

Students At the Business School at Universidad Técnica Estatal De Quevedo-Ecuador and their Perception of Social Entrepreneurship

By

León Arguello Núñez

Universidad Técnica Estatal de Quevedo, Facultad de Ciencias Empresariales,
Email: larguello@uteq.edu.ec

Mario Pérez Arévalo

Universidad Técnica Estatal de Quevedo, Facultad de Ciencias Empresariales
Email: mperez@uteq.edu.ec

Daniel Parra Gavilanes

Universidad Técnica Estatal de Quevedo, Facultad de Ciencias Sociales Económicas y
Financieras
Email: dparra@uteq.edu.ec

María de la O Barroso González

Universidad de Huelva
Email: barroso@uhu.es

Adolfo Elizondo-Saltos

Universidad de Granada
Email: adolfoelizondo123@gmail.com

Abstract

The objective of this paper is to promote the development of social entrepreneurship in the Faculty of Business Sciences of the State Technical University of Quevedo (UTEQ). For this purpose, it is necessary to identify the student's perception of social entrepreneurship. We worked with a sample of 611 students enrolled in the Faculty in their different careers to know what is their attitude toward social entrepreneurship. Among the main conclusions, it was determined that entrepreneurs want to have a business, as long as there are public and private entities that support them. In the correlation analysis, it is clear how entrepreneurship is closely related to the variables Business Idea and Career at UTEQ. It can be affirmed that social entrepreneurship is not a part of university students.

Keywords: social entrepreneurship, university careers, social innovation, social impact.

1. Introduction

The University should make known development proposals to improve the quality of life of the community and the students are the right people to present it based on their business ideas, and proposals for business initiatives, but with a social focus. The creation of social enterprises is an alternative to the economic crisis that Ecuador is currently experiencing to generate employment and wealth. In this sense, it is necessary to know the current situation of UTEQ students to identify the perception of social entrepreneurship and respond to the changing dynamics of the economic and social context.

The social economy groups together with a series of enterprises that work in an associative way that produce, transform and market goods and services, led by people who have joined together to contribute to local territorial economic development (Arcos *et al.*, 2011). The social economy emerged in the early nineteenth century with cooperatives, to satisfy certain needs of the population (Guridi & De Mendiguren, 2014). In the 1960s and 1970s, due to the economic crisis, the world was going through a solidarity economic expansion, both in Europe and Latin America. However, it is noted that this economy already existed since ancient years when farmers associated and helped each other to obtain products and food to meet their needs (Ruíz, 2015).

There are different types of social enterprises. Some solve poverty, social exclusion, environmental pollution, and homelessness or seek solutions to the health of the poor. A social entrepreneur is a person who provides some suggestions or solutions in an innovative way to solve the most basic problems or problematic situations in the social environment in which he/she operates, to summarize, he/she is a person with a firm purpose of social volunteering, with professional knowledge and convinced in serving his/her fellows, especially those marginal communities where the State, due to its condition of having very limited resources, does not reach to attend (Rodríguez and Larrota, 2013). The emergence of this sector is attributed to the purpose, of entrepreneurs, of reducing vulnerabilities and social inequalities in the world, problems that arise, according to their interpretation, from “gaps” in the performance of governments (Barbalho, 2019).

The present study aims to promote the development of social entrepreneurship in the Faculty of Business Sciences of the Universidad Técnica del Estado de Quevedo based on the surveys applied to students to define their perception of social entrepreneurship and the profiles of the social entrepreneur present through correlation analysis processes. For this purpose, firstly, social entrepreneurship found in previous studies is addressed; secondly, social entrepreneurship is conceptualized as a transversal competence based on different works found in the literature; finally, the method followed for the validation and reliability of the instrument and the results obtained are presented; and finally, the conclusions are presented.

2. Theoretical Framework

2.1. Social entrepreneurship in higher education

This education extends its approaches and pretensions beyond the individual, combining successfully the social with the contextual and giving special prominence to the existing relationships between subjects and between these the environment (Donoso, 2018).

Likewise, some universities in Latin America are training students in social and solidarity economy and social entrepreneurship (Bazán *et al.*, 2020). In the case of European countries, the creation and strengthening of social initiatives are encouraged in the face of high rates of youth unemployment (Ferrer-Cerveró *et al.*, 2014). Within Latin America, bachelor's and master's degree studies are offered, such as in Argentina, Chile, Brazil, etc. In Ecuador, certain master's degree programs are also offered as detailed below:

Table 1. Master's Degree Programs in Social and Solidarity Economy. Universities in Ecuador

University	Program	Duration
Instituto de Altos Estudios Nacionales (IAEN)	Research Master's Degree in Social and Solidarity Economy	18 months
Universidad Andina Simón Bolívar (UASB)	Master's Degree in Popular and Solidarity Economics and Finance	24 months
Universidad Indoamérica	Master's Degree in Management of the Social and Solidarity Economy Organization	18 months
Universidad Técnica Estatal de Quevedo (UTEQ)	Master's Degree in Local Development, mentioned in Social and Solidarity Economy	18 months
Universidad de Cuenca	Master's Degree in Local Development with a specialization in Social and Solidarity Economics	18 months

Prepared by: Authors
Source: SENESCYT, 2020

The development and promotion of entrepreneurship, seen in micro, small and medium-sized enterprises, is the engine of economic and social development that represents 99.5% of business areas and creates more than 60% of jobs worldwide (Dini and Stumpo, 2020). In addition, their innovation increases competitiveness, promotes technological change in the country and tries in many occasions to solve social and environmental challenges.

According to the Global Entrepreneurship Monitor (GEM, 2019-2020), Ecuador is the second country in Latin America with the best environment for entrepreneurs, ranking 19th in this global ranking above other Latin American countries. However, the situation that is being experienced due to the health crisis caused by COVID-19 generates uncertainty regarding the near future for the creation of entrepreneurship and the strengthening of microenterprises. Similarly, there is a visible lack of knowledge about the concept and practice of inclusive business, often confused with corporate social responsibility. The described scenario reveals social entrepreneurship as a sector that is still in search of legitimization and remains partially unknown and with inaccurate contours (Barbalho, 2019).

The social entrepreneur is an agent that participates in the transformation of society to mitigate the high unemployment rates and incorporate socially excluded people, or disadvantaged groups in new micro, small and medium enterprises with a social approach (Melián *et al.*, 2011), additionally, he is concerned about the environment and sustainability not only of his company but also of his territory (Melián *et al.*, 2011).

Unlike other types of entrepreneurship, social entrepreneurship is not aimed at maximizing economic profit; rather, the latter is merely the instrument or means that guarantees the social goals of the companies that are constituted under this perspective. The person and the group, in addition to being the driving force of the company, are also the main priority, so that they are socially responsible organizations, both internally (towards their employees) and externally (toward society as a whole).

The Social Economy sector has shown great capacity to address the challenge of business entrepreneurship in the face of economic contexts of recession and unemployment through collaborative entrepreneurship formulas, such as cooperatives and other participatory enterprises such as worker-owned companies.

For example, in the case of Spain, the legal form of the Social Enterprise is a Limited Company (57.38%), a Foundation (25.41%), a Cooperative, which represents (8.2%), or an Association which represents 7.4% (Sánchez and Pérez, 2020), that is, Cooperativism is not yet relevant enough to constitute a social economy system.

Although the motives for social activities are diverse, the most important consideration among potential entrepreneurs is to use limited resources in creative and innovative ways to create social value for the community. A social entrepreneur is someone who recognizes opportunities, demonstrates creativity, and takes risks to implement a socially focused mission. In light of the importance of social entrepreneurs in our society today, many institutions of higher education have begun to encourage more students to participate in social entrepreneurship initiatives.

In Ecuador, the university in general, currently works from within, training and educating students in entrepreneurship and with the community through the curricula, counseling and monitoring as a form of social responsibility through outreach programs. Currently, some universities and research centers, both national and foreign, are taking an interest in these issues and consider them as scientific objects in their research.

The following are some of the research papers on the subject:

Table 2. Research work on social entrepreneurship issues

Article / Thesis	Magazine/ University	Author/Authors	Year
Jóvenes universitarios y su apuesta al emprendimiento social	Revista Economía y Política. Universidad de Cuenca- Ecuador	Mora Pacheco, Pedro F.; Aguirre Quezada, Juan C.; Álava Atiencie, N. Gabriela; Cordero López, Juan F.	2019
Áreas básicas de formación para el emprendimiento social de los estudiantes universitarios de las carreras de Contabilidad y Administración de la universidad ecuatoriana: Caso PUCE Nacional, Tesis	Pontificia Universidad Católica del Ecuador	Cárdenas Jácome, Juan David	2020
Emprendimiento social en Ecuador: análisis del enfoque social vs. Enfoque de mercado	Polo del Conocimiento Revista Científico-Académica Multidisciplinaria	Danilo J. Altamirano- Analuisa I Ruth A. Zamora- Sánchez II Marcelo J. Mancheno-Saá III	2018
Emprendimientos sociales en Ecuador. Formas de gestión. Tesis	Universidad Católica de Santiago de Guayaquil	Granda Granda, Carlos Aurelio Macías Alcívar, Fernando Guillermo	2017
Balace de la economía popular y solidaria en Ecuador Economía y Desarrollo	Universidad de La Habana, Cuba	Torres Peñafiel, Natali; Fierro López, Pablo Enrique; Alonso Alemán, Alodia	2017

Source: Authors, 2021, adapted from Mora et al. (2019); Cardenas (2019); Altamirano *et al.* (2018); Granda (2017) and Torres et al. (2017).

In short, the university should be a space for training people who, through a critical vision of the world, provide solutions to the problems of the community from new perspectives, contributing to the progress of economics, as a discipline that investigates reality (Economist without Borders, 2017). Incorporating the fundamentals of innovation and social economy to study, learning, teaching and research, requires critical thinking and knowing how to combine reality to enrich these processes. The introduction of the university to the contents, proposals, debates and practices of social and solidarity economy, strengthens the learning process of the economy, bringing students and teachers closer to the real experience and practice of integrating people and the environment. In Ecuador, the government has taken some actions to encourage such activities, but society still does not understand the meaning of social activities. Some factors affect the development and management of social enterprises, such as the lack of training of social entrepreneurs, establishing social networks, access to financial resources, the composition of work teams and governmental support (Granda and Macias, 2017).

2.2. POS-COVID Social Entrepreneurship 19

It can be known that the entrepreneurship training provided by the higher education institution has contributed positively, becoming the inspiration for many to crystallize their business ideas; this is despite how difficult it has been the virtualization of education since the pandemic of COVID-19 (Martinez *et al.* 2021).

Ecuador has witnessed that social entrepreneurs have responded, in some way, to the economic and social crisis. These ventures have generated employment and contributed to the development of their territories.

The following table presents cases of successful social enterprises, organizations, partners and managers who, based on their efforts, have managed to move forward, even during the COVID-19 health crisis, contributing to improving the situation of their community.

Table 3. Social Enterprises in Ecuador

Institution/ Company	Activity	Location	Beneficiaries
Jurupi Community (Social Currency)	It is a network of support between individuals, families, collectives and local enterprises, which the fundamental purpose is to support each other among all the members, who are share skills, knowledge, products, services and goods under the idea of the common good and with the smallest ecological footprint.	Cuenca-Azuay	Individuals, families and collectives in Cuenca and surrounding areas. Jurupi is a system of local exchanges and transactions. It is a social currency for the trade of goods and services among its members.
Pachamama Agroecological Integral Farm	Non-profit organization, part of the Mujer Solidaria Association, aimed at promoting self-employment through the production and marketing of agro-toxic free vegetables.	Quito-Carapungo-Pichincha	Poor women of Carapungo and Calderón
Kallari	Produce, process and market agricultural products from the chackra in a sustainable manner; improving the living conditions of the associates, conserving natural and cultural biodiversity.	Canton Tena, Province of Napo, Ecuadorian Amazon Region	Kallari is an association made up of 850 producers, mostly Kichwa families from 21 communities:
Fortaleza del Valle Corporation	To promote the production and commercialization of national fine and aromatic cocoa with organic certification and fair trade, fostering the social, economic and environmental development of its members and families.	Calceta Manabí	Cocoa farmer partners in the province of Manabí
Waykana (Inclusive business).	Promote the organic production of guayusa and train in agroforestry systems to avoid generating monocultures. It pays its farmers 15% more than the fair-trade standard. They buy the leaf fresh and take care of the dehydration process, and then market their product to the United States, Germany, France, England and Italy.	Ecuadorian Amazon.	Working with approximately 100 Quechua guayusa producers

Source: Own elaboration

The experiences and initiatives that we identified in Ecuador have more to do with agriculture and the environment, the students of the Faculty of Business Sciences of the UTEQ are more inclined to trade, technology and food, but very few mentioned creating an enterprise in the agricultural or environmental field.

The Social and Solidarity Economy and social entrepreneurship have demonstrated that they can contribute to reducing this crisis caused by the pandemic. The concept is that people prevail over profit or capital. Additionally, they remain involved in their territories and act according to the practice of certain values, although many entities face challenges. Initiatives have emerged around the world to alleviate various problems related to this health crisis (Guzman and Nogales, 2020).

The government program of Rafael Correa, who was elected constitutional president in 2006, was characterized by giving importance to the Popular and Solidarity Economy in the country. In this context, one of the first actions was to create a new Constitution. Thus, the 2008 Constitution recognizes the forms of organization as private, public, mixed and a popular and solidarity sector (LOEPS, 2011, art. 283).

Popular and solidarity economy organizations have limitations, such as poor access to credit, lack of training courses, and finally, low levels of innovation in social enterprises (Granda and Macías, 2017). For the aforementioned, as the main action, the creation of education and training centers, participation of the government at different levels in the implementation of development projects for this important sector should be considered, as well as, established by the academy, linkage agreements with the community to strengthen and consolidate these Popular and Solidarity Economy organizations.

These Popular and Solidarity Economy (EPS) initiatives were incorporated into public programs aimed at facilitating access to different types of resources. For example, the public procurement programs of Ecuadorian governmental institutions prioritize the offer of Popular and Solidarity Economy organizations as suppliers of goods and services; previously, micro, small and medium-sized private companies were contracted (Servicio Nacional de Contratación Pública, 2020).

Regarding the institutional framework of the EPS, the Superintendence of Popular and Solidarity Economy has a comprehensive supervision model to obtain information on the organizations of this type of economy and the Popular and Solidarity Finance System (SFPS).

The SFPS involves the integration of economic participants in other organizational forms, such as cooperatives, associations, community sectors and popular economic sectors, which were previously made invisible by the traditional sectors: public, private and mixed. The members of these organizations come together to develop processes of production, marketing, consumption and financing, taking into account the principles of solidarity, cooperation and mutual benefit.

At present, there are approximately 17,000 active popular and solidarity economy organizations in the non-financial sector in Ecuador. They are formally registered with the Superintendency of Popular and Solidarity Economy, of which 984 organizations in the province of Los Ríos are distributed among associations, cooperatives and peasant organizations. Specifically, the city of Quevedo has 173 organizations, distributed as follows: consumption 2, production 65, services 104 and housing 2 (Superintendencia de Economía Popular y Solidaria, 2020). According to the type of organizations, the highest percentage are associations with 83%, followed by cooperatives with 16% and finally community organizations with 1%. In terms of types of organizations, transportation cooperatives represent 16%, cleaning 22%, agricultural 12%, agricultural and livestock 9%, food 9%, textile 8% and other organizations 24% (Artisanal, training, lumber, maintenance, fishing, recycling, etc.).

3. Methodology

This is a descriptive, cross-sectional, non-experimental research based on documentary analysis of primary and secondary sources of information. For the collection of information, the instrument used was the survey. A representative sample of 611 UTEQ students was considered, especially from the Faculty of Business Sciences. For this purpose, it was necessary to identify the student's perception of social entrepreneurship. Subsequently, to fulfill the stated objective, Pearson's correlation analysis was performed. This made it possible to establish the type of interaction between the dependent variable (Entrepreneurship) and the independent variables, which refer to the university careers, such as Entrepreneurial Activity and Business ideas. Finally, an ANOVA analysis was performed with the Studio statistical package, to detect possible statistically significant differences between them. These variables were the following:

- ## UTEQ careers
- ## Age
- ## Gender
- ## Current situation
- ## Problems in the community
- ## Contribution
- ## Business idea
- ## Entrepreneurship training
- ## Necessities to start a venture ## Public-private entities that support entrepreneurship
- ## Public-private entities that support entrepreneurship?
- ## Entrepreneurship
- ## Sectors of entrepreneurial activity
- ## Difficulties for entrepreneurship
- ## Companies
- ## Entrepreneurial skills
- ## Measure negatively impacted by the Covid 19 crisis on the mood and motivation to develop entrepreneurship.
- ## Reaction to the crisis from support institutions
- ## Government support

4. Results

Of the total number of students who participated in the survey, 59.9% corresponded to Economics, 26.5% to Business Administration, 8.8% to Marketing, 3.1% to Accounting and Auditing and 1.7% to other careers.

Table 4. UTEQ Business School students surveyed

UTEQ Careers	Students	%
Business Administration	162	26.5%
Accounting and Auditing	19	3.1%
Remote Accounting and Auditing	1	0.2%
Economy	366	59.9%
Remote Business Management	8	1.3%
Distance marketing	1	0.2%
Marketing	54	8.8%
Total	611	100.0%

Source: Survey conducted at UTEQ.

Prepared by: Authors

The highest percentage of students are young people between 17 and 25 years old, 71.3% are women and 28.7% are men, reflecting the greater number of students at the State Technical University of Quevedo are women. A large part of them come from the cantons near Quevedo, such as El Empalme, Buena Fe, Quinsaloma, Mocache, Pichincha and from nearby rural parishes, such as San Carlos and La Esperanza.

The current situation of the students is that 49% are only studying, but want to become entrepreneurs; 19.8% are only studying; 14.7% are only studying, but would like to work for someone; 9.5% are currently studying and working and consider themselves entrepreneurs and the remaining 7% are working as employees for both public and private institution (Table 5).

Table 5. Current situation of students

Current status	Students	%
I am only studying, but I would like to start a business	299	49
Studio only	121	19.8
I am self-employed (entrepreneur)	58	9.5
I'm just studying, but I would like to work for someone	90	14.7
I am working for a public/private institution (employee)	43	7
Total	611	

Source: Survey conducted at UTEQ.

Prepared by: Authors

When asked about the problems they identified in their communities, they responded. no internet access, crime, environmental pollution, unemployment, sanitary crisis, unhealthy conditions, lack of sewage, drug addiction, prostitution, lack of entertainment, alcoholism, insecurity, no sports fields, unemployed disabled people, etc.

In the case of entrepreneurship, 24.5% would develop an individual social enterprise, 20% would develop an associative social enterprise and 55.5% would develop an entrepreneurial enterprise.

45% of them want to have a business to develop themselves as individuals, 24.1% to ensure their well-being, 16.2% to solve a social problem and 14.7% to achieve social and personal benefit.

Table 6. Why I want to own a business

I want to have a business for:	Students	%
To obtain personal benefit	38	6,2
To achieve social benefit	52	8,5
Developing as a person	275	45
Ensuring my well-being	147	24.1
Solving a social problem	99	16,2
Total	611	100

Source: Survey conducted at UTEQ.

Prepared by: Authors

In the main sectors in which they would develop their entrepreneurial activity, the following figures are observed: Commerce 31.5%, Technology and communications 13.7%, food 14.2%, agriculture 7.8%, textile 3.9% and others 15.1%. The main difficulty detected by potential entrepreneurs in starting their businesses is the lack of financing (Table 9).

Table 7. Sector to start a business

Features	%
Agriculture	7.8
Textile	3.9
Livestock	2.5
Feeding	14.2
Cleaning	1.5
Tourism	4.7
Transportation	2.7
Recycling	2.4
Trade	31.5
Technology and Communications	13.7
Others	15.1
Total	

Source: Survey conducted at UTEQ.

Prepared by: Authors

A total of 77.3% of people are unaware of the public-private entities that support entrepreneurship, while 22.7% are aware of them.

The initiatives of public-private institutions for the promotion support entrepreneurs, 59.7% say that they contribute to the needs of entrepreneurs, while 40.3% do not contribute.

The health crisis generated by COVID-19 is impacting very significantly negatively on the mood and motivation to develop entrepreneurship in 43.6%, significantly 37.4%, slightly 14.7% and no change 4.3%.

Regarding the evaluation of the reaction to the health crisis of the institutions supporting the enterprises, 49.1% say it is slow and insufficient, 21% slow and appropriate, 17.9% non-existent, 9.5% agile but insufficient and 2.5% agile and appropriate.

4.1. Correlation Analysis

Having described the variables Idea and Activities, Idea and Careers, this section analyzes the relationships that can be established between the degree of development of each variable, measured through the dependent variable "Idea", for the independent variables that catalog the Activities and Careers. For this purpose, correlation analysis is used, based on linear association, that is, when the values of one variable increase, the values of the other variable may increase or decrease proportionally.

There are 2 main types of correlations: Pearson's correlation and Spearman's correlation. Both are based on the same information, although they use different formulas. Pearson's correlation is more appropriate when the variables follow the normal curve. Spearman's correlation is more convenient to use when the variables do not follow the normal curve. However, in general, there are not usually many differences between the results, and they can only vary when working with small samples.

Figure 1 shows a correlation between the dependent variable "Idea" and the independent variables, related to Activity and Careers. In this sense, it can be concluded that they are positively related to the Idea variable, since the significance value is less than 0.05. However, when analyzing the variables related to the management of social networks, it can

be concluded that there is no correlation between them and the number of visitors since the significance value for the three variables is greater than 0.05.

In short, the correlation analysis quantifies the degree of linear relationship existing between the variables and measures the degree of fit of the point cloud to a straight line, and in which we analyze the scatter plots to determine the degree of the linear fit. The scatter plot between the variables Idea and Activities, Idea and Careers (Fig. 1) shows that there is a linear pattern, that is, the data fit a straight line, thus proving the linearity assumption.

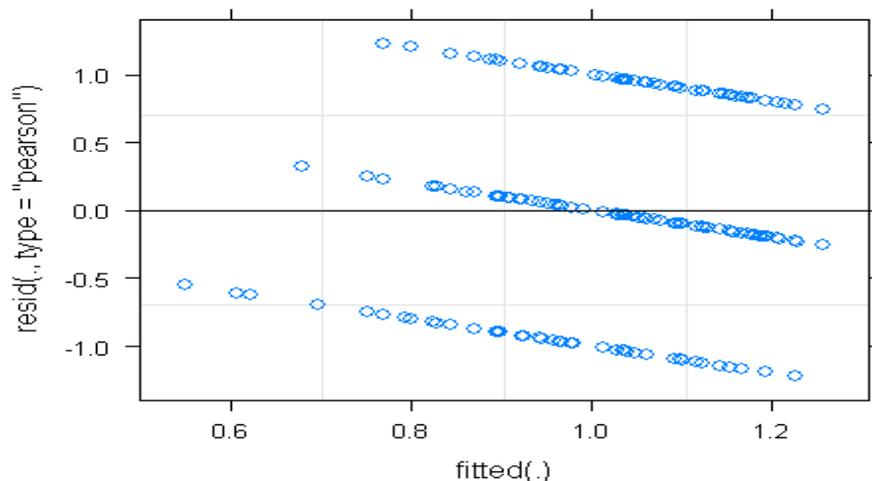


Figure 1. Correlation analysis

It can be concluded, as shown in Figure 1, that Pearson's linear correlation coefficient to determine the effectiveness of the venture is formulated as follows:

$$\text{Entrepreneurship} = 1.04906 + 0.1306 (\text{Idea} \mid \text{Activities}) + 0.02162 (\text{Idea} \mid \text{Career})$$

This correlation analysis shows how entrepreneurship is closely related to the variables **Business Idea and Careers** of the Faculty of Business Sciences of the UTEQ. Thus, it cannot be affirmed that social entrepreneurship is part of university students.

4.2. Model comparison

10 random models were created with the variables that are most significant in the general model explained above. For this case, the ANOVA test was applied to evaluate the generalized randomized mixed models with Restudio. Model 1 corresponds to the general model and is not considered for the evaluation of all models.

In order to check whether there are significant differences between the variables Idea and Activities and Idea and Career, once the assumptions have been checked, the statistical technique of Analysis of Variance (ANOVA) is used, where we define Idea and Activities, Idea and Career as the dependent variable or result variable, seeking to determine to what extent the variability of these variables can be attributed to the levels of interdisciplinarity “High Level”, “Medium Level” and “None” defined as independent variable or predictor. Model 4 shows the descriptive results of the dependent variables by Level of Interdisciplinarity.

Once it was verified that there are significant differences between Idea and Activities, Idea and Career, the post hoc test of multiple comparisons were performed to determine in which levels or groups these differences are found. The Tukey and Bonferroni post hoc test shows that there is a difference between the significance values for each of the variables,

therefore, it can be concluded that the variables that are closest to the possibility of statistically significant differences between destinations (Sig.>0.05) are those related to (Idea | Activities) + (Idea | Career).

It can be affirmed that the ideas of the students of the Faculty of Business Sciences of the UTEQ, specifically of the careers of Economics, Administration and Marketing to develop their enterprises are found in sectors such as commerce, food, technology and a low percentage in agriculture, but they do not want to develop social enterprises, due to lack of knowledge and little motivation on the part of the teachers.

Conclusions

To conclude, the results show that there are more female students than male students in the Faculty of Business Sciences of the UTEQ, young people between 17 and 25 years of age and that currently, 49% of them want to become entrepreneurs. In the case of entrepreneurship, 44.5% would develop social entrepreneurship, both individual and associative, and 55.5% would develop a business or classic entrepreneurship. They associate social entrepreneurship with corporate social responsibility and commitment to the environment. The main sectors in which they would develop their entrepreneurial activity are Commerce, Technology-communications and food in that order.

As for support for entrepreneurship from public and private institutions in the face of the health crisis, it is slow and insufficient, which means that it is having a very significant negative impact on the mood and motivation to develop entrepreneurship.

The correlation analysis shows how entrepreneurship is closely related to the variables Business Idea and Careers of the Faculty of Business Sciences of the UTEQ. Thus, it cannot be affirmed that social entrepreneurship is part of university students.

On the other hand, in the area of teaching, it is necessary to teach content related to the social and solidarity economy in the classroom, depending on the willingness and commitment of the teacher to incorporate cross-cutting themes of great importance such as social inclusion, environment, social responsibility, ethics, circular economy, social innovation, etc.

It would favor the possibility of building a more humane, fair, equitable and supportive system, raising awareness of the importance of implementing practices of principles and values of the social and solidarity economy to solve problems in the community. It is necessary to update the curricula of the different careers to incorporate strategies oriented toward the formation of social entrepreneurs.

About the government measures that would be most effective in helping entrepreneurs in this crisis, in order of importance they are the following: technical assistance to design a strategy to face the health crisis, credit for working capital on timely terms, reduction of basic services tariffs and flexibility in labor matters. It is concluded that entrepreneurs want to have a business, as long as there are both public and private entities that support entrepreneurship.

References

Altamirano, D., Zamora, R. y Mancheno, M. (2018). Emprendimiento social en Ecuador: análisis del enfoque social vs. Enfoque de mercado Polo del Conocimiento. *Revista Científico-Académica Multidisciplinaria*, Danilo J. III, (Edición núm. 28) Vol. 3, No 12, diciembre 2018, pp. 336-350.

- Arcos, C., Sánchez, J., Villavicencio, A., López, F., Marchán, C., & Bonilla, M. (2011) Economía Solidaria una alternativa de desarrollo integral para la sociedad. Imprenta Mariscal. Quito-Ecuador. 96 p.
- Barbalho, A. Uchoa, A. (2019) *Empreendedorismo social como campo em formação no Brasil: o papel das instituições Ashoka, Endeavor e Artemisia*. Universidad de Estadual do Ceará (UECE), Fortaleza, Ceará, Brasil. *INTERAÇÕES*, Campo Grande, MS, v. 20, n. 2, p. 421-433,
- Cárdenas, J. (2019) Áreas básicas de formación para el emprendimiento social de los estudiantes universitarios de las carreras de Contabilidad y Administración de la Universidad Ecuatoriana: caso PUCE Nacional, *Tesis de grado*, Pontificia Universidad Católica del Ecuador, Quito
- Bazan, C., Gaultois, H., Shaikh, A., Gillespie, K., Frederick, S., Amjad, A., Yap, S., Finn, Ch., Rayner, J. and Belal., N. *Effect of the university on the social entrepreneurial intention of students*, New England Journal of Entrepreneurship Vol. 23 No. 1, 2020 pp. 3-24 Emerald Publishing Limited 2574-8904 DOI 10.1108/NEJE-05-2019-0026
- Dini, M. y Stumpo, G. (2020). “Mipymes en América Latina: un frágil desempeño y nuevos desafíos para las políticas de fomento”, Documentos de Proyectos (LC/TS.2018/75/Rev.1), Santiago, Comisión Económica para América Latina y el Caribe (CEPAL)
- Donoso González, M. (2018) Educación superior y sostenibilidad: emprendimiento social como respuesta. XXXVII Seminario Interuniversitario de Teoría de la Educación, págs. 85-90
- Economistas sin Fronteras. (2017) Promoviendo una Economía Justa y Solidaria en la Universidad, Emaús Fundación Social, Ayuntamiento de Donostia, Diputación Foral de Bizkaia, España
- Ferrer-Cerveró, V, Olga E. Cabrera-Santacana, Rosa-Maria Alegre-Beneria, Alejandra Montané-Lopez, Carlos Sánchez-Valverde-Visus, Eneida Alaiz-Chueca, (2014) El perfil del emprendedor social del estudiantado de los Grados de Educación Social, *Pedagogía y Trabajo Social en la Universidad de Barcelona*. Institut de Ciències de l'Educació. REIRE, Vol. 7, núm. 1, enero 2014
- Granda, C. y Macías, F. (2017) Emprendimientos Sociales en Ecuador. Formas de Gestión, *Tesis de Grado*. Universidad Católica de Santiago de Guayaquil, *Facultad de Ciencias Económicas y Administrativas*, Guayaquil-Ecuador
- Guridi, L. & De Mendiguren, J. (2014) La dimensión económica del Desarrollo Humano Local: La economía social y solidaria. UPV/EHU. Madrid-España. 14 p.
- Guzmán, C. y Nogales, R. (2020) Social and solidarity economy and social entrepreneurship Encouraging opportunities for transformation in complex current times, *Revista Iberoamericana de Economía Solidaria e Innovación Socioecológica*, RIESISE, ISSN-e 2659-3351, Vol. 3, 2020, Huelva-España
- Lasio, V., Amaya, A., Zambrano, J. & Ordeñana, X. (2020). Global Entrepreneurshio Monitor Ecuador,2019-2020. ESPOL
- Martínez, J., Durán, S., y Serna, W. (2021) COVID-19, Educación en Emprendimiento e Intenciones de Emprender: Factores decisorios en estudiantes universitarios. *Revista de Ciencias Sociales (Ve)*, XXVII (2), 272-283.
- Melián, A., Campos, vV. y Sanchis, J. (2011), Emprendimiento social y empresas de inserción en España. Aplicación del método Delphi para la determinación del perfil del emprendedor y las empresas sociales creadas por emprendedores, *REVESCO. Revista de Estudios Cooperativos*, núm. 106, 2011, pp. 150-172, Facultad de Ciencias económicas y Empresariales, Madrid, España

- Mora, F., Aguirre, J., Álava, N. y Cordero, J. (2019) Jóvenes universitarios y su apuesta al emprendimiento social *Revista Economía y Política*, vol. XV, núm. 30, Universidad de Cuenca, Ecuador.
- Rodríguez, V. y Larrota, S. (2014) El emprendimiento social de los estudiantes del programa de Administración de Empresas de la Universidad de la Salle. Sondeo de interés hacia las comunidades marginales de Bogotá, *Revista Punto de Vista*, vol. V, n.º 8, pp. 113-131, Colombia
- Ruíz, E. (2015). La Economía Social y Solidaria como modelo de desarrollo emergente en el Ecuador. Pontificia Universidad Católica del Ecuador. Quito-Ecuador. 111 p.
- Sánchez-Torné, I. y Pérez-Suárez, M. (2020) Un diagnóstico de situación de la empresa social en España», GIZAEKOA, *Revista Vasca de Economía Social*, 17, 7-34. DOI: 10.1387/gizaekoa.22225
- Servicio Nacional de Compras Públicas <https://portal.compraspublicas.gob.ec/sercop/la-economia-popular-y-solidaria/#>, recuperado, 13/06/2022
- Superintendencia de Economía Popular y Solidaria (2020). Ley Orgánica de la Economía Popular y Solidaria y del Sector Financiero Popular y Solidario (LOEPS) de 2011
- Torres, N., Fierro, P. y Alonso, A. (2017) Balance de la economía popular y solidaria en Ecuador, *Economía y Desarrollo*, vol. 158, núm. 1, enero-junio, 2017, pp. 180-196 Universidad de La Habana La Habana, Cuba