



El Salvador 2016

National report

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Preface

The new generations are a fundamental pillar for the development of every nation. Thus, promoting entrepreneurship among young people has become an indispensable action to promote economic and social growth. In particular, there is interest in understanding how to boost entrepreneurship in future professionals. Consequently, universities, which are academic training scenarios, should deepen the scientific study of entrepreneurial behavior.

Under this approach, the Global University Entrepreneurial Spirit Students' Survey (GUESSS) project was launched since 2003. In this seventh data collection (2016), 50 countries participated in the project, obtaining a total of more than 122,000 complete surveys. Data were validated by Ernst & Young.

In this edition, El Salvador participated for the first time through an alliance between the School of Postgraduate Studies and Continuous Education and the Entrepreneurship Center (C-emprende) of the Directorate of Social Projection and Special Programs of the Universidad Dr. José Matías Delgado. At this time, it was possible to survey 4,653 students from all over the country.

However, this effort would not have been possible without the participation of the 12 Salvadoran higher education institutions associated with the project: Escuela Especializada en Ingeniería ITCA/FEPADE, Escuela Superior de Economía y Negocios, Escuela Superior Franciscana Especializada AGAPE, Instituto Especializado de Educación Superior "El Espíritu Santo", Universidad Centroamericana José Simeón Cañas, Universidad Cristiana de las Asambleas de Dios, Universidad de Oriente, Universidad Don Bosco, Universidad Francisco Gavidia, Universidad Gerardo Barrios, Universidad Óscar Arnulfo Romero, and Universidad Tecnológica de El Salvador.

Therefore, we hope to strengthen inter-university efforts to continue generating evidence on entrepreneurship among young Salvadorans. At the same time, we look forward to continue participating in the GUESSS project in the coming years, contributing with all our efforts to strengthen this global research partnership.

Sincerely,

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1. Summary

GUESSS is a worldwide research project focused on the study of entrepreneurial intentions in students. The project has been in force for more than 10 years, with seven worldwide data collections every 2-3 years. Throughout this time, it has consolidated itself as the most profound project in the approach of entrepreneurship among university students.

This is a project implemented since 2003 and directed by the Swiss Research Institute of Small Business and Entrepreneurship of the University of St. Gallen. The project manager is Dr. Phillipp Sieger, who has support from a board consisting of Prof. Dr. Urs Fueglistaller, Prof. Dr. Thomas Zellweger, Dr. Frank Halter, and Prof. Norris Krueger.

In El Salvador, the Universidad Dr. José Matías Delgado, through the School of Postgraduate Studies and Continuous Education and the Matías Entrepreneurship Center [C-emprende], is the institution responsible for coordinating the collection of data from the university student population at national level. The Universidad Dr. José Matías Delgado has invited different higher education institutions, which joined the research as Associated Universities to the 2016 GUESSS.

In this GUESSS data collection, 122,509 students from 50 countries and 1,082 universities participated. In El Salvador, there were 4,653 students from 13 Higher Education Institutions.

In this edition, El Salvador is ranked as the ninth country in the world with the highest rate of responses and the fourth country in Latin America.

Main findings:

- Twenty-one percent of Salvadoran university students intend to start a business when they finish their studies.
- Fifty-eight percent intend to start a business 5 years after obtaining their university degree. This trend is higher than the global average.
- Therefore, El Salvador, like many developing countries, shows a greater interest in entrepreneurship.

2. 2016 GUESSS Project

At the global level, entrepreneurship has been considered a key phenomenon in economic development, as it is a source of employment (Andersen & Nielsen, 2012, Bjørnskov & Foss, 2016, Opoku-Antwi, Amfah, Nyamaa-Koffuor & Yakubu, 2012, Venessaar, Kolbre & Piliste, 2006) and the promoter of technological progress and innovation (Ali, Topping & Tariq, 2011, Schlee, Stewart & Summers, 2013). Therefore, the enterprise promotes changes in social environments by building innovative ways to stimulate the implementation of new ideas, diverse businesses, and new job opportunities.

At the individual level, entrepreneurship has been valued for increasing the degree of competitiveness among people, giving them the opportunity to strengthen their personal capacities and realize their full potential (Chen & Lai, 2010; Korhonen, Koemulainen & Rätty, 2012). Thus, it is a way of expression and creativity for generating new proposals and then, satisfying the desire to propose diverse approaches in the scope of the reality.

However, carrying out an entrepreneurship project means a complex process that involves a large number of activities through the interaction between the individual and the environment (Korunka, Frank, Lueger & Mugler, 2003). From this perspective, it is necessary to deepen into the behavior mechanism that allows shaping the enterprise in the concrete environment.

It follows then, that entrepreneurship is the result of a mixture of individual factors with features of the person's social environment (Sánchez, Hernández & Jiménez, 2016). It involves a dynamic work of approaching multiple factors that drive the entrepreneur. For this reason, it is vital to understand the existence of a construct called "the entrepreneurial spirit." This is defined as the set of actions oriented to move an entrepreneurial idea to a concrete plane (Castelao, González, Jordán & Ruiz, 2015). Entrepreneurship spirit involves a combination of interrelated components for stimulating a person's behavior towards the development of new projects.

The entrepreneurial spirit consists of a dynamic process that has been based on the Theory of Planned Behavior (TPB) proposed by Ajzen's, where the intention of creating a business can be based on three determinants: attitude, social rule, and perceived behavioral control (Zhang, Wang & Owen, 2015) (see Figure 1). Consequently, the individual tends to be more prone to act from the interrelation of these three components.

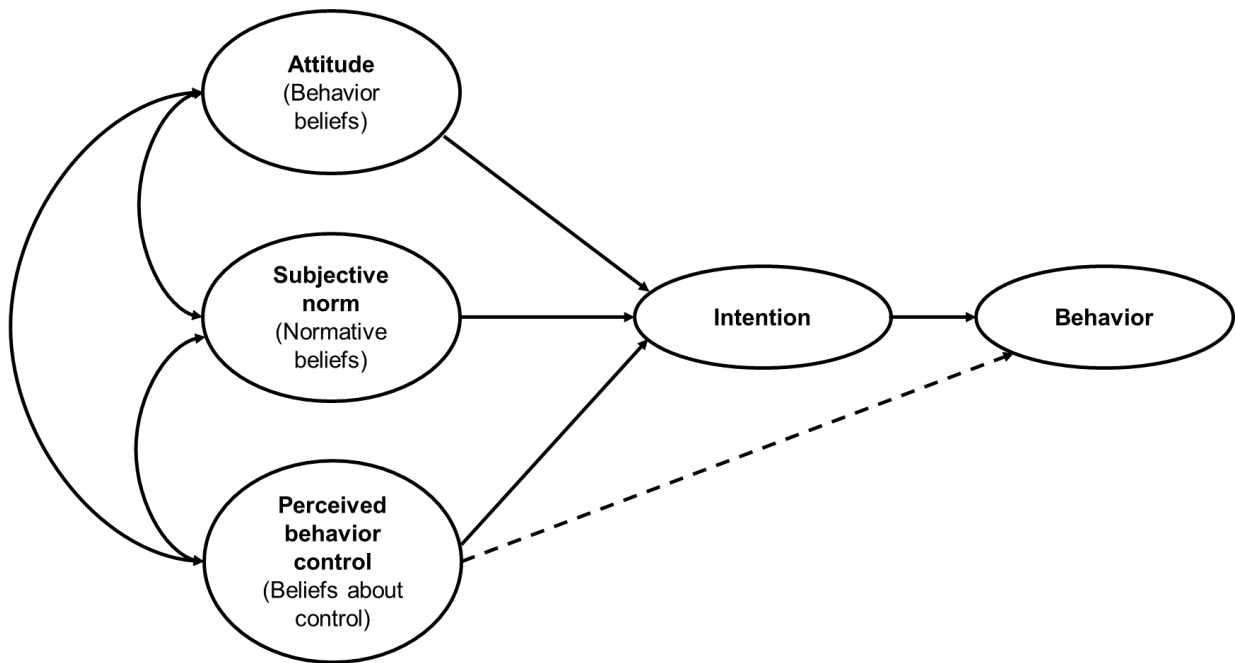


Figure 1. Model on entrepreneurial conduct from Ajzen's Theory.

The attitude is equivalent to a personal evaluation of a particular phenomenon, through a favorable or unfavorable gradient (Astuti & Martdianty, 2015, Mishra, 2014, Tournés, 2015). It refers then, to the evaluation of the personal capacities to be able to carry out an activity. In turn, this personal vision is complemented by the subjective rule, corresponding to the perception about the expectations of a reference group and the person's motivation to satisfy them (Damron-Martínez, Presley & Zhang, 2013). For this reason, the human being, inserted in close social circles, analyzes the opinion of his immediate environment to assess what to do.

In addition, this is complemented by perceived social control equivalent to the beliefs about the presence of facilitating or inhibiting factors of the macrosocial environment (Ajzen, 2014). For this reason, the TPB incorporates a systemic vision when including the analysis of the behavior according to different social aggregates. It is assumed, then, that the entrepreneur analyzes several components of the environment to have the intention to create his own business.

Therefore, it is important to understand that, in order to foster entrepreneurship, it is necessary to go deeper into the entrepreneurship spirit. In this sense, it follows that TBP is a key framework in the process, in order to operationalize the inherent dynamism of the phenomenon.

In particular, the deepening of the entrepreneurial spirit in the university field becomes a matter of great interest, for being a viable place to promote skills and technical knowledge in new generations of professionals (Roy & Das, 2016; Weiming, Chunyan & Xiaohua, 2016). The university environment is a scenario of interest to analyze the phenomenon of entrepreneurship. Having evidence about the different variables that interact to determine the intention to create their own business, guarantees a better orientation of the strategies directed to the implementation of an entrepreneurial culture.

For such reason, the Global University Entrepreneurial Spirit Students' Survey [GUESSS] emerged, a global project initiated by the University of St. Gallen in Switzerland in 2003 (Sieger, 2015), which already has seven data collections (2004, 2006, 2008, 2011, 2013/14 and 2016). Thus, in a longitudinal way, the GUESSS project has focused on researching about the entrepreneurial intention among active university students. For 2016, there was participation of 50 countries, being the first time the data collection was carried out in El Salvador (Sieger, Fueglistaller & Zellweger, 2016). In this sense, the number of participants increased, highlighting the opportunity for collecting data on entrepreneurial spirit among Salvadoran university students.

In El Salvador, data collection was conducted in the period between April and June 2016. This collection was possible through the partnership with GUESSS of 13 higher education institutions that maintained an active participation during the process.

Table 1: HEI associated to GUESSS 2016 in El Salvador

Higher Education Institution	
1.	Escuela Especializada en Ingeniería ITCA/FEPADE
2.	Escuela Superior de Economía y Negocios
3.	Escuela Superior Franciscana Especializada/ AGAPE
4.	Instituto Especializado de Educación Superior "El Espíritu Santo"
5.	Universidad Centroamericana José Simeón Cañas
6.	Universidad Cristiana de las Asambleas de Dios
7.	Universidad de Oriente
8.	Universidad Don Bosco
9.	Universidad Francisco Gavidia
10.	Universidad Gerardo Barrios
11.	Universidad Óscar Arnulfo Romero
12.	Universidad Tecnológica de El Salvador
13.	Universidad Dr. José Matías Delgado

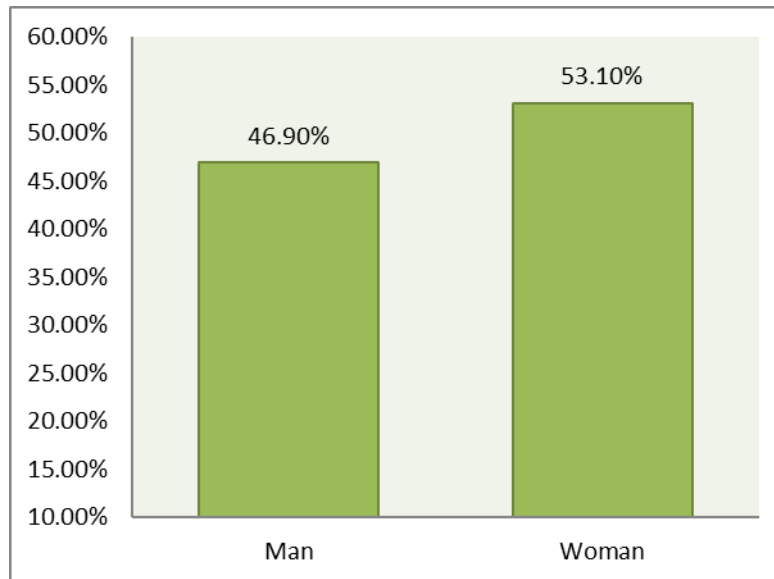
Table 2: Global answers per country

N°	Country	Number of Universities	Complete Answers	Valid Percentage
1	Albania	6	70	0.1
2	Argentina	45	2625	2.1
3	Australia	18	2359	1.9
4	Austria	51	3755	3.1
5	Byelorussia	16	716	0.6
6	Belgium	6	771	0.6
7	Brazil	83	7417	6.1
8	Canada	2	297	0.2
9	Chile	32	6077	5.0
10	China	97	3274	2.7
11	Colombia	13	3832	3.1
12	Korea	52	2603	2.1
13	Croatia	26	1555	1.3
14	Ecuador	5	8211	6.7
15	El Salvador	14	4653	3.8
16	Slovakia	17	3266	2.7
17	Slovenia	5	575	0.5
18	Spain	19	7373	6.0
19	United States	15	353	0.3
20	Estonia	25	811	0.7
21	Finland	16	532	0.4
22	France	16	714	0.6
23	Germany	50	15984	13.0
24	Greece	12	649	0.5
25	Hungary	23	5182	4.2
26	India	11	37	0.0
27	England	16	1074	0.9
28	Ireland	17	807	0.7
29	Italy	39	4446	3.6
30	Japan	25	1490	1.2
31	Kazakhstan	22	253	0.2
32	Liechtenstein	2	159	0.1
33	Lithuania	36	426	0.3
34	Luxemburg	5	82	0.1
35	Macedonia	3	124	0.1
36	Malaysia	20	137	0.1
37	México	4	1207	1.0
38	Morocco	11	2044	1.7
39	Norway	4	41	0.0
40	Pakistan	12	580	0.5
41	Panamá	5	3273	2.7
42	Peru	12	1297	1.1
43	Poland	58	6388	5.2
44	Portugal	11	4685	3.8
45	Czech Republic	10	1135	0.9
46	Russia	34	4152	3.4
47	Sweden	10	606	0.5
48	Switzerland	40	2943	2.4
49	Ukraine	4	73	0.1
50	Uruguay	7	1396	1.1
Total		1082	122509	100

3. Social-demographic Data

The sample obtained varies by 6.2% in terms of gender, which gives us balanced results between men and women.

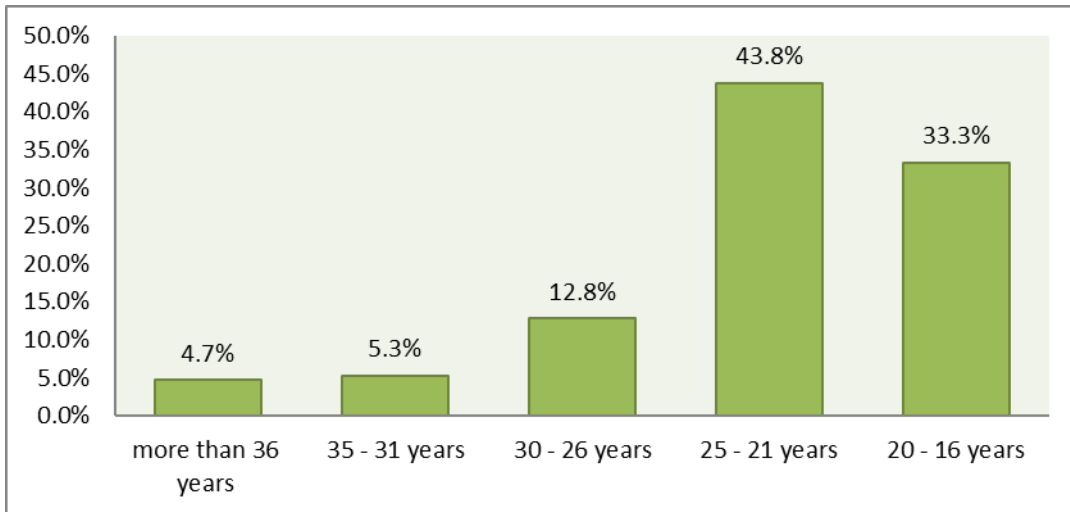
Graphic 1: Gender of the surveyed students



Participants in the study show their roots in the country; 98% of the total students surveyed through the instrument said they were Salvadorans, and 97% of the total had lived all their lives within the country.

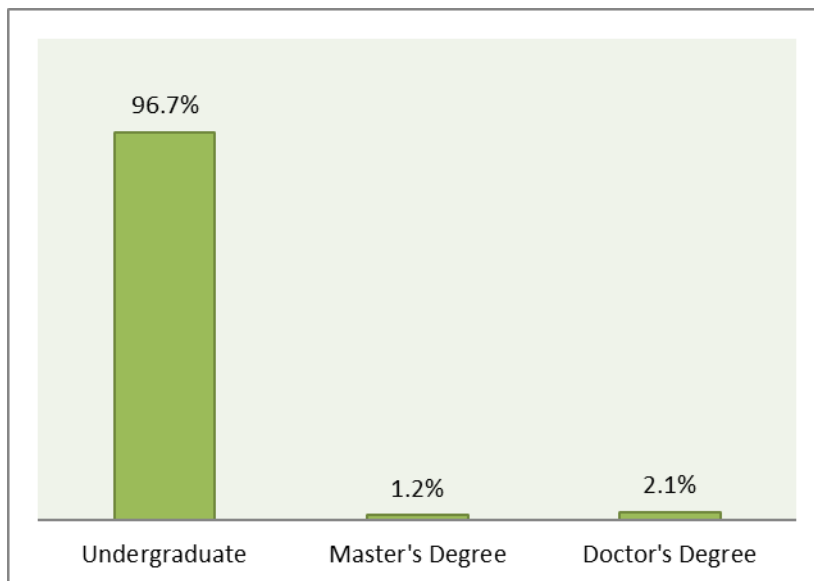
With respect to age, the most frequent rank among the students is 16 to 25 years, with about 80% of the total. This coincides with the average age of undergraduate students, since they graduate from high school at 17-18 years.

Graphic 2: Students' age



The group of people participating in the survey (96%) is mostly performing undergraduate studies.

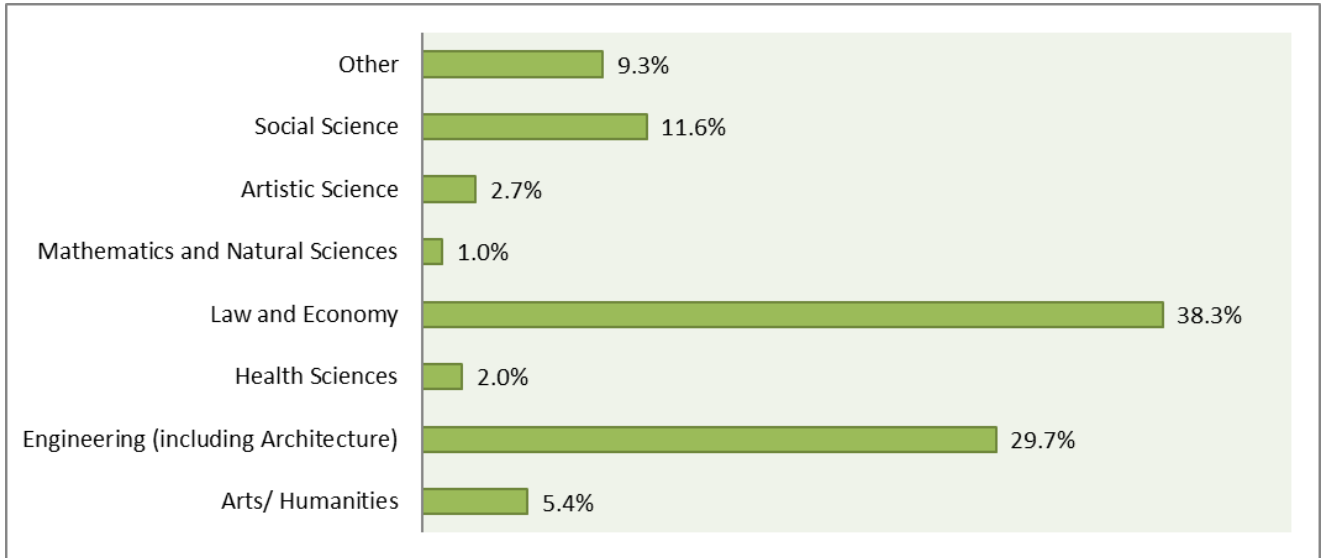
Graphic 3: Students' academic level



Seventy seven percent of the participants are students from the following 4 universities: Universidad Tecnológica [28%], Universidad Dr. José Matías Delgado [22%], Universidad Gerardo Barrios [15%], and Universidad Francisco Gavidia. About 70% come from the law, economics, and engineering schools. In addition, the period of time in which the student will develop his higher studies is 2013-2019.

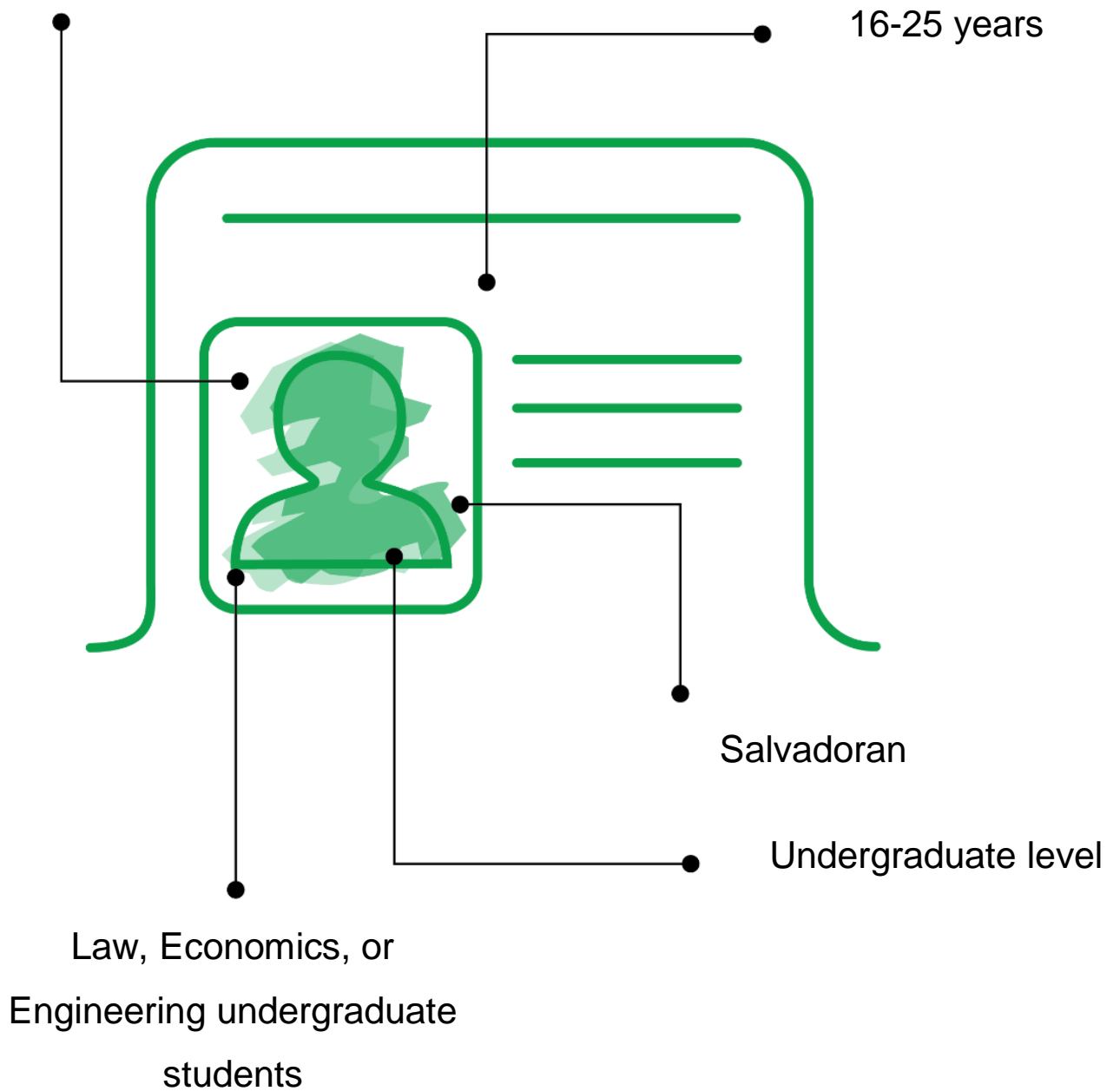


Graphic 4: Study areas



SOCIODEMOGRAPHIC PLAN

Men & Women



4. Professional plan intention and entrepreneurial intention

There is an entrepreneurial intention among university students; 18% of the total population is currently an active entrepreneur or has an own business, and 37% of the total number of people who do not have a business are interested in founding one in the medium term.

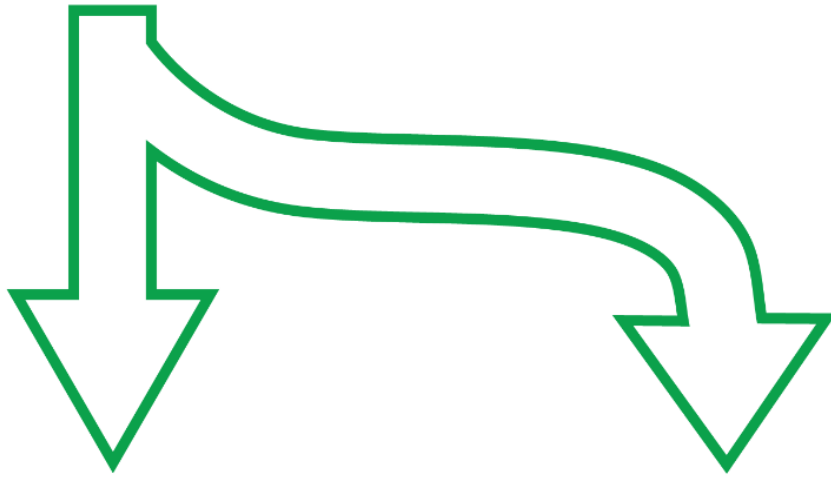
In the survey, students are asked about the professional plan that they expect to follow immediately upon completing their undergraduate studies and five years later. In this sense, in the short term, the young participants' vision is to get a job in a small, medium, or large company (48%), but there is also interest in founding their own business (21%).

Particularly in terms of the intention to start their own business, about 58% point it as their medium-term plan (5 years after finishing studies). In conclusion, about one-third of the respondents expect to develop and work in their own business in the medium term, five years after graduation.

Table 3: Professional plan after finishing the career and five years later

Professional Plan	When finishing the career	Five years later
Small enterprise employee [1 – 49 employees]	10.3%	2.9%
Medium enterprise employee [50 – 249 employees]	12.6%	2.8%
Large enterprise employee [250 or more employees]	26.0%	9.6%
Non-governmental organization [NGO]	5.6%	3.6%
Employee in academic area	5.7%	3.4%
Public employee	9.2%	5.9%
Entrepreneur, working in his own business	21.0%	57.8%
Successor of a family enterprise	4.0%	4.6%
Successor in an enterprise not controlled by my family	1.7%	4.3%
I don't know	3.9%	5.1%

PROFESSIONAL PLAN



Employee

Entrepreneur



When finishing studies

Five years later

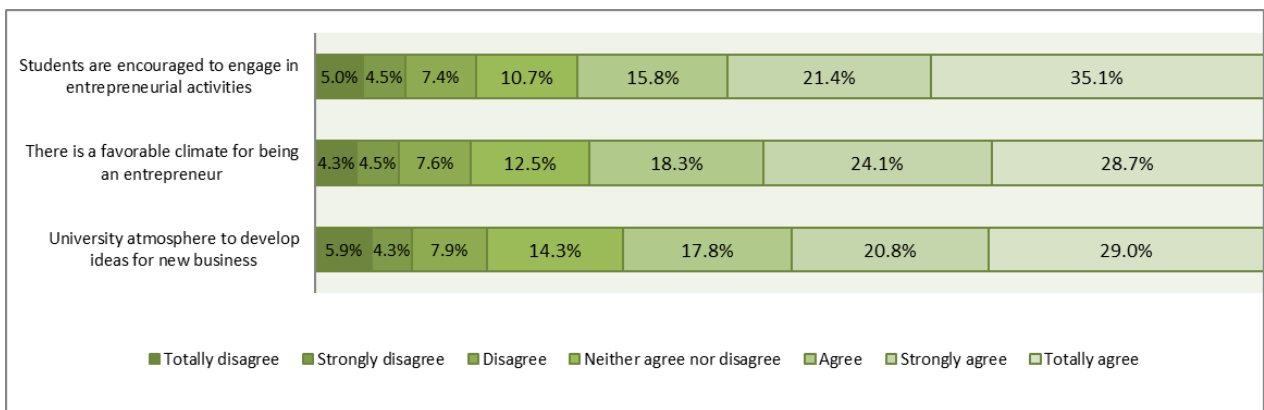


5. Drivers of the entrepreneurial intention

University context

More than 50% of the students consider that university environment is quite favorable, because it promotes involvement in entrepreneurial activities; there is a suitable climate, and allowing an atmosphere for new ideas.

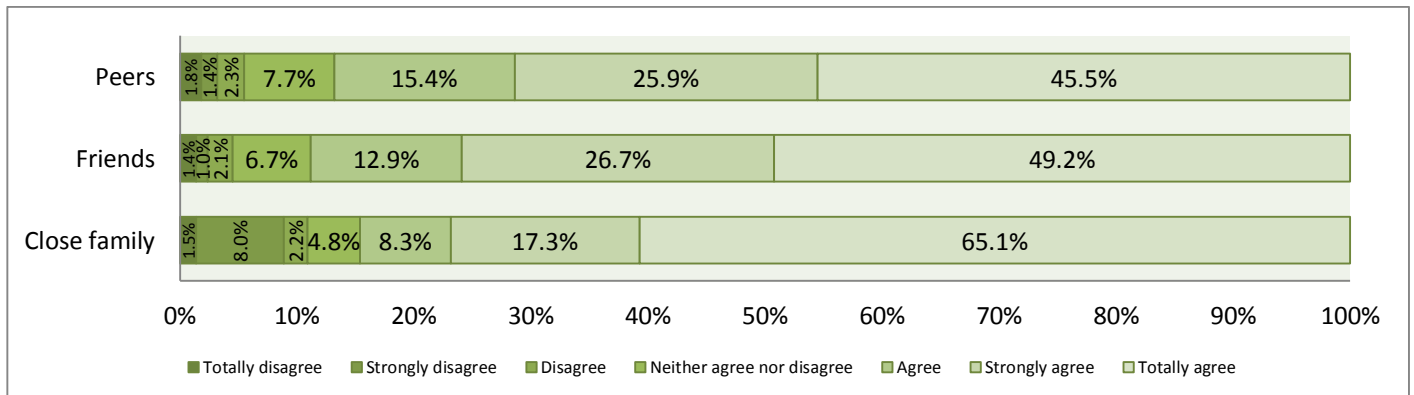
Graphic 5: University context and entrepreneurship



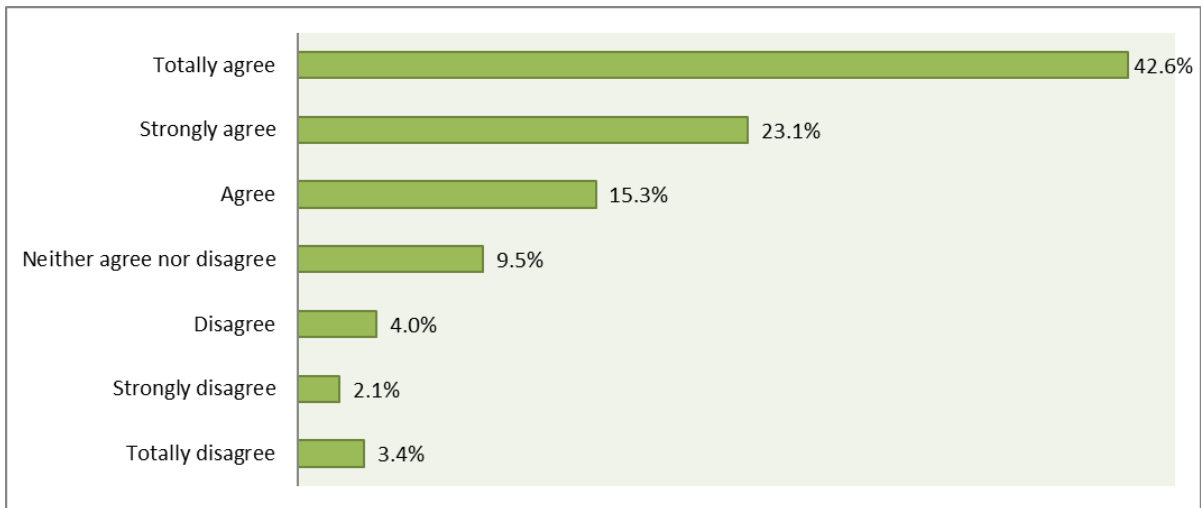
Entrepreneur's attitude

The student receives positive reactions and acknowledgment of achievement from the nearest circles, firstly from the close family.

Graphic 6: Reaction of close circles



With respect to "if I would do anything to undertake my own business", 80% of the respondents agree in some measure.

Graphic 7: Intention of doing anything to undertake an own business

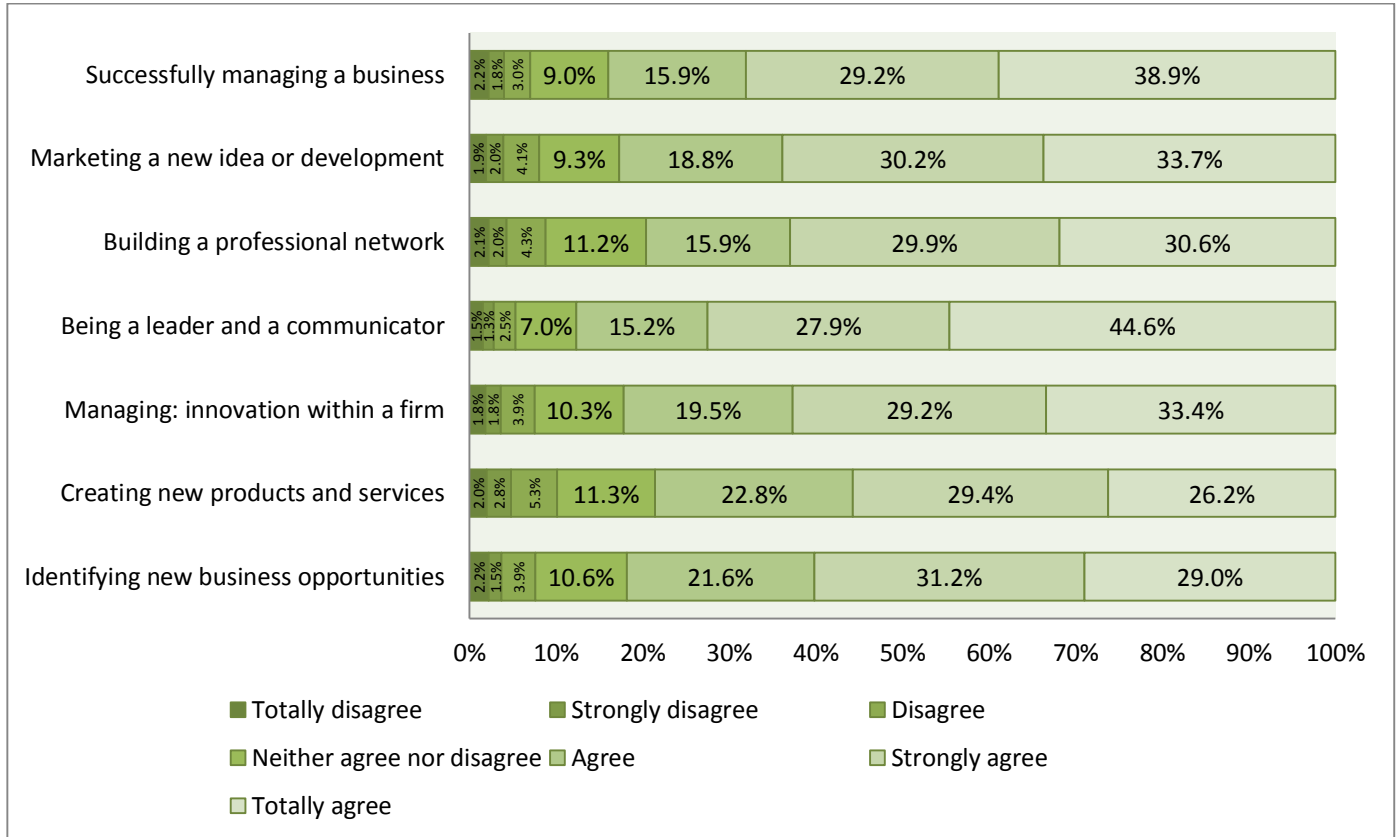
Sixty three percent of the students are trying to start their own business, and within this group 82% have a business of their own.

In addition, 82.4% of young people say they have entrepreneurial competencies developed to some extent, being the highest leadership and communication, and the lowest the creation of new products and services.

The competencies taken into account as evaluation criteria are the following, in order of greater frequency: being a leader and communicator, successfully managing a business, marketing a new idea or development, managing innovation within a firm, identifying new opportunities, building a professional network, creating new products and services.



Graphic 8: Competencies



As for the attitude toward entrepreneurship, a percentage higher than 85% (a) has seriously considered, (b) intends to, and (c) will strive to have someday a business of their own.

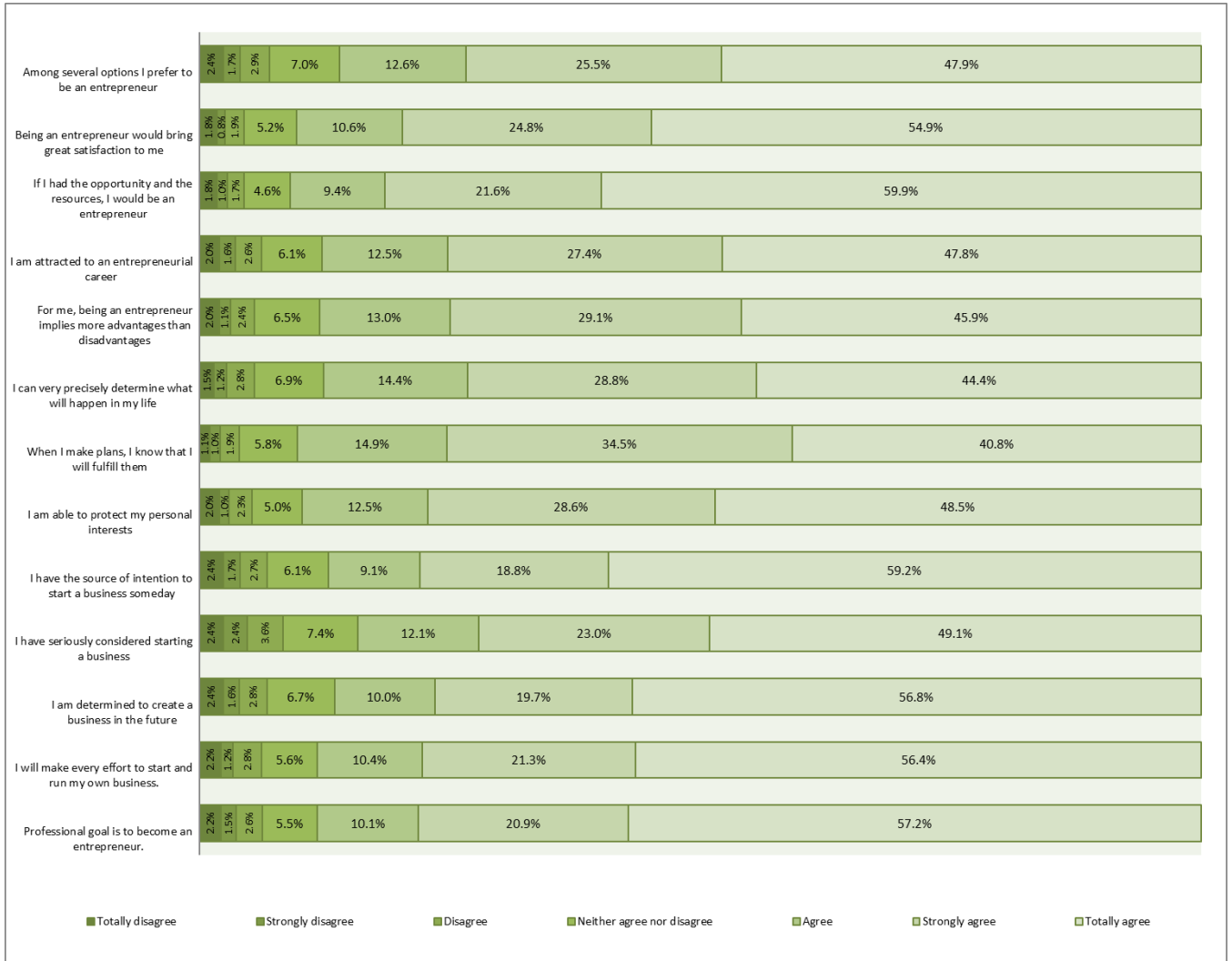
However, more than 90% identify the availability of financial resources as an obstacle or a challenge to overcome to start a new business.

A large number (more than 80%) feel capable of fighting for their interests, fulfilling their plans, and do know how to determine their future. In addition, they consider that it is much more advantageous for them to undertake a business of their own; it would bring them personal satisfaction.

More than half of respondents have the goal of becoming a professional entrepreneur and strive to achieve it.



Graphic 9: Students' abilities



Family history

Fifty per cent of the respondents have received an example from a relative who owns an enterprise and feel support from the nearest circle. Their parents have their own business, and consequently they know the experience.

Table 4: Family Context

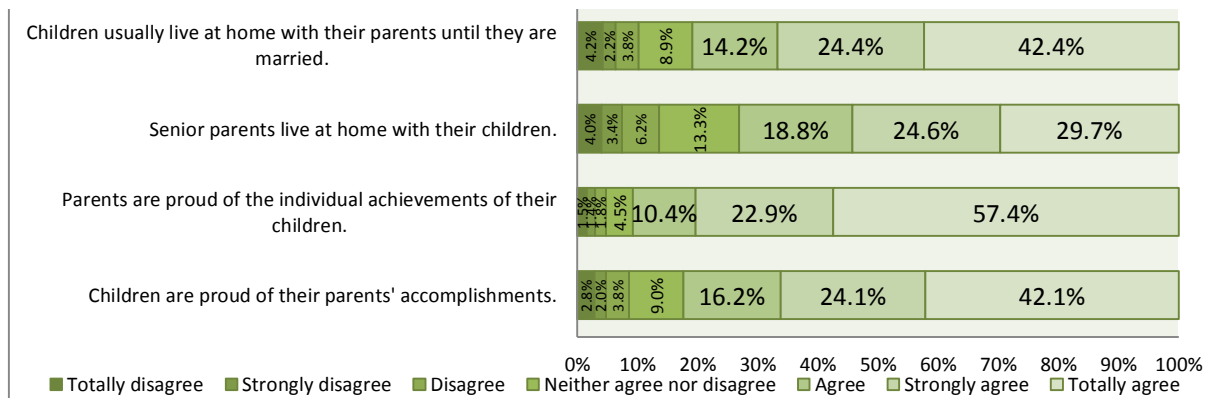
	Parents work on their own	Parents are majoritarian owners of a business
No	51.1%	86.4%
Yes, father	16.3%	6.5%
Yes, mother	12.8%	3.2%
Yes, both	19.8%	3.9%

Social context

Common customs and practices in the social circle have also an impact in the decision to undertake a business. Respondents said they normally show pride in their children's achievements and vice versa, and said that young people live with their parents until they get married. That is, parents and children have links throughout life.

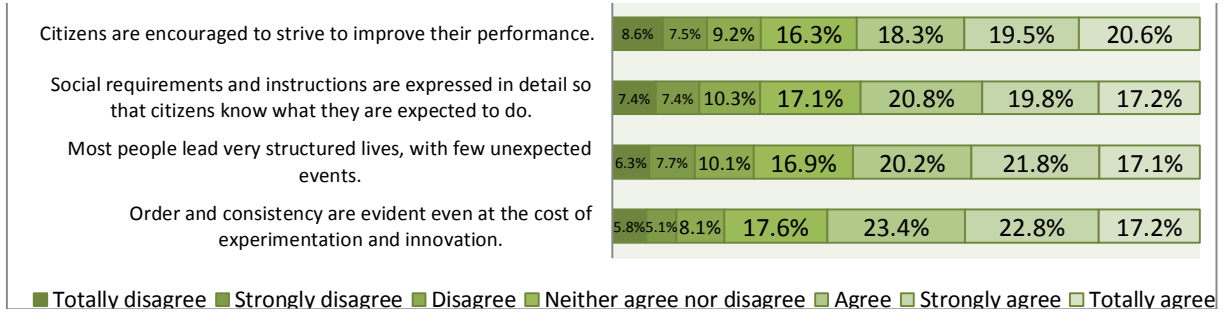
Among the criteria for measuring social context, the following were considered in order of greater frequency of conformity: in my society order and perseverance are marked by experimentation and innovation, people are encouraged to strive to improve their performance, most people live very structured lives with few unexpected events, social requirements and instructions are expressed in detail so that citizens know what they are expected to do.

Graphic 10: Social context and family relation



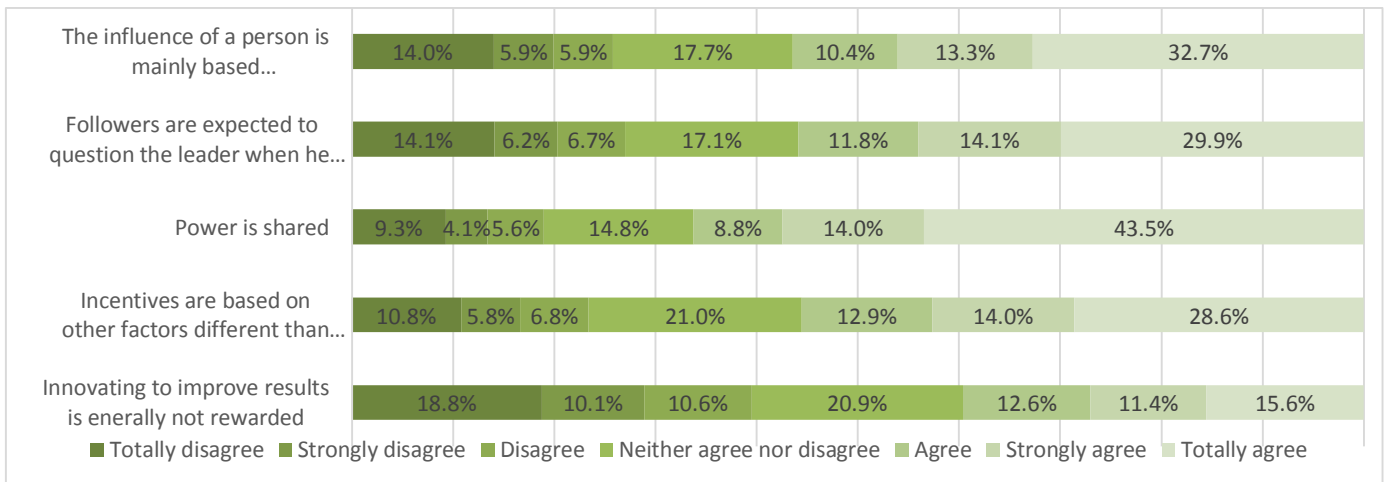
Within the social context, we have identified some factors that are evident for about 20% of respondents, but in contrast, half of the survey participants believe that these are not obvious, or they simply do not issue an opinion.

Graphic 11: Social context and performance



Also in terms of influence, power, and incentives, respondents perceive that power and leadership are not shared in a generalized way; people are not prepared to call into question authorities, and do not feel that they are mainly evaluated based on the effectiveness of their actions.

Graphic 12: Social context and leadership



ENTREPRENEURIAL MOTIVATIONS

University environment

They perceive the university promotes entrepreneurship

50%* 

Entrepreneur attitude

- They feel driven to undertake business.
- Friends & family show a positive reaction.
- They know they need to undertake their own business seriously.

 80%*

80%* 

Social context

- They are stimulated for making an effort
- They receive instructions
- Most of them have a structured life
- Order and consistency are above experimentation and innovation
- Influence of people is not based on social contribution
- Power is not shared
- Incentives are not based on effectivity

 50%*

Family history

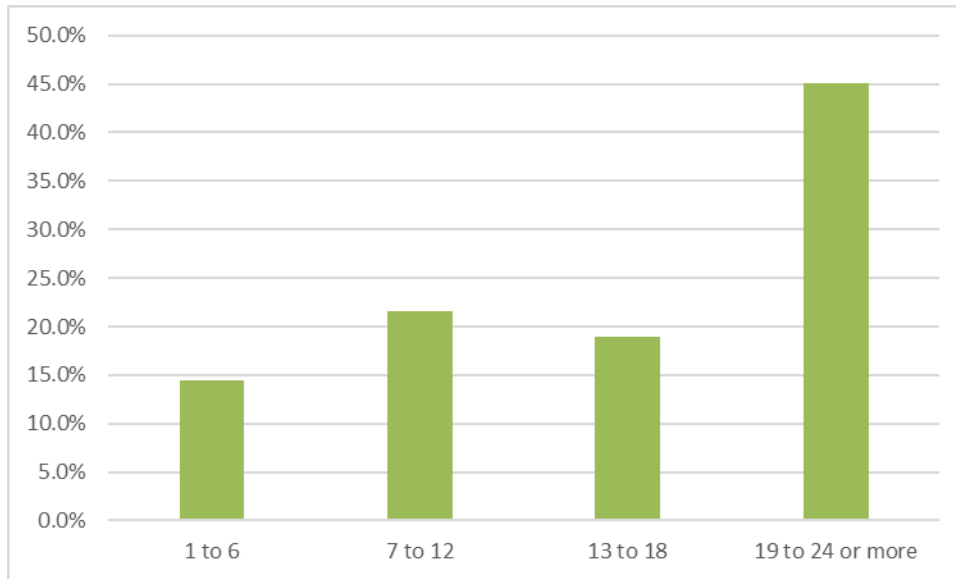
Their family owns a business.



6. Nascent entrepreneurs

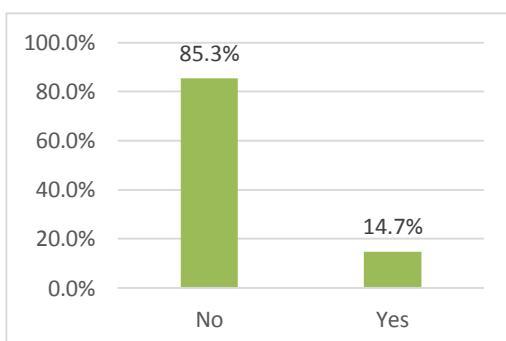
Sixty-five percent of students would think about starting a business within more than a year. Only 15% would do so soon, that is the next semester.

Graphic 13: In how many months do you plan on founding a business?

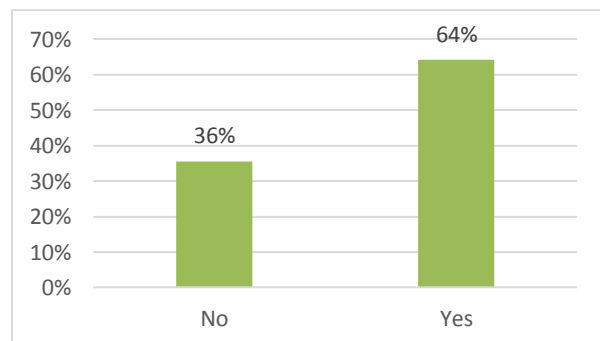


Although students state not having experience in creating businesses, most of them (64%) want to have their own business to become their main occupation.

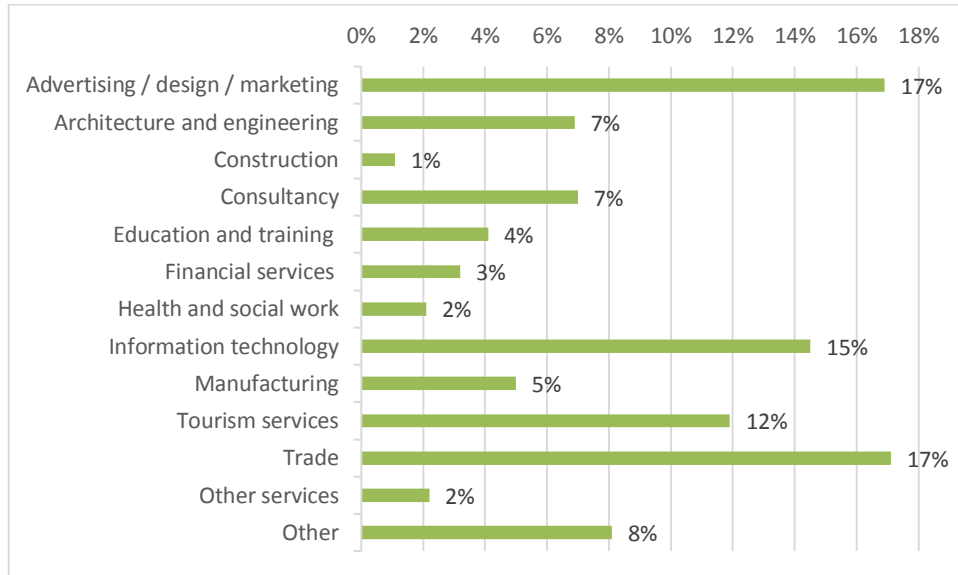
Graphic 14: Experience in founding an own business



Graphic 15: Do you want your business to become a main occupation?



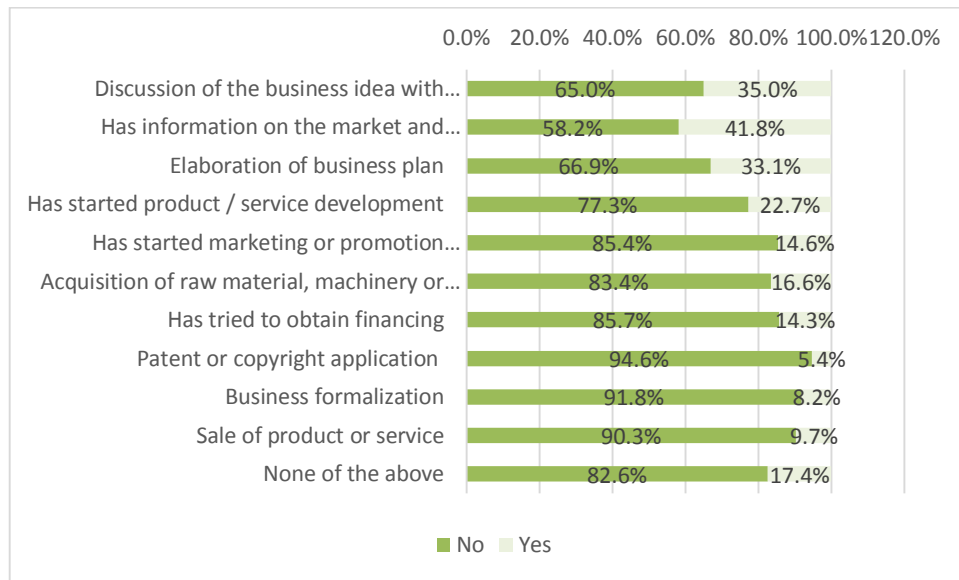
The sectors of greatest interest for the opening of new businesses are: commerce, advertising / design / marketing, information and communication technologies, and tourism services.

Graphic 16: Economic sectors where they would found a business

In relation to the gestation process of these new businesses, we see that few students are approaching their clients (35%). However, 40% of the respondents have a notion about what their market is and who their competitors are. Most have not written a business plan (67%) and have not gotten involved in the development of a product or service yet (77%).

The above is coincident with the fact that only 15% makes a promotional or marketing effort, has invested in raw material and equipment, or has tried to obtain financing.

In addition, between 5% and 10% have taken concrete actions for launching a business. These people have initiated a process of registration of a patent or intellectual property, have started a process of formalization of the business, or have sold their products and services.

Graphic 17: Advances in the gestation of business

The motivations of the students to undertake their own business are mainly (for more than 85%) the following in order of priority:

- To do something that allows me to enact values that are central to me.
- To advance my way through the business world.
- To play a proactive role in changing the way the world works.
- To have the opportunity to show my skills to others (future employers or colleagues).

NASCENT ENTREPRENEUR PROFILE

65%

Thinks about opening a business that will become his main occupation before the first year is some of these sectors:

- Trade
- Advertising
- Information Technology
- Tourism service

40%

- Tries to approach his possible client
- Knows about the market and competition



University student

5 – 10%

- Started a process for the registration of a patent or intellectual property
- Started the formalization of a business
- Has sold his product or service

15%

- Makes some promotion or marketing effort
- Has invested in material and equipment

7. Recommendations

- The **higher education institutions** play an active role in the entrepreneurial ecosystem and promote entrepreneurship among their students. Data should be the basis for the **design and adjustment of support services** for the development and strengthening of the entrepreneurial spirit.
- Data should form a basis for **curricular design and the proposal of public policies** in the entrepreneurship scope. Based on these descriptive data it is possible to analyze the needs of the new generations in this field.
- The implementation of the GUESSS for the first time with **Salvadoran students** gives an input **to understand the entrepreneurial spirit** in the new generations. Therefore, there must be an effort to ensure participation in future editions of the project and have longitudinal evidence of the phenomenon in El Salvador.
- It is necessary to analyze the interaction between the different components of **entrepreneurial spirit based on the TPB**. Therefore, it is vital to deepen into possible predictive models of entrepreneurial intent from the different elements addressed.
- In turn, **one must inquire about possible contextual differences** of the entrepreneurial model according to each participating higher education institution. From this information, it will be possible to propose actions more consistent with the reality to promote the entrepreneurial spirit.
- Students' attitude towards entrepreneurship is positive, but their perception of the context is not so great. In this sense, there is a need **to facilitate and bring important information and resources close** to entrepreneurs at the time of their **companies' gestation**.
- The difficulty of access to financing is as a major obstacle. This makes evident the urgency of including and strengthening **financial institutions** as **strategic actors of the entrepreneurial ecosystem**.
- Students' motives for entrepreneurship focus on their interest in standing out and doing the right things. Consequently, higher education institutions should be concerned for complementing their knowledge and experience to promote themselves in productive spaces.

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