

# Enhancing the Entrepreneurial Capabilities of Female Immigrant Entrepreneurs Through Entrepreneurship Education and Training (EET): The Irish Context

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**Abstract:** Under-represented groups, such as female immigrant entrepreneurs, experience entrepreneurship differently to the mainstream population. In view of this, it is necessary that entrepreneurship policies and supports are tailored, in order to effectively address their unique and specific needs, thereby becoming more inclusive. This would guarantee some degree of level playing field in entrepreneurship. Thus, if female immigrant entrepreneurs are to successfully maximise the opportunities within their host nations and manage the challenges they potentially face, especially as it relates to entrepreneurship, it is imperative that they receive the kind of support, which recognises and considers their uniqueness and entrepreneurial potentials in its design, development and delivery, and which increases the likelihood of their entrepreneurial success. Essentially, Entrepreneurship education and training (EET) has value in creating opportunities for their socioeconomic inclusion and for fostering and facilitating entrepreneurial capability development. This empirical study presents findings on the extent to which the current provision of entrepreneurship education and training in Ireland meets the entrepreneurial capability needs of female immigrant entrepreneurs. Study 1 is a systematic analysis of documentation on the current provision of EET in Ireland from 2011 – 2021, while Study 2 is based on findings from semi-structured interviews with 21 female immigrant entrepreneurs resident in Ireland. The research questions were centred on their experience of entrepreneurship in Ireland, what entrepreneurial capabilities they require to start and grow their businesses, as well as their perception of the extent to which the current EET provision meets their need.

**Keywords:** Inclusive Entrepreneurship; Ireland; Entrepreneurship Education & Training; Female Immigrant Entrepreneurs; Immigrant Entrepreneurship; adult learning

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## 1. Introduction

In view of the interest in and the growing importance of entrepreneurship (Cooney, 2012; Nakara, Messeghem, and Ramarosan, 2021), entrepreneurship education and training is steadily gaining momentum and priority (Galvão et al, 2020), having value for creating a pipeline of skilled entrepreneurs through the development of the entrepreneurial skills and competencies requisite for encouraging and promoting innovation, economic growth, the creation of new business ventures, and a positive influence on the individual's career development (Galvão, Marques and Ferreira, 2020; Galvao, Souza, and da Silva, 2019; Warhuus et al, 2017).

Furthermore, Sullivan and Meek (2012) argue that the value of entrepreneurship is also in the opportunity it provides for women to overcome (societal/traditional) barriers to professional/career advancement. This is also true for immigrant women, who face various obstacles and challenges, some of which are linked not just to their gender, but also to their status (as immigrants), country of origin, and skin colour/race. Some authors have referred to this as the double (and triple) disadvantage notion (Azmat, 2014; Njaramba, Chigeza and Whitehouse, 2018; De Luca and Ambrosini, 2019; Stapleton, Polakowski, and Quinn, 2022). Thus, entrepreneurship creates opportunities to access the labour market through employment or business ownership (Sullivan and Meek, 2012).

Also, the opportunities that entrepreneurship presents are of even greater significance in the face of increased global migration, which is creating a pool of potential entrepreneurs, who can contribute to the economic growth and development of their adopted countries (Njaramba, Chigeza and Whitehouse, 2018; Brieger and Gielnik, 2020). Research also indicates that at least half of the world's migrant population and the majority of Europe's migrant population are women (Bloch, Kumarappan and McKay, 2014; Njaramba, Chigeza and Whitehouse, 2018). It therefore makes economic and moral sense to support immigrant females to develop the entrepreneurial capabilities to facilitate their socio-economic independence and inclusion, as well as assure a higher likelihood of better business performance and entrepreneurial success. Furthermore, Sarfaraz, Rahman, and Qureshi (2014) allude to a link between the economic development of nations, and the active participation of women in all facets of society, including entrepreneurship. Thus, the growing research interest in the concept

of female immigrant entrepreneurship, after years of neglect and seeming “gender-blindness” (De Luca and Ambrosini, 2019, p. 201) is a welcome development.

The role and importance of Entrepreneurship Education and Training (EET) in advancing and enhancing the development of these entrepreneurial capabilities cannot be overstated (Galvão, Marques and Ferreira, 2020; Bullough et al., 2015). In view of this, it can be argued that If immigrant communities in general and female immigrant entrepreneurs, in particular, are to maximise their potentials and to become significant contributors to the growth and development of their new/adopted countries, it is critical that they access entrepreneurship education and training opportunities (and other necessary supports), which are tailored and targeted to meeting their unique needs.

This paper presents preliminary findings on the extent to which the current provision of entrepreneurship education and training in Ireland meets the entrepreneurial capability needs of female immigrant entrepreneurs. Specific to Ireland, some researchers have focused on the concept of ethnic entrepreneurship (for example, Hession, Van der Meer, and Jones, 2015, Birdthistle, 2019) and on immigrant entrepreneurship (for example, see Murphy et al. 2020). However, the gender dimension presents an opportunity for significant research interest due to the growing number of female migrants in the Irish nation. As of 2019, an estimated 310, 800 migrant women had taken residence in Ireland.

## **2. Female immigrant entrepreneurship in Ireland**

Female immigrant entrepreneurship is a relatively new phenomenon in Ireland due to her very recent migration history. In 2020 there were almost 89,000 non-EU women and girls living in Ireland, representing 3.5% of the resident female population. An increase in the number of migrants without a corresponding rise in the number of jobs presents an opportunity for entrepreneurship and self-employment to circumvent this issue. Also, some may want to replicate their businesses from their homeland, explore new ideas, or simply want to be their own boss. Whatever the reason might be, a continued increase in entrepreneurial activities in Ireland is expected. It is therefore important that those vested with the responsibilities of working with entrepreneurs, devise strategies and tools to meet the unique challenges of this demography.

Thus, with studies indicating a proclivity for entrepreneurship among immigrants (Brieger and Gielnik, 2020; Nazareno, Zhou and You, 2018; Lofstrom, 2017), and indications that female immigrants are also strong players in the entrepreneurship landscape globally (De Luca and Ambrosini, 2019; Njaramba, Chigeza and Whitehouse, 2018). However, in addition to the potential “triple disadvantage” faced by female immigrant entrepreneurs (Azmat 2014, p. 201), other challenges exist, which include lack of access to start-up capital, language barriers, discrimination and racism, lack of appropriate business and social networks, childcare issues, gender-based/domestic violence, and unfavourable country-of-origin patriarchal culture and practices (Stapleton, Polakowski, and Quinn, 2022, Azmat, 2014).

The challenge of a patriarchal system is underscored by De Luca and Ambrosini (2019, p. 202), drawing on other works), who note the existence of beliefs and practices within some ethnic groups, of entrepreneurship being a male domain, with females obligated/expected to support businesses on familial grounds, as part of “family strategies”, and without wages. This common feature of a patriarchal structural system and gender inequality, underpin the way some communities live and interact. The International Finance Corporation (IFC) argue that female entrepreneurship can provide a solution to the issue of gender inequalities within these ethnic enclaves.

Despite these challenges, there are opportunities to be harnessed from female immigrant entrepreneurship, including the wealth of cultural, social and economic value through their ties to their countries of origin, while fostering transnational trade relationships (Njaramba, Chigeza and Whitehouse 2018). Thus, EET for women immigrants should focus on equipping and enabling them to circumvent some of the afore-mentioned barriers/challenges and to develop new capabilities and competencies, which are critical to managing an enterprise successfully, while creating products or services, which add economic value and leads to self-employment (Resende et al, 2020).

Ireland has made significant investments in EET, in order to meet individual, institutional and societal goals and purposes. Thus, a mapping of the range and suite of EET programmes/courses was imperative, in order to determine the breadth and depth of current provision and the extent to which this meets the needs of female immigrant entrepreneurs. ‘Breadth’ in this study refers to the range/volume of EET programmes/courses available across the country at both the pre-growth and growth stages, and ‘Depth’ refers to the diversity and specific focus of programmes using metrics such as the diversity of industry (range of industry-specific programmes/courses) and the specialised education and training provided within each Industry.

The aim of this study, therefore, was to determine the extent to which the current provision advances/enhances the entrepreneurial capabilities of female immigrant entrepreneurs, by assessing the current provision of EET training in Ireland in terms of the breadth and depth of provision at the pre-growth and growth stages of business and matching the findings against what female immigrant entrepreneurs say they need. Pre-growth businesses are in early-stage entrepreneurship and are measured by the Total Early-Stage Entrepreneurs Activity (TEA) index (Fitzsimons and O’Gorman, 2022). These early-stage entrepreneurs are classified in two groups - nascent entrepreneurs and new business owners. Nascent entrepreneurs are those in the very early stage of business, while new business owner are people who have started a new business within the previous three years and have paid salaries for at least three months.

### **3. Methodology**

This qualitative study took a dual method approach. Study 1 was a systematic review and analysis of existing EET programmes. This “methodical, comprehensive, transparent and replicable” method (Siddaway, Wood, and Hedges, 2019, p.751) involved the identification, selection, critical appraisal and analysis of all available related and relevant documentation based on pre-determined criteria and objectives. Study 2 employed semi-structured interviews to investigate the entrepreneurial capabilities required among female immigrant entrepreneurs.

#### **3.1 Study 1 - Identification and selection of EET programmes for systematic review**

The search, selection and inclusion of programmes was undertaken using a systematic approach, where Inclusion and exclusion criteria were applied to ensure that only programmes reflecting the notion of the phenomenon would be included in the review, in order to build a comprehensive database of EET programmes. Thus, only programmes that were training-centred were included – programmes/courses that focused on skills acquisition, capability-building and the application of existing or acquired knowledge to entrepreneurial ideas. Excluded from the selection were entrepreneurship education programmes/courses within the university/higher education setting.

The author conducted an online search for documentation on EET programmes, setting the search parameters as programmes/courses between Year 2011 and Year 2021, in order to determine which programmes were provided, for whom they were provided (which groups of entrepreneurs) and for which phase of the entrepreneurship journey/which specific entrepreneurial needs – Pre-growth or growth. The time frame of 2011 to 2021 was selected because it gave the researcher the opportunity to review the range of programmes offered within a 10-year period, in order to understand the breadth and depth of offerings/provision as well as the evolution over this period.

To identify these programmes, a Boolean search using Google and Bing search functions was conducted. After the removal of duplicates, the search resulted in a database of 162 EET programmes/courses - 106 programmes at the pre-growth stage and 56 programmes designed for businesses at the growth stage. The researcher is aware that there may be a small number of EET programmes held within the 10 year period under review, which may have been missed during the search.

#### **3.2 Analysis of Study 1 data**

The data was analysed using two approaches – Descriptive and Thematic analyses. The descriptive classification of the programmes was useful to identify the trends at the pre-growth and the growth stages and included the name of the programme, year of (programme) delivery, providers, target participants, location of delivery, cost, and whether the programme was industry-specific, immigrant-specific and/or gender-specific.

The thematic analysis of the suites of programmes was based on the Andragogy-in-Practice (AIP) Model. The AIP Model is based on the underlying assumption of andragogy as proposed by Knowles (1980). It is a programme design planning model for designing, implementing and evaluating programmes, courses and learning activities for adult learning (Knowles et al, 2005). Its purpose is to ensure that effective learning processes are provided for adult learners, and it is centred on the notion that the support, design and implementation of curricula should be tailored to the specific needs of the adult learner.

The principles of andragogy espouse an adult learning process involving identifying what skills, knowledge and competency (encapsulated here as capabilities) gaps need to be addressed, determining what the desired learning outcomes should be and what resources are available to achieve those desired outcomes, as well as determining how the programme will be implemented and then evaluated. Thus, the AIP framework and corresponding principles apply in all adult learning situations.

The seven (7) augmented adult learning principles of the AIP model (Neck and Corbett, 2018) were thematically applied through a deductive approach, to analyse the research findings. Therefore, the study focused on **(1) Learner's need to know; (2) Learner self-concept; (3) Prior learner experience; (4) Readiness to learn (5) Orientation to learning (6) Motivation; and (7) The role of the educator.** Coding captured related patterns (Braun and Clarke, 2006), and the themes were framed as core themes, first-order themes and second-order themes. The process of generating and organising themes was influenced by the work of Jones, Coviello and Tang (2011).

### **3.3 Study 2 - Data Collection**

Data collected was through face-to-face semi-structured interviews conducted with 21 immigrant women entrepreneurs from different countries, including Brazil, South Africa, Nigeria, Cameroon, Poland, Hungary, Eswatini, Botswana, Czech, The Philippines, Bulgaria, South Africa, and Bulgaria. These entrepreneurs were selected using purposive sampling. Purposive sampling is ideal where the researcher includes participants, who fit into the specific selection criteria and therefore, could cover the full range of perspectives required to give good insight into the questions to be asked during data collection (Campbell et al, 2020; Saunders and Townsend, 2018).

Thus, participants for this study comprised of female immigrant entrepreneurs based in Ireland, and the selection criteria for the respondents were as follows:

- First generation immigrant, resident in Ireland (not born in the Republic/North of Ireland).
- Not originally from the UK, Norway, Sweden, France, Germany, Italy, etc or from any of the countries identified as Western Europe.
- Originally from countries classified as either under-developed or developing.
- Owner of a valid business, trading, with the business registered or in the process of registration.
- The business should be at either the nascent/start-up/pre-growth or growth stages according to the entrepreneurship index of the Global Entrepreneurship Monitor (GEM) (Fitzsimons and O'Gorman 2022).

Through the interview, the respondents shared their lived experience of entrepreneurship and what their entrepreneurial capabilities needs were.

After the initial selection of participants – five female entrepreneurs, snowballing sampling technique was used to invite other respondents fitting the criteria (Parker, Scott and Geddes, 2019). Questions asked were derived from a review of literature, which was useful for establishing themes and areas to be explored. The data was coded and analysed using Nvivo.

## **4. Findings**

### **4.1 Lack of inclusive EET information/support/provision.**

Findings indicated that the needs of female immigrant entrepreneurs for **quality and easily accessible (Inclusive) EET provision** (information/supports/learning activities) were not being met through the current EET provision. While the analysis of EET provision pointed to a significant breadth and some depth in EET provision, about 97% of interviewees expressed the lack of quality (**delineated in this study as focused, specific, relevant, targeted, adequate, and current**) EET provision, as well as difficulty in accessing this provision. The provision of quality and easily accessible (inclusive) EET provision signified for many of them the first leg of gaining the entrepreneurial capabilities they require in order to succeed as entrepreneurs in Ireland. O'Brien, Cooney and Blenker (2019, p.386)'s standpoint affirms this finding where they stated: "Inclusive entrepreneurship policies suggest that developing entrepreneurial potential within under-represented groups requires specific targeted initiatives that are transparent, inclusive and sensitive to their needs".

Furthermore, the mapping of the current provision showed that within the 10-year period under review, only 3 programmes were run specifically for immigrants – in 2018, one programme was run for female immigrants by the Migrants Right Council of Ireland (MRCI) in partnership with DCU Ryan Academy, and in 2021, the Enter2Transform programme for Refugees (EU funded) as well as SPARK (migrants' edition) were run by Social Entrepreneurs Ireland (SEI). The paucity of these kind of programmes for female immigrants (entrepreneurs) in the face of a growing migrant population indicates that inclusion is yet to be prioritised by EET policy makers or practitioners. As earlier stated, the researcher is aware that in the 26 counties in the Irish Republic and the 31 Local Enterprise Offices, there may have been some specific related programmes that were run in some counties but not made available across the country, and that were not captured in this search.

Again, the mapping of the provision did not reveal any dedicated service to support (female) immigrant entrepreneurship in Ireland, nor were there indications of needs assessments carried out to better understand the learning needs/capability gaps of the demography under review prior to programme/course/learning activity design. Learning needs assessments are pivotal to (the design of) effective training and learning, fundamental to the success of any training programme, and necessary for good programme planning (Grant, 2002; Brown 2002). "Often, organisations will develop and implement training without first conducting a needs analysis. These organisations run the risk of overdoing training, doing too little training, or missing the point completely" (Brown, 2002, p.569).

#### **4.2 Shortage of opportunities to upskill to meet Irish regulatory standards.**

Some of the interviewees shared that since their vocational/trades qualifications from their home countries were not recognised in Ireland, they were keen to upskill to meet the Irish regulatory standards in certain industries. However, cost and availability were challenges to overcome to access industry-specific training. The mapping of programmes/courses indeed indicated that the depth of EET provision specifically at the pre-startup/startup stage was inadequate for the industry-specific skills development of female immigrant entrepreneurs.

Currently, there are only two sectors providing industry-specific upskilling/reskilling training programmes for entrepreneurs at this stage – The Food, and the Craft and Design sectors. Outside of these, all other programmes are generic, 'one-size-fits all' EET programmes, covering a wide range/breadth of programmes/courses/learning activities specifically curated for start-up/early-stage entrepreneurs, including idea generation and development, marketing, sales and branding, costing and pricing, social media and digital marketing, taxation, bookkeeping and accounts for the small business, HR, costing and pricing, etc. Thus, current provision lacks depth at the start-up/pre-growth stage, not offering sufficient opportunities to upskill to meet the regulatory requirement of the wide range of sectors in which female immigrant entrepreneurs could potentially start their businesses.

#### **4.3 The impact of the role of the educator on learners' experience, and Peer-to-Peer learning**

Biney (2015, p.33) recommended that educators should serve as "facilitators, encouragers, helpers, assisters, colleagues and friends of adult learners to motivate them to learn", which suggests that the multi-faceted role of an educator is influential and may have direct consequence on learners' motivation to learn and on whether they continue a learning programme or not. The findings of this study correspond with Biney's position, where respondents recognised the multiplicity of the role of educators but found more value in the coaching and mentor-guide role of educators. Furthermore, findings indicated that female immigrant entrepreneurs attribute some of their learning success and consequently their business success to the mentoring, facilitating, coaching and guiding role played by an EET educator.

Also, respondents indicated a preference for educators from experienced entrepreneurs and EET educators from immigrant communities/background as mentor-guides and coaches. One of the women interviewed, like some others, indicated a preference for someone of the same migrant background as mentor:

*"...Because it's different if like, it's different coming from somebody who knows what it's like, you know... Yes, yes, exactly. Whereas, you know, I don't think like an Irish person, or somebody born and raised here would kind of understand where we're coming from"- Nc-Phik*

Further to this, respondents indicated that they would find value in connecting with their business peers for learning and sharing sessions, in addition to mentorship, coaching and guidance from educators. Therefore, it can be deduced that peer-to-peer networking and learning is a means by which female immigrant entrepreneur may enhance their entrepreneurial capabilities.

### **5. Recommendations**

#### **5.1 Provide more depth to EET programmes through strategic partnerships.**

Of the 106 programmes identified at the start-up/pre-growth level, only 10 programmes/courses provided industry-specific training in the Food sector and the Craft and Design sector. In view of this, it is recommended that EET in Ireland be amplified to incorporate and focus on more industry-specific training, and to also cater to the specific needs of (female) immigrant entrepreneurs, who want to upskill to meet Irish (regulatory) standards and customer expectations. This can be accomplished through strategic partnerships with industry/trades organisations in fields such as plumbing, hairdressing, health and wellbeing, beauty, ICT, etc, to provide fully/partly funded training programmes for female immigrant entrepreneurs. In addition to compliance with

regulatory standards, there is also the opportunity to broaden the sectors in which female immigrants could potentially start businesses, thus increasing entrepreneurship opportunities.

### **5.2 Provision of inclusive EET activities based on robust need assessments.**

As afore-stated, Inclusive EET in this study refers to the quality of EET activities (**focused, specific, relevant, targeted, adequate, and current**) and the ease of accessibility. The provision of **quality and easily accessible (inclusive)** is critical to promoting and supporting the entrepreneurial capability requirements. With the currently growing population of immigrant women in Ireland (exacerbated by the war in Syria and Ukraine and the continued political instability and deplorable living standards in most African countries) and the proclivity of immigrants for entrepreneurship, it makes economic sense to adopt more inclusive policies and practices, preceded by need assessments and analyses.

### **5.3 The need for more people from the immigrant community as EET educators/mentors.**

With female immigrant entrepreneurs indicating that they would like to experience mentorship, support and guidance from educators, who are themselves immigrants, as they believed this would be valuable for their entrepreneurial journey, it is recommended that mainstream EET educators and agencies recruit more people from the immigrant communities into EET educator, mentorship, guidance and coaching roles. Attachment theory suggests that Adults learn from those who are like them and are influenced by those with whom they share a bond (Fleming, 2008).

## **6. Conclusion**

The objective of this study was to determine the extent to which the current provision of entrepreneurship education and training (EET) in Ireland meets the entrepreneurial capabilities required by female immigrant entrepreneurs. This was achieved by evaluating the current provision against the entrepreneurial capability needs expressed by female immigrant entrepreneurs. This is based on the viewpoint that Ireland, as a country of entrepreneurs and with a culture of entrepreneurship has made extensive investments in entrepreneurship education and training, providing a range of programmes, courses, learning activities and support to help entrepreneurs from business startup to maturity.

The study was underpinned by Knowles' Andragogy-in-Practice (AIP) theoretical framework, a versatile, flexible and adaptable transactional model based on Knowles' (1980) andragogical principles of adult learning, which facilitates the application of andragogy "more systematically across multiple domains", across different purposes and goals, and "arenas of application" (Holton, Swanson and Naquin, 2001, pp. 126, 129). Although the theoretical, especially pedagogical foundation of entrepreneurship education is beginning to receive more attention, this is still an area where theory lags practice (Kakouris, Morselli, and Pathway. 2023; Neck and Corbett, 2018). This study sought to address this gap, hence the adoption of Knowles' AIP framework.

## **7. Implications**

### **7.1 Implications for policy -**

This study serves as a call for a review of current EET policy in Ireland as it relates to the inclusion of groups, such as female immigrant entrepreneurs, who are underrepresented in entrepreneurship and potentially socio-economically disadvantaged. Therefore, an evaluation of the current provision in Ireland based on specific inclusion-based criteria is highly recommended. These criteria include specificity, relevance, targeting/focus accessibility/proximity and sensitivity to the (needs of) target group. It also includes stakeholder consultation (co-diagnosis of issues and co-production of solutions), which are criteria shared by O'Brien, Cooney and Blenker. (2019) and Barkhuizen and Bennett (2014). Facilitating and enhancing stakeholder engagement and consultation will provide an opportunity for female immigrant entrepreneurs to become key players in policy development, as it relates to entrepreneurship, entrepreneurship education and business development in Ireland.

### **7.2 Implications for practice**

As already discussed, EET in Ireland is lacking in inclusivity, thus, the need for more inclusive practices to meet the needs of female immigrant entrepreneurs. The findings highlighted the need for the completion of a needs assessment of female immigrant entrepreneurs to kickstart this process of achieving inclusivity in EET, as espoused by Brown (2002). With findings indicating that information pathway, from the perspective of female immigrant entrepreneurs, was inadequate and not easily accessible. The implications of this for EET educators and support agencies is a re-evaluation of information pathways, provision and dissemination, and possibly a more innovative way of engaging with this underrepresented group.

## **8. Limitations of the study -**

As with every study, there are some limitations worth highlighting. Although the diversity of participants was in some respects a strength of the study, it also presented as a potential drawback, in that the study did not focus on any specific ethnic group. Being able to theorise on the broader 'female immigrant' category is useful, but the study recognised that as an analytical category, its constituents are likely to present unique features (i.e., there will be some heterogeneity within the category).

Another potential limitation of this study is that it utilised an approach in its exploration of the experiences of female immigrant entrepreneurs. In view of this, the respondents could only provide information, perspectives and opinions from previous experiences and knowledge. A longitudinal approach would be useful for capturing a panoramic view of the experiences of the respondents as they engage in their businesses from the pre-startup phase to the growth stage, giving better insight into the impact of EET for the development of entrepreneurial capabilities over a period.

## **9. Recommendations for future research.**

### **9.1 The empirical data /information deficiency on (female) immigrant entrepreneurship in Ireland.**

Currently, there is no up-to-date information or data in Ireland regarding the entrepreneurial activities of female immigrant entrepreneurs or immigrant groups in Ireland. This empirical data deficiency is not surprising due to Ireland's relatively recent history of migration, particularly of those outside the EU now resident in Ireland. Since the early 2000s, Ireland's new immigrant communities have continued to grow steadily and significantly.

Currently, it is estimated that 10% of businesses in Ireland is of immigrant origin (Gazeta, 2022) but the exact figure or extent of their contribution has been difficult to estimate. However, there are indications that the value of immigrant entrepreneurship is growing, with anecdotal evidence that restaurants, services, and retailing are the principal business sectors of immigrant entrepreneurship (Gazeta, 2022). With the influx of migrants into Ireland in the last two decades from various parts of the world, Syria, Eastern Europe, Africa, and South America. The paucity/lack of information and data on female immigrant entrepreneurs in Ireland presents a future research opportunity.

### **9.2 A further exploration of the study to include interviews with EET educators and other stakeholders.**

In Study 2 of this study, interviews were conducted with 21 female immigrant entrepreneurs, in order to understand their background, *lived experiences* within the Irish entrepreneurship landscape, and their individual perspectives regarding how their entrepreneurial capabilities could be enhanced through EET. Thus, this study was focused on what is currently available in EET and what female entrepreneurs identified as their needs. Future research could also incorporate interviews with policy makers, educators and other relevant organisations, to generate a triangulation of opinions. Given that the focus was on the lived experience of female immigrant entrepreneurs for this study, these perspectives of these other groups can be captured in future studies.

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A new season has begun!

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