


EDUCATION IN ENTREPRENEURSHIP: SYSTEMATIC REVIEW OF PUBLICATIONS IN SPANISH FROM 2013 TO 2023

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 01 May 2023</p> <p>Accepted 28 July 2023</p>	<p>Purpose: The purpose of the study was to analyze entrepreneurial education in publications made in the Spanish language of the last decade.</p> <p>Theoretical framework: In this sense, it has sought to systematically review various publications on entrepreneurship education as a cross-cutting theme disseminated by Latin American researchers and institutions.</p>
<p>Keywords:</p> <p>Education; Andmprendimiento; Rsystematic, Revision; Publications; Spanish.</p> <div data-bbox="172 1055 475 1301" style="text-align: center;">  </div>	<p>Design/Methodology/Approach: The same that has been possible thanks to the systematic review method according to the criteria established by the PRISMA strategy. Getting to select for the study 45 articles indexed in the Scopus database between the years 2013 to 2023.</p> <p>Findings: From the analysis, it stands out that the study of entrepreneurship is being deepened at an educational, business, economic and social level. And that there is in entrepreneurship education the proposal to always start from the idea of proposing a business and designing a plan. Then you should look for a support network and have a positive attitude.</p> <p>Research: And the existence of interest in entrepreneurship education arises due to social, business, economic and academic demand.</p> <p>Originality/Value: Therefore, it is concluded that entrepreneurship education by universities is due to the various needs of social, business, economic and academic interest. And likewise, it is extracted from the study that researchers and institutions seek to publicize their work on entrepreneurship education through Spanish-speaking magazines.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i8.3096</p>

EDUCATION EM ENTREPRENEURSHIP: SYSTEMATIC REVIEW OF PUBLICATIONS IN SPANISH FROM 2013 TO 2023

RESUMO

Objetivo: O objetivo do estudo foi analisar a educação empreendedora em publicações feitas em língua espanhola na última década.

Referencial teórico: Nesse sentido, buscou revisar sistematicamente diversas publicações sobre educação para o empreendedorismo como tema transversal difundido por pesquisadores e instituições latino-americanas.

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Desenho/Metodologia/Abordagem: O mesmo que foi possível graças ao método de revisão sistemática de acordo com os critérios estabelecidos pela estratégia PRISMA. Chegando a selecionar para o estudo 45 artigos indexados na base Scopus entre os anos de 2013 a 2023.

Resultados: Da análise, destaca-se que o estudo do empreendedorismo está sendo aprofundado em nível educacional, empresarial, econômico e social. E que existe na educação para o empreendedorismo a proposta de partir sempre da ideia de propor um negócio e traçar um plano. Então você deve procurar uma rede de apoio e ter uma atitude positiva.

Pesquisa, implicações práticas e sociais: E a existência de interesse na educação para o empreendedorismo surge devido à demanda social, empresarial, econômica e acadêmica.

Originalidade/Valor: Portanto, conclui-se que o ensino do empreendedorismo pelas universidades se deve às diversas necessidades de interesse social, empresarial, econômico e acadêmico. E, da mesma forma, extrai-se do estudo que pesquisadores e instituições buscam divulgar seus trabalhos sobre educação para o empreendedorismo por meio de revistas de língua espanhola.

Palavras-chave: Educação, Empreendedorismo, Revisão, Sistemática, Publicação, Espanhol.

EDUCACIÓN EN EMPRENDIMIENTO: REVISIÓN SISTEMÁTICA DE PUBLICACIONES EN ESPAÑOL DEL 2013 AL 2023

RESUMEN

Propósito: El propósito del estudio fue analizar la educación en emprendimiento en las publicaciones realizadas en lengua española de la última década.

Marco teórico: En este sentido, se ha buscado revisar sistemáticamente diversas publicaciones sobre educación para el emprendimiento como tema transversal difundidas por investigadores e instituciones latinoamericanas.

Diseño/Metodología/Enfoque: El mismo que ha sido posible gracias al método de revisión sistemática según los criterios establecidos por la estrategia PRISMA. Llegando a seleccionar para el estudio 45 artículos indexados en la base de datos Scopus entre los años 2013 al 2023.

Resultados: Del análisis se destaca que se está profundizando el estudio del emprendimiento a nivel educativo, empresarial, económico y social. Y que hay en la educación emprendedora la propuesta de partir siempre de la idea de proponer un negocio y diseñar un plan. Entonces debes buscar una red de apoyo y tener una actitud positiva.

Conclusiones: Y la existencia de interés en la educación para el emprendimiento surge debido a la demanda social, empresarial, económica y académica.

Originalidad/Valor: Por tanto, se concluye que la educación para el emprendimiento por parte de las universidades obedece a las diversas necesidades de interés social, empresarial, económico y académico. Y así mismo, se extrae del estudio que investigadores e instituciones buscan dar a conocer sus trabajos sobre educación para el emprendimiento a través de revistas de habla hispana.

Palabras clave: Educación, Emprendimiento, Revisión, Sistemático, Publicación, Español.

INTRODUCTION

In the Latin American context, entrepreneurship has been gaining space for dissemination in recent decades (Saenz Bilbao & López Vélez, 2015). This has allowed us to analyze the history, scope, relevance, impact and benefit of entrepreneurship. In this regard; from university; in different Latin American countries they have begun to pay attention and importance. In an attempt to associate the development of entrepreneurship with the university professional training of students (Julieth & Lizeth, 2017). Leading to Latin American university institutions being interested in entrepreneurial culture (Cantillo Campo et al., 2021)

In this sense, it is observed that in many centers of studies of the university level in Latin America has begun to raise entrepreneurship as a transversal element of the curricula or plans

of estudio(Torres, 2010). Especially in the faculties of Business Sciences and related. Because professionals linked to administration, accounting, business, economics, finance, tourism, etc., must have entrepreneurial instruction (Miranda et al., 2017). And in their professional training process they should develop the knowledge, competences, capacities, abilities and skills that allow them to develop as entrepreneurial professionals in society (Nunez Ladeveze & Nunez Canal, 2016).

Seeking in this way, from the university to guide new professionals in entrepreneurship in an increasingly globalized and technological context (Contreras-Velásquez et al., 2017). Promoting from that the preparation of highly trained professionals to work in companies and institutions of the state; if not in their own businesses (Bae et al., 2014). Assuming a paradigm shift in the way of understanding the process of professional training in Latin American universities(A. Valenzuela-Keller et al., 2022). Because it is taking step in universities to train qualified professionals to work in companies, institutions and industry, to own their own enterprise.

However, by inserting entrepreneurship as a transversal axis in the curricular plans; what the university does is awaken in new professionals the interest of being an entrepreneur and owner of their own business (Welsh et al., 2016). This would allow students and professionals to deal with various problems. Such as poverty, underdevelopment, unemployment and few job opportunities, etc. And as the decades go by, they will trigger the creation of new companies, new work spaces and new work alternatives, etc. So demanded by Latin American societies due to its context, development, politics, etc.

LITERATURE REVIEW

From the review of the curricular training proposals of the universities in relation to entrepreneurship the following comes out: a) preparation from the economic area for the creation of companies; b) psychological guidance to attend to the personal and cognitive characteristics of consumers; and c) didactic guidance to generate business models according to the new needs of the market (Litardo & Cortes, 2021). Which expresses; that it is seeking to promote in significant students from the university(McArt et al., 2021). And it is seeking to guide business science professionals to be entrepreneurs(Passaro et al., 2018).

Likewise, it is observed that the s universityis sought to promote through its study programs the following entrepreneurial competences 1. Innovation and creativity; 2. Teamwork; 3. Ability to take risks and 4. Involvement with social reality (Jiménez-Coronado

et al., 2022). Promoting the initiative of the own business, labor independence, ability to adapt to change and the dream of being (Shane et al., 2003); entrepreneurs (Moriano et al., 2001)

Therefore, the skills and competences are promoted in the university from the various professional subjects (Proaño et al., 2018). Because the development of competencies encompasses a set of skills and abilities. Linked to creativity, leadership, teamwork, innovation, decision making, etc. Which are requested in the professional, personal and social field (Lee et al., 2018).

In this sense, university education would be seeking to instruct, train and guide students to start thinking, planning and designing their own businesses (Sundarraaj & Subbalakshmi, 2023). Which expresses being an alternative to salaried work and unemployment of professionals. Generating the possibility and conditions of returning students into entrepreneurs. This is intended to be achieved from an interdisciplinary instruction (Contreras-Velásquez et al., 2017). And encouraging the professional to carry to society from his entrepreneurship (Lazear, 2005).

Challenge that although it seems simple; it is not yet fully systematized in universities; because it represents a real challenge. And because those who lead the university have to promote the entrepreneurial culture (Gimmon, 2014). Because they have to stop from passive and unidirectional methodologies centered on the professor to active and interdisciplinary methodologies, evaluate (Welsh et al., 2016). the appropriate didactic strategies to insert them into the learning sessions (Political, 2005). Promote research in relation to entrepreneurship (Lazear, 2005). Vinculate the notion of quality not only to teaching, research, impact but to entrepreneurship (Gimmon, 2014). Revisar the bad or curricular programs, the profile of the teachers and the diverse procedures of university management. And have the proactive human resource to implement entrepreneurial education (Soria-Barreto et al., 2016).

METHODOLOGY

It has been considered pertinent to carry out the analysis of the documents using the systematic review (Prophet et al., 2017). Through the exclusion and inclusion criteria of the articles indexed in the Scopus database in relation to entrepreneurship education.

In this sense, relevant publications have been considered through the sequence of the PRISMA methodological strategy (Page et al, 2021). Coming to identify, select, choose and include the articles of entrepreneurship education.

The search for articles in the database using the term "entrepreneurship" was initiated, resulting in 489 published documents. To which the second filter was applied, that of the subarea "social sciences", "economics, accounting and finance". Obtaining as a result 290 articles. Then we proceeded to exclude the areas of Arts, engineering, computing, psychology, agriculture, etc. resulting in 100 articles. To which the criterion of exclusion of multidisciplinary areas, free access and language was applied. Achieving the result of 45 articles of "entrepreneurship education"

Table 1 - Search conditions for entrepreneurship articles

Identification	Articles indexed in the Scopus database	Search according to the theme "entrepreneurship" 489 items
Selection	Documents selected by subarea	Selection of documents considering the subarea "social sciences", "economics, accounting and finance". 290 items.
Eligibility	Articles selected by access	Choice of articles considering full access; bypassing the restriction of access by right of payment or others. 100 items
Inclusion	Documents considered in the study	Articles considered for study analysis because they have as their theme "entrepreneurship education" 45 items

Source: Prepared by the authors (2023)

After implementing the filters and having the documents to be considered in the study according to the criteria indicated; we proceeded with the analysis; Period of publication, territory where it has been published, the citation of publications, form of access to the publication, theme developed and guidelines provided.

RESULTS AND DISCUSSION

It was obtained as a result according to the criterion of frequency of publication per year a total of 45articles in relation to entrepreneurship education. So far from 2013 to 2023. Highlighting in the analysis that the increase in publications has reached its highest level in 2022. This expresses that Spanish-speaking countries have shown interest in disseminating their research in relation to entrepreneurship education in a high-impact database in order to have relevance at the international level.

Table 2 – Frequency of publication

Year	N° Articles
2023	2
2022	9

2021	6
2020	4
2019	8
2018	7
2017	5
2016	2
2015	0
2014	0
2013	2
	45

Source: Prepared by the authors (2023)

When considering the criterion of territory where more has been published in relation to entrepreneurship education; it is observed that Spain, Colombia and Mexico stand out. There is interest in researching and disseminating their studies also in other countries.

Table 3 – Publication territories

Territory	Articles
Spain	13
Colombia	13
Mexico	6
Chile	4
Venezuela	3
Ecuador	2
Peru	2
Bolivia	1
Costa Rica	1
	45

Source: Prepared by the authors (2023)

When considering as a criterion of analysis, the citation of the articles published in relation to entrepreneurship education, we show that there are 29 articles (64%) that have received citations by other publications. And 16 articles (36%) that were not cited in any publication. Highlighting that the articles with the highest citation are those whose theme is associated with innovation and creativity in entrepreneurship.

Table 4 – Citation frequency

Articles	Quantity	%
Walk-ins	16	36%
By appointment	29	64%
Total	45	100%

Source: Prepared by the authors (2023)

To specify the analysis and delimit the guidelines that the investigations have followed. The following are the publications considering the critério of authors, year of thematic publication and methodological orientation.

Table 5 – Articles considered in the study analysis

Authors	Thematic
Kapil et al., (2023)	Ecosystem of entrepreneurship and education of millennials
Heat et al., (2023)	Entrepreneurship education in students' perception
A. A. Valenzuela-Keller et al., (2021)	The university context in its role of entrepreneurship education
Wedding band-Sagredo et al., (2020)	Perfection of teachers and managers of the link between entrepreneurship and innovation
Añasco Bell & Chamorro Bacilio, (2022)	Entrepreneurship in emerging societies
Sánchez Espada et al., (2018)	Entrepreneurship as a creation of social value
Miriam et al., (2022)	Entrepreneurship in higher education for skills development
Serrano Amado et al., (2017)	Women leading entrepreneurship in Colombia
Copelli et al., (2022)	Education and entrepreneurship in graduate schools
Beroska et al., (2022)	Growth and development from entrepreneurship in Latin America
González-Calatayud et al., (2022)	Digital skills for entrepreneurship
Lopez et al., (2021)	Perception of entrepreneurship by students in Latin America
Serrano Amado et al., (2017)	Women at the forefront of entrepreneurship in Colombia
Virginia Guadalupe et al., (2021)	Entrepreneurship in university students in Mexico
Vidal et al., (2021)	Entrepreneurship as a peace strategy for FARC groups
Martínez Garcés et al., (2021)	Factors of impulse in the entrepreneurship of university students
Bretones & Radrigán, (2018)	Attitude of Chilean and Spanish students as entrepreneurs
Portuguez-Castro & Gómez-Zermeño, (2020)	Systematization of experiences of online entrepreneurship
Vera-Sagredo et al., (2020)	Entrepreneurship for technical professionals
Prendes Espinosa et al., (2020)	Entrepreneurship education for teachers in the future European context
Jiménez-Coronado et al., (2022)	The methodology for capacity building in higher education
Belmonte et al., (2019)	Entrepreneurship in the Spanish context
Azqueta & Naval, (2019)	Entrepreneurship as a proposal for human development
Alvarado et al., (2019)	Entrepreneurship as a pedagogical route in higher education
Aldana-Rivera et al., (2019)	Entrepreneurship in the pedagogical practice of teachers in Barranquia
Cantú González et al., (2019)	Evaluation of entrepreneurship in education
Alvarez Garcia, (2013a)	The strategies used in higher education to promote digital entrepreneurship
Louis et al., (2019)	Perspectives and challenges of social entrepreneurship
Guarnizo Vargas et al., (2019)	Contributions to public policy to guide entrepreneurship education
Arteaga et al., (2018)	Economic training for entrepreneurs
Askerov et al., (2018)	Innovative entrepreneurship in the digital economy
Espada et al., (2018)	Social entrepreneurship projects in education
Nosova et al., (2018)	The entrepreneurial economy using technology
Aceituno-Aceituno et al., (2018)	Entrepreneurship in university education
Kosharnaya et al., (2018)	Entrepreneurial entrepreneurship as a key factor for business development
Suárez Pineda et al., (2018)	The policy of local governments in relation to the entrepreneurship of rural youth in Colombia
Ramon-Jaramillo et al., (2017)	Technological entrepreneurship in a center of Ecuador
Rico et al., (2017)	Teacher training in entrepreneurship
Julieth & Lizeth, (2017)	The new challenges in entrepreneurship education in higher education centers
Contreras-Velásquez et al., (2017)	Interdisciplinary training in entrepreneurship
Gámez Gutiérrez & Garzón Baquero, (2017)	Incorporation of entrepreneurship in educational programs
Garnica, (2016)	Entrepreneurship and informal creativity
Beautiful, (2016)	The work of women entrepreneurs in the labour market

Simon, (2013)	Education in entrepreneurship in a systematized way
Alvarez Garcia, (2013)	Entrepreneurship education proposal based on digital skills

Source: Prepared by the authors (2023)

According to the analysis of the information, it can be identified that entrepreneurship education is carried out at an educational, business, economic and social level. And it seeks to deepen research linking entrepreneurship education, business, economy and society (Bruyat & Julian, 2001). Which expresses that entrepreneurship is being analyzed from economic, social, personal and educational fields.

From education seeks to deepen the entrepreneurship of Millennials (Kapil et al., 2023), citizens of the XXI century, in order to know their projections and perspectives. Likewise, it is observed that many studies seek to deepen the analysis of entrepreneurship in university students; Because they as professionals, will contribute from their university training (Herrera & Villalobos, 2018); in companies and many times they will lead entrepreneurship as executives in companies. In this sense, it is observed that, in the areas of administration, finance and business there is continuously an interest in deepening the education of (Oosterbeek et al., 2012) university entrepreneurship (Sánchez Espada et al., 2018).

Also; In the analysis of the documents, the deepening of the training of professional technicians is observed because they are the operators in the production centers. Likewise, we find studies that delve into entrepreneurship from basic education. Echo the perception of students in order to know their concerns and perceptions in relation to entrepreneurship (McArt et al., 2021).

In the research of the business area; in relation to entrepreneurship education; studies are observed in which it is sought to know the activities of women entrepreneurs; deepening in gender equity and business integrity (Serrano Amado et al., 2017). Other studies delve into entrepreneurship as an experience (Oosterbeek et al., 2012). Resaltando that all entrepreneurship starts from identifying the need and opportunity to do something new. It is also observed; that seeks to deepen the knowledge of entrepreneurship based on products. In response to the need of the market. Finally, we have the studies that focus their analysis linking entrepreneurship and creativity. Above all, because it seeks to respond to the customer based on the creative presentation of the products generated by the company (Kaligis, 2023).

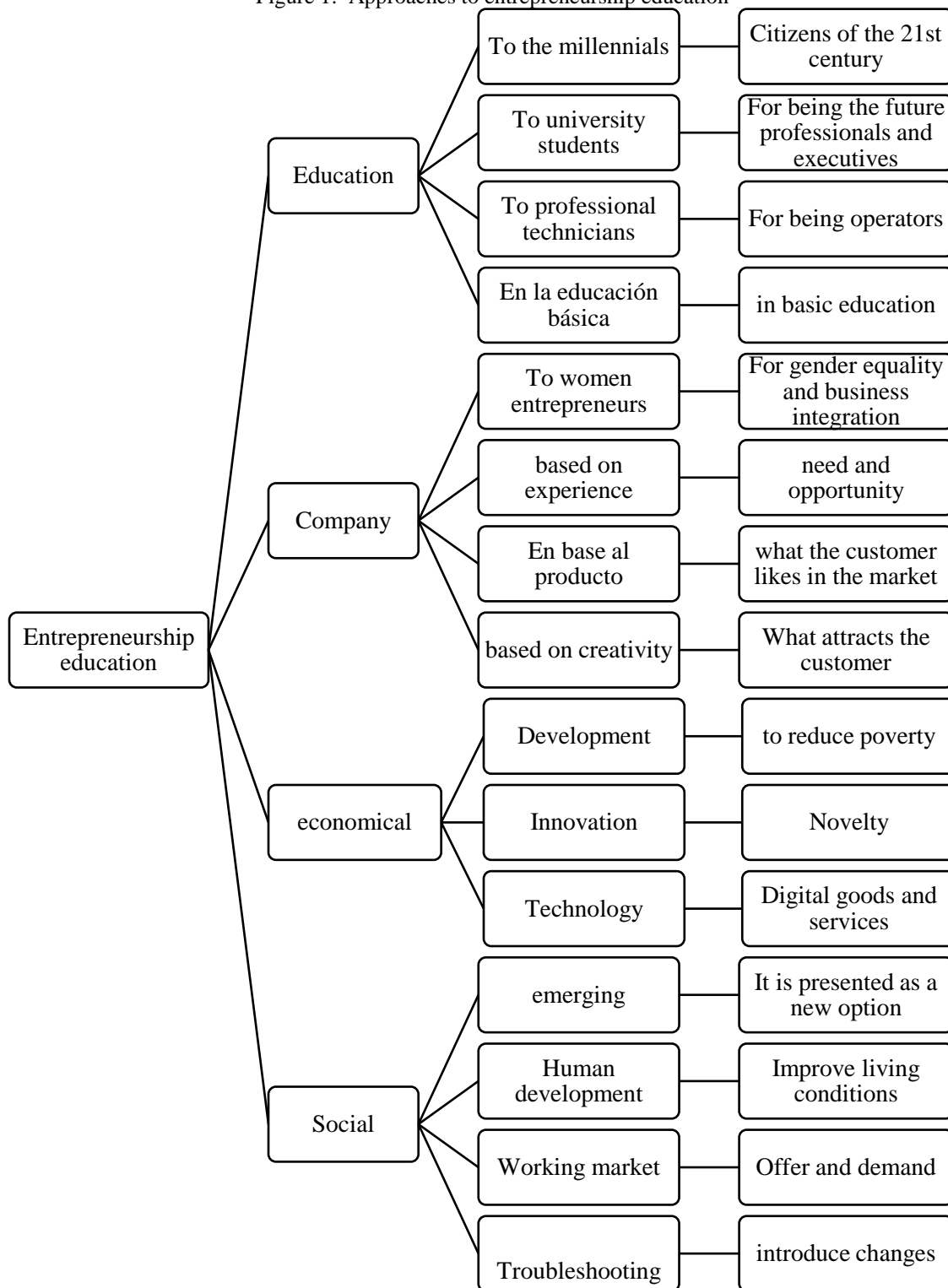
In the studies of entrepreneurship education from the economic perspective; it deepens in the analysis of the impact and influence of the use of technology. Seeking to guide students from entrepreneurship to find ways to reduce poverty and unemployment (Henley et al., 2017). Guiding students from innovation to achieve success overcoming various limitations (Soria-

Barreto et al., 2016). And at the same time encourage them to use technology and digital resources(Carreño Paredes et al., 2018), to promote highly profitable goods and services of economic impact.(Audretsch et al., 2007)

Finally, in the studies of entrepreneurship education, we find those of social level. Which seek to deepen in knowing how entrepreneurship is present in emerging social groups, generating human development (Dacin et al., 2011) and promoting a labor market (Farrukh et al., 2019). And presenting entrepreneurship as an alternative solution to various problems such as unemployment, povertyand lack of opportunities. Problems present in developing societies (Dacin et al., 2011; Azamat et al., 2023). This is positive and significant especially for the testimonies and evidence documented in the investigations.

Likewise, it has been documented that human development is given by entrepreneurship. Because it improves the living conditions of entrepreneurs. Because it contributes significantly to the labour market by generating opportunities. And to be a generator of changes at the social level. As can be summarized in the following figure.

Figure 1. Approaches to entrepreneurship education

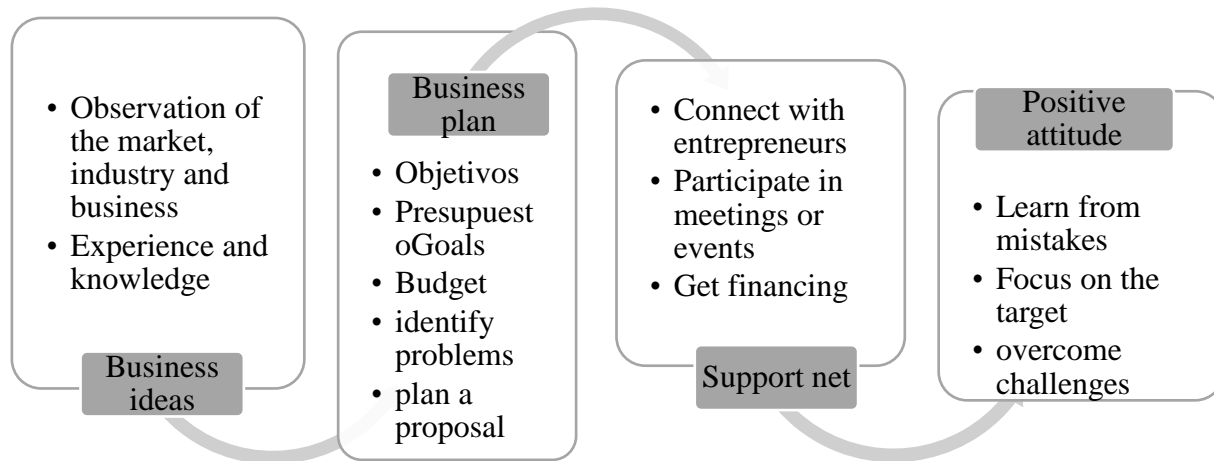


Source: Prepared by the authors (2023)

Finally, it has been considered pertinent to analyze in the articles the advice provided in relation to entrepreneurship. Finding as a result the following tips: a) business idea, b)

preparation of the business plan, c) creation of a support network and d) positive attitude in entrepreneurship.

Figure 2. Illustration of the process of entrepreneurship education



Source: Prepared by the authors (2023)

Highlighting as a first tip the business idea. Which entails a series of activities in relation to the type of business. If you're starting from scratch with a completely new idea, we recommend focusing on an area where you have experience, knowledge, and a passion. It is important that you understand the market and the customers you want to reach. Researching the business, industry and market is critical to ensuring future success.

Entrepreneurship requires an investment of time and effort. While it is true that many people see entrepreneurship as a way to get a quick buck, it is important to note that building any business takes time. It's important that you're prepared to commit to your business and work hard for a while before you see results. This means you'll have to spend time developing your product, finding customers, testing your product or service, building an online presence, and promoting your business.

The second tip is to have a business plan that will help you define your goals, set your budget, and provide a detailed overview of your business. In addition, it will also help you identify potential problems and prepare for them. A business plan will help you stay on course and make sure your business succeeds sustainably.

Once you have the business plan and detailed planning do not forget the marketing in which you should address all aspects of the business, from the product you will offer to the way you will reach your customers.

The third tip is to have an entrepreneurial support network. Entrepreneurship can be a lonely path, so it's important to surround yourself with other entrepreneurs who can offer advice and support. You can connect with local entrepreneurs through social media, entrepreneur meetings, or networking events. These networks will help you stay motivated, as well as offer tips and resources to help you navigate the uncertainty of entrepreneurship.

Another important element is getting financing. There are many ways to get business financing, from bank loans to investors. Depending on the specific situation, the best option for you will be different. Research all your options to ensure you're getting the best financing for the business.

It is important to remember that entrepreneurship is a learning path. You're likely to make mistakes along the way, but it's important to remember that these mistakes are part of the learning process. If you stay motivated and focused on your vision, then you will eventually achieve success.

Finally, it is important that you maintain a positive entrepreneurial attitude. Entrepreneurship is a lonely and sometimes difficult journey, but with the right attitude, you can overcome any challenge. Establish a daily routine to motivate yourself and keep your energy positive. If you focus on these steps, you'll have a better chance of succeeding as an entrepreneur.

In short, the entrepreneurship process, as outlined in the figure, opens as an agenda item a relevant curriculum and in the curricular experiences the need to influence didactic strategies associated with promoting significant learning among management students in entrepreneurship. So, Problem-Based Learning (PBL), Project-Based Learning (PRL), case studies, inquiry methods, action research, among others (Fayolle & Gailly, 2015).

CONCLUSION

There is a growing interest of Spanish-speaking researchers to publish their work in relation to entrepreneurship in the journals that index in the Scopus data base. Seeking to highlight and disseminate studies in relation to entrepreneurship education. The same that has been developing in the social sciences, business, economics, social field and university education. This contributes to interdisciplinary reflection in Spanish-speaking countries. Due to the relevance of entrepreneurship at an economic, educational, social and business level. And for being an alternative solution in developing countries and facing the problem of poverty, unemployment, lack of opportunities, etc.

It also highlights in the published research the evidence of the advice in relation to the business idea and the business plan which is provided in university classrooms. And what entrepreneurs express from their own experiences. Universities or study centers seek to educate in the idea and business plan through courses, specializations, workshops, conferences, and internships in relation to entrepreneurship (Herrera & Villalobos, 2018). On the other hand, from the experience the need of support and the positive attitude of entrepreneurship are highlighted. That is, entrepreneurs who have not had the opportunity to go to academia, be professionals or train academically in relation to entrepreneurship value the support network and positive attitude. Highlighted that the street teaches you what the academy does not teach you in relation to entrepreneurship.

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