

Editorial

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Policy-makers and scholars alike consider entrepreneurship to be instrumental for economic development (Schumpeter, 1934; EC, 2013). According to the EC (2013), entrepreneurship and entrepreneurial education reflect two of the most important avenues for the advancement of societies. These concepts are interconnected for boosting innovation, creativity, employment and economic growth. Although research in entrepreneurship is growing and gaining legitimacy among scientific communities, only a few scholars have focused on the area of *entrepreneurship education* (e.g., Peterman and Kennedy, 2003; Souitaris et al., 2007), specifically on its innovative aspects such as multimedia (e.g., Béchard and Grégoire, 2005), narratives (e.g., Godsey and Sebor, 2009) and special target groups for addressing youth unemployment (e.g., DeJaeghere and Baxter, 2014). Moreover, research in this area of entrepreneurship is inconclusive (Lorz et al., 2013; Rideout and Gray, 2013; Bae et al., 2014). Several previous studies have found a positive impact of entrepreneurship education on entrepreneurial perceptions regarding attractiveness and feasibility (e.g., Peterman and Kennedy, 2003; Fayolle et al., 2006). However, other studies have produced support where the effects are either mixed, negative or not significant (e.g., Souitaris et al., 2007; Oosterbeek et al., 2010; von Graevenitz et al., 2010).

This special issue provides a multi-faceted approach to the field of entrepreneurship education. Scholars with different backgrounds, using a diverse set of theoretical and empirical methods, explored the key role of entrepreneurial education in our economy with a special focus on youth.

The contribution by Anna Vuorio, entitled 'Young adults and sustainable entrepreneurship: the role of culture and demographic factors', focuses on the sustainable aspects of entrepreneurship. While entrepreneurial activity plays a key role in our society today, young adults are said to be more disposed towards entrepreneurial activities than prior generations. Additionally, young adults demonstrate greater awareness of environmental and social issues. Analysing data from 29 countries, the results of this study stress that young adults are more likely to have a sustainable entrepreneurial objective than older adults. Furthermore, education plays a crucial role in boosting the probability that an individual will adopt a sustainable entrepreneurial objective. The generation subculture theory can explain these results.

The study by Wassim J. Aloulou, entitled 'Investigating entrepreneurial intentions and behaviours of Saudi distance business learners: main antecedents and mediators', aims to contribute to the entrepreneurial intention and behaviour literature by applying the theory of planned behaviour (TPB). Within this framework, the factors that affect intentions and behaviours to start a new venture are investigated. The study analysed 178 Saudi distance business learners. The results highlight that attitudes toward behaviour and perceived behavioural control were significantly associated with entrepreneurial intentions. Additionally, both intentions and perceived behavioural control explained actual behaviours. Moreover, the outcomes of this study stress the mediation roles in explaining intentions and actual behaviours. Thus, the study yields implications for both entrepreneurship researchers and university policy-makers.

The work by Thirarut Worapishet, entitled 'Teaching practice across disciplines: marketing and entrepreneurship for youths', introduces teaching practices in the marketing and entrepreneurial disciplines using entrepreneurial cases. Examples of and concepts for teaching entrepreneurship are suggested. Within this study, marketing topics including growth strategies and entrepreneurial marketing concepts are analysed. Primarily, the findings highlight that entrepreneurial cases can be used to teach across marketing and entrepreneurship disciplines. However, the contribution also discusses the challenges teachers face in delivering entrepreneurship education. The paper concludes by offering methods for how to incorporate cases in entrepreneurship education.

The paper by Cynthia Lai, Domenico Dentoni, Catherine Chan and Elma M. Neyra entitled 'Adapting the measurement of youth entrepreneurship potential in a marginalised context: the case of Mindanao, Philippines', investigates the adaptation of a measurement model of youth entrepreneurship potential based on a strand of psychology that identifies characteristics of 'successful' future entrepreneurs. This framework is currently used in entrepreneurship literature from the USA and Europe. Two subsequent questionnaires were administered to measure youth entrepreneurship potential as part of an entrepreneurship education program in Mindanao, Philippines, representing a marginalised context. A confirmatory factor analysis was employed to examine the effectiveness of both measurement models. The results show that the locally adapted model was more effective for assessing youth entrepreneurship potential in the Philippines.

The contribution by Kaarina Sommarström, Elena Ruskovaara and Timo Pihkala, entitled 'Company visits as an opportunity for entrepreneurial learning', studies five cases to explore how company visits can serve as an opportunity for entrepreneurial learning in education. The teachers in the study were informants in compulsory education. The results highlight that visits to enterprises are creating different learning possibilities, and the concept is broader than previous works suggest. Additionally, the

efficacy of visits depends on the way the visits are organised. Overall, company visits are challenging. However, the study's findings stress the positive effects of school-company cooperation. The cases where students play a key role in the process of company visits specifically provide significant potential for entrepreneurial learning.

Ioannis Sitaridis and Fotis Kitsios discuss, in 'Entrepreneurial intentions of information technology students: the theory of planned behaviour, the role of gender and education', entrepreneurial activities as a major motor of innovation and economic development. By means of regression analysis, the entrepreneurial intentions of information technology students are investigated in order to identify the direction of fostering the entrepreneurial spirit. While personal attitudes and perceived behavioural control are beneficial for entrepreneurial intentions, social norms showed no significant effect in the sample. Overall, the role of attendance in entrepreneurship courses was not significant.

Together, the articles comprising this special issue provide a compact fundament for future entrepreneurship education literature. We trust that the efforts in theorising and empirically examining hypotheses proposed in the contributions increases our knowledge of entrepreneurship education. This special issue provides a fruitful groundwork in this regard.

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