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Veinte años de educación emprendedora (2000-2020)

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VEINTE AÑOS DE EDUCACIÓN EMPRENDEDORA (2000-2020)

Colección Universidad

Título: *Veinte años de educación emprendedora (2000-2020)*



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INTRODUCCIÓN

Desde el nacimiento decimonónico de las revistas científicas, el conocimiento ha encontrado en ellas el vehículo primordial para su difusión, extendiéndose progresivamente a todos los campos del saber. Avanzado el siglo XX, las publicaciones en las revistas se consolidaron como los medios idóneos para conocer nítidamente los avances en cualquier dominio científico. La proliferación de publicaciones ha sido extraordinaria en las últimas décadas, acompañando el formidable desarrollo de la investigación. Otras formas de difusión del conocimiento no carecen desde luego de relevancia, como es el caso de los libros, que constituyen un formato de difusión de inequívoco interés, pero que están sometidos a procesos de elaboración más lentos y de más difícil acceso. Por lo demás, suelen recoger aportaciones muy interesantes a modo de síntesis de estudios realizados y como valoraciones críticas, pero por lo general con una perspectiva más holística sobre alguna línea de investigación o ámbito determinados. Se ha aceptado por la comunidad científica que los avances en cualquier campo del saber encuentran en las revistas su primer y más adecuado cauce. De modo que a nadie extraña que estas publicaciones se hayan convertido en los medios más pertinentes para valorar el prestigio de académicos e instituciones de investigación de todo el mundo.

Así, en cualquier campo de investigación, en el contexto de globalización que caracteriza nuestro tiempo, el acceso a los artículos en un área de conocimiento ha pasado a ser imprescindible, si se pretende poseer un conocimiento actualizado sobre aquellas cuestiones o problemas que nos interpelan en un determinado dominio. El proceso de documentación sobre una problemática específica cada vez resulta más laborioso y complejo, debido al incremento permanente de información. Con el advenimiento de la tecnologización de la sociedad, la producción científica ha crecido exponencialmente. De este modo, según los datos del Banco Mundial (2021), en el año 2000, punto de inicio de nuestra investigación, se publicaron en el mundo 1 067 910, 34 artículos, mientras que en el año 2018 fueron 2 554 373, 362 artículos. El Informe de la UNESCO sobre la ciencia (2015) nos señala esta misma tendencia al alza de las publicaciones científicas en el cuatrienio 2014-2018.

Tal vez «la masa de conocimiento acumulado ha llegado a ser el epítome contemporáneo del desorden y el caos», como diagnosticó Zigmunt Bauman (2007, p. 44) refiriéndose al conocimiento en general. Y mientras tratamos de afinar aún más

nuestros diagnósticos, prosigue su expansión incesante como si cada contribución fluyera con el mismo peso específico. Nunca como ahora había adquirido tanta relevancia contar con criterios para ordenar las múltiples porciones de información acerca de un problema o de las cuestiones que de él se deriven. Nunca como en la actualidad se había advertido la imperiosa necesidad de tener presente cierta ortodoxia de ordenamiento, aunque se halle sometida de continuo a su reorientación, como no puede ser de otro modo en los contextos de la emergente sociedad del conocimiento. La asignación de relevancia a determinadas contribuciones dentro de la abundante información existente en una parcela del saber es algo tan preciso como complicado de aplicar. Probablemente, dependerá, entre otros factores, de los contextos singulares que delimitan la generación de conocimiento.

En el ámbito de la investigación educativa la complejidad y diversidad no es precisamente escasa. Sin embargo, junto al registro de las publicaciones realizadas durante un periodo justificado, que supone ofrecer una información muy útil para los estudiosos en un área de investigación, puede añadirse valor si tal volumen de datos obedece a una sistematización fundada. Hemos realizado este esfuerzo teórico con el propósito no solo de combatir el desorden, sino sobre todo de ofrecer un enfoque desde el cual pueda estimularse un análisis vertebrado de la información más relevante.

La denominada *educación emprendedora* representa una de las propuestas más exitosas al tratar de conciliar las prácticas formativas con las demandas de la nueva sociedad del conocimiento. De hecho, ha sido impulsada internacionalmente de modo manifiesto desde los inicios de siglo. Su origen está asociado a la reivindicación del desarrollo empresarial, productivo, desde una formación cuidada en el propio sistema educativo, y esta orientación primigenia ha influido decisivamente en su posterior desarrollo; pero, junto a esta dirección, la educación emprendedora también está íntimamente vinculada con el florecimiento personal y vinculada a la construcción de la sociedad civil.

De este modo, la educación emprendedora puede constituirse en un enfoque renovado y renovador de la educación, preservando y cultivando el valor de la dignidad humana e integrando la preparación más eficiente para los nuevos contextos laborales propios de un mundo que diluye fronteras merced al incesante desarrollo tecnológico,

en un marco de búsqueda activa del bien común. Radicamos esta perspectiva educativa en el potencial emprendedor de la persona.

Aunque, como ya hemos señalado, los estudios sobre emprendimiento se desarrollaron en los años ochenta del pasado siglo, concretamente en los Estados Unidos, extendiéndose meridianamente en la siguiente década a otros muchos lugares, podemos considerar el año 2000 como el inicio de un impulso extraordinario de la educación emprendedora por todo el mundo y, particularmente, en Europa. Desde el Consejo Europeo de Lisboa de 2000, la preocupación por promocionar la formación emprendedora ha sido una constante: *Carta Europea de la Pequeña Empresa* (2000), *Libro verde sobre el espíritu emprendedor* (Comisión Europea, 2002), *Programa europeo a favor del espíritu emprendedor* (2004), *Programa marco para la innovación y la competitividad* (2006), *The European Entrepreneurial Region* (2009), *Libro Blanco de la iniciativa emprendedora en España* (Alemany, Álvarez, Planellas y Urbano, 2011), etc. A lo largo de estas dos décadas ya transcurridas, la acumulación de recomendaciones institucionales, de directrices políticas, de prácticas formativas y de innovaciones diversas ha alcanzado un volumen colosal. El ámbito de la investigación ha seguido idéntico crecimiento, contándose por miles los estudios de los que hoy podemos disponer.

No exenta de riesgo, ante la gigantesca masa de producción científica registrada en el campo de la educación emprendedora, nuestra investigación ha considerado como límites temporales justamente los que abarcan desde el 2000 hasta la actualidad. Es decir, dos decenios de investigación. Elaboramos esta obra, *Veinte años de educación emprendedora (2000-2020)*, con un sentido recopilatorio y de consulta de la producción científica más relevante generada mundialmente sobre esta área del saber. La necesidad de reflexionar sobre las trayectorias, tendencias y cambios de la educación emprendedora ya contó a comienzos de siglo con estudios bibliométricos, como los de Katz (2003) o Kuratko (2005), preocupados por recoger, ordenar y orientar el conocimiento atesorado hasta ese momento. Hoy la tarea se nos antoja titánica, pero si cabe más necesaria. Pero, además, nos hemos propuesto realizar nuestra indagación desde el compromiso de adoptar una interpretación de la educación emprendedora como tendencia sostenida, como una posible perspectiva educativa renovada y renovadora capaz de afrontar los desafíos de un mundo cambiante a velocidades desconocidas en el pasado.

METODOLOGÍA

Una revisión sistemática de la literatura es una tipología de investigación cuyo objeto de estudio es la producción científica acotada a determinados periodos de tiempo. Se caracteriza por ser una investigación de orden secundario, ya que se centra en estudios primarios publicados previamente (Kitchenham y Charters, 2007), y su finalidad consiste en identificar, evaluar e interpretar la investigación relevante sobre cuestiones, intereses o tópicos científicos en una determinada área de conocimiento (Caballero-Hernández y Palomo-Duarte, 2017; Calderón y Ruiz, 2015).

Concretamente, esta revisión sistemática de la literatura se centra en la producción de artículos científicos relacionados con la educación emprendedora. La implementación de la investigación se realizó siguiendo las fases de Kitchenham y Charters (2007) y las indicaciones del protocolo PRISMA (Moher et al., 2009; McKenzie, et al., 2021) aplicables al ámbito de lo educativo. Así pues, esta investigación se desarrolla mediante el siguiente proceso:

- **Planificación:** se elabora el protocolo de revisión y cómo será el proceso de investigación implementado por los investigadores. En esta fase se definen las cuestiones de investigación, la estrategia de indagación, los criterios de selección, la evaluación de la calidad, la forma de recoger los datos y los métodos de análisis.
- **Ejecución:** se implementa y desarrolla el protocolo según ha sido planificado.
- **Información:** consiste en elaborar los resultados y conclusiones de la revisión sistemática mediante un informe.

La finalidad de esta investigación consiste en identificar y proporcionar información relevante sobre educación emprendedora en los distintos niveles del sistema educativo. Para ello, nos planteamos los siguientes objetivos:

- Identificar categorías relacionadas con la educación emprendedora.
- Categorizar las publicaciones sobre educación emprendedora en función de cierta estructuración conceptual.

A continuación, describiremos cada una de las tareas indicadas en las tres fases anteriores.

Pregunta de investigación

El sentido de esta investigación se circunscribe a la elaboración de un compilatorio de consulta sobre educación emprendedora para investigadores y docentes que facilite el acceso a las publicaciones más relevantes, desde una interpretación holística de la acción emprendedora. Así pues, para alcanzar la finalidad de este estudio nos planteamos las siguientes preguntas de investigación (PI):

PI.1: ¿Cuántos y qué artículos de investigación se han publicado desde el año 2000 hasta el 2020?

PI.2: ¿Cuántos artículos forman parte de cada categoría contrastada?

Estrategia de investigación

Este estudio se desarrolló conjuntamente por los equipos de investigación y de trabajo del Proyecto I+D+i “PEIEO” (Formación del Potencial Emprendedor. Generación de un Modelo Educativo de Identidad Emprendedora) pertenecientes a distintas universidades (tabla 1) y a una entidad no universitaria.

Tabla 1. Distribución del grupo y adscripción institucional de sus miembros.

UNIVERSIDADES	EQUIPO DE INVESTIGACIÓN	EQUIPO DE TRABAJO
Sevilla (US)	4	2
Católica de Valencia (UCV)	2	
Complutense de Madrid (UCM)	1	
ESIC Business & Marketing School (ESIC)	1	
Burgos (UB)	6	
Internacional de la Rioja (UNIR)	1	1
Kedge Business School (KBS)		1
Escuelas Católicas de Sevilla (ECS)		1

Desde los inicios de este siglo se impulsó internacionalmente la educación emprendedora de un modo evidente, quedando incluida prácticamente en todas las agendas políticas. No puede negarse que el interés predominante fue de carácter económico, tratando de hallar en los sistemas educativos respuestas eficaces a las nuevas exigencias del mundo laboral y de la economía del conocimiento. Sin embargo, la acción emprendedora se ha revelado, haciéndose eco de su prístina versión perdida en la noche de los tiempos, como una acción compleja y abarcadora de otras dimensiones distintas a la meramente económica (Pittaway y Edwards, 2012).

De modo que podemos aseverar que en un sentido restringido la educación emprendedora está reducida al ámbito productivo, pero asimismo en un amplio sentido la acción emprendedora comprende todo lo relativo a la búsqueda de soluciones inéditas a los problemas emergentes y a la superación de los desafíos que hemos de afrontar. Así, el conjunto de actitudes, valores y conductas que conducen a una persona a la intención y a la acción de emprender, adquieren un renovado vigor.

El emprendimiento se nos presenta como un fenómeno multidimensional vinculado a los valores relacionados con la responsabilidad, la gestión de proyectos personales y el logro de un criterio propio fundado en ciertos referentes externos. Con la educación emprendedora se promociona la dimensión productiva, obviamente, pero igualmente incide en el desarrollo personal, intelectual, emocional, social y ético (Bernal, 2021). Esta perspectiva holística conlleva la necesidad de aproximarnos al estudio de la educación emprendedora en el marco de la complejidad de la propia conducta humana, o sea, en el ámbito donde se fragua la propia identidad (con sus implicaciones en el crecimiento personal, en la madurez de la persona, en el fortalecimiento de su carácter). Consecuentemente, en nuestra búsqueda nos importa la identidad emprendedora, así como el potencial y la competencia emprendedores que le dan contenido. En este sentido, no se puede prescindir del conocimiento previo de los factores que configuran la intención emprendedora, antesala del comportamiento emprendedor, invitándonos a la inclusión de determinados elementos ya reconocidos en múltiples análisis: determinadas actitudes individuales hacia el emprendimiento; influencias sociales, familiares y culturales en la intencionalidad emprendedora, y solidez de la propia iniciativa emprendedora expresada en la autoeficacia percibida, el comportamiento autogestor y la visión relativa a la acción emprendedora.

Todo este engranaje conceptual constituye un punto de partida en nuestra búsqueda. Se facilita, de este modo, una ordenación inicial de las categorías constitutivas del fenómeno emprendedor desde la perspectiva educacional. Podemos considerarla una hoja de ruta apoyada en investigaciones previas y el reconocimiento de una línea de investigación basada en el presupuesto teórico de que la intención hacia la acción emprendedora conforma un ámbito privilegiado para la acción educadora dirigida al desarrollo de identidades emprendedoras, posiblemente el mejor modo de asentar un comportamiento emprendedor sostenible y sostenido a lo largo del tiempo.

En el proceso de búsqueda se consideró la pertenencia institucional de los distintos miembros del grupo. De este modo, las bases de datos seleccionadas para la exploración y las palabras clave utilizadas en el proceso de búsqueda se distribuyeron en función de la entidad a la que pertenecía cada miembro (tabla 2).

Tabla 2. Asignación de descriptores y bases de datos a investigadores.

DESCRITORES	INVESTIGADORES Y BASES DE DATOS
Actitudes hacia cualidades vinculadas al emprendimiento	Azqueta Díaz de Alda, A. UNIR Wos Fernández-Salinero de Miguel, C. UCM Scopus Martín Gutiérrez, A. US/UNIR Wos Montero Pedrera, A. M. US Scopus Montoro Fernández, E. US Scopus Roberto Sanz, J. R. UCAV Wos Romero Vázquez, J. E. EECC Wos
Autoeficacia percibida	de la Torre Cruz, T. UBU Scopus Escolar Llamazares, M. C. UBU Scopus Jiménez Eguizábal, J. A. UBU Wos Luis Rico, M. I. UBU Wos Núñez Canal, M. ESIC Wos Palmero Cámara, M. C. UBU Scopus Ruiz Palomo, M. A. UBU Wos
Ambiente social y familiar favorecedor del emprendimiento	de la Torre Cruz, T. UBU Scopus Escolar Llamazares, M. C. UBU Scopus Jiménez Eguizábal, J. A. UBU Wos Luis Rico, M. I. UBU Wos Martín Gutiérrez, A. US/UNIR Wos Montero Pedrera, A. M. US Scopus Núñez Canal, M. ESIC Wos Palmero Cámara, M. C. UBU Scopus Ruiz Palomo, M. A. UBU Wos
Iniciativa (externalización)	Azqueta Díaz de Alda, A. UNIR Wos Cárdenas Gutiérrez, A. R. US Wos Fernández-Salinero de Miguel, C. UCM Scopus Montero Pedrera, A. M. US Scopus Montoro Fernández, E. US Scopus Peris Cancio, J. A. UCAV Scopus
Habilidades y conocimientos de emprendimiento	Domínguez Quintero, A. US Wos Fernández-Salinero de Miguel, C. UCM Scopus Jiménez Palmero, A. KBS Scopus Martín Gutiérrez, A. US/UNIR Wos Montero Pedrera, A. M. US Scopus Montoro Fernández, E. US Scopus Núñez Canal, M. ESIC Wos Roberto Sanz, J. R. UCAV Wos
Crecimiento personal (fortalecimiento del carácter y comportamiento autogestor)	Azqueta Díaz de Alda, A. UNIR Wos Cárdenas Gutiérrez, A. R. US Wos de la Torre Cruz, T. UBU Scopus Escolar Llamazares, M. C. UBU Scopus Jiménez Eguizábal, J. A. UBU Wos Luis Rico, M. I. UBU Wos Montoro Fernández, E. US Scopus Palmero Cámara, M. C. UBU Scopus Peris Cancio, J. A. UCAV Scopus Ruiz Palomo, M. A. UBU Wos

Madurez personal	Cárdenas Gutiérrez, A. R. US Wos de la Torre Cruz, T. UBU Scopus Escolar Llamazares, M. C. UBU Scopus Jiménez Eguizábal, J. A. UBU Wos Luis Rico, M. I. UBU Wos Palmero Cámara, M. C. UBU Scopus Peris Cancio, J. A. UCAV Scopus Ruiz Palomo, M. A. UBU Wos
Visión emprendedora	Azqueta Díaz de Alda, A. UNIR Wos Cárdenas Gutiérrez, A. R. US Wos Fernández-Salinero de Miguel, C. UCM Scopus Núñez Canal, M. ESIC Wos Peris Cancio, J. A. UCAV Scopus Roberto Sanz, J. R. UCAV Wos

En la búsqueda bibliográfica se utilizaron las bases de datos digitales ISI Web of Science y SCOPUS, consideradas las más relevantes internacionalmente. La cadena de búsqueda se construyó siguiendo las siguientes orientaciones (Brereton, et al., 2007):

- Identificar y extraer conceptos y términos principales.
- Definir y concretar palabras sinónimas y posibles términos alternativos.
- Verificar las palabras clave en investigaciones relevantes analizadas previamente.
- Utilizar los operadores booleanos “OR” y “AND”.

La cadena de búsqueda se configuró con un carácter integrador para no excluir ningún resultado de ambas bases de datos (tabla 3). Además, se realizó una prueba piloto para asegurar la correcta interpretación de la cadena de búsqueda y evitar posibles errores en los resultados obtenidos por parte de los investigadores.

Tabla 3. Descriptores utilizados en la revisión sistemática.

DESCRPTORES	
ESPAÑOL	INGLÉS
1. Educación emprendedora	1. "Entrepreneurial education", "entrepreneurship education". Se buscó como "entrepreneur* education" 2. "Enterprise education" 3. "Entrepreneur* education pedagogy", "enterprise education pedagogy"
1. Emprendedor 2. Emprendimiento 3. Empresa 4. Espíritu emprendedor	1. "Entrepreneur" 2. "Entrepreneurship", "entrepreneurial" En la búsqueda bibliográfica de estos dos términos se utilizó "entrepre*" 3. "Enterprise" 4. "Entrepreneur* spirit", "entrepreneur* mindset"
1. Competencia 2. Competencias	1. "Competency", "competence" 2. "Competencies"

En la búsqueda bibliográfica se utilizó: "competen*"	
1. Potencial	1. "Potential"
2. Potencial emprendedor	2. "Enterprise potential" "Entrepreneur* potential"
1. Identidad	1. "Identity"
2. Identidad personal	2. "Personal identity", "Self-identity"
3. Identidad emprendedora	3. "Entrepreneur* identity"
1. Adolescencia	1. "Adolescence"
2. Adolescente	2. "Teenager"
	3. "Young People"
1. Formación Profesional	1. "Vocational training"
1. Educación Secundaria Obligatoria	1. "Compulsory secondary education"
	2. "Secondary education"
1. Actitud	1. "Attitud"
2. Actitudes	2. "Attitudes"
1. Autoeficacia Percibida	1. "Perceived self-efficacy"
1. Contexto familiar	1. "Family context", "Family"
2. Contexto social y cultural	2. "Entrepreneur* context", "enterprise context"
	3. "Entrepreneur* culture", "enterprise culture"
1. Iniciativa personal	1. "Personal initiative"
2. Autodeterminación	2. "Self-determination"
3. Agencia	3. "Agency"
1. Habilidades empresariales	1. "Entrepreneur* competen*"
	2. "Entrepreneur* skills"
1. Conocimientos empresariales	1. "Business knowledge"
1. Crecimiento personal	1. "Personal growth", "Personal development"
1. Comportamiento autogestor	1. "Self-management behavior"
1. Fortalecimiento del carácter	1. "Character strengthening"
	2. "character education"
1. Madurez	1. "Maturity"
2. Madurez Personal	2. "Personal maturity"
1. Estatus de identidad	1. "Identity status"
1. Visión emprendedora	1. "Entrepre* vision", "Enterprise vision"

Los resultados alcanzados en la búsqueda bibliográfica fueron trasladados en archivos con formato BibTex a la herramienta de gestión bibliográfica Mendeley y se utilizó Microsoft Excel para almacenar la información.

Criterios de selección

Los criterios de inclusión y exclusión facilitan la selección de la bibliografía y consecuentemente las respuestas a las preguntas de investigación. Los criterios de selección fueron definidos y consensuados por los investigadores de todas las universidades participantes. A continuación, en la tabla 4 se definen los criterios que permiten que la bibliografía buscada forme parte del estudio.

Tabla 4. Criterios de inclusión y exclusión.

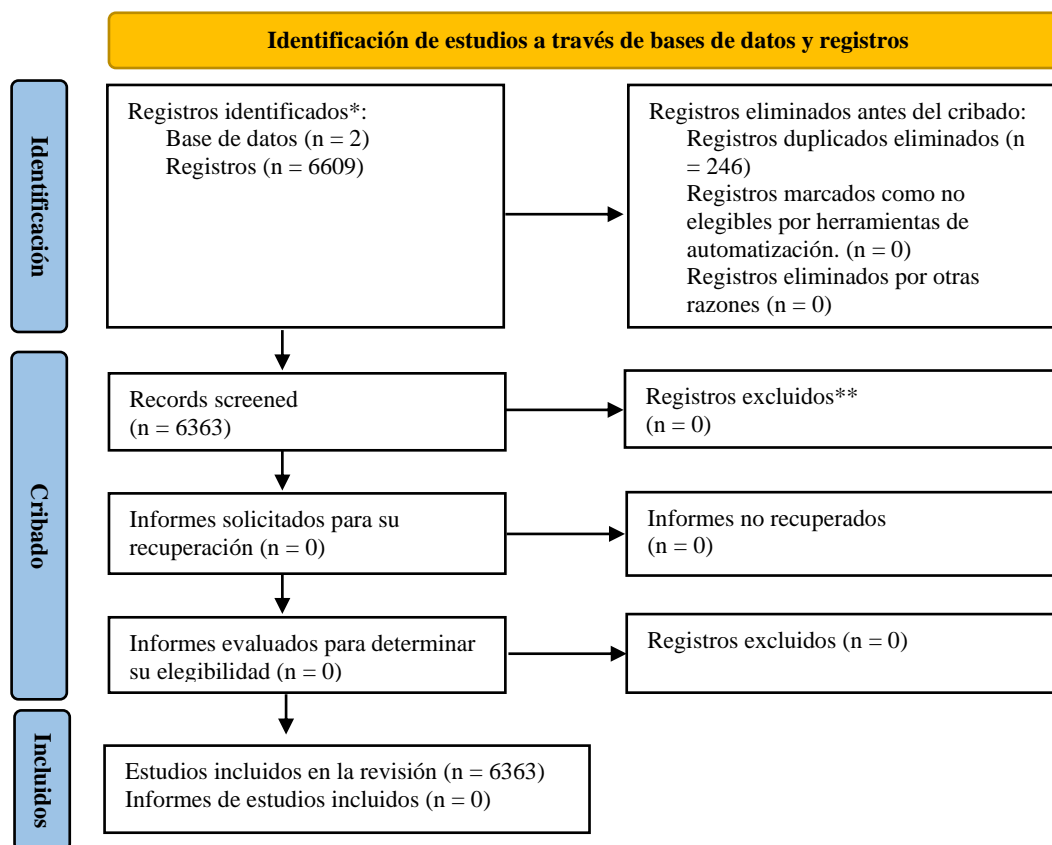
CRITERIOS DE INCLUSIÓN	CRITERIOS DE EXCLUSIÓN
Estudios publicados entre 2000 y 2020.	Estudios publicados antes del año 2000.
Estudios publicados en revistas científicas.	Estudios publicados en libros, capítulos de libro, tesis doctorales y actas de congresos.
Estudios relacionados con la educación emprendedora en el sistema educativo.	Investigaciones relacionadas únicamente con el contexto empresarial.
Estudios escritos en español e inglés.	Estudios no escritos en español e inglés.

Análisis de los datos

Una vez descargados todos los resultados se eliminaron los artículos duplicados. Posteriormente, se analizaron el título, el resumen y las palabras clave de los artículos y se corroboró el grado de calidad de los estudios recopilados.

Los resultados iniciales de la búsqueda en WOS y SCOPUS fueron 6609. Posteriormente, se eliminaron 246 estudios duplicados y resultó un total de 6363 artículos, revisándose sus títulos, resúmenes y palabras clave por parte de cinco miembros del equipo de investigación (Figura 1).

Figura 1. Diagrama de flujo de PRISMA 2020. Adaptado de McKenzie, et al. (2020).



Categorización final

Se definió un elenco de categorías en función de los dominios más relevantes sobre educación emprendedora. A continuación, esas categorías fueron objeto de debate y acuerdo en un grupo de discusión formado por el conjunto de investigadores. Como resultado, se elaboró una categorización apriorística que se utilizó como instrumento de clasificación de los artículos recabados (tabla 5).

Tabla 5. Árbol de categorías estudiadas en la revisión bibliométrica.

CATEGORÍA	DEFINICIÓN
Actitudes hacia cualidades vinculadas al emprendimiento.	Conjunto de capacidades y acciones que configuran la probabilidad activa de la intención de emprender (Bernal, Cárdenas y Athayde, 2021).
Autoeficacia percibida.	Creencias que una persona tiene sobre sus propias capacidades para organizar y ejecutar los cursos de acción requeridos para producir los resultados deseados (Bandura, 1977).
Ambiente social y familiar favorecedor del emprendimiento.	Factores y sistemas sociales promotores del comportamiento emprendedor (Cuervo, 2005).
Crecimiento personal (fortalecimiento del carácter y comportamiento autogestor).	Desarrollo cualitativo y no meramente cuantitativo de lo que es propio y peculiar de cada persona. Hace referencia a la configuración de las dimensiones intelectual, social y moral (Azqueta y Naval, 2019).
Habilidades y conocimientos de emprendimiento.	Capacidad de conocer, comprender y aplicar los procesos de iniciación, gestión y desarrollo emprendedor (Bernal, Cárdenas y Montoro 2020; Cárdenas, Bernal y Montoro, 2021).
Iniciativa (externalización).	Capacidad de promover y crear proyectos, a través de una conducta autoiniciada, proactiva, persistente y capaz de modificar el ambiente (Lisbona y Frese, 2012).
Madurez personal.	Competencia de segundo orden que constituye un núcleo en la estructura de la personalidad del sujeto de carácter dinámico (Bernal, 2003).
Visión emprendedora.	Capacidad de configurar y definir de forma prospectiva un proyecto emprendedor (Iglesias y Linares, 2007).

RESULTADOS

A continuación, se presenta el compendio bibliográfico de las referencias obtenidas de la revisión bibliométrica de los últimos veinte años sobre educación emprendedora. La información se organiza y estructura en función del árbol de categorías que ha sido utilizado para organizar la búsqueda de la bibliografía. De este modo, los resultados obtenidos se distribuyen en ocho dimensiones, cada una de ellas con un número determinado de bibliografía. En la tabla 6 se describen los números finales de referencias en cada una de las dimensiones estudiadas.

Tabla 6. Número de referencias por cada dimensión y total.

DIMENSIONES	Nº FINAL DE REFERENCIAS
Actitudes hacia cualidades vinculadas al emprendimiento.	270
Autoeficacia percibida.	25
Ambiente social y familiar favorecedor del emprendimiento.	3787
Crecimiento personal (fortalecimiento del carácter y comportamiento autogestor).	49
Habilidades y conocimientos de emprendimiento.	272
Iniciativa (externalización).	1092
Madurez personal.	823
Visión emprendedora.	45
Total de referencias.	6363

DIMENSIÓN 1

ACTITUDES HACIA CUALIDADES VINCULADAS AL EMPRESARIATO

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DIMENSIÓN 3

**AMBIENTE SOCIAL Y FAMILIAR FAVORECEDOR DEL
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Veinte años de educación emprendedora (2000-2020)

Nunca como en la actualidad se había advertido la imperiosa necesidad de tener presente cierta ortodoxia de ordenamiento, aunque se halle sometida de continuo a su reorientación, como no puede ser de otro modo en los contextos de la emergente sociedad del conocimiento. *Veinte años de educación emprendedora (2000-2020)*, con un sentido recopilatorio y de consulta de la producción científica más sobresaliente generada mundialmente sobre esta área del saber en estas dos primeras décadas del siglo, añade una perspectiva sistemática de la educación emprendedora, considerada desde un enfoque renovador del proceso de humanización en nuestro tiempo.

Esta obra constituye una fuente muy relevante para quienes están focalizando su preocupación en la teoría y la práctica de la educación emprendedora: investigadores; profesionales del ámbito educativo, social, laboral y empresarial; estudiantes de educación superior y personas interesadas en la exploración del fenómeno emprendedor y sus implicaciones individuales, sociales y productivas.

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