

GEET+ ACTION STRATEGY

Gender-smart Entrepreneurship Education
& Training Plus (GEET+) Action Strategy

Pilot Study Country Report: Mexico

Patricia Alonso-Galicia, PhD

Geraldina Silveyra León, PhD



WEIFORWARD
Women's Economic Imperative



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9658 Baltimore Ave. Suite 300
College Park, MD. 20740 USA
Internet: www.WEIForward.org

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About Women's Economic Imperative

Women's Economic Imperative (WEI) is a global, non-profit organization committed to promoting women's economic empowerment and inclusive economic growth for the benefit of all in society. Established and registered in the United States, WEI was founded in 2018 in response to the Call to Action of the United Nations Secretary-General's (UNSG) High-Level Panel on Women's Economic Empowerment.

WEI's mission is to advance women's economic empowerment through entrepreneurship and advocacy. Our goal is to help build pipelines of scalable, viable and bankable, transformational enterprises by targeting women entrepreneurs in the missing middle and by advocating for inclusive entrepreneurial ecosystems as drivers of the economic empowerment of girls, women, and other disadvantaged groups.

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The **Gender-smart Entrepreneurship Education and Training Plus (GEET+) Pilot Study** was undertaken by the Women's Economic Imperative (WEI) under the leadership of Dr. Margo Thomas, President and CEO. The Study explored the principles, framework, applicability, and adaptability of the GEET+ scorecard. The GEET+ scorecard employed in this research is an assessment tool developed by Dr. Barbara Orser and Dr. Catherine Elliot (Orser and Elliott, 2020). This tool translates academic research and evidence-based insights into practical applications to assess inclusive entrepreneurship education and training (EET).

The study was designed to answer three research questions:

1. *To what extent are gender and occupational biases evidenced in entrepreneurship and small business education, training, and auxiliary services, including in recruitment, engagement, and advancement practices?*
2. *What are the enablers and inhibitors to inclusive and equitable entrepreneurial ecosystem supports, with a specific focus on meeting the needs of women entrepreneurs?*
3. *What are strategies for addressing gender and occupational biases in entrepreneurship and small business resources, including program and course design, content, and delivery?*

WEI assembled six country-level research teams to conduct the fieldwork. All team members are associated with premier academic institutions in Kenya, Mexico, Nigeria, and Peru. The activities undertaken by these research collaborators included:

- Identification of focus group participants and facilitation of focus groups;
- Providing valuable feedback on the study methodologies, preliminary findings, and draft synthesis report; and,
- Preparation of reports on the entrepreneurial ecosystem and study findings for their respective country.

Researchers from Mexico and Peru translated into Spanish the GEET+ scorecard, presentations, and related material.

This report for Mexico was prepared by the principal research collaborators and their team members:

- **Dr. Patricia Alonso-Galicia**, Research associate professor for the Institute for the Future of Education, Business School, Tecnológico de Monterrey, Mexico;
- **Dr. Geraldina Silveyra León**, Director of the Western Region for The Institute of Entrepreneurship Eugenio Garza Lagüera, Tecnológico de Monterrey, Mexico;
- **Mónica Rodríguez Díaz**, Tecnológico de Monterrey, School of Humanities and Education, Mexico; and
- **Lizbeth Ortiz López**, Tecnológico de Monterrey, School of Engineering and Science, Mexico.

Acronyms

1.1. Mexican Institutions and Organizations¹

ASEM: Asociación de Emprendedores de México
 ASF: Auditoría Superior de la Federación
 Canacindra: Cámara Nacional de la Industria de la Transformación
 CEAMEG: Centro de Estudios para el Logro de la Igualdad de Género
 CEDAW: Convención sobre la Eliminación de todas las Formas de Discriminación de la Mujer
 CELIG: Centro de Estudios Legislativos para la Igualdad de Género
 CIEP: Centro de Investigación Económica y Presupuestaria
 CJM: Centros de Justicia para las Mujeres
 CNEGSR: Centro Nacional de Equidad de Género y Salud Reproductiva
 COLMEX: Colegio de México
 CONACYT: Consejo Nacional de Ciencia y Tecnología
 CONAPO: Consejo Nacional de Población
 Coparmex: Confederación Patronal de la República Mexicana
 CPEUM: Constitución Política de los Estados Unidos Mexicanos
 CSW: Comisión sobre el Estatus de la Mujer
 DOF: Diario Oficial de la Federación
 ENDIREH: Encuesta Nacional sobre la Dinámica de las Relaciones en los Hogares
 ENSU: Encuesta Nacional de Seguridad Pública Urbana
 FNE: Fondo Nacional Emprendedor
 FONATUR: Fondo Nacional de Fomento al Turismo
 IEEGL: Instituto de Emprendimiento Eugenio Garza Lagüera
 IES: Instituciones De Educación Superior
 IMCO: Instituto Mexicano para la Competitividad, A.C.
 IMFs: Instituciones de Microfinanzas
 IMSS: Instituto Mexicano del Seguro Social
 INADEM: Instituto Nacional del Emprendedor
 INEGI: Instituto Nacional de Estadística y Geografía
 INEHRM: Instituto Nacional de Estudios Históricos de las Revoluciones de México
 INMUJERES: Instituto Nacional de las Mujeres
 IP: Iniciativa Privada
 ISSSTE: Instituto de Seguridad y Servicios Sociales de los Trabajadores del Estado
 LFPED: Ley Federal para Prevenir y Eliminar la Discriminación
 LGAMVLV: Ley General de Acceso de las Mujeres a una Vida Libre de Violencia
 LGIMH: Ley General para la Igualdad entre Mujeres y Hombres
 LINM: Ley del Instituto Nacional de las Mujeres

¹ Full names of the organizations and public programs are not translated to English, they remain in the original language - Spanish

MiPyME: Micro, Pequeña y Mediana Empresa
OEA: Organización de los Estados Americanos
ONU: Organización de las Naciones Unidas
PIB: Producto Interno Bruto
PND: Plan Nacional de Desarrollo
PROIGUALDAD: Programa Nacional para la Igualdad entre Mujeres y Hombres
PRONAFIM: Programa Nacional para el Financiamiento al Microempresario
PRONAM: Programa Nacional de Integración de la Mujer al Desarrollo
PyME: Pequeña y Mediana Empresa
SEDENA: Secretaría de Defensa Nacional
SEP: Secretaría de Educación Pública
SE: Secretaría de Economía
SSa: Secretaría de Salubridad y asistencia
UDP: Unidad de Desarrollo Productivo

1.2. Terms: GEET+ Pilot Study

GEET+: Gender Entrepreneurship Education and Training Plus
GEM: Global Entrepreneurship Monitor
NES: National Expert Survey
EDI: Equity, Diversity and Inclusion

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Introduction

The impact of the pandemic has been devastating, particularly for women, who are on the front lines of the crisis as health workers and caregivers. It has exposed women and girls to increased domestic violence and generally jeopardized the economic wellbeing and participation of women, around the world (Turquet & Koissy-Kpein, 2020). This situation makes the generation of data with a gender perspective urgent, and this report is part of the response to this call.

In an environment as diverse as Mexico, and where entrepreneurs and the private sector have been heavily impacted by the economic contraction, the impact is perceived as one of the most severe in the world (Amorós, et al. 2021), business creation continues to be seen as integral to the post-pandemic recovery response. Although the debate continues whether an entrepreneur is born or can be trained, it is undeniable that education has benefits for anyone. Particularly, entrepreneurship education should be understood as an effort to develop entrepreneurial skills and attitudes in students. It is also interpreted as the application, design, and implementation of usually innovative and proactive strategies in an educational context focused on entrepreneurship (Ratten & Jones, 2021).

The objective of this report is to present the results for Mexico of the Gender-Smart Entrepreneurship Education and Training Plus Action Strategy (GEET+) framework. This is part of a multinational research initiative designed to mobilize evidence-based knowledge to build inclusive entrepreneurial ecosystems as engines of the economic empowerment of girls, women, and other disadvantaged groups. Throughout this document, we provide insights offered by the experts who participated in focus group discussions and were asked to comment on the following research questions:

- To what extent are gender and occupational biases evidenced in entrepreneurship and small business education, training, and auxiliary, including in recruitment, engagement, and advancement practices?
- What are the enablers and inhibitors to an inclusive and equitable entrepreneurial ecosystem, with a specific focus on meeting the needs of women entrepreneurs?
- What are strategies for addressing gender and occupational biases in entrepreneurship and small business resources, including program and course design, content, and delivery?

1. Inclusive Learning Environments

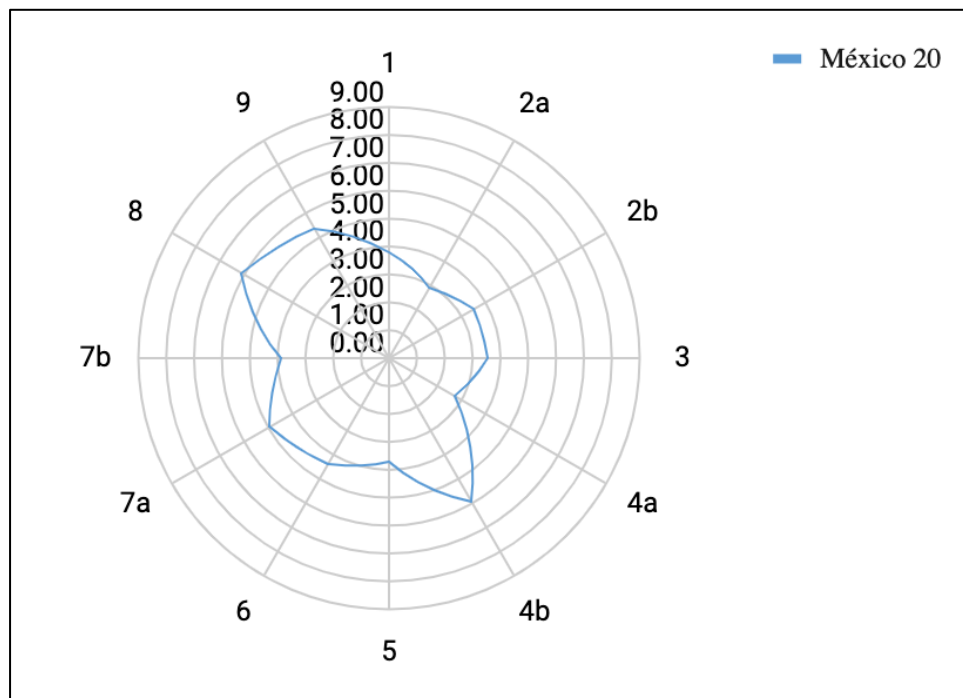
1.1. General context for entrepreneurship in Mexico according to the GEM 2020/2021

The Global Entrepreneurship Monitor (GEM) report is a consortium of national teams from renowned academic institutions that conducts survey-based research, which currently covers more than 21 years of data across 120 economies and 3 million interviews. The nature of the GEM is unique since it collects annual entrepreneurship data directly from individuals and experts (Bosma et al., 2021).

Since 2015 in Mexico, this GEM survey has been led by Tecnológico de Monterrey. The survey has been applied to conduct evaluations, both at the state and national levels, of the context in which entrepreneurial activity occurs in the social, cultural, political, and economic context. In it, a series of factors that have an important influence on entrepreneurial activity are analyzed. These factors include, for example, financing, government policies, business education, transfer of results derived from research and development activities, commercial and legal infrastructure, dynamics of the mechanisms and barriers to entry.

In Figure 1.1 and Table 1.1, the evaluation scores², infer that a higher index is indicative of a factor or condition that is more favorable towards entrepreneurship.

Figure 1.1. *Conditions of the entrepreneurial context in México*



Source: GEM, Regional report Mexico National Expert Survey (NES), 2020/2021.

² Presented on a Likert scale of 9 points.

It can be observed that experts who participated in this study perceive unfavorable conditions towards entrepreneurship in 2020 compared with pre-pandemic years. Factors such as government policy, entrepreneurial education in primary level, technology transfer and internal market and barriers to entry regulation³ are the factors that are perceived to be most unfavorable (Table 1).

Table 1.1. Context conditions for entrepreneurship in Mexico

	Description	Mexico 2017	Mexico 2019	Mexico 2020
1	Business Financing	4.33	4.17	3.82
2a	Government policy: support and relevance	5.23	4.13	2.87
2b	Government Policy: Taxes and Bureaucracy	3.92	3.74	3.47
3	Government Programs	5.30	4.43	3.52
4a	Entrepreneurial education at a fundamental level	2.56	3.23	2.69
4b	Entrepreneurial education at a higher level	5.86	5.97	5.94
5	Technology transfer	4.34	4.18	3.72
6	Commercial and legal infrastructure	5.01	4.72	4.37
7a	Dynamism of the internal market	4.65	4.81	4.94
7b	Internal market weight and entry regulation	3.99	4.40	3.85
8	Physical infrastructure	6.56	6.95	6.09
9	Social and cultural norms	4.91	6.01	5.31

Source: Authors with data from regional GEM reports, National Survey of Experts Mexico (NES), 2017/2019/2020.

In the following sections, the characteristics and/or historical context of different dimensions are described considering what can influence the environment for female entrepreneurship.

1.2. Government Policies: Infrastructure

Infrastructure is defined as *"structures, equipment and facilities created by engineering and long-lasting, used in economic production and by households, contribute to a city, region or country developing economically and socially"* (CIEP, 2020, p. 9). Although infrastructure can be considered an economic asset, it also impacts social factors because investment in the development of schools, hospitals, sports centers, and housing influence the development of human capital, so that budget decreases, suspension of projects or deficiencies in their operation have a negative impact on economic growth.

The development of infrastructure is a transversal axis of a government policy because it is directly or indirectly related to the economy and social programs intended to guarantee access to education, health services, communication routes and environmental protection, among others, the lack of investment in infrastructure means lack of growth for a country, and thus

³ This condition refers to the barriers that new and growing companies face when they want to enter the market, such as monopolistic and unfair practices.

delays in several sectors. During the decade from 2010 to 2020, investment in infrastructure in Mexico was concentrated in the areas of energy, communications and transport, housing and community services, public health, education, and national security (see Appendix 1, Table 3 for additional information). Since 2015, infrastructure spending in Mexico has decreased, mainly due to the reduction of oil revenues. While in 2014 spending on this item represented 4.7% of GDP, at the end of 2020 it was reduced to 2.8% of GDP (Expansión, 2020; El Financiero, 2020).

Infrastructure also is essential for the development of a country and society in general. It can even help reduce gender gaps between men and women if projects and initiatives are designed with a gender perspective. Some indicators of discrimination against women and the inclusion of the gender perspective in relation to:

- **Unpaid care.** The *Encuesta Nacional sobre Uso del Tiempo 2014* (INEGI, 2014a) there are 5,245,271 people, 53.8% women, who on average dedicate 7.2 hours per week to the care of family members from 0 to 60 years old, without receiving any type of remuneration for this type of work.
- **Family and gender-based violence.** In 2003, the National Survey on Violence against Women was applied for the first time, the result of which showed that family and gender-based violence overcomes other health problems considered priorities, which is why it was included in the health agenda in order to combat its effects on women both physically and mentally. The *Centro Nacional de Equidad de Género y Salud Reproductiva* (CNEGSR) is responsible for transferring resources for the operation of shelters to institutions, mostly civil society, as well as state and municipal public institutions. These spaces provide free protection, accommodation, legal and psychological advice to women victims of violence. However, public investment allocated to the CNEGSR was cut by 27.5% from 2015 to 2020 (CIEP, 2020).

The *Organización Panamericana de la Salud* (OPS) considers gender equity as "*the fair distribution of benefits, power, resources and responsibilities between women and men*" (PAHO, 2021), which means that it is necessary to consider the gender perspective in health policies to meet the different needs between men and women, especially vulnerable groups such as women, children, indigenous people, and the elderly. However, cuts in the health budget and specifically in programs with a gender perspective, prevent adequate attention to these sectors of the population.

Public investment in education has had an unfavorable evolution as it went from 12.5% of investment expenditure in 2010 to 2.1% of investment expenditure in 2020, directing resources to capital expenditure that does not correspond to public works, 96.9% of investment resources, allocating only 3.1% to public works. Some of the effects of this gradual decrease in investment are the lack of coverage, the lack of construction and maintenance of the educational infrastructure by the federation, as well as the lack of strategies to combat the abandonment of studies by students due to the lack of resources and the remoteness of schools, this has a greater impact on girls and young women.

Regarding gender equity, the net enrolment rate for women is highest in primary and secondary schools but falls at the middle and upper levels. Regarding the initial (maternal) level of education, the greatest impact for girls aged 0 to 2 years due to its benefits in personal and

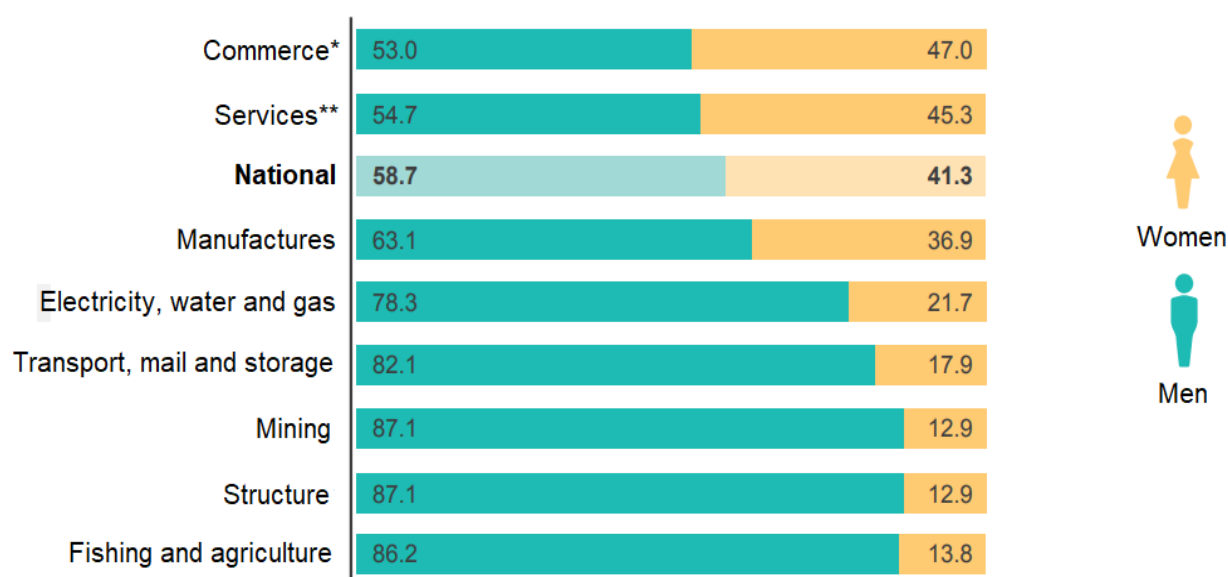
academic development, as well as for women mothers of families or the dependence of girls who attend this level, it is the lowest, since only 4% of girls in this age range participate.

It is necessary to increase investment in infrastructure in the sector, with a gender perspective, to expand both educational coverages, as well as its quality, to positively influence the teaching-learning process, as well as the school trajectory of students, which would strengthen the training of human talent in the country generating returns on investment, particularly for women and the rural population.

1.3. Priority infrastructure projects

When one reviews the top priority infrastructure projects identified by Mexico's national government, there is relatively low focus on projects that impact women. Currently, the priority infrastructure projects for Mexico's government include increasing the number of public universities, universal internet access for all citizens, new national oil refineries, modernization of the communications infrastructure in the Mexico City area, new tourism infrastructure for the south of the country (Mayan train) and new public legislations for non-renewable fuels and electricity (Government of Mexico, 2021).

Figure 1.2. Participation of women in total employed personnel by sector of activity 2018 (percentages)



Source: Censo Económico 2019. INEGI (2019).

Note. The figure shows the figures of total employed personnel by sector and sex.

It is also important to consider that, although the infrastructure projects of the current government have the participation of entrepreneurs, investments made in sectors where female participation is minimal (Figure 2), since women contribute to percentages ranging from 12.9% (Construction), to 17.9% (Transport, postal and storage) and 21.7% (Electricity, water, and gas), according to the INEGI Economic Census (2019, p. 8).

In this sense, the government's infrastructure policy limits the entrepreneurial spirit by: (1) not providing certainty due to the ambivalent direction in decision-making by the executive; and (2) not explicitly encouraging the participation of women in “restricted” sectors in which men predominate.

1.4. Government policies

1.4.1 Normative and historical context

This section gives greater relevance to the historical and constitutive description of the Mexican normative system or, rather, legal, in favor of women's rights since it outlines very well the contradictory situation that persists, for additional information see Appendix 1, Table 4. The normative framework in favor of the inclusion of women is established in the **Constitución Política de los Estados Unidos Mexicanos (CPEUM)**, which in its first articles, determines that all persons enjoy the human rights recognized by the constitution (Lara, 2015, p. 64), while the fourth article establishes the legal equality of men and women: “*Women and men are equal before the law*” (Cámara de Diputados, 2021, p. 10), however, the *Encuesta Nacional sobre la Dinámica de las Relaciones en los Hogares (ENDIREH)* conducted in 2016 in order to obtain information on physical, economic, sexual, emotional and patrimonial violence towards women aged 15 years and older, revealed that 66 out of every 100 Mexican women have suffered from violence of any kind at least one time in her lives (INEGI, 2020, p. 1).

The inequality between men and women in Mexico has its antecedents in the **Civil Code** of 1884 where it was stipulated that “*unmarried women continued to be subject to parental authority despite acquiring the age of majority; the husband's adultery constituted grounds for divorce only if it was committed in the marital home*”; the husband was to protect the wife, and she obeyed in the domestic, the education of the children and the administration of the home, he was the legitimate representative of his wife, and she required his permission to appear in court or to be bound” (Lara, 2015, p. 80).

The beginnings of the constitutional recognition of the right to equality between men and women in Mexico began with **the revolution of 1910**, in which women participated actively and aspired to the recognition of their citizenship to ensure the full enjoyment of their rights and equality before the Law. As a result, in 1916 the **First Feminist Congress** was held, and demands were made for the right of women to vote. However, the Constituent Congress held that same year concluded that the **Mexican woman should not participate in the public affairs** of the country due to incapacity, lack of education and conservative beliefs consonant with the influence of the clergy against the secular and supposedly liberal spirit of the newly initiated system of government (Lara, 2015).

In 1928 the **Código Civil para el Distrito y Territorios Federales** was published. This document proclaimed that the legal equalization of men and women due to the force acquired by the femicide at the international level. On June 26, 1946, the Economic and Social Council of the United Nations (UN) created the **Commission on the Status of Women (CSW)**, aimed at achieving women's participation in public affairs and the full exercise of their rights. In response, México issued an initiative of constitutional amendment on women's suffrage, which was approved on February 12, 1947, giving way to the reform of Article **115** of the Constitution that established

the right of Mexican women to vote and be elected, but only in municipal elections. While political rights were obtained, they were limited by not considering women fit to vote at the state and federal levels (de la Madrid, 2016).

A year later, on May 2, 1948, the Organization of American States (OAS) approved the conclusion of two conventions, in favor of women's rights, which had important outcomes (see Table 2).

Table 1.2. Achievements of the 1948 OAS Conventions in Favor of Women

Inter-American Convention on the Granting of Civil Rights	Inter-American Convention on the Granting of Political Rights to Women
<p>It was established in Article 1 that:</p> <p>"American states agree to grant women the same civil rights as men" (Lara, 2015, p. 85).</p>	<p>It was established in Article 1 that:</p> <p>"The right to vote and to be elected to a national office should not be denied or restricted on the basis of sex" (Lara, 2015, p. 85).</p>

Source: Developed by authors based on Lara (2015) and de la Madrid (2016).

Note. Table shows the most important objectives of the conventions in favor of women's rights that the OAS supported in 1948.

Later, the social movement of 1968 in Mexico, represented a political and sexual awakening for women, who began to question the established gender uses and customs. In 1974, the **CPEUM** was revised to eradicate any form of discrimination against women, generating a new article 4, as well as the modification of articles 5, 30 and 123, raising to constitutional rank, specifically, equality between men and women in Mexico. In public policy, in 1975 the newly created *Consejo Nacional de Población (CONAPO)* was given responsibility for coordinating programs for women.

In 1980 the *Programa Nacional de Integración de la Mujer al Desarrollo (PRONAM)* was created, which proposed a set of specific initiatives aimed at promoting the improvement of women's social status both in birth control and in encouraging their participation as workers and citizens. In the Latin American international arena, on June 9, 1994, the OAS approved the American Convention on the **Prevention, Punishment, and Eradication of Violence against Women**", "**The Convention of Belém do Pará**", to protect the rights of women (Lara, 2015), as well as to guarantee equal access to public functions in their country and to participate in public affairs (CEAMEG, 2013).

A decade later, in 1995, the **Fourth World Conference on Women** was held in Beijing and its platform for action was signed by 189 countries, including Mexico. This event represented an empowerment program for women, while laying the foundations of public policy on gender equality worldwide. In Mexico, because of this action, in 2001, the *Ley del Instituto Nacional de las Mujeres (LINM)* was enacted, whose objective is "*to promote and encourage conditions that enable non-discrimination, equal opportunities and treatment between the genders; the full exercise of all women's rights and their equal participation in the political, cultural, economic and social life of the country*" (Cámara de Diputados, 2021, p. 1). Also in this year, the *Instituto Nacional de las Mujeres (INMUJERES)* was created (DOF, 2001).

Subsequently, on 11 June 2003, the *Ley Federal para Prevenir y Eliminar la Discriminación* (LFPED) was published, the latter understood as any exclusion aimed at preventing the enjoyment or exercise of human rights and freedoms, for various reasons (Lara, p. 96), including sex and gender. This initiative begins to introduce the gender perspective in almost all government institutions (INEHRM, 2015).

Three years later, in 2006, the *Ley General de Igualdad entre Mujeres y Hombres* (LGIMH) was issued for the first time in Mexican legislation in order to "regulate and guarantee equal opportunities and treatment between women and men, propose guidelines and institutional mechanisms that guide the Nation towards the fulfillment of substantive equality in the public and private spheres, promote the empowerment of women and the fight against all discrimination based on sex" (Cámara de Diputados, 2006).

In 2008 the *Programa Nacional para la Igualdad entre Mujeres y Hombres* (PROIGUALDAD) was presented where the priorities and orientations of the national policy oriented to the equality of women according to Mexican laws and international conventions signed by the Mexican State were established. Nowadays, the LGIMH assigns to the government the task of elaborating and conducting "La Política Nacional de Igualdad" through three instruments as shown in Figure 3.

Figure 1.3. *Instruments of the National Equality Policy*



Source: Developed by authors based on DOF (2001), INEHRM (2015) and Cámara de diputados (2006).

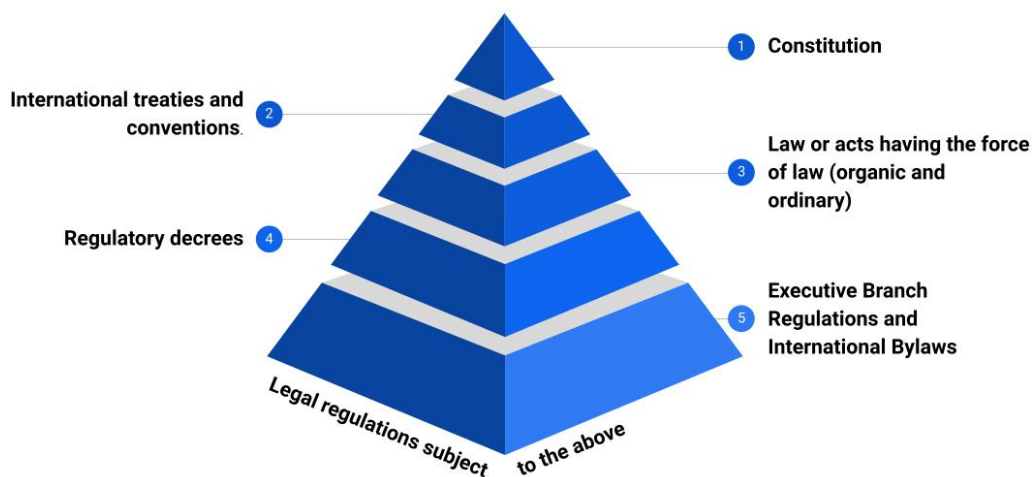
Note. The figure shows the established instruments in which the National Equality Policy is exercised in Mexico.

According to the LGIMH, the Federal Executive government is responsible for the implementation of the Sistema Nacional para la Igualdad entre Hombres y Mujeres and PROIGUALDAD, while it is up to INMUJERES to propose such a program (Cámara de Diputados, 2018; INMUJERES, 2007). The objective of the previous paragraphs was to show the normativity in favor of women's rights

in Mexico, as a summary the Kelsen Pyramid (Galindo, 2018) is used, to show the structure and normative hierarchy of the instruments described.

The Kelsen Pyramid is a theory used to explain the structure and normative hierarchy of the system of laws of a country or territory. To do this, a graph of the legal system is used that shows the order of priority of the rules, each level represents the origin of the next and so on, until reaching the last level, as shown in the following figure 4:

Figure 1.4. *Kelsen's Pyramid and the Normative Hierarchy or Legal System*

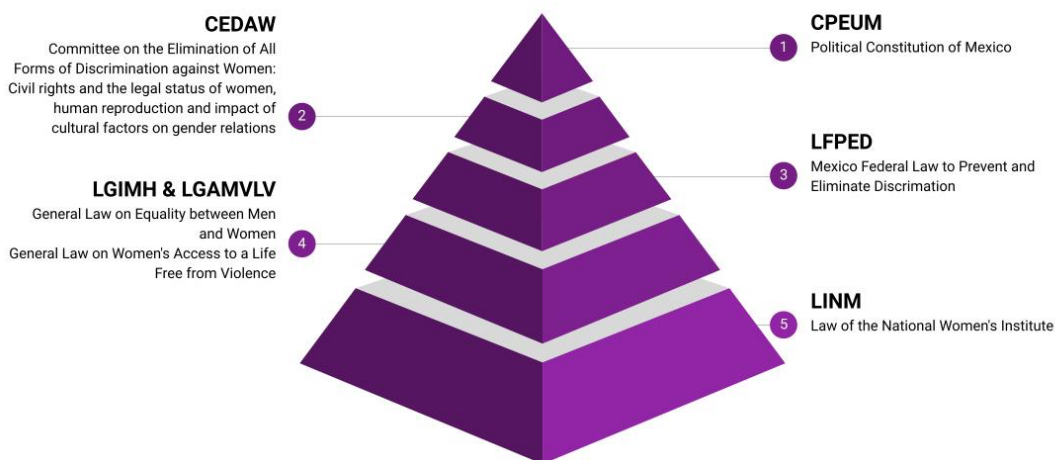


Source Developed by authors based on INMUJERES (2007), Cámara de Diputados (2018) and Galindo (2018).

Note: The figure shows the order of importance and priority of the legal system of a country, the most important being the political constitution of the country or territory and under which the other rules of a hierarchical legal system are governed.

The application of the above to the regulations described in favor of women's equality in the Mexican legal system are as shown below (Figure 5):

Figure 1.5. *Legal System for Equality between Women and Men in Mexico*

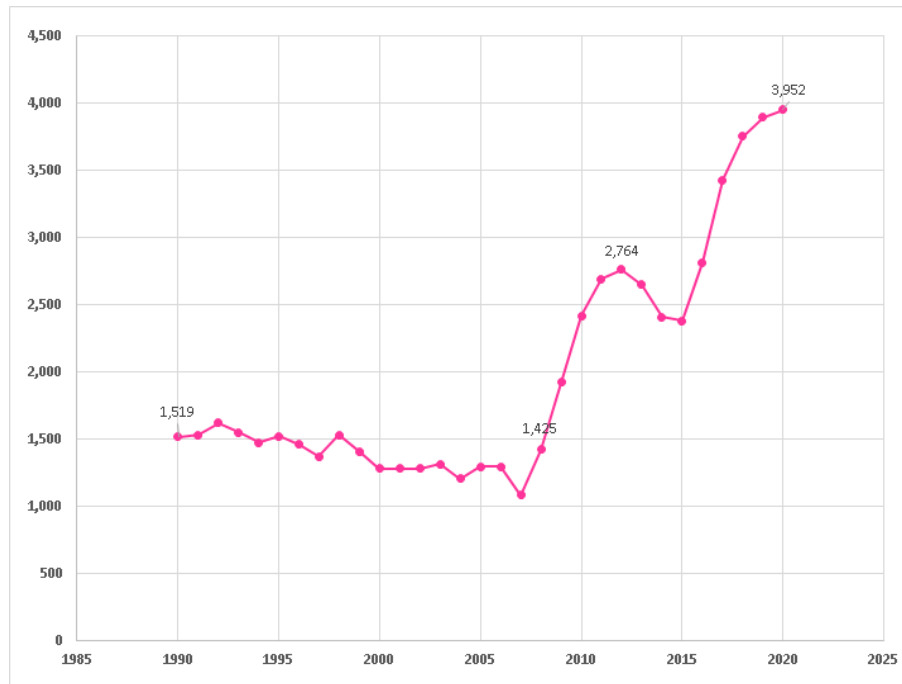


Source: Developed by authors based on UNWomen (2021), DOF (2001), INEHRM (2015) and Cámara de diputados (2006, 2018).

Note: The figure shows the norms that establish equality between women and men in Mexico.

Despite having a legal system in favor of equality, violence against women in Mexico increased, because of the "War on Drugs" declared by former presidencies in México. The data shown in Figure 6 may appear irrelevant if one considers that the population of Mexico in 1990 was 81,249,645 people. However, it could be argued that there were only 0.19% of femicides with respect to the total population; while during 2020 the population of Mexico was 126 014 024 and femicides committed represent only 0.31% of the total population, but this data is just the tip of the iceberg since there are other sources of data that reveal another reality (INEGI, 2020b).

Figure 1.6. Number of Deaths of Women by Year in Mexico (INEGI, 2021)



Source: INEGI, 2021

Note. Based on the Mortality data of the INEGI. The figure shows deaths from homicides of women in Mexico from 1990 to 2020. The information is collected by INEGI directly in the certificates and death certificates of the Civil Registries, as well as in the agencies of the Public Ministry and in the Forensic Medical Services.

The 2016 Encuesta Nacional sobre la Dinámica de las Relaciones en los Hogares (ENDIREH), mentioned at the beginning of this section, directed towards women aged 15 and over, showed that 66 out of every 100 Mexican women have suffered at least one situation of violence of any kind (INEGI, 2020a). Considering that from 2016 to 2020 the population of women in Mexico fluctuated, respectively, between 61,500,000 million and 64,540,634 (INEGI, 2021a), on average 40 million Mexican women have suffered an episode of violence, of which it is difficult to think that only 3,952 have been murdered.

The National Survey of Occupation and Employment of 2020 (INEGI, 2021d), indicates that between 2005 and 2019 the average Economic Participation Rate of men in the national economy was 77.1%, while that of women for the same year was 44.9%, that is, a gap of 32.2%. It should be noted that in May 2020 the economic participation rate of women had a historic fall: only 35% had a job (IMCO, 2021, p. 1).

1.5. Government Policies: Strategy and Leadership

1.5.1. National Development Plan 2019-2024

The *Plan Nacional de Desarrollo* (PND) 2019-2024, according to the current Government of Mexico, is the document where it explains what its objectives and priority strategies are during the six-year term and its elaboration was the result of various public consultations. It can be considered as the guiding axis of strategy and leadership of the government in Mexico.

According to the Government of Mexico, during the preparation of the National Development Plan, the objective of this document is to establish and guide all the work that public servants will carry out over the next six years, to achieve the development of the country and the well-being of Mexicans. The aim with which it was drawn up was to transform the public life of the country to achieve greater well-being for all.

During the process of preparing the NDP, the following axes were established:

General axes:

- Justice and the rule of law
- Welfare
- Economic development

Transverse axes:

- Gender equality, non-discrimination, and inclusion
- Combating corruption and improving public management
- Territory and sustainable development

Gender equality is defined as the recognition of inequalities that exist based on sex, ethnic origin, age, disability, social status, and territorial inequalities. On July 12, 2019, the National Development Plan 2019-2024 was published in the *Diario Oficial de la Federación* (DOF), in which no concrete actions were established to promote equity and inclusion of women.

One of the guiding principles of the NDP 2019-2024, which alludes to women, is called "Leaving no one behind, leaving no one out" and notes that it advocates for substantive equality between men and women. Likewise, in this principle, it is established that "we reject all forms of discrimination based on physical characteristics, social position, schooling, religion, language, culture, place of origin, political and ideological preference, gender identity, sexual orientation and preference" (DOF, 2001, p. 2), but discrimination is not recognized or specified. Gender-based violence against women, despite the 128.47% increase in femicide crimes in the country.

Regarding the priority programs of the PND 2019-2024 with a gender focus, it can be said that the current NDP, unlike other governments, does not indicate lines of action or specific programs for development in conditions of equity for women, but as part of other national strategies such as Public Security, where the NDP indicates:

"Special Prevention of Violence and Crime. Work will be done to dissuade perpetrators of criminal behavior from their recidivism through restorative interventions aimed at their protection, resocialization and reparation for the damage committed to victims. Special emphasis will be placed on combating crimes that cause greater social exasperation such as sexual crimes, gender

violence in all its expressions, forced disappearance, kidnapping and assault on public transport" (PND, 2019).

1.5.2. Other programs

Where specific reference is made to women are:

- The *Programa para el Bienestar de las Personas Adultas Mayores* provides universal support to women and men over the age of 68 throughout the country.
- Youth Building the Future aims to ensure that young people, women, and men, between 18 and 29 years of age who are not studying or working, receive job training, where priority is given to indigenous and Afro-descendant women.

Under the PND, a scholarship for women granted by the *Consejo Nacional de Ciencia y Tecnología de México* (CONACYT) was established to provide:

- Support for mothers who head households. It grants monthly support of \$ 4000.00 for vocational training (Bachelor's degree and technical training of third level), so that single mothers and heads of households can finish their vocational training, seek support to facilitate entry into the labor market, and secure their economic independence. The program is aimed at single, divorced, widowed, or separated mothers who are pursuing professional studies in public Higher Education Institutions (HEIs).

The PND 2019-2024 does not refer to or provide support to women entrepreneurs. However, in February 2021, the Ministry of Economy of the Mexican Government launched a program called "*Mujeres Solidarias*", as part of the project "*Crédito a la Palabra*" in order to support women entrepreneurs throughout the Mexican territory and to promote the economic development of the country, affected by the covid-19 pandemic.

Applicants must be registered in the Registro Federal de Contribuyentes (RFC) and are eligible for a loan of \$25,000.00 (mexican pesos). This loan must be repaid over a 33 month period, starting four month following disbursement. It should be noted that, in February 2020, the current Mexican government eliminated or reduced by up to 69% the budgets of various programs to support women in terms of gender equity, childcare accommodations, human rights and prevention of discrimination, as well as support for employment promotion of business (El Universal, 2021). Related programs discontinued by the government include: the inclusion and educational Equity of the *Secretaría de Educación Pública* (SEP); and, the program of Estancias Infantiles para Apoyar a Madres Trabajadoras de la Secretaría de Salud (El Universal, 2020).

1.6. Government Policies: Support Programs and Mechanisms

The current government's plan for entrepreneurs in Mexico is characterized by a lack of clarity. During the first months of office, they explained that the entrepreneurial ecosystem would be divided into four areas:

1. Innovative Mexico: Area in charge of promoting projects of creation, adoption, and technological adaptation.
2. Mexico Entrepreneur: Tasked with bringing together policies to support entrepreneurship initiatives including the phases of conceptualization, planning, incubation, acceleration, and consolidation.
3. Strategic Mexico: Area dedicated to developing projects whose scope requires the participation of the three levels of government, business organizations and educational centers, generally with a medium- and long-term maturity perspective.
4. Global Mexico: Area focused on the promotion of exporting companies and the attraction of foreign companies.

In addition to that it would continue with the operation of the *Instituto Nacional del Emprendedor* (INADEM), a decentralized public body of the Secretaría de Economía (SE), which was created in 2013 by decree of the then president, Enrique Peña Nieto, as part of the economic policy in support of the entrepreneurs, including micro, small and medium enterprises. This supplemented the federal government's support fund for micro, small and medium-sized enterprises (SME Fund) that was established in 2004 and is operated by the SE.

The current Mexican government dissolved INADEM, and in 2019 transferred its functions to the Unidad de Desarrollo Productivo (UDP). The UDP is the agency in charge of "reviewing, proposing, promoting, designing, coordinating, and executing the public policy to support micro, small and medium-sized enterprises (MSMEs), with a perspective of reducing inequality between people and regions" (UDP, 2021). Its objective is to "reactivate the Mexican economy, make it more inclusive, diverse and innovative through links to strategic economic sectors for the internal and external markets" (UDP, 2021).

The UDP carries out its work through two budgetary programs:

- **Fondo Nacional Emprendedor (FNE).** It is a fund that aims to encourage national, regional, and sectoral economic growth, through the promotion of productivity and innovation in micro, small and medium-sized enterprises located in strategic sectors, which promotes the orderly, planned, and systematic strengthening of entrepreneurship and business development throughout the national territory, as well as the consolidation of an innovative economy, dynamic and competitive.
- **Programa Nacional para el Financiamiento al Microempresario (PRONAFIM).** It belongs to the SE and its mission is to encourage microentrepreneurs to undertake, develop and consolidate their businesses, through the granting of integrated microfinance services to increase the productivity of their businesses and improve their living conditions. The objective of PRONAFIM is to develop economic units by providing microfinance services.

A specific objective of this program is to promote gender equality and contribute to the empowerment of microentrepreneurs through access to microfinance services. Through this program, the current government promotes the inclusion and strengthening of the internal economy, with women being the largest beneficiaries at 94%. Demographic, gender and scholarity of beneficiaries are shown in Tables 3 and 4, according to figures from 2018 (PRONAFIM, 2021).

Table 1.3. Demographics and gender (2018)

Demographics and Gender					
	% Beneficiaries	Average Age (in years)	% Living in a Rural Area	Average Loan Amount (mexican pesos)	Main Activity (Retail food, beverages and/or tobacco)
Women	94%	40.4	28.9%	\$10,293	20.3%
Men	6%	40.0	20.1%	\$13,788	25.3%
Young	25.9%*	24.4	28.44%	\$8,721	19.1%
TOTAL					
PRONAFIM		40.3	28.5%	\$10,441	19.9%

Source: PRONAFIM (2021).

Table 1.4. Schooling (2018)

Education level							
	None	Elementary	Secondary	High School	Technical or Commercial	Bachelor's Degree	Post-graduate
Women	20.4%	36.3%	28.6%	10.0%	2.6%	1.9%	0.1%
Men	8.7%	20.6%	47.8%	14.9%	4.0%	3.7%	0.2%
Young	17.3%	28.6%	33.0%	16.2%	2.2%	2.6%	0.1%
TOTAL							
PRONAFIM	19.9%	35.6%	29.4%	10.2%	2.7%	2.0%	0.1%

Source: PRONAFIM (2021)

1.7. Cultural and social support

In 1975, the newly created CONAPO was given the role of coordinating programs for women in 1975 under the Ley General de Población, which entered into force in 1974. Thus, until 1992, CONAPO hosted programs, coordination and initiatives aimed at women (Tepchin, 2012).

1.8. Financing and investment

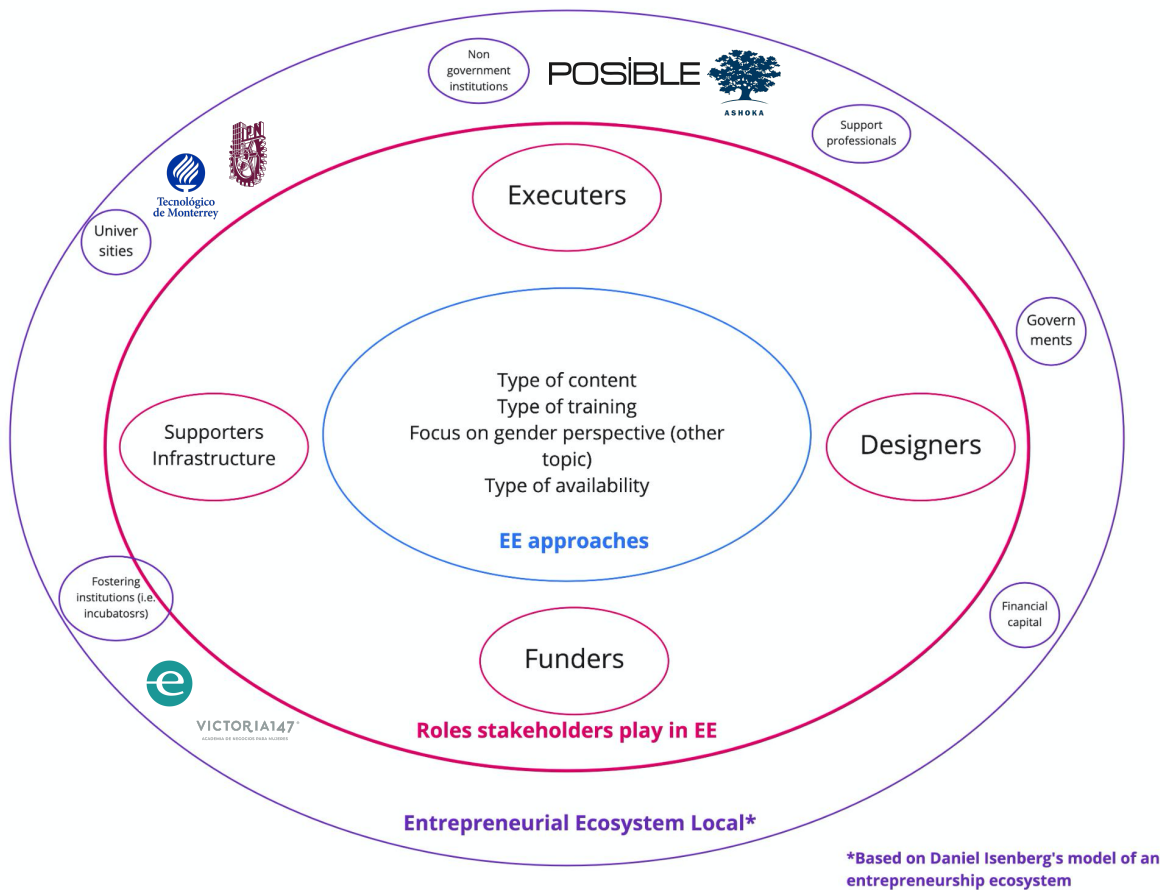
The financing programs for entrepreneurs by the current government of Mexico are granted through the UDP and consist of (UDP, 2021):

- Loans for microenterprises with preferential conditions.
- Guarantee **schemes** so that women and young **people** can access loans with preferential conditions in commercial banking – in alliance with development banks.
- Guarantee **schemes** for SMEs that work in sectors **that are strategic** for stimulating domestic demand and external demand with high national content. These industrial sectors include Agribusiness; Software Development; Packaging, packaging, and labelling of products; Aerospace; Automotive; Construction; Green and renewable energy; Retail Supplies; Electrical and electronics; and Metalworking.
- Access programs for **resources and tools to strengthen business capacities** through a public call and directly to companies, without discretion and with total transparency.
- Development of Business Skills, accompaniment, technical assistance, and group training, in key aspects for the operation of smaller companies, such as: Administration, Marketing, Finance, Processes, Soft skills, and social inclusion and responsibility with the environment
- Certifications so that SMEs in strategic sectors can improve their processes and link with supply chains and global value chains.
- Subsidized equipment (up to 80% of cost) for companies that work in economic activities such as retail trade of all kinds of perishable and non-perishable, manufacture of tortillas, laundries and dry cleaners, mechanical repair, restaurants, hairdressers, and accounting and auditing services, among others.

2. Entrepreneurship Education Ecosystem

Based on the data assembled for this report, it is reasonable to conclude that the current offer of formal entrepreneurship programs and support mechanisms that are available for people who want to start a business, is quite wide. Specifically, the entrepreneurship education ecosystem was analyzed on three levels as shown in Figure 2.1.

Figure 2.1. Overview of Mexico's Entrepreneurship Education Ecosystem



Source: Authors, based on Daniel Isenberg (2011) model of an entrepreneurship ecosystem.

From the perspective of the local entrepreneurship ecosystem, 64 institutions were identified that focus on the training of entrepreneurs in general, at different stages. Of this total, 89% are

private and only 11% are in the public sector. Likewise, 43.5% of these organizations are universities, 26% are non-governmental organizations, 18% are institutions for the promotion of entrepreneurship (incubators, accelerators, etc.), 5% represent support from professionals and government organizations, while only 3% represent financial capital organizations.

For the purpose of this study, our analysis was based on the roles played by the different actors that make up the entrepreneurial education ecosystem in Mexico. The roles were organized into four categories of actors that:

1. Execute the formal training or entrepreneurial education programs
2. Design training material and content.
3. Provide infrastructure for formal entrepreneurship programs to be carried out; and
4. Fund the design and implementation of the former.

The data show that 82% of the actors play a role of designers, 8% fund the design and implementation of formal entrepreneurial education and training programs, 7% provide infrastructure, while only 3% focus on their execution.

The analysis identifies 4 different types of approaches to entrepreneurial education or training programs: type of content; type of training; approach with a gender perspective; and type of availability. Content type refers to whether the program has specific or general content. On the other hand, the type of training refers to whether it is academic or curricular, extracurricular or outside the academic context. Meanwhile, we also identified programs which focus entirely to women.

Finally, programs were classified according to their type of availability, that is, if the programs are available to the public or if access is restricted to program participants and whether a selection process is required. The analysis shows that only 6% of programs are exclusively for women or have a gender perspective. It should be noted that although the number of programs focused on women entrepreneurs is low, there are a large number of initiatives promoted by the different actors of the entrepreneurship ecosystem that seek to increase the number of women's entrepreneurship in Mexico. It is also noteworthy that only 39% of the programs are open to the public.

It is worth mentioning that in Mexico, it is possible to find programs according to the level of development of the startup, however, in this overview the programs were not analyzed in that way.

3. Inclusive Entrepreneurship

Education and Training

3.1. Barriers and biases

According to the findings of the focus group discussions conducted for the purposes of this study, one of the critical impediments in entrepreneurial training in Mexico relates to implicit cultural biases regarding the role of women in society, as evidenced by the preponderance of male instructors and de facto *role models*. The participants for the focus groups emphasized that in training or entrepreneurial education programs, the instructors and mentors are mostly men. That has an impact on the participants since not everyone could relate to or identify with them. Additionally, the success stories that are documented and used in the programs are also predominantly male-focused. This implies that the programs and their content do not necessarily generate a sense of belonging and association with all participants. In the same vein, participants identified the lack of confidence that women have in themselves as entrepreneurs and technology developers, which is closely related to the paucity of role representative *models* for them.

Another primary barrier that might limit the scope and growth of women-owned enterprises, is the reduced access to private funds, venture capital or markets for women. Likewise, participants opined that the failure of female ventures is due to lack of knowledge of the market, business administration and problems with partners. These issues could be addressed through training, entrepreneurial education, and entrepreneur support programs. However, women's participation in entrepreneurship programs is much lower than that of men.

Likewise, the lack of equal opportunities is identified as another important obstacle, which goes beyond gender, especially in contexts such as Mexico where entrepreneurship is not a priority on the public agenda. For women, this is even more discouraging, given that gender quotas are enforced without complementary mechanisms or strategies to offer improvements, opportunities, or long-term benefits to women. This gap or oversight is largely a result of the lack of entrepreneurship support organizations specialized in serving women and minorities.

In addition to occupational biases, there are strong stereotypes about the type of enterprises in which women engage. For example, it is generally upheld that women predominantly engage in 'pyramid-type' businesses to produce and/or sell products such as clothing, makeup, jewelry among others and should be categorized as "NENIS" (New Internet Business Entrepreneur)⁴. This is stereotyping penalizes women who seek to engage in technology-based or scientific entrepreneurship, especially since they constitute a small minority in these sectors. Additionally, for some women time poverty is a critical issue as they need to balance business activity with

⁴ <https://tecreview.tec.mx/2021/03/08/emprendimiento/quienes-son-las-nenis/>

their traditional family roles as mothers and caregivers. This impediment is exacerbated by societal norms that inhibit shared family responsibilities with their partners.

Lastly, women are not necessarily trained or provided support to manage the simultaneous roles and responsibilities associated with family, school, and work. Job segregation often limits women to service and middle management positions and place a ceiling on access to higher-level positions.

3.2. Course creation and evaluation processes

Concerning the creation of entrepreneurship courses and training programs there is a lack of an inclusive approach, aimed at women. Although there are some initiatives focused on women, these are not enough. This may be attributed to the lack of knowledge on inclusion, equity and gender perspective on the part of the actors who design and implement entrepreneurial education training and programs.

According to participants' perception, there is not enough evidence that programs and courses considered for this study are being evaluated in terms of diversity, equity, and inclusivity. This represents a huge opportunity to improve not only the performance of programs but also their inclusivity.

3.3. Strategies to enhance EDI

The focus group discussions yielded several recommendations for improving gender representation and inclusion in entrepreneurship education and training.

As a starting point, it is important to recognize that the entrepreneurial intentions of women are like those of men. In other words, entrepreneurship is not a 'masculine activity' or exclusive for men. This is evident in the bet that is being made on the new generations of women who are oriented to STEAM projects at a very early age and stage.

On the other hand, some argue that social entrepreneurship is a suitable alternative for women, since generally, women seek to support the community by generating solutions that solve their needs. Likewise, others argue that entrepreneurship provides an alternative for women's lack of opportunities for professional growth and development that could lead to higher levels of achievement.

According to participants, they have observed that over the years there has been a higher number of women participating in entrepreneurship and innovation competitions. This is due to the efforts they have been made to attract more women; however they have not yet identified which efforts are the more effective. Participants expect a higher number of women participating in entrepreneurship and innovation competitions, could increase their involvement in entrepreneurship programs and courses. This is important, because as participants noticed, training provide tools, skills and networks which increase the probability of success for women's ventures.

To attract more women to entrepreneurship programs, it would be worthwhile to increase women's representation and to incorporate diverse role models into the design and delivery of

entrepreneurial training and education programs. This will help more women to see themselves as entrepreneurs, inspire them to undertake entrepreneurial ventures, and increase their self-esteem. This representation in content and role models can be complemented by affirming women's life experiences, as well as recognizing and celebrating the lives of entrepreneurs. At the same time, it is important to promote sisterhood among women. This can be achieved by creating networks or support mechanisms among women to reinforce belonging and identity with respect to entrepreneurship.

The participants of focus groups consider female entrepreneurship as a driver of cultural change that can influence norms and practices regarding patriarchal roles, the care of children, and the sharing household chores by men.

4. Assessing the GEET Scorecard

Participants of the focus groups were asked to evaluate their respective programs and courses by completing the GEET+ scorecard individually or in conjunction with relevant members of their team organization. A total of 10 participants representing different aspects of the entrepreneurial education ecosystem agreed to complete the digitized scorecard. In this section, we provide a summary and an analysis of their responses.

Equivalences on a Likert scale:

- Strongly disagree – 1
- Disagree – 2
- Neither disagree nor agree – 3
- Agree – 4
- Strongly agree – 5

4.1. Statistical summary of the GEET+ scorecard

A statistical summary of each dimension of the scorecard (Commitment to Equity, Diversity, and Inclusion (EDI), EDI/Gender Expertise, Access to Resources, Program Design, Program Development, Program Delivery, Program Evaluation) is provided in Table 5 below.

Table 4.1. *Category Overview Statistics*

Variable	Mean	Minimal	Q1	Median	Q3	Maximum
Commitment to Equity, Diversity, and Inclusion (EDI)	4.229	3.700	4.000	4.300	4.400	4.700
EDI/Gender Expertise	4.100	3.400	3.700	3.900	4.600	4.800
Access to Resources	4.083	3.600	3.750	4.150	4.350	4.500
Program Design	3.858	3.200	3.350	3.750	4.200	4.800
Program Development	3.700	2.600	3.275	3.700	4.275	4.500
Delivery of the Program	4.033	3.300	3.600	4.150	4.375	4.600
Program Evaluation	3.800	3.100	3.400	3.900	4.150	4.400

Source: Authors

For the interpretation of the data obtained, the following ranges were constructed that determine between which parameters the data were found:

- 1.00 – 1.49: Strongly disagree
- 1.50 – 2.49: Disagree
- 2.50 – 3.49: Neither disagree nor agree
- 3.50 – 4.49: Agree
- 4.50 – 5.00: Strongly agree

It is important to keep in mind that the GEET+ is not an assessment, it is a tool which can help program providers reflect on how their offer to entrepreneurs approaches an EDI perspective. The results show the perception of participants regarding their programs. These results provided the starting point for the discussion of the strengths and challenges of the GEET+ in the context of the participants' organizations in Mexico.

4.2. Strengths of GEET+

The participants indicated that one of the strengths of the GEET+ Scorecard is that it facilitates a conscious, intentional, and objective reflection of the extent to which the strategies, initiatives, and programs implemented by the different actors are diverse and inclusive. It also provides a starting point on which to build forward to promote more inclusive programs and courses.

4.3. Challenges of GEET+

In answering the GEET+ Scorecard, participants shared that the language of the tool was somewhat confusing in two ways. On the one hand, it was perceived that the language of the tool reflects a very academic perspective. On the other hand, the participants perceived that the language translation of the scorecard questions and terminology literal and did not reflect or use common, day to day language.

Likewise, participants found that the guiding statements in the scorecard that are intended to exemplify each of the questions appeared to be contradictory and confusing. In addition, some of the participants said that not all dimensions of the scorecard applied to them. This posed a difficulty for respondents if they were not engaged on a strategic or executive management level and therefore could not respond to some questions or could not access the information necessary to respond.

4.4. Recommendations to enhance GEET+

Participants made recommendations in three specific areas: (1) the *"look and feel"* and design of the tool; (2) language, and (3) representation of the results.

Regarding the *"look and feel"*, the instructions at the beginning of the tool must be clearer. For example, it is mentioned that it is necessary to take note of the answers, however, the answers are sent to the respondent therefore it is not necessary to take notes. Participants also recommended the inclusion of an indicator of progress in terms of the time spent or percentage of responses completed. In addition, participants recommended explanations of the scoring and interpretation for each section of the tool.

As for language, it is recommended that an interpretation of the tool be made from English to Spanish in such a way that colloquial language is used. Also, participants found the language and terminology to be somewhat academic.

Finally, with respect to the results obtained when answering the tool, it is recommended to be displayed with a radar display in such a way that it is more attractive and even facilitates interpretation. In addition, it is recommended to include a series of best practices to exemplify what actions can be carried out to make the programs more inclusive.

5. Conclusions

After having carried out the present study, the conclusions are presented along two tracks that have important implications in the entrepreneurial education ecosystem.

5.1. Recommendations on the GEET+

The analysis of training or education under the lens of the GEET+ emphasizes the importance of considering factors strongly rooted in culture as impediments to inclusive entrepreneurship. In other words, it is not enough *to teach entrepreneurship*. A fundamental understanding of the context, challenges, and conditions faced by program participants in order to design and deliver programs that are inclusive.

In addition, the actors who design and implement the programs and courses of training or entrepreneurial education must understand the responsibility and critical importance of their role since the mentality of program participants is formed and transformed according to the context that surrounds them. Therefore, it is important to ensure the inclusion of role models and figures that exemplify that an inclusive approach to entrepreneurship.

At the level of the actors within the entrepreneurship education ecosystem, the GEET+ pilot project potentially provides an opportunity to share good practices for the design and implementation of more inclusive EET programs or courses that can have a greater impact on students and the world in general. The communities of practice concept would facilitate allow to increased knowledge sharing and experience with respect to inclusion, equity, and gender in EET.

5.2. Recommendations: EET

One of the challenges faced by EET is to improve women's entrepreneurial skills (market knowledge, management, financial, etc.), so that it is possible to increase the probability of success for women-owned entrepreneurial ventures. It is also important to actively combat prejudice and discrimination in all areas of training and education.

On the other hand, it is necessary to improve access to other entrepreneurship resources in the different programs and initiatives, particularly in non-curricular programs. In the same way, it is essential to increase the number of organizations providing support to women entrepreneurs and to facilitate a better understanding of equity vs. parity in entrepreneurship in order to implement targeted strategies that strengthens women financial autonomy.

In terms of EET policy and practice, data collection and impact evaluation are essential for measuring progress and validating the benefits of more inclusive EET.

5.3. Inclusive EET policies and practices

It is essential that the actors who deliver EET take an comprehensive and inclusive approach to packaging courses and services in order to cater to the needs of participants. For example, by locating teaching facilities in proximity to nurseries (or providing access to child care services), it is more likely that mothers requiring child care services will be able to attend these programs. to include in the package of services provided by and manage the facilities where training is provided based on inclusion needs (e.g., nurseries).

Finally, participants recommended less emphasis on designing exclusive programs for women and a greater focus on increasing the number of programs and providing access to programs designed with gender inclusive perspective.

In closing, it is our intention and objective to contribute through this study to a more inclusive entrepreneurial education ecosystem, where all people fully develop their potential and can fulfill their life purpose.

6. Appendix 1

6.1. Table 1. List of Focus Group participants⁵

Organization	Participant Position
ASHOKA U	Regional Ambassador
COPARMEX Querétaro	Council Vice President
COPARMEX National	Chief Executive Officer for Equity and Inclusion
Endeavor Mexico	Regional Director
Victoria 147	Account Manager Senior Community
POSSIBLE	General Coordinator
ASEM	Executive Director
IEEGL	National Leader
Entrepreneurial Talent Scholarship	Regional Director
BRAiN Mexico	Program Coordinator
Santander Universities (TREP Camp)	Director of institutional relations

⁵ To protect the privacy of our participants' data and opinions, we have omitted their names. We are grateful for their time, interest and collaboration during this study.

6.2. Table 2. Illustrative courses and programs

- **Amigo MiPYME COPARMEX Querétaro**

Amigo Mi Pyme is an initiative of COPARMEX Querétaro (Employers' Confederation of the Mexican Republic) that offers image, campaign, advertising, financial and organizational advice to small and medium-sized companies in early stages of development.

- **ASEM**

Asociación de Emprendedores de México (ASEM) is an association focused on the development and promotion of the entrepreneurial ecosystem in Mexico, offering access to legal advice, public policies, networks of entrepreneurs and above all courses that allow the training of more entrepreneurs, being one of these courses the small business finance program.

- **Ashoka: Millions of Change Agents**

Ashoka through Millions of Agents of Change creates a network of social entrepreneurs who seek to solve current problems by creating an ecosystem and a network of committed people with innovative ideas that can be carried out.

- **Brain Mexico**

Brain México, in collaboration with different organizations, is an accelerator that offers economic and instructional support to technology-based projects, promoting the development of prototypes and validation of business models.

- **Televisa Foundation: Possible**

Posible is the program promoted by Fundación Televisa that seeks to create a community of entrepreneurs where they can have access to resources and tools to enhance their ventures through various courses, video calls and mentoring.

- **Eugenio Garza Lagüera Institute of Entrepreneurship (IEEGL)**

Instituto de Emprendimiento Eugenio Garza Lagüera was created in 2013 to design and orchestrate the Entrepreneurship strategy at Tecnológico de Monterrey.

Its objective is to develop and strengthen the entrepreneurial spirit in all the students and professors of the Tecnológico de Monterrey and to promote and support the creation and development of companies, as well as accelerate the ecosystem of innovative entrepreneurship.

- **Santander Universities: Santander Advanced Entrepreneurship Scholarship - TrepCamp**

Santander Universidades, a higher education support system, seeks through the Advanced Entrepreneurship Scholarship program - TrepCamp the comprehensive

development of skills, competencies, and mentality for the generation of new young university entrepreneurs with high impact. The program offers an Assessment of Entrepreneurial Competencies and various courses to strengthen these competencies in its scholarship recipients.

- **Victoria147: “Desde cero”**

Desde Cero is a course offered by Victoria147 to define clearly and concisely what you want to undertake for your startup; from understanding the market, the consumer, business strategies and implementation with a duration of 3 weeks receiving feedback and advice from successful companies in the ecosystem.

- **Zone Ei: Entrepreneurial Talent Scholarship**

The Tecnológico de Monterrey through the Zona Ei (Innovative Entrepreneurship) offers the Entrepreneurial Talent Scholarship program, focused on new students who wish to pursue their professional careers at Tecnológico de Monterrey with a history of entrepreneurship projects, giving them the possibility of accessing the scholarship for tuition and in turn be part of the entrepreneurial ecosystem of the Instituto de Emprendimiento Eugenio Larza Lagüera.

6.3. Table 3. Focus Group Discussions: Selected verbatim statements/quotes

Respondent	Barriers and prejudices
<p>Participant: “[...] role models are usually men [...] those who evaluate are men [...] It's like the first thing you come across even if you want to investigate success stories, uh, or read more about who usually created the content or has been this success story or so on are usually references to men.”</p> <p>Participant: [...] Well, in the case of them (women), it's been hard to find capital because then the conversations turn into totally biased questions towards women where the investor finds it risky to give capital. What happens if you get married? What if you get pregnant? I mean, all that kind of stuff is a risk for me to give you money, to do your business. [...]</p> <p>Participant: The first reason for failure of companies led or founded by women is with 32%, the lack of market knowledge. Secondly, with 26% mismanagement of the business. Thirdly, with 25% problems with partners and... Fourth, in which he told them availability of time, no, lack of time (23%).</p>	<p><i>Use of male role models</i></p> <p><i>Lack of access to private funds, venture capital or markets</i></p> <p><i>Failure of female ventures due to lack of knowledge of the market, business management, problems with partners and lack of time</i></p>
Respondent	Processes of creation and evaluation of entrepreneurship courses with a perspective of inclusion
<p>Participant: [...] So far, we have not designed an initiative specifically for women. Just today we identify that it is important to start promoting them, not specifically designed, however, in the programs we have currently at least 40 percent of women participate in all the activities we have [...]</p> <p>Participant: Sometimes it is a bit challenging And I would say that we lack a lot, a lot of training for the entities of the ecosystem in how to use (inclusive) language [...]</p>	<p><i>Lack of entrepreneurship programs and courses with an inclusion focus, aimed at women.</i></p> <p><i>Lack of knowledge of the organizers of entrepreneurship courses on inclusion, equity and use of gender language</i></p>

Respondent	Strategies to increase women's participation
<p>Participant: However, younger generations of, for example, entrepreneurial talent scholarship students already arrive with technology-based projects in areas of medicine, biotechnology and some other topics that are already beginning to be compared with projects that bring or that normally brought technology-based students.</p> <p>Participant: Entrepreneurship can be a path in which a cultural change can be initiated.</p> <p>Participant: in recent years it has had a very important change to favor that there are more and more women in important positions [...]</p> <p>Participant: And the next motivation to start a business was because they had job dissatisfaction and then better open my business.</p>	<p><i>New generations of women oriented to STEAM projects</i></p> <p><i>Female entrepreneurship as a factor of cultural change</i></p> <p><i>Increased number of women in leadership positions</i></p> <p><i>Entrepreneurship as an alternative for professional dissatisfaction</i></p>
Respondent	Strengthen business education and training regarding the design and content of inclusive courses
<p>Participant: [...] the women who had this training were more confident of themselves or had as more intentions to be like this face of the company, to be founders, to look for multidisciplinary teams, to dare not to have like this type of smaller companies or a side Project, to their normal activities.</p> <p>Participant: [...] to encourage them, to invite them to have more interest in being entrepreneurs, in studying in, I do not know how to develop, in being free leaders. So it's good to end these roles, huh? Well, practicing collective and inclusive leadership is also one of the issues they discussed.</p> <p>Participant: I think that, uh, we need to promote these role models, enterprising students. Entrepreneurs, who invite other women to participate in the initiatives or experiences of entrepreneurship that already exist, [...]</p>	<p><i>Promote the education and training of women in general, not only for entrepreneurship, especially self-esteem</i></p> <p><i>Educate women to start a venture in different environments: family, school, work, STEM, break patriarchal roles</i></p> <p><i>Communicate through female role models</i></p>

Respondent	<i>Processes of creation and evaluation of entrepreneurship courses with a perspective of inclusion</i>
<p>Participant: [...] what we do is try to respond to the needs that arise in society [...] Yes, I think it is a task that we still have a little pending in the part of the curriculum, not of those who participate, but of what they are taught.</p> <p>Participant: And about how we design the courses, for us it is very important to always be listening to our entrepreneurs all the way, that is, all the experience they live with us. We are very close to them and we accompany them, we ask them, we listen to all the comments they tell us along with this to have information to say ok, we are going right now by the perfect digital way [...]</p> <p>Participant: [...] We are adapting the contents based on three points: 1) the feedback of the entrepreneurs every time we finish a camp and each time, we finish an intervention and each of the stages we say make up our process, they are surveyed to know how useful they have been. 2) The second point we take are the trends and the asymmetries shared by many of our allies. We work with public and private allies and then, suddenly, they themselves tell us that there is a need for [...] let's say, deserted, which we can help or collaborate in covering. And, well, if we see that there is a trend from a certain sector that is growing or that they are needing something, we can develop a program based on that. 3) And the third point is that, although we use the same methodology and the same process, the generations of entrepreneurs we have are different in terms of the type of industry that is coming to us or the type of stage. That's when we adjust content so that obviously we can add better value to them.</p>	<p><i>Attention to the needs of entrepreneurs without a focus on equity and inclusion</i></p> <p><i>Base program that adapts according to the feedback of entrepreneurs, trends and asymmetries of allies, as well as the industry to which it is directed</i></p>

Respondent	Forms of program evaluation
<p>Participant: We do a whole series of surveys and this follow-up with the kids who participate in an NPS type measurement [...]</p> <p>Participant: [...] we are guided a lot by the progress of entrepreneurs in each of the programs, [...] the progress in the development of the project or prototype so that it can be brought to the market and in the case of other incubation programs as well, how much the ventures are already ready for a sales stage.</p> <p>Participant: [...] we have indicators that go directly with the Partners with whom we do the program where you can see how many companies are or what was generated from, if there were more companies and that was the objective this and good, constantly, because within the KPIs they have or are always evaluating how many jobs are created per year [...]</p>	<p><i>NPS, program evaluation survey and/or metrics</i></p> <p><i>Progress of project development to be brought to market, participation in the entrepreneurial ecosystem, organizational performance, sustainability of the project</i></p> <p><i>Partner KPIs in acceleration programs</i></p>
Respondent	Recommendations to strengthen education and business training of content with a perspective of inclusion
<p>Participant: [...] I feel that we must do more dissemination and encourage more women to be encouraged to start new ventures.</p> <p>Participant: I don't know whether to create a kind of, you know, like good practices of inclusion in the design of the courses of all of us who are dedicated to this.</p> <p>Participant: It has been shown that when in a board of directors, in a committee, in a group, you have 40% plurality, whether they are women or men, if they are pure women, there are 40% men and if they are only men, 40% women, it is more productive in every way. What does it mean? That we understand each other better, then and they said it well, we are, 52% of the population are women, but only 32% participate in the productive life of this formal, informal country. I think it would be interesting to have that data. Why not work from that perspective?</p>	<p><i>Disseminate inclusion in programs and encourage women to be entrepreneurs</i></p> <p><i>Create a manual of good practices for education and training on inclusion</i></p> <p><i>Promote equity for members of corporate governing bodies or boards of directors (currently only 7% women)</i></p>

<p>Respondent</p>	<p>Ideas or recommendations to influence inclusion policies in business education and training</p>
<p>Participant: There have been attempts to promote gender equality some years ago, [...] you could first evaluate the effectiveness of these programs, I am not sure it has been very high, but it is a starting point, for something they did not work, in fact, with for example, programs to disseminate that we all have credentials to vote at all times I think they are, more or less, it is already clear, we know when to have it, because we have to have it and why not, I do not know if we could compare with other countries that have also had, with a more or less similar idiosyncrasy, because if we go with Germany or Sweden, then there is a lot of difference, but with a similar idea, if they've had programs and there's been a little, a little bit more response in the dark, culturally. I would start with that.</p>	<p><i>To assess the effectiveness of inclusion programs carried out in the past and other countries with similar idiosyncrasies</i></p>
<p>Respondent</p>	<p>Strengthen business education and training regarding the design and content of inclusive courses</p>
<p>Participant: And by resources I don't mean money, but more resources in terms of content and perhaps other technical assistance. [...] a manual of good practices or a, hey, if, if you want to promote the topic of entrepreneurship in women, do not forget that you have to do these three points and be part of the role models, right? in some study.</p> <p>Participant: [...] And for that, suddenly I think it is good to incorporate that perspective of eh, tree of problems, solutions and everything that entails and that I think that culture of project design at that level we do not have installed in the entities of the entrepreneurship ecosystem as we put we are going to try this [...]</p> <p>Participant: One of course that, that the programs, the courses are designed based on a real survey of needs [...]</p> <p>Participant: And, on the other hand, and without a doubt I would also repeat this part, not to incorporate certain methodologies so that the design of programs and courses such really is, is pointing to challenges that we have, to gaps that have been identified in terms of inclusion. I think that would be today, it goes hand in hand, but that's a little different.</p>	<p><i>Course design based on:</i></p> <ul style="list-style-type: none"> ▪ <i>Real survey of needs, gender language, good practices</i> ▪ <i>Incorporate methodologies that address the challenges and gaps in terms of inclusion</i> ▪ <i>Have technical assistance to develop inclusive content</i> ▪ <i>Guide to inclusive language knowledge - management</i> ▪ <i>Perspective of the problem tree and the culture of project design (project management).</i>

6.4. Table 4. Mexico's Context Additional Information

Government Policies: Infrastructure

- **Energy.** The fall in oil revenues led to a decrease in investment in the energy sector, which has contributed to the fact that national production does not meet international demand, making Mexico dependent. Likewise, no progress has been made in sustainable development using renewable energies (CIEP, 2020).
- **Communications and transport.** The relevance of this sector is fundamental considering the need for interoperability, physical and virtual, between people, communities, regions, and businesses. Investment in this sector by Mexican governments during the last decade decreased from 2015 reaching a minimum point of 0.2% in 2020, putting at a premium the application of new and better technologies in the field of the internet, digital platforms, cellular telephony, as well as digital financial services.
- **Housing and community services.** Federal public investment in this sector has been one of the largest, approximately 22% during the last decade and the resources, for the most part, were transferred from the federation to state or local governments for the development of housing, provision of drinking water, drainage, lighting, roads, among other projects. However, the lack of clarity and transparency in the regulations and guidelines of the programs for the allocation and exercise of resources make it impossible to identify the effect on the well-being of the population. As an example of this situation, there are the states of Chiapas, Guerrero, and Oaxaca, which have received greater resources but have the worst housing conditions and basic services in the country.
- **Health.** With regard to health, various international organizations suggest that public financing of the national health system must be at least 6% of GDP, however in Mexico investment since 2010 has not been greater than 3% of annual GDP (CIEP, 2020), in 2020 an even smaller budget equal to 2.7% of GDP was approved, negatively impacting the medical and health care of the Mexican population with care rates below 50% in public health institutions: IMSS, ISSSTE, SSA (CIEP, 2020).
- **Other functions.** The budget allocated in this area of infrastructure was cut 50% from 2019 to 2020, which added to the decreases of the whole decade, decreased by 68%, affecting functions such as Financial Affairs, Environmental Protection and Social Protection. The National Security function receives more than 60% for SEDENA's national security infrastructure.

Priority infrastructure projects

According to the observations made by the Auditoría Superior de la Federación (ASF), regarding the analysis of the public account exercised in 2019, priority infrastructure projects present a high risk of lack of profitability, erroneous designs, or lack of all environmental and feasibility permits, in addition to accumulating irregularities in the expenditure of more than 1,500 million pesos (Ureste, 2021, p. 1),

In the specific case of the Mayan train, the ASF indicated that the Fondo Nacional de Fomento al Turismo (FONATUR), responsible for the project, exaggerated the figures of projection of use of the Mayan Train in the future to justify its profitability in the medium term, which means "a risk in the financial viability of the project, since the overestimation in demand could have an impact

on variance significant in relation to the estimated profitability of the project in the pre-investment stage" (Ureste, 2021, p. 1).

Despite criticisms, on November 30, 2020, as well as on June 11, 2021, Mexico's president presented public budget packages of infrastructure projects to be carried out between public and private sectors, which, together add up to a joint investment of almost 270 billion pesos (Navarrete, 2021, p. 1). These projects basically consist of roads, border crossings, airports, railway works, concessions and extensions among others.

Government policies: Normative and historical context for women in Mexico

In 1917 the Ley de Relaciones Familiares was issued. While declaring that rights and obligations within marriage should be established based on equality, the Law also delegated to the woman the obligation to attend to all domestic matters (children, home), as well as to require permission from the husband to work outside the home. It was clear to the women activists that this was not a basis for equality, and they initiated various insurgency movements to regain the right of women to vote. Elvia Carrillo Puerto lobbied with her brother, governor of the state of Yucatan and managed to get four women, including herself, elected to positions without the backing of a specific law. The other women were elected to positions as alderman (Rosa Torre G.) and local deputies (Raquel Dzib Cicero and Beatriz Peniche de Ponce).

In 1923, as a result of the Congreso Nacional Feminista in Mexico City, the need to recognize the civil equality of women with respect to men was recognized and various promulgations for the approval of the right to vote were made in San Luis Potosí and overthrown by Plutaco Elías Calles Tabasco.

Mexico refrained from signing the right to vote, but this would come in 1952 as an initiative of then-President Adolfo Ruíz Cortines, who during his campaign pledged to grant Mexican women unrestricted citizenship. Finally, on October 17, 1953, through the Decree of the Permanent Constituent Power, Article 34 of the Constitution was amended for the first time to expressly recognize the citizenship of Mexican women on equal terms with the Mexican men, with their own legal personality and the right to vote in all types of electoral process, as well as to run for any popularly elected public office.

Meanwhile, at the international level, on December 18, 1979, in New York City, the UN supported the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**, its proposals being the right to equality between women and men, as well as the prohibition of discrimination based on sex (Lara, 2015), postulates that enter vigor internationally 9 months later.

The Encuesta Nacional de Seguridad Pública Urbana (ENSU) of 2020, it is estimated that almost 5 million women were victims of sexual crimes and / or street harassment. 98.6% of the cases of such sexual violence were not reported because the victims do not have confidence in the authorities to provide a just outcome on their complaint and in view of the lack of a gender perspective on the part of public officials in prosecutors' offices, who may inevitably revictimize the victims (INEGI, 2021c).

Likewise, the necessary resources for the prevention and prosecution of violence against women is insufficient because there are not enough justice centers. For example, in 2020 there were 50 *Centros de Justicia para las Mujeres* (CJM) distributed across 28 states, while Baja California, Nuevo León, Tamaulipas and Tabasco do not have a single CJM (INEGI, 2020b; INEGI-INMUJERES, 2019).

The current policy on gender equality in Mexico is the result of many years of work carried out by women activists, feminist organizations, agreements in international conventions, as well as the gradual and slowly increasing awareness of the Mexican political system and the men who have an overwhelming majority representation. Although this section requires the description of the legal, financial, and regulatory framework that supports the creation of new companies, SMEs, and industry, which provides economic stability, it was considered essential to elaborate on the struggle of Mexican women to achieve legal equality with men, since it is the first step to be able to constitute a company.

As can be seen through the above, women in Mexico face a macho system that constantly violates their security and represents a risk to those who wish to conduct business on equal terms with men. While there is legislation that theoretically protects women, in practice, the reality is different, and this is reflected in indicators such as the rate of economic participation of men and women in the country's economy.

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