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Scientific articles

Actuales tendencias globales sobre estrategias para el fomento de habilidades de emprendimiento en estudiantes de educación secundaria y superior

Trends in promoting entrepreneurship skills in secondary and higher education students

Tendências globais atuais sobre estratégias para promover competências de empreendedorismo em estudantes do ensino secundário e superior

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Resumen

La promoción de habilidades emprendedoras desde la etapa estudiantil es crucial para el desarrollo económico, ya que garantiza el crecimiento del tejido empresarial del país. Por esta razón, varios Estados de la región han destinado recursos educativos para cultivar estas habilidades en estudiantes universitarios y de secundaria con el propósito de integrarlos en el progreso nacional. En otras palabras, la educación emprendedora fomenta actitudes y comportamientos creativos entre los estudiantes, lo que sirve para optimizar su capacidad para desenvolverse en un entorno empresarial. Explicado lo anterior, el objetivo de este estudio es investigar las estrategias utilizadas para promover dichas prácticas en estudiantes de educación secundaria y superior. Para ello, se realizó una revisión sistemática utilizando la base de datos Scopus. Tras aplicar criterios de inclusión y exclusión, se identificaron 19

artículos publicados entre 2015 y 2023. Los resultados indican que el 52.6 % de las estrategias para fomentar habilidades emprendedoras se basan en el currículo regular, mientras que el 15.8 % se apoya en actividades extracurriculares. Asimismo, se observa una tendencia en la educación secundaria hacia el desarrollo de actividades extracurriculares como centros escolares de negocios, talleres de emprendimiento y prácticas preprofesionales, mientras que en la educación superior las estrategias incluyen incubadoras de emprendimiento y voluntariados.

Palabras clave: currículo, desarrollo de habilidades, emprendimiento, escuelas secundarias, universidades.

Abstract

The promotion of entrepreneurship skills from student times is essential for the economy because it ensures the increase of the country's business base. Hence, some States in the region have invested in educational resources so that entrepreneurial skills are developed in university and high school students; to involve them in the development of the country. Entrepreneurial education stimulates students' creative attitudes and behaviors to improve their ability to function in a business environment. Thus, the objective of this study is to know the strategies used to promote these practices in secondary and higher education students. For this purpose, a systematic review was used as a methodology, consulting the Scopus database, which, subsequently, with exclusion and inclusion strategies, this process yielding 19 articles published from 2015 to 2023. The results achieved reveal that 52.6% of the Strategies for the promotion of entrepreneurial skills are based on the regular curriculum, while 15.8% are based on extracurricular activities. It was concluded that, at the secondary education level, trends are directed towards the development of extracurricular activities such as business schools and entrepreneurship workshops, as well as pre-professional practices, entrepreneurship incubators, and volunteering in the case of higher education.

Keywords: Curriculum, skills development, entrepreneurs, high schools, universities.

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Resumo

A promoção de competências empreendedoras desde a fase estudantil é crucial para o desenvolvimento económico, uma vez que garante o crescimento do tecido empresarial do país. Por esta razão, vários Estados da região destinaram recursos educativos para cultivar estas competências em estudantes universitários e do ensino secundário, com o objectivo de integrá-las no progresso nacional. Por outras palavras, a educação empreendedora promove atitudes e comportamentos criativos entre os alunos, o que serve para optimizar a sua capacidade de funcionar num ambiente de negócios. Com o exposto, o objetivo deste estudo é investigar as estratégias utilizadas para promover essas práticas em estudantes do ensino secundário e superior. Para tanto, foi realizada uma revisão sistemática utilizando a base de dados Scopus. Após a aplicação dos critérios de inclusão e exclusão, foram identificados 19 artigos publicados entre 2015 e 2023. Os resultados indicam que 52,6% das estratégias de promoção de competências empreendedoras baseiam-se no currículo regular, enquanto 15,8% são apoiadas em atividades extracurriculares. Da mesma forma, observa-se no ensino secundário uma tendência para o desenvolvimento de atividades extracurriculares como centros escolares de negócios, oficinas de empreendedorismo e estágios pré-profissionais, enquanto no ensino superior as estratégias incluem incubadoras de empreendedorismo e voluntariado.

Palavras-chave: currículo, desenvolvimento de competências, empreendedorismo, escolas secundárias, universidades.

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Introduction

Companies are the engine of the economy since the prosperity of a society is closely linked to its industrial base, hence it can be indicated that the more robust it is, the more prosperous said society will be (Angheluță *et al* ., 2020). However, to achieve the development of a company, entrepreneurs are required, who must have a series of innate capabilities, training, and empirical knowledge that allows them to successfully create a certain business or product (Calanchez *et al* ., 2022). This initiative also demands maturity, responsibility, and independence from the entrepreneur, as well as knowledge, management, and participation of social actors in their context (Baena-Luna *et al* ., 2020).

In this regard, various studies have highlighted the essential role of entrepreneurship in generating job opportunities, increasing economic efficiency, implementing innovative management models, and improving social well-being (Malach and Kristová, 2017; Morakinyo and Akinsola, 2019; For this reason, governments have directed considerable efforts and resources towards promoting entrepreneurial skills in secondary and higher education students to integrate them into the country's continued growth. That is, entrepreneurial education seeks to foster creative attitudes and behaviors among students so that they can optimize their ability to function in a business environment (Alqahtani, 2023).

According to the Provincial Institute of Labor Training of the Government of the Province of Buenos Aires (SF), entrepreneurial skills refer to "the ability to plan, evaluate and make decisions concerning a productive project or in its strict sense as the ability to generate autonomous economic activities (whether individual, family or association) that are profitable and sustainable over time" (p. 2).

On the other hand, entrepreneurship skills, according to Lazear (2005), are those necessary to create a new organization, since they allow the identification and generation of business opportunities, the search for economic and social benefits, both in individual and teamwork, as well as such as the ability to innovate and combine talents. In other words, they represent individual and personal characteristics related to certain aptitudes and personality traits that, when developed and executed, allow knowledge and learning to be assimilated in a meaningful way to successfully solve problems (Lozano *et al* ., 2023). Entrepreneurial skills are classified by Toapanta-Mendoza *et al* . (2022) as technical skills, business management skills, and personal entrepreneurial skills.

Given the importance of this topic, various socio-educational debates have been generated that focus on the need for employment training (Pañellas *et al* ., 2023) that allows finding solutions and promoting the skills of students to function efficiently in the field. labor. For this reason, different sectors made up of sociologists, economists, and teachers have worked together to explain the relationship between education and employment (Valle *et al* ., 2021).

Now, in societies with advanced economies, it is recognized that the entrepreneur is not born, but is formed through the acquisition, retention, generalization, articulation, and application of knowledge, skills, and attitudes that can be fostered through courses or personal and professional experiences (Chaerudin and Hartati, 2018). This means that training an entrepreneur not only requires focusing on the cognitive domain, but also on the affective, behavioral, and contextual domains since some entrepreneurial skills are only

acquired through critical reflection on practical experiences of success and failure, as well as through emotional commitment in behavioral change and reorientation (Ferreira *et al* ., 2022).

Therefore, entrepreneurship must be described at an educational level as a training phenomenon, given that it is among the various aspirations of young people to achieve their independence (Arteaga and Valencia, 2022). With this purpose in mind, it is essential to include entrepreneurship as a competence that must be promoted and as a mandatory area in the study plans, both at the secondary and university levels, to facilitate a more fluid transition between formal training and work reality.

Due to the above, secondary vocational education must prepare students to be able to undertake and enter the professional field (Debarliev *et al*., 2022). However, empirical evidence shows that while in developing nations the training of entrepreneurs is still in its initial stages (Hockerts, 2018; Krishnawati *et al* ., 2023), in several member countries of the European Union it is a priority and from part of numerous strategies aimed at strengthening entrepreneurial culture (Stamatović and Zlatić, 2021). Therefore, the scope of this study will cover aspects related to entrepreneurship in secondary and higher education students.

These types of studies are of utmost importance since entrepreneurial education plays a crucial role in the economic development of nations. Furthermore, examining and analyzing the strategies used in this area to promote such skills allows proposals to be made through the creation or improvement of schemes within the educational system to introduce an entrepreneurial culture. Researching, identifying, and taking advantage of the entrepreneurial skills that students can demonstrate aims to guide them towards a more successful future in terms of various opportunities for self-improvement, which benefits both the student and society and the country in general.

Having explained the above, the objective of this review is to know the strategies used to promote entrepreneurship practices in secondary and higher education students, for which the following questions were formulated:

1. How many articles in Scopus address pedagogical strategies to promote entrepreneurial practices in high school and university students?
2. Were the studies carried out in Latin America?
3. What are the strategies used to promote entrepreneurship practices in secondary and higher education students?

Methodology

The present study used a qualitative design and a method based on a systematic literature review, supported by the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) statement (Page *et al* ., 2020). This methodology is highly beneficial because it allows an exhaustive review of primary studies to be carried out to synthesize the existing information on a particular topic or situation. During this process, the researcher collects the relevant articles and analyzes and compares them with other similar studies (Manterola *et al* ., 2013).

In this regard, it should be noted that qualitative studies are valuable because they allow us to explore how people construct the reality in which they live, which offers a deep understanding of the problems they face.

For this review study, research articles were selected—both quantitative and qualitative, written in English and published between 2015 and 2023—that provided evidence on strategies to foster entrepreneurship skills in secondary and higher education students. The eligibility criteria in the review were as follows:

Inclusion criteria

- Research articles published in English.
- Published in indexed journals in the discipline of education.
- Full access to the document.
- Exploration of entrepreneurship skills.
- Published between 2015 and 2023.

Exclusion criteria

- Articles published in other languages.
- Published in disciplines other than education.
- Limited access to full text.
- Review articles or book chapters.
- They did not address entrepreneurship skills.
- Published outside the period established for review (figure 1).

For the review, a search was carried out in Scopus using the terms presented in Table 1. The article selection process was carried out in two steps using the Rayyan QCRI *software (Ouzzani et al* ., 2016), which began with a selection based on title and abstract, followed by a full-text evaluation.

Rayyan QCRI is a web application used for information processing, especially useful in systematic reviews. This tool allows researchers to upload citations and full-text articles as part of a single review, as well as create multiple review projects. Rayyan's primary goal is to provide researchers with a centralized dashboard to analyze the details of their review processes while allowing collaborators to view work done by others (Johnson, 2017).

On the other hand, the inclusion criteria were established that the target population was high school or university students who have had some type of contact with content related to entrepreneurial training.

Table 1. Terms selected for the search

	Terms	
	Strategies	Students
Scopus	"Project-Based Learning (PBL)" "Problem-based learning" "Collaborative learning" "Innovative idea creation" "Games and problem-solving" "Learn by doing (learning by doing) in real situations	"Higher education" "College student" "University education" "Technical institutes" "High school" "Secondary education" "Secondary school" "Secondary school students"

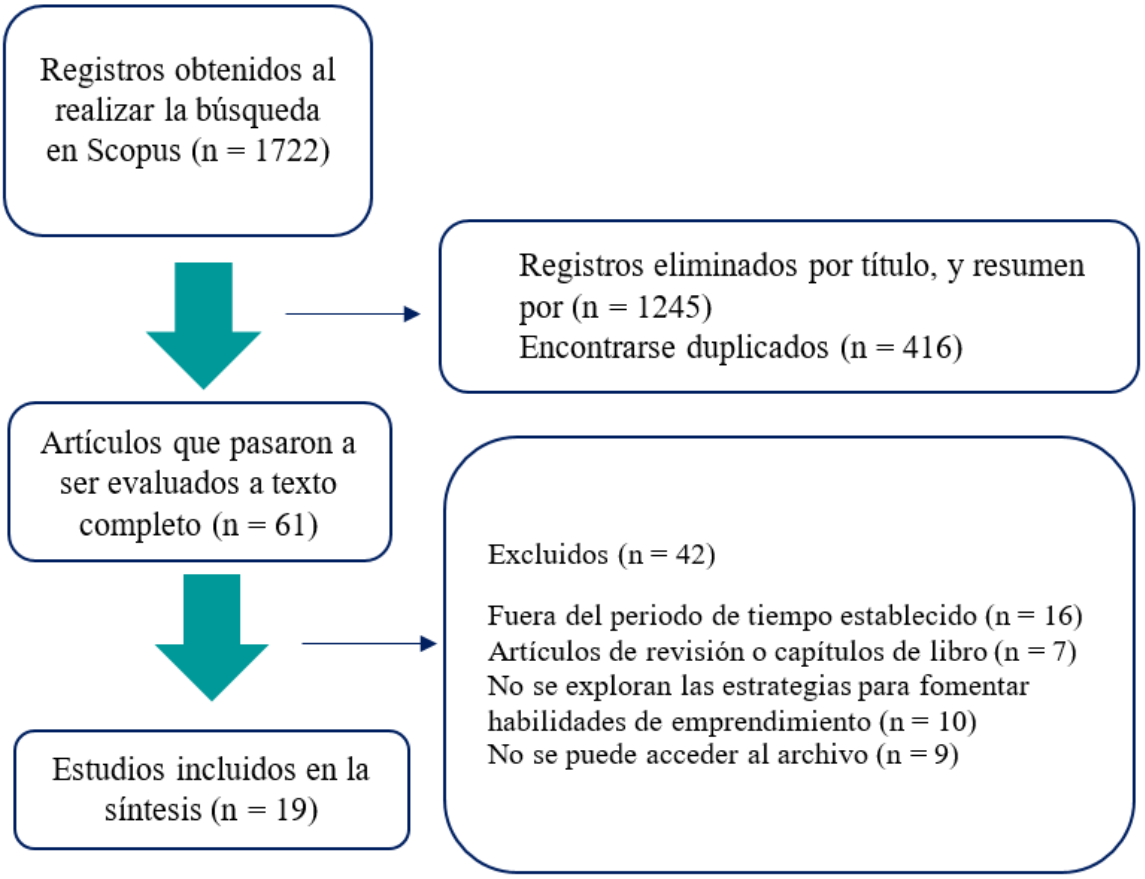
Source: self-made

After article selection, the following information was extracted: author, year of publication, country, educational level, number of students evaluated, study focus, design, training (course, workshop, regular curriculum, etc.), trained competence (communication, management, economic skills) and conclusions of the study. The preparation of the database was carried out using Microsoft Excel. Finally, to analyze the results, a thematic analysis was carried out, since both qualitative and quantitative studies were grouped.

During the Scopus search, a total of 1722 articles were identified; Subsequently, the titles, summaries, and full texts of these documents were read. It was observed that 1245 of them were not aligned with the objective and theme of this study. Likewise, 416 articles were eliminated because they were duplicates. As a result of this process, a total of 61 articles were obtained for complete review, of which 42 did not meet the inclusion criteria established in the study due to the following reasons: 16 were excluded because they were published outside the period 2015- 2023; 7 for being review articles or book chapters; 10 for not including the strategies used to develop entrepreneurship skills in secondary and higher education students and, finally, 9 due to the lack of access to the full document.

As a final result, 19 studies were included in the review, as shown in Figure 1.

Figure 1. Study selection process



Source: self-made

Regarding the ethical implications of the present study, given that it is carried out through documentary analysis of articles published in scientific databases, it is considered that there are no risks for institutions or participants.

Results

When evaluating the place of origin of the studies (Figure 2), it is observed that 10 of the 19 studies were carried out in Spain and Indonesia, while only one study was identified in each of the other countries.

Figure 2. Studies reviewed by country of origin

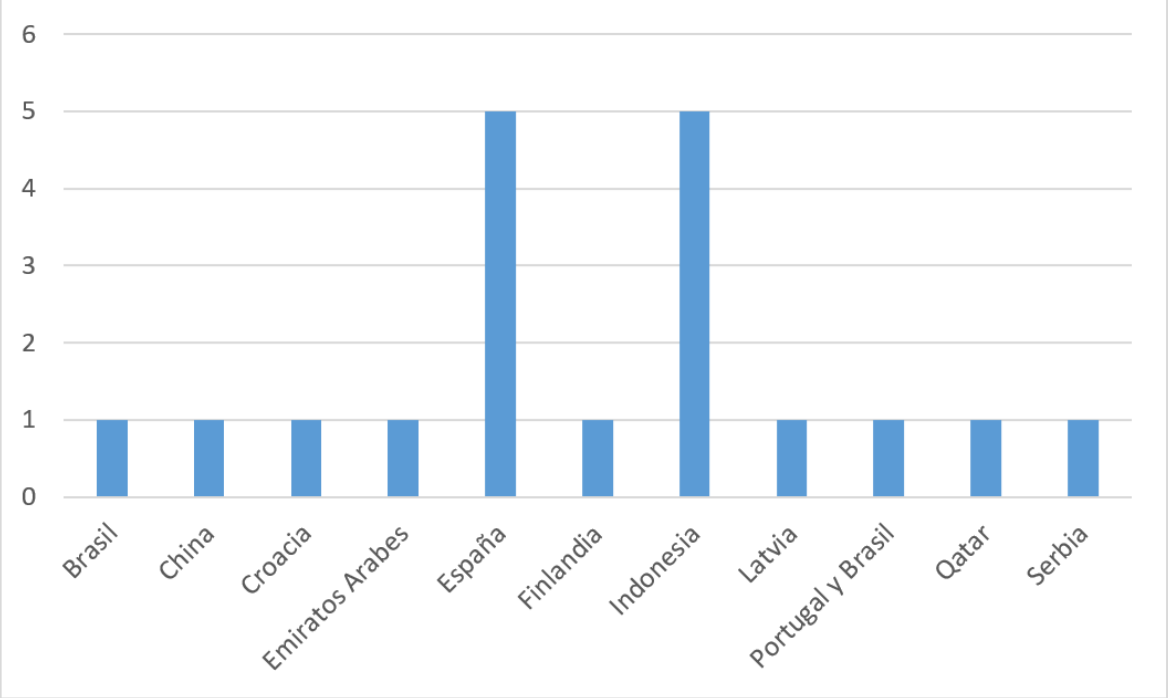


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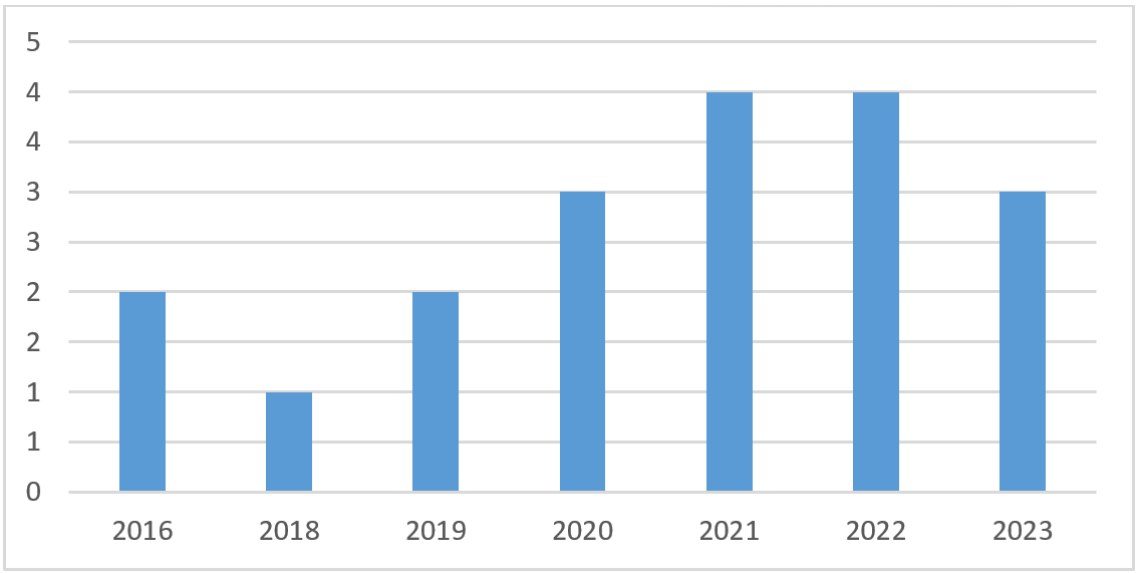
Figure 3 shows that the range of years of publication of the included studies goes from 2016 to 2023. During this period, the majority of articles were concentrated in 2020 and subsequent years, which suggests a recent interest in the promotion and formation of entrepreneurial skills.

Figure 3. Studies reviewed by year of publication



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Regarding the methodological characteristics of the studies, a significant prevalence of non-experimental quantitative studies is observed, followed by experimental designs, while only two studies were carried out using a qualitative design.

Concerning the cumulative population, 8,055 high school students are included in 7 studies, and 26,471 university students in 12 studies (table 2). The difference in populations may be because entrepreneurship expectations are higher in the university sector since these students have access to a greater number of training and fieldwork opportunities, such as internships, volunteering, and exchanges, among others. On the other hand, high school students still do not have these opportunities (Achcaoucaou *et al* ., 2014; Wibowo *et al* ., 2021).

Table 2. Methodological characterization of the studies

Author	Population	Participants	Approach	Design
Ferrandiz *et al.* (2018)	University students	28	Qualitative	Case study
Bodolica *et al.* (2021)	University students	1	Qualitative	Narrative
Alqahtani (2023)	University students	402	Quantitative	Experimental
Ruiz-Rosa *et al.* (2021)	University students	90	Quantitative	Experimental
Daniel and Almeida (2020)	University students	308	Quantitative	Experimental
Rusdarti and Melati (2022)	Secondary	80	Quantitative	Experimental
Nurfauzi *et al.* (2020)	Secondary	96	Quantitative	Experimental
Xiang *et al.* (2023)	University students	20134	Quantitative	Not experimental
Olutuase *et al.* (2020)	University students	750	Quantitative	Not experimental
Barrientos-Báez *et al.* (2022)	University students	400	Quantitative	Not experimental
Nevalainen *et al.* (2021)	University students	64	Quantitative	Not experimental

Stamatović and Zlatic (2021)	University students	70	Quantitative	Not experimental
Perić *et al.* (2020)	Secondary	1272	Quantitative	Not experimental
Iglesias-Sanchez *et al.* (2019)	University students	329	Quantitative	Not experimental
Moreno *et al.* (2019)	University students	1874	Quantitative	Not experimental
Krishnawati *et al.* (2023)	Secondary	500	Quantitative	Not experimental
Supardi *et al.* (2023)	Secondary	100	Quantitative	Not experimental
Muhe and Tawe (2016)	Secondary	97	Quantitative	Not experimental
Bikse *et al.* (2016)	Secondary	5910	Quantitative	Not experimental

Source: self-made

Table 3 shows the conclusions of the impact of the strategies used by each of the 19 studies included in the review. The 10 works carried out based on the regular curriculum agree that classroom training is insufficient for the comprehensive development of entrepreneurial students, both at the secondary level and at the university level. Likewise, it is highlighted that, in addition to the information and theoretical content, an environment is needed to put knowledge into practice, since the results improve when this practical environment is supervised by an expert and allows the learner to have greater contact with professionals. experts and other experienced entrepreneurs (Barrientos-Báez *et al* ., 2022; Bikse *et al* ., 2016; Krishnawati *et al* ., 2023; Moreno *et al* ., 2019; Muhe and Tawe, 2016; Olutuase *et al* ., 2020; Perić *et al* . , *2020 ;* Stamatović and Zlatić, 2021 ;

Table 3. Impact of the strategies according to the area

Author (res)	Conclusion	Impact	Ambit
Alqahtani (2023)	The use of artificial intelligence positively impacts entrepreneurial education.	Social-professional	Formal education
Xiang *et al.* (2023)	Strengthen the construction of digital government and entrepreneurship education for social entrepreneurs of university students, and pay attention to the important role of individual psychological cognition in individual social entrepreneurship ability.	Professional	Formal education
Olutuase *et al.* (2020)	The design of business education that guarantees the construction of the entrepreneurial skills required in students must have an empirical basis.	Personal-emotional	Formal education
Barrientos-Báez *et al.* (2022)	Entrepreneurship is a transversal skill that needs opportunities to practice what has been learned in theory. Young people have a positive attitude towards entrepreneurship; However, the orientation of entrepreneurship varies by gender. While men value taking action more, women prioritize safety.	Staff	Formal education
Nevalainen *et al.* (2021)	The Proakatemia extracurricular program is efficient in training entrepreneurial students.	Educational	Extracurricular

Bodolica *et al.* (2021)	To achieve an impact on society, it is necessary that entrepreneurship be supported by different organizations and be supported by university institutional values.	Social-institutional	Extracurricular
Stamatović and Zlatic (2021)	Entrepreneurial education in classrooms is insufficient on its own, so it needs to be complemented with external experiences that enrich the curricular training of higher education institutions.	Social-educational	Extracurricular
Ruiz-Rosa *et al.* (2021)	Participation in entrepreneurship projects mainly strengthened the entrepreneurial spirit of the participants.	Educational-personal	Alternative methodology
Daniel and Almeida (2020)	Participation in young companies improves entrepreneurial intention.	Social-institutional	Extracurricular
Perić *et al.* (2020)	Participation in volunteering or work activities increases entrepreneurial intention.	Productive	Formal education
Iglesias-Sanchez *et al.* (2019)	Participation in extracurricular activities improves perceived entrepreneurial competence and increases entrepreneurial intention.	Staff	Extracurricular
Moreno *et al.* (2019)	The competencies related to implementing and carrying out activities influence job creation	Productive	Formal education

	and are associated with creating a company.		
Ferrandiz *et al.* (2018)	Access to extracurricular activities in the company of mentors, expert professionals, and specialists allows the development of entrepreneurial intention since this support works as a foundation for business projects.	Professional	Extracurricular
Krishnawati *et al.* (2023)	Entrepreneurial education as part of the school curriculum has positive effects on students' entrepreneurial intentions.	Pedagogical-personal	Formal education
Supardi *et al.* (2022)	Entrepreneurial education impacts entrepreneurial competence, which impacts the intention to start a business. For optimal education, teachers must encourage the development of a spirit of leadership in entrepreneurship.	Pedagogical-professional	Formal education
Rusdarti and Melati (2022)	The business incubator model at school is an effective method to develop the entrepreneurial spirit in students.	Staff	Extracurricular
Nurfauzi *et al.* (2020)	The implementation of a school business center encourages the entrepreneurial spirit of students, increasing their self-confidence, work orientation, and future orientation.	Emotional-professional	Extracurricular

Muhe and Tawe (2016)	Entrepreneurship learning curricular design has a significant effect on the entrepreneurial competence of high school students.	Pedagogical	Formal education
Bikse *et al.* (2016)	According to young people, the school context is essential to stimulate entrepreneurship, since it can allow students to acquire knowledge, experience real production situations, and meet with experienced entrepreneurs since young people consider that they lack good business ideas. , knowledge, motivation, and courage.	Staff	Formal education

Source: self-made

When evaluating the strategies studied for the promotion of entrepreneurial competence, it is observed that 52.6% of the studies are based on the regular curriculum, while 15.8% are supported by extracurricular activities. Other strategies were observed on a single occasion, and are detailed in Table 4. The evaluation of the effect of the regular curriculum is related to the drive in multiple European countries to implement entrepreneurship education as part of the content taught in the classroom (Alqahtani, 2023), which involves ensuring that students uniformly receive the basic information that allows them to undertake.

Table 4. Strategies for promoting entrepreneurship skills

Author	Strategy	Category
Alqahtani (2023)	Artificial intelligence	Alternative methodology
Xiang *et al.* (2023)	Business education provided by universities	Regular Curriculum
Olutuase *et al.* (2020)	Business education programs	Regular Curriculum
Barrientos-Báez *et al.* (2022)	Experiences facilitate everyday learning	Regular Curriculum
Nevalainen *et al.* (2021)	SKILLOON course	Extracurricular activities
Bodolica *et al.* (2021)	Join extracurricular activity clubs	Extracurricular activities
Stamatović and Zlatic (2021)	Systematic approach to business education	Regular Curriculum
Ruiz-Rosa *et al.* (2021)	Project-based learning	Alternative methodology
Daniel and Almeida (2020)	participation in young companies	Extracurricular activities
Perić *et al.* (2020)	Extracurricular activities	Regular Curriculum
Iglesias-Sanchez *et al.* (2019)	Various extracurricular activities	Extracurricular activities
Moreno *et al.* (2019)	Creation of working groups such as the Entrepreneurial Teachers Network (ETN)	Regular Curriculum
Ferrandiz *et al.* (2018)	Mentoring, startup practice, entrepreneur master classes, access to ideas and co-working space	Extracurricular activities
Krishnawati *et al.* (2023)	Business education as an alternative educational program	Regular Curriculum
Supardi *et al.* (2022)	Implement business education in secondary school	Regular Curriculum
Rusdarti and Melati (2022)	School business incubator	Extracurricular activities
Nurfauzi *et al.* (2020)	School business center	Extracurricular activities

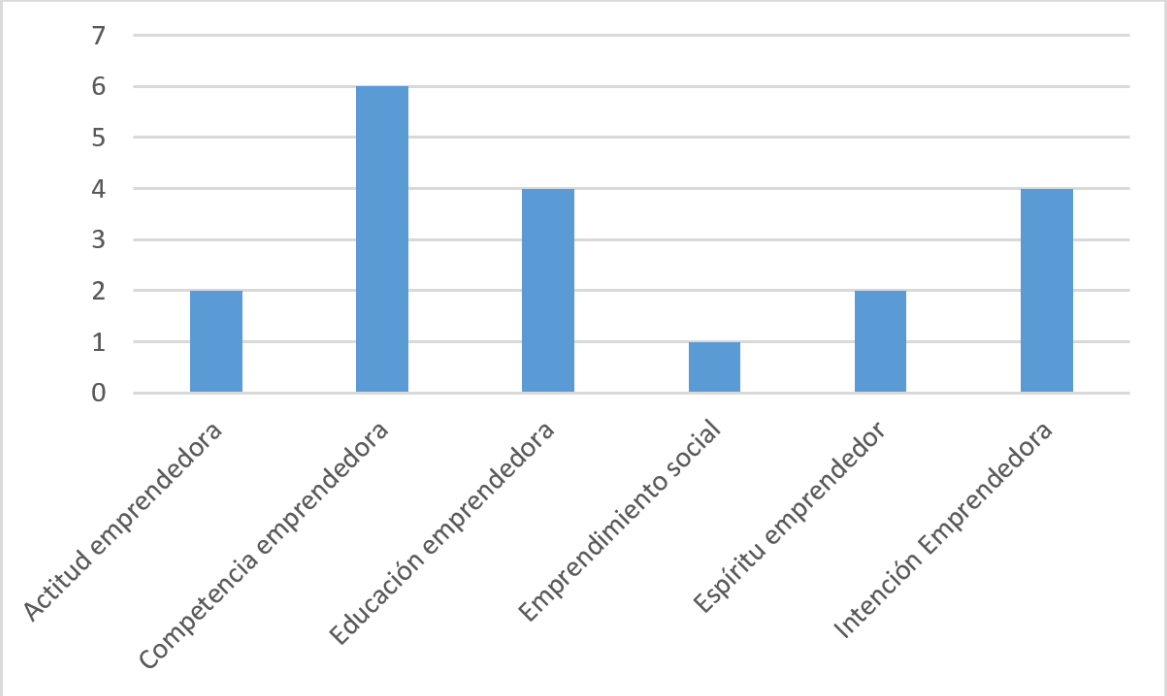
Muhe and Tawe (2016)	Enterprise Learning Design	Regular Curriculum
Bikse *et al.* (2016)	Competency-based education, integrating business education	Regular Curriculum

Source: self-made

Figure 5 shows the skills, knowledge, and attitudes associated with entrepreneurial competence that were evaluated in the reviewed studies. In this sense, it was found that entrepreneurial competence was the main variable evaluated in 31.6% of the studies, followed by education and entrepreneurial intention, each with 21.1%. Finally, social entrepreneurship represented 5.3% of the cases.

It should be noted that entrepreneurial competence is conceived as the sum of the entrepreneurial attitude, which includes social skills, leadership, responsibility, and the ability to take risks; while entrepreneurial education is made up of the knowledge obtained through formal or non-formal education. On the other hand, entrepreneurial spirit is related to thoughts and beliefs about entrepreneurship; and entrepreneurial intention refers to future projection and planning to start a venture (Baena-Luna *et al* ., 2020; Calanchez *et al* ., 2022).

Figure 5. Skills associated with entrepreneurial competence



Source: self-made

Finally, both the results of monitoring and the application of specific programs obtain similar results. Participation in extracurricular activities linked to entrepreneurship—such as business incubators, entrepreneurship projects, comprehensive courses, internships in young companies, and the support of professionals and mentors—improves entrepreneurial skills and their associated variables (Alqahtani, 2023; Bodolica *et al . al . ,* 2021*;* Daniel *and Almeida*, 2020; Rusdarti and Melati, 2022).

Discussion

The review carried out shows that entrepreneurial competence is conceived as the sum of the entrepreneurial attitude, which includes social skills, leadership, responsibility, and the ability to take risks; while entrepreneurial education is made up of the knowledge obtained through formal or non-formal education. On the other hand, entrepreneurial spirit is related to thoughts and beliefs about entrepreneurship; and entrepreneurial intention refers to future projection and planning to start a venture (Baena-Luna et al., 2020; Calanchez et al., 2022).

On the other hand, the study carried out by Stamatović and Zlatić (2021) shows that the existence of entrepreneurial education seems little since it undoubtedly needs to be complemented with external experiences so that the training given at a higher level is later effective in the world of work. In this sense, Olutuase et al. (2020) go a little further and propose designing business education, with an empirical foundation, that allows students to develop true entrepreneurial skills.

Likewise, it was demonstrated that the strategies used to promote entrepreneurship practices in secondary and higher education students must be based on practical learning or direct observation. In this regard, Nurfauzi et al. (2020) propose implementing a school business center to awaken the entrepreneurial spirit of students; Similarly, Rusdarti and Melati (2022) point out the importance of carrying out a business incubator model with the same purpose shown by Nurfauzi et al. (2020).

Among the strategies used to promote entrepreneurial practices in students were: the use of artificial intelligence in planned activities (Alqahtani 2023); Entrepreneurship Education Programs (Olutuase et al. 2020; Bikse et al. 2016; Muhe and Tawe 2016; Supardi et al. 2022; Krishnawati et al. 2023;); extracurricular activities (Nevalainen et al. 2021; Bodolica et al. 2021; Daniel and Almeida 2020; Nurfauzi et al. 2020; Rusdarti and Melati 2022; Iglesias-Sánchez et al. 2019). In addition, the implementation of mentoring, startup

practice, entrepreneurial master classes (Ferrandiz et al. 2018), and Project-Based Learning (Ruiz-Rosa et al. 2021)

The review that has been carried out presented some strategies that can contribute to promoting practices and the development of entrepreneurship skills in students. The role that teachers have in this process stands out and they are encouraged to propose tasks or activities that allow the student to create value according to the problems and/or opportunities that they identify through an iterative process with themselves.

Finally, it was possible to deduce from the analysis that business education seeks the development of social (soft) skills, that is, that the student can master business values and hard skills; These refer to business or commercial skills. In secondary education, it is necessary to emphasize how students manage to strengthen their attitudes and discover basic business skills; At a higher level, it is necessary to implement strategies that promote business practices and thus provide a business experience to students (Bikse et al. 2016; Stamatović and Zlatić 2021). Graduates, in addition to having the knowledge and mindset to find a job, must have received an education that allows them to foster creativity and business skills in a real and practical work environment (Olutuase et al. 2020).

Conclusion

The development of entrepreneurship skills in high school and higher education students increases the possibility that they will generate future companies that provide employment to the community and contribute to the industrial development of the country. However, this type of training must transcend theory and classrooms and instead promote a connection with practical and experiential contexts where students can put into practice what they have learned with the supervision and accompaniment of professionals who act as mentors and nurture their development with your experience.

In promoting these skills, institutions can choose to involve their students in extracurricular activities, such as business schools and entrepreneurship workshops in the case of secondary education, as well as pre-professional internships, entrepreneurship incubators, and volunteering in the field. of higher education. This educational level represents the means through which a series of tools are provided that allow young people to enter the labor market once their academic load is completed. Based on this, universities should focus on developing such skills in students so that, in the future, they have the tools to create their businesses.

On the other hand, it should be noted that the review carried out showed that a competitive work environment requires professionals with skills adapted to current needs and opportunities. For this reason, higher education plays a crucial role in identifying the needs, talents, and possible shortcomings of students, regardless of the degree they pursue, to foster the desire to become innovative professionals with a business vision.

Likewise, although entrepreneurship training as an educational element has been studied mainly in higher education, it is important to highlight that it is also being gradually introduced in primary and secondary education. Therefore, teachers at these levels are required to be innovative in the use of learning methods. In addition, the educational system must receive a great boost from the educational governing bodies, the communities involved, and teachers in general.

Finally, regarding the methodology used in the reviewed studies—both qualitative and quantitative, with samples of various sizes—they have yielded similar results. This suggests that, concerning the promotion of entrepreneurial skills, beyond theoretical knowledge or social skills, exposure to contexts that facilitate the practical application of knowledge and that foster the intention to start a business in the future is especially important. future.

Future lines of research

The need arises to delve into whether strategies for entrepreneurship in secondary school are being applied, since in Latin America there is little research that specifically addresses the promotion of this type of skills at that educational level. Checking whether such methods are being implemented would be essential to evaluate their effectiveness and, if necessary, reorient the applied initiatives.

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