

Social Empowerment Programs: The Role of Administrative Leadership in Increasing the Knowledge and Attitudes of Qatari Youth Toward Entrepreneurial Projects in Qatar

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Abstract

This qualitative research aims to evaluate the integration of entrepreneurial projects within social empowerment programs in Qatar, assess public awareness of these programs, and analyze the role leaders play in shaping perceptions. It further seeks to examine the effectiveness, benefits, and importance of the courses offered to participants, gauge youth interest in engaging with these programs, and determine how well entrepreneurial project courses address the challenges faced by the Qatari public, while also identifying their key advantages. Semi-structured and in-depth interviews were conducted with 15 individuals, selected for their direct involvement or experience with entrepreneurial projects and social empowerment programs. The research yielded several important findings. Leaders were found to play a significant role in influencing social empowerment programs. The research highlighted the importance of providing practical, specialized training to equip young people for entrepreneurial ventures and underscored the need for spreading knowledge and awareness, which are crucial for successful entrepreneurship. Easy access to information and resources related to social empowerment programs significantly enhances the ability of youth to make informed decisions. Additionally, the study emphasized the value of practical experiences that align with real-world applications, facilitating the transition from theory to practice. Furthermore, the findings revealed the need for robust evaluation mechanisms and ongoing support systems to continuously improve programs aimed at preparing young people for entrepreneurial endeavors, as sustained guidance and follow-up services are vital for entrepreneurial success.

Keywords: *Social Empowerment Programs, Entrepreneurial Projects, Leadership.*

Introduction

Qatar ranks among the wealthiest countries in the world based on per capita GDP, largely due to its significant reliance on revenues from liquefied natural gas (LNG). The nation primarily exports LNG to East Asian markets, including Japan, South Korea, China, and India, while importing crucial technologies and products from nations like the United States, China, Germany, and the United Kingdom (World Bank, 2020). Qatar enjoys strong connectivity, positioned along major trade routes; however, there is an urgent need to enhance domestic technological capabilities and promote competitive local products (National Planning Council, 2020).

Although Qatar's extensive natural gas reserves are anticipated to support its economy for many years, this dependence introduces vulnerabilities linked to volatile market conditions, which are influenced by a variety of geopolitical, economic, and technological factors (International Monetary Fund, 2020). As a result, the country has acknowledged the necessity for economic diversification to achieve long-term sustainability. This diversification strategy includes advancing export-oriented, value-added petrochemicals and bolstering sectors like finance, health, sports, tourism, and entrepreneurial activities, particularly within small and medium-sized enterprises (SMEs) ((TRADING ECONOMICS, n.d.)). Research underscores the importance of such diversification for rentier economies like Qatar in fulfilling sustainable development objectives (Kaya et al., 2019).

To support the transition to a knowledge-based economy, Qatar has heavily invested in its infrastructure, improving sectors such as transportation, communication, energy, water, food, education, and healthcare (Zguir et al., 2021). Nevertheless, further enhancement of human capital and educational systems is essential to provide Qatar with a competitive advantage beyond its hydrocarbon-focused economy (Hassan & Bader, 2020). Additionally, strengthening institutional and governmental capabilities is crucial for the effective

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design and implementation of policies that can maximize the benefits derived from investments in education and research and development (Al-Thani, 2021).

Entrepreneurship has emerged as a critical component of Qatar's economic development, yet significant obstacles persist. Various organizations have been established to support entrepreneurs through training and funding, yet the overall entrepreneurial landscape remains below expectations (Qatar Development Bank, 2021). Many stakeholders contend that government regulations are a major barrier to entrepreneurial activities, indicating a need for reforms in financial support systems and the simplification of regulatory frameworks (The World Bank, 2018). Furthermore, nurturing an entrepreneurial culture necessitates a comprehensive approach to enhancing knowledge and awareness through targeted training programs.

This research aims to further investigate these aspects, concentrating on the definitions and perceptions of entrepreneurial projects, the integration of entrepreneurship with social empowerment, the influence of leadership, the benefits of courses and training, and the necessary assessment and support mechanisms for effective skill development and preparation. The research also seeks to identify strategies that can strengthen Qatar's entrepreneurial ecosystem and address the existing challenges.

Furthermore, the research intends to evaluate how entrepreneurial projects are integrated into social empowerment programs and their role in fostering societal development. The study also aims to explore how leaders in the social empowerment field may influence public attitudes towards entrepreneurial projects. It seeks to identify the availability and breadth of social empowerment and entrepreneurial project programs offered by various institutions and prioritize the benefits of participating in such courses.

Moreover, it will explore the nature and extent of benefits derived from entrepreneurial project courses and evaluate their practical relevance to the Qatari audience. The research will also examine the emphasis placed on specialized skills development within entrepreneurial projects and stress the importance of familiarizing trainees with project requirements beforehand. It will assess the effectiveness of periodic surveys in evaluating trainees' benefits and facilitating discussions with training entities, while also exploring the nature and sufficiency of follow-up support provided to youth after initiating entrepreneurial projects.

Literature Review and Theoretical Framework

Social Empowerment Programs

Social empowerment programs aim to improve economic and social inclusion by providing job opportunities and supporting marginalized groups through small and medium-sized projects. These programs are instrumental in achieving social justice by fostering economic growth and reducing poverty. Research suggests that empowering vulnerable populations through entrepreneurial initiatives not only provides them with economic independence but also enables broader community development (Moghadam & Senft, 2017). Social empowerment programs typically target youth and disadvantaged groups, providing them with resources and training to launch their own businesses, thus enabling them to contribute to the economy. These initiatives, according to Ogbor (2009), promote social equity by addressing systemic barriers to economic participation and offering sustainable pathways to financial stability.

Entrepreneurial Projects

Entrepreneurial projects are a critical component of economic growth, particularly in developing economies. Such projects aim to find and implement innovative solutions to societal challenges, expanding into new markets to achieve rapid profits. They contrast with small businesses that focus on steady, long-term growth within established markets (Shane, 2003). These projects are often driven by the need to improve living standards or foster communication and collaboration between diverse groups, making them socially beneficial as well as economically advantageous (Zahra & Wright, 2016). Entrepreneurial projects also serve as platforms for addressing social issues, such as unemployment and income inequality, by offering practical solutions that simultaneously drive economic innovation and societal improvement (Audretsch et al., 2006). Moreover, these projects can play a transformative role in communities by

introducing new technologies and practices that enhance productivity and quality of life (Thurik et al., 2013).

Entrepreneurship and the Entrepreneurial Mindset

Entrepreneurship extends beyond merely starting a business; it involves developing an entrepreneurial mindset—a set of attitudes, skills, and behaviors conducive to recognizing opportunities and overcoming challenges. This mindset is shaped by one's environment and can be cultivated through education and experience from a young age, particularly in the digital age, where access to information and resources is unprecedented (Krueger, 2007). Building this mindset is considered essential for fostering creativity, resilience, and risk-taking, which are necessary traits for successful entrepreneurs (McGrath & MacMillan, 2000). Research by Fayolle and Gailly (2015) underscores the importance of integrating entrepreneurship education into early childhood learning to instill these values and skills early on, thereby promoting a culture of innovation and adaptability. In the digital age, entrepreneurship education has evolved to include digital literacy, innovation, and global market awareness, making it more relevant to today's fast-changing economic landscape (Neck et al., 2014).

Entrepreneurship in Qatar

Entrepreneurship plays a crucial role in Qatar's economic diversification, contributing to the growth of small and medium-sized enterprises (SMEs) and increasing the private sector's share in the nation's GDP. This aligns with the Qatar National Vision 2030, which emphasizes sustainable development. To foster entrepreneurship, educational programs that build innovation skills and encourage risk-taking among youth are essential.

Qatar's entrepreneurial initiatives began in 2004 with the establishment of the Qatar Development Bank (QDB) and the Qatar Business Incubator. QDB provides loans for industrial projects and supports various sectors such as health, education, and food security. By 2019, QDB financed 900 companies and trained 7,500 in 2020. Entrepreneurship interest among youth surged by 150% in the past four years.

Several institutions support entrepreneurship in Qatar:

Qatar Development Bank (QDB): QDB empowers SMEs and entrepreneurs through various programs, including the Model Factory, launched in partnership with the Ministry of Commerce and Industry. These programs help companies enhance production, achieve digital transformation, and sustain long-term business growth. In 2022, the Model Factory supported 10 companies, generating significant revenue and improving production efficiency.

Business Incubation Center at Qatar Science and Technology Park: Focused on technology-based startups, this center accelerates their growth by offering collaborative workspaces, mentorship, training, and financial support. It aims to foster entrepreneurship in Qatar's technology sector.

Bedaya Center for Entrepreneurship and Career Development: A collaboration between QDB and Silatech, Bedaya provides career guidance, skill development, and entrepreneurship training. The center offers networking events and workshops to help youth develop entrepreneurial skills and start their own businesses.

Center for Entrepreneurship at Qatar University (CFE): Established in 2013, CFE connects academic learning with real-world entrepreneurship. It offers training, research, and incubator services for Qatar University students, graduates, and employees, promoting entrepreneurship awareness and skill development.

Digital Business Incubator at the Ministry of Communications and Information Technology: This incubator focuses on promoting innovation in the ICT sector, encouraging young entrepreneurs to develop digital

solutions and projects. It provides free workspaces, mentorship, and technical support to startups, aiming to contribute to Qatar's digital economy.

Qatar Entrepreneurship Award (Rowwad Award): Held biennially, this award recognizes and celebrates the achievements of entrepreneurs, further promoting the culture of innovation and entrepreneurship in Qatar.

Social Cognitive Theory

Social Cognitive Theory (SCT), developed by Albert Bandura, explains how individuals acquire and maintain behavior through the dynamic interplay of personal, behavioral, and environmental influences (Bandura, 1986). It emphasizes that people learn not only through direct experience but also by observing others' actions and the consequences that follow, a process known as **observational learning** (Bandura, 2001).

Central to SCT is the concept of reciprocal determinism, where behavior, personal factors (such as cognition and self-efficacy), and the environment continually influence each other (Bandura, 1997). Self-efficacy, or the belief in one's ability to perform specific tasks, plays a pivotal role, as individuals with higher self-efficacy are more likely to take on challenging tasks and persist in the face of difficulties (Schunk & DiBenedetto, 2020).

SCT also underscores the importance of **modeling**, where individuals emulate behaviors demonstrated by others, particularly those they admire or see as successful (Bandura, 1986). This theory has been widely applied in areas such as education, health behavior change, and organizational leadership due to its comprehensive approach to understanding human behavior (Maddux, 2012).

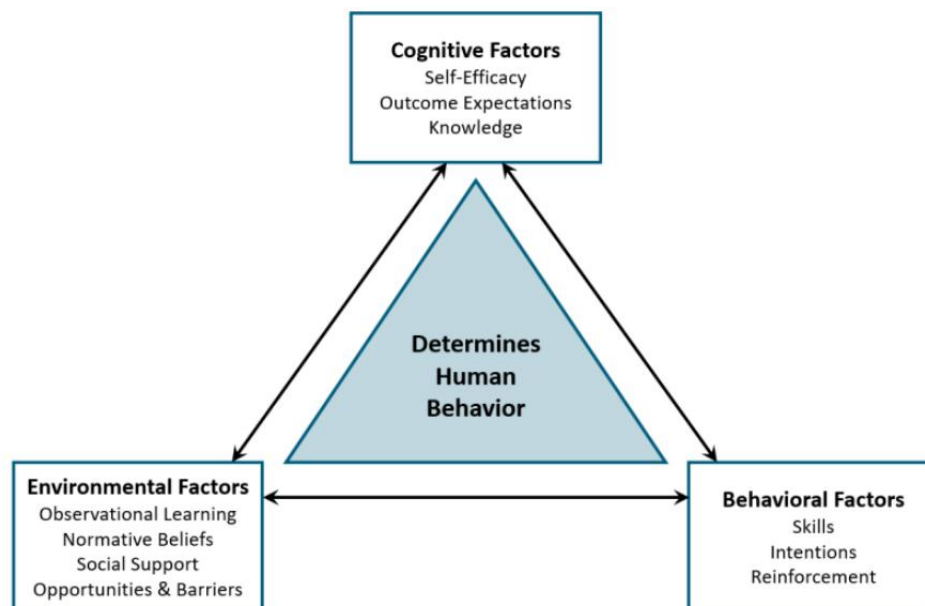


Fig 1. Social Cognitive Theory (SCT)

Research Methodology

Since this study is exploratory in nature, qualitative methods were employed to gain a deeper understanding of the phenomenon from the perspectives of the individuals directly involved, especially given the limited existing knowledge (Tenny et al., 2022; Hodges, 2011). Semi-structured and in-depth interviews were conducted with 15 individuals who were selected due to their direct involvement or experience in entrepreneurial projects and social empowerment programs.

Purposive sampling was used to gather rich and valuable information, as qualitative research emphasizes the quality and depth of data rather than the quantity of participants (Hennink et al., 2017). Accordingly, a small sample size was utilized in this research, consistent with several studies on entrepreneurial projects and social empowerment programs (Al-Housani et al., 2023; Muñoz, & Kimmitt, 2019).

Participants

The qualitative study's participants consist of 15 individuals selected through purposive sampling due to their direct involvement or experience in entrepreneurial projects and social empowerment programs. These individuals were chosen because of their significant roles in organizations and institutions actively fostering youth empowerment through entrepreneurial initiatives in Qatar.

The participants include representatives from various key institutions and centers, such as the Qatar Business Incubator of Qatar Development Bank, Betak Fitr for Development, Qatar Finance and Business Academy, Bedaya Center for Career Development and Entrepreneurship, and the Entrepreneurship Center at Qatar University. Additionally, a representative from the Entrepreneurs Club at the Ministry of Sports and Youth, an independent entrepreneur, and representatives from the Digital Innovation Department at the Ministry of Communications and Information Technology participated. Representatives from the Ministry of Social Development and Family Empowerment Department, as well as the Youth Affairs Department at the Ministry of Sports and Youth, also provided their insights. The Social Development Center "Namaa" was represented by three participants.

These individuals were selected for their direct involvement in entrepreneurial projects and social empowerment programs, ensuring they could offer valuable insights and perspectives on the gap between youth and service centers in empowering young people in entrepreneurial projects in Qatar. Their contributions are expected to help shed light on the research questions and advance knowledge in this critical area.

Research Ethics

Ethical considerations are fundamental to qualitative research, encompassing data collection, usage, interpretation, and analysis. Conducting research ethically means ensuring that the study avoids exploiting, harming, or coercing participants (Miller et al., 2012).

The Qatar University Institutional Review Board (QU-IRB) reviewed and approved the research activities under registration number IRB-QU-2020-006, with assurance code IRB-A-QU-2019-0009. The approval, granted on March 10, 2024, following an Expedited Review, underscores the commitment to upholding ethical standards and ensuring the welfare of all participants involved. The ethical guidelines set forth by QU-IRB, in alignment with Qatar Ministry of Public Health (MoPH) regulations, have been diligently followed to ensure that the research is conducted with the utmost integrity and respect for participants. Informed consent, a cornerstone of ethical research practices, has been diligently sought and maintained throughout the project, emphasizing participant understanding and voluntary participation. Any unforeseen issues or adverse events are promptly reported to the QU-IRB for swift resolution in accordance with established protocols. The research upheld the highest standards of research ethics, as mandated by QU-IRB and regulatory authorities, to safeguard the rights and well-being of all individuals involved in this study.

Interview Questions

The central themes of the interview questions revolve around understanding the role of entrepreneurial projects in the context of social empowerment in Qatar. The first question focuses on the definition and perception of entrepreneurial projects, seeking to understand how they are viewed by different stakeholders, providing a foundation for the rest of the inquiry. The theme highlights the diversity in the way people may interpret entrepreneurial initiatives, whether as economic ventures or as a tool for social change.

The second theme examines the integration of entrepreneurial projects into social empowerment programs in Qatar. It explores to what extent entrepreneurial initiatives are aligned with broader social empowerment goals, underscoring the importance of such projects in fostering social development and empowerment at both community and individual levels.

The third theme shed lights into public awareness and the effective elements of social empowerment programs for entrepreneurial projects. It highlights how the public comes to know about these programs and the factors that make these initiatives visible and accessible to different social groups. This question also explores the different methods used to disseminate information, emphasizing the role of communication in promoting entrepreneurship within empowerment frameworks.

The fourth theme explores how leadership attitudes influence public perceptions regarding social empowerment and entrepreneurial projects. This theme emphasizes the importance of leadership in setting the tone for public engagement and the success of entrepreneurial programs, highlighting the relationship between authoritative support and societal acceptance.

The fifth theme addresses the availability and effectiveness of training programs related to entrepreneurial projects. It explores whether institutions provide courses that promote social empowerment through entrepreneurship, and how beneficial these courses are to participants. This theme focuses on evaluating the practical outcomes and skill-building aspects of these training programs.

Participation is a key focus of the sixth theme, which asks how individuals can get involved in social empowerment programs for entrepreneurial projects. It covers the number and variety of courses offered and gauges the level of interest and enthusiasm among young people in Qatar. This theme highlights the accessibility and appeal of these programs to the younger generation, which is vital for sustained growth in entrepreneurial ventures.

The seventh theme investigates the practical benefits and applicability of entrepreneurial project courses. It assesses how these programs contribute to real-world outcomes for the Qatari public and explores their advantages in helping individuals bridge the gap between theoretical knowledge and practical entrepreneurial realities.

Skill development and preparation form the eighth theme, focusing on the importance of specialized skills training in the entrepreneurial field. It discusses the relevance of preparing trainees with knowledge about the specific requirements of entrepreneurial projects before they start their training. This theme emphasizes the role of education and training in equipping future entrepreneurs with the necessary tools for success.

Finally, the ninth theme addresses evaluation, follow-up, and support mechanisms for participants in entrepreneurial programs. It looks into whether there are regular assessments to determine how much trainees benefit from the courses and examines the follow-up support they receive after launching their ventures. This theme underscores the importance of ongoing support and feedback in ensuring the long-term success of entrepreneurial projects in Qatar.

Tabel (1). Central Themes of the Interviews

Central theme	Interview Questions
Definition and Perception of Entrepreneurial Projects	1. What do you mean by entrepreneurial projects from your point of view?

Central theme	Interview Questions
Integration with Social Empowerment	2. What is the level of knowledge about social empowerment programs for entrepreneurial projects in the State of Qatar, and what are the effective elements in defining social empowerment programs for entrepreneurial projects in the State of Qatar? What are the different means and methods by which the public learns about entrepreneurial projects?
Knowledge and Awareness	3. What is the level of knowledge about social empowerment programs for entrepreneurial projects in the State of Qatar, and what are the effective elements in defining social empowerment programs for entrepreneurial projects in the State of Qatar? What are the different means and methods by which the public learns about entrepreneurial projects?
Influence of Leadership	4. To what extent are public attitudes influenced by the attitudes of leaders in the field of social empowerment programs for entrepreneurial projects in Qatar?
Courses and Training Benefits	5. Does your institution offer courses from social empowerment and entrepreneurial project programs? And what are the most important benefits of social empowerment and entrepreneurial project program courses? How effective are the training programs provided in the field of social empowerment and entrepreneurial projects?
Participation and Course Offerings	6. How can one participate in the social empowerment programs for entrepreneurial projects in Qatar? How many courses are offered in the social empowerment programs for entrepreneurial projects in the State of Qatar? What are the topics of the courses offered in the social empowerment programs for entrepreneurial projects in the State of Qatar? How interested and enthusiastic are young people to participate in the social empowerment programs for entrepreneurial projects in the State of Qatar?
Benefits and Practicality of Courses	7. What is the nature and extent of the benefits from entrepreneurial project courses? How close are entrepreneurial project courses to the practical reality of the Qatari audience? What are the main advantages of entrepreneurial project courses?
Skill Development and Preparation	8. Is there a focus on specialized skills development programs in the field of entrepreneurial projects? How important is it for trainees to know the requirements of the entrepreneurial project before enrolling in the training?
Assessment and Support	9. Is there a periodic survey to assess the extent of trainees' benefit from the training and to discuss the results with training entities? What is the nature of the follow-up and support that youth receive after starting an entrepreneurial project?

Data Analysis

The interviews were recorded using two separate devices to minimize the risk of mechanical failure or sound quality issues. After each interview, the researcher ensured that the recordings were transcribed within 24 hours, and the transcripts were compiled in a Google Drive document. During transcription, any phrases or words that could identify the speaker were coded to maintain data confidentiality. The data were analyzed using the Directed Qualitative Content Analysis method, with the Social Cognitive Theory (SCT) (Albert Bandura, 1986) serving as the framework for the study. This approach is appropriate when a pre-existing model or theory guides the research, allowing the researcher to identify main themes based on the

theory or model before data collection (Hsieh & Shannon, 2005; Mayring, 2004). The interview data were manually coded using color-coding to differentiate each theme. For example, all responses related to Knowledge and Awareness were marked in green.

Interviews Thematic Analysis

Definition And Perception of Entrepreneurial Projects

The responses to the question about entrepreneurial projects reveal a rich tapestry of perspectives, emphasizing the multifaceted nature of entrepreneurship. Respondents consistently identify innovation as a cornerstone of entrepreneurial endeavors, underlining the necessity for new and creative ideas that address specific societal or market needs. For instance, Respondent A highlights the importance of creativity, and the inherent risks associated with implementing innovative ideas. This sentiment resonates across multiple responses, where the "ability to innovate is seen not just as a beneficial trait, but as essential for the survival and relevance of entrepreneurial projects".

In addition to the focus on innovation, several respondents discuss the structured process behind entrepreneurial projects, from the conception of ideas to product development. Respondent B elaborates on the journey that transforms a simple idea into a viable business, emphasizing the need for novel methods. This approach suggests that successful entrepreneurship is not merely about having a good idea but involves careful planning and execution, which includes conducting feasibility studies as noted by Respondent C.

Another noteworthy theme is the differentiation between various types of entrepreneurships, particularly the distinction between traditional business ventures and social entrepreneurship. Respondents D, E, and N, among others, illustrate this point by highlighting how social entrepreneurship prioritizes societal benefits alongside economic goals. Respondent K specifically addresses youth empowerment through social initiatives, suggesting that entrepreneurial projects can have a profound impact on marginalized groups and the broader community. This focus on social value indicates a growing recognition of the role of entrepreneurship in addressing pressing social issues, beyond just profit generation.

Furthermore, the responses reveal a belief in the transformative potential of entrepreneurial projects. Respondents I and H stress the impact of these initiatives on the economy and society, suggesting that entrepreneurial endeavors can lead to sustainable growth and significant societal changes. Respondent J reinforces this, describing entrepreneurial projects as "personal ventures with societal benefits", implying that individual efforts can collectively contribute to societal well-being.

Finally, Respondent F articulated an overarching emphasis on the mindset associated with entrepreneurship. This perspective suggests that entrepreneurship transcends traditional business boundaries, promoting an innovative mentality that can be applied across various fields. This broader view fosters an environment where creative problem-solving is celebrated, further enriching the entrepreneurial landscape.

These different responses have given a comprehensive view of entrepreneurial projects as innovative, structured endeavors with significant social and economic implications. The consistent emphasis on creativity, social impact, and the transformative potential of these initiatives underscores the dynamic nature of entrepreneurship in addressing contemporary challenges and opportunities.

Integration with Social Empowerment

The responses collectively highlight how entrepreneurial projects are integrated with social empowerment in Qatar, offering various perspectives on the dynamics of this relationship and its implications for youth development.

Role of Government Support: The significant role of government support in fostering entrepreneurship as a tool for social empowerment is widely emphasized by respondents. For instance, Respondent C notes

that "social empowerment is heavily reliant on governmental backing", while Respondent I highlights the diverse forms of support, such as "technical and financial assistance, provided to entrepreneurial projects". This fact aligns well with environmental factors in SCT, where external support systems, such as government policies, shape individuals' entrepreneurial behaviors and enable them to navigate challenges and capitalize on opportunities. As past studies suggest, effective government policies are essential for creating a conducive entrepreneurial environment that fosters both individual and collective empowerment (Nwankwo et al., 2018).

Skills Development and Training: Several respondents, including B and K, stress the importance of developing critical and creative thinking skills among youth through entrepreneurship programs. This echoes SCT's focus on cognitive factors, where knowledge acquisition and skill development are central to shaping entrepreneurial aspirations and behaviors. Respondent K's mention of the Youth Entrepreneurs Program, which prepares young people to represent Qatar internationally, further underscores the role of education in empowering individuals by cultivating a growth mindset and fostering cognitive resilience (Naffziger, 2018).

Community Needs and Economic Impact: Respondents H and G emphasize the alignment between entrepreneurial projects and community needs, citing initiatives like "Baladna" as examples of socially beneficial entrepreneurship. This reflects SCT's principle of reciprocal determinism, where behavior, personal factors, and environment influence one another. As entrepreneurial projects meet community needs and contribute to economic development, they generate a positive feedback loop that strengthens both individual entrepreneurs and the broader society. Additionally, Respondent G highlights the macroeconomic impact of entrepreneurship, reinforcing the idea that "successful ventures drive economic growth and social change", which is consistent with the literature on entrepreneurship's role in societal development (Naudé, 2013).

Mindset and Continuous Learning: Respondent B emphasizes the need for entrepreneurs to adopt a growth mindset and continuously adapt to changing environments. This emphasis aligns with the SCT concept of observational learning, where entrepreneurs learn from their experiences and the examples set by others, which fosters innovation and resilience. This underscores that entrepreneurship is not just about launching businesses but also about developing the cognitive adaptability necessary to thrive in dynamic environments (Mason & Brown, 2014).

Social Empowerment as a Multifaceted Approach: The integration of entrepreneurial projects into Qatar's national strategy, as mentioned by Respondent E, illustrates a systemic approach to empowerment, which aligns with SCT's focus on how environmental factors, such as government support and community engagement, interact with personal factors to shape behavior. Qatar's strategy creates a comprehensive framework that empowers individuals and communities as it connects various aspects of social and economic development. Respondents K and L also suggest that "youth engagement is evolving through targeted programs that prioritize participatory approaches", thus asserting SCT's emphasis on behavioral modeling and the role of mentorship in shaping entrepreneurial success (Kirkpatrick, 2019).

While there is broad consensus on the importance of integrating entrepreneurship with social empowerment, the respondents highlight different aspects of the process. Some, like Respondents C and I, focus on institutional support, while others, like Respondent B, emphasize the individual entrepreneur's journey and mindset. This variation reinforces SCT's view that both environmental supports (such as government policies) and individual cognitive factors (such as mindset and self-efficacy) are critical to achieving effective social empowerment.

Additionally, the feedback loops and support systems mentioned by Respondent F reflect SCT's notion that continuous interaction between individual behaviors, external support, and cognitive development is key to sustaining social empowerment initiatives. This further aligns with research on leadership's role in creating entrepreneurial ecosystems that foster social and economic growth (Rae, 2006).

Knowledge and Awareness

The analysis of responses related to the knowledge and awareness of social empowerment programs for entrepreneurial projects in Qatar uncovers recurring themes, including the impact of digital media, educational systems, and awareness campaigns. Despite some differences in emphasis, respondents agree on key factors shaping public knowledge.

Role of Digital and Social Media: Social media is highlighted as a critical tool for disseminating information about entrepreneurial programs. Respondents J, L, M, N, O, and P agree that digital platforms are essential, particularly for engaging youth. Respondent N emphasizes that social media platforms are crucial for raising awareness, while Respondent J notes that workshops and online marketing amplify this effect. The role of social media in entrepreneurial engagement aligns with Social Cognitive Theory (SCT), which asserts that behavior is influenced by the environment and social interactions (Bandura, 1986). In this context, digital platforms act as environmental factors that shape entrepreneurial intentions by making information more accessible and relatable. Young entrepreneurs' preference for digital platforms over traditional communication channels, as noted by Respondent N, is supported by studies that highlight the growing role of social media in fostering business opportunities, particularly in the MENA region (Hogarth & Karelai, 2020).

Awareness and Knowledge Gaps: Despite the broad reach of awareness campaigns, some respondents—M, O, and N—acknowledge a gap in the depth of public understanding of entrepreneurship. Respondent O suggests that while organizations like Nama aim to bridge these gaps, there remains a lack of clarity on key entrepreneurial concepts. This concern mirrors Bandura's SCT, particularly the concept of self-efficacy, which emphasizes the importance of not only providing information but ensuring individuals feel confident in applying that knowledge (Bandura, 1997). Fragmented or vague information, as raised by Respondent F, can undermine this self-efficacy, ultimately weakening long-term entrepreneurial engagement (Kolodinsky et al., 2014). Respondent P underscores the foundational role of education in filling these knowledge gaps, which is supported by Fayolle et al. (2016), who argue that integrating entrepreneurship into educational curricula enhances knowledge transfer and application.

Impact of Role Models and Success Stories: Several respondents, including E, P, and J, stress the importance of role models and success stories in shaping entrepreneurial attitudes. Respondent P, for example, highlights the motivating effect of successful initiatives like the Sununu Foundation, suggesting that seeing relatable success can inspire aspiring entrepreneurs. This reflects one of the core principles of SCT, observational learning, where individuals are more likely to adopt behaviors they see modeled by others (Bandura, 1986). Success stories not only serve as motivational tools but also provide practical insights into the entrepreneurial journey, reinforcing findings from Kim and Hunter's meta-analysis (2018) that role models significantly impact entrepreneurial intentions.

Cultural and Institutional Factors: Respondents A, B, and C emphasize the influence of state support, culture, and capacity-building, while Respondents N and O focus on the role of family upbringing and national strategies in fostering entrepreneurship. Respondent O notes that family background and youth passion are essential for the success of social entrepreneurial projects. This aligns with SCT's concept of reciprocal determinism, which suggests that personal, environmental, and behavioral factors interact to influence outcomes (Bandura, 1986). The role of family and cultural values in shaping entrepreneurial behavior is well-documented in research, with studies showing that early exposure to entrepreneurial values can have a lasting impact on motivation and success (Zellweger et al., 2011). Respondent C's emphasis on instilling entrepreneurial values from an early age also aligns with literature on the importance of embedding entrepreneurship within educational ecosystems (Raposo & do Paço, 2011).

Sources of Knowledge and Awareness: Respondents F, G, and H offer varying perspectives on the primary sources of entrepreneurial knowledge. While Respondent G emphasizes the role of banks and financiers,

Respondent H highlights academic institutions and government agencies as critical sources. This diversity reflects the multifaceted nature of Qatar's entrepreneurial ecosystem. Respondent N draws attention to the strategic role of national development plans, particularly the Second National Development Strategy, in driving entrepreneurship awareness. This resonates with broader literature on the role of government-led policies in enhancing entrepreneurial ecosystems (Lundstrom & Stevenson, 2005). SCT's emphasis on the interaction between personal agency and external structures reinforces the need for a holistic approach that integrates financial, educational, and institutional support to foster a robust entrepreneurial environment.

Influence of Leadership

The responses regarding leadership's influence on public attitudes toward social empowerment programs for entrepreneurial projects in Qatar underscore the critical role leaders play in shaping perceptions. Various facets of leadership emerge, each contributing uniquely to the entrepreneurial ecosystem.

Leadership Experience and Market Insight: Respondent A emphasizes that leaders' experience and market knowledge are essential for shaping public attitudes. This connects with Social Cognitive Theory (SCT), which suggests that observational learning from experienced leaders enhances others' understanding of the entrepreneurial landscape. Leaders with deep market insight act as models, influencing public perceptions by demonstrating practical knowledge and solutions, which aligns with SCT's focus on learning through observation (Bandura, 1986).

Guidance and Idea Selection: According to Respondent B, leaders guide individuals in selecting entrepreneurial ideas. SCT's principle of self-efficacy supports this view, highlighting that when individuals receive proper guidance, they feel more capable of achieving success. This boosts their confidence and entrepreneurial ambitions, which is crucial for fostering initiative in a supportive environment (Bandura, 1997).

Media Visibility and Public Perception: Respondent C notes that leaders' visibility in media enhances public attitudes toward entrepreneurship. SCT emphasizes the role of symbolic modeling, where media representation of successful leaders can inspire others and increase entrepreneurial intentions. Media, acting as a platform for leaders to communicate their vision, plays a key role in shaping societal attitudes through observation and vicarious learning.

Strategic Direction and Audience Receptiveness: Respondent D emphasizes that a leader's strategic direction significantly influences public opinion. According to SCT, leadership effectiveness is also shaped by how responsive leaders are to societal needs. Leaders align their strategies with societal goals, and the public learns to adapt and respond to these initiatives through reciprocal interactions. Furthermore, Respondent H adds that the audience's receptiveness is crucial for the effectiveness of leadership, reflecting SCT's principle of bidirectional influence, where both leader and audience impact each other's attitudes and behaviors.

Motivation and Realistic Expectations: Respondent E highlights that leaders must inspire and set realistic expectations for entrepreneurship. SCT's concept of self-regulation supports this idea, suggesting that leaders who provide realistic portrayals help individuals manage expectations and motivate them toward achievable goals. Transparency and balanced motivation from leaders are essential in building trust and long-term commitment.

Strategic Partnerships and Collective Efforts: Respondents I and N emphasize the importance of leaders fostering partnerships and collective efforts. SCT's emphasis on social interactions and networks supports the idea that leaders, through collaboration and strategic alliances, create an enabling environment that strengthens the overall entrepreneurial ecosystem. Collaborative leadership allows for shared learning and greater influence, reinforcing public support for entrepreneurial projects.

Courses and Training Benefits

The analysis of responses regarding courses and training benefits reveals several key themes, emphasizing the significance of practical skills, networking opportunities, continuous support, and impact evaluation.

Practical Skills Development: Respondent A highlights the importance of programs like the "Rowad" conference, which enhance the culture of entrepreneurship through workshops and discussions. This aligns with the findings of Kuratko and Hodgetts (2004), who assert that experiential learning opportunities are crucial for developing entrepreneurial skills. Respondent D further underscores this by emphasizing foundational programs that teach participants about the steps involved in launching a project and navigating legal challenges. Such practical knowledge is critical, as noted by Baker and Nelson (2005), who argue that understanding real-world applications of entrepreneurial concepts greatly enhances success rates.

Networking Opportunities: Respondent E points out that courses also serve to shift mindsets and develop social and networking skills, which are essential for entrepreneurial success. This is supported by Aldrich and Zimmer (1986), who suggest that social networks are vital for entrepreneurs to access resources and knowledge. Respondent F reinforces this notion by stating that informal workshops allow participants to learn from each other's experiences, fostering a sense of community and collaboration that is crucial for emerging entrepreneurs.

Ongoing Support and Mentorship: Respondent I emphasizes that the ministry's programs provide continuous consulting support, which extends the benefits of initial training. This ongoing mentorship is essential, as highlighted by Rae (2006), who argues that sustained support systems are fundamental for entrepreneurs to navigate challenges and sustain their ventures. Respondent H also discusses the importance of practical training in specific areas like project and inventory management, which contributes to the effective implementation of learned skills.

Impact Evaluation: Several respondents, particularly Respondent K and Respondent L, stress the importance of measuring the impact of training programs. Respondent K argues for the necessity of impact measurement tools to assess the effectiveness of initiatives, which resonates with Philips and Phillips (2005), who highlight the need for systematic evaluation to determine training success. Respondent L echoes this by advocating for ongoing evaluations to ensure that programs meet their intended goals, suggesting a focus on long-term outcomes rather than immediate results.

Skill Development vs. Networking: While all respondents recognize the importance of skill development, there is a notable emphasis on networking in responses from E and F, indicating a broader understanding of how relationships enhance entrepreneurial success.

Practical Application vs. Theoretical Knowledge: Respondents A, D, and H emphasize practical application through hands-on training, contrasting with C, who mentions the need for better long-term evaluations, hinting at a gap in assessing practical knowledge over time.

Ongoing Support: Respondent I's focus on continuous consulting support aligns with the themes discussed by Rae (2006), while Respondents B and M also highlight the necessity of guidance throughout the entrepreneurial journey.

Participation and Course Offerings

Accessibility: Most respondents emphasize the importance of electronic registration and outreach efforts to engage potential participants. For example, Respondent A highlights the Qatar Development Bank's website, while Respondent L describes Namaa Social Center's process of accepting applications via multiple channels, including phone calls. This aligns with the findings of Lee and Wong (2014), who note that accessible programs enhance entrepreneurial engagement.

Inclusivity: Several respondents, such as H and I, mention that programs are available to both Qataris and non-Qataris, indicating a commitment to inclusivity in entrepreneurial education. This reflects a broader trend noted in the Global Entrepreneurship Monitor (2019) regarding the importance of open access to support programs.

Structured vs. Informal Processes: Respondent K outlines a more structured categorization of courses (foundational, advanced, specialized), which provides clarity for participants on what to expect. In contrast, Respondent D mentions a more informal, community-driven approach, where volunteer opportunities play a role in participation, highlighting varying levels of organization among programs.

Variation in Enthusiasm: While Respondent E rates interest at 5 out of 10 due to low attendance, Respondent M reports strong enthusiasm, with over 300 registrations for a single program. This discrepancy suggests that while some programs may struggle to maintain interest, others effectively engage their target audience, aligning with Krueger and Dickson's (1994) assertion that perceived value in training affects participation rates.

Diverse Topics: Many respondents note the wide range of topics offered, from foundational concepts in entrepreneurship to advanced digital marketing (K, G, and E). This aligns with Carter and Jones-Evans (2000), who advocate for comprehensive training to enhance entrepreneurial effectiveness.

Focus on Practical Skills: Respondents B and G emphasize practical skills such as project management and financial literacy, which are critical for emerging entrepreneurs. This mirrors Rae's (2006) findings that highlight the necessity of practical training in entrepreneurship education.

Quantity of Courses: The estimates for the number of courses offered vary significantly among respondents. For instance, E suggests around 45 courses, while J estimates hundreds annually. This indicates a potentially fragmented understanding of the course landscape among different organizations, which could confuse potential participants.

Engagement Strategies: Respondent M discusses entrepreneurial competitions and the idea stage as focal points for their courses, which can foster creativity and innovation among participants. In contrast, Respondent H emphasizes more traditional topics such as inventory management and healthy food preservation. This reflects differing strategies in how programs engage with and inspire participants, resonating with Schumpeter's (1934) notion of innovation driving entrepreneurship.

Benefits and Practicality of Courses

The respondents' perspectives on the benefits and practicality of entrepreneurial project courses vary, revealing different levels of alignment with the needs of Qatari participants. Several respondents focus on the benefits these courses bring in terms of skill development, awareness, and social empowerment, while others emphasize the practical application of course content in real-world entrepreneurial ventures.

Benefits of Entrepreneurial Courses: Most respondents highlight the positive impact of entrepreneurial courses on participants' skills, awareness, and motivation. For example, Respondent A emphasizes the role of these courses in enhancing Qatari products' global reach, highlighting the strategic nature of entrepreneurship education in the country's economic diversification efforts. This aligns with previous studies, such as those by Neck and Greene (2011), which underline the need for entrepreneurship education to equip individuals with the tools to operate in global markets.

Respondents D, F, and G emphasize the motivational aspect of these courses. Respondent F suggests that entrepreneurship courses provide an environment where participants can meet successful individuals and form valuable partnerships, which echoes the social capital benefits discussed in the works of Mauer and Ebers (2006). Respondent H adds that these courses stimulate creativity and entrepreneurial spirit, elements identified by Rauch and Hulsink (2015) as critical to fostering entrepreneurial success.

Respondent L identifies specific technical and administrative benefits, such as developing skills in budgeting, marketing, and product management, which are practical and immediately applicable to entrepreneurial ventures. The focus on practical skill development supports the findings of Rae (2006), who argued that entrepreneurial education should not only focus on knowledge acquisition but also on real-world application.

Practicality and Real-World Alignment: Respondents are divided on how closely the entrepreneurial project courses align with practical realities in Qatar. Respondent B stresses that these courses evolve annually to remain relevant, with content reflecting the real-world challenges faced by entrepreneurs. Respondent N also asserts that courses are practical but warns that timing and external market factors must be considered, a point supported by Kuratko (2005), who emphasized the importance of entrepreneurship courses being responsive to market trends.

On the other hand, Respondent C notes that internationally certified courses may not fully reflect the local reality, suggesting a gap between theory and practice. Similarly, Respondent L acknowledges a significant gap between theoretical learning and real-world application, emphasizing the importance of narrowing this gap. This resonates with previous critiques of entrepreneurship education by Fayolle and Gailly (2008), who argue that theoretical courses often fail to prepare entrepreneurs for the unpredictable and dynamic nature of real-world business.

Respondents I and M highlight that the practical value of the courses comes from their direct alignment with participants' projects. Respondent M, in particular, points out that the courses provide essential guidance and government connections, which are critical for navigating the entrepreneurial ecosystem. This is consistent with the findings of studies like those by Matlay (2008), which argue that entrepreneurial education should not only focus on knowledge transfer but also on providing access to networks and resources.

Diverging Views on Effectiveness: While most respondents agree on the general benefits of the courses, there are diverging views on their effectiveness. For instance, Respondent J asserts that the courses allow entrepreneurs to keep up with labor market trends and technological advancements, a view supported by research showing the importance of continuous learning in entrepreneurial success (Cope, 2005). Conversely, Respondent G points out that some courses are less effective due to inadequate trainer expertise, reflecting concerns raised by Pittaway and Cope (2007) about the quality of entrepreneurship educators.

Respondent E also offers a more nuanced view, stating that the effectiveness of the courses depends on the participants' objectives, a finding in line with research that shows entrepreneurial success is often influenced by individual motivations and goals (Shane, 2003). Respondent F similarly stresses the individual responsibility of the entrepreneur, suggesting that the benefit of the course is largely determined by the participants' engagement levels and prior experience.

In comparing the responses, it is evident that while entrepreneurial project courses are perceived as beneficial in promoting entrepreneurship culture, skill development, and awareness, there are concerns about their alignment with practical realities. Some respondents note a gap between theoretical knowledge and real-world application, suggesting a need for courses to become more tailored to local market conditions. The variation in responses highlights the complex nature of entrepreneurial education, where benefits depend not only on the content but also on participants' engagement, the expertise of trainers, and the evolving market landscape.

The findings echo previous research on entrepreneurship education, which stresses the importance of blending theoretical knowledge with practical application and ensuring that entrepreneurial education reflects the real-world challenges faced by participants (Fayolle & Gailly, 2008; Neck & Greene, 2011). Thus, enhancing the practicality of entrepreneurial project courses may require ongoing adjustments based on market trends and more locally tailored content, as well as efforts to bridge the gap between theory and practice.

Skill Development and Preparation

The responses provided reflect diverse perspectives on skill development and preparation in entrepreneurial training, with a common theme of emphasizing the importance of aligning training with project needs and individual preparedness. Several key differences emerge when comparing the focus and approach each respondent takes.

Respondent A strongly advocates for a structured approach to skill development through business incubators and accelerators, emphasizing the value of analyzing entrepreneurial ideas before training. This respondent highlights how tailored training courses can significantly impact the success of entrepreneurial ventures. This aligns with studies such as Fayolle & Gailly (2008), which emphasize the importance of specialized entrepreneurial support structures in fostering business success.

In contrast, Respondent B's approach is more flexible, suggesting that trainees can access the necessary requirements online and independently. B also underscores the role of awareness programs to facilitate entrepreneurial engagement, reflecting a more open-ended and accessible method of skills development. This respondent's view leans toward the importance of self-directed learning and external exploration as key components of entrepreneurial preparation, supported by the increasing use of digital platforms to guide potential entrepreneurs (Bridge & O'Neill, 2012).

Respondent C emphasizes that specialized skill development is integrated into their courses and that clear training arrangements must be in place before training begins. This reflects the significance of structured preparation in entrepreneurial education. Similarly, Respondent D also stresses the importance of knowing training requirements, though this is primarily framed within ensuring the candidate's suitability through interviews and prior assessments. The focus here is on targeted training, where participants' suitability and needs are carefully considered before the training begins, a principle supported by Fayolle (2013), which suggests that entrepreneurial programs should adapt to individual needs and backgrounds.

Respondent E takes a slightly different stance, stating that prior experience is not always necessary but becomes important for specific, targeted programs. This aligns with Kuratko's (2005) notion that different levels of entrepreneurial readiness require different types of preparation and training complexity. This viewpoint highlights flexibility in how much prior knowledge or preparation is essential, depending on the stage of the entrepreneur.

Respondents F, G, and H take a more formal approach, insisting that preparation and prior knowledge are vital for specialized training. For example, Respondent F links the requirement of having a commercial register with readiness for the training, while G and H emphasize how knowing the training requirements helps filter the right participants. This suggests that pre-training preparation is not just important for success but also for ensuring the training's relevance, supported by research indicating that entrepreneurial programs yield better results when tailored to participants' pre-existing knowledge (Neck & Greene, 2011).

In contrast, Respondent I is more lenient, suggesting that detailed knowledge is not always necessary. This relaxed approach favors giving participants a brief workshop overview instead of in-depth preparatory work, arguing that this allows for a broader engagement from a more diverse pool of participants. This could be more relevant for early-stage entrepreneurs who may lack the clarity or experience to meet stringent pre-training requirements.

Respondent J emphasizes the importance of setting expectations from the outset, suggesting that participants should be fully aware of the program outcomes on the first day of training. This suggests that while some respondents focus on prior preparation, J believes that clarity should emerge during the training itself. This aligns with more dynamic, iterative training models like those advocated by Cope (2005), where learning occurs in stages and expectations evolve throughout the process.

Respondents K and L present nuanced views, suggesting that while complete knowledge of requirements is not always necessary, it becomes essential for those with existing business projects. They highlight a

segmented approach to training, where different types of entrepreneurs—those with projects and those without—benefit from varying degrees of preparation. This approach is consistent with findings that suggest entrepreneurial training should be tailored to different business stages (Matlay, 2008).

Finally, Respondent M echoes many of the earlier points, stressing that understanding the requirements is critical due to the level of commitment involved in entrepreneurial projects. This respondent suggests that thorough preparation allows for more meaningful engagement with the training process, a view supported by the importance of motivation and dedication in successful entrepreneurial education (Cope, 2005).

In conclusion, while there is a general agreement on the importance of specialized skill development, the level of required preparation varies across respondents. Some emphasize stringent pre-training knowledge and credentials, while others adopt a more flexible approach depending on the entrepreneurial stage and program focus. This range of perspectives reflects different training models and philosophies within entrepreneurship education, from self-directed learning to structured, incubator-led training.

Assessment and Support

Evaluation Mechanisms for Training Programs: Several respondents, such as Respondent A, B, C, and D, emphasized the use of questionnaires to assess trainees' satisfaction and benefit from the training programs. For instance, Respondent A states that “a questionnaire is usually distributed to survey satisfaction at the end of the program” (Respondent A). Similarly, Respondent H confirms the use of feedback through surveys, highlighting that it serves as a critical component for improving services.

However, some responses indicate a less structured approach. For example, Respondent F notes that while evaluations are conducted through informal feedback, “we do not collect data,” reflecting a lack of systematic assessment in some organizations. Respondent B provides a more integrated approach, where they conduct public presentations and allow entrepreneurs to showcase their projects in front of judges to evaluate success, which aligns with findings by Terzieva & Morabito (2016) who stress the importance of public presentations in entrepreneurial learning.

Furthermore, Respondent J introduces a hybrid method, combining questionnaires with meetings with graduates to discuss their ideas post-training, enhancing long-term impact assessment. This method resonates with studies advocating for a blend of quantitative and qualitative methods for a comprehensive evaluation of training programs (Larsen et al., 2021).

Nature of Follow-up: The follow-up mechanisms described by the respondents vary significantly. Respondent C and J highlight continuous contact with trainees post-training to measure behavior changes and performance levels. Respondent C follows up after three months to ensure the application of knowledge, demonstrating a structured follow-up process. This approach is supported by Gielnik et al. (2015), who assert that post-training follow-up is crucial for reinforcing entrepreneurial skills and knowledge.

On the other hand, some respondents indicate limited follow-up. Respondent D mentions that while schools and universities provide outputs such as project competitions, there is no follow-up with individuals. Similarly, Respondent F admits that they lack mechanisms for systematic follow-up, which highlights a gap between training delivery and long-term support. This absence of structured follow-up reflects gaps identified in previous studies, which emphasize the need for ongoing support to ensure the success of entrepreneurial ventures (McKenzie & Woodruff, 2017).

Respondent I adopts a more formal follow-up strategy through fixed and temporary outlets and electronic marketing, aiming to encourage continuous engagement. Such practices reflect the modern trends of integrating digital tools into post-training support, as discussed by Williams et al. (2018), who highlight the effectiveness of digital follow-up mechanisms in maintaining entrepreneur engagement.

Support Provided After Entrepreneurial Projects: Respondent A, H, and J emphasize comprehensive support systems that extend beyond training. Respondent A mentions a well-rounded support system from Qatar Development Bank, which includes advisory services, grants, and capacity-building platforms. This level of institutional support aligns with findings by Brush et al. (2020), which argue that a strong support system is pivotal for entrepreneurs transitioning from idea to execution.

In contrast, Respondent G points out that the support is based largely on the initiative of the entrepreneur, with no one actively following up. This observation is consistent with the challenges highlighted by Thorgren et al. (2014), who found that lack of external support often leads to the failure of entrepreneurial ventures, particularly for inexperienced entrepreneurs.

Meanwhile, Respondent K discusses how agencies focus on awareness creation rather than active follow-up, noting that some institutions only engage at the initial stages. This limited involvement underscores the discrepancy between theoretical entrepreneurial support and practical engagement, as discussed in previous studies by Maritz & Brown (2013), who found that the absence of long-term support significantly hampers entrepreneurial success.

While most organizations conduct some form of assessment, the depth and consistency of these assessments vary. Some institutions, like Respondent A's, use structured questionnaires and integrate feedback into program improvement, aligning with best practices in entrepreneurial training assessment (Nabi et al., 2017). Others, like Respondent F and D, follow more ad-hoc approaches, indicating room for improvement in formalizing assessment processes.

Regarding follow-up and support, while some entities offer robust post-training assistance, such as Respondents A and J, others, like Respondents G and F, rely heavily on entrepreneurs' initiative. The lack of consistent, structured follow-up across organizations may hinder the long-term success of training programs, as highlighted by numerous studies that emphasize the critical role of continuous support in entrepreneurship (Gielnik et al., 2015).

Overall, the assessment and support mechanisms discussed demonstrate varied practices in entrepreneurial training in Qatar. While some organizations showcase best practices in post-training support, others exhibit gaps in follow-up and evaluation, highlighting areas for future improvement in fostering entrepreneurial success.

Conclusion and Implications

This study presents a thorough examination of the critical components that shape entrepreneurship education and its influence on aspiring entrepreneurs. A strong emphasis on knowledge and awareness emerged as vital for successful entrepreneurship. Participants indicated that access to relevant information and resources significantly impacts their ability to make informed decisions. This aligns with existing literature, which underscores the need for comprehensive knowledge dissemination (McKenzie & Woodruff, 2017).

Effective leadership fosters an environment that encourages collaboration and innovation, enhancing the overall educational experience and equipping participants with the necessary skills to succeed (Gielnik et al., 2015).

The benefits of courses and training were consistently highlighted by participants, who reported that practical skills gained during these programs are crucial for their entrepreneurial journeys. Tailored course offerings that address the unique needs of diverse entrepreneurs contribute significantly to participant engagement and satisfaction.

Moreover, the study revealed that the benefits and practicality of courses are key determinants of their effectiveness. Participants emphasized the importance of hands-on experiences that align with real-world applications, facilitating the transition from theory to practice (Larsen et al., 2021).

Skill development and preparation emerged as essential themes, with participants expressing the need for specialized training that addresses their specific challenges. This underscores Kuratko's (2005) assertion about the varying complexity of training based on entrepreneurial stages.

Finally, the themes of assessment and support highlighted the necessity of robust evaluation mechanisms and ongoing support systems. Regular assessments enable the continuous improvement of educational programs, while sustained mentorship and follow-up services enhance the likelihood of entrepreneurial success (Williams et al., 2018).

The findings of this study have significant implications for educators, policymakers, and program developers in the field of entrepreneurship education. It is crucial to design curricula that not only address the foundational knowledge needed for entrepreneurship but also integrate practical experiences and community engagement.

Furthermore, training programs should prioritize the development of leadership skills among educators, as effective leadership can inspire and motivate participants. A variety of course options tailored to different entrepreneurial stages will ensure that all participants receive relevant support regardless of their background.

Finally, implementing robust assessment and support systems is essential for maximizing the impact of entrepreneurship education. Continuous evaluation of program effectiveness and ongoing mentorship will provide participants with the necessary resources to succeed in their entrepreneurial endeavors.

While this study offers valuable insights, it is not without limitations. The sample size, though representative, may not capture the full diversity of entrepreneurial experiences across different demographics and regions. Additionally, the qualitative nature of the data may limit the generalizability of the findings. Future research should consider quantitative methods to validate these insights and explore how various cultural and economic contexts influence entrepreneurship education.

Moreover, the focus on specific programs may overlook the broader landscape of entrepreneurship education. Further studies should investigate the long-term impact of these educational initiatives on entrepreneurial success and community development. Understanding these dynamics will provide a more comprehensive view of how to effectively support and nurture future entrepreneurs.

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