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# Research on the Path and Strategies for Cultivating Social Entrepreneurship Talent among College Students from Zhejiang Province from the Perspective of Social Innovation

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## Abstract

With the rise of the social innovation concept, social entrepreneurship, as a new entrepreneurial model, is of significant importance for solving social issues and promoting sustainable development. As an economically developed province in eastern China, the cultivation of college students in social entrepreneurship has become key to driving local social progress and innovation. This study employs qualitative research methods to analyze the key elements and intrinsic connections of social innovation and social entrepreneurship, to assess the current state of social entrepreneurship and talent cultivation in Zhejiang Province, and to explore the successful experiences of cultivating social entrepreneurship talent among college students both domestically and internationally. It proposes pathways and strategies for cultivating college students' innovative thinking, fostering a sense of social responsibility, and guiding a sustainable development perspective in social entrepreneurship, with the aim of providing references for educational practices and policy-making in Zhejiang Province.

**Keywords:** Social Innovation, Zhejiang Province, College Students, Cultivation of Social Entrepreneurship Talent, Pathways and Strategies

## 1. Introduction

### *1.1 Presentation of the Problem*

Against the backdrop of current social transformation and economic restructuring, social issues are becoming increasingly complex, necessitating innovative solutions and approaches. As an emerging social practice, social entrepreneurship, with its unique capacity for creating social value, has become an important force in driving social progress and innovation (Bondarenko, 2022). Zhejiang Province, as a frontier in China's economic development and social innovation, plays a significant role in cultivating college students in social entrepreneurship. This cultivation is crucial for nurturing young talents with a sense of social responsibility, innovative spirit, and practical abilities, which are key to achieving sustainable social development.

Although the concept of social entrepreneurship has been discussed in academic and practical fields, research on the cultivation pathways for college students in specific regions such as Zhejiang Province is relatively scarce. This study, based on domestic and international social entrepreneurship theories and in conjunction with the actual conditions of Zhejiang Province, explores the talent cultivation pathways and strategies from the perspective of social innovation. Compared to previous studies, this research focuses more on empirical analysis and policy recommendations, aiming to provide theoretical support and practical guidance for the cultivation of social entrepreneurship talent in Zhejiang Province and other regions in China.

The main objective of this study is to explore effective pathways for the cultivation of college students in social entrepreneurship in Zhejiang Province and to propose strategies to promote its development. Secondary objectives include researching the close connection between social innovation theory and social entrepreneurship and talent cultivation, especially focusing on how to cultivate students' social innovation abilities through innovative thinking, practice, and social participation; analyzing existing problems in talent cultivation models and proposing improvement suggestions; and exploring the successful experiences of typical cases at home and abroad to provide references for colleges in Zhejiang Province, China.

The research objectives guide the research design, including theoretical research, current situation surveys, case discussions, and summarization. Through qualitative research methods, this study aims to comprehensively assess the current status of the cultivation of college students in social entrepreneurship in Zhejiang Province based on social innovation theory, deeply explore successful experiences at home and abroad, and propose specific and feasible pathways and strategies based on empirical research results.

In terms of theoretical significance, this study enriches the theoretical framework of the cultivation of social entrepreneurship talent, especially its application from the perspective of social innovation. In terms of practical significance, the research findings will provide references for higher education institutions, government departments, and social organizations in Zhejiang Province and across the country, helping them to more effectively cultivate young talents with a sense of social responsibility and innovative spirit, and promote the resolution of social issues and the enhancement of social welfare.

### *1.2 Importance of exploring questions*

The training of social entrepreneurship talents is crucial for cultivating young people with a sense of social responsibility, which helps to solve social problems and promote social progress. On the one hand, effective talent training can stimulate the innovative spirit of young people, promote social innovation, and bring new solutions to the society (Ervin et al., 2023); On the other hand, cultivating social entrepreneurs with social impact can encourage more people to participate in social services and improve the overall well-being of society (Roy Chowdhury, 2022).

By combining social innovation and social entrepreneurship and applying the core concepts of social innovation to the field of social entrepreneurship and talent cultivation, innovative talents beneficial to the development of organizations and society can be nurtured in the entrepreneurial ecosystem (Monir, & Geberemeske, 2023). Countermeasures are proposed to solve the existing problems of college students' social entrepreneurship and talent training in Zhejiang Province, which can improve the success rate of social entrepreneurship projects and reduce resource waste (Zhang, 2024). In the context of globalization, cultivating social entrepreneurship talents with an international perspective can better cope with global challenges (Wu & Zhuang, 2021). In short, by solving the problems in personnel training, a virtuous circle of education, practice, innovation and social development can be formed.

### *1.3 Literature Review*

#### *1.3.1 Development and application of social innovation theory*

Social innovation theory has experienced rich evolution and development since the 18th century. Peter Drucker is generally regarded as the first thinker to systematically propose and articulate the concept of social innovation. In his works, Drucker emphasized the importance of social innovation in solving social problems, and explored its concept, connotation and function (Ji & Yue, 2012). Evolving from the 19th century to the 21st century, researchers define social innovation as interventions for structural change aimed at systemic social improvement (Satalkina & Steiner, 2022).

In recent years, the development and application of social innovation theory have attracted a lot of attention, especially in the context of sustainable development and responding to social challenges. Social innovation is recognized as an effective tool for introducing social values and promoting social interaction to achieve sustainable development (Papaioannou, 2024). Social innovation plays a vital role in addressing issues such as poverty, climate change, and unemployment, and there is growing global interest in its potential contribution to social well-being and economic growth (Vasyl'yeva & Horoshkova, 2022). Research has found that the main forms of social innovation are social enterprise, social entrepreneurship, social cooperation, social partnership and social contract (Romashenko et al., 2022). Today, social innovation theory is increasingly being applied in universities, which, through partnerships with communities, apply social innovation theory to foster sustainable entrepreneurship and effectively address social challenges. Making social innovation and sustainability a learning objective in higher education can enhance students' civic engagement, responsibility and critical thinking to contribute to a more sustainable future (Cobo-Gómez, 2023). A theory of social innovation in higher education, linking it to social freedom and proposing its inclusion in academic curricula to empower students as social innovators (Dryjanska et al., 2024).

### 1.3.2 College students' social entrepreneurship and talent development

In recent years, college students' enthusiasm for social entrepreneurship has continued to rise, and social entrepreneurship has not only solved social problems, but also created economic value. As for the motivation of young college students in social entrepreneurship, some scholars believe that the motivation of college students in social entrepreneurship can be divided into applying what they learn, driving by a sense of social responsibility, and enthusiasm and expectation for the social industry (Nishikawa, 2021). The rise of social entrepreneurship among Chinese college students is mainly due to social demand, strong advocacy by the state, emphasis on innovation and entrepreneurship education in universities, and the willingness of young people to gradually improve themselves (Li & Hu, 2022). The social influence of college students' public welfare organizations is increasing day by day, showing the characteristics of project, differentiation, alliance and networking (Ni, 2022).

The development of college students' social entrepreneurship in countries around the world is not smooth sailing. The development and growth of college students' social entrepreneurship and entrepreneurs are influenced by various sectors of society, such as policies, funds, education and social culture (Nawi et al., 2022; Nguyen et al., 2023). Chinese scholars have similar research views on the difficulties faced by college students in social entrepreneurship, which include the following two aspects: On the one hand, from the perspective of college students in social entrepreneurship, they are faced with the shortage of coordinating talents and funds, the lack of knowledge and ability reserve, the lack of motivation, and the lack of project innovation (Lan, 2021); On the other hand, from the social perspective, college students' social entrepreneurship faces problems such as low social recognition, insufficient social support, and insufficient policy support, all of which affect the development and progress of college students' social entrepreneurship in China (Liu et al., 2020).

The cultivation of social entrepreneurial talents by college students involves various key elements. One study found that the factors associated with the desire for social entrepreneurship are empathy, self-efficacy, and psychological support (Monir & Geberemeskel, 2024). Additional research has highlighted the importance of developing students' interest in social entrepreneurship through approaches such as short courses and experiential learning (Purbo et al., 2023). Other researchers compared the student-teacher co-entrepreneurship with the traditional model, indicating the effectiveness of TSCE in improving college students' social entrepreneurship skills and helping them prepare for entrepreneurship (Du et al., 2020). These studies provide valuable insights into the development of social entrepreneurship talent among students worldwide.

### 1.3.3 Social innovation and social entrepreneurship

Social innovation and social entrepreneurship are closely related and mutually reinforcing, both working to solve social problems, improve social well-being and promote sustainable development. Their common goal is to create a positive social impact through innovation and entrepreneurial activities (Yao & Li, 2022). Social innovation emphasizes solving social problems through innovative thinking and methods, including but not limited to innovation in technology, organization, system, etc. Social entrepreneurship, on the other hand, is a way to realize social value through commercialization and transform innovative solutions into sustainable business models to solve social problems (Duan & Li, 2020). Both social innovation and social entrepreneurship require the integration of resources, including capital, talent, technology, and social networks. Social innovation can provide innovative solutions and ideas, while social entrepreneurship can attract funds and resources through the operation of business models to achieve the landing and promotion of solutions (Ma & Yan, 2019). Social innovation and social entrepreneurship often require cross-border cooperation, including cooperation between governments, businesses, non-profit organizations, academia and others. By working together, they can have a greater impact and drive social change and development (Dolfen, 2022).

In general, social innovation and social entrepreneurship are interwoven and work together to promote social development and progress. They play an important role through innovation, cooperation, resource integration and other ways to provide feasible ways and methods to solve complex social problems. From this point of view, from the perspective of social innovation, it is particularly important to design a training path for college students' social entrepreneurship talents that meets social needs and put forward effective countermeasures in view of opportunities and challenges brought about by regional development characteristics and future development plans, combined with successful training models and experiences of domestic and foreign universities' social entrepreneurship talents.

### 1.4 Correspondence between research questions and research design

In this paper, the qualitative research will be carried out with the research idea of finding problems - analyzing problems - solving problems. Such research design follows a logical sequence, starting with the identification of the problem, gradually deepening to the analysis of the problem, and finally proposing a solution. As previous studies have found that social innovation and social entrepreneurship are closely related and interact with each other, there are difficulties and bottlenecks in social entrepreneurship and talent at home and abroad. Some countries and regions are exploring social entrepreneurship and personnel training, and have achieved good results. Therefore, this study adopts qualitative research methods to find the answers to the following questions through literature analysis, semi-structured interview, case study and summary:

Q1: What are the key elements and internal connections between social innovation and social entrepreneurship?

Q2: What is the current status of college students' training for social entrepreneurship in Zhejiang Province, China?

Q3: What are the successful experiences of classic cases at home and abroad?

Q4: What are the paths and strategies suitable for the training of college students in social entrepreneurship in Zhejiang Province?

The corresponding relationship between research questions and research design is shown in the following figure 1:

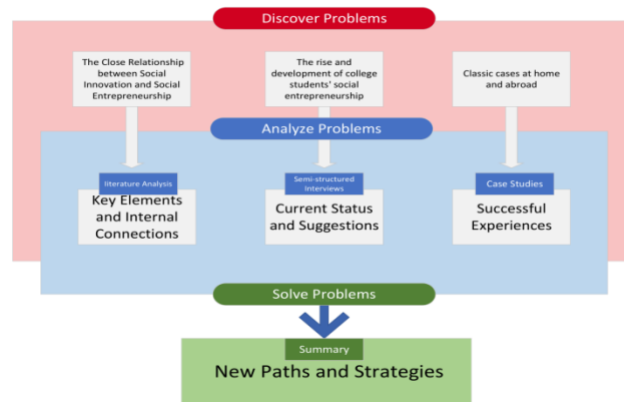


Figure 1: Correspondence between research questions and research design

## 2. Method

This study mainly uses four qualitative research methods, including literature analysis, semi-structured interview, case study and summary. Through literature analysis, understand the key elements and internal connections between social innovation and social entrepreneurship. Through semi-structured interviews, this paper explores the current status of college students' training for social entrepreneurship in Zhejiang Province, China. Through case study, find out the successful experience of classic cases at home and abroad; Finally, through the method of summary, the path is constructed and the corresponding countermeasures are put forward. The following sections are the specific sampling techniques, sample size, data collection and data analysis methods of literature analysis, semi-structured interview, case study and induction and summary.

### 2.1 Literature analysis

Through objective sampling, 50 literatures on social innovation and social entrepreneurship were searched through Chinese and foreign academic databases such as Science Direct, Frontiers, Web of Science, Google Scholar and CNKI. The literature includes theoretical research, conceptual analysis and influencing factors on social innovation and social entrepreneurship. Extract key concepts, theories, models and cases through in-depth reading and analysis of selected literature. Identify recurring themes and patterns in the literature that may point to key elements of social innovation and social entrepreneurship. Analyze the interactions and dependencies between key elements and reveal their internal connections.

### 2.2 Semi-structured interview

Through purpose sampling, 15 social entrepreneurship mentors from colleges in Zhejiang province were selected as interview subjects. These mentors must meet the following conditions: a) have guided more than 5 social entrepreneurship projects for college students in Zhejiang Province; b) have been engaged in teaching social entrepreneurship in Zhejiang colleges for more than 2 years. The semi-structured interview method was used to interview 15 social entrepreneurship mentors from different colleges in Zhejiang Province. The interviews focused on the current situation of social entrepreneurship and talent training of college students in Zhejiang Province. Each interview lasted about half an hour. After the interview, the researcher translated the recorded data into text, replayed the original data repeatedly, checked the transcribed data word by word, explained the important content, and showed the sorted interview content to the interviewees for their opinions or suggestions.

The researcher used Nvivo 12 to encode the data at three levels: open coding, spindle coding and selective coding. Open coding is mainly about labeling data, bringing together information about similar concepts, and proposing some concepts or information unrelated to the topic. Based on open coding, spindle coding finds out the relationship of each concept set and determines the level between each set. Finally, the relationship between the core category and other categories is found by using selective coding. The detailed analysis process results are shown in Table 1.

Table 1: Three-level coding

Coding level 3	Coding level 2	Coding level 1
Opportunities	Policy Support	Financial support policies
		Other supporting policies
	Social Demand	Prominence of social issues
		Employment difficulties for college graduates
Challenges	Technological Development	Innovations in internet and new media technologies
		Technological innovations in environmental and resource fields
	Fundraising Difficulties	Few fundraising channels
		Cumbersome application procedures and long cycles
Suggestions	Capability Insufficiency	Lack of professional skills and experience
		Need to improve social communication and resource integration capabilities
	Lack of Social Support	Insufficient cognition
		Low recognition
Suggestions	Education and Training	Offer related courses to enhance students' cognition and professional abilities
		Organize relevant training to cultivate innovative spirit and specialized skills
	Practical Opportunities	Build practical platforms within the school
		Provide external practical opportunities
Suggestions	Mentors and Industry Expert Guidance	Establish a team of mentors inside and outside the school
		Invite experienced industry experts for lectures and experience sharing
	Collaboration	Integration of various disciplines and majors within the school
		Joint participation of schools, governments, enterprises, and social organizations
Suggestions	Funding and Resource Support	Improve the colleges' incentive system and strengthen supporting measures
		Promote external cooperation and explore diversified funding and resource channels

Coding level 3	Coding level 2	Coding level 1
	Social Promotion and Brand Building	Create a public welfare atmosphere to raise public awareness and recognition Strengthen the promotion of public welfare brands and improve project competitiveness

### 2.3 Case study

In order to explore the effective experience and practices of college students' education on social entrepreneurship, the researchers collected existing documents, reports, news reports, academic papers and other secondary materials, and selected one classic case of the training of students' social entrepreneurship talents in other regions at home and abroad through purpose sampling. The case selection criteria are as follows: a) The main body of the case must be the higher educational institution; b) The case must be representative and exemplary. The selected case texts were sorted out and analyzed to extract useful information, which was classified and labeled to identify the following information: a) Opportunities and challenges for the training of students' social entrepreneurship talents; b) What relevant actors have played a role; c) What are the specific practices.

*Case 1:* Harvard Kennedy School's social innovation and entrepreneurship education is characterized by its independent general education platform and cooperation with other colleges to create a social innovation and entrepreneurship atmosphere on campus. The collective spirit of public service and the spirit of innovation within the college are conducive to cultivating outstanding talents who actively respond to social problems.

*Case 2:* Tongji University co-hosted the first national Symposium on the training of talents for social innovation and entrepreneurship, which focused on the training of talents for social innovation and entrepreneurship. Experts and scholars from the government, universities, enterprises and other fields were invited to share the work experience of universities around the theme of "social innovation and entrepreneurship" and showcase cutting-edge theoretical exploration and industry practice results. We will work together to promote the high-quality development of social innovation and entrepreneurship personnel training in universities across the country. At the seminar, ten keynote speakers shared new ideas, new models and new methods on how to grasp the new ideas, new models and new methods of college talent training under the background of the strategy of building a strong country. The inter-university exchange mechanism of the "National University Social Innovation, Entrepreneurship and Education Community" was launched on the same day, aiming to cultivate university and college students with economic, ecological and social values, promote public welfare integration and achievement transformation, and promote sustainable social development. The experts and practitioners who participated in the discussion fully recognized the importance of cooperating to build a community of social innovation and entrepreneurship education, and jointly called on universities to strengthen cross-border collaboration, provide a more practical and diversified training environment with the help of new technologies, and train more social entrepreneurship talents with a global vision and social innovation ability. To explore new paths and models for the continuous improvement of people's livelihood and employment and entrepreneurship of university and college students.

### 2.4 Summary

By summarizing and concluding the conclusions obtained from literature analysis, semi-structured interviews and case studies, the researcher innovatively put forward the training paths and specific strategies for college students' social entrepreneurship in Zhejiang Province. These conclusions include the application of social innovation in the field of social entrepreneurship and talent training, the current situation of college students' social entrepreneurship and talent training in Zhejiang Province. Successful experience in training college students at home and abroad for social entrepreneurship.



### 3. Discuss

The contents of the discussion section correspond to the contents of the previous section, It includes a discussion on the key elements and internal links between social innovation and social entrepreneurship (results of literature analysis), a discussion on the status quo of social entrepreneurship and talent training among college students in Zhejiang Province (results of semi-structured interview research), a discussion on successful experiences in the cultivation of social entrepreneurship talents among college students in other regions of China and abroad (results of case studies), and a summary of the basis for proposing paths and countermeasures (summarize the contents of the summary section).

#### *3.1 Discussion on the key elements and internal connections of social innovation and social entrepreneurship*

##### 3.1.1 Key Elements

###### *Similarities:*

- a) Innovation: Both social innovation and social entrepreneurship emphasize innovative thinking and methods to solve social problems or meet social needs.
- b) Social values: Both pursue social values beyond economic benefits, such as improving the environment, education, health, etc.
- c) Sustainability: Social entrepreneurship focuses on the long-term sustainability of projects, including economic, environmental and social dimensions.
- d) Multi-participation: Social innovation often requires the participation and collaboration of governments, enterprises, social organizations and the public.

###### *Differences:*

- a) Social innovation is more focused on novelty, effectiveness and social impact, which can be a new solution, service, technology or form of organization.
- b) Social entrepreneurship puts more emphasis on the application of entrepreneurship and business models to solve social problems, focusing on innovation, sociality and sustainability.

##### 3.1.2 Internal Connections

Social innovation provides new ideas and methods for social entrepreneurship, which is a practical form of social innovation. Social entrepreneurship achieves social value through innovative business models and promotes the development of social innovation. Social innovation and social entrepreneurship reinforce each other and jointly promote social progress and sustainable development.

##### 3.1.3 Application of social innovation in social entrepreneurship and talent training

Considering the key elements and internal connections between social innovation concepts and social entrepreneurship, the researchers believe that the application of social innovation concepts in the cultivation of social entrepreneurship talents is a multi-dimensional process, which combines innovative thinking, social responsibility and sustainability principles to cultivate talents who can solve social problems and promote social progress. The concept of social innovation emphasizes the identification and solution of social problems, which has prompted the concept of social entrepreneurship talent training to pay more attention to the real social needs and challenges. The concept of social innovation emphasizes the consideration of social responsibility and ethics in the process of entrepreneurship, and the concept of cultivating social entrepreneurship talents therefore attaches more importance to cultivating students' moral judgment and social responsibility. Social innovation focuses on long-term impact and sustainable development, so the social entrepreneurship talent training philosophy focuses more on developing students' understanding of environmental, social and economic sustainability.

#### *3.2 Discussion on the status quo of college students' social entrepreneurship and talent training in Zhejiang Province*

According to the results of coding, the current situation of college students' social entrepreneurship and talent training in Zhejiang Province is a multi-dimensional problem, involving three main aspects: opportunities, challenges and suggestions, as shown in Table 2.

Table 2: Explanation of theme

Theme	Explanation of the Theme
Opportunities	Refers to the needs and support obtained in the development of college student social entrepreneurship and talent cultivation from various sectors of society.
Challenges	Refers to the problems and obstacles encountered in the development of college student social entrepreneurship and talent cultivation.
Suggestions	Methods proposed for the development of college student social entrepreneurship and talent cultivation to seize opportunities and overcome challenges.

Here is a detailed discussion of these aspects:

#### *Opportunities :*

- a) Policy support: Government support for social entrepreneurship provides financial assistance; It also provides them with tax and loan interest relief, and sponsorship of venues and supporting facilities, which lowers the threshold of entrepreneurship and encourages more college students to participate in social entrepreneurship.
- b) Social demand: the increase and diversification of social problems provide a broad platform for college students to practice, and they can carry out social entrepreneurship activities in education, environmental protection, public health and other fields; At present, the difficult employment of college graduates has become a problem for the government, colleges and graduates themselves. The rise of social entrepreneurship has become a new choice for young graduates to find employment, which has eased the employment pressure for the society.
- c) Technological development: The development of the Internet and new media provides new tools and channels for social entrepreneurship, enabling entrepreneurial projects to disseminate information more quickly and attract attention and support; Technological innovation in the field of environment and resources promotes the development of new materials and technologies for the ecological environment, and not only provides new ideas and methods for social entrepreneurship, but also solves key technologies and competitiveness for social entrepreneurship.

#### *Challenges :*

- a) Fundraising difficulties: Despite policy support, funding shortage is still a major problem for social entrepreneurship projects, especially in the early stages of the project;The application procedures for some special funds are cumbersome and the application cycle is long, which is difficult for social entrepreneurs and college students to obtain.
- b) Capability insufficiency: College students may lack experience in business management, project planning and execution, which affects the effective implementation of social entrepreneurship projects. Due to the lack of social experience, young college students often lack connections and social communication skills, and it is difficult to integrate social resources.
- c) Lack of social support: Social entrepreneurship, as an emerging form of entrepreneurship, is not yet well known and recognized in society, which limits its ability to attract investment and talent.

#### *Suggestions :*

- a) Education and training: Colleges should strengthen courses and training related to social entrepreneurship, improve students' theoretical knowledge and practical skills, help them better understand and participate in social entrepreneurship, and enhance their innovative spirit and ability to serve the public.
- b) Practical opportunities: Establish campus associations and student organizations, and regularly hold social entrepreneurship competitions so that they can get training and exercise; Provide students with practical

opportunities such as off-campus internships and volunteer service, so that they can learn and grow in a real environment.

c) Guidance by mentors and industry experts: Establish mentors system, and provide students with on-campus and off-campus mentors; Conduct relevant lectures and experience sharing sessions for students, invite industry experts to provide guidance to students and help them solve practical problems.

d) Collaboration: Promote the integration of disciplines and professions on campus and encourage students to collaborate with off-campus industries and organizations to facilitate knowledge exchange and resource sharing.

e) Funding and resource support: improve the incentive system on campus, provide more supporting support for college students' social entrepreneurship, set up special funds, scholarships, grants for college students' social entrepreneurship, and provide necessary places and equipment; Explore diversified fund-raising channels, such as crowdfunding, corporate sponsorship, government funding, etc., to provide stable resource support for social entrepreneurship projects.

f) Social promotion and brand building: strengthen the publicity of public welfare culture, create a good public welfare atmosphere, and raise the public's awareness of its value; Through the media to recognize and reward outstanding social entrepreneurs and their projects, enhance the influence of regional public welfare brands, so as to attract more social support and participation.

Through these discussions, we can see that the current situation of the training of college students' social entrepreneurship talents in Zhejiang Province is a field full of opportunities but also facing challenges. Through the implementation of effective suggestions and measures, the growth of social entrepreneurship talents and the development of social entrepreneurship projects can be further promoted.

### *3.3 Discussion on the successful experience of training college students for social entrepreneurship at home and abroad*

These two cases show the innovative practices and successful experiences of different higher educational institutions in the training of social entrepreneurship talents. Harvard Kennedy School focuses on cultivating students' public-spirited and innovative abilities through independent educational platforms and interdisciplinary collaboration. Tongji University promotes the development of social entrepreneurship education by organizing high-quality seminars and launching inter-university exchange mechanisms, while emphasizing cross-border cooperation and the application of new technologies to cultivate talents with a global vision and social innovation ability.

Although higher educational institutions have different focuses on innovative approaches to the training of social entrepreneurship talents, they can still find their common ground, that is, "cooperation". Whether it is interdisciplinary cooperation, that is, knowledge or professional integration, or cross-border collaboration, that is, diversified training, it is completed through the cooperation of different subjects, and the difference is only that one is the college or professional cooperation within the higher educational institutions. The other is the cooperation between the higher educational institutions and society, including the government, enterprises and so on. Interdisciplinary and cross-border collaborations play a key role in nurturing social entrepreneurship talents, not only to enhance students' abilities and horizons, but also to promote social innovation and sustainable development.

### *3.4 Discussion on the basis of new path and specific strategy*

The creation of new paths and specific strategies is based on the results of the above three steps, and the results are summarized according to the process discussed in Table 3.

Table 3: Results of discussion

Discussion Topic	Discussion 4
	The basis for new pathways and strategies

Discussion 1	Social Innovation and Social Entrepreneurship	Innovation thinking, social responsibility, sustainability perspective
Discussion2	Suggestions on the Current Situation	Education and training, practical opportunities, mentors and industry experts, cross-border cooperation, funding and resources, social promotion and brand-building
Discussion 3	Successful Experiences	Cross-disciplinary collaboration and cross-sector synergy

#### *Discussion 1:*

The key elements of social innovation and social entrepreneurship and the results of the discussion of the internal links: From the perspective of social innovation, cultivate college students' social entrepreneurs with innovative thinking, social responsibility and sustainability.

#### *Discussion 2:*

Results of the current situation of college students' social entrepreneurship and talent training in Zhejiang Province: In view of the current opportunities and challenges, it is proposed to reform from the following aspects: education and training, practical opportunities, guidance from mentors and industry experts, cross-border cooperation, funding and resource support, social promotion and brand building.

#### *Discussion 3:*

Results of the successful experience of training college students in social entrepreneurship at home and abroad: Strengthening cross-disciplinary collaboration and cross-sector synergy.

#### *Discussion 4:*

The researcher sorted out and planned these results, and proposed the basic framework of new paths and specific strategies. The new framework is based on how to cultivate college students' innovative thinking, social responsibility and sustainable development concept, and applies the concepts of cross-disciplinary collaboration and cross-sector synergy. Discuss how to implement education and training, practical opportunities, guidance from mentors and industry experts, funding and resource support, social promotion and brand building strategies.

## **4. Conclusion**

The new path and specific strategies focus on developing innovative thinking, instilling social responsibility and fostering sustainable development, emphasizing cross-disciplinary and cross-border collaboration, including educational programs, practical experience, mentoring, financial support and social awareness initiatives (Zhang et al., 2020; Qu, 2021).

### *4.1 Development of innovative thinking*

The development of innovative thinking is to cultivate students' innovative ability and creative problem-solving ability. The main approaches are to design interdisciplinary courses, set up innovation laboratories, organize innovation workshops and creative thinking training courses. Interdisciplinary curriculum design courses that incorporate multidisciplinary knowledge, such as courses that combine science, art, psychology, and business; Combining knowledge and methods from different disciplines, case studies from different disciplines are integrated to promote students' holistic understanding of issues. Create physical Spaces on campus, equip them with necessary tools and resources, provide practical platforms for creative development and experimentation, and support students to conduct innovative experiments; The laboratory should provide technical support and professional guidance to encourage students to apply theoretical knowledge to practice. Innovation workshops focus on teaching specific innovation skills, such as rapid prototyping, user experience design, etc. Special courses on creative thinking training are offered to teach creative thinking skills, such as brainstorming, mind mapping, lateral thinking, etc.

### *4.2 Cultivation of social responsibility*

The purpose of cultivating social responsibility is to strengthen students' understanding and commitment to social responsibility. The main approaches are cooperation with social organizations and social enterprises, curriculum design of social responsibility education, encouragement of volunteerism and community participation. Carefully select social organizations and enterprises that are aligned with the values of the Colleges as partners to jointly design projects with real social impact and ensure that the project objectives are consistent with the learning objectives of students; Students are encouraged to join the activities of social organizations or enter the internship of social enterprises, so that students can participate in practical projects to solve practical social problems. Conduct social responsibility education courses, including corporate social responsibility, Sustainable development Goals, social innovation and other topics; Establish a social responsibility case base, collect outstanding social responsibility practice cases at home and abroad, and strengthen students' social awareness and ethical concepts. Working with community and social organizations to provide diverse volunteering and community involvement opportunities for students; Students are encouraged to apply what they learn in class to volunteer work, solve practical problems, and accumulate practical experience.

#### *4.3 Guidance of sustainable development concept*

The guidance of sustainability development concept helps to develop students' understanding of environmental, social and economic sustainability. The main ways are to strengthen international cooperation, develop courses and lectures on sustainable development, and encourage sustainable development projects. Work with international organizations and universities to provide opportunities for students to participate in international sustainable development projects; Emphasizing the global nature of sustainable development, students learn about the efforts and challenges of different countries and regions in achieving sustainable development. Specialized courses are designed to systematically teach the sustainable Development Goals and their path to realization, regular seminars and lectures on sustainable development are held, policy makers, scholars and practitioners are invited to share experiences, in-depth analysis of sustainable development policies at the national and local levels, and students understand the policy context and implementation details. Encourage students to participate in environmental science and green technology research projects to develop research capabilities; A sustainable development-oriented business model competition is held to stimulate students' innovative thinking and provide professional training and practical opportunities.

Of course, the implementation of the above path is inseparable from the support of mentors, finance and the public. Establish a team of experienced entrepreneurship mentors to provide professional guidance to students. The mentors include not only teachers from colleges, but also experts from social organizations and enterprises, so that students can have access to experts and resources in different fields. The mentors participate in students' project practice and provide practical guidance and feedback. To set up a social entrepreneurship fund to provide start-up capital for potential social entrepreneurship projects; Seek funding opportunities from government and non-profit organizations to provide a stable source of funding for social entrepreneurship projects; Attract venture capital to pay attention to social entrepreneurship projects and provide the funds needed for the growth of the projects; Use crowdfunding platforms to enable students to present their projects to the public and receive funding support; Provide scholarships or grants to reduce the financial burden of students and encourage them to participate in social entrepreneurship. Create a good social environment for public welfare, improve public awareness and recognition of social entrepreneurship projects, use media and social platforms to publicize public welfare culture and college students' social entrepreneurship projects, and enhance the influence and brand competitiveness of college students' public welfare projects.

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