

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR MARKET

N. HAJIYEVA, J. WŁODARCZYK, C. GAHRAMANOVA, S. HAJIYEVA,
R. YUSIBOV, H. ISMAYILOVA

Nargiz Hajiyeval¹, Julia Włodarczyk², Chinara Gahramanova³, Sakina Hajiyeval⁴, Rasul Yusibov⁵, Hijran Ismayilova⁶

¹ Women Researchers Council & Azerbaijan State University of Economics, Azerbaijan
<https://orcid.org/0000-0002-9448-5613>, E-mail: nargiz_hajiyeva@unec.edu.az

² University of Economics in Katowice, ul. 1 Maja 50, 40-287 Katowice, Poland
<https://orcid.org/0000-0001-5689-454X>, Email: julia.wlodarczyk@ue.katowice.pl

³ Azerbaijan State University of Economics, Azerbaijan
<https://orcid.org/0000-0002-5928-9019>, Email: chinara_gahramanova@unec.edu.az

⁴ Azerbaijan Tourism and Management University, Azerbaijan
<https://orcid.org/0000-0002-1031-9379>, E-mail: s.hajiyeva@atmu.edu.az

⁵ Azerbaijan State University of Economics & Ganja State University, Azerbaijan
<https://orcid.org/0009-0007-1270-6544>, E-mail: rasul.yusibov@unec.edu.az

⁶ Azerbaijan University of Technology, Azerbaijan
<https://orcid.org/0009-0001-3974-8732>, Email: hijran.ismayilova@atu.edu.az

Abstract. *This study explores how sustainable entrepreneurship education can support Azerbaijani women in overcoming the systemic barriers they face in accessing and participating in the labour market. While official narratives often highlight progress in gender equality, the reality is more complex. Women in Azerbaijan continue to encounter deeply rooted obstacles ranging from limited access to financing and mentorship to prevailing gender norms that discourage risk-taking and entrepreneurial activity. To address these challenges, this study asks: How and to what extent does entrepreneurship education influence women's empowerment and labour market integration in Azerbaijan? A mixed-methods approach was adopted. Findings show that tailored entrepreneurship education can increase confidence, improve access to opportunities, and encourage sustained labour force participation, especially outside urban centers.*

Keywords: *women empowerment, entrepreneurship education, Azerbaijan, economic growth, women entrepreneurs*

1. Introduction

Promoting economic growth, gender equality, and sustainable development depends on the meaningful inclusion of women in the labour market. In Azerbaijan, women are underrepresented in entrepreneurial activity: they constituted about 23.6 % of individual entrepreneurs as of October 2025, and their participation continues to grow but remains modest relative to men (State Statistical Committee of the Republic of Azerbaijan, 2023; SMBDA, 2023). Support mechanisms such as training, consulting, and financial assistance are provided by the Small and Medium Business Development Agency (SMBDA, 2022), yet access and benefits vary across regions and sectors. Many women still face socio-cultural and structural constraints that limit full participation in business (Bayramov, 2020; CESD, 2012).

Entrepreneurship education is widely recognized as a means to build entrepreneurial capabilities and contribute to sustainable development. However, the role of sustainable

entrepreneurship education in empowering women and shaping sustainability-oriented practices remains underexplored in the literature (Hajiyeva, Burkadze, & Khalil, 2024; Rashid, 2019; Tsaknis, Sahinidis, & Kavoura, 2025). Systematic reviews on sustainable entrepreneurship education highlight its potential to nurture entrepreneurial attitudes, skills, and sustainable mindsets, yet they also point to a lack of consensus on how education should be designed to achieve these outcomes, particularly in emerging economies (Fayolle & Gailly, 2013; Tsaknis et al., 2025).

Feminist and gender-focused research emphasizes that women entrepreneurs face barriers related to education, access to networks, and socio-cultural norms, which intersect with sustainability goals in complex ways (Brush, Bruin, & Welter, 2009; Wilson, Kickul, & Marlino, 2007; Ahl & Nelson, 2015; Marlow & McAdam, 2013). This study therefore asks: How can sustainable entrepreneurship education empower women entrepreneurs in Azerbaijan to integrate sustainability principles into their ventures despite structural, cultural, and material constraints?

Using a mixed methods approach, data were collected from 300 women entrepreneurs across diverse regions and industries. This research aims to fill existing knowledge gaps and provide practical insights for policymakers, educators, and practitioners to develop gender-sensitive, contextually relevant, and sustainability-focused support programs (Hajiyeva et al., 2024; Koh, 1996). While global and regional research highlights the positive impact of entrepreneurship education on entrepreneurial intentions, mindset, and persistence, there is limited evidence on its effectiveness for empowering women in the Azerbaijani context. Existing studies rarely address gender-specific barriers or assess sustainable labor market outcomes for women.

This study demonstrates how sustainable entrepreneurship education can empower Azerbaijani women by strengthening their skills, confidence, and access to resources. At the same time, it highlights ongoing challenges, including regional disparities and socio-cultural barriers, which call for targeted, locally adapted policies and educational programs. The findings offer practical guidance for designing interventions and fostering cooperation between government, educational institutions, and the private sector to support women's participation in the labor market, promote sustainable business practices, and encourage inclusive economic growth across the country.

2.Literature review on the entrepreneurship education

Entrepreneurship education has become a vital component worldwide for preparing individuals to meet the demands of an evolving and often unpredictable business environment. It goes beyond the transmission of basic business knowledge; its true purpose is to develop a mindset capable of creativity, resilience, and opportunity recognition. In today's global economy, entrepreneurship education is seen as a key driver of innovation, economic development, and personal empowerment, providing learners with tools to create value both socially and economically (Fayolle & Gailly, 2003).

Peter Drucker in his "Innovation and Entrepreneurship" book, emphasizes the role of innovation which is the specific tool of entrepreneurs, how they exploit change as an opportunity for a different business or a different service. It is capable of being presented as a discipline, capable of being learned, capable of being practiced. He highlighted that entrepreneurship education helps people to detect and seize opportunities, which is a critical component of innovation. This education provides individuals with the knowledge and abilities required to transform ideas into valuable products or services. (Drucker, 2014)

The theoretical foundations of entrepreneurship education are well captured in the works of prominent scholars. Peter Drucker (2014) emphasizes that entrepreneurship is essentially the discipline of innovation teaching individuals how to identify and exploit change

*CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE
ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR
MARKET*

as a business opportunity. His work stresses that entrepreneurship can be learned and practiced, and that education plays a critical role in developing the ability to seize opportunities. Joseph Schumpeter views entrepreneurship as the creative reorganization of resources to drive economic growth, highlighting the importance of innovation, risk-taking, and the exploitation of opportunities despite constraints (Stevenson). Additionally, Gartner (1988) highlights the role of entrepreneurship education in cultivating critical thinking and decision-making skills necessary for turning ideas into actionable business ventures. These foundational perspectives affirm that entrepreneurship education is not only about skills acquisition but also about shaping an entrepreneurial mindset.

According to Schumpeter, entrepreneurship involves leveraging opportunities despite constraints. In the context of Azerbaijan, women face structural and social constraints in the labor market. Entrepreneurship education that fosters opportunity recognition and resource mobilization can therefore be a mechanism for overcoming these gendered barriers. Similarly, Drucker's view of entrepreneurship as a learnable discipline underlines the importance of targeted educational interventions to equip women with the skills and mindset to engage successfully in entrepreneurial activities, particularly in settings where societal support is limited.

Empirical studies from around the world reinforce the positive effects of entrepreneurship education. Exposure to such programs has been shown to increase entrepreneurial intentions, self-confidence, and persistence in pursuing entrepreneurial ventures (Souitaris et al., 2007; Krueger et al., 2000). It also contributes to social entrepreneurship, encouraging business initiatives that target social issues and community development (Mair & Marti, 2006). Regional research, including studies by Pergelova (2023), Harahap (2023), and Nafiati et al. (2023), emphasizes how family support and institutional collaboration can strengthen entrepreneurial outcomes, especially for women. Furthermore, scholarship by Mahmood et al. (2021) and Lv et al. (2021) links entrepreneurship education to technological entrepreneurship and broader national economic growth.

Entrepreneurship entails bringing new combinations of resources to generate creative products or services. Entrepreneurship education equips students with the information and mindset required to effect these changes in the business world, according to Joseph Schumpeter. It is about identifying and utilizing possibilities despite early constraints. Entrepreneurship education teaches students how to recognize and capitalize on opportunities via the use of their creativity, talents, and networks. (Stevenson) It has been identified as a driver of economic progress and innovation. It teaches people the skills and mindset required to detect market gaps, develop creative solutions, and establish new enterprises. Guerrero et al., 2014; Fayolle & Gailly, 2015) Exposure to entrepreneurship programs can foster a good attitude toward entrepreneurship, making people more likely to pursue their entrepreneurial dreams. (Souitaris et al., 2007; Krueger et al., 2000) It also boosts people's self-esteem and self-efficacy, allowing them to take initiative, create goals, and persevere in the face of adversity. (Robinson et al., 1991; Souitaris et al., 2007) It can go beyond commercial objectives to address social and community issues. Social entrepreneurship education prepares people to start businesses that have a beneficial social impact.

Mair and Mart (2006) Pergelova (2023) explores the influence of entrepreneurship education programs on participants' attitudes and intentions toward entrepreneurship. The study emphasizes the importance of considering participants' prior exposure to entrepreneurship and highlights the positive effects of entrepreneurship education for individuals with limited prior exposure. Harahap (2023) and Nafiati et al. (2023) discuss the role of entrepreneurship education in shaping entrepreneurial attitudes and skills. They emphasize the importance of family support and effective assistance in entrepreneurship

education. These studies highlight the need for collaboration between educational institutions, families, and individuals to enhance the impact of entrepreneurship education. (Hajiyeva, et.al., 2024) (Mahmood et al., 2021; Lv et al., 2021; and Pech & Řehoř (2021) provide insights into the role of entrepreneurship education in various circumstances, such as technological entrepreneurship and country economic growth. These studies underline the significance of entrepreneurship education in the development of entrepreneurial abilities, the preparation of individuals for business initiatives, and the adaptation to a changing business environment. When we turn our focus to Azerbaijan, the entrepreneurship landscape reflects a unique set of challenges and opportunities.

Since the 1990s, Azerbaijan has undergone a significant economic transformation, adopting market-oriented reforms and strengthening its SME sector (Bayramov, 2020). The government, together with specialized agencies such as the Small and Medium Business Development Agency, has launched numerous initiatives to support entrepreneurship, including financial assistance, training programs, and access to markets. These programs aim to improve the business environment, reduce bureaucratic barriers, and foster innovation. However, despite these efforts, women entrepreneurs still confront systemic barriers such as limited access to finance, mentorship, and entrepreneurship education programs tailored to their specific needs. Initiatives like the EE-KEY-AZ project demonstrate progress at the university level, but there remains a clear absence of structured, research-based frameworks to guide entrepreneurship education for women in Azerbaijan's labor market.

This points to a gap in the current scholarship: a lack of rigorous, locally grounded research that explores how entrepreneurship education can effectively empower Azerbaijani women and facilitate their meaningful participation in the labor force. Existing studies seldom focus on overcoming gender-specific challenges or measuring sustainable labor market outcomes for women. Therefore, this study aims to fill this gap by employing a mixed-methods approach to investigate the impact of entrepreneurship education on women's empowerment and labor market integration in Azerbaijan. Through this research, we seek to provide practical insights for policymakers, educators, and practitioners to design more effective, gender-sensitive programs that respond to the country's socio-economic context.

3. Overview of the formation of entrepreneurship landscape in Azerbaijan

In the early 1990s, Azerbaijan faced severe socio-economic and political disasters. As in other newly independent Soviet socialist republics, Azerbaijan faced the political, economic, legal, and social regularities of the new era. Entrepreneurship in Azerbaijan has a long history of development. The various natural resources owned by our country have created invaluable conditions for the arrival of foreign business companies in the country, as well as for the development of local entrepreneurship. At the end of the 19th century and the beginning of the 20th century, Baku had already become a major industrial center with a great reputation for the development of entrepreneurship. The entrepreneurship landscape in Azerbaijan after the 1990s was characterized by a shift towards a more market-oriented economy, legal and regulatory reforms, efforts to promote innovation and technology, and a growing emphasis on diversification. Despite challenges, the country witnessed the emergence of a dynamic and diverse entrepreneurial ecosystem that continues to evolve to this day.

Table 1. The development of entrepreneurship in Azerbaijan in the post-independence period

Period up to 1993	• The need to start systemic reforms aimed at a market economy • Implementation of privatization • Formation of the state defense system of entrepreneurship
1993-2002	• Accelerating the implementation of reforms on the established foundations

*CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE
ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR
MARKET*

	• Implementation of structural changes in the business sector from the sectoral, regional, and technological point of view to more fully realize the potential of the country
2002-2015	• Ensuring employment • Realization of regional potential: - industry - agrarian sector - tourism • Realization of export potential • Formation and development of innovative entrepreneurship
After 2015	• Electrification of services provided to entrepreneurs • Production of competitive and value-added products • Regularly evaluate the implementation of reforms in an appropriate manner • Improving legislation in the field of innovative entrepreneurship (startup), increasing access to finance and consulting services in this area • Improving legislation in the field of public-private partnership, development of cooperation. • Refining legislation and electronics in the field of customs (import-export operations) • Improving the relevant legislation in the judicial system • Making changes in the Tax Code of the Republic of Azerbaijan and related legislation

Source: The Ministry of Economy of the Republic of Azerbaijan.

Azerbaijan has adopted many legislative acts regulating the development of small and medium enterprises, which include the Law on Entrepreneurship, the Law on State Support to Small Entrepreneurship, the Law on State Registration of Legal Entities, and the Law on the State Register, etc. (National Fund for Entrepreneurship, 2020) The "Strategic Roadmap for the production of consumer goods at the level of small and medium enterprises in the Republic of Azerbaijan", approved by the President on December 6, 2016, plays a pivotal role in the effective development of entrepreneurship. The roadmap identifies the main directions of economic reforms and development in the SME in the short, medium, and long term. To achieve the strategic goals set out in the strategic roadmap for the development of SMEs in the country and to ensure the maximum use of relevant opportunities, the following have been identified as strategic goals below. (Strategic Roadmap, 2016)

- Further improvement of the business environment and regulatory framework in the country to increase the impact of SMEs on Azerbaijan's GDP in the long run;
- Ensuring efficient and effective access to financing resources to create a sustainable network of SMEs;
- Internationalization of SME activities and increasing access to foreign markets to increase the country's foreign exchange reserves and ensure compliance of goods produced in the country under international standards;
- Increasing the supply of quality products and services in regional markets, with special emphasis on the training of skilled labor and the development of skills of SME entities;
- Promotion of innovations to increase the competitiveness of SMEs, strengthening research, and development activities in this area. (Bayramov, 2020).

Currently, it is crucially important to improve the legislation in Azerbaijan to protect the rights of entrepreneurs, and the need for a "Competition Code" has long been recognized. For years, the draft "Competition Code" has been under discussion, but it was not until July 2024 that the Azerbaijan government finally enacted this law. (Competition Code, 2024) There is a need to reduce the number of licenses in Azerbaijan. The number of licenses in Azerbaijan

should be combined by sector. From this point of view, there is also a need to improve the legislation, adopt new one to stimulate entrepreneurship, reduce bureaucratic barriers, reduce interference in entrepreneurship, strengthen the fight against monopolies, and eliminate these gaps. This improvement must unequivocally provide for the protection of entrepreneurial activity. To bring about these changes, policymakers, regulators, and stakeholders need to work together to draft, review, and implement effective competition laws and regulations that address the specific needs of Azerbaijan's business environment. This can involve a combination of legislative changes, regulatory reforms, and the establishment of appropriate enforcement mechanisms.

Azerbaijan is thrilled to cooperate with international organizations, relevant state bodies (agencies) of foreign states, and investors to explore the possibilities of applying international experience in entrepreneurship. On the other hand, the government together with local universities tends to encourage young professionals and students to engage in entrepreneurship voluntarily to support entrepreneurs, make proposals for coordination in this field, and collaborate with local and foreign business companies effectively.

In the development of entrepreneurial ideas, Azerbaijani HEIs/universities are thrilled to work closely with European universities and think tanks in this direction, which plays an important role in making the ideas of young entrepreneurs a reality. For instance, in 2016, the University of Siegen, Germany, and the Azerbaijan State University of Economics (UNEC) jointly participated in the EE-KEYAZ Entrepreneurship Education: EE-KEY-AZ Entrepreneurship Education: a Key to Job Creation and Employability in Azerbaijan) the project won the competition held by the head office of the German Academic Exchange Service (DAAD) in Germany. Within the framework of the grant-winning project, meetings, and pieces of training with the participation of professors, young scientists, and students were regularly held in both Germany and Azerbaijan. At the same time, summer and winter schools and various seminars were organized in both countries. The training covered business planning, innovation management, logistics, ecommerce, risk management, and other areas. The project covered all levels of higher education. (UNEC, 2019)

Thus, the higher education institutions in Azerbaijan play a pivotal role in the teaching of entrepreneurial skills and the training of “entrepreneurial attachés”, because the education itself means a social environment. Within the social environment, the development of entrepreneurial skills, the introduction of new ideas, and their preservation are of great importance. (Sullivan, 2000) From this point of view, the involvement of the government together with universities and students in the development of entrepreneurship and the implementation of entrepreneurship education in Azerbaijan will play an essential role in the development of the national economy, increasing labor productivity, and creating new job places in the country. (Koh, 1996; Clark, 1998)

Currently, Azerbaijani government can help eliminate the difficulties and gaps, which may exist between universities, business sectors, and students that can hinder the development of social entrepreneurship. In general, the implementation of and positive economic impacts of entrepreneurship education are mainly essential for the future socio-economic development of Azerbaijan. The active engagement of government together with higher education institutions and business companies in the development of entrepreneurship. Furthermore, the implementation of entrepreneurship education courses in the academic curriculum by universities has to be launched through the constant support of the Azerbaijani government. Lecturers and professors could play an important role during the process: they are knowledge facilitators and multipliers of ideas and assistance for students to achieve results in entrepreneurship-related learning including knowledge, capacities, and attitudes.

4. The historical development of women's entrepreneurship in Azerbaijan

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR MARKET

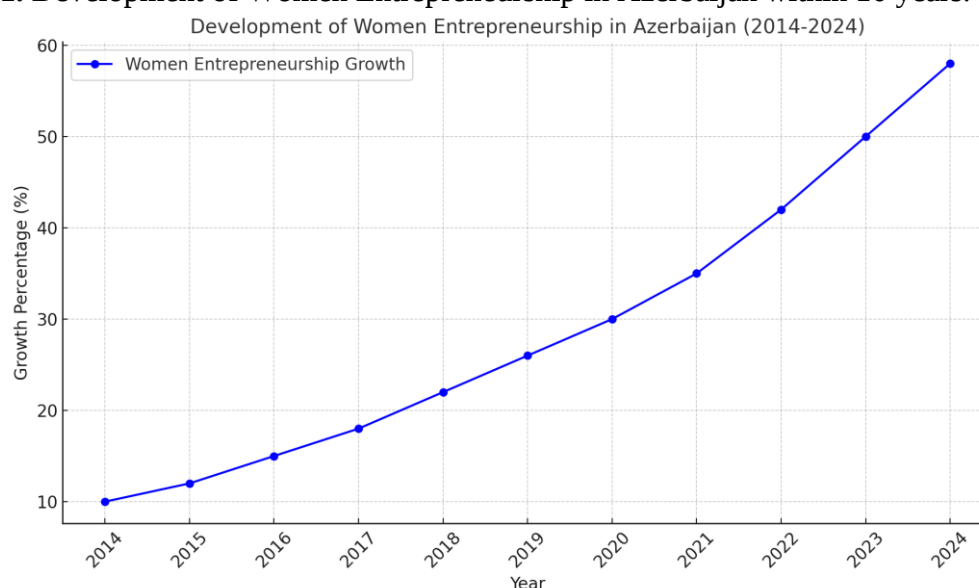
Women's entrepreneurship plays a significant role in Azerbaijan's economic development by fostering innovation, job creation, and inclusive growth. Over recent years, there has been a growing interest in micro and small-scale entrepreneurship and self-employment across the country, with women increasingly participating in various sectors such as agriculture and services. As of 2024, women constituted 23% of entrepreneurs registered to carry out entrepreneurial activities without forming legal corporations (AZSTAT, 2023). Geographically, female entrepreneurs are unevenly distributed: approximately 29.9% are based in Baku, followed by 10.2% in the Lankaran-Astara region, and 8.9% in the Gazakh-Tovuz zone, with the remainder spread across other economic regions. Supporting women entrepreneurs, the Small and Medium Business Development Agency (SMBDA) offers a variety of targeted mechanisms. These include business training and consultations, improved access to financial resources and marketplaces, grants, market research, and startup certification programs. In 2022 alone, nearly 3,000 women completed SMBDA-organized business training sessions, and over 100 participated in the "German-Azerbaijani Joint Program" coordinated by SMBDA (SMBDA, 2022). The agency also supported 40 projects in financing educational and scientific SME initiatives, nine of which were led by women entrepreneurs (AZSTAT, 2023). The impact of SMBDA's support is evident: over 40% of the 1,050 economic entities participating in exhibitions and fairs were women-owned, and 12 out of 25 businesses gaining access to retail chains were operated by women (SMBDA, 2023). Additionally, 11 female entrepreneurs received startup certificates, reflecting growing institutional encouragement. These initiatives demonstrate a strong commitment to empowering women entrepreneurs in Azerbaijan, enhancing their visibility and access to resources. However, challenges remain, particularly in expanding support beyond urban centers and into more diverse sectors, which this study further explores.

Table 2. Women's Entrepreneurship Support in Azerbaijan

Organization/Entity	Focus	Services Provided
Women's Entrepreneurship Development Association of Azerbaijan (WEDAA)	Promotes women's entrepreneurship in Azerbaijan	Training, mentorship, networking, and support services for female entrepreneurs
Azerbaijan Women's and Development Center (AWDC)	Women's empowerment and development, including entrepreneurship	Training, workshops, and advocacy in various fields, including business
United Nations Development Programme (UNDP)	Women's economic empowerment and entrepreneurship	Training, access to funding, and capacity-building programs with local partners
Azerbaijan Micro-finance Association (AMFA)	Supports microfinance institutions (not exclusively for women)	Financial services for women entrepreneurs and small business owners
International Finance Corporation (IFC) - Women Entrepreneurs Finance Initiative (We-Fi)	Global initiative to support women entrepreneurs	Financial resources, training, and access to markets, sometimes in collaboration with local institutions
Embassies and International Organizations	Various initiatives to support women entrepreneurs	Workshops, training, and networking events
Local Chambers of Commerce and Industry	Business support with potential focus on women entrepreneurs	Programs and initiatives to assist businesses, including women-owned enterprises
Academic Institutions and Universities	Entrepreneurship education and support	Resources and networking opportunities for women entrepreneurs
NGOs and Non-profit Organizations	Projects aimed at women's empowerment & entrepreneurship	Training, mentorship, and advocacy

The increased representation of women entrepreneurs in various sectors, including agriculture, services, and other industries, reflects the expanding opportunities for women to contribute to the country's economy. The geographic distribution of women entrepreneurs across different economic regions of Azerbaijan indicates a broad reach of these initiatives and the potential for economic development in various parts of the country. The efforts of the Small and Medium Business Development Agency (SMBDA) in promoting female entrepreneurship through training, consultations, access to financial resources, sales markets, and grants are crucial in providing the necessary support for women to succeed in their entrepreneurial endeavors. The fact that a significant number of women entrepreneurs have participated in business training and educational programs underscores their commitment to enhancing their skills and knowledge. The "German-Azerbaijani Joint Program" coordinated by the SMBDA further highlights the international collaboration and exchange of expertise that can greatly benefit women entrepreneurs and managers in Azerbaijan. The allocation of startup certificates, financial support for projects, participation in exhibitions and fairs, and assistance with access to retail chains all contribute to creating a conducive environment for women-led businesses to thrive. The participation of women entrepreneurs in these mechanisms demonstrates their potential to succeed and make a substantial impact on the economy. Overall, these initiatives are not only empowering women to become active participants in the economy but are also fostering a more inclusive and diverse entrepreneurial ecosystem in Azerbaijan. This can lead to sustainable economic growth, job creation, and innovation. It is important to continue monitoring these efforts and their outcomes to ensure that they continue to be effective in supporting women entrepreneurs and driving economic development.

Figure 1. Development of Women Entrepreneurship in Azerbaijan within 10 years.



Source: State Statistical Committee of the Republic of Azerbaijan (year of publication).

The development of women's entrepreneurship in Azerbaijan from 2014 to 2024 has shown a notable upward trend. In 2015, women constituted approximately 27% of entrepreneurs in small and medium-sized enterprises (SMEs). This figure increased to 30% by 2018, indicating a positive trajectory in female entrepreneurial participation. (UNECE, 2019) In 2020, women led 22.5% of micro, small, and medium-sized enterprises in Azerbaijan. However, it's important to note that the COVID-19 pandemic had a disproportionate impact on women-led businesses, with these enterprises being 20% more affected than those led by men. (UN Women - Azerbaijan, 2021)

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR MARKET

While specific data for the years 2021 to 2024 is limited, the available information suggests a continued focus on enhancing women's participation in entrepreneurship. The Azerbaijani government and various organizations have implemented policies and programs aimed at supporting women entrepreneurs, contributing to the overall growth and development of female-led enterprises in the country. In Azerbaijan, various groups seek to encourage and empower female entrepreneurs. These organizations provide a variety of programs, tools, and activities to assist women in overcoming obstacles and succeeding in their entrepreneurial endeavors.

5. Methodology

5.1. Research Design

To explore how entrepreneurial education impacts women's empowerment and integration into the Azerbaijani labor market, a mixed-methods research design was employed. This approach was chosen to capture both quantitative patterns and the nuanced experiences of women entrepreneurs. Quantitative methods allowed for the statistical examination of relationships between entrepreneurship education and empowerment, while qualitative interviews provided contextual depth, capturing participants' personal experiences, challenges, and perceptions of support mechanisms. This combination aligns with the study's goal to develop a comprehensive framework for assessing empowerment through entrepreneurship education.

5.2. Sampling and Participants

The study sample consisted of 300 female entrepreneurs from diverse regions and industries across Azerbaijan. A purposive-convenience sampling strategy was employed to ensure participants had prior entrepreneurial experience, including early-stage ventures and established businesses. To enhance qualitative insights, 20 participants were selected for follow-up semi-structured interviews, chosen to represent variation in geographic location, education level, and industry sector, ensuring rich and diverse narratives.

5.3. Data Collection Instruments

A self-administered questionnaire was developed based on a review of existing literature and consultations with local entrepreneurship educators. The survey included Likert-scale items (1 = Strongly Disagree to 5 = Strongly Agree) to measure perceptions of entrepreneurship education across five dimensions:

- Importance of Education (X1)
- Business Skills Development (X2)
- Access to Resources (X3)
- Networking Opportunities (X4)
- Perceived Empowerment (Y)

The survey also collected demographic and business-related information (e.g., age, education, industry, business size) to allow subgroup analyses. The questionnaire was reviewed for content validity by academic and field experts and pre-tested with a small pilot group (n = 15) to ensure clarity, comprehensibility, and reliability. Semi-structured interview questions were designed to complement the survey, focusing on personal narratives, perceived challenges, reflections on sustainability, mentorship experiences, and institutional support. Each interview lasted approximately 45–60 minutes, was audio-recorded with participant consent, and later transcribed verbatim for analysis.

5.4. Interview Recording and Transcription

All semi-structured interviews were audio-recorded with participants' consent to ensure accuracy and reliability of the data. Recordings were subsequently transcribed verbatim by the research team. On average, each 45–60 minute interview required

approximately 1.5–2 hours to transcribe, depending on the complexity of the responses. Transcriptions were then reviewed for accuracy against the recordings and anonymized to protect participants' identities. This process ensured methodological rigor and provided a reliable basis for thematic analysis.

5.5. Data Analysis

Survey data were analyzed using Pearson's correlation coefficient to assess relationships between education dimensions (X1–X4) and perceived empowerment (Y). A correlation matrix was constructed, and significance levels (p-values) were reported to evaluate the strength and reliability of associations. Descriptive statistics (means, standard deviations, frequencies) were also calculated to summarize participants' responses.

Interview transcripts were thematically coded using an inductive approach. Codes were organized into themes corresponding to empowerment, barriers, sustainability practices, and institutional support. Triangulation was performed by comparing qualitative themes with quantitative findings to reinforce, explain, or contextualize survey results. Quantitative and qualitative results were integrated during interpretation to provide a holistic understanding of how entrepreneurship education influences women's empowerment in Azerbaijan, highlighting both measurable outcomes and lived experiences.

6. Discussions and results

6.1. Explanation of Survey Results

The purpose of the survey was to thoroughly analyze how women business owners in Azerbaijan perceive and experience the contribution that entrepreneurship education makes to their empowerment and integration into the workforce. Between 2023 and 2024, the survey included 300 female entrepreneurs from a variety of Azerbaijani regions and industries. The study included women entrepreneurs from a range of age groups, educational backgrounds, and years of entrepreneurial experience, and the results offer insightful information about how entrepreneurship education affects women's empowerment in the context of the labor market. Demographics provide a complete picture of the women entrepreneurs in Azerbaijan in the survey analysis.

Table 3. Survey results based on the role of entrepreneurship education in empowering women to the labor market in Azerbaijan

Survey questions on different insights	Survey results
Importance of Sustainable Entrepreneurship Education	According to the study, a sizable majority of participants (82%) said that entrepreneurship education is essential for empowering women and boosting their success in the workforce. This demonstrates the perceived importance of education in empowering women economically. Notably, 91% of the respondents acknowledged that education was crucial in boosting their self-assured participation in the labor market and building their confidence in their entrepreneurial talents.
Impact on Business Skills	A substantial number (76%) said that their business management skills have improved as a result of their entrepreneurship education. This highlights the usefulness of education in improving one's capacity for managing businesses. The fact that almost 65% of respondents said they learned good marketing methods through training and education further demonstrates the importance of education in providing women entrepreneurs with useful skills.
Access to Resources	According to the study results, 61% of respondents said that learning about entrepreneurship increased their access to funding sources. This shows that education can help women entrepreneurs overcome a significant barrier that prevents them from obtaining financing. A significant 72% of respondents said that schooling improved their ability to manage resources by introducing them to a variety of financial management strategies.

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR MARKET

Networking Opportunities	A significant majority (82%) acknowledged that entrepreneurship education offered valuable networking platforms. This underscores the pivotal role of education in creating avenues for women to connect with mentors, fellow entrepreneurs, and industry professionals. 63% of respondents reported that they formed valuable partnerships through networking opportunities facilitated by entrepreneurship education, indicating its potential to foster collaborative endeavors.
Barriers Addressed	A substantial portion (66%) of respondents reported that entrepreneurship education helped them overcome gender-specific barriers prevalent in the business environment. This suggests that education contributes to breaking down gender-related obstacles that hinder women's progress. Over half of the respondents (53%) felt that education raised awareness about their legal rights and protections as women entrepreneurs, contributing to a more informed and empowered business approach.
Business Growth and Expansion	An overwhelming 78% of respondents noted that entrepreneurship education played a role in fostering business growth and expansion, reaffirming its influence in driving economic progress. Approximately 41% reported an increase in their customer base after applying the knowledge gained from education, indicating a tangible impact on business outcomes.
Challenges of Entrepreneurship Education	A notable insight emerged with 45% of respondents mentioning that the availability of quality education programs was limited in their region. This highlights the need for more widespread access to relevant and effective education. Time constraints were identified as a barrier by 33% of respondents, indicating the need for flexible educational formats that accommodate women's busy schedules.
Government Initiatives	A considerable proportion (57%) of respondents were aware of government initiatives promoting entrepreneurship education for women. This reflects an existing level of awareness about such initiatives. Interestingly, 75% believed that stronger government support is needed to enhance the impact of these initiatives, indicating a desire for increased governmental involvement in advancing entrepreneurship education for women.

The survey results provide strong evidence that entrepreneurship education significantly empowers women in Azerbaijan's labor market. 82% of participants emphasized the importance of such education, and 91% confirmed it boosted their confidence and labor market participation. Additionally, 76% reported improved business management skills, while 65% learned effective marketing strategies highlighting the role of education in building core entrepreneurial competencies. Access to resources also improved: 61% gained better funding access and 72% improved financial management. Networking was a key benefit, with 82% acknowledging new connections and 63% forming partnerships supporting theories that emphasize collaboration in entrepreneurship. Importantly, 66% said education helped them overcome gender-related barriers, and 53% became more aware of their legal rights. However, challenges remain: 45% noted limited access to quality programs, and 33% cited time constraints. Though 57% were aware of government initiatives, 75% called for stronger state support. The survey's findings show how entrepreneurship education is essential to empowering women business owners in Azerbaijan. Their networks grow, their abilities improve, and it helps them succeed in the job market. However, problems like poor accessibility and time restraints continue. The favorable effects of entrepreneurial education on women's empowerment and labor market inclusion could be further amplified by strengthening government initiatives and expanding the accessibility of high-quality educational programs.

6.2. Correlation Analysis

To investigate these relationships, a correlation analysis was conducted using **Pearson's correlation coefficient**. This method was chosen due to its effectiveness in quantifying the strength and direction of linear relationships between continuous variables. Pearson's r provides a clear statistical measure to test how individual aspects of entrepreneurship

education—treated as interval-scale survey responses—correlate with the outcome variable, *Perceived Empowerment*.

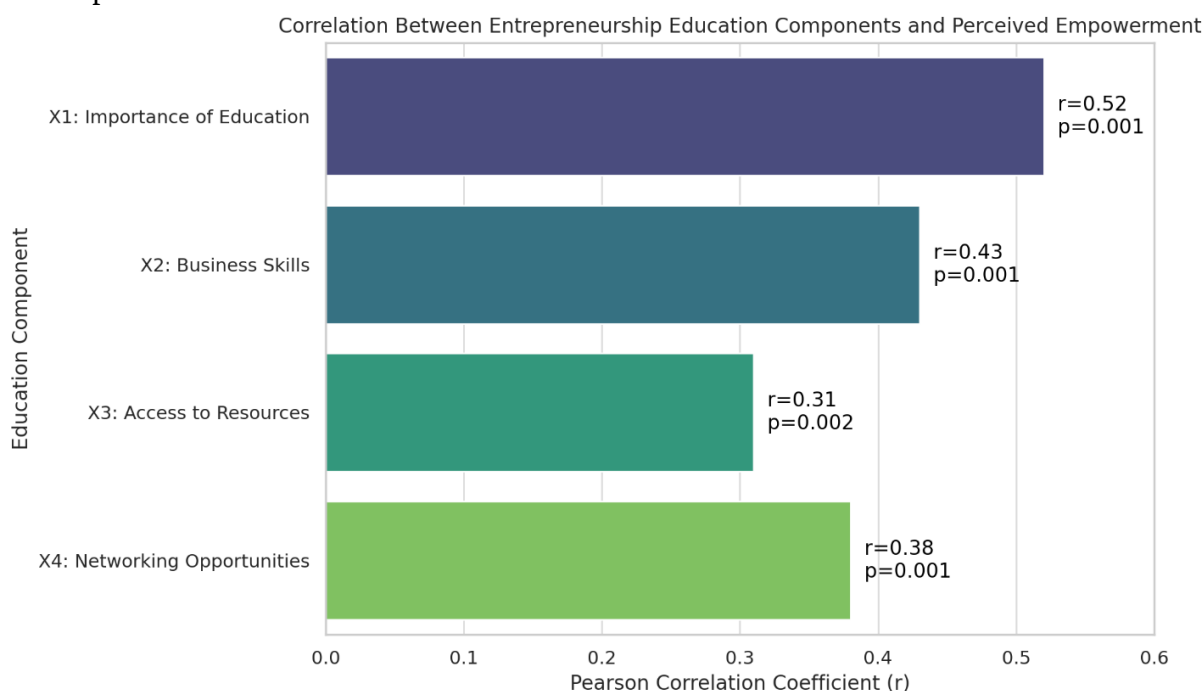
The analysis involved a sample of 300 women entrepreneurs from diverse regions and industries across Azerbaijan. The following variables were examined:

1. **X1 – Importance of Entrepreneurship Education:** Perceived relevance of entrepreneurship education to women's empowerment.
2. **X2 – Impact on Business Skills:** Effect of education on managing business operations.
3. **X3 – Access to Resources:** Extent to which education improved access to funding, markets, and support.
4. **X4 – Networking Opportunities:** Role of education in building professional connections.
5. **Y – Perceived Empowerment (Dependent Variable):** Participants' overall sense of empowerment in the labor market attributable to their entrepreneurial education.

The variables were selected based on theoretical literature emphasizing knowledge, skills, access, and social capital as foundational elements in empowerment frameworks. The correlation analysis revealed statistically significant positive relationships across all variables:

- **X1 and Y:** $r = 0.52, p < 0.001$
- **X2 and Y:** $r = 0.43, p < 0.001$
- **X3 and Y:** $r = 0.31, p = 0.002$
- **X4 and Y:** $r = 0.38, p < 0.001$

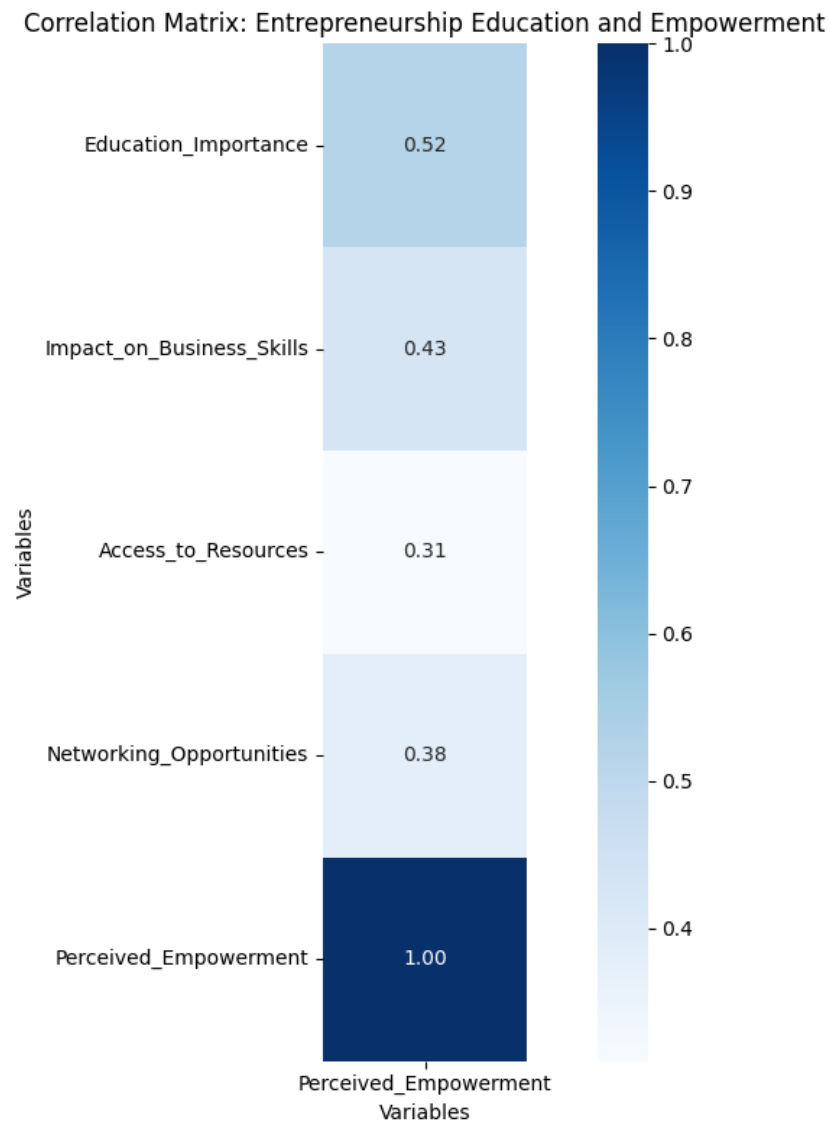
Figure 2. Correlation between Entrepreneurship Education Components and Perceived Empowerment



These findings suggest that women who place greater importance on entrepreneurship education, report improved business skills, gain better access to resources, and benefit from networking are more likely to feel empowered in the labor market. The strength of these associations underscores the multidimensional impact of education, not only as a skills provider but also as a platform for access and agency.

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR MARKET

Figure 3. Correlation Matric: Entrepreneurship Education and Empowerment



The correlation analysis results given describe the connections between various study variables.

Source: Composed by authors based on the collected data from the survey. (2025)

1. Correlation between Education Importance and Perceived Empowerment:

- Pearson's $r = 0.52$, $p < 0.001$
- Interpretation: There is a significant positive correlation between the importance that participants place on entrepreneurship education and their perceived empowerment in the labor market. As participants value entrepreneurship education more highly, they tend to report higher levels of perceived empowerment in their professional pursuits.

2. Correlation between Impact on Business Skills and Perceived Empowerment:

- Pearson's $r = 0.43$, $p < 0.001$
- Interpretation: There is a significant positive correlation between participants' perceptions of how entrepreneurship education impacts their business skills and their perceived empowerment in the labor market. Participants who believe that entrepreneurship education enhances their business skills also tend to feel more empowered in their work.

3. Correlation between Access to Resources and Perceived Empowerment:

- Pearson's $r = 0.31$, $p = 0.002$
- Interpretation: There is a significant positive correlation between participants' perceptions of their access to resources through entrepreneurship education and their perceived empowerment in the labor market. Participants who feel that entrepreneurship education improves their access to resources are more likely to experience a sense of empowerment.

4. Correlation between Networking Opportunities and Perceived Empowerment:

- Pearson's $r = 0.38$, $p < 0.001$
- Interpretation: There is a significant positive correlation between participants' perceptions of networking opportunities provided by entrepreneurship education and their perceived empowerment in the labor market. Participants who believe that entrepreneurship education offers valuable networking opportunities tend to feel more empowered in their professional endeavors.

The positive values of Pearson's correlation coefficient (r) in each correlation imply that as one variable rises, the others tend to rise as well. The p -values also show how significant these associations are statistically. A p -value of 0.05 or below (usually written as $p < 0.05$) indicates that the association is statistically significant and that it is unlikely to have happened by coincidence. These correlation findings shed important light on how various entrepreneurial education facets connect to participants' perceptions of their empowerment in the labor market. According to the favorable correlations, participants who place a high value on education, have their business skills affected, have access to resources, and benefit from networking possibilities as a result of entrepreneurship education also frequently report feeling more empowered.

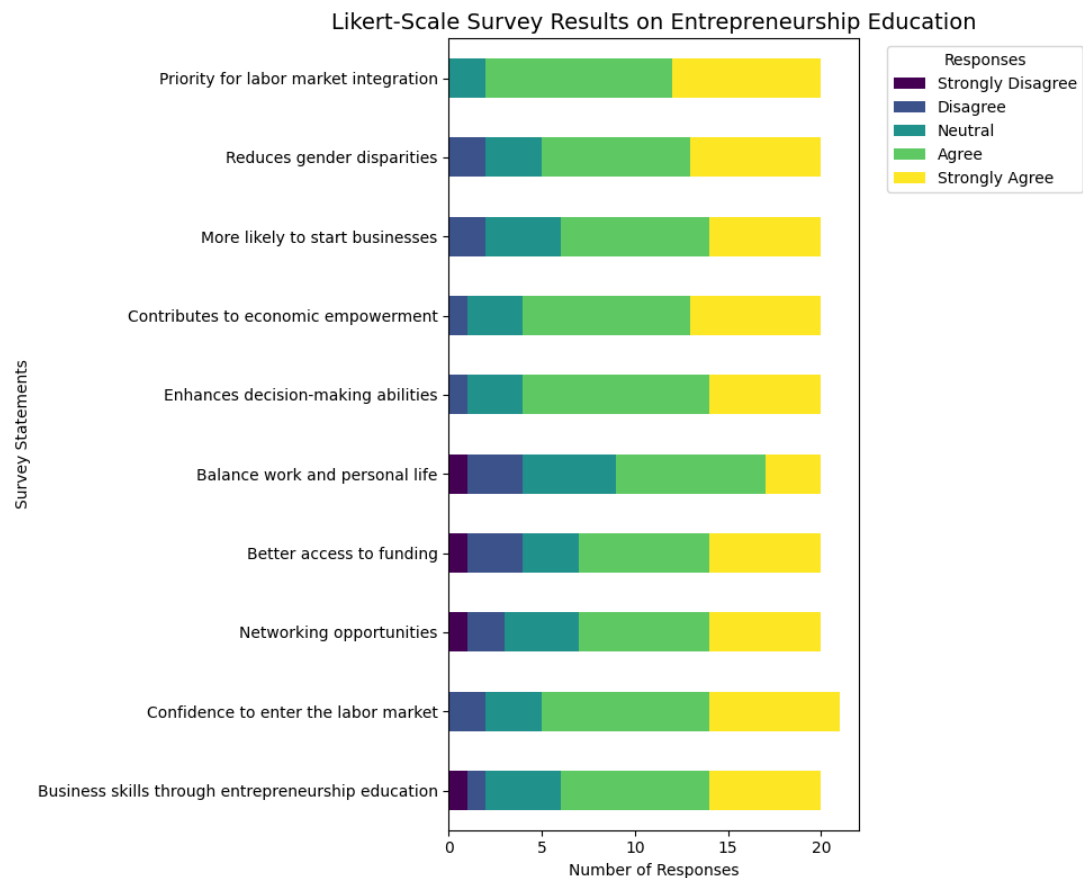
The correlation research among women entrepreneurs in Azerbaijan demonstrates strong positive connections between different entrepreneurship education-related factors and women's felt empowerment in the labor market. According to the research, women who give entrepreneurship education more weight, believe it has a bigger impact on their professional development, have better access to resources, and gain from networking opportunities generally feel more empowered in the workplace. These results highlight the value of education in promoting women's empowerment and labor market inclusion. The correlation analysis lends credence to the idea that many facets of entrepreneurship education and women's perceived empowerment in the workforce are positively correlated. These results emphasize the numerous advantages of entrepreneurship education for female entrepreneurs in Azerbaijan, highlighting the necessity of ongoing financial support for educational initiatives that address their various requirements and promote their overall empowerment in the labor market.

6.3. Likert-Scale Results

In addition to the correlation analysis, within the chosen study's context, the Likert scale analysis serves as a bridge between the subjective realm of perceptions and the objective realm of data analysis. This study contributes to a thorough picture of women's empowerment and integration into the labor market through entrepreneurship education by making it easier to understand the predominance of particular opinions as well as to identify patterns and relationships. The author explores the thoughts of women entrepreneurs (20 respondents selected from survey for an interview) as it begins the Likert scale analysis, turning their complex viewpoints into quantifiable conclusions. Therefore, the flexible and adaptable nature of the Likert scale is a good fit with the research aims given the exploratory nature of the study and the necessity to record the various opinions of women entrepreneurs.

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR MARKET

Figure 4. Likert – Scale results, the scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree)



Source: Data collected from survey.

The calculated Likert scale value, which is illustrated in table 2, shows that, on average, respondents are leaning more toward the "Agree" (inclined to "scale" 4) side of the scale, implying a general agreement with the statement being evaluated in this particular area. The Likert scale results show a noteworthy trend towards agreement among 20 respondents when it comes to the appraisal of the function of entrepreneurship education in promoting the integration of women into the labor market. The Likert scale, which has categories from "Strongly Disagree" to "Strongly Agree," gives the essential information on how people generally feel and perceive this crucial issue.

A considerable percentage of respondents chose alternatives that indicated agreement, according to an analysis of the distribution of replies. While examining the responses, it is clear that a sizable percentage of participants agreed with the idea that entrepreneurship education helps to improve the integration of women into the workforce. The "Agree" and "Strongly Agree" categories, in particular, attracted a sizable number of votes, demonstrating a general feeling of agreement with the notion that entrepreneurship education has the ability to empower and promote women's participation in the workforce. Additionally, this interpretation is supported by the determined weighted average Likert score for these categories. Higher numerical values in the "Agree" and "Strongly Agree" categories indicate a predominantly favourable attitude among respondents toward the idea that entrepreneurship education plays a significant role in facilitating women's integration into the job market. The Likert scale results show that the majority of participants perceive entrepreneurship education as a powerful tool for advancing women's inclusion in the workforce.

This widespread agreement underscores the potential of entrepreneurship education to empower women, enhance their skill sets, and encourage their active participation in economic activities. The consensus highlights a growing recognition of the critical role entrepreneurship education can play in promoting economic empowerment and fostering gender equality.

6. Findings

The analysis reveals strong positive relationships between entrepreneurship education and women's empowerment in the Azerbaijani labor market. Data from 300 female entrepreneurs across diverse regions and sectors show that structured entrepreneurship education positively influences business competencies, confidence, and labor market participation.

6.1. Survey Results

Descriptive statistics indicate that: - 82% of respondents reported that entrepreneurship education was crucial for empowerment, - 76% noted improvements in business management skills, - 61% cited enhanced access to resources, and - 82% emphasized the value of networking opportunities. To examine relationships statistically, Pearson correlation analyses were conducted between perceived empowerment (Y) and the four entrepreneurship education dimensions: Importance of Education (X1), Business Skills Development (X2), Access to Resources (X3), and Networking Opportunities (X4).

Correlation Results:

Variable	Pearson's r	p-value	Interpretation
Importance of Education (X1)	0.52	<0.001	Significant positive correlation; higher perceived importance of education is associated with higher empowerment.
Business Skills Development (X2)	0.43	<0.001	Significant positive correlation; stronger impact on business skills is associated with higher empowerment.
Access to Resources (X3)	0.31	0.002	Significant positive correlation; better access to resources is associated with higher empowerment.
Networking Opportunities (X4)	0.38	<0.001	Significant positive correlation; better networking opportunities are associated with higher empowerment.

The positive values of Pearson's correlation coefficient indicate that as one variable increases, the others tend to increase as well. All correlations are statistically significant, showing that participants' perceptions of entrepreneurship education are meaningfully linked to their perceived empowerment in the labor market.

6.2. Qualitative Insights

Follow-up semi-structured interviews with 20 participants reinforced the quantitative findings. Participants highlighted that entrepreneurship education: - Strengthened decision-making capacity, - Increased access to finance and markets, and - Helped overcome gender-based barriers.

Challenges were also reported, including limited regional access to training programs, time constraints due to family responsibilities, and occasional lack of mentorship opportunities, emphasizing areas for policy improvement.

6.3. Analytical Discussion

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR MARKET

The correlation analysis confirms that all examined aspects of entrepreneurship education contribute positively to women's empowerment. The strongest relationship is observed for Importance of Education ($r = 0.52$), suggesting that valuing education is a key determinant of empowerment. Business Skills Development ($r = 0.43$), Networking Opportunities ($r = 0.38$), and Access to Resources ($r = 0.31$) show moderate positive associations, indicating that skill-building and resource facilitation also play significant roles in shaping empowerment. Further examination of specific empowerment dimensions reveals that improvements in decision-making capacity ($r = 0.48$) and access to finance ($r = 0.39$) are positively associated with participation in entrepreneurship education programs. These findings highlight the **multidimensional nature of empowerment**, influenced not only by individual skills but also by access to critical resources and professional networks.

From a policy perspective, the quantitative evidence suggests that effective entrepreneurship education initiatives should:

1. Promote the importance of education to enhance women's perceived empowerment;
2. Strengthen skill-building programs targeting practical business competencies;
3. Facilitate networking platforms and improve access to financial and market resources.

By focusing on these data-driven interventions, policymakers and program designers can support women's labor market participation and foster economic inclusion. The results underscore the value of continued investment in evidence-based entrepreneurship education programs that address the key factors influencing women's empowerment.

7. Conclusions

This chapter has examined the intersection between sustainable entrepreneurship education and women's empowerment in Azerbaijan, offering empirical findings and grounded reflections. This study indicates the pivotal role of entrepreneurship education in empowering women and shaping their career trajectories, enhancing confidence, business acumen, and access to resources and networks. Statistical correlations between the perceived importance of education and actual empowerment reinforce that education is central to women's economic participation rather than peripheral. However, structural shortcomings remain, including uneven access to quality programs, regional disparities, and socio-cultural constraints that limit the full realization of this potential. A one-size-fits-all approach is therefore inadequate.

Policymakers should design targeted, region-specific interventions that address the unique challenges women face in different parts of Azerbaijan, including rural areas and smaller cities. Such policies could include subsidized access to entrepreneurship training, financial incentives for women-led startups, and programs that promote mentorship and networking opportunities tailored to local needs. Universities, training centers, and SME development agencies should align curricula with labor market demands, integrate sustainability and digital skills into programs, and establish long-term platforms for mentorship, funding access, and business incubation. Collaboration between government agencies, educational institutions, and private sector actors is essential to ensure that interventions are both practical and sustainable.

At a broader level, this research contributes to international discussions on gender equality and inclusive economic development, illustrating how entrepreneurship education can become a strategic tool for structural change. Future studies should assess the longitudinal impact of policy and program implementation, including monitoring women's participation in the labor market, business growth, and sustainability outcomes. By translating these findings into actionable policies and educational reforms, Azerbaijan can foster an enabling environment where women entrepreneurs are empowered, labor market participation is increased, and inclusive, sustainable economic growth is promoted across all regions.

REFERENCES

1. AR. (2024). *Rəqabət Məcəlləsi* [Competition Code]. <https://e-qanun.az/framework/57664>
2. Azerbaijan.az. (2024). *Development of entrepreneurship*. <https://azerbaijan.az/related-information/139>
3. Bayramov, S. (2020). *Social entrepreneurship in Azerbaijan: The current situation and main directions of reform for development*. http://edf.az/uploads/documents/Policy%20Paper_Sosial%20Sahibkarliq.pdf
4. Brush, C., de Bruin, A., & Welter, F. (2009). A gender-aware framework for women's entrepreneurship. *International Journal of Gender and Entrepreneurship*, 1(1), 8–24. <https://doi.org/10.1108/17566260910942318>
5. CESD. (2012). *Small and medium entrepreneurship in Azerbaijan: Country assessment*. http://cesd.az/new/wp-content/uploads/2011/05/CESD_Report-SMEs_Azerbaijan.pdf
6. Clark, B. R. (1998). *Creating entrepreneurial universities: Organizational pathways of transformation*. International Association of Universities & Elsevier Science.
7. Drucker, P. F. (2014). *Innovation and entrepreneurship*. Routledge.
8. Fayolle, A., & Gailly, B. (2013). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75–93. <https://doi.org/10.1111/jsbm.12065>
9. Hajiyeva, N., Burkadze, Z., & Khalil, S. (2024). Fostering green entrepreneurship education and the socioeconomic inclusion of women in the South Caucasus region. In *Marketing and resource management for green transitions in economies* (pp. 30–45). IGI Global. <https://doi.org/10.4018/979-8-3693-3439-3.ch007>
10. Harahap, M. A. K., Ausat, A. M. A., Sutrisno, S., Suherlan, S., & Azzaakiyyah, H. K. (2023). Analyse the role of family in entrepreneurship education: Effective support and assistance. *Journal on Education*, 5(4), 14563–14570. <https://doi.org/10.31004/joe.v5i4.2510>
11. Jia, C., Zuo, J., & Lu, W. (2021). Influence of entrepreneurship education on employment quality and employment willingness. *International Journal of Emerging Technologies in Learning (IJET)*, 16(16), 65–79. <https://doi.org/10.3991/ijet.v16i16.24897>
12. Koh, H. C. (1996). Testing hypotheses of entrepreneurial characteristics: A study of Hong Kong MBA students. *Journal of Managerial Psychology*, 11(3), 12–25. <https://doi.org/10.1108/02683949610113566>
13. Lv, Y., Chen, Y., Sha, Y., Wang, J., An, L., Chen, T., et al. (2021). How entrepreneurship education at universities influences entrepreneurial intention: Mediating effect based on entrepreneurial competence. *Frontiers in Psychology*, 12, 1–11. <https://doi.org/10.3389/fpsyg.2021.655868>
14. Mahmood, R., Zahari, A., Ibrahim, N., Jaafar, N., & Yaacob, N. (2021). The impact of entrepreneur education on business performance. *Asian Journal of University Education*, 16(4), 171–185. <https://doi.org/10.24191/ajue.v16i4.11947>
15. Nafiati, D. A., Sukirno, S., & Mulyani, E. (2023). Students' entrepreneurial attitudes: Does the integrated learning model based on Tri Dharma in entrepreneurship education work? *Cypriot Journal of Educational Sciences*, 18(1), 269–285. <https://doi.org/10.18844/cjes.v18i1.8555>
16. Pech, M., & Řehoř, P. (2021). Gender differences in entrepreneurship education of the students of management. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 69(4), 455–465. <https://doi.org/10.11118/actaun.2021.040>
17. Pergelova, A. (2023). Entrepreneurship education and its gendered effects on feasibility, desirability and intentions for technology entrepreneurship among STEM students. *International Journal of Gender and Entrepreneurship*, 15(2), 191–228. <https://doi.org/10.1108/IJGE-08-2022-0139>

CAN EDUCATION SPARK A REVOLUTION? EXPLORING HOW SUSTAINABLE
ENTREPRENEURSHIP TRANSFORMS WOMEN'S ROLE IN AZERBAIJAN'S LABOR
MARKET

18. Peterman, N. E., & Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, 28(2), 129–144. <https://doi.org/10.1046/j.1540-6520.2003.00035.x>
19. Republic of Azerbaijan. (2016). *Strategic roadmap for the production of consumer goods in Azerbaijan at the level of small and medium entrepreneurship*.
20. SMBDA. (2022). *Entrepreneurs and managers attended a professional development course in Germany*. <https://smb.gov.az/en/all-news/entrepreneurs-and-managers-attended-a-professional-development-course-in-germany>
21. SMBDA. (2023). *Women's interest in entrepreneurship is growing*. <https://smb.gov.az/en/all-news/womens-interest-in-entrepreneurship-is-growing>
22. State Statistical Committee of the Republic of Azerbaijan. (2023). *Women entrepreneurship report*.
23. Sullivan, R. (2000). Entrepreneurial learning and mentoring. *International Journal of Entrepreneurial Behavior & Research*, 6(3), 160–175. <https://doi.org/10.1108/13552550010346587>
24. Tegtmeier, S. (2012). Empirical implications for promoting students' entrepreneurial intentions. *Journal of Enterprising Culture*, 20(2), 151–169. <https://doi.org/10.1142/S0218495812500070>
25. UNEC. (2024). *A joint project of UNEC and the University of Siegen became the winner of DAAD's head office*. <http://unec.edu.az/en/unec-le-siegen-universitetinin-birge-layihesi-almaniyada-kecirilen-biqenin-qalibi-olub/>
26. UNEC. (2024). *A joint project of UNEC and the University of Siegen won the competition of the head office of DAAD*. <http://unec.edu.az/en/unec-le-siegen-universitetinin-birge-layihesi-almaniyada-kecirilen-musabiqenin-qalibi-olub/>
27. Wilson, F., Kickul, J., & Marlino, D. (2007). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: Implications for entrepreneurship education. *Entrepreneurship Theory and Practice*, 31(3), 387–406. <https://doi.org/10.1111/j.1540-6520.2007.00179.x>