



Academic Library Services as Enablers of Youth Entrepreneurship and Sustainable Development: A Conceptual Review

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ABSTRACT

Academic libraries are being repositioned as strategic contributors to higher education ecosystems that help in supporting entrepreneurship, innovation, and sustainable development. This theoretical review explores the role of academic library services in empowering youth entrepreneurship and sustainable development goals, and is applicable to the university students in modern knowledge-based economies. The paper uses the information gathered in the recent literature to synthesize evidence on five central service dimensions, including access to entrepreneurial resources, training and workshops, mentorship and networking opportunities, technological support and innovation laboratories, and collaborative learning spaces. The review shows that academic libraries go beyond the conventional role of information provision to become a source of innovation that strengthens the entrepreneurial skills and abilities of students, their ability to identify opportunities, and solution to issues in a sustainable manner. In addition, the results indicate the congruency between library-based entrepreneurial support and the overall role of higher education in enhancing inclusive growth, digital transformation and sustainable socio-economic development. Combining the knowledge gained in the fields of entrepreneurship education, knowledge management, and sustainable development literature, this paper will develop a conceptual model that demonstrates the channels by which the academic library services can impact the results of youth entrepreneurship activities. The article is a contribution to the theoretical literature that provides a clear understanding of the changing nature of the role of the academic library in the entrepreneurial university as well as the practical implications to librarians, university administrators and policymakers who are interested in enhancing youth entrepreneurship by using knowledge infrastructure. Future research directions are also determined.



Introduction

In knowledge based economies that are becoming dynamic due to fast changing technology, universities are now being called upon to play a role in innovation led growth, employability and sustainable development besides the traditional teaching and research role. In this respect, youth entrepreneurship is generally placed as a viable tool in generating employment, social innovation, and economic diversification, especially when the entrepreneurial practice is oriented towards the sustainability agenda of resource efficiency, responsible production and inclusive growth. In Saudi Arabia, higher education has been continuously associated with the national initiatives to enhance entrepreneurship and sustainability-focused development, such as the development of green and sustainability-related entrepreneurial intentions among university students (Aliedan et al., 2022; Mabkhot et al., 2024). Meanwhile, the Sustainable Development Goals (SDGs) have increased the anticipations that universities play their role by creating knowledge access, skills development, partnerships, and community involvement functions which necessitate the enabling infrastructures to knowledge access, skills development, and collaborative problem solving (Drissi et al., 2025). Academic libraries are one of the most significant knowledge infrastructures in universities, but their strategic positioning has been reestablished in the context of abundance of information and competition in the digital space. Modern literature is increasingly characterizing academic libraries as requiring to go beyond the conventional roles of providing information to include the value-added, user-focused services supporting institutional goals, including innovation, entrepreneurship, and sustainable impact (Otiike et al., 2022). This change is frequently spoken about in the context of the so-called entrepreneurial academic library, where libraries can actively create the conditions of creativity and experimentation, create relationships with innovation centers and start-up communities, and provide programs that allow students to turn ideas into practice and solutions (Otiike & Kizsl, 2024). Under this framing, libraries become not support units, but active participants in campus innovation systems, connecting knowledge resources, learning design, and engagement platforms to student development of capability. One of the main channels with the help of which libraries can facilitate entrepreneurship is the delivery of entrepreneurial specific resources and business intelligence. Availability of market research databases, industry reports, standards and evidence-based decision tools assists in opportunity recognition, feasibility analysis, and venture planning functions that form entrepreneurial preparedness and minimize informational obstacles that often impede early-stage entrepreneurs. In addition to access, libraries have become more involved in the process of capacity-building by offering more structured capacity-building activities, like training, workshops, and integrated support to enhance the information literacy of students in entrepreneurial activities, such as competitor analysis, customer discovery, and evidence-based pitching. Such service innovation strategic orientation is consistent with the reasoning that libraries need to explicitly embrace innovative strategies that tapped into the entrepreneurship-related viewpoints to stay sustainable and effective in the modern university context (Otiike et al., 2022). Moreover, the development of entrepreneurship is seldom realized with the help of the access to information only; it is social, networked and practice-based. In line with this, academic libraries are now viewed more as convening spaces where mentorship, coaching, and networking can be achieved with the help of connecting students and faculty, alumni, industry partners, and local entrepreneurial communities (Otiike & Kizsl, 2024). Libraries are also redesigning their physical and digital spaces to facilitate interdisciplinary work and peer learning, such as collaborative study spaces, learning commons and project-oriented spaces which facilitate teamwork, idea generation and development. These spatial and relational capabilities apply especially to the field of entrepreneurship, the main part of which is experimentation, feedback loops, and cross-disciplinary problem solving in venture and innovation processes. Academic libraries also have technological support and innovation labs that enhance the entrepreneurial value proposition of academic libraries. Students can be empowered to create

tangible solutions, test product ideas and develop competence areas such as creativity, initiative, teamwork and ethical thinking by using makerspaces, prototyping tools, digital fabrication resources and innovation laboratories. The systematic review research evidence of makerspaces suggests that these types of learning environments are capable of developing entrepreneurial competences due to the hands-on learning, collaboration, and program design that facilitates the process of turning ideas into action (Bobić et al., 2025). These resources when located in the library as an inclusive, cross-campus environment can enhance the number of people who are engaged in the innovation activities and enhance the fair access to entrepreneurial learning opportunities. Although the discussion about libraries as the enablers of innovation and entrepreneurship has been growing, the literature is still scattered among library and information science, entrepreneurship education, higher education policy, and sustainability studies. Most articles consider separate services (e.g., makerspaces, training programs, or online resources) without connecting them into a logical argument about how combinations of academic library service elements can be used to empower youth entrepreneurship and lead to the attainment of sustainable development. Furthermore, although the terms entrepreneurship and sustainability are becoming more interconnected in the agendas of higher education, there remains a conceptual gap of how library services can be converted into entrepreneurship-related abilities and sustainability-oriented effects (Drissi et al., 2025; Mabkhot et al., 2024).

Problem Statement

Youth entrepreneurship is generally known as a major economic diversification factor, job creation, and sustainable development world over. Entrepreneurship is becoming a priority tool by governments and other international bodies to curb youth under- and unemployment, promote innovation, and ensure inclusive growth (UNDP, 2025). Even with this international attention, there remain large disparities between the policy ambitions and the reality of youth entrepreneurship on the ground especially within knowledge-based economies that are rapidly changing. In the Kingdom of Saudi Arabia, the national development program defined in Saudi Vision 2030 is focused on economic diversification and the development of human capital, including facilitating entrepreneurship and innovation among university graduates (Ryan, 2023). Nevertheless, it has been indicated that there is still a structural and institutional limitation to translating these strategic goals into practical results. As an example, a study shows that a significant proportion of Saudi university students are not very aware of Vision 2030 entrepreneurial initiatives and that such a deficit in awareness can have a detrimental impact on entrepreneurial intention (Alshrari et al., 2021). Furthermore, although there are policies on entrepreneurship, education and training systems are still developing in accordance with the needs of the labor market, and there are always gaps in skills and difficulties in aligning academic preparation and the requirements of entrepreneurial skills (Vision 2030 report; Ryan, 2023). Another related problem is lack of exploitation of higher education institutional resources in the development of entrepreneurship competencies among young people. Academic libraries being constituents of higher education have always been concerned with the provision of information and academic support. However, regardless of their future potential to add to the knowledge access, skills development, and innovation support, there exists insufficient systematic knowledge of how library services can be actively used to support youth entrepreneurship and sustainable development. The current studies on academic libraries indicate that although they are widening their scope beyond the traditional role of supporting digital transformation and entrepreneurship, policy framework and models of practices are yet to be established, and institutional integration is still uneven across settings. Moreover, current research on the entrepreneurship ecosystems among the young population indicates that access to resources, exposure to skills development and training, networks and mentorship, and lack of adequate infrastructure to enhance the innovation

and collaboration factors are persistent obstacles that decrease the efficacy of the entrepreneurship support programs among the youth (UNDP, 2025; GEM Youth Entrepreneurship reports). These gaps are further exacerbated in higher education with variations in library support facilities, digital preparedness and locating library functions within institutional entrepreneurship agendas. The literature tends to portray library services as stand-alone characteristics as opposed to being part of an integrated support system of youth entrepreneurship and sustainability.

Literature Review

Recent research is beginning to see academic libraries as agents in university innovation processes, as opposed to service units. The shift to the so-called entrepreneurial university has increased demands that libraries should be directly involved in entrepreneurship education, innovation capacity, and sustainable development outcomes (Otiike, Hajdu Barát, and Kiszl, 2022; Otiike and Kiszl, 2024). In this framework, academic library services are being conceptualized as knowledge infrastructures that combine information access, learning support, technology, and collaborative environments to increase entrepreneurial competencies and societal contribution of the students. This review is a synthesis of recent research on the five service dimensions, including access to entrepreneurial resources, training and workshops, mentorship and networking, technological support and innovation laboratories, and collaborative spaces.

Availability of Entrepreneurial Resources.

Provision of high-quality and specialized information resources has been a fundamental role of academic libraries, but has now been extended into entrepreneurial learning and evidence based venture development. Intelligence databases in business, market research, patent archives and sustainability-based knowledge sources allow students to perform the opportunity analysis, evaluate feasibility, and create the informed business strategies. According to Otiike et al. (2022), library strategies that are based on entrepreneurial theory and focused on innovation can contribute to the development of the strategic decision-making capabilities of students because they introduce business-related information tools into the learning setting. On the same note, Lu et al. (2025) establish that digital transformation in university libraries greatly enhance access to electronic materials, data platforms and analytical tools, which empower students to be autonomous in their research and making use of knowledge. Regarding the entrepreneurship education viewpoint, access to credible information has been revealed to impact the entrepreneurial orientation and intention of students by decreasing uncertainty and facilitating opportunity identification (Aliedan et al., 2022). Such results place the availability of resources as a core facilitator of youth entrepreneurship in scholarly library ecosystems.

Entrepreneurial Capacity Building Training and Workshops.

In addition to the roles of providing information, academic libraries are also providing organized training programs that can assist in the development of entrepreneurial skills. These programs are market analysis, digital literacy, intellectual property, sustainability reporting, and research-based innovation practices. This change is identified by Otiike and Kiszl (2024) as a phenomenon of the so-called entrepreneurial academic library, according to which librarians should serve as the facilitators of applied learning and innovation competencies and not as the mediators of information only. There is empirical evidence that institutional learning support is effective in developing entrepreneurial mindsets of students. The authors discovered that entrepreneurial orientation and intention are highly dependent on the support provided by universities, which indicates the significance of specific educational interventions (Aliedan et al., 2022). Moreover, Lu et al. (2025) note that digitally empowered training spaces in libraries improve analytical and problem-solving skills among students, which are crucial to venture development and innovation

that is focused on sustainability. All these studies point out that library based training and workshops do have a significant contribution to the entrepreneurial capacity building among the university students.

Mentorship and Networking Opportunities.

Entrepreneurship is a socially and relationally oriented field, which depends greatly on networks, mentorship, and information sharing. The academic libraries have been seen as institutional spaces, which help to promote interaction between the students, the faculty, industry partners, and stakeholders in the field of innovation. Otiye and Kiszl (2024) emphasise the role of entrepreneurial libraries as so-called convergence platforms, where events, consultations, and collaborative programmes can be held to place students in the context of wider entrepreneurial ecosystems. This role is also supported by the evidence of the studies of innovations: the university administrators see the academic libraries as the partners of innovation that facilitate the cross-disciplinary interaction and the external relationships (The Electronic Library, 2025). These networking services are essential in youth entrepreneurship whereby the social capital is usually limited, limiting access to resources, mentorship and markets. Libraries assist students in building relational capital that supplements their technical and cognitive entrepreneurial capabilities because they facilitate neutral and inclusive professional interaction.

Technological Support and Innovation Labs.

Such technological infrastructures as makerspaces, digital fabrication labs, and innovation hubs entrench into the academic library as a major expansion of library services into experiential entrepreneurship education. Makerspaces allow students to experiment, experiment, and work interdisciplinarily, which promotes creativity, initiative, and innovation competence. In a systematic review, Bobic et al. (2025) show that educational makerspaces develop essential entrepreneurial skills because they provide hands-on learning environments based on projects. Equally, Buyannemekh et al. (2024) demonstrate that through library-led creative and innovation programs, inclusive entrepreneurship is supported through open access to technological resources and innovation support. These results highlight the role of technology-enabled library settings in the democratization of access to innovation tools and the sustainability-oriented entrepreneurial experimentation in young people.

Learning Spaces and Learning Environment.

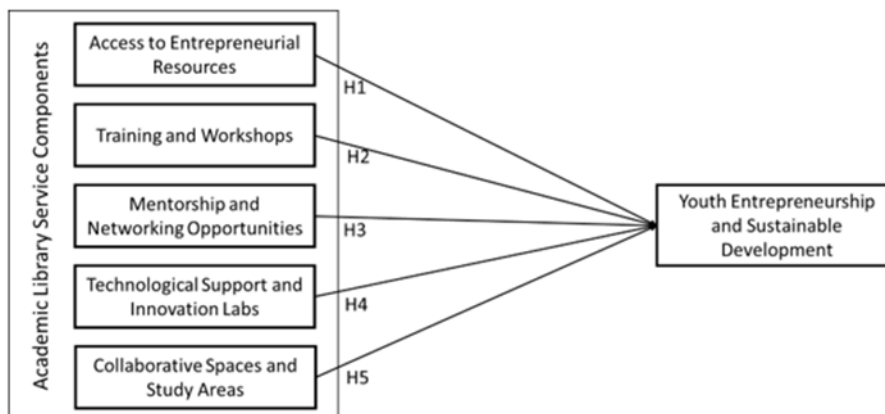
Academic libraries have also changed their physical and virtual design to facilitate interdisciplinary learning that is done in collaboration. These learning spaces are learning commons, co-working spaces, and flexible project spaces that enable peer interaction, team-based problem solving, and informal exchange of knowledge -activities that are core to the development of an entrepreneur. Studies show that these environments increase engagement, creativity and social learning, which are necessary in opportunity identification and idea of venture (The Electronic Library, 2025). In the sustainable development viewpoint, open and accessible library areas have the effect of enhancing social equity since they increase the number of people involved in knowledge creation and innovation. In addition, the pledges of universities concerning the Sustainable Development Goals (SDGs) also underline the importance of educational infrastructure in the encouragement of responsible innovation, social inclusion, and long-term societal impact (Drissi et al., 2025). By means of their collaborative settings, academic libraries therefore coordinate entrepreneurial education with institutional missions that are geared towards sustainability.

Synthesis and Research Gap

Collectively, the literature represents academic libraries as multidimensional facilitators of youth entrepreneurship and sustainable development. Evidence-based decision-making can be supported through access to entrepreneurial resources; applied competencies can be developed through training and workshops; social capital can be developed through mentorship and networking; technological infrastructure can be used to support innovation and prototyping; and interdisciplinary engagement can be provided through collaborative spaces. Most of the studies however do not explore these service components together but in an integrated conceptual framework. Very little focus has been put on the combination of these dimensions to determine the entrepreneurial outcome and sustainability-focused impact on the university students, especially in the fast-developing context of higher education. The given conceptual review fills this gap by summarizing existing evidence into a logical framework that describes the facilitative role of academic library services in the youth entrepreneurship and sustainable development.

Conceptual Framework

This paper is based on the fact that academic libraries are strategic knowledge systems in entrepreneurial universities and they have a direct impact on youth entrepreneurship and sustainable development. Based on the modern research in the library and information science, entrepreneurship education, and sustainability studies, the conceptual framework established the elements of academic library services as crucial facilitators of the development of entrepreneurial capabilities in university students. Five interconnected service dimensions that, as shown in Figure 1, are available to the youth to access entrepreneurial resources, training and workshops, mentorship and networking opportunities, technological support and innovation labs, and collaborative spaces and study areas are suggested to impact the outcomes of youth entrepreneurship and sustainable development.



Barney, J. B. (1991), Resource-Based View (RBV) Theory

Methodology

This research will use a narrative literature review as the synthesis strategy to discuss the role of academic library services in supporting the youth entrepreneurship and sustainable development. The use of a narrative approach is needed when the aim is to combine the results of various sources, recognize thematic trends, and offer conceptual coherence in the disjointed and interdisciplinary domains (Grant and Booth, 2009). Narrative reviews are especially appropriate in emergent and interdisciplinary issues like academic libraries, entrepreneurship education, and sustainability because in contrast to systematic reviews, they permit interpretative richness and flexibility due to the strict procedures and limited inclusion criteria (Jesson, Matheson, and Lacey,

2011; Ridley, 2012). In this vein, thematic synthesis using relevant literature was carried out on five dimensions of service access to the entrepreneur resources, training and workshops, mentorship and networking opportunities, technological support and innovation laboratories, and collaborative spaces that facilitate the formation of an integrated conceptual framework that elucidates how academic libraries empower youth entrepreneurship and sustainable development.

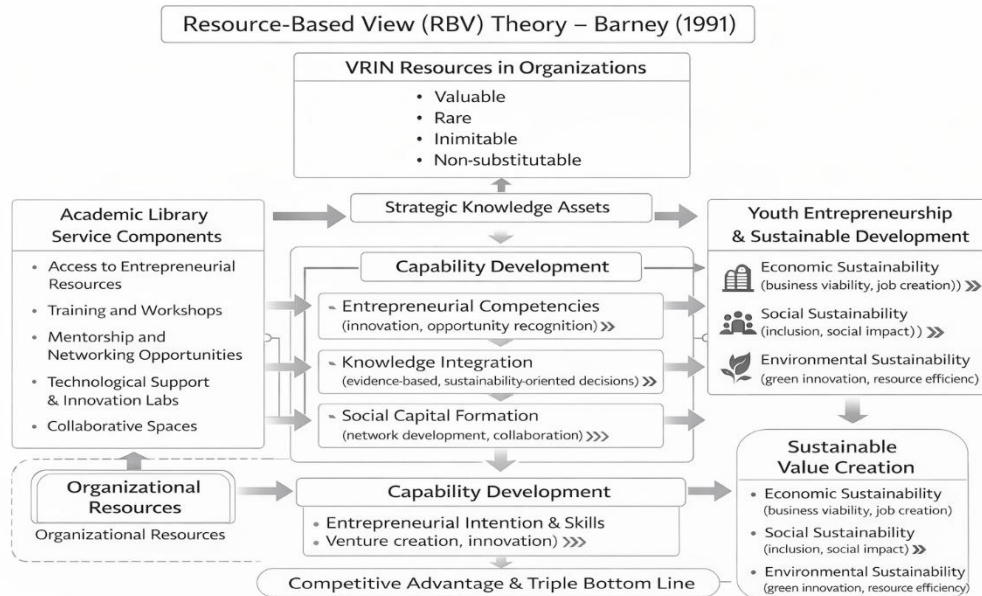


Figure 2. Conceptual framework grounded in the Resource-Based View (RBV) theory (Barney, 1991).

Conclusion

This paper has conceptually analyzed how the academic library services can facilitate the youth entrepreneurship and sustainable development using the Resource-Based View (RBV) theory. The paper contributes to the knowledge of libraries by positioning them as strategic organizational resources and conceptualizing them as knowledge infrastructures that can produce entrepreneurial capabilities and long-term societal value beyond the traditional support role of libraries. The discussion has shown that well-structured and implemented library services are valuable assets, rare and hard to imitate that can be leveraged to achieve sustainable competitive advantage in the institutions of higher education. The suggested framework incorporates the five main service elements access to entrepreneurial resources, training and workshops, mentorship and networking opportunities, technological support and innovation labs, and collaborative spaces and study areas into a logical framework of how these resources can be converted into youth entrepreneurship and sustainability-oriented outcomes. In line with RBV logic, the framework identifies the capability development as the key process that connects resources and performance, with the focus on the entrepreneurial competencies and knowledge integration, as well as social capital formation as the key channels. In such ways, academic libraries contribute to venture creation and innovation, as well as economic feasibility, social inclusion, and environmental sustainability, which is why entrepreneurship can be considered in the context of sustainable development. In theory, the potential contribution of the study to the literature is the extension of the RBV to the library and information science and entrepreneurship education domain, providing a systematic understanding of academic libraries as strategic resources of entrepreneurial universities. In contrast to the previous research which focuses on library initiatives separately, the paper presents a conceptual approach which integrates the service elements, development of capabilities, and sustainability

results. In practice, the framework provides some direction to the leaders of universities, policymakers, and library administrators aiming to enhance the youth entrepreneurship ecosystem by investing in knowledge infrastructure, digital innovation spaces, and collaborative learning environments.

Suggested Future research and Recommendations

Empirical validation of relationships expressed in this framework should be conducted in future research in order to use quantitative, qualitative, or mixed-methods research. The direct influence of each of the components of academic library services on the outcomes of youth entrepreneurship and sustainable development may be tested with the help of structural equation modeling, whereas the longitudinal designs would prove useful in capturing the changes in entrepreneurial competencies, venture formation, and sustainability orientation over time. It is also suggested that comparative studies should be conducted in universities, regions, and national settings to understand the role of institutional settings and policy frameworks in determining the effectiveness of academic libraries as strategic resources. Moreover, regarding the mediating mechanisms, future research should examine the development of entrepreneurial skills, integration of knowledge, and social capital formation and moderating factors, including the institutional culture, digital preparedness, and involvement in the industry considered through the perspectives of the Resource-Based View (RBV). In practical terms, academic libraries must be clearly established as a strategic resource in the agendas of entrepreneurship and sustainability by universities and policy makers. The priorities of entrepreneurship education and national development should be adjusted to investment in digital infrastructure, laboratories of innovations, and interdisciplinary collaborative spaces. It is possible to advise academic library leaders to redesign services to the ability building by incorporating entrepreneurship-oriented resources, training modules, mentorship systems, and technology-driven innovation support. Moreover, to make youth entrepreneurship the driver of economic growth, and not merely a source of social inclusion and environmental responsibility, educators are supposed to incorporate library-based practical studies, research-based venture projects, and sustainability-focused innovation initiatives into the curriculums in entrepreneurship.

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