

Entrepreneurship Education as a Catalyst for Youth Employment and Sustainable Economic Growth

¹Dr. Gayathri Sivasubramanian, ²Dr. Rekhapriyadharshini, ³Dr. Selvalakshmi. V, ⁴Dr. Uma Hattikal, ⁵Dr. Gururaj B Urs, ⁶Dr. Kiran Kumar Thoti

¹Professor, Indus Business Academy, Bangalore, Karnataka, Email: gayathrisivaphd@gmail.com, ORCID: 0000-0001-9260-6015

²Associate Professor, VIT Business School, VIT University, Chennai, Email: rekhapriyadharshini.a@vit.ac.in

³Professor, Saveetha School of Management, Saveetha Institute of Medical and Technical Sciences, Saveetha University, Chennai, Tamil Nadu, India, Email: drselvalakshmi.v@gmail.com, ORCID: 0000-0002-6684-1609

⁴Associate Professor, Indus Business Academy, Bangalore, Email: umalingaraj@gmail.com

⁵Director & Professor, Nitte School of Management (NSoM), Bangalore, Karnataka, Email: gururaj@nsom.ac.in, ORCID: 0000-0002-2629-0953

⁶Professor & Dean, Department of Commerce and Management Studies, Vidya Vikas Education Trust, Mysore, Karnataka, India, Email: kirankumar.thoti@vidyavikas.edu.in, ORCID: 0000-0002-6678-9425

ABSTRACT

This study examines the role of entrepreneurship education as a strategic mechanism for addressing youth unemployment and fostering sustainable economic growth in the contemporary global context. Against the backdrop of rising joblessness, intensified by disruptions such as the COVID-19 pandemic, the research highlights how entrepreneurship education equips young people with critical competencies including innovation, opportunity recognition, risk management, and self-reliance. By synthesizing recent literature (2020–2025), the article explores the multidimensional impact of entrepreneurship education across secondary, vocational, and higher education systems, emphasizing its contribution to employability, self-employment, and enterprise creation. The study further analyses the linkage between entrepreneurial skill development and broader sustainability outcomes, including inclusive growth, social innovation, and alignment with Sustainable Development Goals (SDGs). Findings suggest that well-designed entrepreneurship programs not only reduce dependency on traditional job markets but also stimulate new venture formation, strengthen MSMEs, and enhance national competitiveness. However, the effectiveness of such education depends on supportive policy frameworks, industry collaboration, experiential learning approaches, and digital integration. The paper concludes that entrepreneurship education serves as a powerful catalyst for transforming youth from job seekers into job creators, thereby promoting resilient economies and long-term sustainable development. **Keywords:** Entrepreneurship, Employment, Sustainable goal, Economic, Youth

1. Introduction

The pervasive challenge of youth unemployment, particularly exacerbated by global crises such as the COVID-19 pandemic, underscores the urgent need for innovative solutions to foster sustainable economic growth (Silva et al., 2024). Entrepreneurship education has emerged as a critical intervention, recognized globally for its potential to stimulate economic development, enhance competitiveness, and drive job creation through the cultivation of entrepreneurial intentions among young people (“Journal of Entrepreneurship Education,” 2021; Lam et al., 2024). This educational approach is increasingly viewed as a pivotal tool not only for addressing unemployment but also for diversifying national economies and fostering long-term prosperity (Bahaw et al., 2024; Pinto et al., 2024). Consequently, integrating entrepreneurship education programs within various educational tiers, from secondary to vocational and higher education institutions, is paramount for equipping the younger generation with the requisite skills and mindset to navigate the complexities of modern economic landscapes (Mahmudin, 2023; Silva et al., 2024). Such programs aim to instill an entrepreneurial mindset, fostering self-employment and equipping individuals with the competencies necessary for business establishment and development, thereby contributing significantly to national development efforts (Fute et al., 2024). Indeed,

the global emphasis on entrepreneurship education stems from its proven capacity to foster creativity, innovation, and self-sufficiency, which are foundational for developing a robust entrepreneurial ecosystem (Bahaw et al., 2024; Donald et al., 2024). This pedagogical strategy not only prepares individuals for self-employment but also enhances their adaptability and problem-solving skills, crucial attributes for navigating dynamic labor markets (Dumbuya, 2024). This continuous voyage of learning aims to cultivate essential characteristics and empower individuals with fresh capabilities, positioning entrepreneurship education as a vital component of contemporary educational systems worldwide (Reyes-Aceves et al., 2023). This emergence is driven by the recognition of its significance in preparing individuals for the challenges and opportunities of the modern world, especially in developing countries grappling with high youth unemployment rates (Ameri et al., 2024; Reyes-Aceves et al., 2023). Governments worldwide are increasingly prioritizing entrepreneurship to mitigate economic downturns and stimulate national prosperity, implementing policies and regulations to support a robust entrepreneurial ecosystem (Isa et al., 2024). This strategic emphasis often involves substantial investment in educational programs designed to cultivate entrepreneurial skills and intentions from an early age, thereby fostering a culture of innovation and self-reliance (Bahaw et al., 2024). Moreover, policymakers frequently collaborate with educational institutions and industry leaders to tailor entrepreneurship curricula that address specific regional economic needs and global market demands (Khan et al., 2024). This integration of entrepreneurial pedagogy across educational levels aims to bridge the gap between academic knowledge and societal requirements, establishing a pipeline of innovative thinkers and job creators (Bell & Bell, 2025). This rapid expansion has been further accelerated by the widespread acceptance of entrepreneurship as a primary factor in economic growth and job creation, prompting governments to support and fund new entrepreneurship programs and infrastructure. This recognition has led to a global imperative for fostering entrepreneurial ecosystems, prompting numerous legislative actions aimed at encouraging and facilitating business creation and growth (Das, 2024). Governments globally have consequently implemented comprehensive policy frameworks, such as the European Union's Entrepreneurship 2020 Action Plan and the U.S. Small Business Innovation Research program, to integrate entrepreneurship into educational systems, reduce regulatory burdens, and provide early-stage funding to stimulate innovation and support new ventures (Lee et al., 2025). Such initiatives reflect a broader understanding that entrepreneurship is a dynamic process involving risk-taking and innovation, essential for driving job creation and economic growth (Mehboob et al., 2025). This widespread recognition of entrepreneurship's pivotal role has subsequently led to a surge in entrepreneurship education, with many nations emphasizing its importance for fostering innovation, combating unemployment, and stimulating economic performance (Canziani & Welsh, 2019; Zhai, 2023). This emphasis is particularly evident in the European Union, where entrepreneurship is increasingly valued for its capacity to mitigate unemployment and catalyze innovation (Khan et al., 2024; Komninos et al., 2024).

2. Literature Review

Indeed, the economic literature extensively documents the positive correlation between entrepreneurial activity and key macroeconomic indicators, such as per capita income and gross domestic product (Satar, 2016). This relationship underscores the vital role entrepreneurship plays in national development, often serving as a critical engine for innovation and economic resilience (Lecorche & Schaeffer, 2021). Entrepreneurs contribute significantly to a nation's progress and prosperity by enhancing employability and introducing innovative solutions that promote economic and social growth (Chen & Makki, 2024; Shahzad et al., 2022). This includes their capacity to introduce novel products and services, thereby expanding economies and pioneering new methodologies (Sun, 2024). Furthermore, entrepreneurial ventures, particularly small and medium-sized enterprises, are instrumental in job creation, with a substantial majority of new employment opportunities originating from firms with fewer than 20 employees (Alheet, 2019). This underscores the critical importance of fostering a supportive environment for nascent businesses, which often face significant challenges in their early stages (Farinha et al., 2020). Recognizing this, many governments and international bodies, including the European Union, have adopted strategies to foster entrepreneurship and spur innovation, viewing it as central to economic growth and job creation (Crudu, 2019; Ziane et al., 2025). These strategies often involve providing resources and support mechanisms for startups, alongside creating an enabling environment that nurtures entrepreneurship and innovation, ultimately stimulating employment growth and enhancing competitiveness (Komninos et al., 2024). In a globalized and uncertain context, entrepreneurship is increasingly prioritized by

many states, as academics, politicians, and policymakers recognize its substantial contribution to an economy (Pontois, 2020). This recognition stems from compelling evidence suggesting that entrepreneurial endeavors significantly influence national economic indicators and are crucial for sustainable development, addressing issues like unemployment, poverty, and social instability (Lambebo & Bogale, 2025; Luz et al., 2024). Entrepreneurial ventures play a crucial role in creating employment opportunities, stimulating economic growth, and fostering dynamic labor markets, especially within innovative and technological sectors (Komninos et al., 2024). They are vital for economic development, driving job creation and productivity growth through market dynamism and the introduction of new products and services (Dhaliwal, 2016; “International Compendium of Entrepreneurship Policies,” 2020). Conversely, obstacles such as financial constraints and lack of access to capital often impede entrepreneurial ventures, necessitating targeted policy interventions to foster a more conducive entrepreneurial ecosystem (Komninos et al., 2024). By addressing these barriers, policymakers can unlock the full potential of entrepreneurship to alleviate unemployment and stimulate robust economic expansion (Das, 2024; Onileowo, 2024). Further, entrepreneurship is a critical element in fostering regional and national economic productivity, with studies demonstrating that nascent and young firms are significant contributors to innovation and the generation of employment opportunities (Hussein et al., 2023). The scientific literature consistently supports this perspective, highlighting how entrepreneurial activities can transform economies by introducing novel products and services, optimizing markets, and fostering regional development (González-Prida et al., 2024). To further leverage these benefits, governments should prioritize policies that support entrepreneurship through effective regulations and the provision of essential resources for new businesses (Wiramihardja et al., 2022). Such governmental policy interventions are vital, acting as a foundational element that propels entrepreneurship and, consequently, the economic prosperity of a nation (Onileowo & Muharam, 2023). Policymakers must recognize that a well-structured entrepreneurial ecosystem, supported by robust governmental frameworks and coordinated public-private partnerships, is crucial for stimulating innovation and mitigating unemployment, particularly in regions striving for sustainable economic growth (Candeias & Sarkar, 2022; Pardo-del-Val et al., 2024). This holistic approach ensures that entrepreneurial initiatives translate into tangible improvements in employment figures and contribute to a more resilient and innovative economy (Komninos et al., 2024; Thawesaengskulthai et al., 2024).

3. Entrepreneurship Education Model:

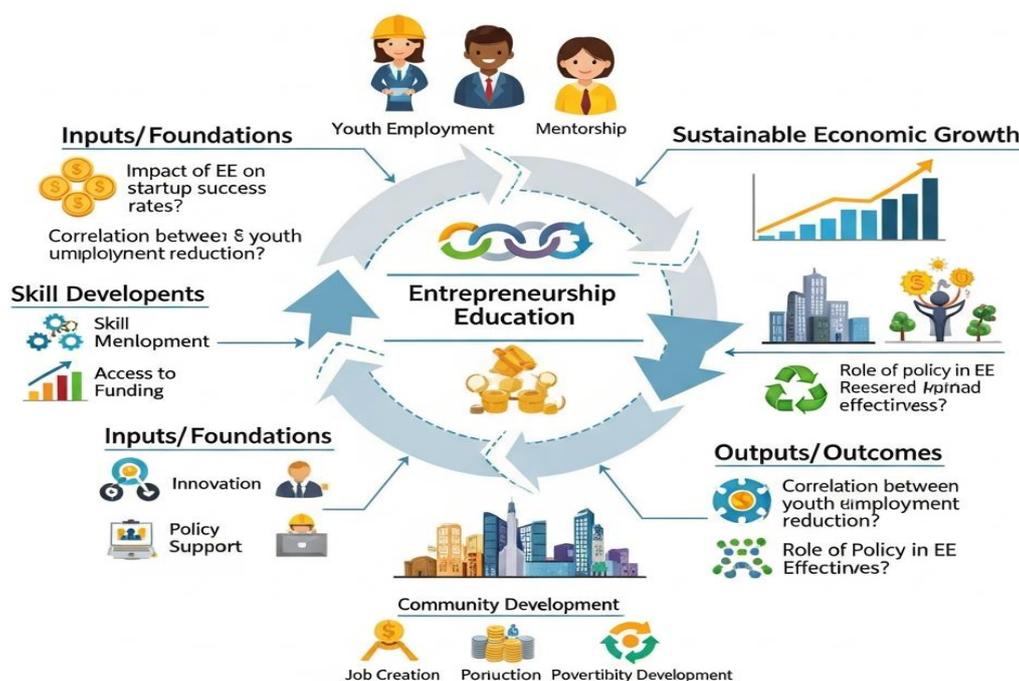


Figure 1: Proposed model of Entrepreneurship Education

According to figure 1, illustrates a cyclical model at the center featuring "Entrepreneurship Education" with icons of graduates and a lightbulb, surrounded by bidirectional arrows connecting foundational inputs like funding, innovation support, skill development, and access to policy on the left, and outcomes such as youth employment reduction, job creation, community development, and role of policy in EE effectiveness on the right. A circular flow emphasizes correlations between youth unemployment reduction and impact on youth skill development, with mentorship bridging inputs and outputs, ultimately driving sustainable economic growth represented by upward-trending graphs, green icons for policy and employability, and urban/community visuals. Diverse figures (a man in a hardhat and women professionals) highlight youth involvement.

4. Research Objectives

In the modern international setting, this study aims to investigate how entrepreneurship education might improve youth employment outcomes and foster long-term economic growth. The study's overarching goal is to determine the effects of entrepreneurial education on youth employability, self-employment, and business startup rates by analyzing and synthesising research published between 2020 and 2025. Further, the study's overarching objective is to figure out how entrepreneurship programs aid in achieving larger sustainability targets including social development, innovation, and inclusive growth. This project aims to promote entrepreneurial ecosystems and educational frameworks by integrating data across multiple educational settings and geographical locations. It therefore hopes to give policy-relevant insights.

5. Research Questions

To achieve the above objectives, the study addresses the following research questions:

- RQ1: How does entrepreneurship education influence youth employment outcomes, including employability, self-employment, and job creation?
- RQ2: What competencies and skills developed through entrepreneurship education contribute most significantly to entrepreneurial success among youth?
- RQ3: How does entrepreneurship education support sustainable economic growth and alignment with broader development goals?
- RQ4: What emerging trends and thematic areas have shaped research on entrepreneurship education and youth employment between 2020 and 2025?

6. Methodology

This study adopts a systematic literature review approach to synthesize existing research on entrepreneurship education, youth employment, and sustainable economic growth. The review focuses on scholarly publications indexed in the Scopus database during the period 2020–2025 to capture contemporary developments, particularly in the post-pandemic context. A structured search strategy was employed using combinations of relevant keywords such as "entrepreneurship education," "youth employment," "employability," "self-employment," and "sustainable economic growth." Boolean operators and database filters were applied to refine the results and ensure relevance. The initial search yielded a large pool of records, which were subsequently screened using predefined inclusion and exclusion criteria. The selection process followed systematic review principles consistent with PRISMA guidelines. Duplicate records were removed, after which titles and abstracts were examined to eliminate studies not directly related to youth populations, employment outcomes, or sustainability dimensions. The remaining articles underwent full-text assessment to determine eligibility based on relevance, empirical contribution, accessibility, and language requirements. Only peer-reviewed journal articles written in English and addressing the intersection of entrepreneurship education with youth employment or sustainable development were included in the final synthesis. Conceptual papers lacking empirical grounding, studies focusing solely on adult populations, and publications unrelated to economic or employment outcomes were excluded. The final dataset of selected studies was analyzed qualitatively to identify dominant themes, research trends, methodological approaches, and policy implications. This systematic approach ensures transparency, replicability, and rigor in evaluating the current state of knowledge on the role of entrepreneurship education in fostering youth employment and sustainable economic growth.

7. Systematic Literature Review using PRISM Model:

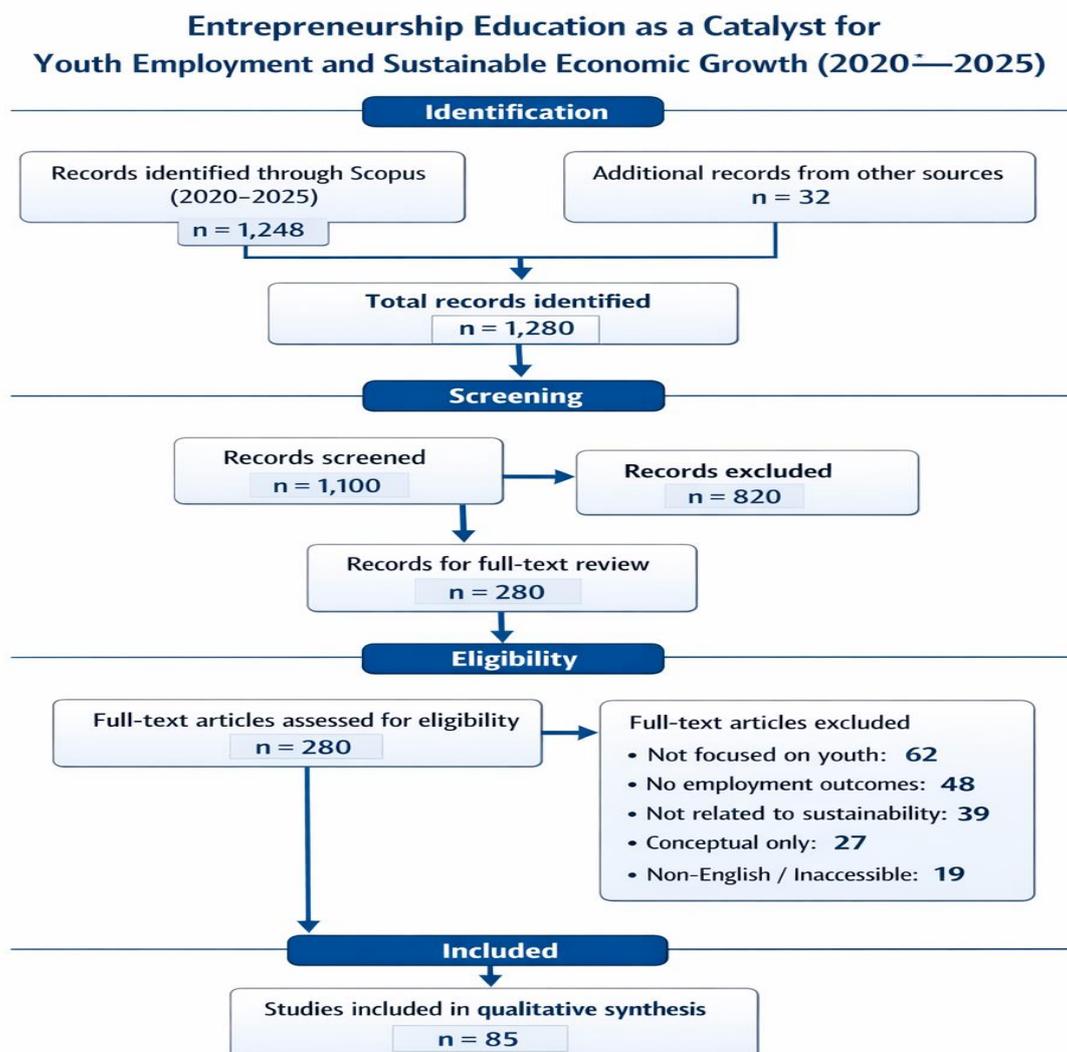


Figure 2, PRISMA Model for literature data analysis

The figure2, shows a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram that shows the step-by-step process used to find, screen, evaluate, and choose studies for the research called "Entrepreneurship Education as a Catalyst for Youth Employment and Sustainable Economic Growth (2020–2025)." During the identification phase, an extensive search was performed, mostly within the Scopus database, resulting in 1,248 records published between 2020 and 2025, supplemented by 32 more records from other sources, culminating in a total of 1,280 studies. After getting rid of duplicate entries, there were 1,100 unique records left. These were then screened for titles and abstracts. During this screening step, 820 records were discarded because they were not directly relevant to the study subject, leaving 280 articles for full-text assessment. During the eligibility stage, these 280 full-text papers were thoroughly evaluated against established inclusion criteria including the young demographic, employment results, and sustainability aspects. There were 195 articles that were not included for certain reasons. These reasons were: they didn't focus on youth (62 studies), they didn't show employment outcomes (48 studies), they didn't clearly link to sustainability (39 studies), they were only ideas without any real evidence (27 studies), and they were in a language other than English or were hard to get to (19 studies). Finally, 85 studies met all eligibility requirements and were included in the qualitative synthesis. The picture shows a clear, organized, and thorough approach for choosing literature, which makes sure that the final body of data is very useful for understanding how entrepreneurship education may help young people find jobs and the economy expand in a sustainable way.

8. Literature Analysis using VOSviewer

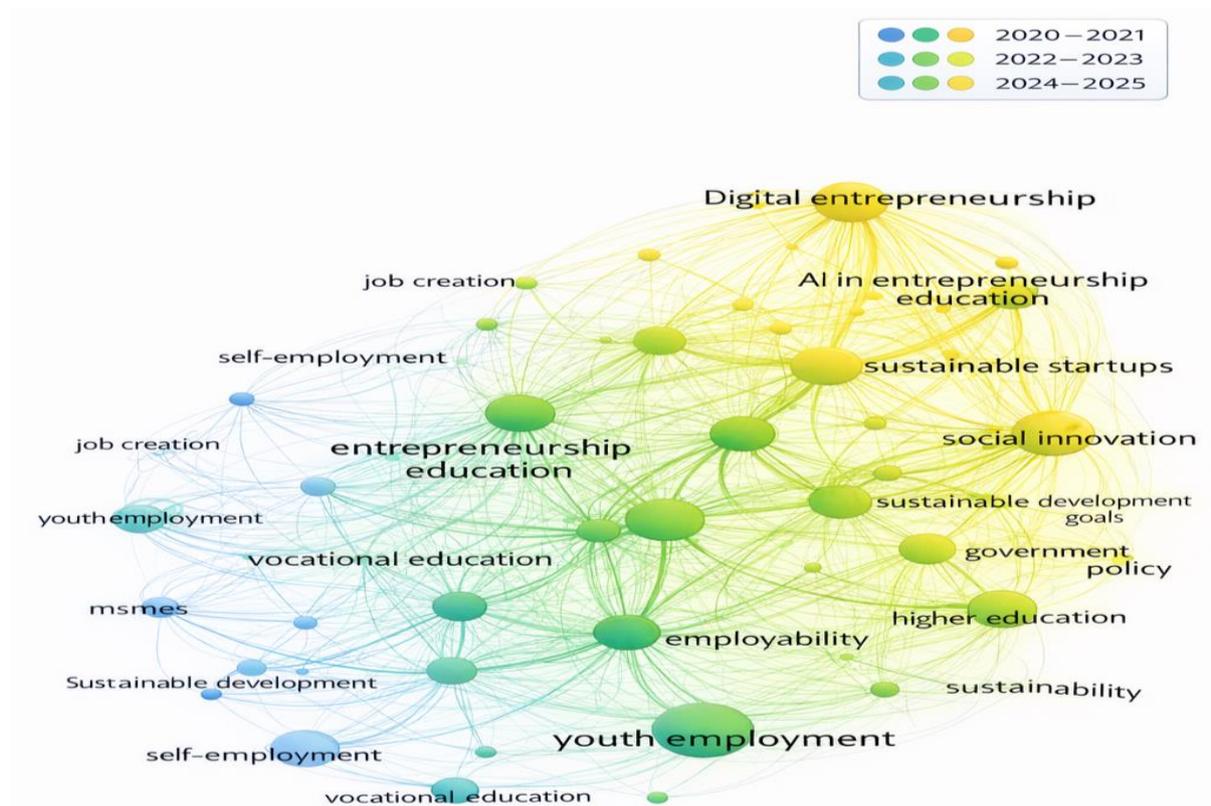


Figure 3, The VOSviewer between the variables Entrepreneurship Education

The figure 3, illustrates an Overlay Visualization (Trend Analysis) of keyword co-occurrence generated using bibliometric mapping software such as VOSviewer, based on publications from the Scopus database between 2020 and 2025. In this network map, each node represents a frequently occurring keyword related to entrepreneurship education, youth employment, and sustainable economic growth, while the connecting lines indicate the strength of co-occurrence between terms within the selected literature. The size of each node reflects the frequency of the keyword, with larger nodes such as “entrepreneurship education,” “youth employment,” “employability,” and “sustainable startups” indicating dominant research themes. The color gradient represents the temporal evolution of research topics: blue tones correspond to earlier studies (2020–2021), green indicates mid-period research (2022–2023), and yellow highlights the most recent and emerging themes (2024–2025). Earlier research focused primarily on foundational issues such as youth unemployment, vocational education, self-employment, MSMEs, and sustainable development, while more recent studies emphasize digital entrepreneurship, artificial intelligence in entrepreneurship education, social innovation, sustainable startups, and government policy. The dense interconnections among nodes demonstrate the interdisciplinary nature of the field, linking education, labor market outcomes, innovation, and sustainability. Overall, the visualization reveals a clear shift from traditional employment-oriented discussions toward technology-driven and sustainability-focused entrepreneurial ecosystems, indicating evolving scholarly attention to how entrepreneurship education can foster future-ready skills and inclusive economic growth.

9. Results

Indeed, higher education institutions, particularly in regions like Asia and Europe, have emerged as pivotal knowledge hubs for advancing green innovation and entrepreneurship, thereby contributing significantly to sustainability initiatives (Nguyễn et al., 2025). These institutions play a crucial role in fostering environmentally conscious entrepreneurial aspirations, with university support systems directly impacting the success of green entrepreneurship (“Journal of Entrepreneurship and Public Policy,” 2023; Trevisan et al., 2024). This engagement

extends to collaborating with regional governments and businesses to embed sustainability practices, often through initiatives that integrate environmental awareness into engineering and broader entrepreneurial education (Dewiyani et al., 2025; Hernández & Briegas, 2023). This interdisciplinary approach is essential for cultivating a new generation of entrepreneurs equipped to tackle complex sustainability challenges and drive economic growth through innovative green solutions (Prabowo et al., 2022; Taneja et al., 2025). Furthermore, universities are increasingly recognized as instrumental in shaping green entrepreneurial intentions by offering experiential learning, fostering innovation, and providing comprehensive support for business ecosystems (Mabkhot et al., 2024; Megawati et al., 2024). This includes developing green entrepreneurship initiatives that aim to solve environmental problems and promote sustainability, an attractive option given the increasing awareness of the need to reduce environmental impact (Ali et al., 2023). These efforts are vital for transforming green entrepreneurial intentions into tangible behaviors, especially in diverse cultural settings where university and governmental support can significantly enable green entrepreneurial behavior among students (Ismail et al., 2024; Mawardi et al., 2025). Moreover, the integration of sustainability principles into entrepreneurship education is crucial for equipping students with the requisite knowledge and skills to address pressing environmental and social challenges through entrepreneurial action, moving beyond traditional business models (Yasir et al., 2025). This comprehensive approach involves a multidisciplinary, holistic education model that combines the principles of sustainability with entrepreneurial practices, preparing future leaders to address global sustainability challenges through innovative solutions (Filho et al., 2024). By encouraging entrepreneurial mindsets oriented towards environmental preservation and employment generation, higher education institutions play a critical role in fostering sustainable entrepreneurial intentions among students (Valencia-Arías et al., 2025). This is especially salient in contexts where entrepreneurship education is intentionally designed to incorporate green aspects, thereby bolstering both awareness and practical knowledge of green entrepreneurship within the learning ecosystem (Rina et al., 2024). This focus on sustainable entrepreneurship within academic curricula directly influences the creation of new businesses, fostering sustainable economic growth, and offering solutions to critical global issues such as climate change and resource scarcity (Valencia-Arías et al., 2025). Such initiatives also provide a framework for individuals to develop personal beliefs and values that align with environmental commitment, thereby driving green entrepreneurial behavior and increasing participation in environmentally sustainable business ventures (Mabkhot et al., 2024). This proactive approach by educational institutions is instrumental in nurturing a generation of entrepreneurs who not only prioritize economic viability but also embody a strong sense of social responsibility and environmental stewardship, thereby contributing to broader societal well-being (Mabkhot et al., 2024; Rahman et al., 2024). This holistic approach in educational frameworks is crucial for mitigating global challenges such as climate change and resource depletion, providing a pathway for innovation and responsible business practices (Yasir et al., 2025). This redefinition of entrepreneurial education is necessary to effectively address sustainability, social justice, and hope, preparing future leaders with the knowledge, skills, and mindset to tackle global sustainability challenges through innovative and entrepreneurial solutions (Filho et al., 2024; Suguna et al., 2024). Indeed, by aligning entrepreneurial education with these multifaceted principles, students are better equipped to tackle contemporary global challenges, embracing innovation and crafting solutions that yield benefits for both society and the environment (Paiva et al., 2023). This emphasizes the critical role of entrepreneurship education in developing an entrepreneurial mindset oriented towards environmental preservation and employment generation, which is pivotal for sustainable economic growth (Valencia-Arías et al., 2025). This involves fostering critical competencies such as creativity, design thinking, problem-solving, and interdisciplinary approaches, all underpinned by a strong emphasis on sustainability (Zherdeva et al., 2024).

10. Discussion

Furthermore, integrating sustainability as a cross-cutting theme into training programs empowers individuals to identify sustainable business opportunities and effectively manage the increasing complexity of sustainable ventures (Bohlayer, 2022). This comprehensive approach, therefore, moves beyond mere financial considerations, instilling a deep awareness of the social and environmental implications inherent in entrepreneurial activities and fostering ethical values necessary for building sustainable organizations (Mahmudin, 2023). This paradigm shift in entrepreneurship education prioritizes a redefinition of methodologies to integrate long-term, systemic

perspectives required by sustainability with the dynamic nature of entrepreneurship, fostering an environment where students can become central beneficiaries and drivers of human capital development (Suguna et al., 2024). This integration ensures that sustainability is not merely an add-on but a foundational element in business and entrepreneurship education, enabling students to perceive intricate links and patterns across seemingly unrelated issues (Hermann & Bossle, 2019). This approach helps cultivate a new generation of entrepreneurs equipped with both an entrepreneurial mindset and a profound understanding of socioeconomic dynamics, thereby enhancing their capacity to innovate and address complex global challenges like climate change and poverty through sustainable solutions (Lindvert, 2023; Suguna et al., 2024). This necessitates a robust theoretical framework within higher education to guide future research and educational practices in sustainable entrepreneurship, thereby equipping educators to integrate theoretical and practical knowledge for creating tangible sustainable solutions (Torres-Sánchez et al., 2024). Moreover, entrepreneurial education should evolve to foster key competencies such as opportunity identification, system-thinking, and interdisciplinarity, thereby enabling students to develop sustainable ventures with a holistic perspective (Hermann et al., 2019). This refined educational approach supports the development of critical thinking regarding sustainability challenges and promotes the development of an entrepreneurial identity rooted in personal and societal values (Wyness et al., 2015). This includes cultivating skills such as responsible leadership, resource management, and social innovation, which are vital for future entrepreneurs navigating an increasingly complex global landscape (Pérez & Covarrubias, 2025).

11. Conclusion

This necessitates a strategic integration of sustainability principles into entrepreneurship education curricula, emphasizing experiential learning and interdisciplinary collaboration to prepare individuals for generating environmental and social value rather than solely focusing on business start-ups (Bohlayer, 2022; Patricia, 2024). Such a pedagogical shift is crucial for empowering students with the capacity to navigate and balance the various dimensions of sustainable development, including social equality, economic viability, and environmental stewardship (Suguna et al., 2024). This transformation is essential for cultivating a new generation of entrepreneurs who are not only adept at identifying market opportunities but also deeply committed to fostering a more sustainable future (Lynch et al., 2021). Furthermore, the role of higher education institutions is critical in developing comprehensive strategies for sustainable entrepreneurship that address environmental, social, and economic aspects of global sustainability challenges (Filho et al., 2024). This involves a multidisciplinary and holistic education model that combines sustainability principles with entrepreneurial practices, ultimately preparing future leaders to implement innovative market solutions with ecological, social, and economic value (Diepolder et al., 2021; Filho et al., 2024). This integrated approach is vital for cultivating sustainable entrepreneurs who can proactively address latent demands for sustainable development (Lans et al., 2013). Specifically, it entails equipping students with practical tools and knowledge to not only conceptualize but also effectively implement sustainable ventures that align with the United Nations Sustainable Development Goals (Gassol, 2025).

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