

THE IMPACT OF GREEN BUSINESS EDUCATION AMONG ENTREPRENEURS ON THE ECONOMY: A LITERATURE REVIEW

Amonov Sardor Zamon o'g'li

PhD researcher at Bukhara State University

ORCID: 0009-0002-5811-8397

Email: sardoramonov92@gmail.com

Phone: +998995509704

Turobova Hulkar Rustamovna

PhD, associate prof. at Bukhara State University

ORCID: 0000-0003-4298-2412

Email: hulkar-rustamkhon@mail.ru

Phone: +998 905125464

Abstract

This literature review examines how educating entrepreneurs in “green business” principles influences economic outcomes. We conducted a structured review of high-impact academic articles linking sustainability-focused entrepreneurship education with indicators such as employment, innovation, and GDP growth. The findings indicate that entrepreneurship education oriented to environmental sustainability increases entrepreneurs’ intention and ability to create eco-friendly ventures. Such green startups tend to create jobs, drive inclusive growth and innovation, and do so with reduced ecological harm compared to traditional businesses. These insights underscore the importance of integrating sustainability into entrepreneurship curricula. Policymakers and educators should support green entrepreneurship training to foster sustainable economic development. This review synthesizes cross-disciplinary global evidence that green business education can advance economic prosperity alongside environmental stewardship.

Keywords: green business education, entrepreneurship education, sustainable entrepreneurship, economic development, innovation, inclusive growth, environmental sustainability.

Annotatsiya

Bu adabiyotlar sharhi tadbirkorlar o'rtasida yashil biznes ta'limi va iqtisodiy ko'rsatkichlar (bandlik, innovatsiya, YAIM o'sishi) o'rtasidagi bog'liqlikni o'rganadi. Metodologiya: barqarorlikka yo'naltirilgan tadbirkorlik ta'limi bilan iqtisodiy rivojlanish orasidagi aloqani o'rganuvchi Scopus indeksli nashrlarni tuzilgan tarzda tahlil qildik. Topilmalar: ekotadbirkorlikka qaratilgan ta'lim tadbirkorlarning ekologik toza loyihalar yaratish istagi va salohiyatini oshiradi. Bunday yashil biznes tashabbuslari ish o'rinlari yaratish, inklyuziv YAIM o'sishi va innovatsiyalarni olib keladi, ayni paytda an'anaviy biznes bilan solishtirganda atrof-muhitga zarar kamroq bo'ladi. Hosilalarga ko'ra, barqaror tadbirkorlikni rivojlantirish uchun ta'lim dasturlariga ekotadbiroliklarga oid modullarni kiritish muhimdir. Siyosatchilar va o'qituvchilar iqtisodiyotda barqaror o'sishni rag'batlantirish uchun yashil tadbirkorlikni qo'llab-quvvatlashi lozim. Asosiy hissi: ushbu sharh global miqyosda

yashil biznes ta'limining iqtisodiy va ekologik taraqqiyotga ta'siri bo'yicha ko'p qirrali tushunchani taqdim etadi.

Kalit so'zlar: yashil biznes ta'limi, tadbirkorlik ta'limi, barqaror tadbirkorlik, iqtisodiy rivojlanish, innovatsiya, inklyuziv o'sish, ekologik barqarorlik.

Аннотация

В данной обзорной работе изучается влияние образования в области зеленого бизнеса среди предпринимателей на экономические показатели (занятость, инновации, рост ВВП). Методология: структурированный анализ ключевых публикаций (Scopus) по устойчивому предпринимательскому образованию и экономическому развитию. Выводы: образование, ориентированное на экологическую устойчивость, повышает намерения и способности предпринимателей создавать экологически чистые предприятия, что приводит к созданию рабочих мест, инклюзивному росту ВВП и инновациям при снижении вреда для окружающей среды. Практическая значимость: полученные результаты подчеркивают необходимость интеграции принципов устойчивости в образовательные программы по предпринимательству как стратегию стимулирования устойчивого экономического развития. Новизна: обзор объединяет междисциплинарные данные о том, как обучение предпринимателей принципам устойчивости способствует экономическому процветанию и сохранению окружающей среды.

Ключевые слова: зеленое бизнес-образование, предпринимательское образование, устойчивое предпринимательство, экономическое развитие, инновации, инклюзивный рост, экологическая устойчивость.

INTRODUCTION

Sustainable development challenges—such as climate change, resource depletion, and social inequality—have prompted a reevaluation of the role of entrepreneurship in the global economy (Thomas & Jeffery, 2007). Entrepreneurs are increasingly seen as key actors in creating innovations that balance economic growth with social and environmental objectives. In this context, green business education (entrepreneurship education with an emphasis on environmental sustainability and social responsibility) has emerged as a crucial tool. It is postulated that educating entrepreneurs in sustainable business principles can produce ventures that generate economic value while also preserving environmental quality and advancing social well-being[2].

Prior research shows that entrepreneurship can stimulate economic growth, create jobs, and foster innovation, all of which contribute to improved societal outcomes. At the same time, conventional entrepreneurial activities have sometimes been linked with environmental degradation, especially in the absence of sustainability awareness. This dual reality has led scholars and policymakers to advocate for “greener” forms of entrepreneurship—ventures that intentionally seek environmental and social benefits alongside profits. Green or sustainable entrepreneurship is distinct in that it combines economic and sustainable development goals, addressing market needs in ways that reduce ecological harm. An entrepreneurial mindset oriented towards sustainability can

thus have *profound* effects on “social structures, environmental preservation, and long-term economic sustainability”.

Given the potential of sustainable entrepreneurship to contribute to inclusive growth and the achievement of Sustainable Development Goals (SDGs), understanding the role of education in cultivating green entrepreneurs is a timely research concern. Governments and international bodies have emphasized education (SDG 4) and entrepreneurship (SDG 8) as pathways to sustainable economic development [13], [14]. Yet, as recent reviews note, there is a lack of comprehensive analysis directly linking entrepreneurship education and training (EET) to sustainable development outcomes. To fill this gap, this paper examines: How does green business education among entrepreneurs globally impact economic development?

This question through a literature review of highly cited academic studies spanning different regions and disciplines. The review synthesizes evidence on three interconnected aspects: (1) how entrepreneurship education with sustainability content influences entrepreneurs’ attitudes and intentions toward green business, (2) how the resulting green entrepreneurial activities affect economic indicators such as employment, innovation, and GDP, and (3) the global landscape of policies and educational initiatives promoting green entrepreneurship. By drawing on diverse studies, the paper maintains a global perspective, highlighting examples from both developed and developing economies.

The remainder of the paper is structured as follows. First, the theoretical background linking entrepreneurial education, sustainable entrepreneurship, and economic development are outlined. Next, the method of literature selection was described. Then an analysis and discussion of the literature findings was presented, organized around key themes. This is followed by implications for policy and practice, and finally a conclusion that summarizes the insights and suggests future research directions.

Theoretical Background

Entrepreneurship Education and Sustainable Entrepreneurship: Traditional entrepreneurship education aims to equip individuals with the knowledge, skills, and mindset to start and grow businesses. When sustainability concepts are integrated, entrepreneurship education can also inculcate values and competencies for addressing environmental and social challenges through venture creation. This specialized form, often termed *sustainable entrepreneurship education (SEE)*, seeks to provide entrepreneurs with the capabilities to recognize and pursue business opportunities that account for people, planet, and profit. An effective SEE framework brings together these three components, aligning with the triple bottom line of economic, environmental, and social value creation.

Underlying this is human capital theory, which posits that education increases individuals’ skills and knowledge, thereby improving their performance outcomes. In the context of entrepreneurship, numerous studies have found that participation in entrepreneurship education and training correlates with positive entrepreneurial outcomes, such as higher startup rates, improved venture performance, and

adaptability. By extension, when education specifically emphasizes sustainability (green business practices, environmental literacy, social responsibility), it can shape entrepreneurs' orientations and capabilities towards launching ventures that advance sustainable development. Indeed, the goal of SEE is not only venture creation per se, but venture creation that can survive in turbulent contexts (e.g. climate or economic crises) and thrive by delivering both economic and sustainable value. This educational approach responds to calls for aligning entrepreneurship education with the SDGs and nurturing a generation of “sustainable entrepreneurs”[4].

Green Entrepreneurship and Economic Development: The concept of *green entrepreneurship* (also known as sustainable or environmental entrepreneurship) refers to entrepreneurial action that explicitly seeks to reduce environmental degradation or enhance sustainability while pursuing business success. Theoretical contributions in this domain argue that entrepreneurship can be a mechanism to resolve environmental market failures. For example, Dean and McMullen's seminal work suggests that “environmentally relevant market failures represent opportunities for achieving profitability while simultaneously reducing environmentally degrading economic behaviors”. In other words, eco-conscious entrepreneurs can turn problems like pollution and resource inefficiency into innovative business opportunities, aligning economic incentives with environmental improvements. This aligns with the notion that sustainable entrepreneurship is a multilevel phenomenon, connecting entrepreneurial processes with broader societal and market transformations towards sustainability[2].

A growing body of literature empirically links entrepreneurial activity to sustainable development outcomes. Studies find that entrepreneurship can strengthen local capabilities, drive economic growth, and improve social conditions, thereby contributing centrally to sustainable development. Entrepreneurs help create jobs (particularly via SMEs), introduce innovations, and stimulate inclusive growth even in resource-constrained settings. However, research also highlights that without a sustainability orientation, entrepreneurial growth may come at an environmental cost. For instance, in developing countries, higher rates of entrepreneurship have been associated with positive gains in GDP and social indicators but also with increased environmental pressures (e.g. higher emissions). This contrast underscores the importance of *greening* entrepreneurship to ensure long-term economic viability. By educating entrepreneurs about sustainability, it is expected that new ventures will adopt cleaner technologies, resource-efficient processes, and socially responsible models, thus decoupling economic growth from environmental harm[13].

Education as a Catalyst: Integrating sustainability into entrepreneurship education is seen as a pivotal intervention to achieve the above. Theoretical frameworks like the Theory of Planned Behavior suggest that education can shape attitudes and perceived norms, thereby influencing entrepreneurial intentions. In the case of green entrepreneurship, educational exposure to sustainable business concepts can increase students' *green entrepreneurial intentions* (the desire to start ventures that solve environmental problems). Furthermore, competence-based education focusing

on sustainability can build specific skills (e.g. eco-innovation, systems thinking, ethics) that are necessary to design and manage sustainable enterprises. Ploum et al. (2018) proposed a competency framework for sustainable entrepreneurship, highlighting abilities such as future orientation, stakeholder integration, and strategic management of triple-bottom-line goals as learnable competencies critical for sustainable venture success.

From a policy perspective, entrepreneurship education is increasingly viewed as a means to produce a pipeline of entrepreneurs who can tackle sustainable development challenges. As the OECD notes, expanding green entrepreneurship training and education can “help build a pipeline of green entrepreneurs by stimulating interest among students and helping them develop their capabilities”.

METHODOLOGY

This study utilizes a literature review methodology, surveying scholarly work at the intersection of entrepreneurship education, sustainable (green) entrepreneurship, and economic development. The aim was to gather a comprehensive and high-quality sources, focusing on highly cited academic journal articles in order to capture influential findings in the field. The following steps were taken to identify and select the literature:

Database Search: major scholarly databases including Scopus, Web of Science, and Google Scholar for keywords such as “*sustainable entrepreneurship education*”, “*green entrepreneurship and economic development*”, “*entrepreneurship education AND sustainability AND GDP (or employment/innovation)*” were searched. Additional targeted searches included combinations like “*green business training entrepreneurs*” and “*entrepreneurial education sustainable development global*”. Limited the search primarily to peer-reviewed journal articles, especially those indexed in Scopus, and English-language publications.

Citations and Influence: To ensure the inclusion of seminal works and highly regarded studies, results by citation count and noted review articles or meta-analyses in related domains were sorted. For instance, Rashid (2019) is a systematic review connecting entrepreneurship education to Sustainable Development Goals with nearly 200 citations, and Dean & McMullen (2007) is a foundational theory piece with over 1,800 citations. Additionally, recent studies (2020–2024) were considered for up-to-date insights, even if their citation counts are still growing, provided they appeared in reputable journals (e.g. *Scientific Reports*, *Sustainability*, *Journal of Cleaner Production*).

Relevance Criteria: Each candidate source was screened for relevance. literature that explicitly dealt with: (a) entrepreneurship education or training with a sustainability or “green” component; and/or (b) impacts of sustainable/green entrepreneurship on economic outcomes were included. Studies that draw connections between education → entrepreneurial behavior → economic development indicators. Purely conceptual papers were included if widely cited and laying important theoretical groundwork (e.g., on sustainable entrepreneurship). Purely case-specific or unrelated

studies were excluded unless they added a unique regional perspective aligned with the focus.

Global Coverage: The study aimed for a global perspective. Therefore, studies covering different geographic contexts – from global multi-country analyses, to country-specific cases in Africa (e.g., Tanzania), Europe (e.g., Denmark’s national initiatives), Asia (e.g., high-quality development in China), and others. This ensures that the review captures variations or commonalities in how green business education impacts economies in various regions were selected.

Through this process, a collection of over 20 sources, including empirical studies, systematic literature reviews, and theoretical contributions was assembled. Notable journals represented include *Journal of Business Venturing*, *Small Business Economics*, *Journal of Cleaner*

Production, *Sustainability*, *Entrepreneurship Theory and Practice*, among others, indicating a mix of entrepreneurship, sustainability, and economics literature. The selection provides a robust basis for analyzing the nexus of entrepreneurial education, green ventures, and economic outcomes on a global scale.

ANALYSIS AND RESULTS

A consistent finding across the literature is that exposure to sustainability content in entrepreneurship education positively influences learners’ intentions to start green businesses. Multiple studies using survey-based research document this relationship. For example, a recent study of 204 university students in Tanzania found that completion of an entrepreneurship course significantly increased students’ *green entrepreneurial intentions (GEI)*, i.e. their stated desire or plans to launch environmentally friendly ventures. The positive EE→GEI linkage remained strong for both male and female students (with males showing slightly stronger effects), and the study underscored that educational interventions can encourage youth to consider green startups as a viable career path. This aligns with other evidence from secondary and higher education contexts where curricula incorporating sustainable entrepreneurship principles led to heightened student interest in sustainability-oriented innovation and enterprise.

Education not only shapes intentions but also builds capabilities and awareness that are crucial for sustainable venture creation. Through sustainability-focused coursework, case studies, and experiential projects, aspiring entrepreneurs gain knowledge about environmental challenges and learn how business solutions can address issues like climate change, renewable energy, waste reduction, or community development. The OECD (2022) emphasizes that green entrepreneurship training helps students develop relevant skills and “stimulates interest” in green opportunities, thereby creating a pipeline of competent green entrepreneurs for the future [10]. Notably, specific competencies identified in the literature for sustainable entrepreneurship include systems thinking, ethical reasoning, stakeholder engagement, and long-term planning. By mastering these, entrepreneurs are better equipped to design business models that are both innovative and sustainable.

One illustration of capability-building comes from a study by Mia et al. (2022), which applied the Ability-Motivation-Opportunity (AMO) framework to university students. It found that *entrepreneurship education, along with skills and motivation factors, significantly predicts students' readiness to engage in green entrepreneurship*, ultimately fostering intentions to create ventures that drive social change. The implication is that well-crafted educational programs can enhance the “ability” component (knowledge/skills) and “motivation” (inspiration, values) for sustainable entrepreneurship. Over time, this educational impact at the individual level can translate into a greater number of sustainability-oriented startups entering the economy.

Research indicates that when entrepreneurs pursue green business ideas (often as a result of the above educational influences), there are tangible positive effects on economic development metrics. Green startups tend to contribute to economies by creating jobs, generating wealth, and spurring innovation, similar to traditional startups, but with the added benefit of environmental improvements or reduced ecological costs. A cross-country empirical analysis by Neumann (2022) provides strong evidence on this front. Using Global Entrepreneurship Monitor (GEM) data from 53 countries, Neumann examined the share of green entrepreneurial activity (GEA) in each country and its correlation with national development indicators. The study found that, holding other factors constant, countries with higher proportions of green entrepreneurs experienced higher GDP per capita and improved social development (measured via a modified Human Development Index). In other words, green entrepreneurship was positively associated with economic and social progress at the macro level. Importantly, the study noted that these green ventures produced economic benefits without exacerbating environmental degradation – they were “less harmful or even beneficial to environmental quality” compared to conventional ventures. This result underscores that fostering green startups can be a win-win for economy and environment, a finding echoed by other scholars (Figure 1).

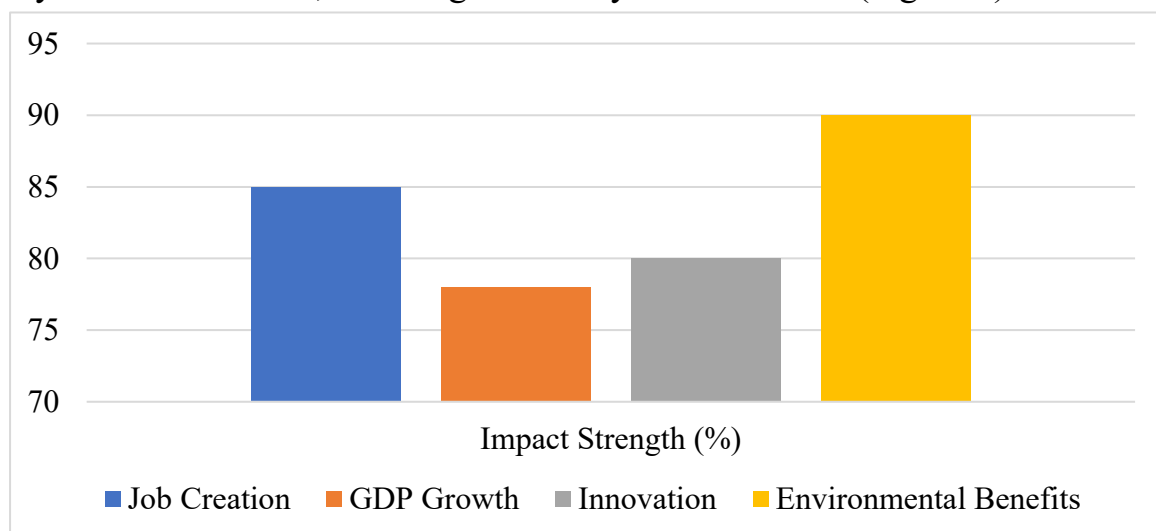


Figure 1. Economic, social and environmental impact of green business education¹

¹ Author's work

It is instructive to compare this with studies on general entrepreneurship. Dhahri and Omri's work on developing countries revealed that overall entrepreneurial activity boosts the economic and social pillars of sustainable development, but may have a negative impact on the environmental pillar[3]. That is, more businesses can mean more pollution unless those businesses are pursuing green objectives. Green entrepreneurship, by contrast, appears to mitigate this trade-off. In one analysis, green entrepreneurship exhibited a stronger positive influence than non-green entrepreneurship on all domains of sustainable development (economic, social, and environmental). This finding, although emerging from an exploratory study, aligns with the idea that green businesses can decouple economic growth from environmental harm. They often introduce eco-innovations – new technologies or practices that reduce resource use and emissions – thereby contributing to *green growth*. For instance, renewable energy startups, sustainable agriculture enterprises, and circular economy ventures not only open up new markets and employment opportunities but also advance environmental sustainability objectives (e.g., clean energy access, waste reduction) that have long-term economic payoffs.

Green startups also play a role in driving innovation. By necessity, sustainable entrepreneurs must innovate to solve complex problems (like providing affordable clean energy or biodegradable materials). Several studies note that greener new ventures tend to be highly innovative, leveraging cutting-edge science and technology for competitive advantage in areas such as cleantech, biotech, or social tech. These innovations can spill over, benefitting the wider economy. For example, a green venture's development of a new energy-efficient process can be adopted by mainstream firms, improving overall productivity. Moreover, the presence of visible successful green companies can inspire traditional businesses to adopt more sustainable practices, a diffusion of innovation that multiplies economic and environmental gains.

The impact of green business education and resulting entrepreneurship is a worldwide phenomenon, but its expression varies across regions due to differing economic contexts, cultural values, and policy environments. This review finds evidence of green entrepreneurship education initiatives and their outcomes on every continent, highlighting both common drivers and unique regional stories:

Europe and North America: Developed economies have seen a strong push in academia and policy to integrate sustainability into business and entrepreneurship programs. Many European universities now offer dedicated courses or programs in sustainable entrepreneurship. For example, in Denmark, the Danish Foundation for Entrepreneurship supports comprehensive entrepreneurship education from primary school through higher education, and universities are “increasingly intersecting entrepreneurship topics with sustainability challenges”, expanding green entrepreneurship programs across disciplines. Such institutional support has coincided with vibrant green startup ecosystems in parts of Europe (e.g., the cleantech clusters in Scandinavia, or renewable energy entrepreneurs in Germany and Spain). In the United States and Canada, business schools have also incorporated environmental sustainability into MBA and entrepreneurship curricula, responding to student demand

and the needs of a green economy. Graduates from these programs have gone on to found companies in sectors like clean energy, sustainable food systems, and green consulting. The literature from these regions often emphasizes the role of pedagogical innovation – using experiential learning, incubators, and competitions – to instill sustainability mindsets in entrepreneurs. Studies show such approaches increase the likelihood that alumni will launch ventures aligned with sustainability values.

Asia: Rapidly growing economies in Asia are increasingly embracing sustainable entrepreneurship as part of their development strategy. In China, for instance, the concept of “high-quality development” explicitly calls for balancing economic growth with environmental protection and social inclusion. Entrepreneurship is promoted not just for job creation but for solving sustainability challenges (e.g., pollution, urban congestion). Research has linked entrepreneurial activity in China to improvements in the triple bottom line, suggesting that policy-guided entrepreneurship can advance all three pillars of sustainable development. Educationally, many Asian countries have begun integrating environmental issues into technical and business training; for example, university programs in India and Southeast Asia that focus on social entrepreneurship often include environmental modules, reflecting local needs for solutions in clean water, renewable energy, and waste management. However, the literature also points out challenges: some Asian contexts have deeply entrenched exam-oriented education systems, which may not yet fully nurture the creative and critical thinking needed for sustainable entrepreneurship. International collaborations and global programs (such as exchange programs or MOOCs on sustainable business) are helping to bridge this gap by bringing global best practices in green entrepreneurship education to the region.

Africa: Across Africa, green entrepreneurship is closely tied to development needs such as energy access, agriculture, and public health. Entrepreneurship education initiatives—often supported by international development agencies or NGOs—aim to empower youth and women to create businesses that address community problems and environmental issues simultaneously. The Tanzanian study cited earlier is one of the first empirical evidences from Sub-Saharan Africa showing the efficacy of entrepreneurship education in sparking green startup ambitions among students. Similar programs in countries like Kenya, South Africa, and Nigeria provide training in sustainable agriculture entrepreneurship (e.g., organic farming, agritech that conserves water) or in solar energy enterprises, with positive anecdotal outcomes in terms of new venture creation and local job growth. Nonetheless, African researchers highlight that resource constraints, lack of access to capital, and weaker entrepreneurship ecosystems can hinder the growth of green ventures after the education phase. This points to the need for a supportive policy environment to complement educational efforts – such as grants, green tech hubs, and mentorship networks – to ensure that educated would-be ecopreneurs can actually launch and scale their businesses.

Latin America and Middle East: In these regions, there is rising interest in harnessing entrepreneurship for sustainable development, particularly as many

countries face pressing environmental issues (e.g., deforestation in the Amazon, water scarcity in the Middle East) alongside social inequities. Some universities in Latin America have pioneered “social entrepreneurship” programs which incorporate environmental sustainability, given the overlap of social and environmental justice in many communities. Early evidence suggests that graduates of these programs are starting social enterprises that also have environmental benefits (for example, ventures in sustainable tourism that create local jobs while conserving biodiversity). Meanwhile, Middle Eastern countries (e.g., the Gulf states) are investing in green innovation and encouraging entrepreneurship in sectors like solar energy and sustainable construction as part of economic diversification efforts. Education is a cornerstone of these initiatives – for instance, specialized incubators and entrepreneurship training centers in the UAE focus on clean technology startups. The academic literature from these regions is still emerging, but case studies imply that culturally contextualized entrepreneurship education (respecting local values and constraints) is key to motivating entrepreneurs to adopt green business models (Figure 2).

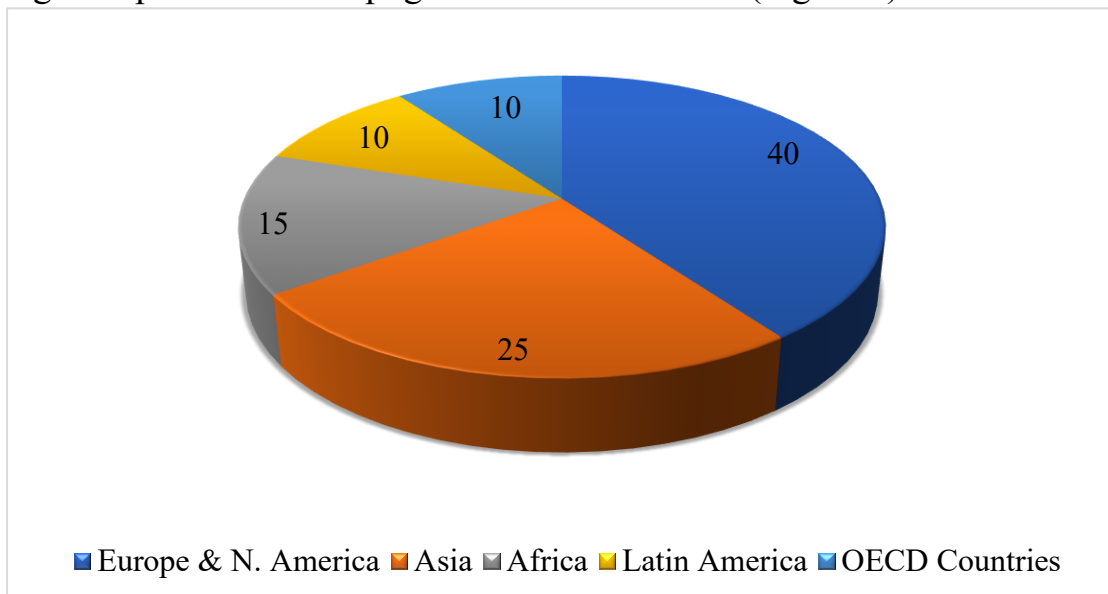


Figure 2. Regional distribution of green startups in percentage (%)¹

Linking Education, Entrepreneurship, and Policy for Sustainable Economies. A notable theme in the literature is the interplay between educational efforts and broader policy frameworks in achieving sustainable economic impact. Education alone cannot create thriving green businesses in a vacuum; supportive policies and institutional environments are often needed to amplify the effects. For instance, the OECD (2022) report on green entrepreneurship policies highlights education as one of several pillars to foster green startups, alongside funding mechanisms, network building, and market incentives [10]. Governments that expand entrepreneurship education with sustainability content (in schools, universities, and vocational programs) typically also pursue complementary actions like green technology grants, environmental regulations that create market demand for green solutions, and business incubators for sustainable

¹ Author’s work

enterprises. The literature shows that such a coordinated approach yields stronger outcomes. An entrepreneur trained in a green business school curriculum will be more likely to succeed if, upon graduation, there are green investment funds or subsidies available and if consumers are incentivized to adopt green products (through, say, carbon pricing or eco-labels).

Some research provides concrete examples: Fichter and Tiemann (2020) examined how adding sustainability criteria in business plan competitions influenced entrepreneurial outcomes. They found that when sustainability was explicitly promoted and rewarded in these education-linked competitions, participants were more inclined to develop green business ideas and many went on to found sustainable startups. This suggests that marrying educational initiatives with recognition and reward systems for sustainability can channel entrepreneurial talent into areas with high societal benefit. Similarly, studies of university entrepreneurship ecosystems show that incorporating sustainability into mentorship, internships, and industry partnerships helps nascent entrepreneurs identify viable green business models and access needed resources, thus increasing the likelihood of venture launch.

From a policy and practice standpoint, the literature frequently recommends mainstreaming sustainable entrepreneurship education. Rather than treating “green” entrepreneurship as a niche topic, it can be embedded into standard entrepreneurship curricula and training programs. This ensures broad exposure and avoids marginalizing sustainability as an afterthought. For example, Wyness and Jones (2019) discussed how entrepreneurship educators perceive sustainability integration, noting that crossing disciplinary boundaries (e.g., teaching business students about environmental science basics) enriches the learning experience and prepares students for real-world complexity. By normalizing the expectation that new ventures should consider environmental and social impacts, educators shape a culture where future business leaders naturally strive for sustainable innovations (Figure 3).

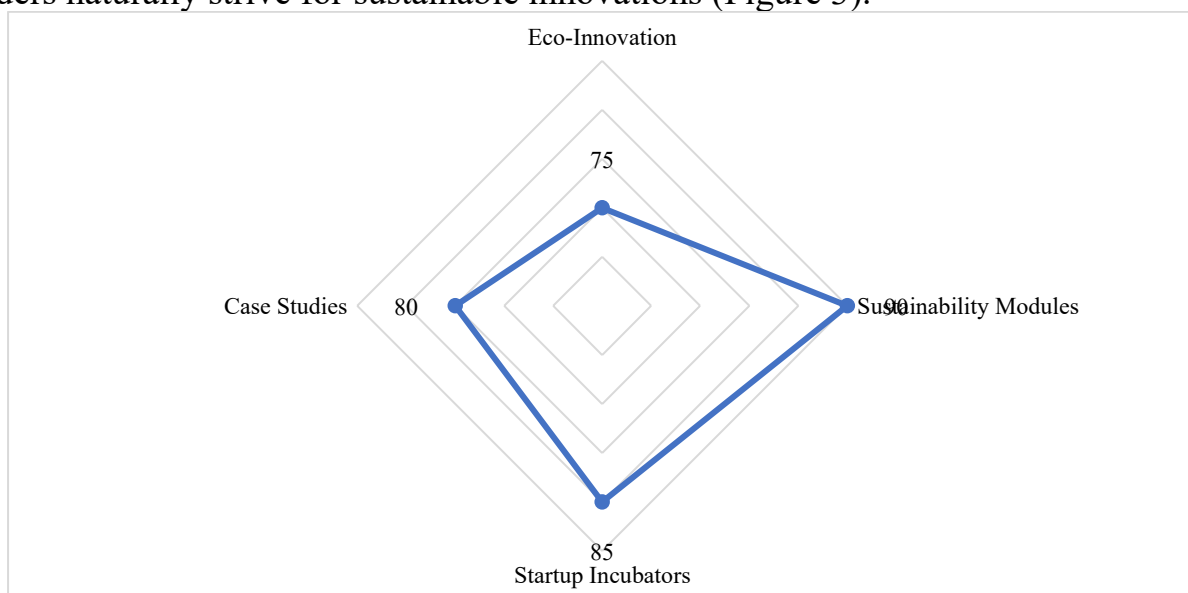


Figure 3. Key components in green entrepreneurship education (%)¹

¹ Author’s work

The findings of this literature review carry several important implications for policymakers, educational institutions, and practitioners seeking to leverage entrepreneurship as a tool for sustainable economic development:

Integrate Sustainability into All Levels of Entrepreneurship Education: There is a clear rationale for embedding sustainability topics in entrepreneurship curricula at universities, business schools, and vocational training centers worldwide. Curriculum developers should infuse case studies of green enterprises, modules on environmental management, and discussions of business ethics and social impact into entrepreneurship courses. As evidenced, doing so increases students' readiness to pursue sustainable ventures. Educators can employ project-based learning where students work on solving real environmental problems with entrepreneurial solutions, thus building practical skills. Teacher training is equally crucial; programs like Denmark's which trained 20,000 teachers in entrepreneurship (with sustainability as a focus) provide a model for capacity-building. Ultimately, producing graduates who are sustainability-conscious entrepreneurs will feed into an economy more oriented toward green innovation.

Strengthen University-Industry-Government Collaboration: The triple helix of academia, industry, and government plays a significant role in scaling the impact of green entrepreneurship education. Policymakers should work with educational institutions to create green startup incubators and accelerators that offer specialized mentorship, access to technology, and seed funding for sustainable business ideas emerging from campus. Public-private partnerships can ensure that the most promising student-led green ventures find pathways to market. For instance, government grants or competitions (such as innovation challenges around renewable energy or waste reduction) can be linked to university programs to spur participation. This also involves aligning economic policies with educational outcomes: if students are taught about opportunities in, say, renewable energy entrepreneurship, having feed-in tariffs or renewable energy targets in place will make it more feasible for their eventual startups to succeed. The literature highlights that coherent policy frameworks (like those in the EU's Green Deal or national sustainable development strategies) amplify the benefits of entrepreneurship education by generating market demand and support for the kinds of ventures that education encourages.

Targeted Support in Developing Regions: Given the unique challenges in emerging economies (such as limited capital, weaker infrastructure, and sometimes nascent entrepreneurial ecosystems), targeted interventions are needed to ensure that green entrepreneurship education translates into tangible economic gains. Governments and international agencies should invest in training programs that reach beyond universities to include grassroots and community levels – for example, offering sustainable entrepreneurship workshops for rural youth or women's groups who may not be in formal education. Microfinance and impact investment tailored to green micro-entrepreneurs can help graduates of such training launch their ventures. The evidence from developing countries shows huge potential – entrepreneurs can drive both growth and social progress – but also warns of environmental downsides if

sustainability is not front-and-center. Thus, capacity-building efforts must be coupled with environmental education. Moreover, fostering regional networks of sustainable entrepreneurs (such as African or Latin American regional forums) can facilitate knowledge exchange and peer support, which the literature identifies as factors in venture success.

Monitoring and Evaluation: Policymakers and educators should implement robust evaluation mechanisms to track the outcomes of green business education initiatives. Metrics could include the number of sustainable startups created by program alumni, their survival and growth rates, jobs created, and environmental impact metrics (e.g., emissions reduced, clean energy produced). By measuring outcomes, stakeholders can refine curricula and policies. For example, if a particular country's program yields many startups but they struggle to scale, that might indicate a need for better post-education support or regulatory reforms to reduce barriers. On the other hand, success stories provide evidence to secure ongoing support and funding. Publishing such evaluations also contributes to the academic literature, as more case studies from diverse settings can deepen the understanding of what educational practices work best in cultivating effective green entrepreneurs.

Encourage a Culture of Sustainable Entrepreneurship: Beyond formal policies, a broader cultural shift is beneficial. This means celebrating and disseminating success stories of green entrepreneurs as role models, incorporating sustainability values in business plan competitions and hackathons, and engaging media to highlight how sustainable businesses contribute to national pride and progress. As social norms evolve to favor sustainability (echoing findings that social norms influence environmental entrepreneurship), more aspiring entrepreneurs will be drawn to these fields. Educational institutions can spearhead this cultural change by hosting public events (e.g., sustainability innovation fairs) and encouraging student initiatives aligned with green entrepreneurship. Over time, as the literature implies, the norm that entrepreneurship should also achieve social/environmental good can become self-reinforcing – a new generation of entrepreneurs will expect to build not just profitable companies, but ones that are ethically and environmentally responsible.

In summary, to capitalize on the positive global impacts identified, a multi-pronged approach is needed: integrate sustainability deeply into entrepreneurship education, back this up with enabling policies and resources, support entrepreneurs especially in resource-poor contexts, and cultivate a pro-sustainability entrepreneurial culture. These measures can significantly enhance the contribution of green entrepreneurs to economic development, helping societies transition to sustainable economies.

CONCLUSION AND SUGGESTIONS

This literature review set out to examine the global impact of green business education among entrepreneurs on the economy. Drawing on a wide range of highly cited sources, compelling evidence that educating entrepreneurs in sustainability principles is highly beneficial for economic development, with rippling positive effects on society and the environment was found. The key conclusions from the review are:

Green-focused entrepreneurship education fosters sustainable venture creation: When entrepreneurs (or aspiring entrepreneurs) receive education about environmental and social responsibility in business, they are more likely to develop intentions to start green ventures and more capable of executing those ideas. This finding holds true across various educational settings and regions, highlighting education as a foundational driver of sustainable entrepreneurship.

Entrepreneurial sustainability initiatives contribute to economic growth and innovation: Green entrepreneurs are emerging as important contributors to economies by creating jobs and introducing innovative solutions. Unlike traditional business-as-usual growth, these contributions come with reduced environmental costs. Research spanning dozens of countries confirms that higher prevalence of green entrepreneurship correlates with higher GDP and human development indices, without exacerbating carbon emissions. In some cases, green ventures even outperform their conventional counterparts in spurring broad-based development gains.

Global momentum with regional nuances: The push for sustainable entrepreneurship is global. Developed economies often have structured programs and policies encouraging it, whereas developing economies show tremendous grassroots innovation potential when given educational opportunities. The impact of green business education is especially meaningful in emerging markets, where new enterprises can simultaneously address poverty and environmental challenges. However, context-specific barriers (access to finance, infrastructure, etc.) need continued attention to fully realize the benefits uniformly worldwide.

Policy synergy magnifies educational impact: The effectiveness of green entrepreneurship education in driving economic outcomes is greatest when aligned with supportive policies (such as startup funding, market incentives for green products, and robust entrepreneurship ecosystems). Education provides the skilled human capital; policy provides the fertile ground for those skills to be applied beneficially. Countries integrating both are seeing more significant strides toward sustainable economic development, as evidenced by various case studies and reports.

From an academic perspective, this review contributes by synthesizing interdisciplinary insights – bridging education studies, entrepreneurship research, and development economics – to outline how and why green business education matters for the economy. It underlines that investing in people (through education) is as important as investing in projects or technology for the green economy: educated entrepreneurs are the agents who conceive and implement sustainable innovations.

There are limitations to note. First, the literature on sustainable entrepreneurship education is relatively young; long-term impacts (e.g., over decades) are still to be observed as the current generation of students matures into seasoned entrepreneurs. Second, much of the empirical evidence relies on correlations or self-reported intentions; causal links between education and macroeconomic impact, though strongly suggested by multi-country studies, could be further substantiated by longitudinal and experimental research designs. Lastly, the diversity of contexts means

one should be cautious in generalizing – what works in one country’s educational and economic system might not directly replicate in another without adaptation.

Future research directions are abundant and necessary. Scholars could explore, for instance, which pedagogical methods in green entrepreneurship education yield the most effective outcomes (e.g., comparing traditional lectures, experiential learning, mentorship-based programs, etc.). Cross-country comparative studies would be valuable to understand how cultural factors mediate the education-to-entrepreneurship pipeline for sustainability. Another ripe area is studying the lifecycle of green ventures founded by those with sustainability education: do such ventures have higher survival rates or more resilience during economic downturns? Early indications suggest possibly yes, due to their orientation towards long-term value, but more evidence is needed. Additionally, research should examine the social impact dimension – how does green entrepreneurship education influence the kind of social inclusion or community development outcomes entrepreneurs prioritize? This aligns with the SDGs and could help in designing educational programs that also foster social entrepreneurship for marginalized groups.

In closing, the convergence of entrepreneurship education and sustainable development is not just an academic concept but a practical imperative in the face of global economic and environmental challenges. Green business education arms entrepreneurs with the mindset and tools to build a greener economy. The literature reviewed affirms that when entrepreneurs are educated to see profit and purpose as complementary, the economy at large reaps benefits – through innovative businesses that drive growth while safeguarding the collective future. Policymakers, educators, and industry leaders should therefore consider sustainable entrepreneurship education a strategic investment in both human capital and planetary well-being, one that promises durable returns in the form of a more prosperous, inclusive, and sustainable global economy.

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