Analysis of the Current Situation, Problems and Countermeasures of Public Welfare Entrepreneurship Education in Liaoning Universities

Shihao Tang[a,*], Hong Zhao[b,*]

School of Economics and Management, Liaoning Institute of Science and Technology, Benxi, Liaoning, China

[a*]3464159559@qq.com, [b*]hongz0908@163.com

Abstract. This study explores the current status and challenges of public welfare entrepreneurship education in Liaoning universities and proposes corresponding reform strategies. While preliminary progress has been made under policy support, issues such as outdated educational philosophies, imbalanced resource allocation, and weak practical platforms persist. Key problems include strategic cognitive biases in management, homogeneous faculty structures, students' ambiguous perceptions of social value, and curriculum systems misaligned with regional needs. To address these challenges, optimizing value assessment systems through policy guidance, integrating government-industry-academia resources to build innovation platforms, and refining a multidimensional "curriculum-competition-incubation" cultivation model to enhance the integration of educational and industrial chains. The research emphasizes the need to overcome institutional isomorphism and activate localized educational resources, transforming public welfare entrepreneurship education from formal supply to value creation, thereby cultivating talents with social responsibility and innovation capabilities to support regional development.

Keywords: Liaoning universities; public welfare entrepreneurship education in colleges and universities; Status quo; Issue; countermeasures

1 Introduction

Since the 18th National Congress of the Communist Party of China, inspired by the upsurge of entrepreneurship education for the whole people of "mass innovation and entrepreneurship", the relevant departments have successively issued various policies to promote the development of innovation and entrepreneurship education, such as the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities", and public entrepreneurship education as an important part of entrepreneurship education has also received unprecedented attention. In 2015, the "China University Innovation and Entrepreneurship Education Alliance" was established at Tsinghua University, and the first China "Internet +" College

© The Author(s) 2025
A. Y. M. A. Islam et al. (eds.), *Proceedings of the 2025 4th International Conference on Science Education and Art Appreciation (SEAA 2025)*, Advances in Social Science, Education and Humanities Research 952,
https://doi.org/10.2991/978-2-38476-452-5_12

Student Innovation and Entrepreneurship Competition was held in the same year. In 2019, the Ministry of Education formulated the Administrative Measures for the National College Student Innovation and Entrepreneurship Training Program. These policy-driven initiatives have effectively promoted the development of social entrepreneurship education.

2 The Current Situation of Public Welfare Entrepreneurship Education in Liaoning Universities

2.1 Current Situation of Teachers of Public Welfare Entrepreneurship Education [3]

The teaching staff of public welfare entrepreneurship education in colleges and universities in Liaoning Province presents typical cross-disciplinary characteristics, and its composition mainly stems from two major channels: first, the compound teachers with traditional business background through professional transformation, and this group gradually realizes the reconstruction of the knowledge system in the process of discipline transfer; The second is professionals with sociology and public management backgrounds, relying on their disciplinary advantages to create a characteristic teaching model. Although this diversified faculty structure can promote interdisciplinary integration, it faces obvious challenges in practical teaching: as an emerging discipline that relies heavily on practical ability, there is a general disconnect between theoretical teaching and practical guidance. Most teachers lack direct experience in the operation of non-profit organizations or the management of social enterprises, which makes it difficult to transform knowledge transfer into practical ability training.

Compared with the mature training system formed in developed countries, there are structural shortcomings in the construction of teachers in China's public welfare entrepreneurship education. Taking the United States as an example, its teacher training presents three major characteristics: first, it establishes a benign interaction mechanism between academic research and practical application, with full-time teachers generally having high academic backgrounds, and at the same time attracting a large number of senior practitioners in the industry to participate in teaching; The second is to build an in-depth industry-university-research collaboration platform to realize the organic connection between theoretical teaching and practical training through school-enterprise cooperation; Finally, it is necessary to form open and shared materials to promote the progress of educational concepts and industry development through normalized exchanges.

This contrast highlights the deep-seated contradiction of public entrepreneurship education in China: it is necessary to deal with the teaching needs of interdisciplinary knowledge integration, and to solve the institutional barriers of practice inheritance. The solution lies in building a systematic framework, including the establishment of a two-way talent flow system between schools and enterprises, the establishment of a platform for theoretical and practical dialogue, and the improvement of the multi-party collaborative education ecology. Through institutional innovation, a teacher training

model that can maintain both academic depth and practical temperature will be gradually formed, so as to inject sustainable development momentum into public welfare entrepreneurship education.

2.2 Current Status of Social Entrepreneurship Teaching Curriculum

2.2.1 Types of Curriculum.

Practical courses oriented to social values[2]

Different from the business orientation of traditional entrepreneurship education, public entrepreneurship education emphasizes the dual goals of "social value creation" and "sustainable development". The curriculum should follow the educational concept of "learning by doing", set no less than 30% of practical credits, and cultivate students' ability to solve practical problems through practical modules such as social problem diagnosis and public welfare project incubation.

A multidisciplinary curriculum that integrates disciplines

Based on the interdisciplinary characteristics of public management, sociology, ethics and other disciplines, the curriculum system needs to break down disciplinary barriers. It is suggested to adopt the "1+X" curriculum model (1 core course group + X interdisciplinary elective modules), for example, the green transformation case of equipment manufacturing industry can be embedded in Shenyang University of Technology, and the issue of marine ecological protection can be integrated in Dalian Maritime University.

Service-oriented courses with distinctive regional characteristics

In view of the strategic needs of the revitalization of the old industrial base and rural revitalization in Liaoning, the curriculum development should be embedded with special topics such as "social innovation for the revitalization of Northeast China" and "transformation of resource-based cities". For example, Liaoning Technical University can develop a library of ecological restoration entrepreneurship projects in mining areas, and Shenyang Agricultural University has set up an experimental course on public welfare innovation in the value chain of agricultural products.

2.2.2 The Establishment of Course Content Modules.

Fundamentals Module

- Social Enterprise Theory and Operation (including Dual Bottom Line Management)
- Policies and regulations on social entrepreneurship (focusing on regional adaptation of the Charity Law and Regulations on the Management of Social Organizations)
- Social Problem Analysis Methodology (SWOT-PERSEL Integrated Analysis Tool)

Practical Skills Modules

- Design and management of public welfare projects (including the application of logical framework method)
- Social Resource Integration Technology (Government-Enterprise-Social Organization Coordination Mechanism)

- Impact Assessment System (SROI Social ROI Measurement)

Social Innovation Module

- Digital Transformation and Social Innovation (Liaoning Practices such as Smart Elderly Care and Digital Public Welfare)
- Cultural Inheritance Entrepreneurship Practice (Manchu Intangible Cultural Heritage Revitalization, Industrial Heritage Reuse)
- Special Topic on Green Entrepreneurship (Application of Circular Economy Model in Heavy Industry Scenario in Liaoning)

Regional Development Module

- Northeast revitalization policies and social entrepreneurship opportunities
- Case Study on the Transformation of Resource-exhausted Cities (Field Research in Fuxin, Fushun, etc.)
- Social Entrepreneurship Practice in Border Areas (Dandong Cross-border Cooperation Project Design)

2.2.3 Characteristics of the Social Entrepreneurship Practice Course.

It is suggested that the "Liaoning Element Workshop" should be added to the curriculum system, and students should be organized to participate in localized projects such as "Liaoshen Campaign Memorial Hall Red Public Service" and "Dalian Software Park Science and Technology Disability Assistance", so as to form a complete education chain of theoretical teaching, local practice and achievement transformation. Through the construction of a three-stage progressive system of "curriculum-competition-incubation", public welfare entrepreneurship education can effectively serve the regional development strategy of "one circle, one belt and two districts" in Liaoning.

2.3 Practical Activities

As an important part of higher education, the development of public welfare entrepreneurship education relies on the main body of colleges and universities, and needs to cooperate with the government, enterprises and other forces. China has built a support system through policy-driven: in 2010, the Ministry of Education issued a document to promote innovation and entrepreneurship education with social responsibility as the core; After the "18th National Congress of the Communist Party of China", with the upsurge of "entrepreneurship and innovation", the implementation opinions on deepening the reform were successively released; In 2015, the "China University Innovation and Entrepreneurship Education Alliance" was established and the "Internet +" competition was launched; In 2019, the National Management Measures for College Students' Entrepreneurship and Entrepreneurship Training were introduced to systematically promote public welfare entrepreneurship education.

At the practical level, Liaoning universities carry out public welfare entrepreneurship competitions (such as the annual competition of Northeastern University) and organize community service projects (such as education assistance of Shenyang Normal

University) through school-enterprise cooperation, but there are problems such as limited coverage and formalization tendency. At present, it is still necessary to strengthen the integration of resources and improve the effectiveness of practice.

3 Problems in Public Welfare Entrepreneurship Education in Liaoning Universities

3.1 Inadequacy of School Management

1. There is a cognitive bias in the positioning of public welfare entrepreneurship education by education management subjects. The management habitually regards entrepreneurship education as a tool for business value creation, and ignores the addition of core competencies such as public problem-solving ability at the level of institutional design. As a result, the curriculum system is in a state of alienation of "business logic leading, public welfare elements suspended", and key frameworks such as interdisciplinary knowledge integration mechanism and social impact assessment standards are insufficient, resulting in the separation of the education process from the Sustainable Development Goals.

2. Social entrepreneurship education is highly dependent on the construction of scenario-based and immersive teaching models, and the existing resources are insufficient. There is a lack of financial allocation mechanism, and market financing channels have not yet been formed, forming a vicious circle of low level of curriculum development, slow iteration of teacher ability, and insufficient construction of practice bases. Due to insufficient infrastructure investment in some universities, key classrooms such as social innovation labs have been semi-idle for a long time, and students are forced to complete competency learning in virtualized and fragmented alternative scenarios, which seriously reduces educational outcomes.

3. The cooperation platform between the school management, social organizations and enterprises has not yet been fully established, and the information communication is not smooth. Not only is it difficult for colleges and universities to obtain information and resource support for social entrepreneurship projects, but also social organizations and enterprises do not understand the needs of social entrepreneurship education and students' abilities, resulting in fewer opportunities for students to participate in social entrepreneurship practice and poor sustainability of practice projects.

3.2 Lack of Teachers

1. The lag of educational philosophy and professional quality

Teachers generally have the dilemma of insufficient education guidance, and lack of in-depth understanding of the operation logic of the social entrepreneurship ecosystem, the value creation mechanism of social enterprises and sustainable development. Most of their knowledge reserves are limited to the theoretical framework of traditional busi-

ness, and they fail to effectively integrate multidisciplinary perspectives such as sociology and public management, resulting in shortcomings in the cultivation of complex social problem-solving skills.

2. The imbalance of faculty structure and the lack of coordination mechanism

The existing teaching team presents the structure of "ideological and political teachers + business teachers", and lacks compound teachers with experience in social enterprise operation and non-profit organization management background. The construction of interdisciplinary teaching and research teams is lagging behind, and the development of local case libraries and teaching resources is still in its infancy.

3. The innovation and application value of academic research are insufficient

The output efficiency of high-level research results is low, the proportion of core journal papers in the past three years is insufficient, and the research direction is mostly focused on concept eluciation and model summary, and there is a lack of empirical research on social enterprise operation data. The collaborative innovation mechanism of industry, university and research is still incomplete.

3.3 Deficiencies of Students

1. Deep bias in value perception

The essential differences between public welfare entrepreneurship, business entrepreneurship and public welfare activities are common among students. Cognition mostly stays at the superficial understanding of traditional philanthropic activities, and fails to grasp the innovative core of social entrepreneurship "solving social problems as the core and taking into account sustainable development", resulting in the polarization of utilitarian and idealistic value orientation.

2. Motivation to participate continues to wane

Influenced by traditional education, students generally have the cognitive misunderstanding of "public welfare entrepreneurship = high risk and low return", and there is a phenomenon of only emphasizing the form but not the results under the existing incentive mechanism, which leads to the short-term and utilitarian characteristics of students' participation motivation, and it is difficult to form a value identity.

3. Lack of hands-on systematic teaching

At present, it is limited to virtual scenarios such as business plan competitions, relying on intermittent interventions such as short-term studios, and has not yet joined the mainstream education evaluation system. There is a lack of guidance from corporate teachers and it is difficult to obtain help from government purchases. In addition, there is a fault in the cultivation of projects, so that excellent ideas often stop within the campus walls, and cannot form a complete implementation of "problem discovery-scheme design-resource docking-continuous operation".

3.4 Disconnect between Practice and Theory

There is a disconnect between theory and practice in public welfare entrepreneurship education in Liaoning universities: the curriculum focuses on theory teaching and practical teaching is weak; The existing activities are not connected to the curriculum, and

it is difficult for students to apply theories to solve practical problems, resulting in poor practical results.

The public welfare entrepreneurship curriculum system in Liaoning colleges and universities is weak, the content is scattered and random, and there is a lack of coherence from basic to high-level. The curriculum standards of colleges and universities are different, and they do not take into account the regional characteristics of Liaoning and the needs of local public welfare, resulting in a disconnect in talent training.

4 Countermeasures for Public Welfare Entrepreneurship Education in Liaoning Universities

4.1 Corresponding Countermeasures for Schools [5]

4.1.1 For School Management.

1. Promote the introduction of special development plans for public welfare entrepreneurship education by the competent departments of schools, and formulate evaluation standards for innovation literacy and guidelines for the integration of interdisciplinary courses. The management of colleges and universities is required to set up social entrepreneurship colleges or special committees, establish courses on "social value creation - business logic balance", add modules such as public problem solving and stakeholder management to the talent training program, and reverse the trend of utilitarian education through institutional arrangements.

2. Establish a platform for sharing educational resources for public welfare entrepreneurship. Promote universities and local governments to jointly build social innovation industry-education integration parks, include the operation of practice bases in the urban public service procurement list, and realize the efficient circulation and continuous update of laboratory resources through the asset-light model of equipment sharing, mutual employment of teachers, and project incubation, so as to solve the dilemma of infrastructure investment.

3. The school management should organize special seminars and training activities on public welfare entrepreneurship education, and invite domestic and foreign experts to introduce the successful experience and development trend of public welfare entrepreneurship education, so that the school management can fully understand the important role of public welfare entrepreneurship education in cultivating innovative talents and serving local social development, so as to increase support for public welfare entrepreneurship education.

4.1.2 For Teachers.

1. Interdisciplinary teacher training, carry out "social entrepreneurship + sociology/public management" integration seminars, organize teachers to participate in social enterprise field trips, and update the knowledge structure. Development of the course module "Diagnosis of Social Problems - Business Model Design - Social Impact Assessment".

2. Set up a special project fund for social enterprise research, and require academic research to join real public welfare entrepreneurship projects to carry out action research. Build a digital analysis platform for practical cases, and the research results should include actionable policy recommendations or management toolkits. Promote the reform of the academic evaluation system, include the social impact of solutions in the core indicators of achievement evaluation, and update the localized teaching case database.

3. Implement dual-teacher teaching, carry out many lectures by social entrepreneurs, and establish a resource pool of practical experts in the field of public welfare. Establish a cross-border teaching and research team, create a school-enterprise collaborative innovation center, jointly develop a local social enterprise growth case library, and realize the continuous follow-up of practical wisdom to the classroom through project-based teaching.

4.1.3 For Students.

1. Carry out the "General Education Course of Social Entrepreneurship", simulate social problem scenarios through role-playing, strengthen the idea of "social problem diagnosis-value creation-sustainable operation", systematically analyze the structure, business model and social effect mechanism of social entrepreneurship, and help students establish a cognitive framework of "sustainable social entrepreneurship development".

2. Join the "course credits + practical achievements" system, include public welfare entrepreneurship projects in the scope of innovation credits, and set up corresponding scholarships. Promote the joint construction of public welfare entrepreneurship talent reserve plans by schools and enterprises, provide institutional guarantees such as entrepreneurial support and employment recommendation for high-quality projects, and regularly hold achievement exhibitions to visualize the social impact of projects, so as to reduce the cost of trial and error for students.

3. Establish a system of "Enterprise Demand Library-Student Program Library-Tutor Library" to realize the intelligent matching of projects and industrial resources through AI algorithms, improve the docking efficiency of target resources, and establish a resource docking platform for public welfare entrepreneurship projects. Promote local governments to include campus public welfare projects in the public service procurement list. The sustainable operation effect of the project will be added to the education quality evaluation system, and the institutionalization of practical results into teaching resources will be realized.

4.2 Integrate Resources to Ensure Development

4.2.1 Broaden the Channels of Funding Sources.

The government should increase financial support for public welfare entrepreneurship education in colleges and universities, and set up a special fund to support the development of public welfare entrepreneurship courses, teacher training and practical activities in colleges and universities. Universities themselves should also actively seek

social donations, cooperate with enterprises and social organizations, and strive for more financial support. For example, you can partner with local businesses to set up social entrepreneurship scholarships or funding programs to encourage students to actively participate in social entrepreneurship.

4.2.2 Build a Cooperation Platform.

Colleges and universities should take the initiative to establish long-term and stable cooperative relations with social organizations and enterprises, and build a platform for public welfare entrepreneurship education. Through the establishment of an information sharing mechanism, timely release of information on public welfare entrepreneurship projects and talent needs. Social organizations and enterprises can provide practical projects, internship positions and instructors for colleges and universities, and colleges and universities can provide them with talents with public welfare entrepreneurship capabilities to achieve mutual benefit and win-win results.

4.3 Strengthen Practical Teaching and Promote the Unity of Knowledge and Action

4.3.1 Optimize the Practical Teaching Process.

Public welfare entrepreneurship education should strengthen the practical teaching system and fully integrate the practical links into the curriculum system. It is recommended to build an on-campus simulation practice base, equip a team of professional tutors to guide the whole process, and simultaneously develop online courses to form a diversified teaching mode. Online courses should highlight the characteristics of openness, focusing on five modules: digital transformation, entrepreneurship management, financial operation, leadership training, and strategic innovation, and focus on cultivating core competencies such as the creation of non-profit organizations, financing operations, and strategic adjustment. The curriculum structure of the Skoll Center for Public Welfare and Entrepreneurship can be used as an effective extension of offline teaching, focusing on solving practical problems such as the construction of competitive advantages of social enterprises and the integration of innovation strategies.[4]

As shown in the Table 1

Table 1. The online social entrepreneurship education course at the Skoll Center for Social Entrepreneurship is shown.

Serial Number	Course Categories	Selectable Directions
1	Digital transformation	Artificial Intelligence Program, Blockchain Strategic Program, Business Leaders Cybersecurity Program, Digital Marketing and Disruptive Strategic Program, Digital Disruptive and Platform Program
2	Entrepreneurship	Entrepreneurship plan, venture capital plan
3	Finance	Artificial Intelligence Fintech and Open Banking Program, Algorithmic Trading Program, Administration, Finance Courses, Fintech Courses, Future Real

		Estate Investment Program, Private Markets Investment Program, Strategic Management Executive Course
4	Leadership Class	Executive Leadership Program, Leading Professional Services Firm Program, Leading Strategic Project Program, Leading Sustainable Business Program, Women's Leadership Development Program, Strategic Management Executive Program
5	Strategy & Innovation	Climate Contingency Planning, Executive Strategy Program, Organizational Effectiveness Program, Organizational Resilience Program, Strategic Innovation Program, Strategic Management Executive Program

Source: Skoll Centre for Social Entrepreneurship. Online Programmes [EB/OL]. Skoll Centre for Social Entrepreneurship. Executive Education. (2022 - 01 - 01) [2022 - 07 -15]. https://www.sbs.ox.ac.uk/programmes/executive-education/online-programmes.

4.3.2 Establish a Mechanism for the Connection between Practice and Theory. [1]

In the course design, attention is paid to the close integration of practical projects with the course content. For example, when teaching the social entrepreneurship project planning course, students are simultaneously arranged to participate in the actual social entrepreneurship project planning practice, so that students can understand and master the planning methods in practice, and adjust the teaching content in a timely manner according to the practical feedback, so that the theoretical teaching can better serve the practice.

4.4 Improve the Curriculum System and Improve the Quality of Education

4.4.1 Construct a Scientific Curriculum System.

Key points of the construction of Liaoning public welfare entrepreneurship education curriculum system:[3]

Course structure: It is divided into three progressive modules: basic theory (philanthropy concept/social problem analysis), professional skills (project management/resource integration) and practical courses (philanthropy project incubation).

Implementation Path:

Combined with the needs of regional development, we will link government, schools and enterprises to develop characteristic courses to break through the credit limit, integrate the courses into ideological and political education, professional quality and entrepreneurship and entrepreneurship education, and establish a three-dimensional training mechanism of "classroom teaching + skill training + competition practice".

Featured Innovations:

- Values-oriented: Strengthen social responsibility rather than entrepreneurial skills
- School-based design: develop characteristic courses based on advantageous disciplines (e.g., industrial colleges focus on green entrepreneurship)
- Capability integration: Simultaneously improve public welfare cognition, business thinking and practical ability

4.4.2 Highlight Local Characteristics and Social Needs.

In-depth research on social issues and public welfare needs in Liaoning, and integration of local characteristic elements into the course content. For example, in response to the social problems in the transformation of the old industrial base in Liaoning, relevant public welfare entrepreneurship courses and projects are developed to cultivate public welfare entrepreneurial talents who can solve local practical problems. At the same time, according to the society's ability requirements for public welfare entrepreneurial talents, the course content and teaching methods are adjusted in a timely manner to improve the employment competitiveness of students.

- Cooperate with Liaoning Science and Technology Park (such as Shenyang Hunnan High-tech Zone and Dalian Software Park) to establish a public welfare entrepreneurship incubation base to provide students with low-cost office space, mentorship and policy consultation.
- Set up special funds (such as the "Liaoning University Public Welfare Entrepreneurship Seed Fund") to support the implementation of students' initial projects, focusing on rural revitalization, community services, green economy and other fields.
- Use digital platforms (such as the "Liaochuangtong" applet) to integrate the province's public welfare and entrepreneurship resources, and provide one-stop services such as online courses, project roadshows, and financing docking to solve the problem of information asymmetry.[4]

5 Conclusion

Driven by policies, public entrepreneurship education in Liaoning colleges and universities has begun to take shape, but it needs to break through the bottleneck of development through measures such as cognitive improvement, resource integration, practice strengthening and curriculum optimization. In the future, it is necessary to deepen the coordination between the government, universities and society, embed public welfare entrepreneurship education into the regional development strategy, cultivate compound talents with both social responsibility and innovation ability, and help the comprehensive revitalization of Liaoning.

Acknowledgments

Funded Projects: Liaoning University of Science and Technology Education Planning Project No. LKJY202211 and LKY202405 Research Results

References

1. Chen, H. (2022). The practical foundation and path of public welfare entrepreneurship education in colleges and universities. Theory Research and Practice of Innovation and Entrepreneurship, 5(15), 81–84, 97.

2. Chen, Z. H., & Tang, X. L. (2021). Research on the current situation, significance and development path of college students' public welfare entrepreneurship education. Taste·Classic, (18), 110–113, 127.
3. Lei, Y. Y., Wang, Y., & Zhang, L. (2023). The realistic dilemmas and mechanism innovation of public welfare entrepreneurship education in colleges and universities. Higher Education Development and Evaluation, 39(5), 110–118, 124.
4. Wang, Z. Q., & Zhang, Y. C. (2023). The value logic and practical path of public welfare entrepreneurship education in empowering the employment of college graduates. Modern University Education, 39(1), 8–16.
5. Xu, L., & Hu, L. (2024). The relationship demonstration between college public welfare entrepreneurship education and ideological and political education and the research on the collaborative education model. Industry and Technology Forum, 23(17), 274–276.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (http://creativecommons.org/licenses/by-nc/4.0/), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.