

ENDLINE SURVEY

Endline Survey consists of lessons Endline 1 and Endline 2. Questions from Endline 1 contain suffix “_end” (except for Course Satisfaction section as it is a unique section) and questions from Endline 2 contain suffix “_E”.

I. COURSE SATISFACTION

Nº	Question	Variable Name in R	Variable Name in Baseline Report
0	Unique Anonymous Student Identification		Student_id_p
0	Unique Class Identification		True_Cohort_id
0	Date when the student has started Endline survey		Date_Endline
0	Endline Take Up		Participated_in_Endline
1	I. Satisfaction 1A_specific		
	Please write what was the name of your last course:	X_Satisf_course1 [removed from the dataset as personal information]	
	Name of the course:		
	On a scale of 1 to 7, please answer the following questions about your last course in the program		
	1. How much do you like the content of the course?	X1_1_A1_E_Satisfaction_gen1	
	2. How much do you understand the content of the course?	X1_1_A2_E_Satisfaction_gen1	
	3. How much do you find the content of the course interesting?	X1_1_A3_E_Satisfaction_gen1	
2	I. Satisfaction 2A_specific		
	On a scale of 1 to 7, how much do you agree with the last course?		
	1. The examples and exercises proposed in the course are adequate and useful to develop my learning	X1_1_A4_E_Satisfaction_esp1	

	2. The duration of the course is adjusted to my learning pace	X1_1_A5_E_Satisfaction_esp1	
	3. The level of difficulty of this course is appropriate	X1_1_A6_E_Satisfaction_esp1	
	4. Tasks are reasonable in time and difficulty	X1_1_A7_E_Satisfaction_esp1	
	5. I would recommend this course to other students	X1_1_A8_E_Satisfaction_esp1	
3	I. Satisfaction 3A_Benefits		
	On a scale of 1 to 7, how much do you agree with the last course?		
	1. After receiving this course, I feel that my knowledge about new topics has increased.	X1_1_A9_E_Satisfaction_ben1	
	2. The course has helped to complete my education	X1_1_A10_E_Satisfaction_ben1	
	3. The course has increased my interest in the topics received	X1_1_A11_E_Satisfaction_ben1	
	4. Overall, the course has met my expectations	X1_1_A12_E_Satisfaction_ben1	
4	I. Satisfaction 1B_specific		
	Please write What was the name of your first course?		
	Name of the course:	[removed from the dataset as personal information]	
	On a scale of 1 to 7, please answer the following questions about your last course in the program:		
	1. How much do you like the content of the course?	X1_1_B1_E_Satisfaction_gen2	
	2. How much do you understand the content of the course?	X1_1_B2_E_Satisfaction_gen2	
	3. How much do you find the content of the course interesting?	X1_1_B3_E_Satisfaction_gen2	
5	I. Satisfaction 2B_specific		
	On a scale of 1 to 7, how much do you agree with the last course?		
	1. The examples and exercises proposed in the course are adequate and useful to develop my learning	X1_1_B4_E_Satisfaction_esp2	
	2. The duration of the course is adjusted to my learning pace	X1_1_B5_E_Satisfaction_esp2	
	3. The level of difficulty of this course is appropriate	X1_1_B6_E_Satisfaction_esp2	
	4. Tasks are reasonable in time and difficulty	X1_1_B7_E_Satisfaction_esp2	
	5. I would recommend this course to other students	X1_1_B8_E_Satisfaction_esp2	

6	I. Satisfaction 3B_Benefits		
	On a scale of 1 to 7, how much do you agree with the last course?		
	1. After receiving this course, I feel that my knowledge about new topics has increased.	X1_1_B9_E_Satisfaction_ben2	
	2. The course has helped to complete my education	X1_1_B10_E_Satisfaction_ben2	
	3. The course has increased my interest in the topics received	X1_1_B11_E_Satisfaction_ben2	
	4. Overall, the course has met my expectations	X1_1_B12_E_Satisfaction_ben2	
7	I. Satisfaction 4_platform/teacher		
	On a scale of 1 to 7, how much do you agree?		
	1. The guide of the teacher assigned to the course is good	X1_1_A13_E_Satisfaction_plat	
	2. The registration on the platform is done without any inconvenience	X1_1_A14_E_Satisfaction_plat	
	3. The operation of the online platform is satisfactory	X1_1_A15_E_Satisfaction_plat	

II. KNOWLEGDE TEST

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	Exercises in Personal Initiative and Negotiation		
	EASY		
	Question 1_Personal initiative Which of the following is NOT an element of personal initiative? a) Being self-starting b) Being competent c) Being future-oriented d) Being persistent e) All of the above	X2_4_1_E_IP_end	

	<p>Question 2_Personal initiative</p> <p>2) Which element is NO element of the entrepreneurial process?</p> <p>a) Opportunity Identification</p> <p>b) Goal Setting</p> <p>c) Planning</p> <p>d) Feedback</p> <p>e) Retention</p>	X2_4_2_E_IP_end	
	<p>Question 3_Personal initiative</p> <p>3) Which of the statements concerning feedback is wrong?</p> <p>a) I should also look for negative feedback.</p> <p>b) Errors are a form of negative feedback that help me to learn.</p> <p>c) I should actively look for feedback.</p> <p>d) I should stick to one source of feedback in order to not get confused.</p> <p>e) I should look for feedback that is rare and difficult to get.</p>	X2_4_3_E_IP_end	
	MEDIUM		
	<p>Question 4_Personal initiative</p> <p>4) Which of the following action principles should you follow to become more persistent?</p> <p>a) See problems as a chance to learn and to develop!</p> <p>b) Try to avoid problems as much as possible!</p> <p>c) Give up when a problem slows you down!</p> <p>d) Do not make mistakes, as they hinder you from getting to your goal!</p> <p>e) Ask others to solve problems for you!</p>	X2_4_4_E_IP_end	
	<p>Question 5_Personal initiative</p> <p>5) Which of the following action principles should you follow to become more self-starting?</p> <p>a) Copy those who are successful in the exact same way!</p> <p>b) Start an action yourself, don't wait until you have to react!</p> <p>c) Let others explore an idea first!</p> <p>d) Don't waste your energy, wait until you have to react to a problem!</p> <p>e) Accept that sometimes you cannot change unfavorable circumstances!</p>	X2_4_5_E_IP_end	

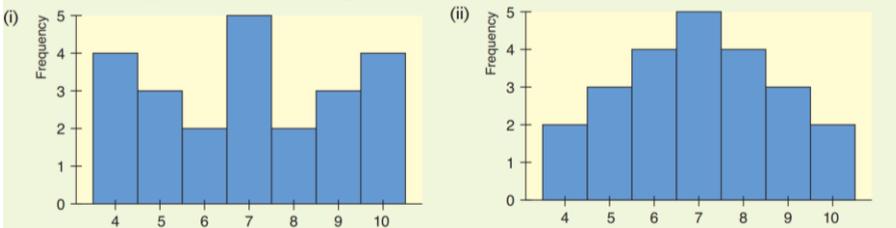
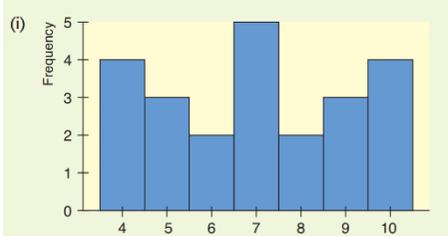
	<p>Question 6_Personal initiative</p> <p>6) What does the “specific” which is the “S” in the “SMART-IP” goal mean?</p> <p>a) It means that the goal has to be described in a specific way, so that everyone knows exactly what I’m talking about</p> <p>b) It means that the goal has to be my specific goal, not the goal of anyone else</p> <p>c) It means that the goal has to be a specific goal for my type of business, it should be explicitly designed for my domain of work</p> <p>d) It means that I already have to have specific plans on how to reach the goal</p> <p>e) It means that I need to look for specific feedback of how to get to the goal.</p>	X2_4_6_E_IP_end	
	DIFFICULT		
	<p>Question 7_Personal initiative</p> <p>7) Which type of clauses help you to prepare your future actions?</p> <p>a) When-how clauses</p> <p>b) If-then clauses</p> <p>c) Why-then clauses</p> <p>d) If-how clauses</p> <p>e) How-when clauses</p>	X2_4_7_E_IP_end	
	<p>Question 8_Personal initiative</p> <p>8) Which type of the following information about experimenting with a business idea is NOT true?</p> <p>a) Experiments can help to test the business idea on a small scale.</p> <p>b) Experiments are useful as you may make errors that you can learn from.</p> <p>c) Experimenting is not necessary when you are convinced that your business idea is good.</p> <p>d) Before testing a business idea in an experiment, you should think about</p>	X2_4_8_E_IP_end	

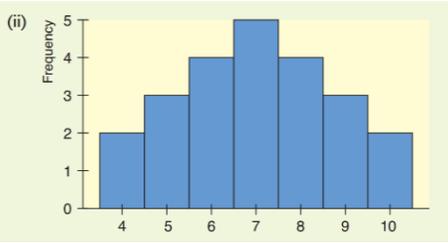
	<p>what could go wrong and prepare accordingly.</p> <p>e) Experiments can help to test a business idea as quickly as possible.</p>		
	<p>Question 9_Personal initiative</p> <p>9) Which statement about action planning is wrong?</p> <p>a) You should formulate plan Bs to prepare for the case that something goes wrong.</p> <p>b) You should start from a SMART PI goal when you plan your actions.</p> <p>c) After planning your actions, you should monitor your progress on the defined actions.</p> <p>d) You should first plan your actions and then think about your resources.</p> <p>e) When you plan your resources, you should always think about where you will get them from.</p>	X2_4_9_E_IP_end	
	NEGOTIATION		
	<p>Question 1_Negotiation</p> <p>What is the difference between the position and the interest in a negotiation?</p> <p>a) The two terms are interchangeable. They both refer to what a party demands from the other party.</p> <p>b) The position is what we claim we need, the interest is what we really need.</p> <p>c) The position is more aggressive than the interest.</p> <p>d) The position is what the other party claims they need, the interest is what I claim I need.</p> <p>e) The interest refers to what we find interesting about the other party, the position refers to how different our needs are.</p>	X2_5_1_E_Negotiations_end	
	<p>Question 2_Negotiation</p> <p>What statement is true in negotiations?</p> <p>a) Be firm on positions, not interests.</p>	X2_5_2_E_Negotiations_end	

	<p>b) Be firm on interests, not positions. c) Be firm on interests and positions. d) Be soft on interests but firm on positions. e) Be soft on positions and interests.</p>		
	<p>Question 3_Negotiation What is “take 5”; and what is it good for in negotiations? a) It is the advice to demand 5 times as much as you need from the other party. b) It is an exercise that helps you control your emotions in a negotiation. c) It is a suggestion to get 5 different offers from different people before starting a negotiation. d) It is the rule that most of the negotiation outcomes are determined in the first five minutes. e) It is a collaborative approach in negotiations that is named after the song “Take 5”; of jazz musician Dave Brubeck.</p>	<p>X2_5_3_E_Negotiations_end</p>	
	<p>Question 4_Negotiation What is a negative bargaining zone in negotiations? a) Both parties agree on a deal that both don't like. b) Both parties cannot make any concessions anymore. c) It occurs when the seller asks for more than the buyer can pay. d) The agreement is better for the buyer than for the seller. e) The agreement is better for the seller than for the buyer.</p>	<p>X2_5_4_E_Negotiations_end</p>	
	<p>Question 5_Negotiation What do you do in case of a negative bargaining zone in negotiations? a) I walk away without closing a deal. b) I try to turn it into a positive bargaining zone. c) I try to close a deal as quickly as possible. d) I work more collaboratively with the other party. e) I ask the other party to make more concessions.</p>	<p>X2_5_5_E_Negotiations_end</p>	
	<p>Question 6_Negotiation</p>	<p>X2_5_6_E_Negotiations_end</p>	

	<p>What is the sunk cost bias in negotiations?</p> <p>a) It means to continue negotiating because of the time and energy you have already invested in the negotiation.</p> <p>b) It refers to the illusion of decreasing costs during the negotiation.</p> <p>c) The time and energy that you invested in a negotiation feels smaller than it was after the negotiation.</p> <p>d) It means that before the negotiation we devalue the time and energy that is necessary to close a deal.</p> <p>e) We cannot recover the costs from a bad deal that we close at the end of a negotiation.</p>		
	<p>Question 7_Negotiation</p> <p>What statement is NOT true about your BATNA in negotiations?</p> <p>a) BATNA stand for "best alternative to a negotiated agreement"</p> <p>b) You need to work on your BATNA before starting the negotiation.</p> <p>c) BATNA determines the power that you have during the negotiation.</p> <p>d) You should not tell the other party what your BATNA is.</p> <p>e) You should tell the other party what your BATNA is.</p>	<p>X2_5_7_E_Negotiations_end</p>	
	<p>Question 8_Negotiation</p> <p>What are compatible issues in negotiations?</p> <p>a) Issues that should be negotiated at the same time.</p> <p>b) Issues where both parties want the same thing.</p> <p>c) Issues that are very similar and can be combined.</p> <p>d) Issues that require a mediator in the negotiation.</p> <p>e) Issues that are minor.</p>	<p>X2_5_8_E_Negotiations_end</p>	
	<p>Question 9_Negotiation</p> <p>What does 'logrolling' basically mean?</p> <p>a) Selling issues well.</p> <p>b) Ignoring irrelevant issues.</p> <p>c) Trading off issues.</p>	<p>X2_5_9_E_Negotiations_end</p>	

	d) Looking at two issues from all sides. e) Explaining issues.		
	Question 10_Negotiation What is a post-settlement deal? a) A deal after negotiating for a long time. b) A better, second deal after a worse first deal. c) A worse, second deal after a better first deal. d) A deal with the help of a mediator. e) Reconfirming a deal after some time.	X2_5_10_E_Negotiations_end	
	Question 11_Negotiation How would you summarize the best negotiation approach? a) You need to fight a good fight for the best outcome. b) The best negotiation is to not negotiate in the first place. c) Always meet in the middle. d) Happiness means making others happy. e) Chances are that I get what I want if I help you get what you want.	X2_5_11_E_Negotiations_end	
	Statistics		
	Question 1 Please read carefully and select the correct answer. What measure of Central Tendency is derived from the most common value?	X2_1_1_E_Statistics_end	
	Question 2 How many 3-digit numbers can you do using the numbers 1, 2 and 3 without repeating?	X2_1_2_E_Statistics_end	
	Question 3 If the dogs eat more, then they'll eat more. This sentence is an example of:	X2_1_3_E_Statistics_end	
	Question 4 Consider the numbers 3,3,4,5,5: Calculate the average, mode and	X2_1_4_E_Statistics_end [always 0 due to no correct answer]	

	median?		
	<p>Question 5</p> <p>Which histogram has the longest standard deviation?</p> 	X2_1_5_E_Statistics_end	
	<p>Question 6_Statistics</p> <p>How many 3-letter words can be made from the letters of the word LIFE?</p>	X2_1_6_E_Statistics_end	
	<p>Question 7</p> <p>What measure of Central Tendency is derived from the value of the medium or centre of a data set?</p>	X2_1_7_E_Statistics_end	
	<p>Question 8</p> <p>How many 2-digit numbers can you do using the numbers 1, 2, 3 and 4 without repeating?</p>	X2_1_8_E_Statistics_end	
	<p>Question 9</p> <p>A logical interpretation based on experience and prior knowledge is:</p>	X2_1_9_E_Statistics_end	
	<p>Question 10</p> <p>Consider the numbers 1,1,2,3,3: Calculate the average, mode and median?</p>	X2_1_10_E_Statistics_end	
	<p>Question 11</p> <p>Look at the histogram. Estimate the mode, mean and median of the histogram (i)?</p> 	X2_1_11_E_Statistics_end [always 0 due to no correct answer]	

	<p>Question 12 If 2 dice are rolled, find the probability that the sum of the dice equals 5</p>	X2_1_12_E_Statistics_end																	
	<p>Question 13 What measure of Central Tendency is interpreted as the "break-even point" of a data set?</p>	X2_1_13_E_Statistics_end																	
	<p>Question 14 How many 3-digit numbers can you do using the numbers 2, 3 and 4 without repeating?</p>	X2_1_14_E_Statistics_end																	
	<p>Question 15 What is the definition of a hypothesis?</p>	X2_1_15_E_Statistics_end																	
	<p>Question 16 Consider the numbers 5,5,6,7,7: Calculate the average, mode and median?</p>	X2_1_16_E_Statistics_end [always 0 due to no correct answer]																	
	<p>Question 17 Look at the histogram. Estimate the mode, median and mean of the histogram (ii)?</p>  <table border="1" data-bbox="353 847 801 1090"> <caption>Data for Histogram (ii)</caption> <thead> <tr> <th>Value</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>4</td><td>2</td></tr> <tr><td>5</td><td>3</td></tr> <tr><td>6</td><td>4</td></tr> <tr><td>7</td><td>5</td></tr> <tr><td>8</td><td>4</td></tr> <tr><td>9</td><td>3</td></tr> <tr><td>10</td><td>2</td></tr> </tbody> </table>	Value	Frequency	4	2	5	3	6	4	7	5	8	4	9	3	10	2	X2_1_17_E_Statistics_end [always 0 due to no correct answer]	
Value	Frequency																		
4	2																		
5	3																		
6	4																		
7	5																		
8	4																		
9	3																		
10	2																		
	<p>Question 18_Statistics A hypothesis that has been tested many times is:</p>	X2_1_18_E_Statistics_end																	
	<p>Scientific thinking</p>																		
	<p>Exercise - Fill out truth table</p>																		
	<p>Question 1 Here are statements X - It is Ecuador</p>																		

Y- It is World Please, fill the truth tables.										
<table border="1"> <tr> <td>X</td> <td>$\neg X$</td> </tr> <tr> <td>TRUE</td> <td>TRUE or FALSE</td> </tr> </table>			X	$\neg X$	TRUE	TRUE or FALSE	X2_1_19A_E_Scientific_end			
X	$\neg X$									
TRUE	TRUE or FALSE									
<table border="1"> <tr> <td>X</td> <td>Y</td> <td>$X \wedge Y$</td> </tr> <tr> <td>TRUE</td> <td>TRUE</td> <td>TRUE or FALSE</td> </tr> </table>			X	Y	$X \wedge Y$	TRUE	TRUE	TRUE or FALSE	X2_1_19B_E_Scientific_end	
X	Y	$X \wedge Y$								
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<table border="1"> <tr> <td>X</td> <td>Y</td> <td>$X \vee Y$</td> </tr> <tr> <td>TRUE</td> <td>FALSE</td> <td>TRUE or FALSE</td> </tr> </table>			X	Y	$X \vee Y$	TRUE	FALSE	TRUE or FALSE	X2_1_19C_E_Scientific_end	
X	Y	$X \vee Y$								
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X	Y	$X \rightarrow Y$								
FALSE	TRUE	TRUE or FALSE								
<p>1. Q1. Select three qualities of good research questions out of next (randomize order):</p> <ol style="list-style-type: none"> 2. Factible 3. Original 4. Interessante 5. Tedious. 6. Broad 7. Acceptable 8. Asymptotic 			X2_1_20A_E_Scientific_end							
<p>Q2. To assume something helps to (keep the order)</p> <p>a) Avoid axiomatic approach</p>			X2_1_20B_E_Scientific_end							

	<p>b) Avoid circular logic</p> <p>c) Avoid progressive reasoning</p> <p>d) None of the above</p>		
	Spanish		
	<p>Question 1</p> <p>The means of communication currently in use are:</p>	X2_2_1_E_Spanish_end	
	<p>Question 2</p> <p>Identify the antonym of the bold word</p> <p>The trial that was to be resolved is postponed to Thursday</p>	X2_2_2_E_Spanish_end	
	<p>Question 3</p> <p>Within the elements of communication, whoever sends a message is known as:</p>	X2_2_3_E_Spanish_end	
	<p>Question 4</p> <p>Within the paralinguistic elements you can identify a:</p>	X2_2_4_E_Spanish_end	
	<p>Question 5</p> <p>For selective reading we find several elements within them we have the introduction that deals with:</p>	X2_2_5_E_Spanish_end	
	<p>Question 6</p> <p>Identify who does not correspond to the participants of the debate:</p>	X2_2_6_E_Spanish_end	
	<p>Question 7</p> <p>A good journalist should handle some important aspects, these are:</p>	X2_2_7_E_Spanish_end	
	<p>Question 8</p> <p>Answer with true or false as applicable:</p>		
	1.- Within the graphic organizers we have the Flowchart.	X2_2_8a_E_Spanish_end	
	2.- In family relationships, comparisons are made between objects.	X2_2_8b_E_Spanish_end	
	3.- Est. Unid. It is a correct abbreviation.	X2_2_8c_E_Spanish_end	
	4. The paragraph is formed with a logical sequence of sentences.	X2_2_8d_E_Spanish_end	
	5.- The report must include a bibliography and annexes.	X2_2_8e_E_Spanish_end	

	6.- Critical reading is a simple reading	X2_2_8f_E_Spanish_end	
	ENGLISH		
	English		
	Choose the best option to complete each sentence		
	a. She decided ___ a doctor. b. We avoid _____ cigarettes.	X2_3_1_E_English_end	
	Choose one of the next options to complete the sentences. There is one extra option that you don't need.		
	a. She ___ to play with marbles when she was in the park. b. ___ you go to Guayaquil on your last holiday?	X2_3_2_E_English_end	
	Fill in the blanks with one word in each sentence.		
	a. Quito ___ been the capital of Ecuador for many years. b. People ___ visited Galapagos Islands since 1934.	X2_3_3_E_English_end	
	Scramble the words to make a negative sentence.		
	She Cuenca will visit not	X2_3_4_E_English_end	
	Drag the next clauses and drop them in their corresponding places.		
	a. If I visit Galapagos, _____ b. If I were the Governor of Galapagos, _____	X2_3_5_E_English_end	
	Scramble the words to make an affirmative sentence.		
	is prepared with	X2_3_6_E_English_end	

	pork Hornado		
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III. CONTACT INFORMATION

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	Please answer the following questions. The team will contact you in the future if you have won any prizes.		
1	Full name:	X3_1_A_E_contact_end [removed from the dataset as personal information]	
2	When were you born?		
	Day:	X3_2_A_E_contact_end [removed from the dataset as personal information]	
	Month:	X3_2_B_E_contact_end [removed from the dataset as personal information]	
	Year:	X3_2_C_E_contact_end [removed from the dataset as personal information]	
	Other, specify	stage.Nacimiento.text [removed from the dataset as personal information]	
3	Email:	X3_3_A_E_contact_end [removed from the dataset as personal information]	
4	What is (are) your cell phone number(s)?	X3_4_A_E_contact_end [removed from the dataset as personal information]	

IV. INTENTIONS AND PREFERENCES

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Translated: An entrepreneur is a person who starts a business with the aim of making a profit. So an entrepreneur can be from a person who sets up their first online store or a freelancer or independent professional who has just started. Moreover, the entrepreneur can be considered in more everyday tasks such as a writer, a youtuber, a shopkeeper (shop salesman) or selling products (for example, a merchant) (Ferrerira, 2018).		
A.	Attitudes towards Entrepreneurship		
	On a scale from 1 to 7: In general, starting a business is...		
	1. Worthless / Worthwhile	X4_1_A1_E_intent_end	
	2. Boring / Fun	X4_1_A2_E_intent_end	
	3. Negative / Positive	X4_1_A3_E_intent_end	
	4. Need/Opportunity	X4_1_A4_E_intent_end	
B.	Entrepreneurial Intentions		
	On a scale from 1 to 7 (how much do you agree):		
	1. I often think about starting a business	X4_1_B1_E_intent_end	
	2. I have business ideas I am going to implement	X4_1_B2_E_intent_end	
	3. My goal is to become my own boss	X4_1_B3_E_intent_end	
2	STEM Professional These are the professionals who work in the STEM knowledge areas (Science, Technology, Engineering, Mathematics). Within these four branches of knowledge there are an infinite number of university degrees, ranging from Nanoscience to Aeronautics, including Web Application Development and Medicine. Some professions catalogued as STEM are architecture, statistics, data processing (Big Data), virtual reality, the Internet of Things (IoT), Bioinformatics, etc. (Gomez, 2018)		
A.	Attitudes towards STEM		

	On a scale from 1 to 7: In general, starting a career in STEM (Science. Technologies, Engineering, Math)		
	1. Worthless / Worthwhile	X4_2_A1_E_intent_end	
	2. Boring / Fun	X4_2_A2_E_intent_end	
	3. Negative / Positive	X4_2_A3_E_intent_end	
B.	Entrepreneurial Intentions		
	On a scale from 1 to 7 (how much do you agree):		
	1. I often think about starting career in STEM (Science. Technologies, Engineering, Math)	X4_2_B1_E_intent_end	
	2. I have ideas in STEM (Science. Technologies, Engineering, Math) I am going to implement	X4_2_B2_E_intent_end	
	3. My goal is to become a professional in STEM	X4_2_B3_E_intent_end	
3	Do you plan to go to the University?	X4_3_1_E_intent_end	

V. BELIEFS/EXPECTATIONS

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	More about you. Please consider adults other than your teachers in your answers.		
	Do you know any adults who work as scientists?	X5_1_1_E_expect_end	
	Do you know any adults who work as engineers?	X5_1_2_E_expect_end	
	Do you know any adults who work as entrepreneurs?	X5_1_3_E_expect_end	
	Do you know any adults who work as mathematicians?	X5_1_4_E_expect_end	
	Do you know any adults who work as technologists?	X5_1_5_E_expect_end	
2	Occupation/profession expectations		
	What do you expect you will be doing to earn a living in 5 years from now? Please, be specific and give example of specific occupation.	X5_2_1_E_expect_end [removed from the dataset as personal information]	
	What do you expect you will be doing to earn a living in 10 years from now?	X5_2_2_E_expect_end [removed from the dataset as personal information]	
3	Expectations Professional STEM/entrepreneur		
	How much do you agree with the next statement (7 point scale)		
	• I will succeed as an entrepreneur	X5_3_1_E_expect_end	
	• I will succeed as a STEM professional (Science. Technologies, Engineering, Math)	X5_3_2_E_expect_end	
	• I will succeed as a public servant	X5_3_3_E_expect_end	

VI. WORKING EXPERIENCE

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Have you ever worked in a paid job or in an unpaid job?	X6_1_1_E_exper_end	
2	What is the main job you have worked in (be specific e.g. cashier in restaurant, shop helper, etc.)?	X6_2_1_E_exper_end [removed from the dataset as personal information]	

VII. ATTITUDES TEST

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	ATTITUDES 1		
	1. There are times when I let others take responsibility for solving the problem.	X7_1_1_E_att_end	
	2. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.	X7_1_2_E_att_end	
	3. I am usually firm in pursuing my goals.	X7_1_3_E_att_end	
	4. I might try to soothe the other feelings and preserve our relationship.	X7_1_4_E_att_end	
2	ATTITUDES 2		
	To what extent do you agree with the following statements?		
	1. Whenever something goes wrong, I look for a solution immediately.	X7_2_1_E_att_end	
	2. Whenever there's an opportunity to get actively involved, I do.	X7_2_2_E_att_end	
	3. I take the initiative immediately, even if others do not.	X7_2_3_E_att_end	
	4. I take advantage of opportunities quickly to achieve my goals.	X7_2_4_E_att_end	
	5. I usually do more than I'm asked to.	X7_2_5_E_att_end	
	6. I'm particularly good at coming up with ideas.	X7_2_6_E_att_end	
3	ATTITUDES 3		
	Please rate the extent to which the following items describe your behavior in the last 3 months:		
	1. I take initiative even when others don't.	X7_3_1_E_att_end	
	2. I work harder for my assignments than what is typically expected.	X7_3_2_E_att_end	

	3. I set myself goals that are beneficial for my learning or development.	X7_3_3_E_att_end	
	4. I independently search for new tasks.	X7_3_4_E_att_end	
	5. I actively attack problems.	X7_3_5_E_att_end	
	6. I anticipate opportunities.	X7_3_6_E_att_end	
	7. When I have set my own learning goal, I pursue it persistently.	X7_3_7_E_att_end	
	8. When I have set my own learning goal, I do not give up working on the task if something goes wrong.	X7_3_8_E_att_end	
	Negotiations test 1		
	Answer the following question on a scale of 1 to 5, where 1 = Not at all; 5 = Very much.		
	When I have a difficult situation with others (for example, my parents, siblings, friends, or teachers), I do the following:		
	1. I give in to the wishes of the other party.	X7_4_1a_E_neg1_end	
	2. I agree with the other party.	X7_4_1b_E_neg1_end	
	3. I try to accommodate the other party.	X7_4_1c_E_neg1_end	
	4. I adapt to the objectives and interests of the other party.	X7_4_1d_E_neg2_end	
	Negotiations test 2		
	Answer the following question on a scale of 1 to 5, where 1 = Not at all; 5 = Very much.		
	When I have a difficult situation with others (for example, my parents, siblings, friends, or teachers), I do the following		
	1. I try to figure out a middle ground.	X7_4_2a_E_neg2_end	
	2. I emphasize that we must find a compromise solution.	X7_4_2b_E_neg2_end	

	3. I insist that we both compromise a little.	X7_4_2c_E_neg2_end	
	4. I strive whenever possible towards a fifty-fifty commitment.	X7_4_2d_E_neg2_end	
	Negotiations test 3		
	Answer the following question on a scale of 1 to 5, where 1 = Not at all; 5 = Very much.		
	When I have a difficult situation with others (for example, my parents, siblings, friends, or teachers), I do the following		
	1. I impose my own point of view.	X7_4_3a_E_neg3_end	
	2. I look for profit.	X7_4_3b_E_neg3_end	
	3. I fight for a good result for myself.	X7_4_3c_E_neg3_end	
	4. I do everything to win.	X7_4_3d_E_neg3_end	
	Negotiations test 4		
	Answer the following question on a scale of 1 to 5, where 1 = Not at all; 5 = Very much.		
	When I have a difficult situation with others (for example, my parents, siblings, friends, or teachers), I do the following		
	1. I examine the problems until I find a solution that satisfies both me and the other party.	X7_4_4a_E_neg4_end	
	2. I defend my own goals and interests and those of the other party.	X7_4_4b_E_neg4_end	
	3. I examine both parties' ideas to find a mutually optimal solution.	X7_4_4c_E_neg4_end	
	4. I work on a solution that serves my interests and goals, as well as those of others, as much as possible.	X7_4_4d_E_neg4_end	
	Negotiations test 5		
	Answer the following question on a scale of 1 to 5, where 1 = Not at all; 5 = Very much.		
	When I have a difficult situation with others (for example, my parents, siblings, friends, or teachers), I do the following		

	1. I avoid confrontations about our differences.	X7_4_5a_E_neg5_end	
	2. I avoid differences of opinion as much as possible.	X7_4_5b_E_neg5_end	
	3. I try to make differences seem less severe.	X7_4_5c_E_neg5_end	
	4. I try to avoid confrontation with the other(s).	X7_4_5d_E_neg5_end	

VIII. RISK PREFERENCES AND PERSONALITY TRAITS

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Are you generally a person who is fully prepared to take risks or do you try to avoid taking risks? Please tick a box on the scale, where the value 0 means: "unwilling to take risks" and the value 10 means: "fully prepared to take risks."	X8_1_1_E_prefer_end	
2	Willingness to act		
	We now ask you for your willingness to act in a certain way. . Please again indicate your answer on a scale from 0 to 10. A 0 means "completely unwilling to do so," and a 10 means "very willing to do so." You can also use any number between 0 and 10 to indicate where you fall on the scale, using 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10.		
	How willing are you to give up something that is beneficial for you today in order to benefit more from that in the future?	X8_2_1_E_prefer_end	
	(Trust) I assume that people have only the best intentions.	X8_2_2_E_prefer_end	

ENDLINE 2

I. GAMES

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	TRIANGLE TASK		
	Decision - Prediction for 3rd round		
	Round 1	prediction1Round3_E	
	Round 2	round1answer_E	
	Pre-Round 3	round2answer_E	
	Round 3 - Easy	predictionRound3_E	
	Round 3 - Hard	round3EAnswer_E	
	Pre-Round 4	round3HAanswer_E	
	Round 4 - Easy	predictionRound4_E	
	Round 4 - Hard	round4EAnswer_E	
	Pre-Round 5	round4HAanswer_E	
	Round 5 - Easy	predictionRound5_E	
	Round 5 - Hard	round5EAnswer_E	
	Pre-Round 6	round5HAanswer_E	
	Round 6 - Easy	predictionRound6_E	
	Round 6 - Hard	round6EAnswer_E	
	UNSCRAMBLE TASK		
	Decision 1	unscramble_text1_E	
	Decision 2	unscramble_text2_E	
	Decision 3	unscramble_text3_E	
	Random game		
	DICTATOR GAME		
	Dictator - Control	dictatorCrt1_E	
	Dictator - Participant 1	dictator_decision_E	

	PRISONER'S DILEMMA		
	Control questions	prisonCrt1_E	
		prisonCrt2_E	
	Decision - Prisoner	mcq_prisoner_E	
	Cointoss Endline		
	Can you see the coin below and can you rotate it when you click on it?	coinCtr4_E	
	1. I make 5 predictions in advance and then flip the coin 5 times.	CoinCtr1_E	
	2. I make a prediction out loud.	CoinCtr2_E	
	3. Each point is equal to 0.04 dollars (or 4 cents).	CoinCtr3_E	
	Coin tossing G2		
	Report result 2	cointoss_G2_E	
	BRET		
	Box number	box_num_BRET_E	

SECTION I - PSYCHOLOGICAL MEASURES

Q1: Personal Initiative I

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Personal initiative_part A		
	Please indicate in which extent the following elements describe your behaviour in the past three months:		
	(Likert scale from 1= Strongly disagree to 5 = strongly agree)		
	1. I face problems actively.	X1_1_A1_E_Personal_Initiative_E	
	2. When something goes wrong I find a solution immediately	X1_1_A2_E_Personal_Initiative_E	
	3. When there is an opportunity to be actively involved, I take it.	X1_1_A3_E_Personal_Initiative_E	
	4. I take the initiative immediately even when other have not.	X1_1_A4_E_Personal_Initiative_E	
	5. I take advantage of opportunities quickly to achieve my goals	X1_1_A5_E_Personal_Initiative_E	
	6. I usually do more than what i'm required to do.	X1_1_A6_E_Personal_Initiative_E	
	7. I am particularly good at materializing new ideas.	X1_1_A7_E_Personal_Initiative_E	
2	Personal initiative_part B		
	Please indicate in which stent the following elements describe your behaviour in the past three months:		
	(Likert scale from 1= Strongly disagree to 5 = strongly agree)		
	1. I take the initiative even when other don't.	X1_1_B1_E_Personal_Initiative_E	
	2. I work on my tasks with more effort than it is normally expected	X1_1_B2_E_Personal_Initiative_E	
	3. I establish my own goals to benefit my development and learning.	X1_1_B3_E_Personal_Initiative_E	
	4. I look for new tasks independently	X1_1_B4_E_Personal_Initiative_E	
	6. I anticipate the opportunities	X1_1_B5_E_Personal_Initiative_E	

	7. When I establish my on goal I pursue it persistently.	X1_1_B6_E_Personal_Initiative_E	
	8. When I establish my own learning goal, I don't give up / Even when it does not turn as planned.	X1_1_B7_E_Personal_Initiative_E	

Q2: Negotiations

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Case 1		
	<i>The teacher asks the class to enroll in a science project. You are very excited about one particular project, but only one student can join the group dprojects of 5 persons that already exists. Anna your classmate wants to join the project too. When you sought advise from your teacher about it, she said that you should solve it on your own.</i>		
	<i>What to do?</i>		
	<i>Order the following statements from 1: Your most probable answer to this situation to 5: Your least likely answer in this situation. Remember , there are no right or wrong answers to this question.</i>		
	A. I try not to hurt Anna. If the project is that important to her I don't want to stand in her way, there will be another opportunity for me in the future.	X1_2_1A_E_Negotiations_E	
	B. I try to convince Anna that I should be the one to join the group. I need to be firm in my position to win.	X1_2_1B_E_Negotiations_E	
	C. I make a compromise to Anna so each one of us join half the time of the project. This is not what I want, but it is better than nothing.	X1_2_1C_E_Negotiations_E	

	D. I don't want to antagonize Anna. I ask the teacher again to solve things since it was she that put us in that difficult situation.	X1_2_1D_E_Negotiations_E	
	E. I need to find out more about Anna and ask her why she wants to join the project group. I am not sure but perhaps we can find a solution that works for both of us.	X1_2_1E_E_Negotiations_E	
	Case 2		
2	<i>A friend's uncle gave him a scooter and you ask him about the bicycle that he is not using and you always wanted. But he wants to sell it for 40\$, which you can't afford.</i>		
	<i>What to do?</i>		
	<i>Organize the following 5 statements from 1 : Your most probable answer in this situation to 5 : Your least probable answer in this situation. Remember there are no right or wrong answers to this question.</i>		
	A. If this is what he is asking for, it is what he needs, after he demonstrates his good faith by charging only \$35, I don't want to take advantage of my friend more than needed. I ask my parents for money and close the deal.	X1_2_2A_E_Negotiations_E	
	B. I offer him \$10 and i show him my reluctance to make concessions. I know he might think I'm irrational. But I can only win if I stand firm in my position.	X1_2_2B_E_Negotiations_E	
	C. I do a counter-offer of \$20 Which I think is a fair price for the bike. He offers me to split the difference in half, in \$30. This is still a little bit more than what I am willing to spend. But it is a fair solution. All the parties should compromise to negotiate and get to an agreement.	X1_2_2C_E_Negotiations_E	

	D. It is uncomfortable for me to dribble with a friend like this. And I don't want to put the friendship at risk over an old bicycle. Even though I'm still interested in the bicycle, I tell him I will think about it and wait for him to make a better offer in the future.	X1_2_2D_E_Negotiations_E	
	E. You ask him what he wants to spend the \$40 on. You are not sure but perhaps you have something that is of value to him and that you can trade off in return for the bike.	X1_2_2E_E_Negotiations_E	

SECTION 2 - GENERAL COGNITIONS

Q1: General Self-Efficacy (GSE)

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	<i>In the last 3 months to what extent are these affirmations true to you?</i>		
	<i>1= Not true at all 2= Hardly true 3= Moderately true 4= Absolutely true.</i>		
	1. I can find a way to get what I want even if someone opposes me	X2_1_1_E_Self_Efficacy_E	
	2. I can solve difficult problems if I try hard enough.	X2_1_2_E_Self_Efficacy_E	
	3. it is easy for me to persist in what I have committed to until I achieve my goals.	X2_1_3_E_Self_Efficacy_E	
	4. I'm confident I could manage any unexpected events.	X2_1_4_E_Self_Efficacy_E	
	5. Thanks to my qualities and resources I can overcome unexpected events.	X2_1_5_E_Self_Efficacy_E	

	6. When I find myself in difficult moments, I can remain calm because I have the necessary skills to manage difficult situations.	X2_1_6_E_Self_Efficacy_E	
	7. Whatever it is, generally I'm able to handle it	X2_1_7_E_Self_Efficacy_E	
	8. I can solve most of the problems if I try hard enough.	X2_1_8_E_Self_Efficacy_E	
	9. If I find myself in a difficult situation, generally it occurs to me what to do about it.	X2_1_9_E_Self_Efficacy_E	
	10. When facing a problem usually I come up with different alternatives of how to solve it.	X2_1_10_E_Self_Efficacy_E	

Q2: Youth Self-Efficacy (SEC-Q)

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	<i>In the last three months, what is your capacity to :</i>		
	<i>Each item must be rated on a scale of 5 points with 1 = not at all and 5 = very good.</i>		
1	Social self-efficacy		
	1. Express your opinions when your classmates don't agree with you?	X2_2_1_E_Youth_Self_Efficacy_E	
	3. Mantain a conversation with a stranger?	X2_2_2_E_Youth_Self_Efficacy_E	
	4. Work in harmony with your classmates?	X2_2_3_E_Youth_Self_Efficacy_E	
	5. Tell other kids they are doing something you believe is wrong?	X2_2_4_E_Youth_Self_Efficacy_E	
	7. Succeed keeping a friendship with other kid?	X2_2_5_E_Youth_Self_Efficacy_E	
	8. Successfully prevent fights with other kids?	X2_2_6_E_Youth_Self_Efficacy_E	
2	Emotional self-efficacy		

	1. Manage to be cheerful when an unfortunate event has occurred	X2_2_7_E_Youth_Self_Efficacy_E	
	2. Being able to feel calm after being frighten.	X2_2_8_E_Youth_Self_Efficacy_E	
	3. Avoid feeling nervous?	X2_2_9_E_Youth_Self_Efficacy_E	
	4.Control your feelings?	X2_2_10_E_Youth_Self_Efficacy_E	
	7. Repress successfully unpleasant thoughts.	X2_2_11_E_Youth_Self_Efficacy_E	
	8. Stop worrying about things that could happen?	X2_2_12_E_Youth_Self_Efficacy_E	

Q3: Perceived Subsidiary Self-Efficacy Scale

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	<i>1 – 7: not good at all– Very good.</i>		
1	<i>Considering your relationship with your parents in the last three months what would be your capacity to:</i>		
	1. Dialogue with your parents even when your relationship is tense.	X2_3_1_E_Self_Efficacy_Scale_E	
	2. Talk to your parents about personal issues.	X2_3_2_E_Self_Efficacy_Scale_E	
	4. Avoiding that differences of opinions lead to a confrontation with your parents.	X2_3_3_E_Self_Efficacy_Scale_E	
	6. Make your parents understand your point of view on issues you have a different approach.	X2_3_4_E_Self_Efficacy_Scale_E	
	8. Expressing your disagreement with your parents without losing your composure.	X2_3_5_E_Self_Efficacy_Scale_E	
	9. Get that your parents pay attention to your needs even when they are busy with their own problems.	X2_3_6_E_Self_Efficacy_Scale_E	
	13. Accept your parents' criticisms about you without feeling offended.	X2_3_7_E_Self_Efficacy_Scale_E	
	14. Increase the trust and recognition to you from your parents.	X2_3_8_E_Self_Efficacy_Scale_E	

Q4: Growth Mentality

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	<i>Read each following sentence and circle the number that shows your degree of acceptance.</i>		
	<i>There are not correct or incorrect answers.</i>		
	<i>(Strongly agree- Strongly disagree)</i>		
	1. You can learn new things, but you can't really change the level of basic intelligence.	X2_4_1_E_Growth_Eentality_E	
	2. You have certain amount of intelligence and there is not much to do to change it.	X2_4_2_E_Growth_Eentality_E	
	3. Our intelligence is something very much ours that can't be change much	X2_4_3_E_Growth_Eentality_E	

Q5: Self-Concept Scale

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	<i>This questionnaire measures a variety of feelings and behaviors in several situations. A series of statements are listed below. Read each one as if it was referred to you.</i>		
	<i>According to each statement write the number that best describe your acceptance or disagreement. Please respond to all statements. Rate in a 7-point scale from strongly disagree to strongly agree</i>		
1	PartA		
	1. I enjoy being unique and different from others in several aspects.	X2_5_A1_E_Self_Concept_E	
	2. I can openly talk to a person I met for the first time, even when that person is a lot older than me.	X2_5_A2_E_Self_Concept_E	
	3. I do my own things, no matter what others thing.	X2_5_A3_E_Self_Concept_E	
	4. I feel it is important for me to act like an independent person.	X2_5_A4_E_Self_Concept_E	
	5 I rather say "NO" at first than risk being misunderstood.	X2_5_A5_E_Self_Concept_E	
	7. I rather being forward and honest when I deal with people I just met.	X2_5_A6_E_Self_Concept_E	
	8. I feel comfortable getting compliments and rewards.	X2_5_A7_E_Self_Concept_E	
	9. Talking during class (or reunion) is not a problem for me.	X2_5_A8_E_Self_Concept_E	
	10. I always act the same no matter who I am with.	X2_5_A9_E_Self_Concept_E	
	14. I behave the same in my house and at school.	X2_5_A10_E_Self_Concept_E	

	15. I try to do what's best for me, no matter how that affect others.	X2_5_A11_E_Self_Concept_E	
2	PartB		
	1. Even when I disagree completely with the members of the group, I avoid a discussion.	X2_5_B1_E_Self_Concept_E	
	2. I respect the authority figures that I interact with.	X2_5_B2_E_Self_Concept_E	
	3. I respect people that are modest about themselves	X2_5_B3_E_Self_Concept_E	
	4. I would sacrifice my own interests in benefit of the group that I belong to.	X2_5_B4_E_Self_Concept_E	
	5. I must consider my parents advice when making educations and career plans.	X2_5_B5_E_Self_Concept_E	
	9. Sometimes I feel like my relationship with others are more important than my own development.	X2_5_B6_E_Self_Concept_E	
	10. I would offer my seat to my teacher on a bus	X2_5_B7_E_Self_Concept_E	
	11. I feel happy when people around me are happy.	X2_5_B8_E_Self_Concept_E	
	12. I would stay in the group if they need me, even when I'm not happy with the group.	X2_5_B9_E_Self_Concept_E	
	14. It is important for me that everybody gets along in the group.	X2_5_B10_E_Self_Concept_E	
	15. In general, I agree with what others want to do even when I prefer to do something different.	X2_5_B11_E_Self_Concept_E	

Q6: Self-Regulatory Focus

Nº	Question	Variable Name in R	Variable Name in Baseline Report
	<i>Read each of the following sentences and circle the number that shows your degree of acceptance. There are not right or wrong answers. (strongly agree – strongly disagree).</i>		
1	Self-Regulatory Focus I partA (Prevention Approach)		
	<i>Prevention Focus</i>		
	1. I generally focus in prevent negative events to happen in my life.	X2_6_A1_E_Self_Regulatory_E	
	2. I feel anxious about not being able to achieve my responsibilities and obligations.	X2_6_A2_E_Self_Regulatory_E	
	3. I often think in the person I'm afraid I would become in the future	X2_6_A3_E_Self_Regulatory_E	
	4. I worry often about not achieving my academic goals.	X2_6_A4_E_Self_Regulatory_E	
	6. I often think of how to prevent making mistakes in my life.	X2_6_A5_E_Self_Regulatory_E	
	8. My main goal in school now is to avoid being incompetent academically.	X2_6_A6_E_Self_Regulatory_E	
2	Self-Regulatory Focus I partB (Promotion Approach)		
	<i>Promotion focus</i>		
	1. Frequently, I think in how to achieve my hopes and aspirations.	X2_6_B1_E_Self_Regulatory_E	
	2. I often think in the person that I would like to be in the future.	X2_6_B2_E_Self_Regulatory_E	
	3. Normally I focus on the success I hope to achieve in the future.	X2_6_B3_E_Self_Regulatory_E	
	4. I often think on how to achieve academic success.	X2_6_B4_E_Self_Regulatory_E	
	5. My main goal at school in this moment is to achieve my academic ambitions.	X2_6_B5_E_Self_Regulatory_E	
	8. I often imagine myself experimenting good things that I hope happen to me.	X2_6_B6_E_Self_Regulatory_E	

Q7: Short Grit Scale (Grit-S)

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	<i>Likert scale of 5 points that goes from 1 (Strongly disagree) to 5 (Strongly agree)</i>		
	1. I often set a goal but later chose to pursue a different one.	X2_7_1_E_Grit_S_E	
	2. I have been obsessed with certain idea or project for a short period of time but later I lose interest	X2_7_2_E_Grit_S_E	
	4. The new ideas or projects often distract me from the prior ones.	X2_7_3_E_Grit_S_E	
	5. I rarely finish what I begin.	X2_7_4_E_Grit_S_E	
	6. Setbacks discourage me.	X2_7_5_E_Grit_S_E	
	8. I am not a very diligent student.	X2_7_6_E_Grit_S_E	

SECTION 3 - ENTREPRENEURIAL COGNITIONS (ENTREPRENEURIAL MINDSET)

Q1: Business Self-Efficacy

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	How interested are you in:		
	Start a company.	X3_1_A1_E_Bus_Self_Efficacy_E	
	Work on your own.	X3_1_A2_E_Bus_Self_Efficacy_E	
	Detect business opportunities.	X3_1_A3_E_Bus_Self_Efficacy_E	
	Overcome any problems you might have in the beginning of your business.	X3_1_A4_E_Bus_Self_Efficacy_E	
	Negotiate appropriately with other entrepreneur.	X3_1_A5_E_Bus_Self_Efficacy_E	
	Maintain an appropriate overview of financial affairs.	X3_1_A6_E_Bus_Self_Efficacy_E	
	Prepare and adequate business plan.	X3_1_A7_E_Bus_Self_Efficacy_E	
	Get the financial capital to start the business.	X3_1_A8_E_Bus_Self_Efficacy_E	
2	How confident are you that you could...		
	Start a company.	X3_1_B1_E_Bus_Self_Efficacy_E	
	Work on your own.	X3_1_B2_E_Bus_Self_Efficacy_E	
	Detect business opportunities.	X3_1_B3_E_Bus_Self_Efficacy_E	
	Overcome any problems you might have in the beginning of your business.	X3_1_B4_E_Bus_Self_Efficacy_E	
	Negotiate appropriately with other entrepreneur .	X3_1_B5_E_Bus_Self_Efficacy_E	
	Maintain an appropriate overview of financial affairs.	X3_1_B6_E_Bus_Self_Efficacy_E	
	Prepare and adequate business plan.	X3_1_B7_E_Bus_Self_Efficacy_E	
	Get the financial capital to start the business.	X3_1_B8_E_Bus_Self_Efficacy_E	

Q2: Identifying Opportunities

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	(Answer in whole numbers)		
	1. How many opportunities to create a company have you detected in the last three months.	X3_2_1_E_Bus_Oport_E	
	2. Of all those opportunities, in your opinion how many of them were promising to create profitable business.	X3_2_2_E_Bus_Oport_E	
	3. How many opportunities to create a company you have started, that you compromise time and resources in the last three months.	X3_2_3_E_Bus_Oport_E	

Q3: Business Attitudes

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	<i>Start a new company</i>		
	<i>(Likert scale from 1= Strongly disagree 5 = Strongly agree)</i>		
	1. It is a good opportunity to make a living.	X3_3_1_E_Bus_Attitudes_E	
	2. It is financially attractive.	X3_3_2_E_Bus_Attitudes_E	
	4. It is a safe and stable source of income.	X3_3_3_E_Bus_Attitudes_E	
	5. It means to have control	X3_3_4_E_Bus_Attitudes_E	
	6. It means to have authority	X3_3_5_E_Bus_Attitudes_E	
	7. It involves a lot of work.	X3_3_6_E_Bus_Attitudes_E	
	8. It means less time available to do other things.	X3_3_7_E_Bus_Attitudes_E	
	10. Very exciting.	X3_3_8_E_Bus_Attitudes_E	
	12. It is an opportunity to make your dreams come true.	X3_3_9_E_Bus_Attitudes_E	
	13. It means freedom.	X3_3_10_E_Bus_Attitudes_E	
	14. You obtain respect from others.	X3_3_11_E_Bus_Attitudes_E	
	15. You obtain admiration from others.	X3_3_12_E_Bus_Attitudes_E	

Q4: Social Entrepreneurship Standards

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	<i>Please, think of your closest family and friends. In what extent they would agree if you decided to create your own company?</i>		
	1. My immediate family (parents and siblings)	X3_4_1_E_Social_Norms_E	
	2. Closest friends	X3_4_2_E_Social_Norms_E	
	3. My teachers.	X3_4_3_E_Social_Norms_E	

4. STEREOTYPES AND EFFECTIVENESS

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	<i>Please rate how true or false each statement was for them on a scale from 1 (definitely false) to 5 (definitely true).</i>		
	Men are more gifted in math	X4_1_1a_E_Stereotypes_E	
	Men have a natural predisposition/ capacity to be entrepreneurs	X4_1_1b_E_Stereotypes_E	
	If a girl wanted to, she could be as successful in the field of Science, Technology, Engineering, Mathematics as men.	X4_1_1c_E_Stereotypes_E	
	If a girl wanted to, she could be as successful in business as men.	X4_1_1d_E_Stereotypes_E	

STEM self-efficacy

Nº	Question	Variable Name in R	Variable Name in Baseline Report
1	Please, state your level of intention with respect to the following statements: (5-point Likert scale from 0=Nothing to 5=Totally) <i>How sure are you that you could...</i>		
	Be accepted into college in a field of Science, Technology, Engineering, Mathematics	X4_2_1a_E_STEM_Self_E	
	Learn complicated concepts.	X4_2_1b_E_STEM_Self_E	
	Overcome any problems you may have while studying or working in a field of Science, Technology, Engineering, Mathematics	X4_2_1c_E_STEM_Self_E	
	Become a professional in a field of Science, Technology, Engineering, Mathematics.	X4_2_1d_E_STEM_Self_E	