

PROMOTING ENTREPRENEURSHIP IN HIGHER EDUCATION: BUSINESS INCUBATION IN THE EXPERIENCE OF THE TECHNOLOGIC AND SUPERIOR STUDIES INSTITUTE OF MONTERREY (ITESM)

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Abstract

In recent years the creation of small and medium size enterprises (SME's) has been considered as an alternative to solve problems of employment and economic growth of countries and localities. In this context, the word entrepreneur has become popular. In Mexico, the actions to stimulate SME's are few and mainly have been concentrated in governmental programs related with financial issues. However, since 1985 the ITESM has been working with its students and alumni in an entrepreneurial program which considers business incubators as one of the tools to promote entrepreneurship. This paper presents this experience in detail and analyses the possible contribution of this higher education institute in fostering entrepreneurship and potentially sustainable SME's. In addition, this document proposes to integrate entrepreneurial goals in local development strategies through the education system.

KEY WORDS: ENTREPRENEURSHIP, HIGHER EDUCATION, BUSINESS INCUBATORS, LOCAL DEVELOPMENT

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INTRODUCTION

In recent years the creation of small and medium size enterprises (SME's) has been considered as an alternative to solve problems of employment and economic growth of countries and localities. In this context, the word entrepreneur has become popular to refer to individuals who assume the risk of engaging in an activity that will be organised and managed by themselves in order to satisfy their economic, and/or professional needs and aspirations. As a consequence, education systems have been increasingly seen by experts as entities that might have a significant role in fostering entrepreneurial attitudes and teaching aptitudes to create sustainable SME's. In this sense, looking for innovative ways to stimulate students' willingness towards becoming entrepreneurs and to reduce the possibility of failure of start ups through education has become part of the agenda of diverse national and international organisations.

In Mexico, the actions to stimulate SME's are few and mainly have been concentrated in governmental programs related with financial issues. However, since 1985 the ITESM (private institution) has been working with its students and alumni in an entrepreneurial program which considers business incubators as one of the tools to promote entrepreneurship. This paper presents this experience in detail and analyses the possible contribution of this higher education institute in fostering entrepreneurship and potentially sustainable SME's. In addition, this document proposes to integrate entrepreneurial goals through education in local development strategies.

In order to guide the analysis, the first part of this paper reviews the definition of entrepreneurship and looks at the relation among entrepreneurship, education and the development of places. The second part describes and analyses the ITESM experience and finally the third gives some conclusions and recommendations.

ENTREPRENEURSHIP, LOCAL DEVELOPMENT AND EDUCATION

Let us start by defining entrepreneurship. The European Commission (EC) in its Green Paper on Entrepreneurship in Europe (2003) gives a broad and complete definition by explicitly covering two fundamental aspects in the promotion of economic activities and self-employment. One of them is people's attitude which refers to the inclination or habit to do something, and the other is related to people's aptitude which considers the ability or capacity to engage successfully in something. As a result, a particular combination of *'risk-taking, creativity and/or innovation with sound management'* (European Commission 2003, p.6) constitutes the means to generate and consolidate new economic activity or processes.

The European Commission also includes in its definition that entrepreneurship could take place in an already established firm or organisation (intrapreneurship). This is also recognized by the OECD (2004) and is worth noting because a globalised economy increases competition in markets and, in this context, flexibility is an innovative way to respond to supranational, national and subnational economic challenges. In other words, entrepreneurial attitudes within firms help them to remain competitive. In this sense, innovative ideas may take the form of new goods and services, new production techniques, new distribution channels or innovations in any other operational aspect of an organisation.

As far as the concept of development is concerned, it refers to continuous and permanent improvements in the well-being of people, considered individually and as a group (Palavicini, 2004). Then, the local development perspective towards this broad goal concentrates in a

particular context; taking into account its geographic, economic and institutional characteristics to design and implement efficient development plans.ⁱ

One of the elements identified by researchers and experts in local economic development best practices is the attitude of local people towards participate actively in the development process (Angeleri, 1999; Potter, et al., 1999). There are many ways to participate. For example, being an actor in designing, implementing or evaluating local development actions; building (business) networks with local and external agents or even engaging in innovative productive activities (OECD, 1997). Therefore, promoting entrepreneurship is essential for the success of local development plans and involves taking actions to stimulate and consolidate entrepreneurial attitudes among local economic agents, and to make sure that start-ups and existing local firms will be competitive and successful (provide sustainable jobs and income to the local economy) in the context of international and national transformations due to globalisation.

As an implication of a more competitive economic context, it seems that innovation constitutes a key element in stimulating successfully local economies. As a consequence, the link between entrepreneurship and superior (higher) education and research institutions might represent a continuous flow of new ideas for their application in the local economy. In this sense, Lester R. (MIT, 2006) identified four types of economic choices for places planning to improve their economic performance according to local needs, capabilities, and shared wishes and aspirations:ⁱⁱ

- The creation of completely new indigenous economic activity
- The development of economic activities that have been successful in other regions or localities (*'transplantation'*)
- The creation of new economic activities related to old activities or industries
- Upgrading mature local activities or industries

From the previous paragraphs, it can be thought that (superior) education institutions might have an important role mainly in teaching to manage a business (aptitudes) and in researching for innovations that should be linked to local economic activities.ⁱⁱⁱ However, let us analyse the main deterrents to start or adapt a business: The '*fear of failure*' (OECD, 2004: p. 23) and a passive attitude towards enterprise (for example, the thought that there is no reason to complicate our life, it is easier to be an employee). The first problem might be reduced by giving more self-confidence to people. Then, although such a fear might be derived from a social or cultural aspect, education systems can improve people's aptitudes and, as a consequence, help them to build more confidence. The second deterrent, also

originated by social factors, might be reduced by actions taken very early in the educational system -that is, from the beginning of school education for children- (European Commission, 2002).

Let us look now at the European Commission objectives for education to develop individual (personal) qualities relevant to entrepreneurship (2002: p.16):

- Develop ability to solve problems and willingness to assume responsibilities
- Develop a cooperative attitude and communication skills
- Develop adaptability to change or a low risk-averse attitude towards new ideas
- Develop motivation to act critically
- Develop personal initiative and creativity

In addition, let us consider some recommendations for education systems or particular institutions. These suggestions are a result of problems identified by the European Commission and the OECD, and were presented in different reports on the topic (European Commission, 2002; OECD, 2004):

- Education to promote entrepreneurship should be embedded in a well structured framework or program covering the majority of students.
- There should be enough resources for training teachers and for doing research on the topic of education and entrepreneurship.
- There should be a balance between education for entrepreneurial attitude and education for entrepreneurial skills.
- Educational actions for entrepreneurship should be evaluated.
- Promoting entrepreneurship through education should be part of a strategic development plan with a strong coordination and cooperation among research and educational institutions, businesses, civil sector and governments.

ENTREPRENEURSHIP, LOCAL DEVELOPMENT AND EDUCATION: THE ITESM's EXPERIENCE

Background^{iv}

The education in Mexico is divided in pre-education (3 years), primary education (6 years), secondary education (3 years), high school (3 years) and university or superior education (undergraduate and postgraduate programs). The first three are considered as basic education and hence obligatory by law.

As far as the ITESM is concerned it was founded in 1943 in the city of Monterrey, Nuevo Leon offering undergraduate studies related to engineering and management. In more than sixty

years has founded 33 campuses around Mexico and has extended its activities to high school education, postgraduate studies, continuing education, research in different fields, promoting the development of SME's and distance education, among others.

Regarding the creation and consolidation of enterprises, in 1985, the ITESM started a project denominated *entrepreneur program* ('*Programa Emprendedor*') which main goal has been to contribute to the development and diffusion of an entrepreneurial culture around the country. Since then, the program has evolved to include diverse and complementary activities which nowadays are coordinated by the *ITESM's Business Development Centre* (*Centro de Desarrollo Empresarial*). In general, those activities are offered to students, alumni and the general public, and it is important to make clear that not all campuses offer the full set of them. Among those activities are:

- Library space reserved to entrepreneurship topics.
- Agreements with external institutions related mainly with public programs to stimulate and support SME's creation.
- One compulsory course (since 1990) for all undergraduates and high school students called *entrepreneurs development* ('*Desarrollo de Emprendedores*') and *entrepreneurial spirit* ('*Espíritu Emprendedor*'), respectively. Both try to stimulate entrepreneurial attitudes and initiate students with the development of a business project (plan). The latter is more rigorous at the undergraduate level.
- Business plans competitions.
- Business incubators (since October 2001) provide working space for start-ups (including shared office equipment and business facilities); access to support networks (strategic alliances with public and private institutions); presential and online consulting, tutoring and training services. ITESM's incubation model considers the following stages:
 - Pre-incubation mainly consists in providing assistance in creating a business plan and management strategies, and also assists with the legal requirements for opening a business (6-8 months).
 - Incubation. The firms start operations inside the incubator (1 year – 1 year and a half).
 - Postincubation. There is a follow up outside the incubator (6 months).
- The recently incorporated (August 2003) *entrepreneurial branch* ('*Modalidad Emprendedora*'), which consists in an optional avenue chosen by undergraduates of any field of study, to undertake a particular set of subjects and activities

(including part of the incubation model and therefore using incubator services) oriented to operate their own business at the end of their studies.

- At the headquarters level, it is the *transference model* which consists in training personnel from other institutions in the creation and development of their own entrepreneurial programme (Up today, the experience has been transferred to 34 institutions in Mexico and the rest of Latin America).
- The creation (February 2006) of the Centre for Innovation and Technology Transfer (*Centro de Innovación y Transferencia de Tecnología*) based in Monterrey, Nuevo Leon. Its main objective is to facilitate the development of enterprises with a strong technological foundation (*software, industrial design and mecatronics, among others*).

The analysis of the experience in nine Campuses^v

In order to know the current situation of the actions developed by this institution to stimulate entrepreneurship, nine campuses participated answering a questionnaire.^{vi} This tool was designed to get the most actual information concerning each campus perspective on their own actions to stimulate entrepreneurship, and on their coordination with other campuses and the entrepreneurial authorities at the headquarters of the institution located in Monterrey.

From all the full set of actions considered in the ITESM's entrepreneurial program, the questionnaire was concentrated on the participants' perception of three of them, including their possible synergy:

1. Compulsory courses
2. Business incubators
3. The entrepreneurial branch

This effort is relevant in terms of the total student population covered by the 9 campuses (more than 55 percent of all ITESM students around the country), their proportion of start-ups in the incubation model (62.9%), the different sizes of campuses in terms of number of students, and the different regions of Mexico where they are located (North, Centre and Occident). It is noteworthy to mention that the invitation to collaborate included the confidentiality of participants' answers, so the results of the study are presented without referring to any campus or particular group of campuses.

Let us start by reviewing the respondents' point of view on entrepreneurship. The majority of answers refer to an entrepreneur as someone who is willing and capable of finding a new and

profitable business opportunity and who has the disposition of assuming the risk of undertaking it. All respondents think that an entrepreneur may have an important role not only in creating new firms but inside an already established one, in the sense of innovating for continuing being competitive. As we can see from the first parts of this document, this general perspective coincide with the ones presented in OECD and EC documents.

As far as the main obstacles to foster entrepreneurship in Mexico and their locality are concerned, the majority of respondents mentioned the limited access to finance, the lack of people's entrepreneurial culture, the complicated process of opening a business and the complex Mexican Fiscal System once it is operating. In this sense, participants believe that ITESM's activities help to resolve the negative impact of these deterrents on entrepreneurship promotion by means of:

- The compulsory courses which objectives seek, among other things, to awake an interest in being an entrepreneur and to develop receptive attitudes towards change and leadership.
- The entrepreneurial branch and the business incubators help to cover the initial steps of opening a business and to prepare a business plan that in the end could have a high possibility of being eligible for finance support from external institutions. In addition, entrepreneurs can get advice from tutors or professors on accounting and legal issues.

Regarding the two areas of influence of education in fostering entrepreneurship, six respondents stated that in their campuses' experience there is a balance between attitudes and aptitudes. Only one answer put a greater emphasis in attitudes and the rest two in aptitudes. In this respect, the ITESM case study presents another characteristic that was not taken into account by respondents, at least explicitly. Some entrepreneurial attitudes as being critical, the disposition to adapt or change and the willingness to work in groups and assume individual and group responsibilities are stimulated by the different didactic techniques that are used in all courses of the different high school and undergraduates programmes (collaborative learning, problems based learning, project based learning and learning with cases).^{vii}

With respect to concrete goals of the different campuses in fostering entrepreneurship, a long term target of the proportion of total students registered in the entrepreneurial branch does not exist for all of them. Five of them stated not to have any concrete goal. From the rest, it was found a disproportionate difference among campuses, stating goals that oscillate between 1.5% and 50% of their total student population. As regards to business incubators, in

general, there is neither a clear goal.^{viii} However, the ITESM's Business Development Centre target (create more than 400 firms annually)^{ix} was achieved in the period December 2004 – April 2005 when 603 firms were created considering the whole 27 ITESM's incubators around the country (at that time).

As far as training for teachers is concerned, the majority of respondents agreed in that more resources should be devoted, as well as for research on the field of education and entrepreneurship. In addition, there is a general perception of a weak relation between high technology research and innovative projects in business incubators. In this respect, the recently created *Centre for Innovation and Technology Transference* might contribute to link incubated projects to innovations and technology based products and services (ITESM, 2006).

With regard to the evaluation of the three different activities analysed, there is a general perception of a lack of relevant measures or indicators, and of an insufficient coordination among activities to achieve synergies.

With regard to the local adaptation of each campus activities, the majority of respondents expressed that it does not exist at all and that only in the preparation of a business plan some aspects of the local and regional market are considered.^x Moreover, the majority of respondents are aware of a poor emphasis of their campus fostering activities on the role that external cooperation with local and regional public and private sector organisations have in the process of creating and managing start-ups. However, business incubators benefit from agreements with the main national institutions supporting SME's and one of the nine campuses declares strong links with local authorities.

As far as local spillovers are concerned, the majority of respondents believe that in the medium and long run, their campuses activities may contribute importantly to employment creation in their locality as well as developing an entrepreneurial culture. However, they recognise that more resources are needed to really have a widespread impact (from finance to promote the entrepreneurial branch to finance for incubators infrastructure). For example, the entrepreneurial branch has only 4.5% of the total student population of the participant campuses and a specific goal could not be defined by respondents. According to some of them, some reasons of this might be that the entrepreneurial branch implies a higher cost for both campuses and students; and that the latter perceive that the results of such an effort may only be seen in the long run (in general, young people are short run oriented). This might be a motivational aspect of the ITESM experience that needs to be cared of because it is related with its effort of changing attitudes towards entrepreneurship.

Let us look now at the perception of respondents regarding the main achievements of the whole institution in fostering entrepreneurship. They highlighted the importance of being the first Mexican superior education institution which has developed a comprehensive program and proofs of its positive results are its transference model and the successful presence of its alumni in leading positions in both public and private sectors in Mexico.^{xi}

Finally, when asked about their own suggestions to improve ITESM fostering entrepreneurship actions, they mentioned the following recommendations:

1. Organising business plans competitions among campuses of the same region and at the national level (all campuses involved) with attractive prizes.
2. Strengthening coordination and experiences exchange among campuses.
3. Giving a clearer centralised direction (from the headquarters) with room to local adaptation.
4. Increasing the research on technology based areas and linking it to business incubators' projects.
5. Developing coordination with local and regional development plans and creating more links with external agents involved in supporting SME's.
6. Investing in applied research on the topic.
7. Improving actions to stimulate the entrepreneurial culture among students even outside the entrepreneurial branch.
8. Related with the last part of recommendation number five, they suggest looking for new financial mechanisms to obtain more resources for entrepreneurial activities.

CONCLUSIONS AND RECOMMENDATIONS

From the previous sections, it can be proposed that fostering entrepreneurship should be incorporated in educational systems from the first years of education to the last ones. This is because children are strongly receptive in order to develop entrepreneurial attitudes, and young adults will learn the abilities to manage successfully an innovative business. As a consequence, promoting entrepreneurship and stimulating research for innovative ideas linked to local economies through education institutions, should be considered in local development plans as a key element in achieving local development goals.

As regards to the ITESM's case, it can be said from the presented analysis that this experience is embedded in a structured program to foster entrepreneurship among its students. It is extended to all of them by means of the compulsory courses. However, there is a low student participation in the entrepreneurial branch which might be due to its recent creation and to a problem regarding students' entrepreneurial attitudes. Despite the fact that participants think

that both attitudes and aptitudes are equally stimulated in their fostering activities, this problem might be indicative that the compulsory courses are not enough to awake a real interest or willingness in becoming an entrepreneur. This may confirm experts thoughts on that the tertiary education has little to do with people's attitudes towards entrepreneurship.

Concerning the local aspects of its actions, it was found a weak link between each campus activities and local agents (except in one campus), both private and public. However, respondents think that in the long run, ITESM entrepreneurial activities will help to create sustainable jobs in the localities of their campus, mainly as a result of the business incubators' actions.

Taking into account that some experts have found that professional or working experience is strongly related with people who become an entrepreneur, an additional recommendation can be made.^{xii} In the ITESM case, including professional experience (*practices*) in its entire bachelor's programmes might help to improve both entrepreneurial attitudes and aptitudes. This should also contribute to relate fostering entrepreneurship activities to the local economy.

To conclude, despite the lack of clear specific targets or goals, insufficient relevant evaluation measures and lack of coordination in different aspects; fostering entrepreneurship in this institution has evolved (since 1985) to create a comprehensive program with general objectives and concrete actions to achieve them.^{xiii} It can be adaptable and transferable because, actually, it has been transferred to different institutions not only in Mexico but also abroad. Finally, in order to enrich conclusions and recommendations on this case study, a further analysis is required, considering the experiences of the rest of the campuses and including students' and alumni's perceptions of ITESM specific entrepreneurial actions.

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- i. For example, local development may attend to a municipality, groups of localities even of different provinces or countries, or groups of communities in a locality, among others. As regards to efficiency, let us remind that refers to effectiveness with the best use of available resources.

- ii. Conference given by Dr. Richard Lester at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in the context of the institutional collaboration between the Massachusetts Institute of Technology (MIT) and the ITESM. Conference titled: 'The role of universities in stimulating regional economic development'. February 2006, Monterrey Nuevo Leon, Mexico.
- iii. *'At the level of tertiary education, entrepreneurship teaching will provide the students with specific training on how to start (and run) a business, including the capacity to draft a real business plan and the skills associated with methods of identifying and assessing business opportunities. Also, it will encourage and support embryonic business ideas (for instance by providing special loans, business facilities, mentorship, etc.)- so that well-researched projects can be put into practice and finally reach the market' (European Commission, 2002, p.15).*
'Dans la plupart des pays (d'Amérique latine), l'université a aidé les entrepreneurs dynamiques en particulier à acquérir des connaissances techniques, mais pas les autres qualifications nécessaires au processus entrepreneurial' (OCDE, 2005, p. 105).
- iv. Sources: ITESM, 1994; ITESM, 2003 and Business Development Centre website.
- v. I thank the invaluable help received by experts of the following campuses during summer 2005: Zacatecas, Estado de México, Ciudad de México, Hidalgo, Guadalajara, Morelia, Chihuahua, Monterrey and Santa Fe.
- vi. The directors or coordinators of entrepreneurial areas were contacted.
- vii. One or a combination of these techniques must be used in each course. Source: ITESM's didactic techniques manuals for professors.
- viii. It is noteworthy to mention that specific goals in the area of business incubators must be closely related with the entrepreneurial branch ones.
- ix. Revista Multiplicando Esfuerzos, ITESM, julio 2003.
- x. For example, seven out of the nine campuses, reported that potential entrepreneurs approached to already established and consolidated firms to look for business opportunities.
- xi. Approximately, 19% of the largest Mexican companies are directed by ITESM's alumn(ae)i, 68% of alumn(ae)i own their firm or are independent professionals, 16% of governors are also alumn(ae)i, as well as, 16% of state capital cities municipal presidents (ITESM, 2004 and 2005).
- xii. This is mainly because of their knowledge about particular markets, technologies, and the network of contacts that can be built (OECD, 2005).
- xiii. There are many success stories, for example some projects originated in the undergraduate compulsory course have won national competitions and several of them have become reality (for example a marketing company called *To See Marketing*). Successful business incubators' start-ups (from its very beginning) are for example: *Cleanco de México* (sells disposable WC seats for users protection), *Block Networks* (offers information and electronic systems solutions) and *Mexlin* (offers international commerce consultancy services).

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ITESM website:

- Virtual incubator address: <http://emprendetec.itesm.mx>
- Business Development Centre (CDE) address: <http://cde.itesm.mx>
- Compulsory courses programmes:
 - Undergraduate:
<http://www.sistema.itesm.mx/va/Planes2000/Sinteticos/Analiticos/Or00801.html>
 - High school:
<http://www.sistema.itesm.mx/va/Prepa/Planes2002/Analiticos/Pd6001.htm>

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