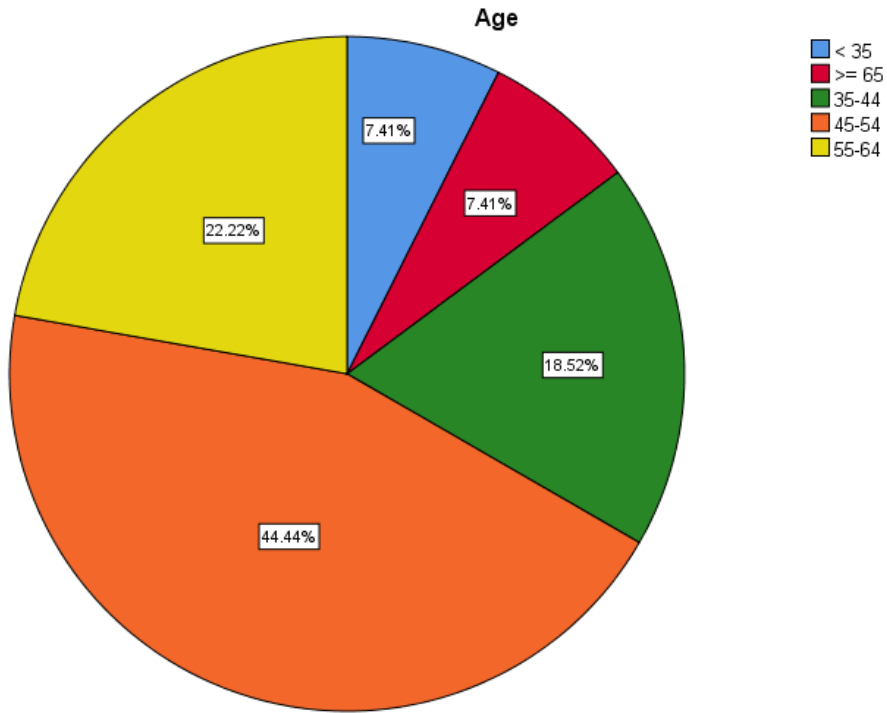
APPENDIX 2: CONCEPTUAL FRAMEWORK FOR STUDENTS

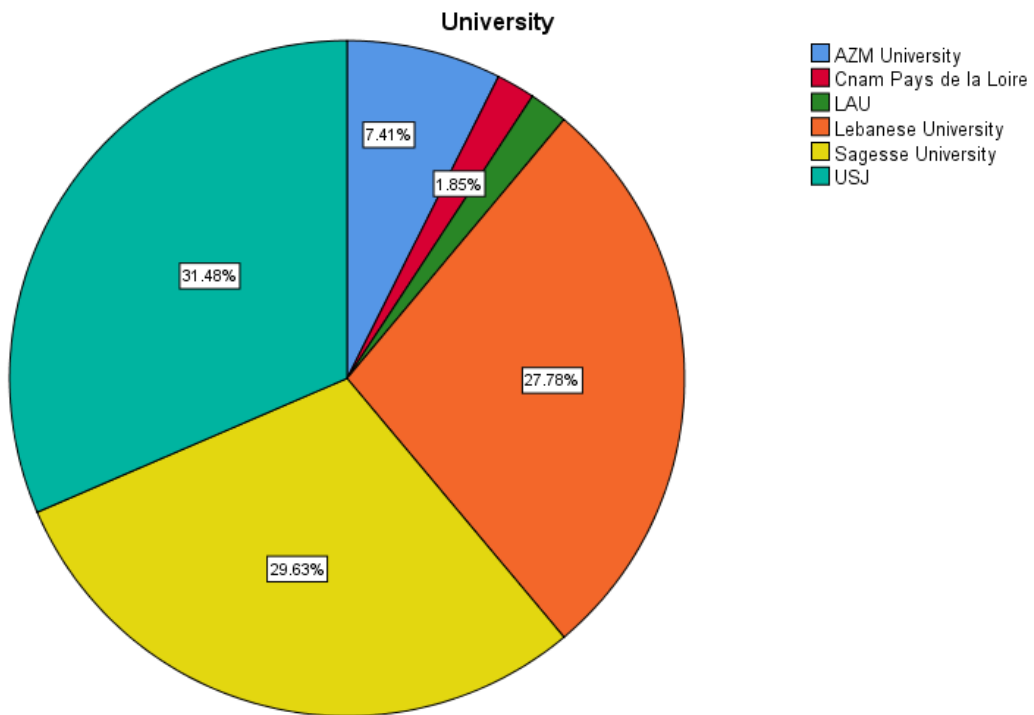
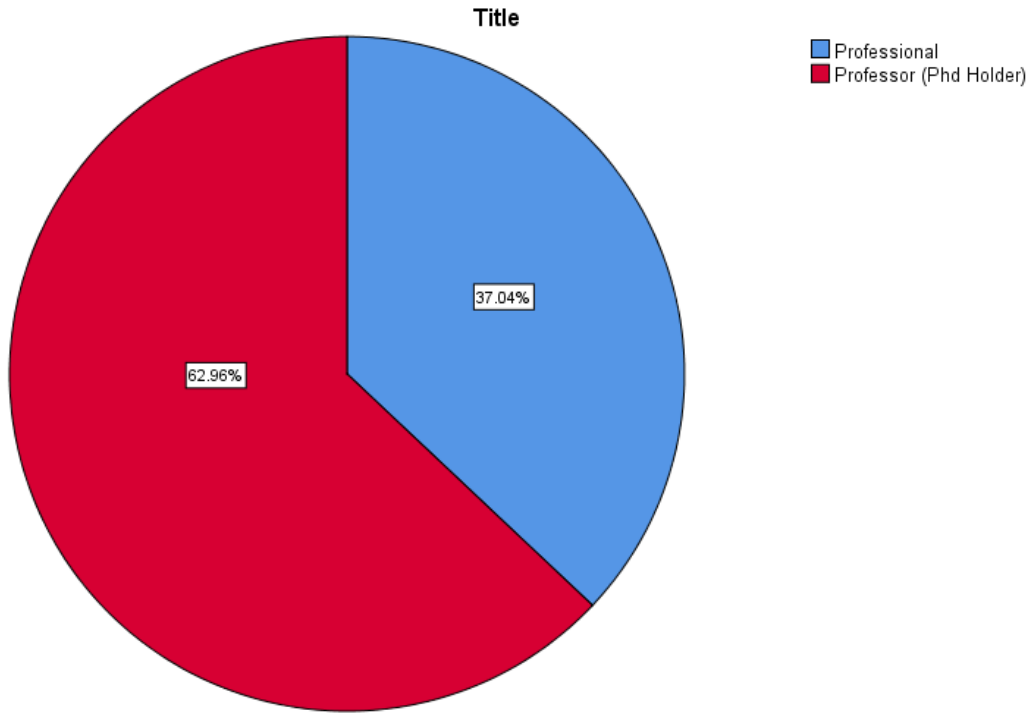


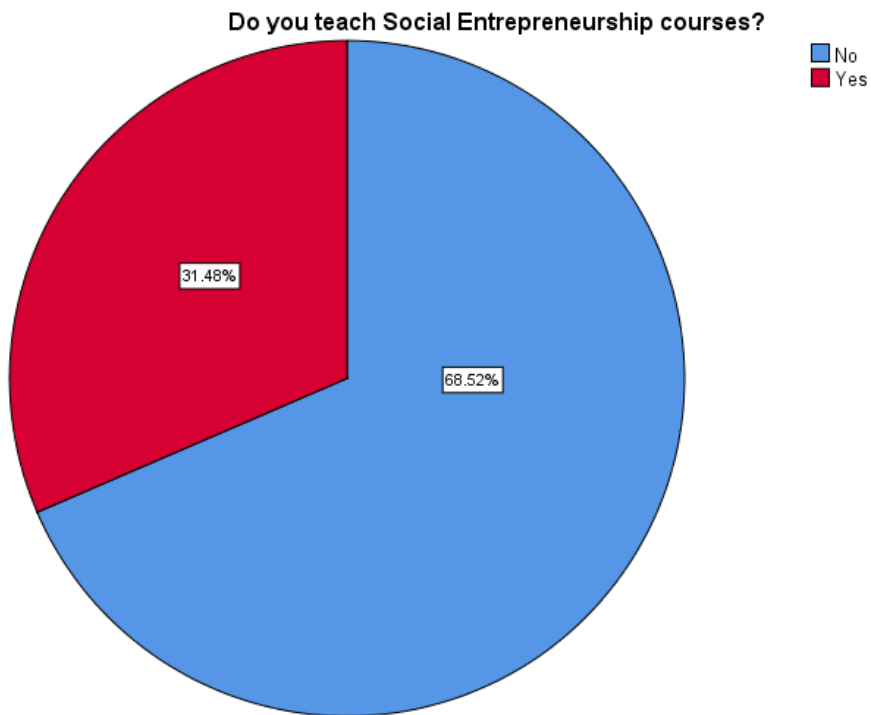
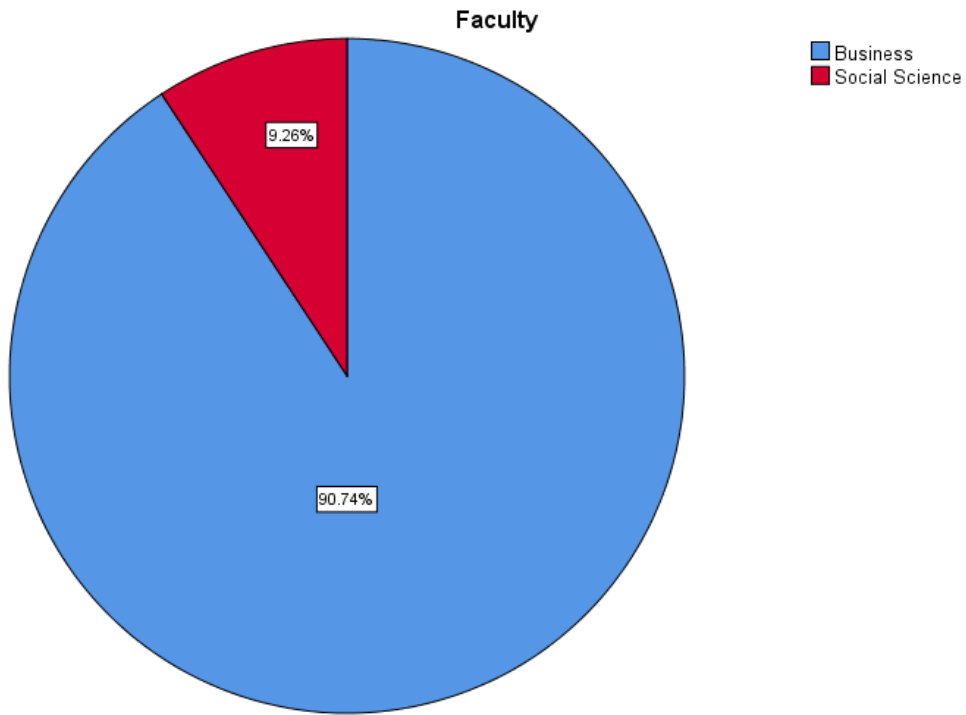
PART THREE: APPENDIX: CHARTS

This part presents the descriptive statistical analysis using charts and graphical representation of the data.

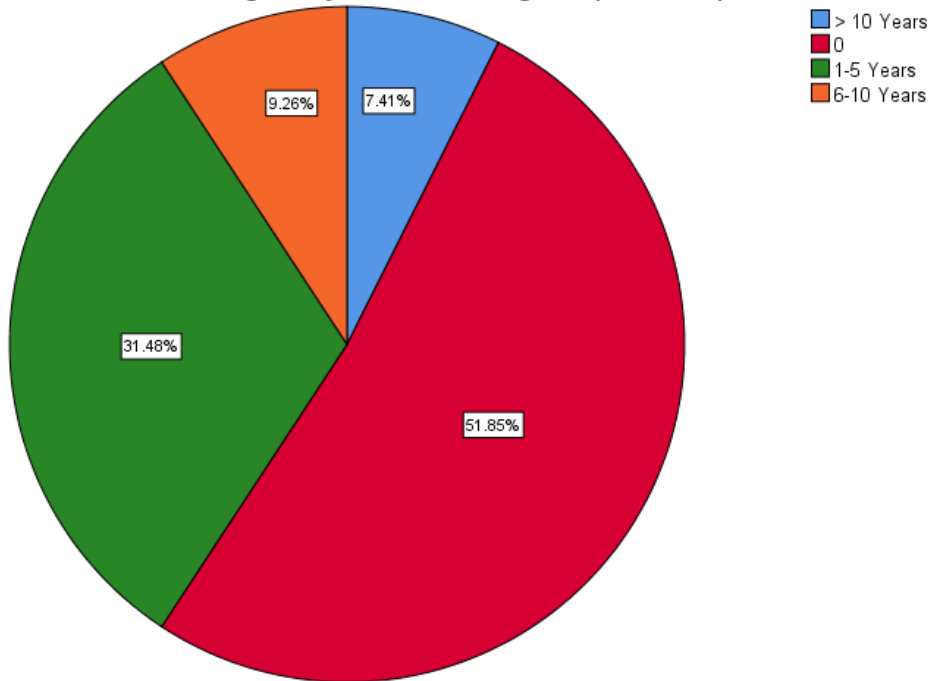
Pie Chart



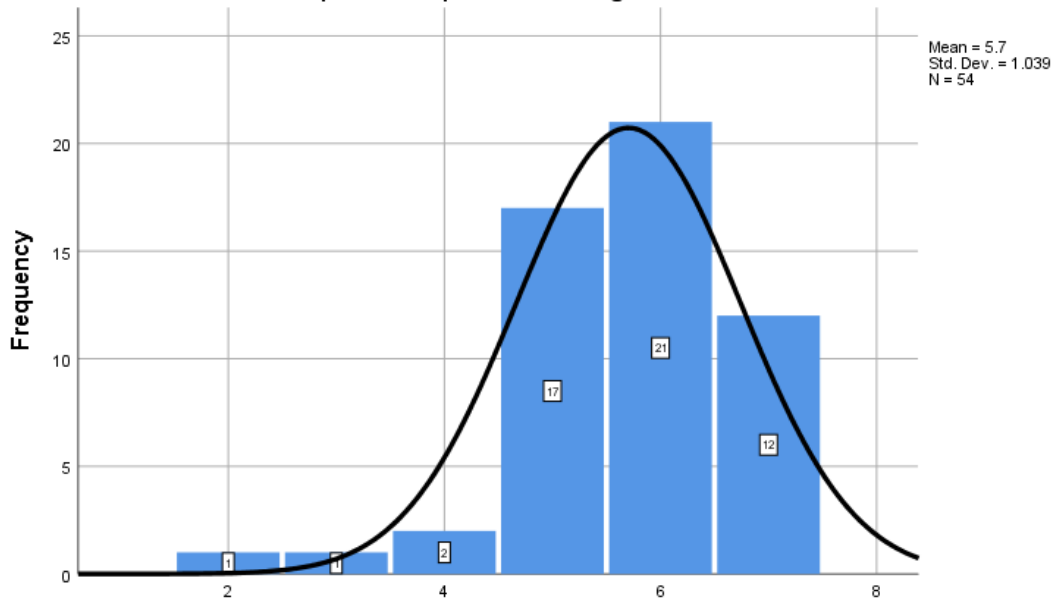




How long have you been teaching entrepreneurship courses?

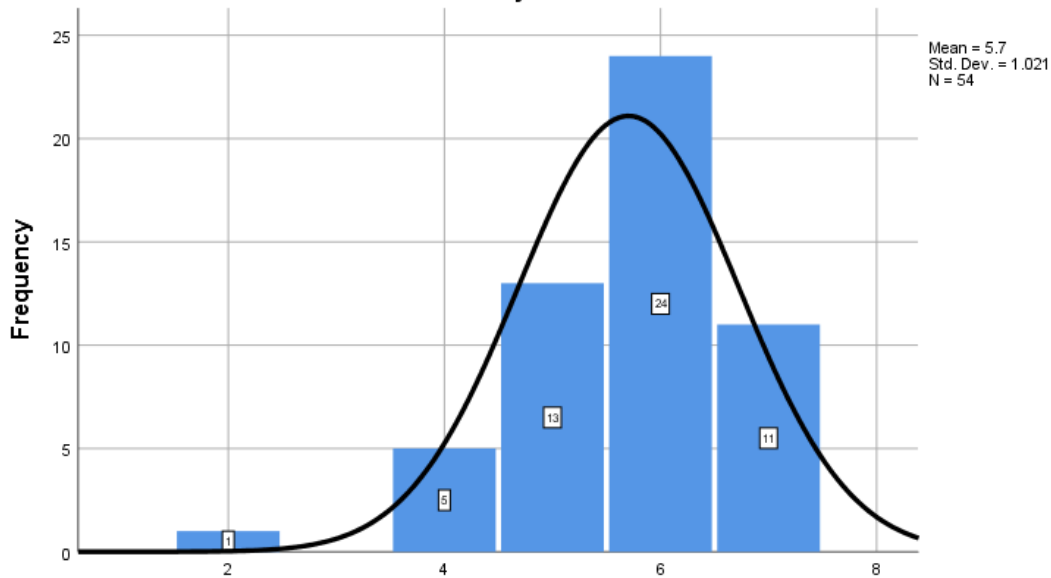


To what extent can entrepreneurship classes change students' intention to start their own business?



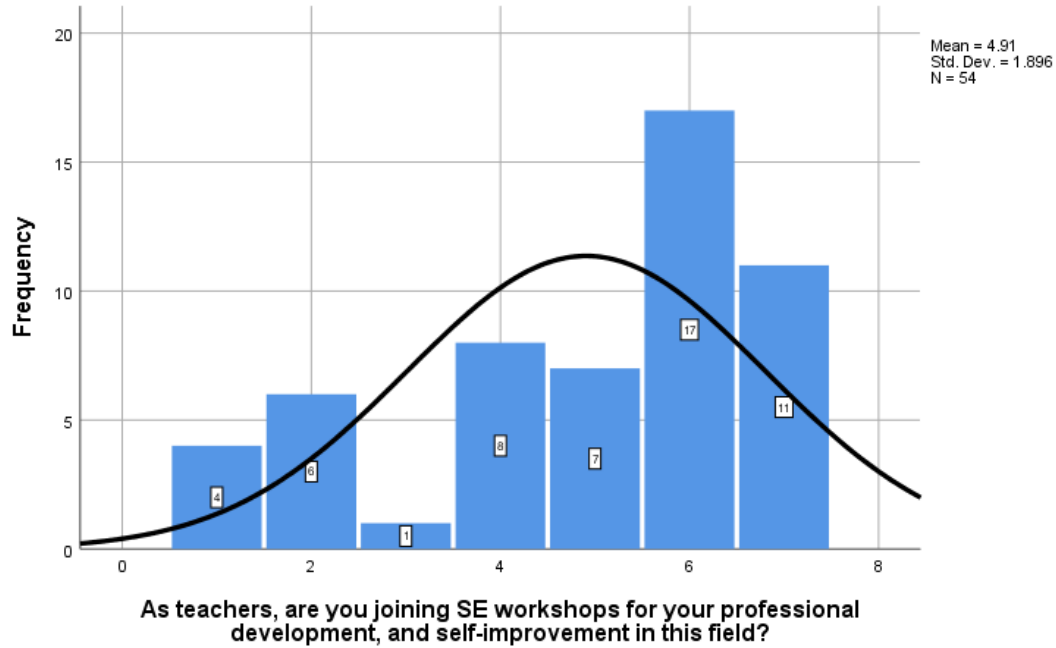
To what extent can entrepreneurship classes change students' intention to start their own business?

To what extent can entrepreneurship classes change the perception of one's chances and capability to successfully start one's own business?

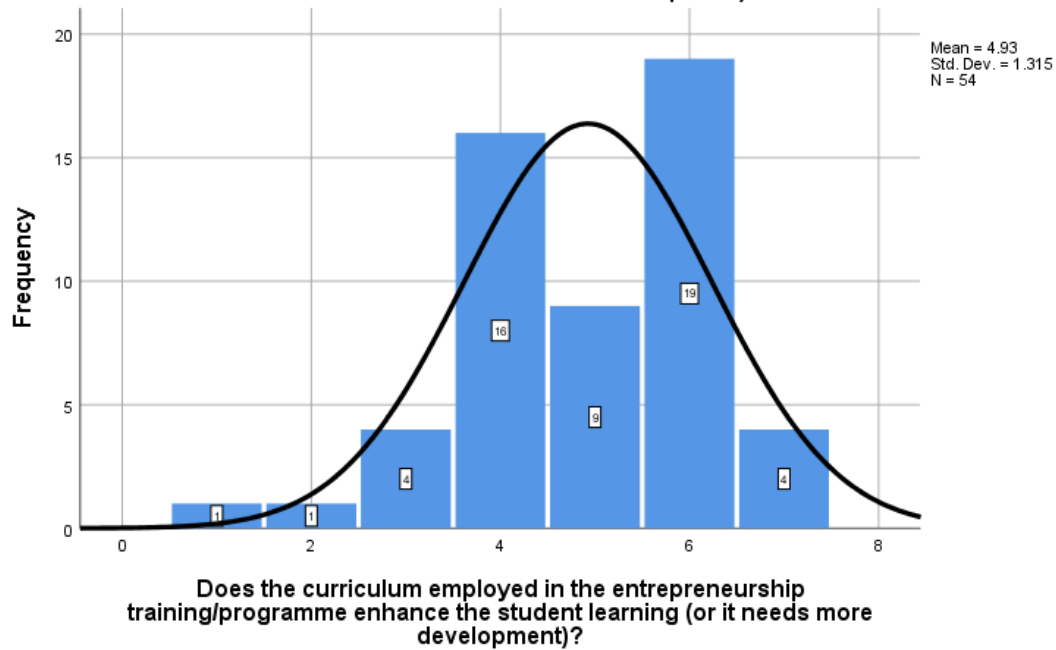


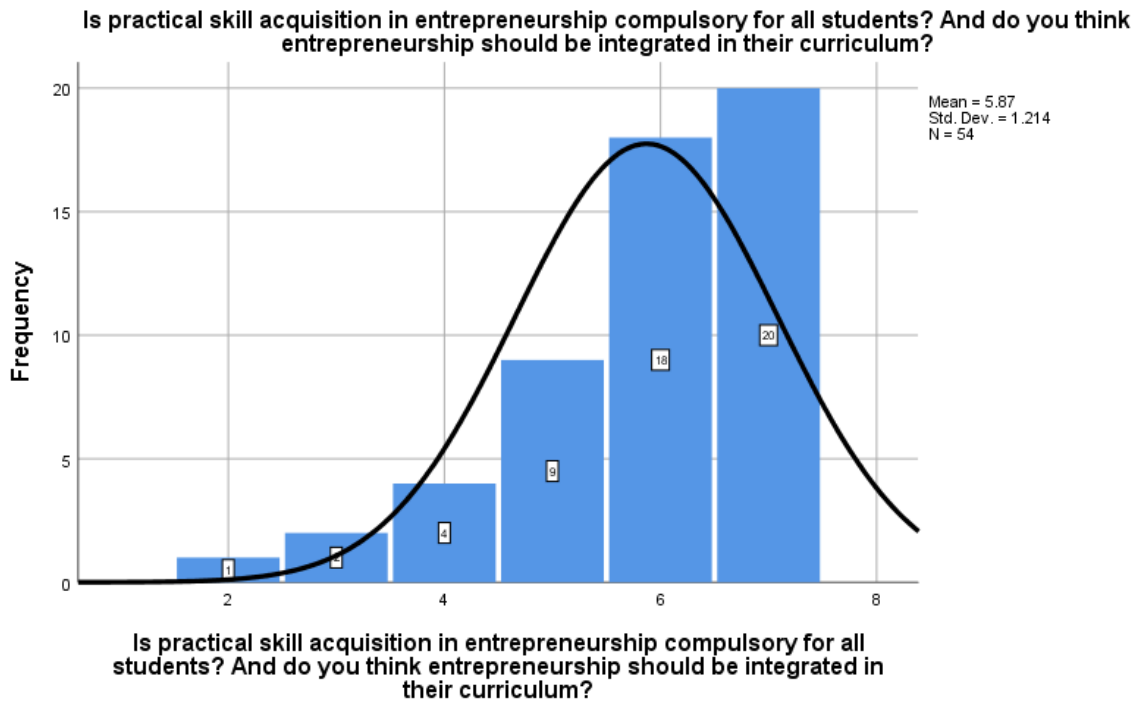
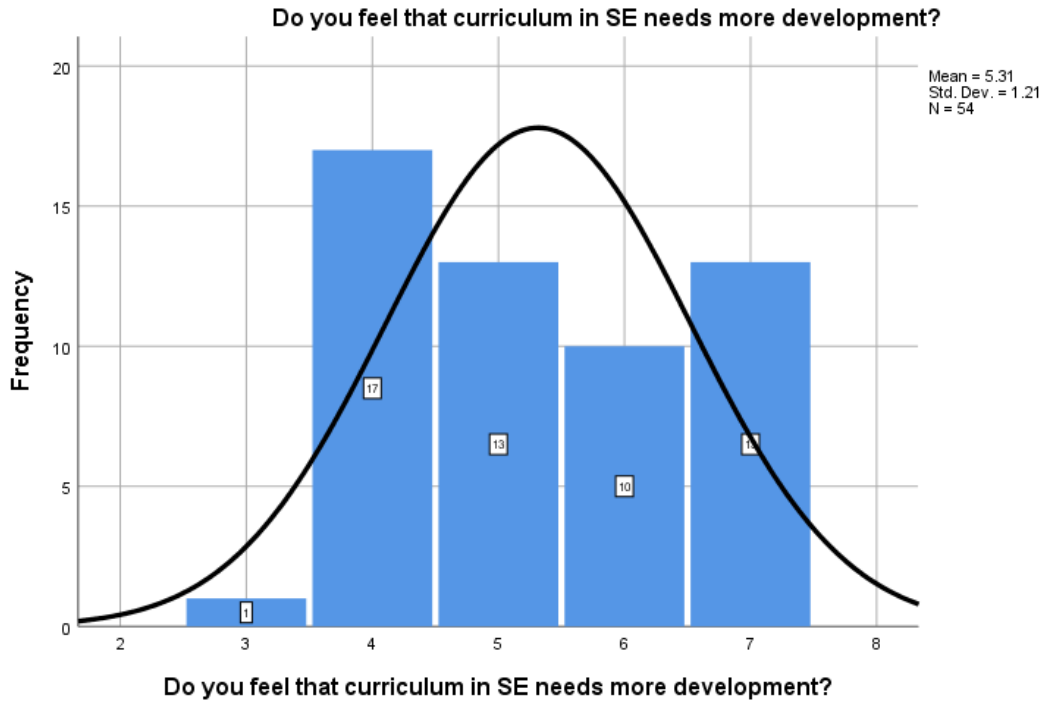
To what extent can entrepreneurship classes change the perception of one's chances and capability to successfully start one's own business?

As teachers, are you joining SE workshops for your professional development, and self-improvement in this field?

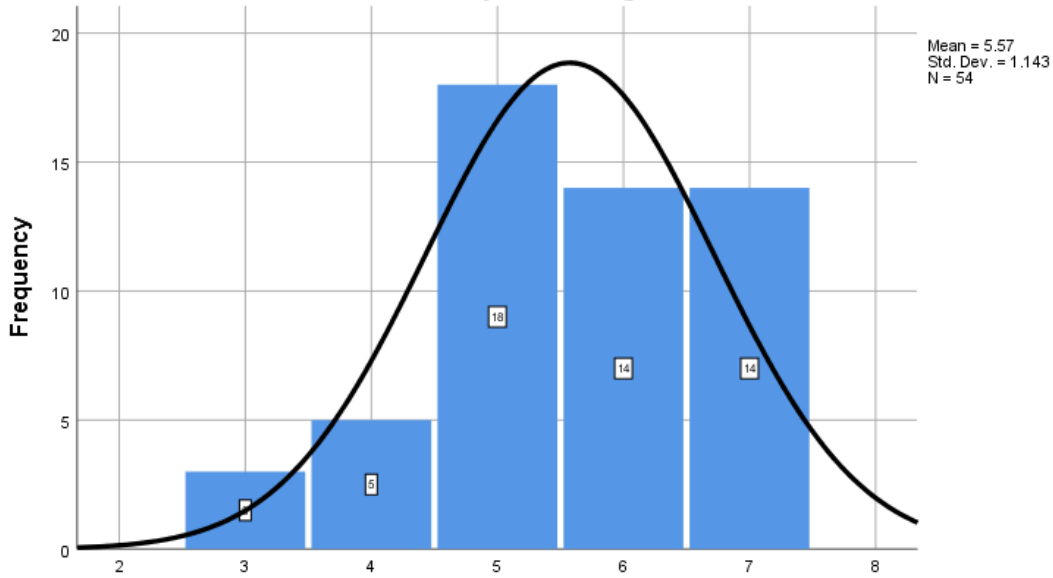


Does the curriculum employed in the entrepreneurship training/programme enhance the student learning (or it needs more development)?



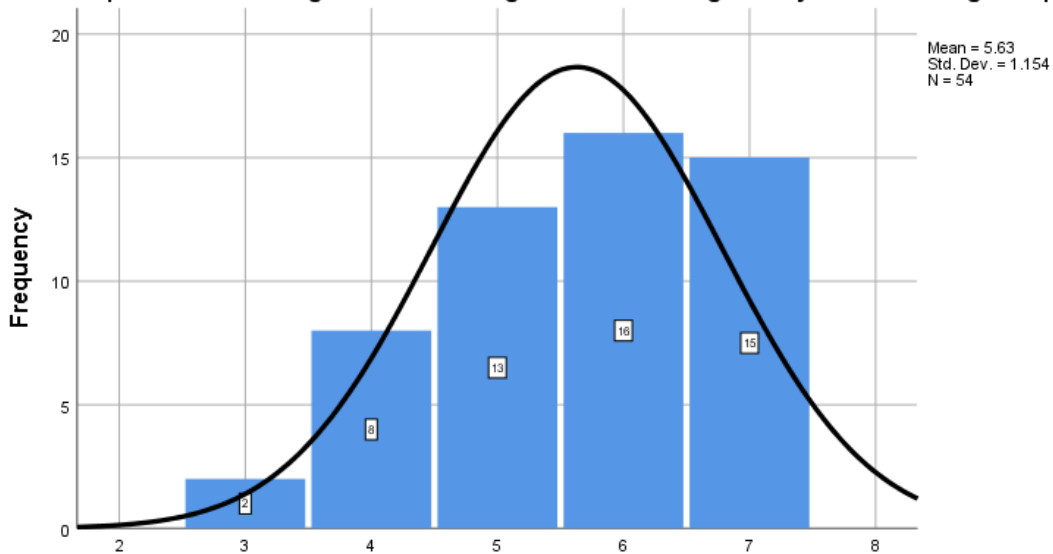


Innovativeness: Do you often like to try new and unusual activities that are not typical but not necessarily risky in your teaching methods?



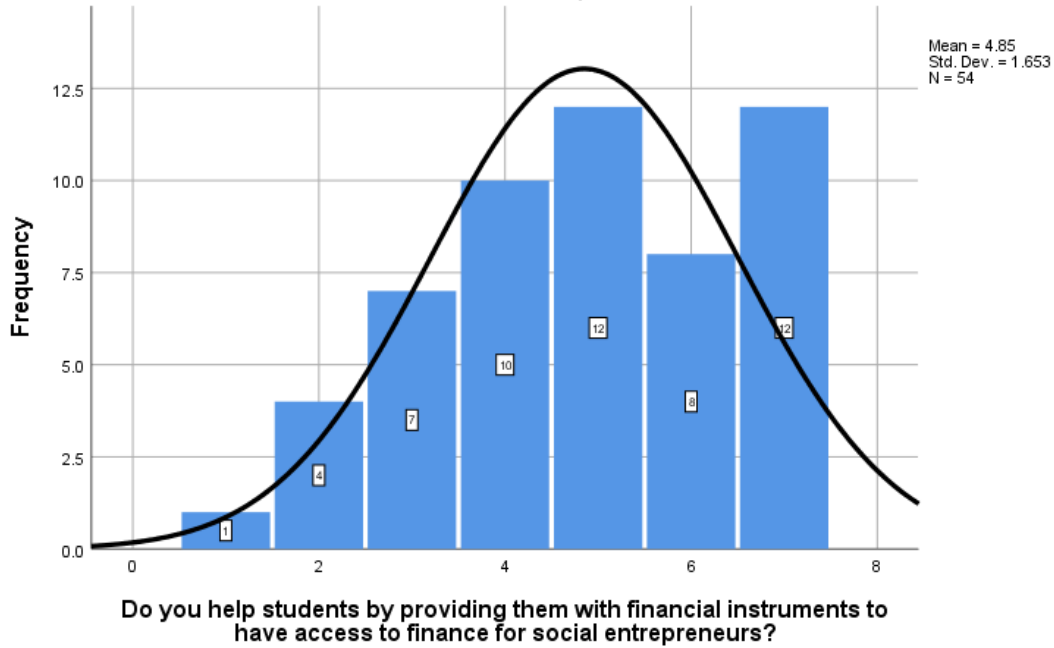
Innovativeness: Do you often like to try new and unusual activities that are not typical but not necessarily risky in your teaching methods?

Innovativeness: Do you favour experimentation and original approaches to problem solving in your entrepreneurial teaching rather than using methods others generally use for solving their problems?

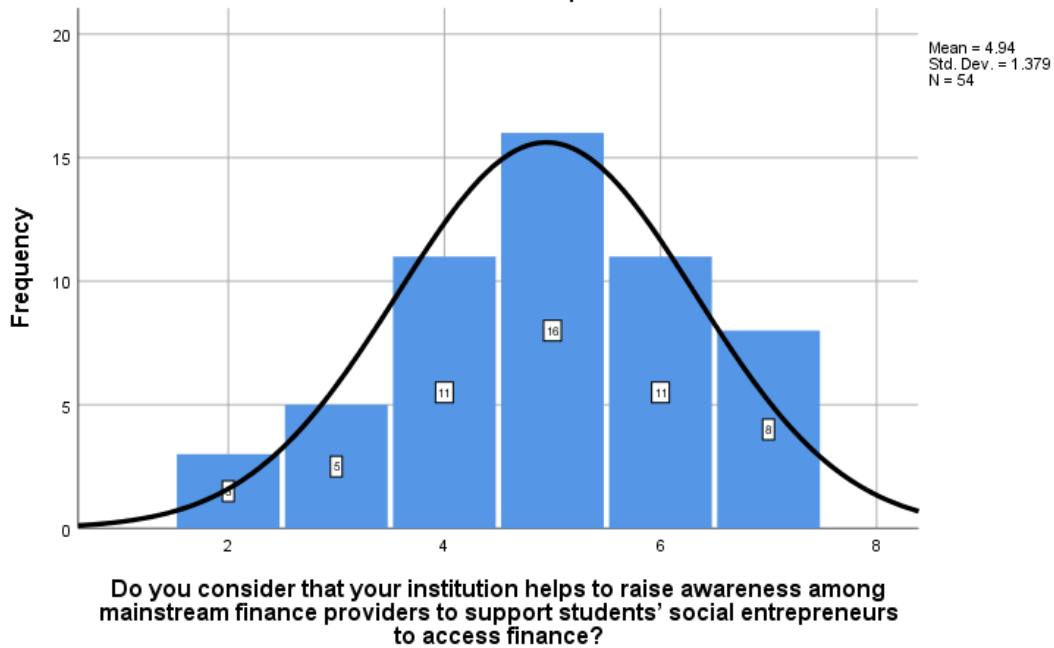


Innovativeness: Do you favour experimentation and original approaches to problem solving in your entrepreneurial teaching rather than using methods others generally use for solving their problems?

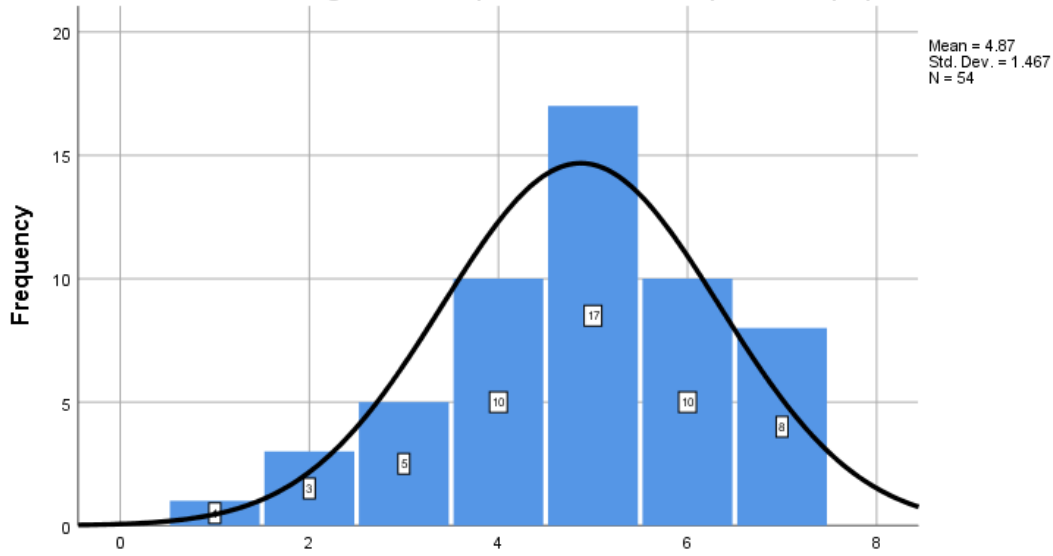
Do you help students by providing them with financial instruments to have access to finance for social entrepreneurs?



Do you consider that your institution helps to raise awareness among mainstream finance providers to support students' social entrepreneurs to access finance?

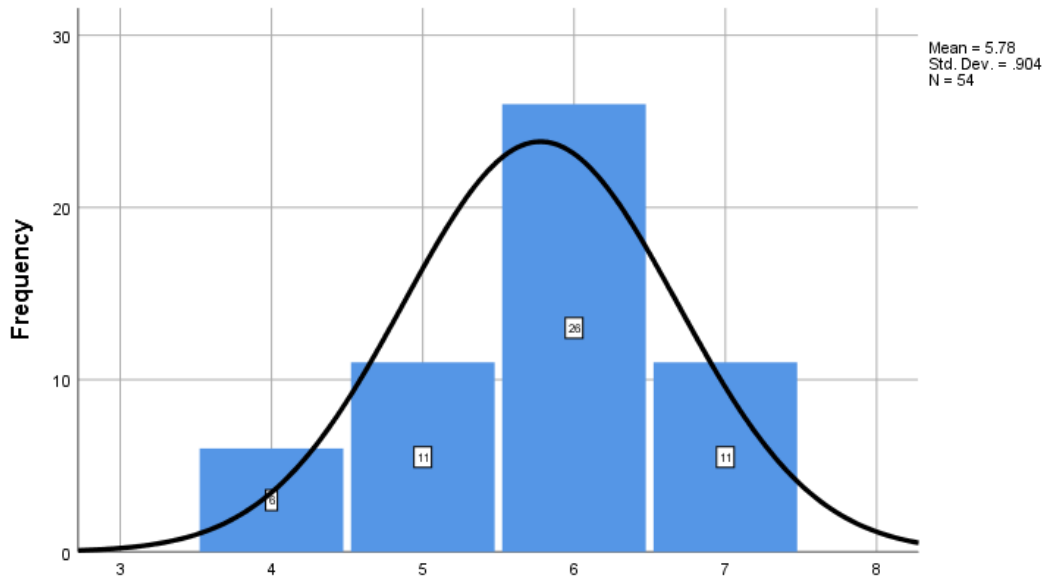


Do you consider that affordable training, coaching and/or mentoring initiatives are available for the different stages of development of social entrepreneurship spirit?

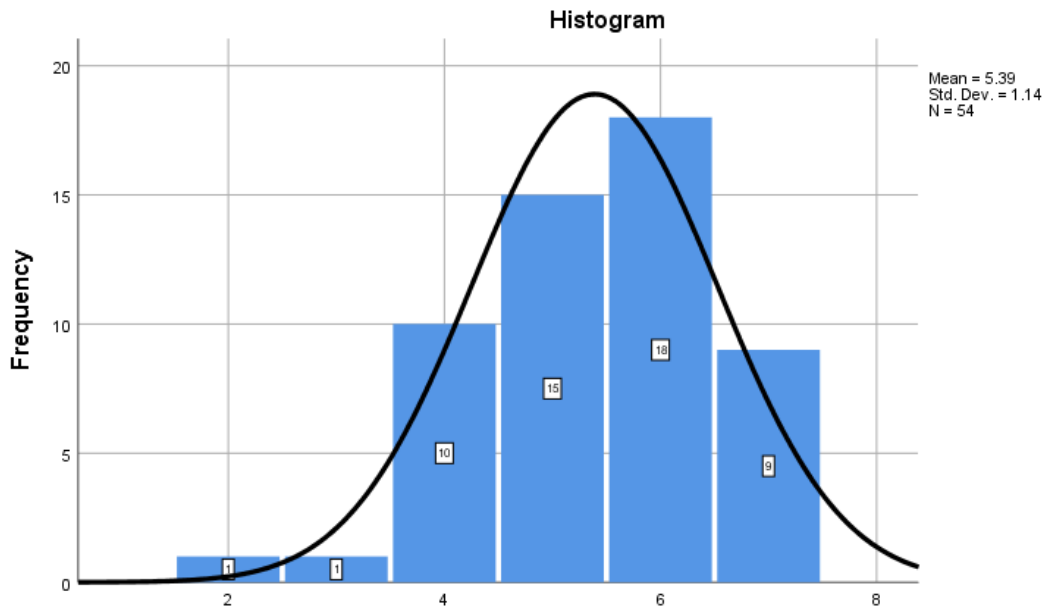


Do you consider that affordable training, coaching and/or mentoring initiatives are available for the different stages of development of social entrepreneurship spirit?

Do you consider network activities help students to connect with peers to learn from other's experiences in this field?



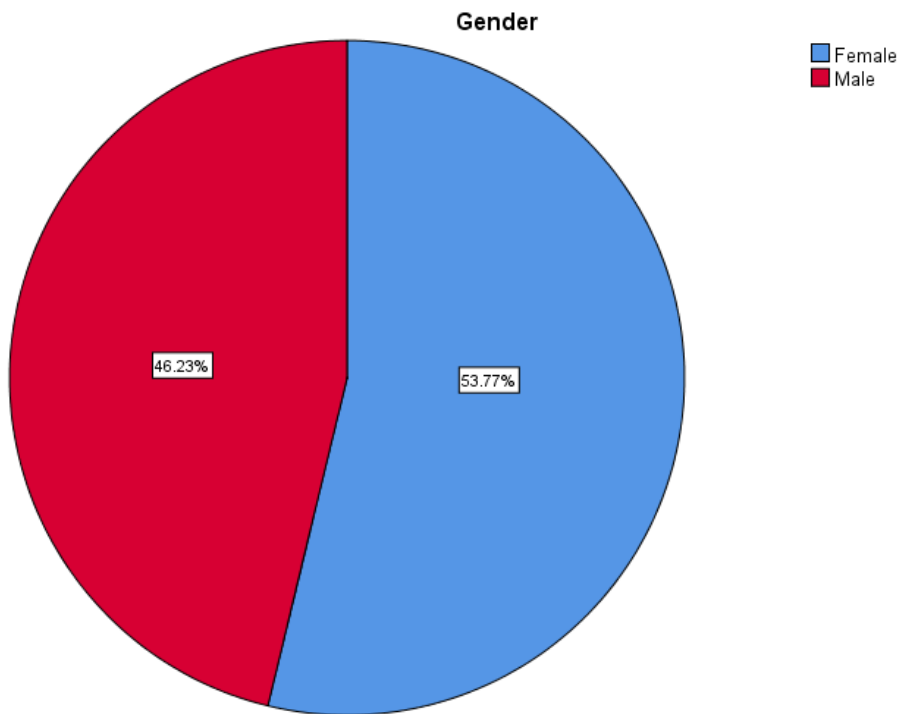
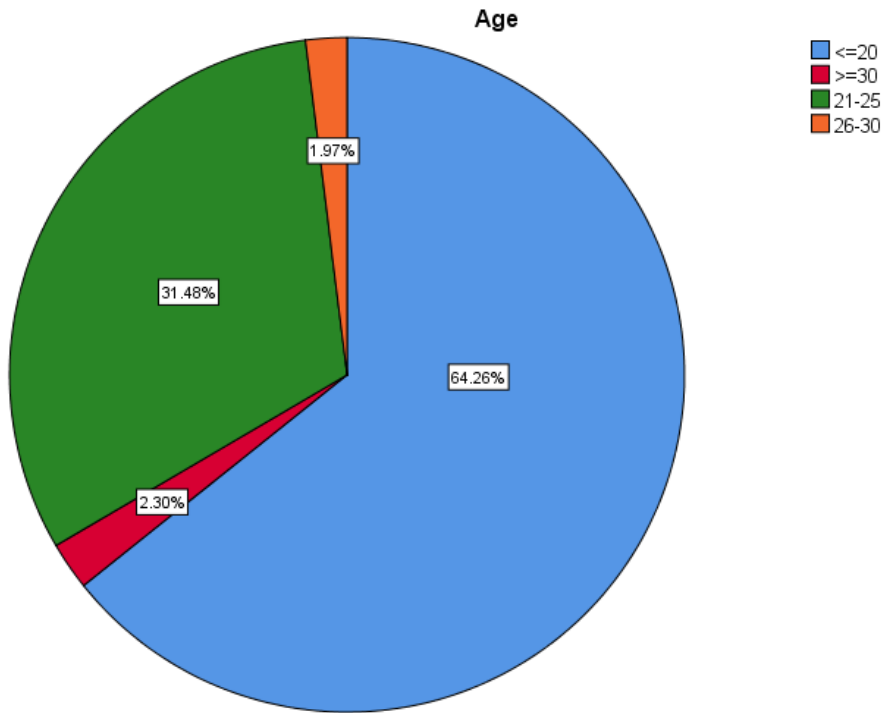
Do you consider network activities help students to connect with peers to learn from other's experiences in this field?



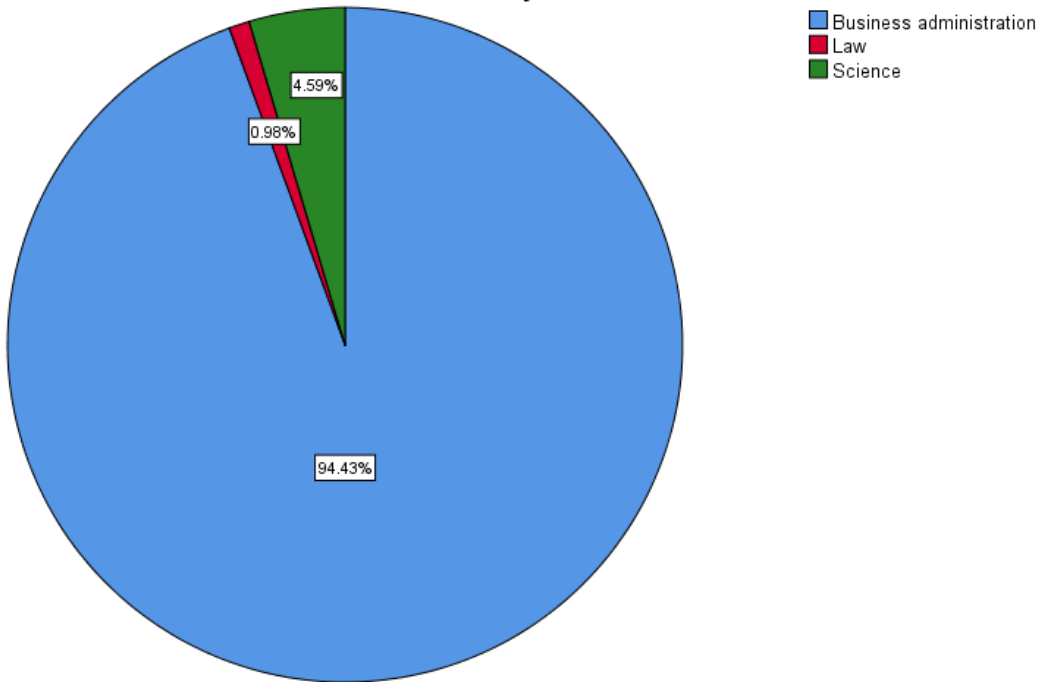
How do you perceive the relationship between the issues addressed in the previous questions and their impact on different business sectors such as CSR, ecology, environment, education?

PART THREE: APPENDIX: CHARTS

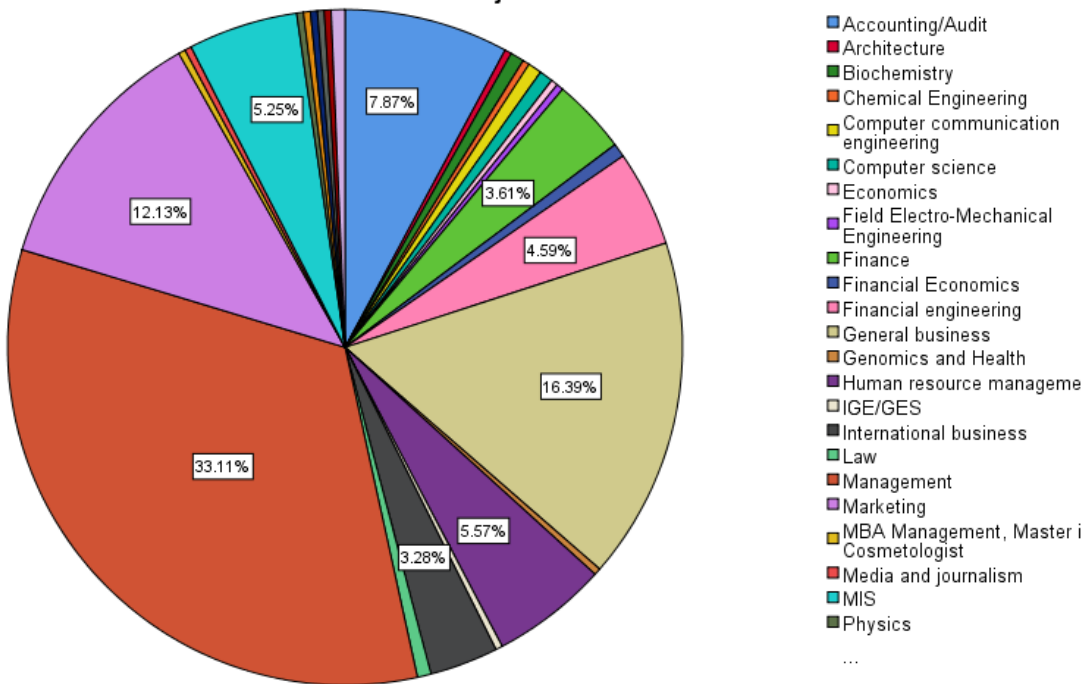
This part presents the descriptive statistical analysis using charts and graphical representation of the data.



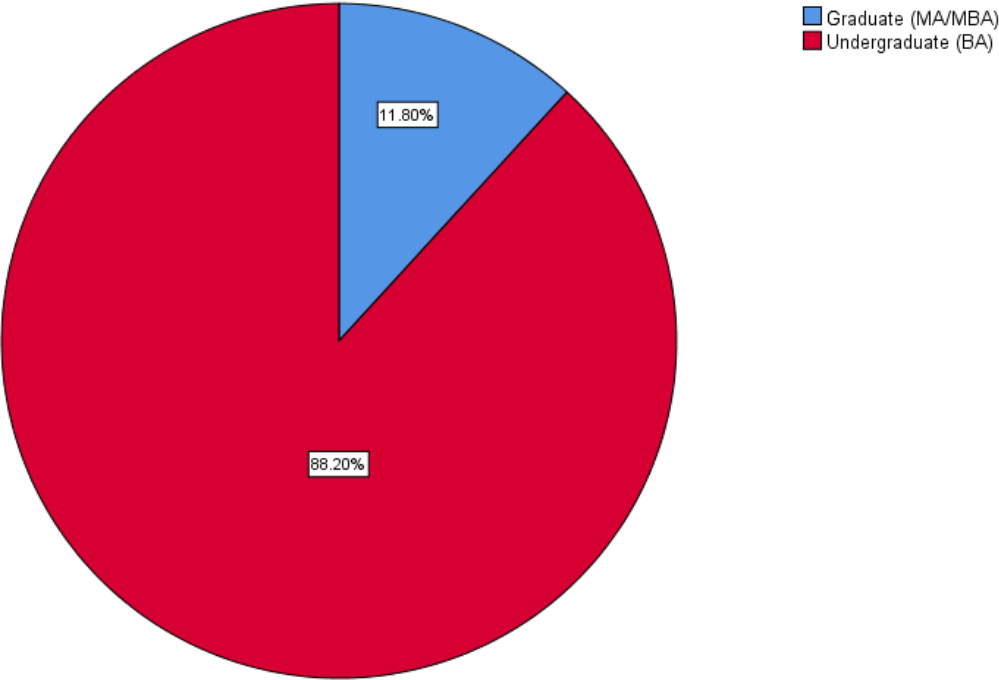
Faculty



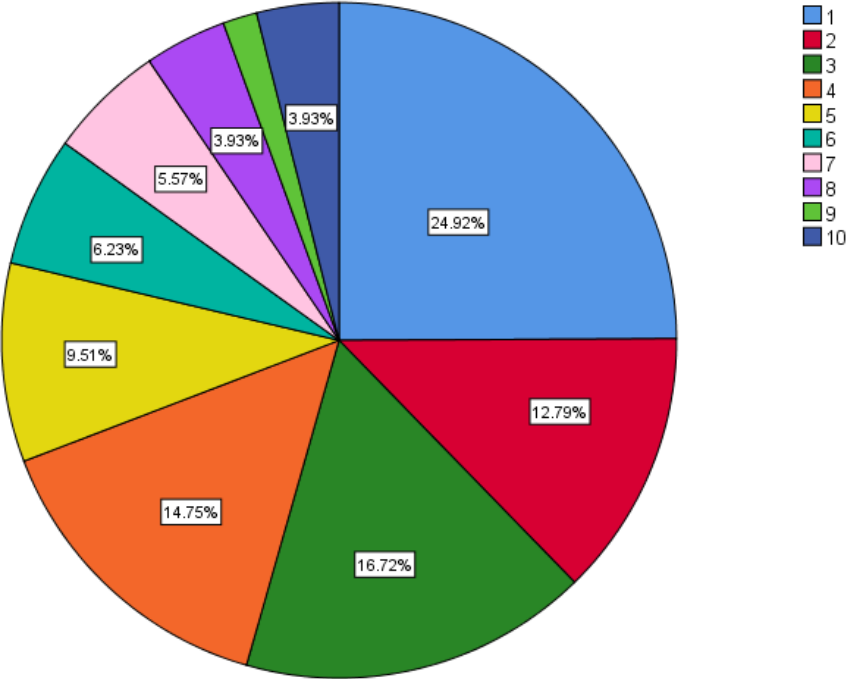
Major



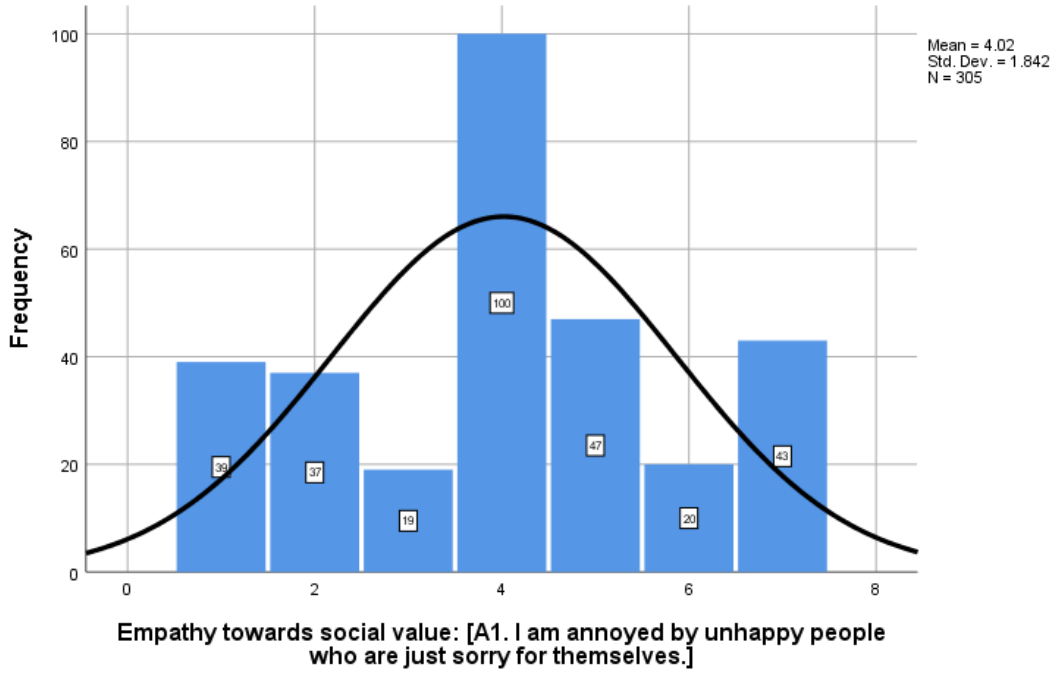
Level of Education



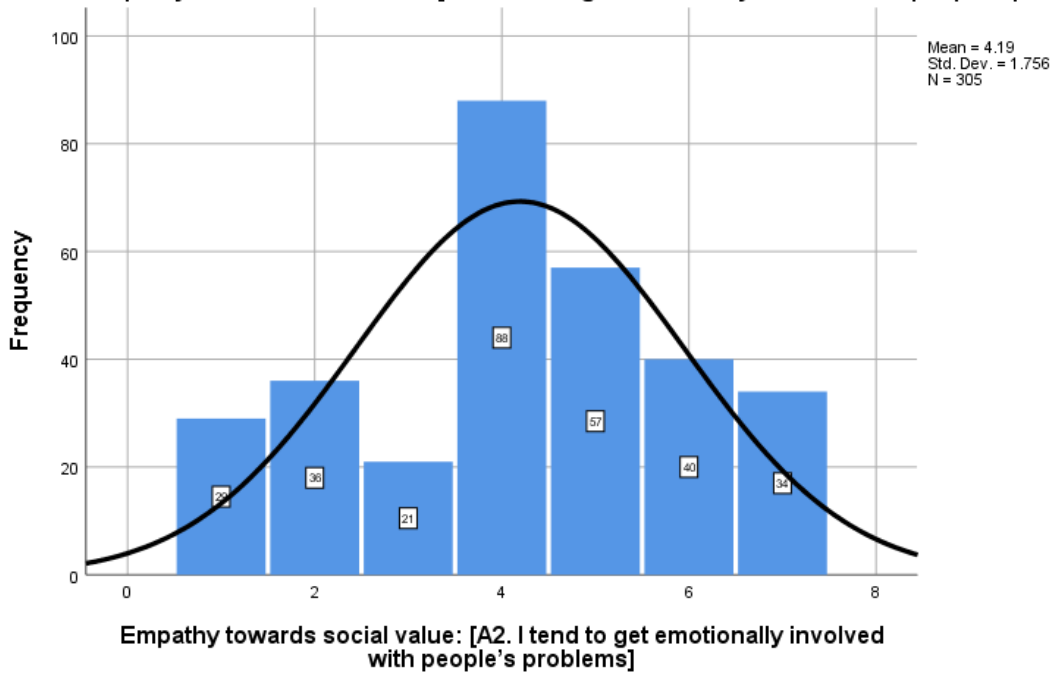
Accomplished Semesters

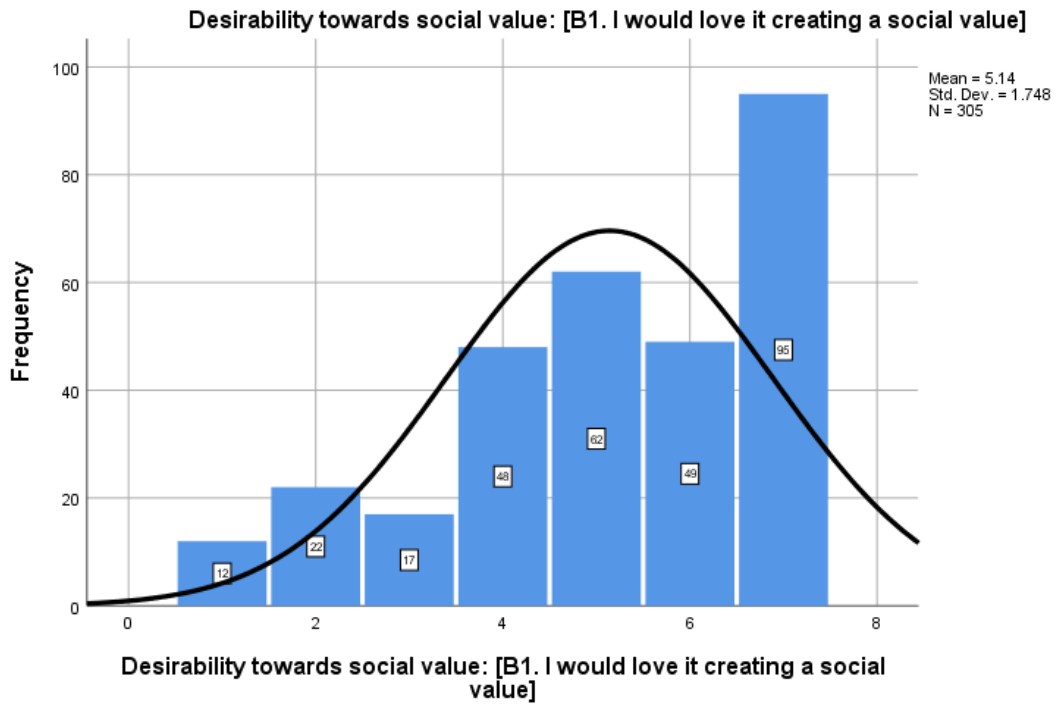
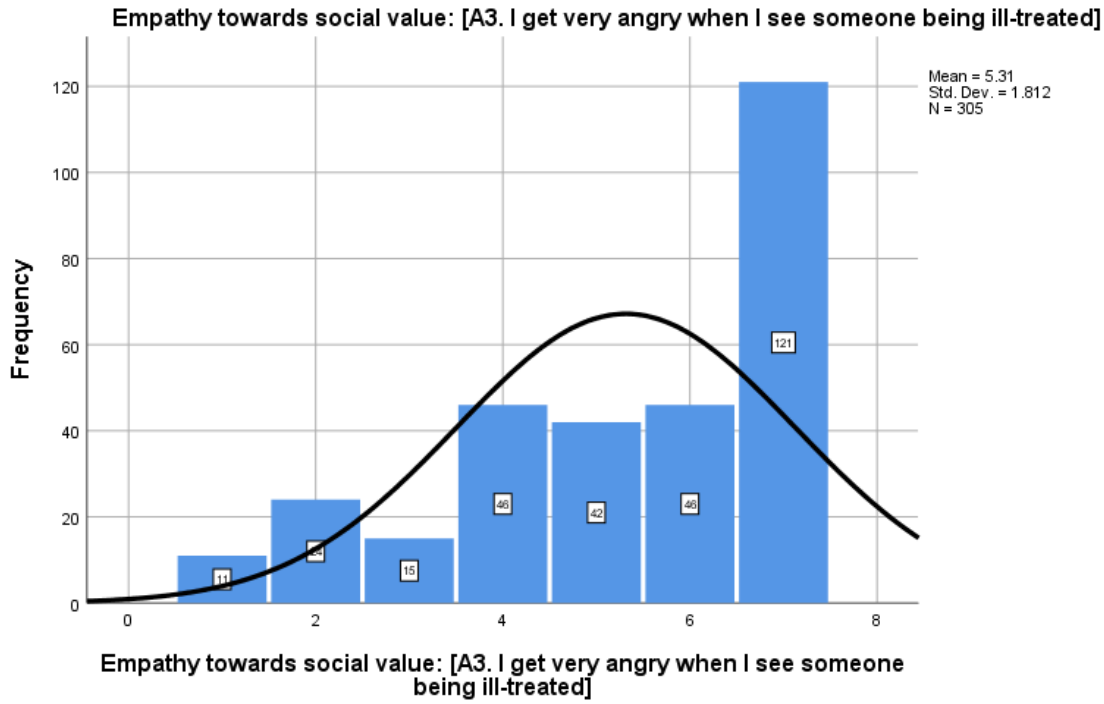


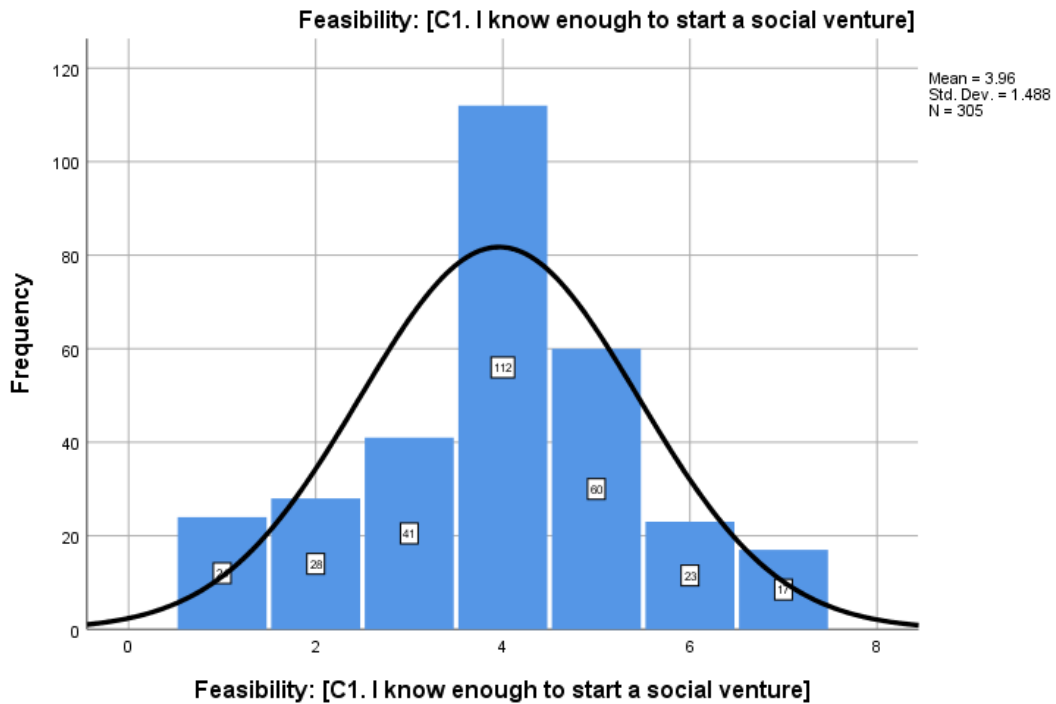
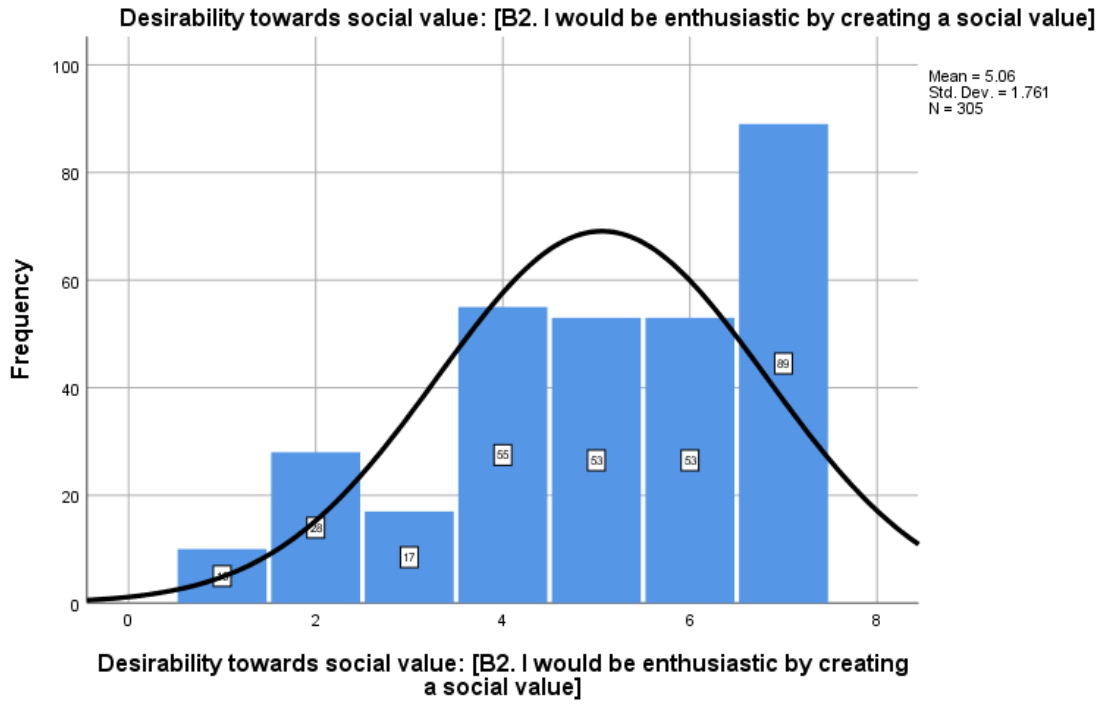
Empathy towards social value: [A1. I am annoyed by unhappy people who are just sorry for themselves.]

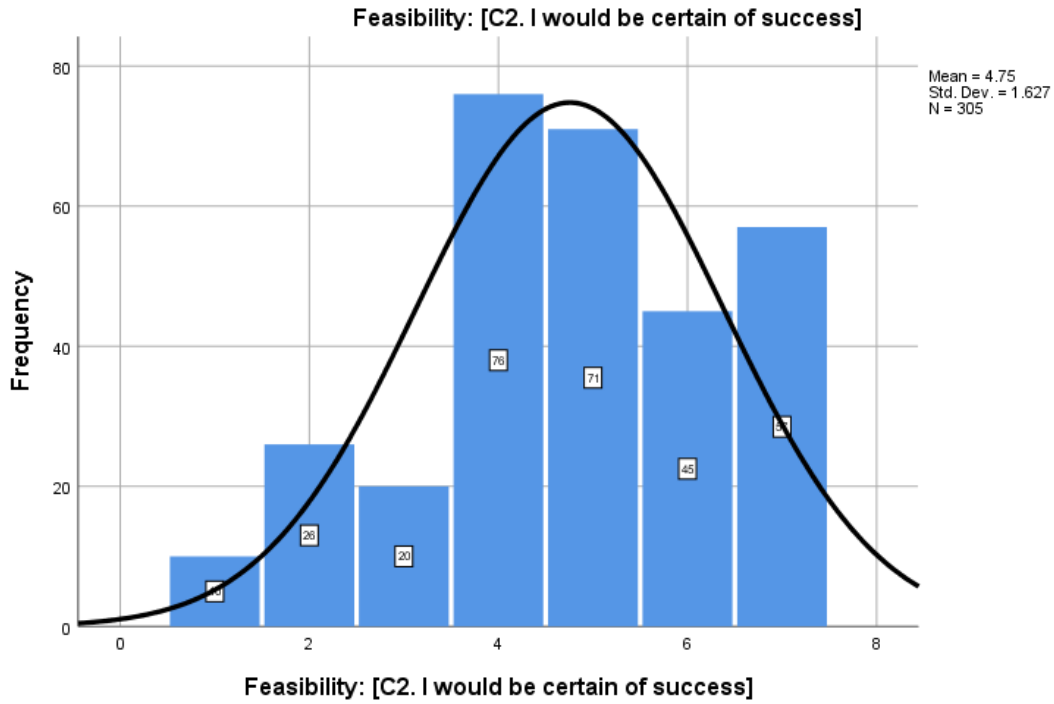


Empathy towards social value: [A2. I tend to get emotionally involved with people's problems]

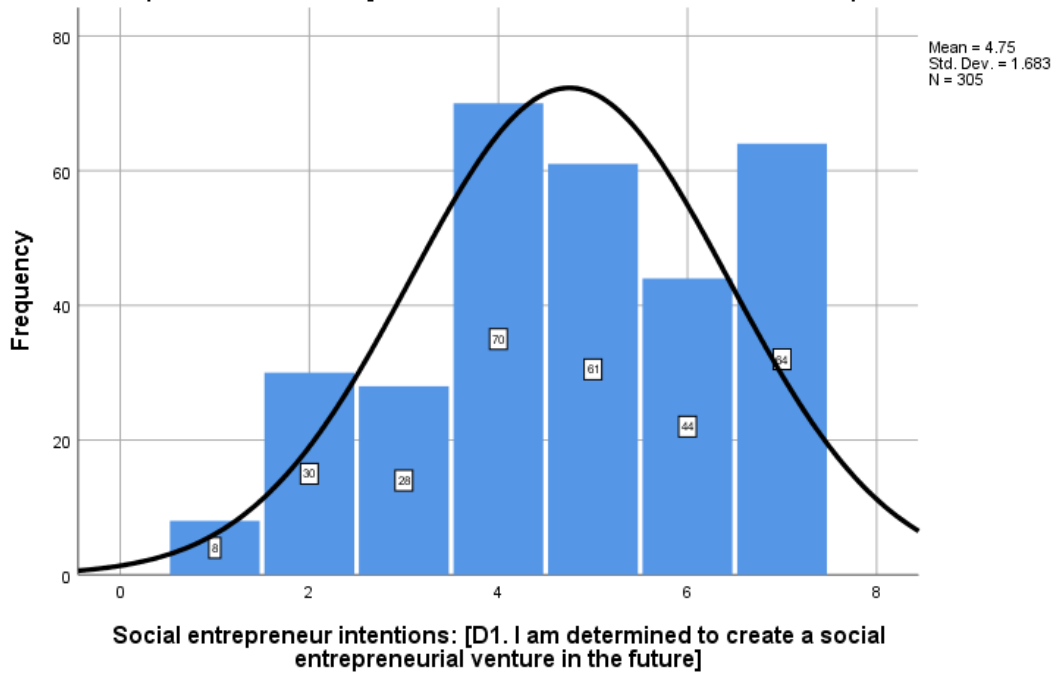


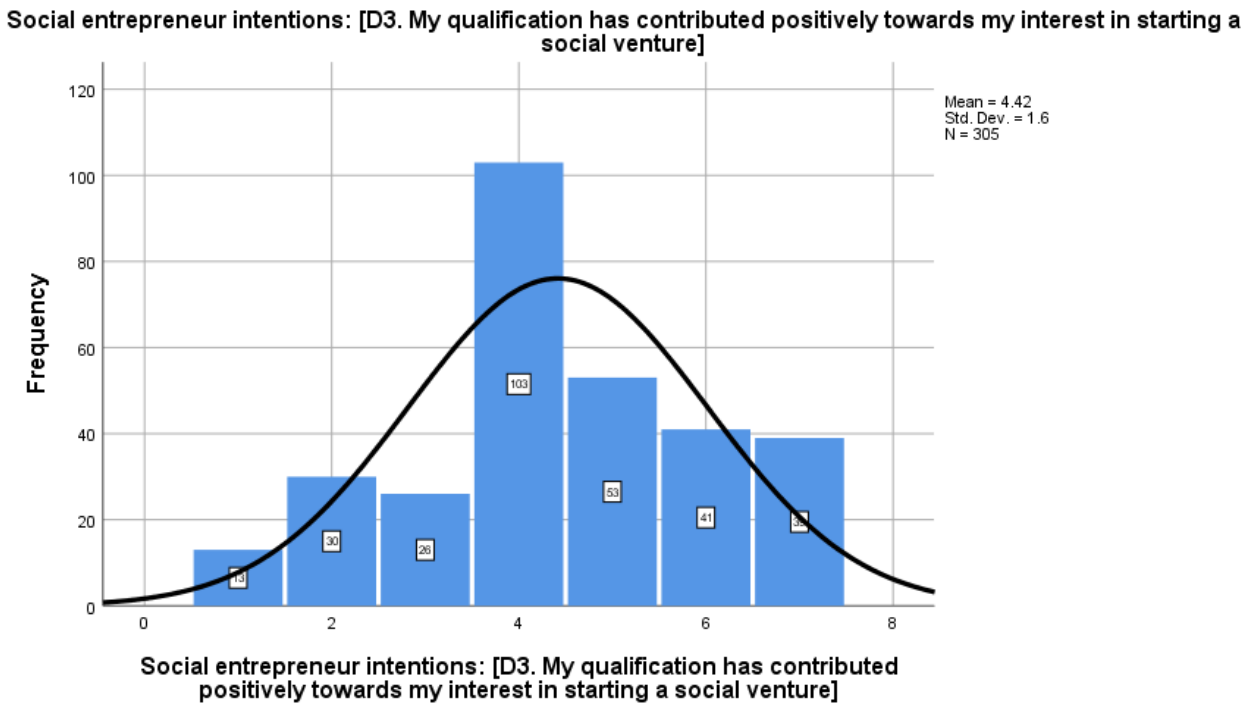
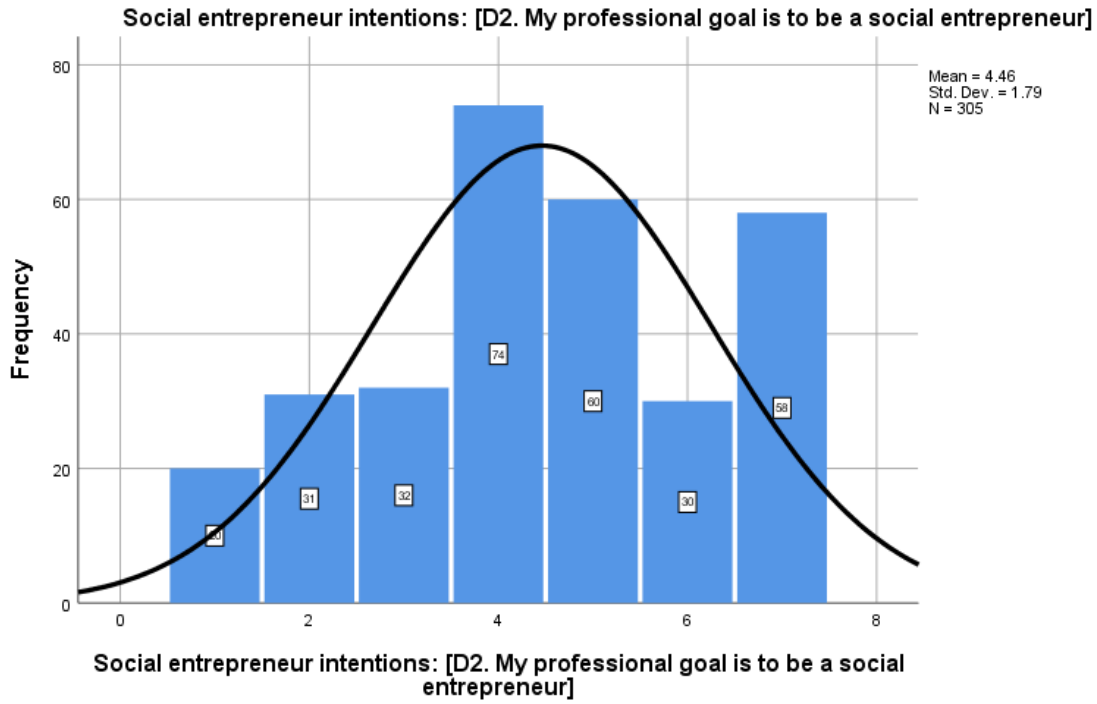


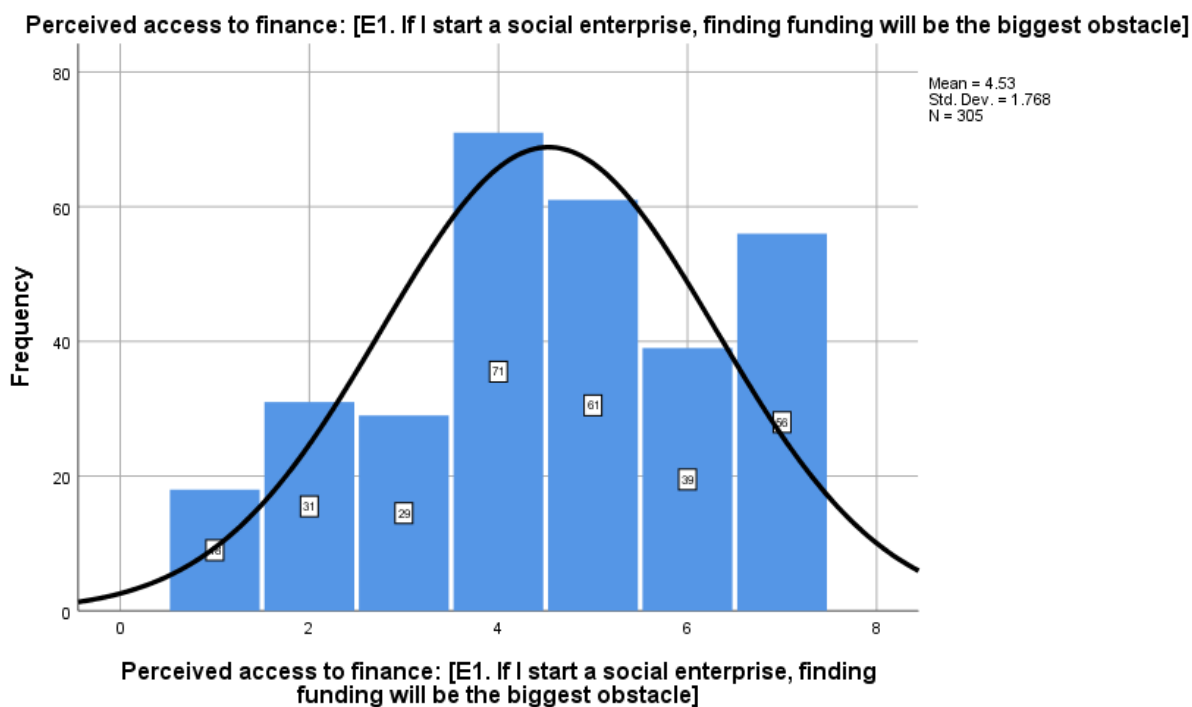
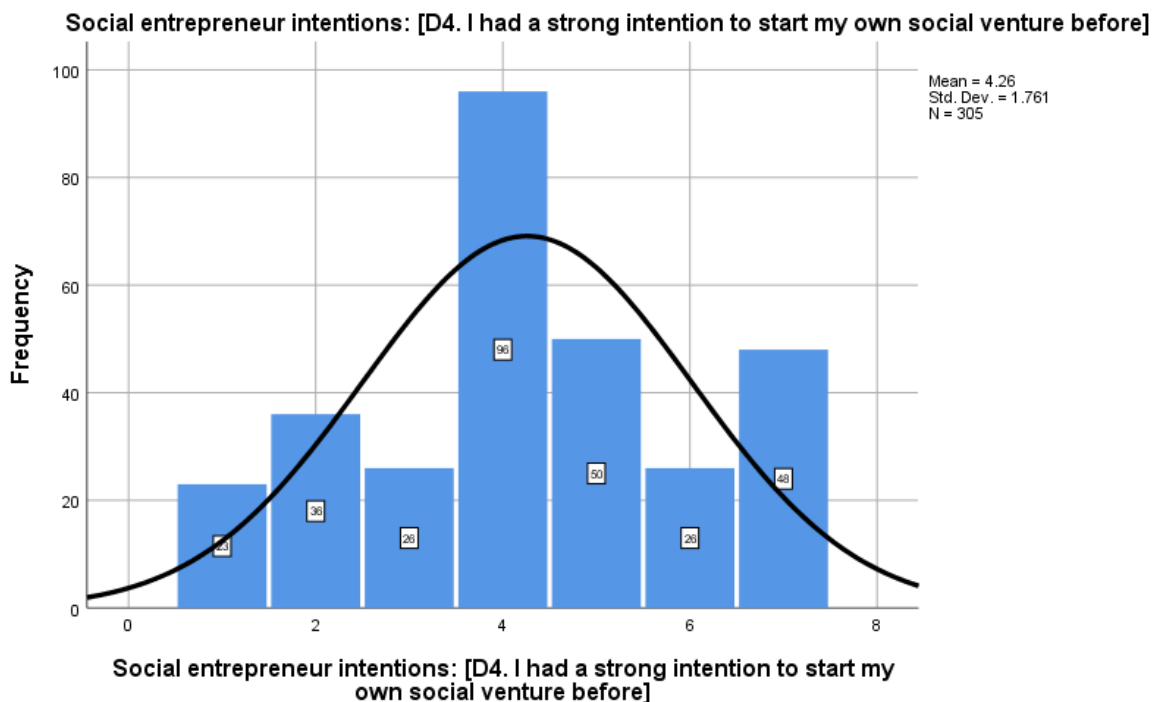




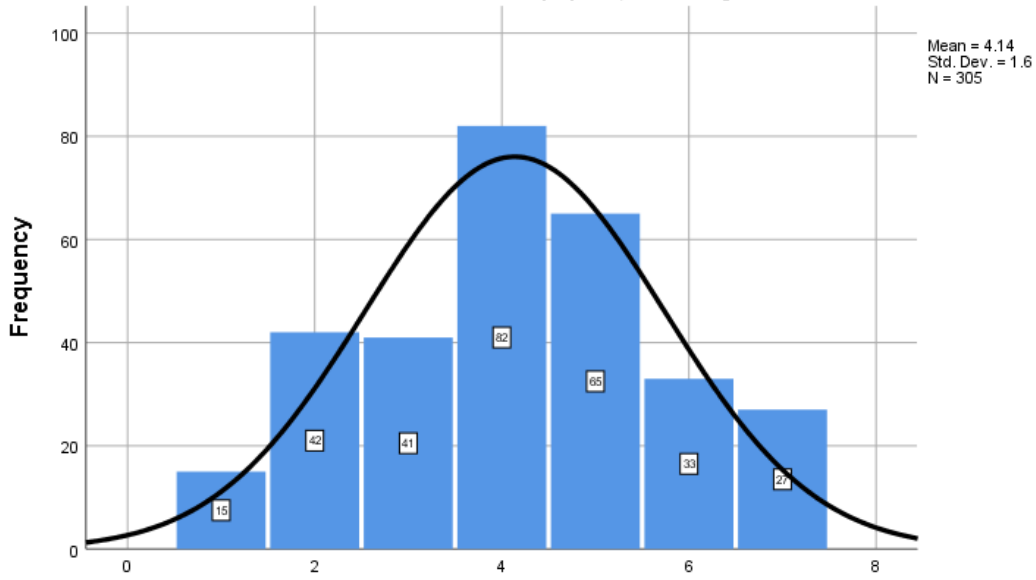
Social entrepreneur intentions: [D1. I am determined to create a social entrepreneurial venture in the future]





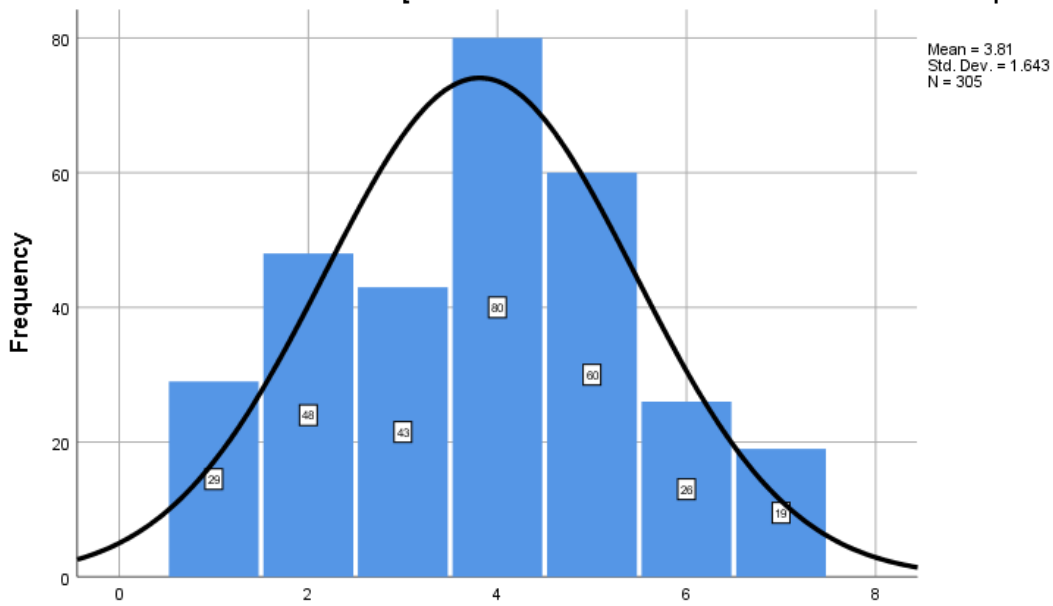


Perceived access to finance: [E2. You get a lot of information how to find social business capital through newspapers, media...]



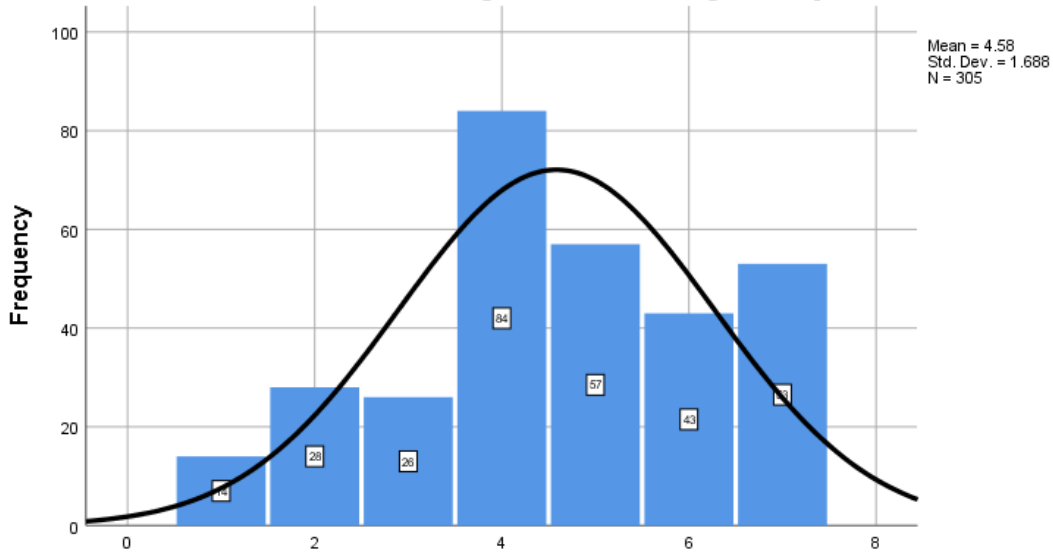
Perceived access to finance: [E2. You get a lot of information how to find social business capital through newspapers, media...]

Perceived access to finance: [E3. You know how to find investment for social entrepreneurship]



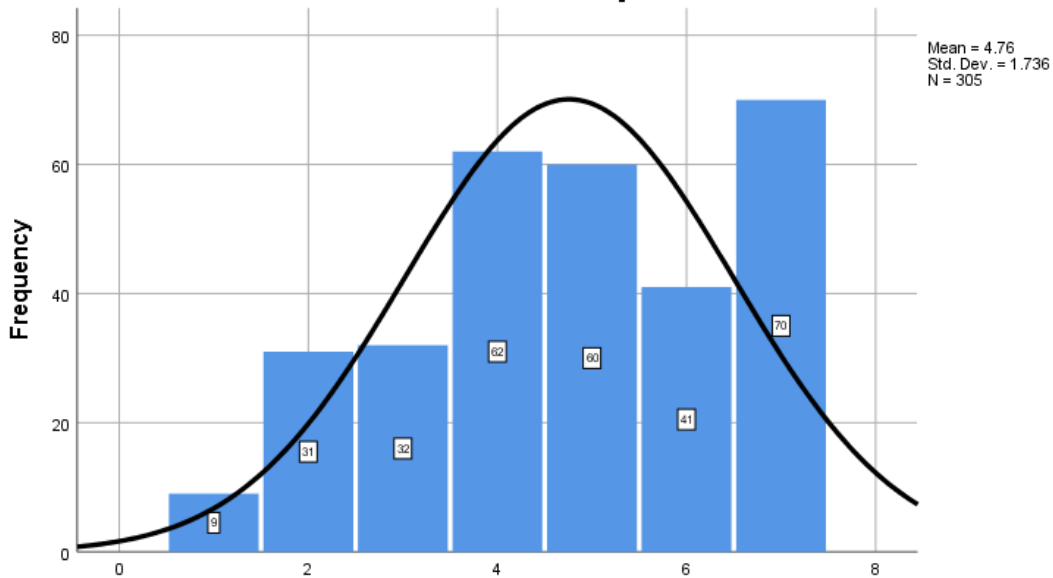
Perceived access to finance: [E3. You know how to find investment for social entrepreneurship]

Personal attitude towards being a social entrepreneur: [F1. Being a social entrepreneur implies more advantages than disadvantages to me]



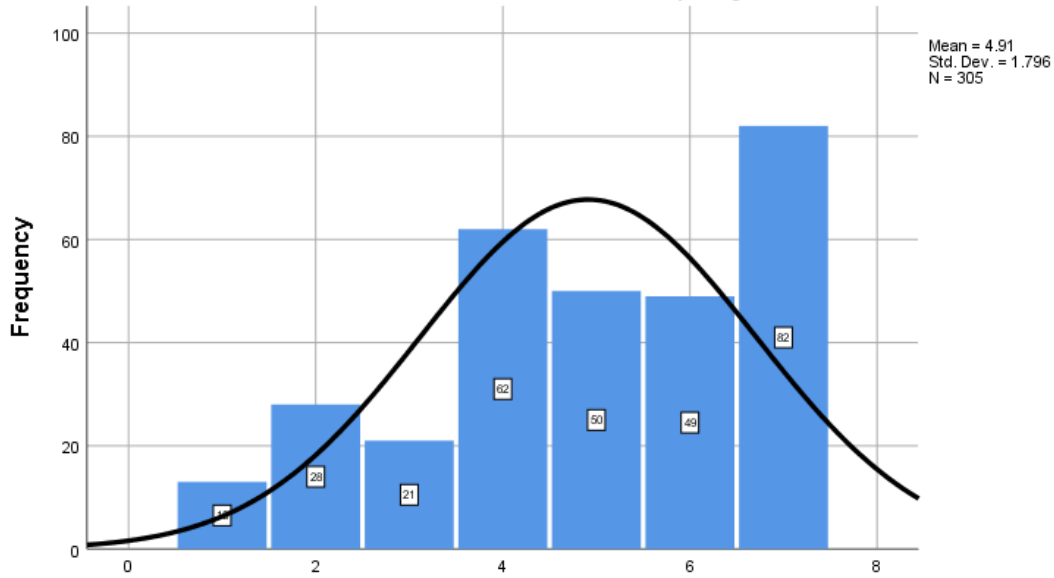
Personal attitude towards being a social entrepreneur: [F1. Being a social entrepreneur implies more advantages than disadvantages to me]

Personal attitude towards being a social entrepreneur: [F2. A career as a social entrepreneur is attractive for me]



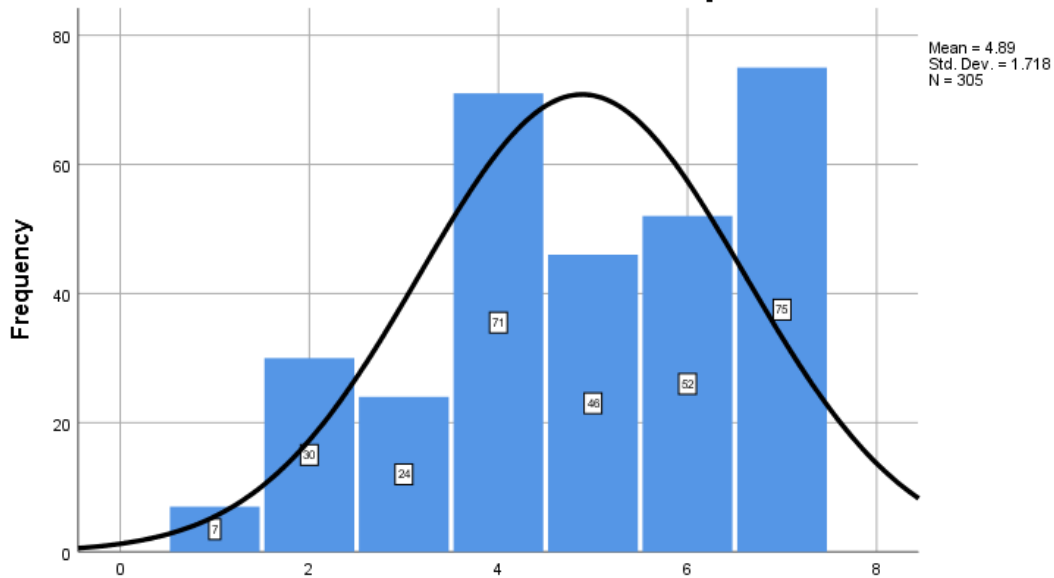
Personal attitude towards being a social entrepreneur: [F2. A career as a social entrepreneur is attractive for me]

Personal attitude towards being a social entrepreneur: [F3. If I had the opportunity and resources, I'd like to start a social enterprise]



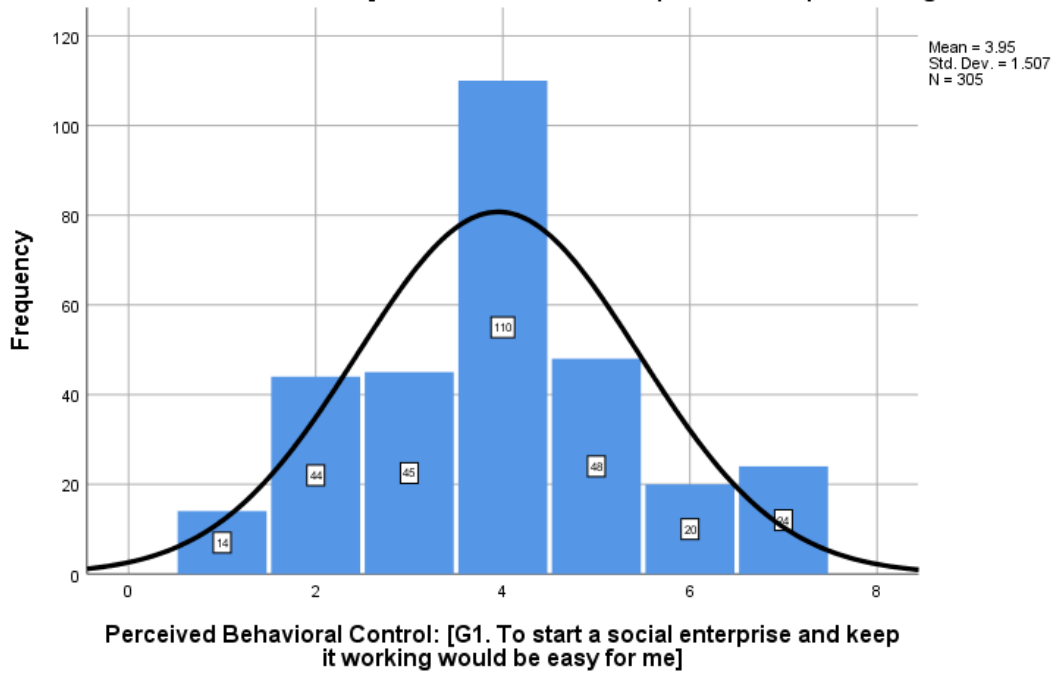
Personal attitude towards being a social entrepreneur: [F3. If I had the opportunity and resources, I'd like to start a social enterprise]

Personal attitude towards being a social entrepreneur: [F4. Being a social entrepreneur would entail great satisfaction for me]

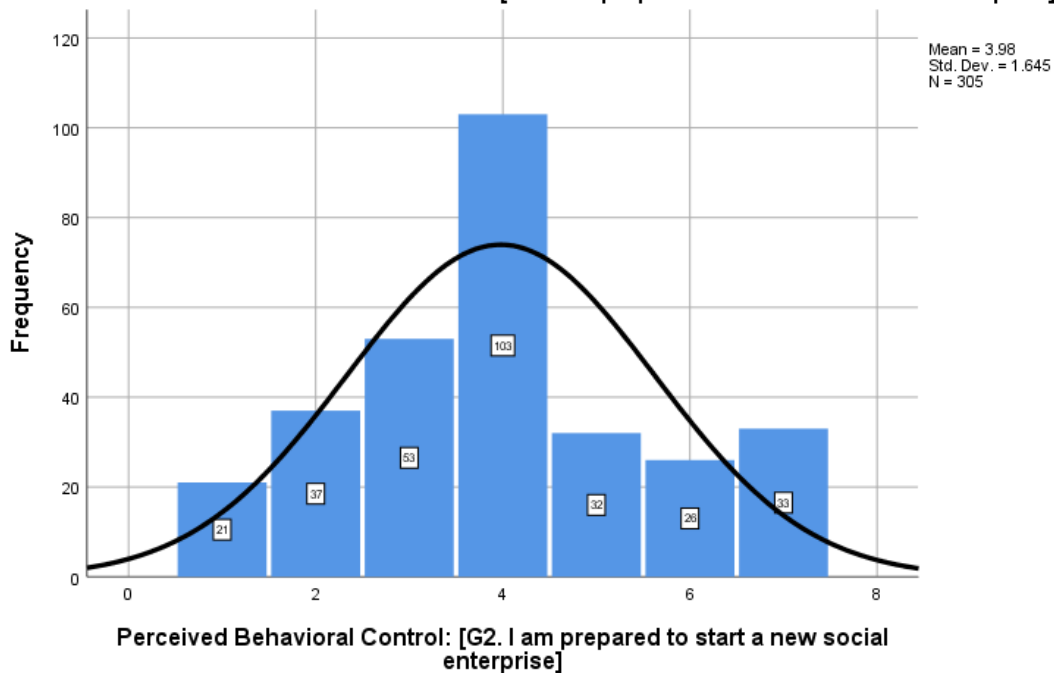


Personal attitude towards being a social entrepreneur: [F4. Being a social entrepreneur would entail great satisfaction for me]

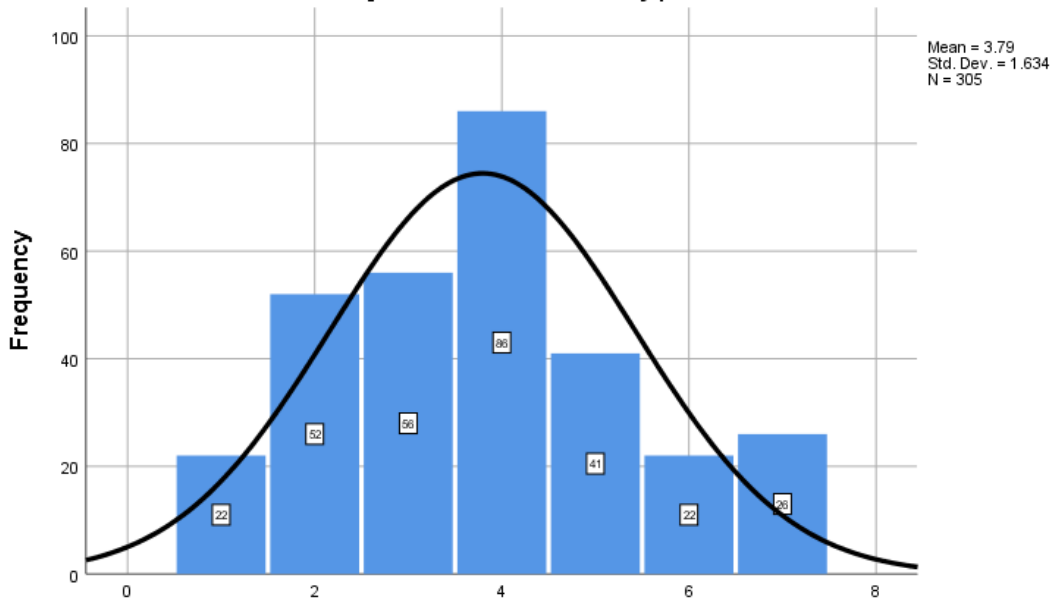
Perceived Behavioral Control: [G1. To start a social enterprise and keep it working would be easy for me]



Perceived Behavioral Control: [G2. I am prepared to start a new social enterprise]

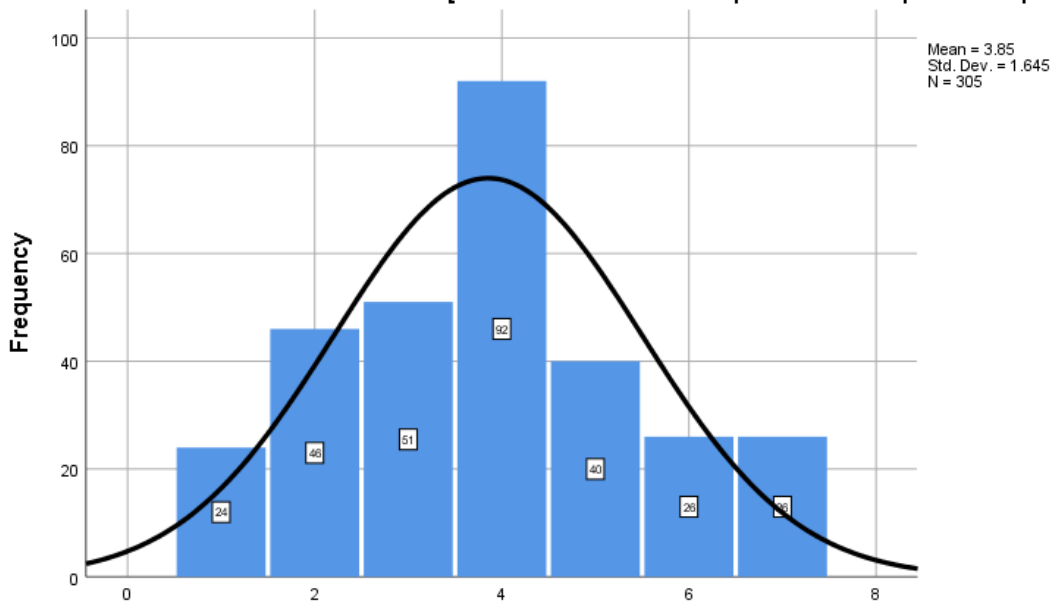


Perceived Behavioral Control: [G3. I know the necessary practical details to start a new social enterprise]



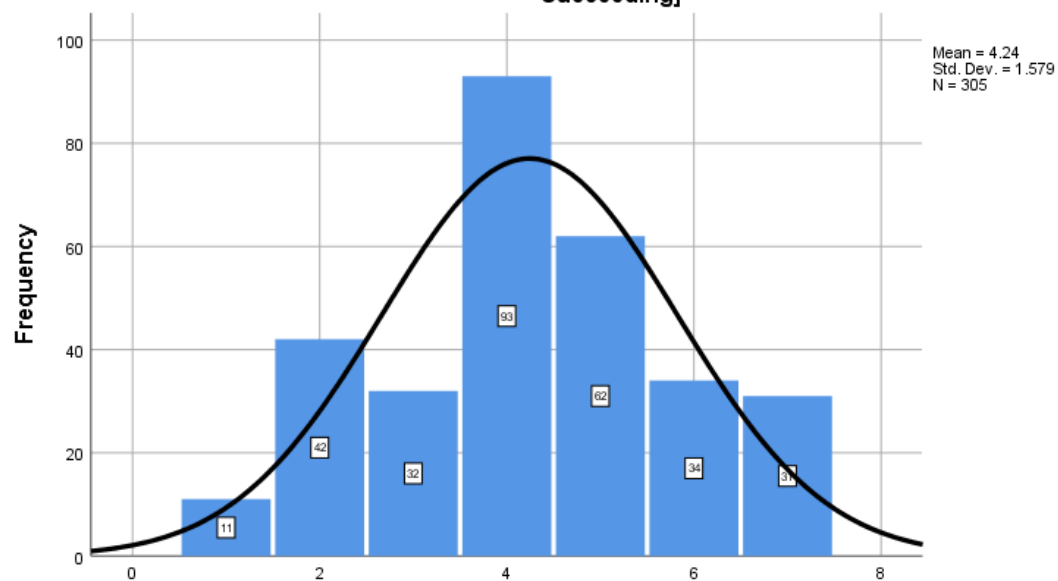
Perceived Behavioral Control: [G3. I know the necessary practical details to start a new social enterprise]

Perceived Behavioral Control: [G4. I know how to develop a social entrepreneurial project]



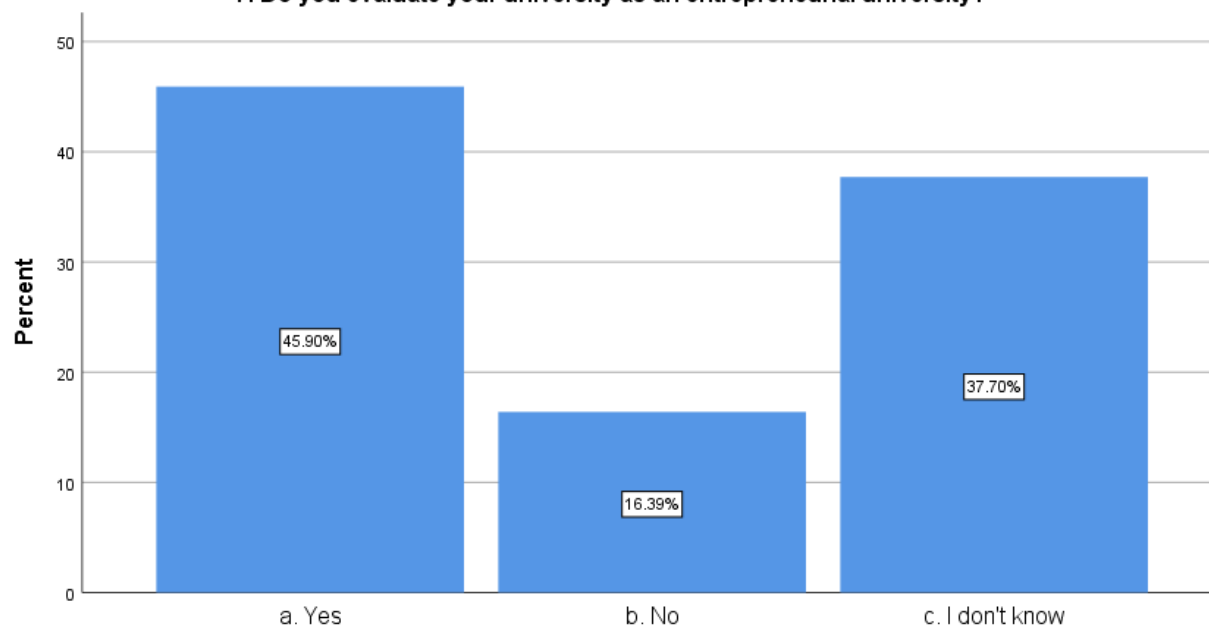
Perceived Behavioral Control: [G4. I know how to develop a social entrepreneurial project]

Perceived Behavioral Control: [G5. If I tried to start a new social enterprise, I would have a high probability of Succeeding]



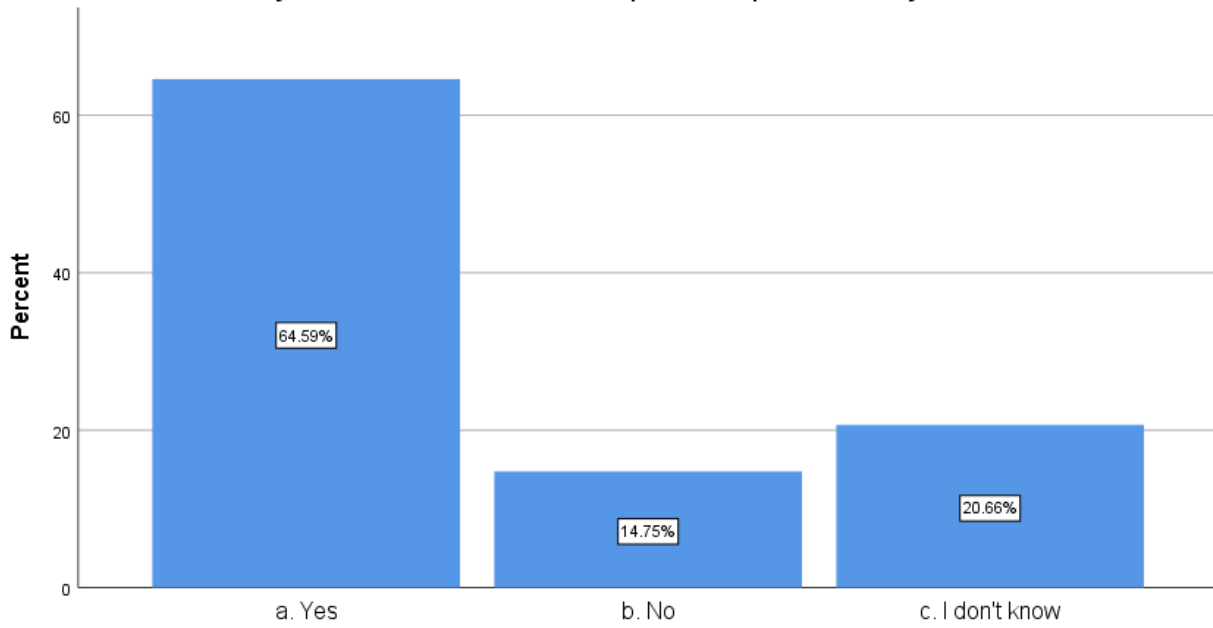
Perceived Behavioral Control: [G5. If I tried to start a new social enterprise, I would have a high probability of Succeeding]

7. Do you evaluate your university as an entrepreneurial university?



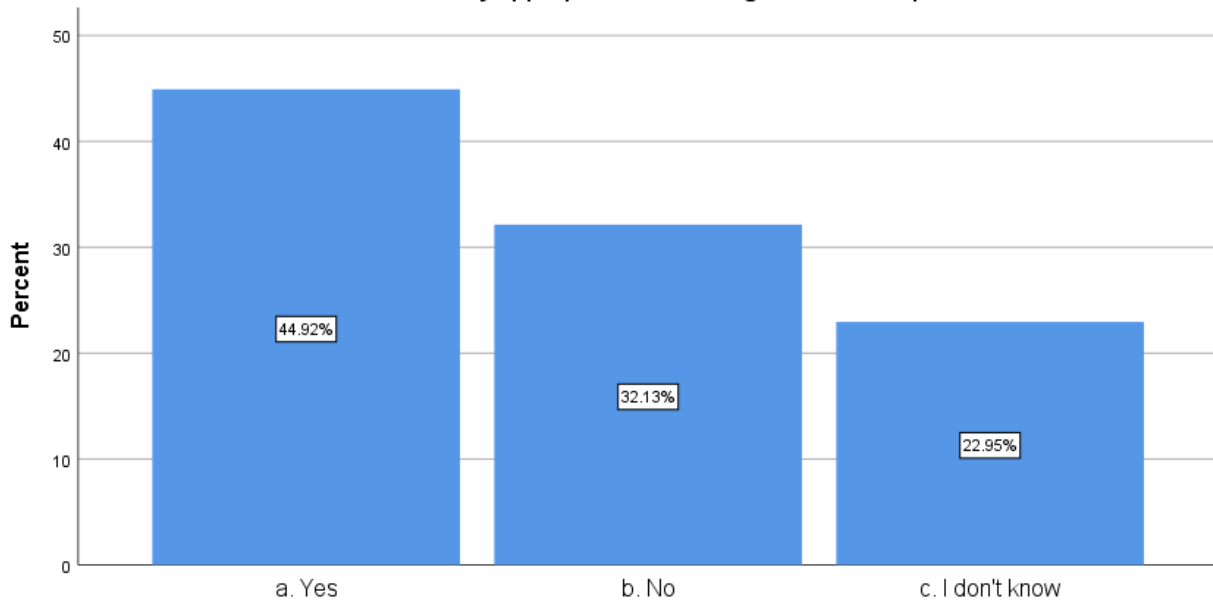
7. Do you evaluate your university as an entrepreneurial university?

8. Are there any courses related to social entrepreneurship/business in your curriculum?



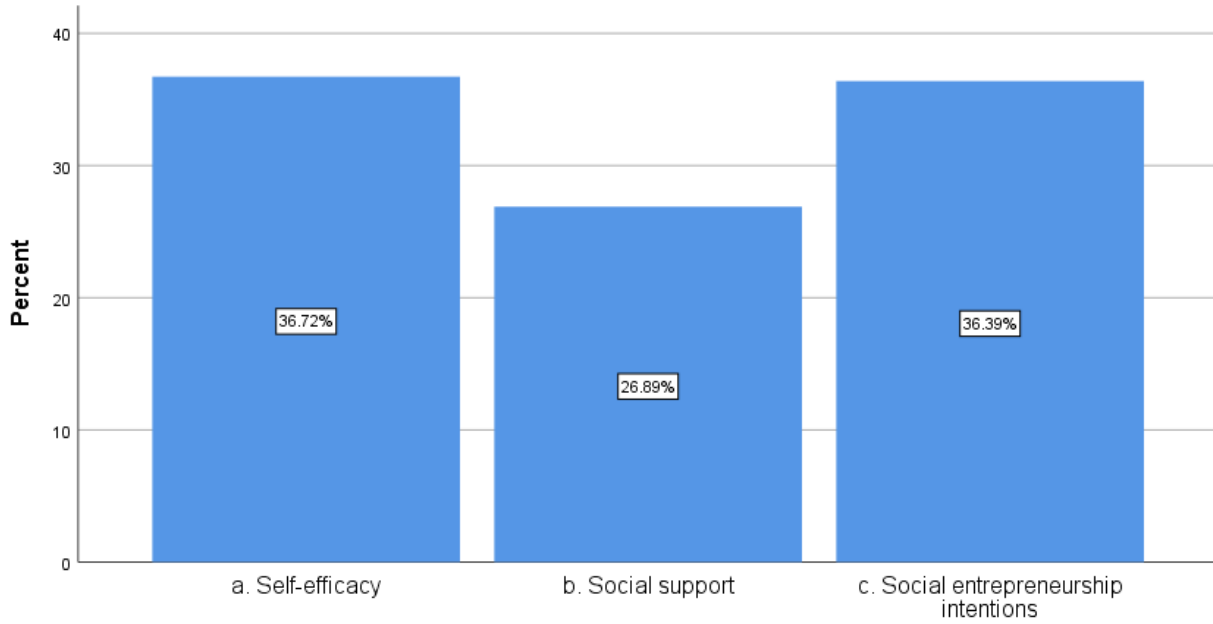
8. Are there any courses related to social entrepreneurship/business in your curriculum?

9. Is business environment of the country appropriate for running a social enterprise/business venture?



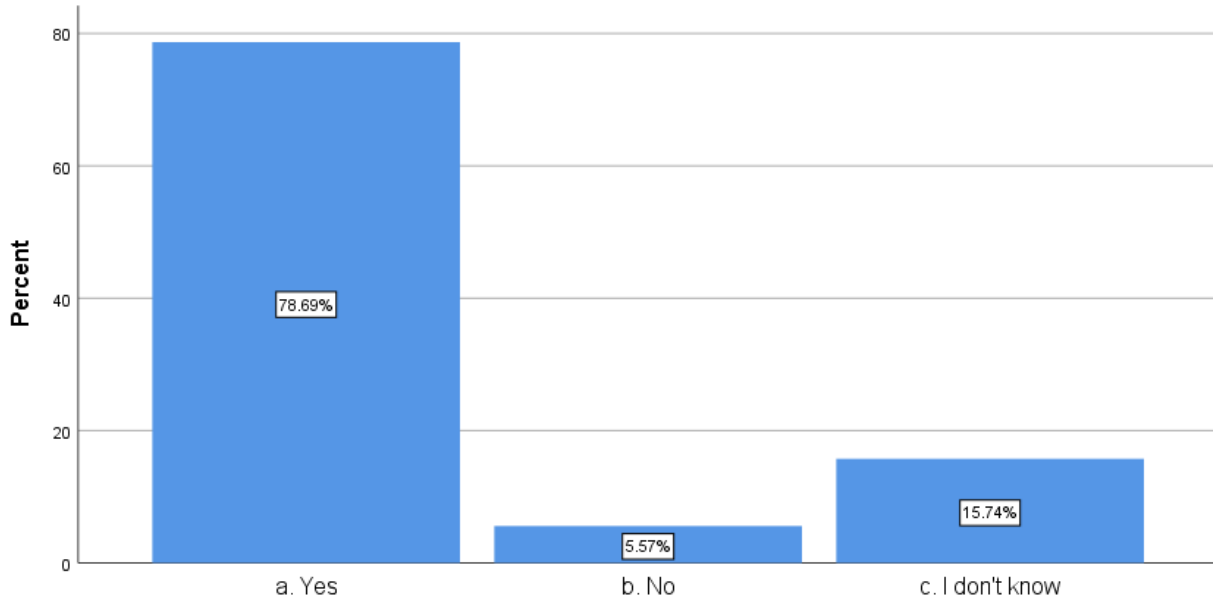
9. Is business environment of the country appropriate for running a social enterprise/business venture?

10. Do you consider participation in social entrepreneurship courses increases:



10. Do you consider participation in social entrepreneurship courses increases:

11. Do you consider that engaging in experiential learning activities, can enlarge your observations for effects?



11. Do you consider that engaging in experiential learning activities, can enlarge your observations for effects?



SOCIAL ENTREPRENEURSHIP IN TIME OF CRISIS

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