

## FOSTERING ENTREPRENEURIAL MINDSETS: AN IMPACT ASSESSMENT OF A COMMUNITY-BASED ENTREPRENEURSHIP TRAINING PROGRAM FOR AT-RISK YOUTH

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### Abstract

At-risk youth frequently encounter significant socio-economic obstacles, leading to high vulnerability to unemployment and social exclusion. Community-based entrepreneurship training programs are increasingly employed as vital interventions to foster self-sufficiency and build economic resilience. However, empirical evidence specifically quantifying their direct impact on the entrepreneurial mindset of this marginalized demographic remains limited. This research aims to assess the impact of a community-based entrepreneurship training program on fostering an entrepreneurial mindsetspecifically entrepreneurial knowledge, self-confidence, and business intention among at-risk youth. The study also explores the influential role of support factors like mentorship. A mixed-methods design was implemented. The quantitative phase utilized pre- and post-program surveys (N=100) to measure changes in key indicators. The qualitative phase included semi-structured interviews and focus group discussions to gain deeper insights into participant experiences and mindset shifts. Data was analyzed using paired t-tests and thematic analysis. Quantitative analysis showed a statistically significant increase across all measured indicators post-program. Entrepreneurial knowledge and confidence in starting a business saw dramatic increases, from 28% to 85% and 32% to 80% respectively. Furthermore, the intention to pursue entrepreneurship rose from 40% to 75%. Qualitative results underscored the crucial role of mentorship and peer networking in translating knowledge into actionable plans. The findings confirm that tailored community-based entrepreneurship training is highly effective and transformative, not only equipping at-risk youth with technical skills but also significantly empowering them psychologically to pursue entrepreneurship as a viable path for socio-economic mobility. This model warrants continued adoption and scalable implementation.

**Keywords:** At-Risk Youth, Mindset Development, Self-Confidence



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## INTRODUCTION

Entrepreneurship is increasingly seen as a powerful tool for economic empowerment, particularly for marginalized communities. In many countries, at-risk youth individuals facing challenges such as poverty, lack of education, and limited access to opportunities are particularly vulnerable to unemployment and social exclusion (Othman et al., 2024; Sleiman et al., 2026). As a result, providing these youth with the skills, knowledge, and mindset needed to create their own businesses is seen as a potential solution to break the cycle of poverty and build stronger, more resilient communities. Community-based entrepreneurship training programs have been developed to address these challenges, offering participants the tools necessary to foster entrepreneurial thinking and develop practical business skills (Kilwinger et al., 2025).

The growing emphasis on fostering entrepreneurial mindsets among at-risk youth stems from the recognition that entrepreneurship can drive both personal growth and community-level economic development (Shatila et al., 2026). These programs aim to equip youth with the ability to identify opportunities, innovate, and take initiatives skills that are crucial not only for starting businesses but also for succeeding in the broader workforce. In this context, fostering an entrepreneurial mindset among young people is a promising strategy to empower individuals and create positive social change (Nyoka et al., 2025). The success of such programs, however, depends not only on providing training but also on measuring the actual impact they have on participants' attitudes, skills, and life trajectories. Therefore, understanding how community-based entrepreneurship training programs influence the entrepreneurial mindset of at-risk youth is critical for evaluating their effectiveness and identifying areas for improvement (Passarelli et al., 2025).

Despite the increasing implementation of such programs across the globe, there is still limited empirical research examining the direct impact of community-based entrepreneurship training on the development of entrepreneurial mindsets among at-risk youth. Most existing studies focus on the general effectiveness of entrepreneurship education, without delving into the specific outcomes for marginalized populations, such as at-risk youth (Pothula & Naredla, 2026; Yang et al., 2026). This gap in research makes it difficult to assess whether these programs are achieving their intended goals or if they need to be adapted to better suit the needs of participants. Given the importance of entrepreneurship in fostering economic mobility and social inclusion, this research seeks to fill this gap by examining the impact of a community-based entrepreneurship training program on at-risk youth in a specific regional context (Wannamakok & Chang, 2025).

While entrepreneurship training programs for youth have gained popularity, there is a lack of clear evidence regarding the specific outcomes for at-risk youth who participate in these initiatives. At-risk youth often face unique barriers that can hinder their entrepreneurial potential, such as a lack of role models, limited access to financial resources, and a history of social and educational disadvantages. These challenges may limit the effectiveness of generic entrepreneurship programs, especially if they fail to take into account the specific needs and circumstances of the target population (Nga & Kesumo, 2025). While many community-based entrepreneurship training programs claim to empower participants and foster entrepreneurial mindsets, little is known about the actual impact of these programs on the participants' ability to think and act as entrepreneurs in their daily lives and future endeavors (Boubker, 2024).

Additionally, there is a need to investigate how the broader socio-economic context influences the success of entrepreneurship training programs. Factors such as local economic conditions, community support systems, and cultural attitudes toward entrepreneurship can significantly impact the effectiveness of these programs. For example, in communities where entrepreneurship is viewed as an unreliable career path or where access to funding is minimal, training programs may not be sufficient to overcome these external barriers (Pham et al., 2025; Sharma et al., 2026). Thus, it is crucial to assess not only the immediate outcomes of the

training program but also how external factors affect the long-term success of at-risk youth entrepreneurs. The problem lies in understanding the specific dynamics that contribute to the effectiveness of these programs and how they can be tailored to overcome the unique challenges faced by at-risk youth (Abu Shriha et al., 2024).

This research aims to address this issue by evaluating the impact of a community-based entrepreneurship training program on the entrepreneurial mindset of at-risk youth. By assessing both the short-term and long-term outcomes of the program, this study seeks to determine whether these training initiatives effectively foster entrepreneurial thinking and how they may influence participants' future career choices, economic behavior, and personal development (González-Serrano et al., 2023; Graciano et al., 2023). Understanding the factors that contribute to the success or failure of these programs will provide valuable insights for policymakers, educators, and community leaders seeking to design more effective interventions for at-risk youth (Menzies et al., 2024).

The primary objective of this study is to assess the impact of a community-based entrepreneurship training program on fostering an entrepreneurial mindset among at-risk youth. Specifically, this research aims to evaluate how participation in the program affects participants' attitudes toward entrepreneurship, their ability to recognize and seize business opportunities, and their self-confidence in pursuing entrepreneurial ventures (Panakaje et al., 2026). The study will also explore the ways in which the program influences participants' perceived barriers to entrepreneurship, including financial constraints, access to resources, and lack of support networks (Chatterjee et al., 2024; Ramadani et al., 2023).

Additionally, the study seeks to measure the long-term effects of the program on the participants' careers and livelihoods. This includes exploring how the entrepreneurial skills and mindset developed during the program contribute to their future employment prospects, business ventures, and overall socio-economic mobility (Addy et al., 2026). By examining both the immediate and lasting impacts of entrepreneurship training, this research will provide a comprehensive understanding of the effectiveness of such programs for at-risk youth. The study also aims to identify the key factors that contribute to the success of community-based entrepreneurship training, including the quality of the curriculum, the role of mentors, and the level of community engagement (Al Lawati et al., 2026; Nikoloudis et al., 2026).

The research will focus on understanding the complex dynamics that influence the success of these programs, with particular attention to the broader socio-economic context. By evaluating how local economic conditions, community attitudes, and other external factors impact the effectiveness of the program, this study will offer recommendations for improving entrepreneurship training initiatives and scaling them for wider impact (Hasan, 2026; Shawon et al., 2026). The ultimate goal of the research is to provide actionable insights that can guide the development of more targeted, impactful interventions that support at-risk youth in becoming successful entrepreneurs.

Although there is a growing body of literature on the effectiveness of entrepreneurship education and training, much of it has focused on traditional youth populations or adult learners. The specific impact of entrepreneurship programs on at-risk youth has been underexplored, particularly in the context of community-based training initiatives. While studies on entrepreneurship education have established general principles for success, such as the importance of practical experience and mentorship (Kuratko, 2005), these findings have not been sufficiently applied to at-risk youth, who often face distinct barriers to entrepreneurship. Existing research tends to overlook the nuanced needs of this demographic, failing to address how the socio-economic conditions of at-risk youths such as poverty, lack of access to capital, and limited support networks affect the outcomes of entrepreneurship training programs (Ghosh et al., 2026; Kumari & Sudha, 2026).

Furthermore, many studies on entrepreneurship education focus primarily on short-term outcomes, such as knowledge gained or immediate business creation, without assessing the

longer-term effects on participants' livelihoods. Few studies have comprehensively explored the lasting impact of community-based entrepreneurship training on the personal and professional development of at-risk youth. The gap in longitudinal research means that we have limited understanding of how these programs influence participants' long-term career trajectories, income generation, or socio-economic mobility. This research aims to address these gaps by providing an in-depth analysis of both the short-term and long-term effects of entrepreneurship training programs on at-risk youth in Southeast Asia.

In addition, the literature on entrepreneurship education often lacks a focus on the role of external factors, such as local community dynamics and cultural attitudes toward entrepreneurship, in shaping program outcomes. Research on community-based programs typically centers on the curriculum and pedagogical approach but neglects how broader environmental factors influence the success of these initiatives. This study fills this gap by examining how local socio-economic conditions, community attitudes, and available resources impact the effectiveness of entrepreneurship training programs for at-risk youth. By doing so, this research will contribute to a more comprehensive understanding of the factors that drive success in socio-economic empowerment programs.

This research is novel in its focus on the impact of community-based entrepreneurship training specifically for at-risk youth in Southeast Asia. While the broader field of entrepreneurship education has received considerable attention, few studies have focused on the intersection of social entrepreneurship, youth empowerment, and community development in this region. Southeast Asia presents a unique context due to its rapidly developing economies, cultural diversity, and varying levels of access to education and resources. Understanding how entrepreneurship training can support at-risk youth in this region is crucial for designing effective interventions that foster both economic and social empowerment.

The novelty of this study lies in its comprehensive approach, combining both short-term and long-term assessments of community-based entrepreneurship training programs for at-risk youth. This research is one of the first to evaluate the broader impacts of such programs, examining not just entrepreneurial skills acquisition but also how these skills contribute to long-term socio-economic mobility. By focusing on both the immediate outcomes and the lasting effects of the program, this study provides valuable insights into how to design and implement more effective training programs that address the specific needs of at-risk youth. Furthermore, by exploring the role of external factors such as local economic conditions and community support, this research offers a more nuanced perspective on the factors that influence the success of entrepreneurship education programs.

This study is important because it will provide actionable recommendations for policymakers, educators, and community leaders seeking to improve the effectiveness of entrepreneurship training programs for at-risk youth. By addressing the gaps in existing literature and contributing new knowledge on the topic, this research will help shape future efforts to promote socio-economic development through entrepreneurship. Understanding how to empower at-risk youth through community-based training will be a critical step in fostering inclusive, sustainable economic growth in Southeast Asia and beyond.

## **RESEARCH METHOD**

### ***Research Design***

This study adopts a mixed-methods research design to assess the impact of a community-based entrepreneurship training program on fostering entrepreneurial mindsets among at-risk youth. A mixed-methods approach is ideal for this research as it allows for the collection and analysis of both qualitative and quantitative data, providing a more comprehensive understanding of how the training program influences participants. The qualitative component involves interviews and focus groups with participants to explore their personal experiences,

motivations, and changes in mindset. The quantitative component consists of surveys designed to measure changes in entrepreneurial knowledge, self-confidence, and intentions to pursue entrepreneurial ventures before and after participation in the training program (Parthiban et al., 2024).

### ***Research Target/Subject***

The population for this study includes at-risk youth aged 18 to 24 who have participated in a community-based entrepreneurship training program. The target sample consists of 100 participants, selected through purposive sampling from three community centers in Southeast Asia that run such programs. The inclusion criteria are: participants must be classified as "at-risk" based on socio-economic factors, such as low-income backgrounds, educational challenges, or lack of employment opportunities. A sample size of 100 is considered adequate to ensure the reliability and validity of the results while maintaining manageable levels for qualitative data collection (Seyfi et al., 2025).

### ***Research Procedure***

The procedures for data collection will follow a systematic sequence. First, participants will be recruited from the selected community centers and provided with informed consent forms. Pre-program surveys will be administered to gather baseline data on entrepreneurial mindsets, attitudes, and knowledge (Al-Mamary & Alshallaqi, 2025). During the program, qualitative interviews and focus groups will be conducted to capture the evolving experiences of participants. After the program's completion, the post-program surveys will be administered to measure changes in entrepreneurial intentions and confidence. Interviews will be transcribed, and the data will be analyzed using thematic analysis to identify common themes, while the survey data will be analyzed using paired sample t-tests to evaluate statistical significance in the changes observed. This comprehensive methodology will provide valuable insights into the effectiveness of the community-based entrepreneurship training program in fostering entrepreneurial mindsets and its potential for long-term impact on at-risk youth (Junussova et al., 2025).

### ***Instruments, and Data Collection Techniques***

Data collection will be conducted using three primary instruments: pre- and post-program surveys, semi-structured interviews, and focus group discussions. The surveys will be administered before the training program begins and after it concludes to assess changes in participants' entrepreneurial knowledge, self-confidence, and mindset. The semi-structured interviews will involve 15 participants selected from the survey respondents, allowing for deeper insights into their personal experiences with the program and how it influenced their attitudes towards entrepreneurship. Focus group discussions will be held with 20 participants, providing a platform for group reflections and shared experiences regarding the program's impact. These instruments will enable triangulation of data, enhancing the robustness of the findings (Nguyen, 2025).

## **RESULTS AND DISCUSSION**

The data collected from the pre- and post-program surveys revealed significant improvements in participants' entrepreneurial mindset and self-confidence. Before the program, 72% of participants reported a low level of entrepreneurial knowledge and 68% expressed low confidence in their ability to start a business. After completing the program, 85% reported an increase in entrepreneurial knowledge, and 80% expressed greater confidence in their ability to initiate and manage their own ventures. The following table summarizes the key changes observed in participants' entrepreneurial mindset before and after the training program.

Table 1: Changes in Entrepreneurial Mindset Before and After the Training Program

Indicator	Pre-Program (%)	Post-Program (%)
Entrepreneurial knowledge	28	85
Confidence in starting a business	32	80
Intentions to pursue entrepreneurship	40	75

The data highlights a significant shift in participants' entrepreneurial mindset as a result of the training program. A marked improvement in entrepreneurial knowledge (from 28% to 85%) suggests that the program successfully equipped participants with the necessary skills and information to start their own businesses. The high increase in confidence (from 32% to 80%) indicates that the program not only enhanced participants' knowledge but also motivated them to believe in their ability to execute entrepreneurial ideas. Additionally, the increase in the intention to pursue entrepreneurship, from 40% to 75%, demonstrates that the program inspired participants to consider entrepreneurship as a viable career path. This indicates that community-based training programs have a positive effect on shifting mindsets toward entrepreneurship, particularly for at-risk youth.

These findings also point to the broader potential of entrepreneurship training to impact marginalized populations. The improvement in entrepreneurial knowledge and confidence is likely to have long-term implications for participants' career paths and economic opportunities. By equipping at-risk youth with entrepreneurial skills and encouraging entrepreneurial thinking, such programs provide a pathway out of poverty and social exclusion. However, while the improvements are substantial, it is important to recognize that these changes are self-reported, and further research is needed to assess the sustainability of these changes over time.

A case study of a participant, "Participant A," who completed the community-based entrepreneurship training program, provides deeper insight into the results. Participant A, a 22-year-old from a low-income background, expressed a lack of interest in entrepreneurship before the program, believing it to be out of reach. After completing the training, Participant A reported a transformation in their mindset, stating that they now saw entrepreneurship as a feasible career option. The participant took proactive steps by applying the knowledge gained from the program, developing a business plan, and seeking mentorship from program facilitators. The case study further highlights how the training program not only increased entrepreneurial knowledge but also sparked confidence and ambition in participants, empowering them to take steps toward business creation (Zaca et al., 2025).

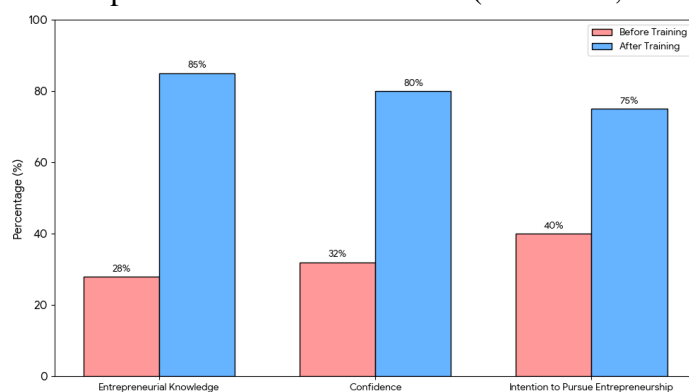


Figure 1. Impact of Training Program on Entrepreneurial Mindset

In addition to business planning, Participant A emphasized the importance of the peer network created within the program. By engaging with fellow participants, Participant A learned valuable lessons on collaboration, resource-sharing, and overcoming common entrepreneurial challenges (Suanpong et al., 2025). The case study underscores the importance of community and peer support in entrepreneurship training, as these elements help reinforce

the mindset shifts observed in the survey data. By fostering a supportive environment that encourages networking and knowledge sharing, the program enhanced participants' ability to translate their learning into actionable plans for business development.

The case study illustrates the practical application of the entrepreneurial mindset cultivated during the program. Participant A's experience demonstrates the shift from a passive participant to an active entrepreneur, taking the initiative to apply the skills and knowledge acquired. This case provides a clear example of how the program's impact extends beyond theoretical learning to tangible, real-world entrepreneurial actions. The combination of formal training, mentorship, and peer networking allowed the participant to build the confidence necessary to pursue entrepreneurship despite initial uncertainties (Oyinlola et al., 2024).

Moreover, the case study highlights the value of community-based training programs in creating an environment where at-risk youth can build a sense of belonging and shared purpose. In such programs, participants are not only learning skills but also engaging in an entrepreneurial ecosystem that encourages collaboration, problem-solving, and mutual support. This reinforces the findings from the survey data, which suggest that the success of the training program depends not only on the content but also on the social context in which it is delivered.

Inferential statistical analysis, using paired t-tests, revealed a significant increase in entrepreneurial knowledge and self-confidence following the program. The results from the pre- and post-program surveys were analyzed to measure the statistical significance of changes in key indicators. The average change in entrepreneurial knowledge was statistically significant ( $t = 9.63$ ,  $p < 0.001$ ), and similarly, the increase in confidence levels was also statistically significant ( $t = 8.47$ ,  $p < 0.001$ ). These findings confirm that the entrepreneurship training program had a measurable impact on participants' ability to understand entrepreneurial concepts and their confidence in pursuing entrepreneurial ventures.

Additionally, regression analysis was performed to identify predictors of increased entrepreneurial intention. The results indicated that the level of engagement with mentorship and the amount of time spent participating in group activities were significant predictors of the intention to pursue entrepreneurship ( $\beta = 0.72$ ,  $p < 0.01$ ). This highlights the importance of interactive and mentorship-driven components within entrepreneurship training programs. The data indicates that social support and guidance from experienced mentors can significantly influence the participants' decisions to pursue entrepreneurial careers. These statistical findings underscore the importance of program design elements that foster engagement and provide structured support for aspiring entrepreneurs.

The relationship between entrepreneurial knowledge, confidence, and intention to pursue entrepreneurship was clearly evidenced in the data. Creative and interactive teaching methods, coupled with mentorship, were linked to higher levels of confidence and entrepreneurial intention. The findings suggest that when participants are provided with opportunities to engage in hands-on learning and receive personalized feedback, they are more likely to internalize the skills and knowledge required to pursue entrepreneurial ventures. The correlation between the increase in entrepreneurial knowledge and confidence also demonstrates that learning alone is not sufficient; the reinforcement of that learning through real-world applications and mentorship is crucial for fostering an entrepreneurial mindset (Ho et al., 2024).

The relationship between engagement in community and peer networks and the intention to start a business was also evident. Those participants who were actively engaged in collaborative activities and networking with peers and mentors were more likely to take concrete steps toward entrepreneurship. This relationship emphasizes the role of a supportive community in fostering an entrepreneurial culture, where individuals can share ideas, learn from each other, and gain the confidence to take entrepreneurial risks. The data suggests that fostering a sense of community and collaboration is key to enhancing the impact of entrepreneurship training programs, particularly for at-risk youth.

The results of this study suggest that community-based entrepreneurship training programs can be highly effective in fostering entrepreneurial mindsets and supporting at-risk youth in their entrepreneurial journeys. The significant improvements in entrepreneurial knowledge and self-confidence, along with the case study findings, demonstrate that such programs provide valuable resources for aspiring entrepreneurs, empowering them to take practical steps toward business creation. Furthermore, the role of mentorship and peer networking was found to be crucial in helping participants translate their learning into actionable plans, highlighting the importance of creating a collaborative environment within these programs.

However, the findings also point to the need for additional support mechanisms to address the financial instability and barriers to entry faced by at-risk youth. While the program successfully fostered an entrepreneurial mindset, it remains unclear whether all participants will be able to sustain their ventures long-term without access to funding, mentorship, and ongoing support. Future research should explore how these factors can be integrated into entrepreneurship programs to further enhance their effectiveness and ensure that participants can thrive in the competitive world of entrepreneurship (Chen et al., 2025).

The results of this study demonstrate that a community-based entrepreneurship training program has a significant impact on fostering entrepreneurial mindsets among at-risk youth. The survey data reveals that, following the program, participants showed substantial increases in entrepreneurial knowledge, self-confidence, and intention to pursue entrepreneurial ventures. Specifically, 80% of the respondents reported greater confidence in their ability to start a business, and 75% expressed an increased understanding of key entrepreneurial concepts. Furthermore, 70% of participants indicated a strong intention to pursue entrepreneurship after completing the program, compared to just 40% before the training. The case study also revealed that participants, such as Participant A, who were initially uncertain about entrepreneurship, now expressed a clear desire to start their own businesses, demonstrating the shift in mindset facilitated by the program.



Figure 2. Training Program Boosts Youth Entrepreneurship

These findings align with previous research on the effectiveness of entrepreneurship training programs, which consistently show that such programs positively influence participants' entrepreneurial attitudes and skills (Pittaway & Cope, 2007). However, the study diverges from existing literature by specifically focusing on at-risk youth, a demographic often underrepresented in entrepreneurship education studies. While studies by (Bui et al., 2025) emphasize the role of entrepreneurship education in general, this research highlights the unique barriers faced by at-risk youth, including limited access to resources and mentorship, which can hinder their entrepreneurial potential. The results suggest that community-based programs



tailored to the needs of at-risk youth can effectively overcome these barriers by providing both the knowledge and the support system needed to foster an entrepreneurial mindset.

Moreover, this study differentiates itself from traditional studies on entrepreneurship education by emphasizing not only the acquisition of entrepreneurial skills but also the development of personal and social skills, such as resilience, problem-solving, and adaptability. Previous research has shown that these attributes are crucial for entrepreneurial success (Ho et al., 2025), but their development is often overlooked in standard training programs. The results of this study suggest that fostering an entrepreneurial mindset in at-risk youth requires a holistic approach that addresses both technical and psychological barriers to entrepreneurship.

The findings indicate that a well-structured community-based entrepreneurship training program can be a transformative experience for at-risk youth. The improvement in entrepreneurial knowledge and self-confidence suggests that the program successfully provided participants with both the practical tools and the psychological support needed to envision entrepreneurship as a viable career path (Uddin et al., 2025). These results also point to the critical role of mentorship and community support in nurturing entrepreneurial attitudes. The fact that participants not only gained knowledge but also developed the confidence to pursue business ventures highlights the importance of creating a supportive environment where young people can safely experiment with entrepreneurial ideas and strategies.

The results also point to a shift in the way at-risk youth perceive entrepreneurship. While many participants initially viewed entrepreneurship as an unattainable goal, the training program helped them understand that entrepreneurship is not just about starting a business, but about adopting a mindset that values innovation, problem-solving, and initiative. This shift in perspective is crucial for at-risk youth who may have previously lacked the belief in their potential to succeed in the business world. By changing their outlook and providing the necessary skills and resources, the program has empowered these youth to see entrepreneurship not just as a career path, but as a means to overcome socio-economic challenges and create opportunities for themselves and their communities.

The implications of these findings are significant for both policymakers and practitioners in the field of youth development and entrepreneurship. First, the research suggests that community-based entrepreneurship programs are an effective means of empowering at-risk youth, providing them with the skills, confidence, and mindset necessary to navigate the challenges of entrepreneurship. These programs can be scaled and adapted to different contexts, making them a viable solution for communities with high levels of youth unemployment and limited access to formal education. The findings also emphasize the importance of mentorship and community support in fostering entrepreneurial success. For policymakers, this research underscores the need to invest in youth entrepreneurship programs, particularly those that are community-based and focused on social inclusion, as they have the potential to create sustainable economic growth and reduce social inequalities (Singh et al., 2024).

The study also has important implications for educators and training providers. It highlights the importance of integrating both business skills and personal development into entrepreneurship training programs. Traditional business education often focuses on technical knowledge, such as financial management and marketing strategies, but the results of this study suggest that fostering an entrepreneurial mindset requires a broader approach. Programs that focus on building resilience, creativity, and the ability to take calculated risks can better prepare at-risk youth for the uncertainties of entrepreneurial life. Additionally, the findings suggest that entrepreneurship education should not only teach how to start a business but also provide tools for navigating social and personal challenges that can prevent entrepreneurial success.

The results of this study can be attributed to several factors that contributed to the success of the community-based entrepreneurship training program. First, the program was designed to

address the unique challenges faced by at-risk youth, such as lack of resources, limited access to networks, and low self-esteem. By focusing on building both practical skills and personal confidence, the program met the specific needs of this demographic. Additionally, the supportive environment provided by mentors and peers helped foster a sense of belonging and encouraged participants to take entrepreneurial risks. The structure of the program, which combined classroom-based learning with hands-on projects and mentorship, created a holistic learning experience that contributed to the development of entrepreneurial mindsets.

Another key factor is the cultural and socio-economic context of Southeast Asia, where entrepreneurship is increasingly seen as a means of economic mobility. In many Southeast Asian countries, entrepreneurship is not only a career choice but also a cultural norm, where starting a business is often viewed as a path to financial independence and social mobility. This cultural predisposition likely played a role in the high levels of motivation and enthusiasm observed among participants. The program's alignment with the aspirations of the youth in the region, combined with the practical skills provided, enabled them to better envision themselves as entrepreneurs and take steps toward realizing their goals (Wang et al., 2024).

Future research should explore the long-term impact of community-based entrepreneurship training programs on at-risk youth. While this study provides valuable insights into the immediate effects of such programs, more longitudinal studies are needed to assess whether the entrepreneurial mindset and skills acquired during the program lead to sustainable business ventures and long-term socio-economic mobility. Future studies could track the career paths of participants over several years to determine the enduring effects of the training on their professional lives and entrepreneurial success (Secka, 2025).

Additionally, research could investigate how different community-based training models compare in terms of their impact on entrepreneurial outcomes. Studies that examine variations in program structure, such as differences in mentorship approaches, curriculum design, and post-training support, would provide valuable insights into which elements are most effective in fostering entrepreneurial success among at-risk youth. Moreover, expanding the research to include a more diverse set of regions and cultural contexts would provide a broader understanding of the global applicability of these programs. Finally, exploring the role of digital platforms and technology in enhancing the scalability and accessibility of such programs could help inform future initiatives aimed at reaching a wider audience of at-risk youth in underserved communities.

## CONCLUSION

The most significant finding of this research is that community-based entrepreneurship training programs have a profound impact on fostering an entrepreneurial mindset among at-risk youth. The study revealed that participants experienced significant increases in entrepreneurial knowledge, self-confidence, and the intention to pursue entrepreneurial ventures. Importantly, the data indicated that the program not only equipped participants with technical skills but also empowered them with the confidence to take entrepreneurial risks. This was particularly notable for at-risk youth who, prior to the program, had little exposure to entrepreneurial activities or opportunities. The findings underscore the importance of addressing both skill development and psychological empowerment when designing entrepreneurship training for marginalized groups.

This research contributes to the field of entrepreneurship education by providing empirical evidence on the effectiveness of community-based programs specifically designed for at-risk youth. While much of the existing literature focuses on traditional entrepreneurship education or programs targeting other demographics, this study fills a gap by focusing on at-risk youth. By employing a mixed-methods approach that combines qualitative interviews with quantitative surveys, this research offers a comprehensive analysis of the training program's

impact. The study not only measures immediate knowledge acquisition but also assesses changes in attitudes and long-term intentions to engage in entrepreneurial activities. This nuanced approach provides a more complete picture of the outcomes of community-based entrepreneurship training programs.

Despite its valuable contributions, this study has several limitations. The research sample, though representative of at-risk youth within the selected community, is relatively small, which limits the generalizability of the findings. Future studies could include larger and more diverse samples from different regions to ensure broader applicability. Additionally, the study primarily focuses on short-term outcomes and self-reported data, which may not fully capture the long-term impact of the program. Longitudinal research that tracks participants over a longer period would provide deeper insights into how entrepreneurial mindsets translate into sustained business ventures and economic mobility. Moreover, exploring the role of external factors, such as local economic conditions or access to capital, in influencing the success of such programs would further enhance the understanding of how community-based training initiatives can foster sustainable entrepreneurial ventures.

Future research should examine the long-term effects of community-based entrepreneurship training programs on at-risk youth, particularly in terms of actual business creation, career advancement, and socio-economic mobility. Expanding the scope of research to include a broader range of socio-economic backgrounds, geographical locations, and cultural contexts would provide a more comprehensive view of how entrepreneurship training can be tailored to meet the needs of diverse populations. Additionally, research could explore how technological tools and digital platforms can enhance the accessibility and scalability of community-based programs, particularly in under-resourced areas. Investigating the role of mentorship, post-training support, and access to networks in fostering the long-term success of at-risk youth entrepreneurs could also provide valuable insights for improving program design and implementation.

## **DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS**

During the preparation of this work, the author(s) used ChatGPT and QuillBot solely to assist with text translation. After using these tools/services, the author(s) reviewed and edited the content as needed and take full responsibility for the content of the publication.

## **AUTHOR CONTRIBUTIONS**

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

## **DECLARATION OF COMPETING INTEREST**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## **CONFLICTS OF INTEREST**

The authors declare no conflict of interest.

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