

Design of an Online English Teaching Institute: Summum Institute

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Thesis to Obtain The Bachelor's Degree in Foreign Languages with Emphasis on English

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Dedication

To my family—thank you for being my constant source of inspiration and support. To my dad, Luis Eduardo Hernandez Picón, who, since I was young, encouraged me to be my own boss and dream of building something meaningful on my own terms. To my mom, Yamile Molina, who set an incredible example by leaving her job to start her own business, showing me firsthand the courage it takes to pursue a passion.

To my sister, Angy, who inspires me daily as she thrives in her own business. And to my sister, Zully, for always being there with advice, encouragement, and financial support whenever I needed it.

Your guidance, belief in me, and endless encouragement have made all the difference. This work is for you—a small token of my pride and gratitude for all you've done to support me in making this vision a reality.

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Abstract

Title: Design of a Virtual Institute for Teaching English: Súmmum Institute ^{1*}

Author: Julieth Elisa Hernandez Molina ^{2* 3*}

Keywords: English, virtual institute, online education, communicative methodology, economic viability, educational innovation

Description: This thesis presents the design and feasibility study of the Súmmum Institute, a virtual English language teaching institution located in Bucaramanga, Colombia, aimed at addressing the increasing demand for English proficiency in both professional and academic contexts. Utilizing a communicative approach, the institute offers both personalized and group classes that promote active learning applicable to real-life situations. The proposal encompasses a comprehensive market analysis as well as a financial model that demonstrates the project's economic viability. Additionally, a PESTEL analysis identifies the opportunities and challenges within the online education sector, which has informed the development of an effective operational and marketing strategy.

The educational offerings are characterized by their flexibility and accessibility, featuring competitive pricing and customizable schedules. Consideration is also given to the expansion of programs, such as business English and preparation for certification exams, alongside the implementation of advanced technological tools and partnerships with businesses and institutions. Online education not only facilitates access to learning but also minimizes environmental impact by reducing the need for physical travel.

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Resumen

Título: Diseño de un Instituto Virtual de Enseñanza de Inglés: Súmmum Institute^{1*}

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Palabras Clave: inglés, instituto virtual, educación en línea, metodología comunicativa, viabilidad económica, innovación educativa

Descripción: Este trabajo de grado presenta el diseño y viabilidad de Súmmum Institute, un instituto virtual de enseñanza de inglés en Bucaramanga, Colombia, que busca responder a la creciente demanda de aprendizaje del inglés en el contexto laboral y académico. A través de un enfoque comunicativo, el instituto ofrece clases personalizadas y grupales, permitiendo un aprendizaje activo y aplicable a situaciones reales. La propuesta incluye un análisis de mercado, así como un modelo financiero que demuestra la viabilidad económica del proyecto. Además, el análisis PESTEL identifica oportunidades y desafíos en el sector educativo en línea, lo cual permitió desarrollar una estrategia de operación y mercadeo efectiva.

La oferta educativa se destaca por su flexibilidad y accesibilidad, con precios competitivos y horarios adaptables. Se considera la expansión a otros programas, como inglés de negocios y preparación para exámenes de certificación, junto con la implementación de herramientas tecnológicas avanzadas y la colaboración con empresas e instituciones. La educación en línea no solo facilita el acceso al aprendizaje, sino que también minimiza el impacto ambiental al reducir desplazamientos físicos. Así, Súmmum Institute se posiciona como una opción innovadora y sostenible en la enseñanza del inglés en Colombia, con potencial de crecimiento a largo plazo.

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Introduction

In today's world, learning English has become an indispensable necessity. Recent studies indicate that English remains the most in-demand language in the workplace, with 85% of employers looking for candidates with this skill (EF Education First, 2020). In an increasingly competitive job market, mastery of English is key to accessing better job opportunities and higher salaries. According to a study by the Inter-American Development Bank (IDB), professionals who master English can earn up to 50% more than those who do not speak it (IDB, 2017). For Colombian professionals, this skill not only enriches their profile, but is a fundamental pillar to stand out in a globalized environment. In Colombia, the demand for bilingual workers has grown exponentially due to the increase in foreign direct investment (ProColombia, 2019).

Globally, English is consolidating as the universal language in business, science and technology. According to the World Economic Forum, English is the predominant language in more than 90% of scientific research published worldwide (WEF, 2021). In Colombia, the increase in foreign companies and the expansion of international markets have driven the demand for bilingual professionals. According to the Colombian Ministry of National Education, more and more companies require their employees to have English skills to meet the demands of the international market (MEN, 2020).

To assess the viability of this institute, a detailed analysis will be carried out, covering both the market study and the operational strategies to be implemented. A clear target audience will be defined, made up of people interested in acquiring or improving their level of English, and the

challenges that could arise, such as market competition and the implementation of educational technologies, will be considered. The methodological plan includes cost analysis, financial projections and an operating model that ensures the long-term sustainability of the project.

1. Justification

In the current context, marked by the growing demand for flexible and accessible educational alternatives, there is a need to offer virtual courses that not only provide schedule flexibility, but also academic quality and safety for students (Exactitude Consultancy, 2024). The global pandemic accelerated the adoption of online education as an effective form of remote learning, highlighting the importance of educational options adaptable to the changing needs of a constantly evolving society (Ochoa & Torres, 2021).

This thesis is based on the design of a company dedicated to offering virtual courses with a distinctive value proposition. In a market saturated with options, this company stands out for the academic excellence and flexibility it offers its students. By being associated with highly qualified teachers from the Industrial University of Santander, the quality and academic rigor of its courses is guaranteed, providing students with an enriching and satisfying online learning experience.

The business opportunity lies in the growing demand for virtual courses, especially since the pandemic. The flexible schedule of the courses is attractive to a wide variety of students, from children to adults with work responsibilities (La Nota Economica, 2021). In addition, being a

company based on the online education model, it contributes to reducing the carbon footprint, minimizing the need for physical travel to attend face-to-face classes (Geoinnova, 2022).

In the long term, the company aims to expand internationally, bringing its educational offering to new markets and including Spanish as a foreign language courses to meet global language learning needs. This expansion will not only boost the company's economic growth, but will also promote intercultural understanding and linguistic diversity in an increasingly connected world.

2. Objectives

2.1 General Objective

Determine the feasibility of creating a virtual English teaching institute in the metropolitan area of Bucaramanga.

2.2 Specific Objectives

Study the business context of the virtual English teaching institute to identify the opportunities and challenges related to the creation of the institute.

Design a marketing plan for the launch and operation of a virtual English institute, supported by demand projections identified through market research in the metropolitan area of Bucaramanga.

Propose the structure for the operation of the institute that includes missionary and support processes.

Propose strategies to mitigate the negative environmental and social impact that the business may cause or enhance the opportunities that these dimensions generate for the business through a socio-environmental analysis.

Determine the economic viability of the project under different scenarios, through a financial analysis.

3. Theoretical framework

3.1. Teaching strategies

3.1.1. Online education

Online education has experienced accelerated growth in recent years, especially driven by technological advances and the need to adapt to a globalized environment. This teaching model not only allows greater flexibility for students, but also breaks down geographical barriers, offering learning opportunities to people who previously did not have access to certain educational resources.

One of the main advantages of online education is its ability to provide personalized learning. Through digital platforms, students can access content adapted to their pace, learning style, and specific needs, which favors a more enriching and effective experience (Nduagbo, K. C, 2023). In addition, this format allows real-time interaction with teachers and peers, thanks to tools such as video calls and collaborative platforms, which facilitates the development of communication and problem-solving skills in a virtual environment (Obaco Soto, et al., 2023).

However, despite its many benefits, online education also presents challenges. One of the most notable is the need for adequate technological infrastructure, both in terms of connectivity and access to devices. In countries such as Colombia, although significant efforts have been made to improve connectivity, there are still rural areas where the lack of access to quality internet limits the effective implementation of virtual educational programs (Ministry of National Education, 2020).

Another major challenge is student motivation and self-discipline. Without the direct supervision of a teacher, online education students must be more autonomous and manage their time better to complete assigned activities and tasks (Acosta, NLC, 2023). This can be difficult for some, especially in an environment where distractions are more common.

3.1.2. Communicative approach

The communicative approach in teaching has the characteristics of providing the student with the ability to communicate effectively in a real context. It also has as principles and strategies allowing the student to make mistakes and taking those mistakes as part of the process and feedback to know what to improve. In addition, giving the student opportunities to communicate clearly and fluently. It is important that in this process the student is helped to develop all four of his language skills consecutively while learning the grammar rules unconsciously (Rodriguez et al., 2022). Some of the most recurrent activities in a classroom are role play, interviews and simulations, all of this in groups and pairs, with the intention that the student gains confidence and begins to improve his fluency (Luna-Hernandez, 2020).

3.1.3. Formative assessment

Formative assessment is necessary for the teacher to keep track of the student's progress and, in this way, obtain constant feedback that not only helps the student, but also the teacher to improve his or her teaching strategies (Cruzado Saldaña, 2022). In the context of an online English teaching institute, digital tools can facilitate formative assessment through interactive quizzes, surveys, and discussion forums. The use of digital technologies in feedback plays a crucial role in guiding the learning process and improving outcomes. The COVID-19 crisis has accentuated its relevance as a fundamental tool to support and strengthen the educational process on online platforms, offering an effective alternative to traditional in-person teaching (Glarza-Salazar, 2021).

3.2. Contents

3.2.1. Curriculum and study program

The curriculum should be designed to meet the objectives of the communicative approach, primarily promoting constant interaction between students and real use of the language. Gonzalez-Loret (2024) suggests that an effective curriculum for virtual environments should focus on the careful selection of teaching materials and methodologies. It should also ensure that students acquire the linguistic, sociopragmatic and digital skills necessary for effective communication and assessment should be innovative, using approaches such as performance-based assessment and should analyze whether the tools used facilitate the intended learning.

3.3. Professor profile

Teachers must possess certain skills to teach in a virtual environment. First, they must have pedagogical skills, which include teaching skills and teamwork skills, which allow them to act assertively in the face of different unforeseen events. Second, they need social skills, which are essential to make the student feel comfortable in a virtual environment. Finally, it is absolutely necessary for teachers to have good technical training in order to successfully integrate the use of technological tools into their teaching (Vazquez, 2021).

3.4. Student profile

To be successful in learning English, a student must have a positive attitude and be highly motivated, with clear aspirations and concrete goals. Active participation in the learning process is essential, as is willingness and proactivity, always maintaining a positive attitude. Feeling proud of their achievements and meeting their goals reinforces their commitment. It is crucial to integrate learning English with the student's academic and social life, through activities that link the language with their professional career (Criollo Narvaes, 2019).

3.5. Legal and regulatory references

3.5.1. educational regulations

According to the Colombian Ministry of National Education, the National Bilingualism Program establishes educational norms and standards for teaching English, aligned with the levels of the Common European Framework of Reference for Languages (CEFR). This program aims to develop communicative skills in English in both teachers and students at all educational levels. Primary school teachers must reach a B2 level, while 11th grade students must reach a B1 level.

In addition, standardized assessments are used and continuing education programs are promoted to ensure the acquisition of necessary skills. Teaching methodologies are aligned with international standards and the use of technologies and digital media is encouraged to optimize language learning, with the aim of improving language skills and fostering effective communication in globalized contexts.

3.5.2. Data protection

In 2014, the Ministry of National Education of Colombia updated its privacy policy document, which establishes clear rules on how student data is handled and protected. This document applies to all databases managed by the Ministry. The information collected is used to record data in the databases, analyze and compile statistics, comply with laws, and provide technical assistance. Data processing includes collecting, storing, using, sharing, and deleting data, while maintaining confidentiality and security, as required by Law 1581 of 2012 and Decree 1377 of 2013. The individuals to whom the data belongs have rights, such as accessing their information free of charge, requesting corrections, and filing complaints with the Superintendency of Industry and Commerce. The Citizen Service Unit handles requests, questions, and complaints about personal data, following established processes to ensure prompt and appropriate responses.

4. Methodology

4.1. Pestel Framework

To develop this degree work, a context analysis is carried out using a data collection tool known as the PESTEL framework. This type of analysis is essential to understand the external context in which an organization operates and focuses on six key areas: the political sphere, the economy, social factors, technological advances, environmental impact and legal regulations (Singh & Pereira, 2020).

4.1.1. Political factor

In the context of the creation of a virtual English institute in Colombia, government policies play a key role in promoting education through digital platforms. Initiatives such as "Technologies for Learning" aim to improve access to technology and connectivity, which is essential for the operation of virtual educational institutions (MinTIC, 2020). In addition, the country offers tax incentives to technology companies, allowing for a reduction in operating costs (MinCiencias, 2023). However, companies must comply with strict regulations on data protection and guarantee educational quality. According to Statutory Law 1582 of 2012, it is the constitutional right of citizens to know, update and rectify information in databases. This law establishes principles such as legality, confidentiality, and security, which obliges companies to treat personal data responsibly and transparently, and to ensure its integrity and security. Fines for non-compliance can be severe, reaching up to 2,000 legal monthly minimum wages (Public Function, 2015).

4.1.2. Economic factor

Virtual learning offers significant advantages thanks to massive global connectivity, allowing for flexible hours and greater adaptability to the demands of future remote work (La Nota Económica, 2021). In this context, language learning, especially English, has become essential for the labor market, education, and communication, prompting digital platforms to offer a hybrid approach that combines virtual and face-to-face interactions. These platforms must implement strategies, such as gamification, to foster motivation and continued interest of users. Technology has facilitated the development of dynamic, exclusive, and personalized content that fits the needs of individual students (43%), educational institutions (30%), and government agencies (12%) (Exactitude Consultancy, 2024). However, rapid technological advancement also poses challenges, as it can limit equitable and personalized access to language learning globally. Digital platforms must commit to inclusion, adapting their content and strategies to the needs of people with disabilities and different cultural backgrounds. Furthermore, it is crucial that the monetization models of these platforms align with technological innovations to ensure that users acquire skills relevant to the labor market (Faster Capital, 2024) .

4.1.3. Social Factor

In Colombia, the perception of virtual education has changed significantly, especially after the COVID-19 pandemic, when many began to see this modality as an accessible alternative to obtain training. However, significant challenges persist, such as unequal access to adequate technology and internet connectivity, which creates gaps in learning. Despite these difficulties, interest in online education has grown. A study indicates that, although accessibility has improved,

there are still problems such as school dropouts and a lack of specific training for teachers in the use of digital tools. This suggests that, although virtual education is valued, these challenges need to be addressed to ensure that all students benefit from this modality (Rodríguez & Muñoz, 2022).

4.1.4. Technological Factor

According to the MinTIC report for 2023, in Colombia there was an increase in internet accessibility, mainly in the city of Bogotá and in the departments of Antioquia and Risaralda; reaching 8.95 million connections and, in addition, more than 41 million mobile internet accesses were registered, with 88% using 4G technology.

4.1.5. Environmental factor

Distance education has the potential to generate significant environmental impacts, such as the reduction in the use of natural resources and the decrease in polluting emissions. It is estimated that this type of education can achieve a 90% reduction in energy consumption and an 87% reduction in CO2 emissions, in addition to reducing the production of physical materials, such as book paper, and emissions associated with reduced use of transportation (Geoinnova, 2022). In Colombia, universities such as Manuela Beltrán and Javeriana in Bogotá have promoted the transfer of some classes to the virtual mode as part of their environmental commitment, contributing to the reduction of polluting gases and the improvement of air quality (CityTV, 2024).

4.1.6. Legal Factor

In Colombia, there are key laws that regulate aspects such as data protection, education and workers' rights, all of which have an impact on companies that operate online.

First, Statutory Law 1581 of 2012 is essential for companies operating on digital platforms, as it regulates the protection of personal data in Colombia. Any company that handles user information, such as online educational institutions, must comply with strict requirements to ensure the security, confidentiality and legality of the processing of personal data. In addition, the Superintendency of Industry and Commerce (SIC) can impose severe sanctions on companies that do not comply with these regulations, with fines that can reach 2,000 monthly minimum wages.

Another important aspect is the labor regulations and obligations related to employees working remotely. According to Decree 884 of 2012, specific regulations are established for teleworking, which is highly relevant for online education companies. These regulations require employers to guarantee adequate conditions for teleworking, including aspects of occupational health and safety. Complying with these regulations is essential to avoid legal conflicts and sanctions.

Furthermore, in the education sector, the General Education Law (Law 115 of 1994) remains a regulatory pillar, establishing the rights and duties of both educational institutions and students. Although this law was enacted years ago, its principles remain in force and must be complied with by any company that offers educational services, including those that do so virtually.

Finally, Bucaramanga, being one of the cities with technological development and innovation initiatives, can also benefit from national programs such as those promoted by the

Ministry of Information and Communication Technologies (MinTIC), which encourage the creation of digital companies through tax incentives and support for innovation. This creates a favorable legal environment for the establishment of online educational companies.

4.2. Benchmarking

Benchmarking is a continuous process in which a company evaluates its products, services or practices in comparison with those of its main competitors, in order to identify areas for improvement and opportunities for innovation (Camp, R. C, 2024). Therefore, an analysis of Súmum Institute's direct competitors was carried out. Among the most notable are:

Open English , a well-known platform in Latin America that offers live classes with native teachers and interactive resources 24 hours a day, with a total language immersion approach (Colombia Calendar, 2024). **International House (IH)** Colombia is located in several cities and uses a communicative method from day one, minimizing the emphasis on grammatical theory. They offer specialized courses, such as business English and international exam preparation (Papora, 2024). **Cambridge English School** stands out for following the Cambridge program, focused on academic excellence and exam preparation, with a methodology that combines theory and practice (Colombia Calendar, 2024). Finally, **English Factory** offers personalized teaching, focused on speaking English from the first moment, promoting total immersion (Papora, 2024).

While these companies have advantages, when comparing them to Súmum Institute, several key differentiators are identified. First, in terms of **methodology** , while Open English and Cambridge English School combine total immersion and exam preparation, Súmum Institute focuses on a communicative method centered on interaction and implicit learning. This makes it

more suitable for those students who want to develop practical communication skills rather than focusing solely on passing tests.

Second, the quality of **the teachers** is a distinctive aspect. All the teachers at Súmmum Institute are students or graduates of the Universidad Industrial de Santander, which guarantees high-quality teaching, a characteristic that is not highlighted in the same way at Open English or International House.

Finally, **prices** are a key point of comparison. Súmmum Institute offers group classes at \$19,000 COP per hour and personalized classes at \$39,000 COP. These prices are significantly more affordable compared to International House, whose full course costs \$1,900,000 COP, and English Factory, which charges \$1,325,000 COP per course. This makes Súmmum Institute an attractive option for young students on a budget.

4.3. Business model canvas

Once the PESTEL analysis is complete, the next step is to create the first business proposal, using the Business Model Canvas. This tool was created by Alexander Osterwalder and Yves Pigneur and is essential for the creation, design and analysis of business models. This tool is structured into nine blocks that address crucial aspects of a business, such as the different customer segments, value propositions, distribution channels and cost structure (Osterwalder & Pigneur, 2010).

Figure 1

Business Model CANVAS

COMPANY: SÚMMUM INSTITUTE

<p>Key Partnerships</p> <p>UIS Technology providers for digital platforms. Partners in digital marketing and advertising.</p>	<p>Key Activities</p> <p>Develop and offer online classes. -Select and train teachers. -Maintain and manage the online platform. -Promote the business through digital marketing</p> <p>Key Resources</p> <p>UIS Teachers -Website designer, tracking and payment system. -Virtual classrooms -Updated educational resources and teaching materials</p>	<p>Value Propositions</p> <p>- Highly qualified teachers from the Industrial University of Santander. - Communicative Method - Formative Evaluation</p>	<p>Customer relations</p> <p>-Clients have access to an online progress tracking system (daily evidence is provided) -Seasonal, referral and loyalty promotions.</p> <p>channels</p> <p>Social networks such as: Facebook groups Instagram Tiktok WhatsApp.</p>	<p>Customer segments</p> <p>Users: Children, teenagers, adults and professionals in Colombia.</p> <p>Clients: Parents of children and teenagers in Colombia, adults, professionals and schools.</p>
<p>Cost structure</p> <ul style="list-style-type: none"> - Teacher salaries - Online platform costs - Marketing and advertising costs - Investment in educational resources and materials 		<p>Sources of income</p> <ol style="list-style-type: none"> 1. Course Prices per Hour: <ul style="list-style-type: none"> • Group Course: 19,000 COP per hour • Personalized Course: 39,000 COP per hour 2. Payment Methods: <ul style="list-style-type: none"> • Cash, Card (Credit/Debit), Bank Transfer. 3. Billed Monthly 		

Note. The figure presents the components of the CANVAS model, within the framework of the Súmmum Institute.

4.4. Market research

4.4.1 Survey

The objective of this survey was to investigate the level of interest Colombians have in purchasing virtual English courses, as well as to identify what type of course they would prefer, their opinions on the ideal class structure, and the price range they would be willing to pay. This

analysis seeks to assess the viability of the educational project, determining whether there is sufficient demand for the development of a virtual English teaching institute in Colombia.

The survey was divided into seven sections: demographic information, interest in virtual classes, class preferences, prices, class schedules, previous experience in English education, and learning preferences. A total of 22 questions were included, mostly multiple choice, along with some open-ended questions to more accurately capture participants' opinions and expectations about virtual English classes. This allowed for detailed information about potential clients and their needs. The sample consisted of more than 300 people, both men and women, from underage students to retired seniors from Bucaramanga and its metropolitan area. Given the limited time available to collect the data, a non-probabilistic finite sample was chosen. In this technique, a predetermined number of elements of the population is intentionally selected, using criteria such as convenience, judgment, or expertise (Hernández González, 2021).

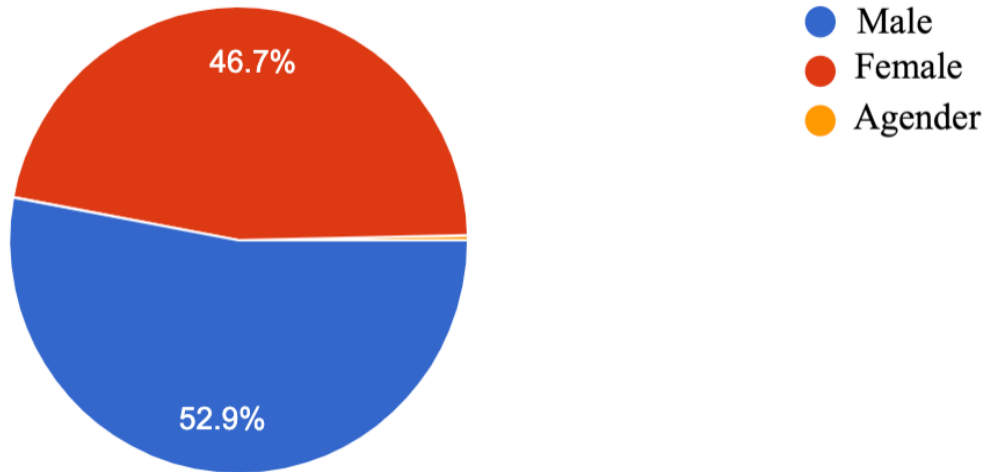
The survey was conducted via Google Forms, which made it easy to access and collect responses. For data analysis, the automatic analysis provided by Google Forms was used, which allowed for rapid preliminary results.

4.4.1.1. Survey results.

4.4.1.1.1. Respondent profile. The majority (57.2%) of respondents are between 18 and 24 years old, with a gender balance, where 52.9% are men and 46.7% women. This data indicates a predominant interest in young adults, which may influence the focus and tone of the content.

Figure 2

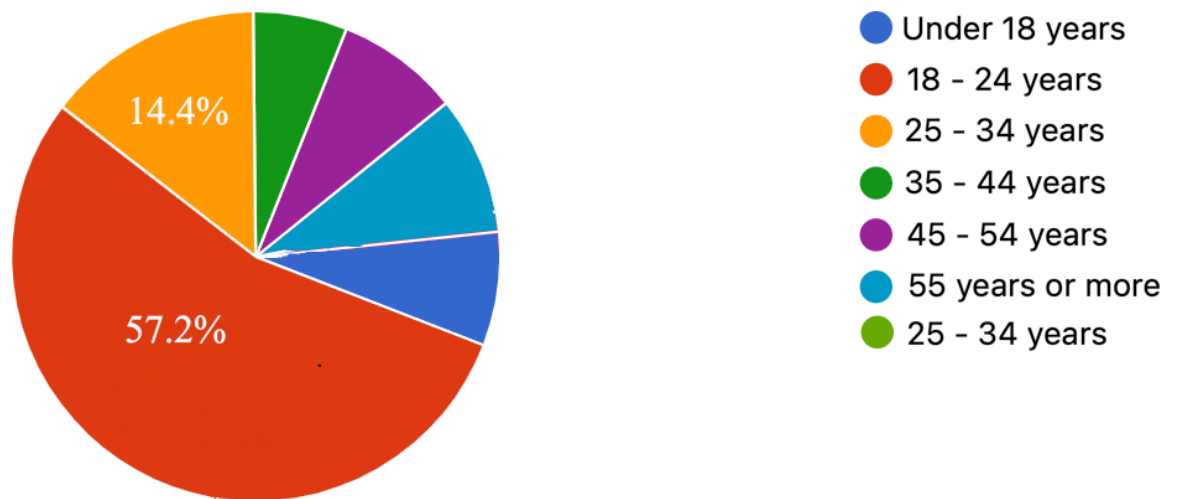
Gender of respondents



Note. The figure shows the percentage gender distribution among respondents.

Figure 3

Age of respondents

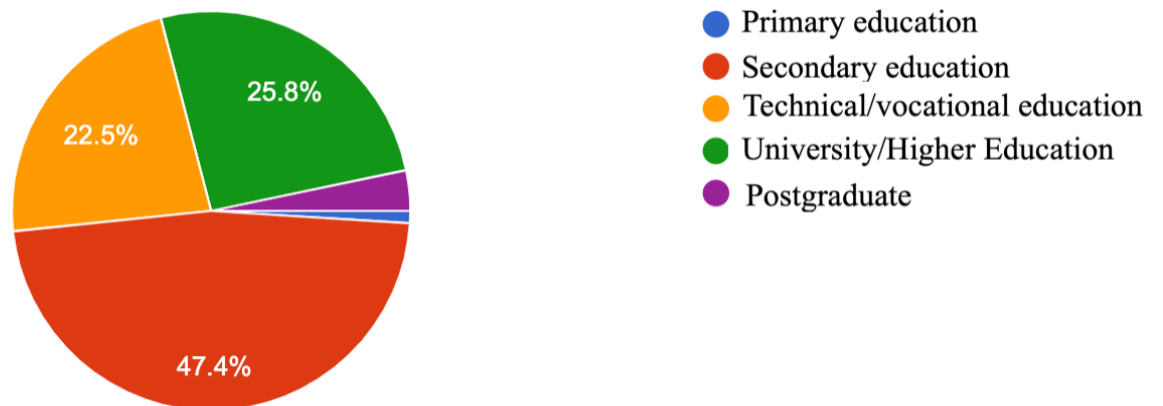


Note. The figure shows the percentages of the different age ranges of the respondents.

The majority has a secondary education (47.4%) or is in university (25.8%), which suggests that the content should be accessible to students with intermediate and higher secondary education.

Figure 4

Highest educational level attained by respondents

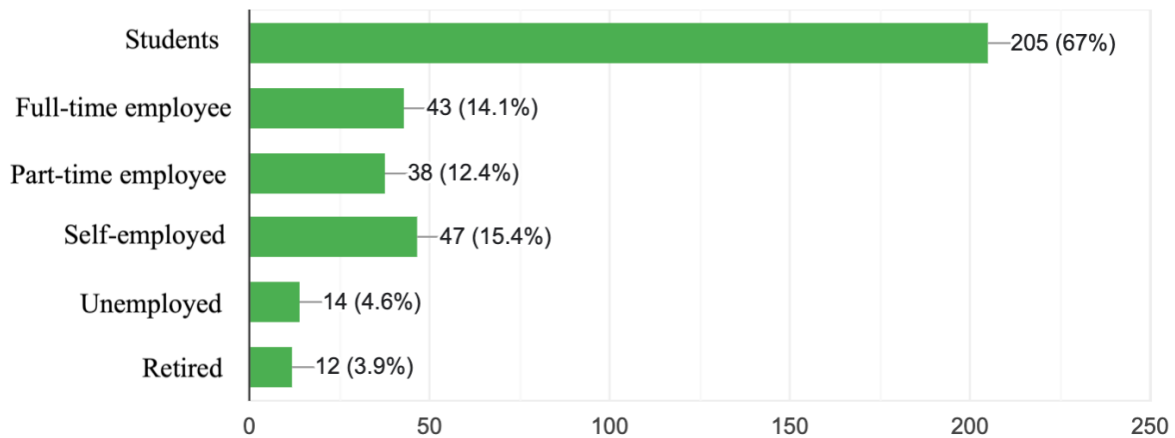


Nota. The figure represents the percentages corresponding to the highest level of education achieved by the respondents.

67% of respondents are students, meaning they are looking for flexibility and accessibility. Students, often on limited incomes, could benefit from affordable plans or hourly packages that suit their budgets.

Figure 5

Occupation of respondents

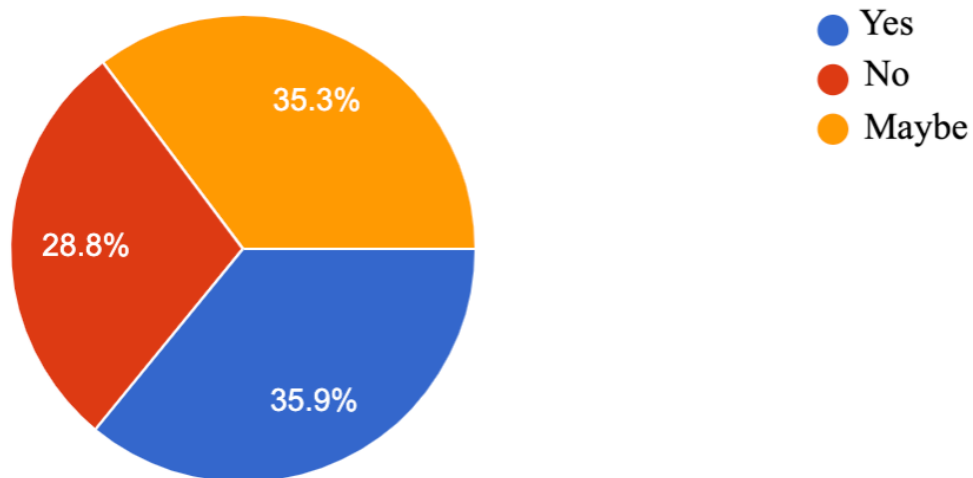


Note. The figure shows the percentage distribution of respondents' occupations.

4.4.1.1.2. Interest in online English classes. 35.9% are willing to pay, and 35.3% said “maybe,” indicating significant potential interest. The most common reason for choosing “no” was a preference for in-person classes, suggesting that incorporating an interactive or live component could enhance the online experience.

Figure 6

Interest in paying for virtual classes

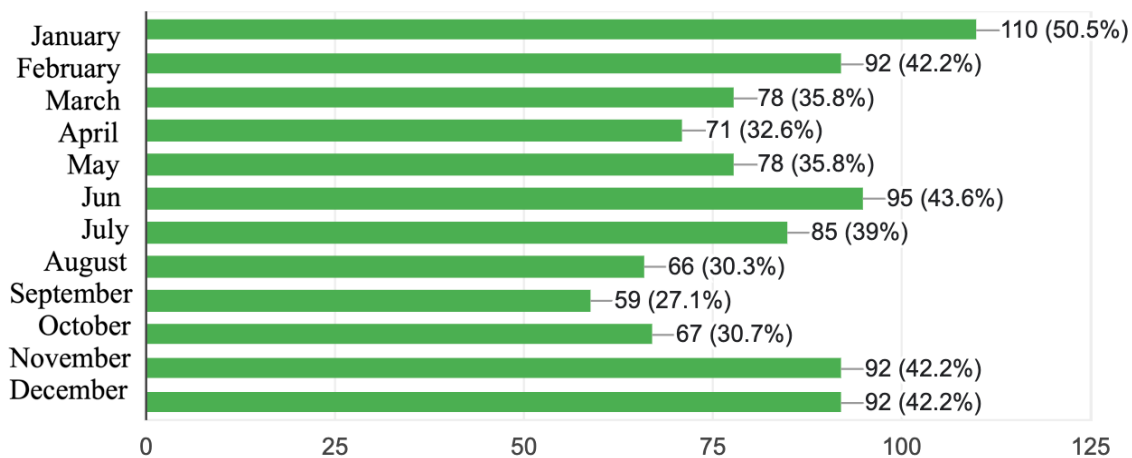


Note. The figure represents the percentage of interest of respondents in purchasing virtual English classes.

The most popular months for taking classes are January (50.5%) and December (42.2%), possibly due to holidays and free time. This can guide the start of promotional campaigns in these seasons.

Figure 7

Respondents' preference for months

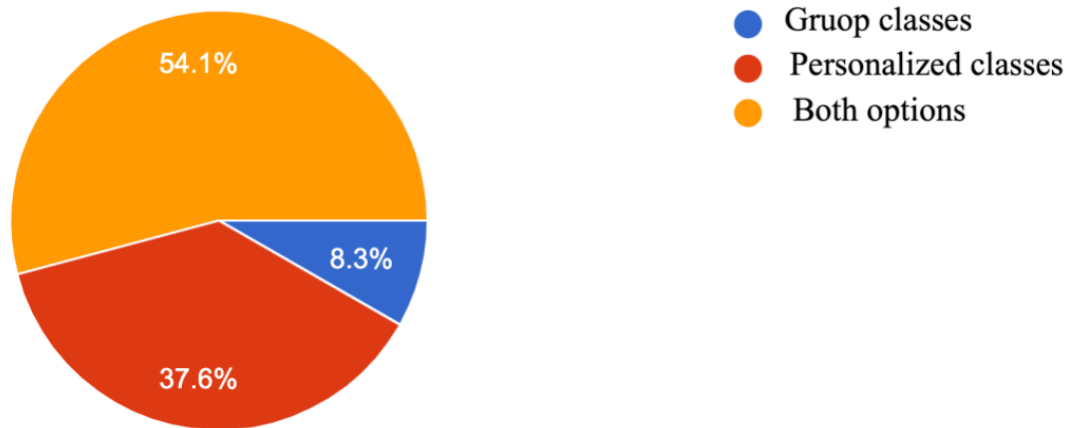


Note. The figure shows the percentages of the months in which respondents showed the greatest interest in taking English classes.

4.4.1.1.3. Preferences for class format and price. 54.1% prefer a combination of personalized and group classes. This suggests that a flexible and mixed offer can capture the attention of most potential students.

Figure 8

Types of classes



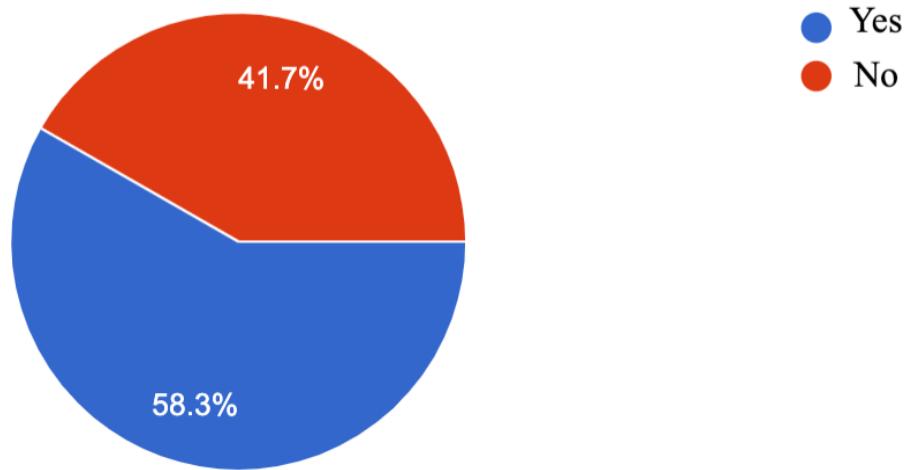
Note. The figure represents the percentages of respondents' preference for group classes, personalized classes, or both options.

Respondents are willing to pay approximately \$19,000 COP per hour for a group class and \$39,000 COP for a personalized class. With an average demand of 24 hours per month, this information will help you structure prices based on modality and frequency.

4.4.1.1.4. Experience and level of English. 58.3% have taken English classes before, but 41.7% have not. Therefore, you can find a balance between beginner and intermediate levels, perhaps including a leveling course for those starting from scratch.

Figure 9

Experience with English courses

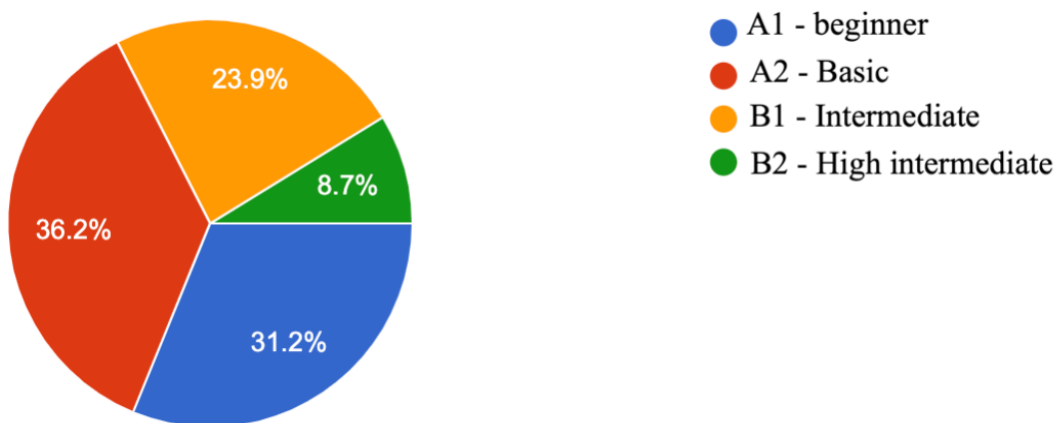


Note. The figure shows the percentages of respondents with and without previous experience in taking English classes.

Most students are at basic levels (A1 and A2), with 36.2% at A2 and 31.2% at A1. This indicates that classes should cover the basics of the language in depth, with an emphasis on basic and intermediate concepts.

Figure 10

English level of respondents

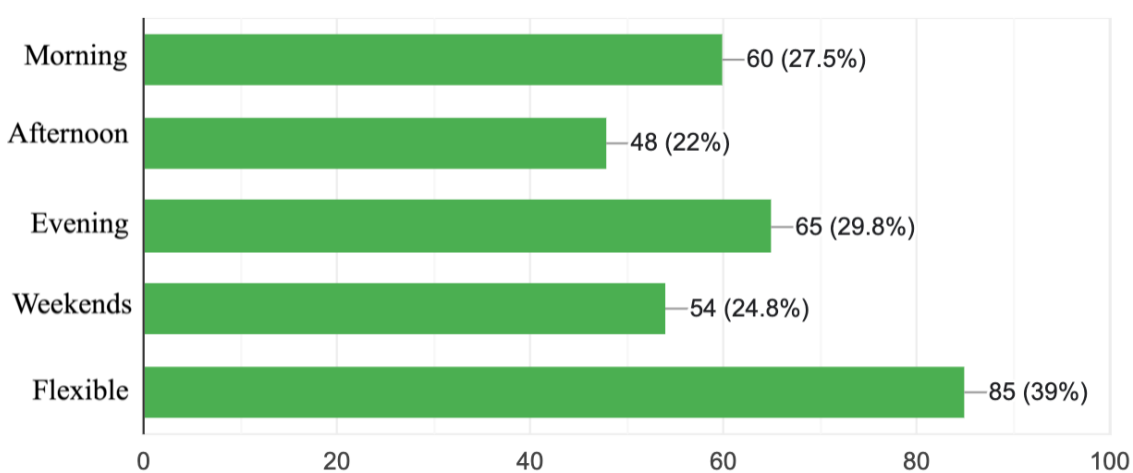


Note. The figure shows the percentages of different levels of English among the respondents.

4.4.1.1.5. Schedule and purpose of study. *Schedule preference: Most prefer flexible schedules (39%), but there is interest in evening (29.8%) and morning (27.5%), and a considerable proportion would be willing to take classes on weekends (24.8%).*

Figure 11

Respondents' preference in schedules

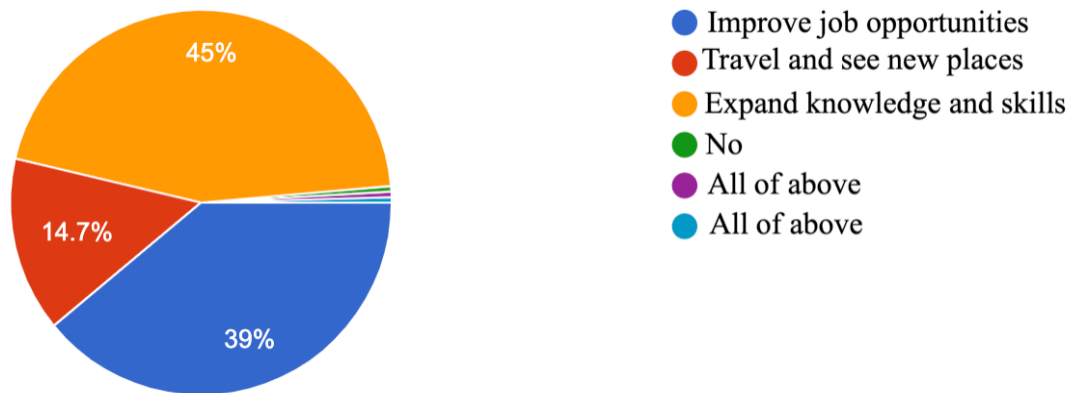


Note. The figure represents the percentages of respondents' time preferences for classes.

Expanding knowledge and skills (45%) and improving job opportunities (39%) are the main reasons, suggesting that the course could focus on functional and professional English.

Figure 12

Reasons given by respondents for taking English classes

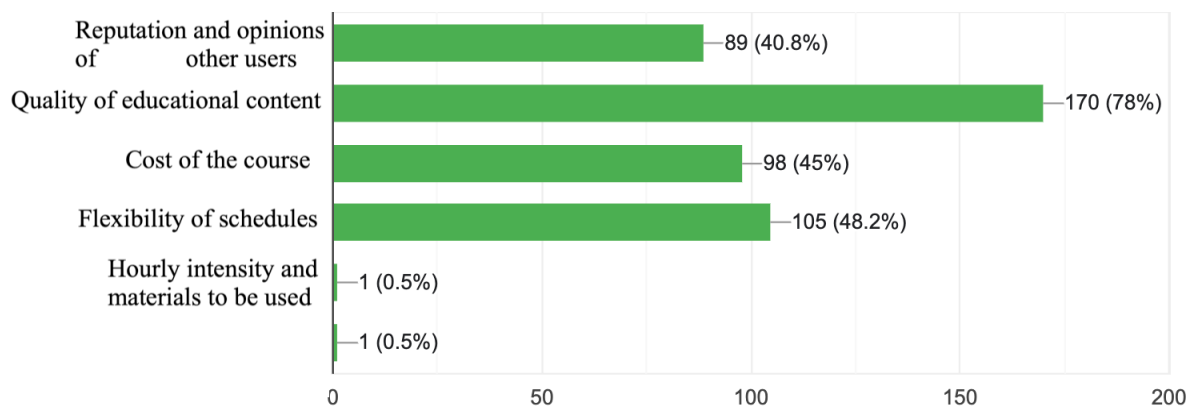


Note. The figure represents the percentages of the reasons that lead respondents to be interested in taking English classes.

4.4.1.1.6. Choice and distrust factors. The quality of educational content (78%) and flexible schedules (48.2%) are the most valued aspects, so offering a solid study plan and adaptable schedules would be key.

Figure 13

Reasons to choose an English course

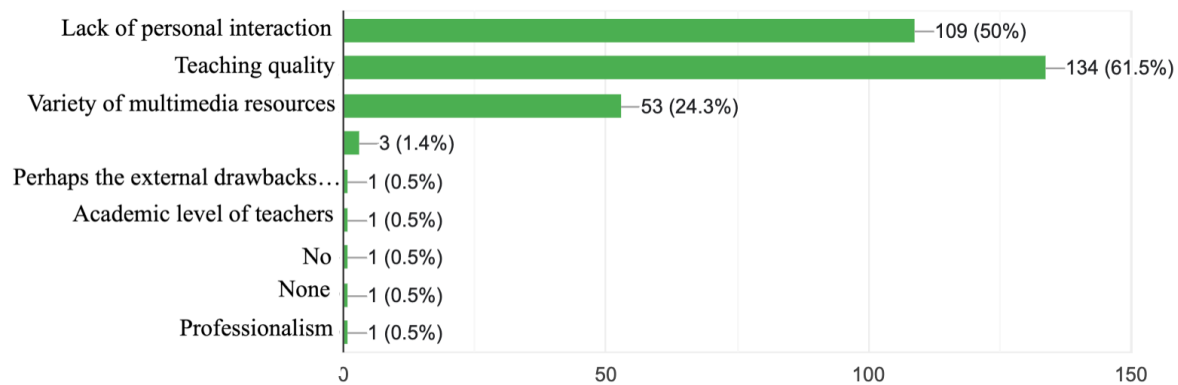


Note. The figure represents the percentage of factors that respondents consider most relevant when selecting an online English course.

The main concerns are the lack of personal interaction (50%) and the quality of teaching (61.5%). To combat these fears, you could highlight interactive methodology and real-time support, as well as student testimonials.

Figure 14

Aspects of distrust of respondents towards virtual classes



Note. La figura representa los porcentajes de los aspectos que generan mayor desconfianza hacia las clases virtuales entre los encuestados.

In conclusion, the data indicate that Súmum Institute should focus on young students with intermediate education who are looking for flexibility in their schedule. A mixed class model (personalized and group) at affordable prices could meet the needs identified well. In addition, highlighting the quality of the content and the interactivity in the classes will be key to overcoming the distrust of the online modality.

4.4.2 Interviews

Next, the interviews were designed to be carried out through the Zoom virtual platform, in order to have the greatest possible flexibility to schedule an appointment in the busy schedules of

the interviewees. These interviews were conducted with the consent(see in anex 2) of experts from different sectors, including representatives of the Bucaramanga Camara de Comercio. This interview consisted of a maximum of 40 minutes and 28 open questions, which were divided into 14 categories: Personal presentation; Legal requirements; Specific regulations; Financial aspects; Taxes and fiscal obligations; Business strategies; Competitiveness; Advantages of virtual teaching; Challenges and solutions; Technologies and methodologies; Teaching methods; Future and trends; Innovation and improvements; and Closing.

Also, the interview with an expert, specifically from the business creation sector in English teaching, the owner of an English teaching institute, is mentioned. As with the previous interview, this one had a maximum duration of 40 minutes, where 56 open questions were asked divided into 14 categories: History and motivation; Planning and strategy; Legal and administrative requirements; Financing; Curriculum and programs; Human resources; Clients and marketing; Challenges and solutions; Growth and expansion; Innovation and trends; Implementation of virtual classes; Security and privacy; Advice for entrepreneurs; and Personal reflections.

The findings on the interviews were divided into several categories, highlighting the most important aspects. The need to comply with the legal requirements for establishing a company in Colombia was addressed, which involves considering both the express connections and the various legal forms that a company can adopt. The implications of liability for owners were also emphasized.

Regarding data protection and privacy, both participants agreed on the importance of complying with current regulations and obtaining informed consent from users. In the area of virtual teaching, the implementation of privacy clauses and the protection of access keys in classes were mentioned.

Regarding business planning and strategies, the relevance of carrying out an exhaustive market study to determine effective marketing strategies was underlined. The advantages of virtual teaching include cost savings and flexible hours, while challenges, such as the lack of physical interaction, were recognized as important aspects to consider. In the second interview, challenges related to the creation of the institute were discussed, including the search for a suitable location and economic aspects.

Finally, technological platforms and recommended methodologies were presented, highlighting the use of gamification and the increasing incorporation of artificial intelligence in classes. Current trends towards more accessible and user-centred teaching methods were also highlighted. Emerging as key categories are technological trends and innovations, gamification as a teaching method and the various legal forms of business.

4.5 sales projection

A sales projection was made using the survey results. Of the 307 people who responded, 71.2% expressed interest in virtual classes, which represents approximately 218 potential clients (see in figure 6).

The first step was to manually enter the respondents' answers, which included the month they were willing to take classes, the type of classes they preferred (group, personalized, or both), the price they were willing to pay per group hour and per in-person hour, as well as the number of hours they wanted to take per week; with this data, The average price for group and personalized classes was calculated. The results were:

Average per group hour: **19,000 COP.**

Average per personalized hour: **39,000 COP.**

Additionally, the average number of weekly hours desired for each type of class was determined and multiplied by four to obtain the total monthly hours. Then, the number of people interested in group classes and the number of people interested in personalized classes for each month was counted.

The hours sold were then calculated by multiplying the number of people interested in each type of class by the monthly hours. In this way, the total number of hours sold for personalized and group classes was obtained.

Finally, the hours sold were multiplied by the corresponding price averages (group or personalized). Then, the income from both columns was added to determine the total income for each month. Finally, by adding all the monthly income, the projected annual income of **COP 1,098,828,000.00** was obtained.

Table 1

Total company's annual income

Month	people interested/group classes	Int. people/personalized	Avg. hrs/group	Avg. hrs/personalized	Price/hr group classes	Group/hr monthly prices	Group/class hrs	Personalized/monthly hrs	Group hours sold	Personalized hours sold	Group monthly income	Personalized income per month	Total income
January	63	100	6	6	\$19,000.00	\$39,000.00	24	24	1512	2400	\$28,728,000.00	\$93,600,000.00	\$122,328,000.00
February	60	85	6	6	\$19,000.00	\$39,000.00	24	24	1440	2040	\$27,360,000.00	\$79,560,000.00	\$106,920,000.00
March	50	71	6	5	\$19,000.00	\$39,000.00	24	20	1200	1420	\$22,800,000.00	\$55,380,000.00	\$78,180,000.00
April	44	66	6	5	\$19,000.00	\$39,000.00	24	20	1056	1320	\$20,064,000.00	\$51,480,000.00	\$71,544,000.00
May	48	73	6	6	\$19,000.00	\$39,000.00	24	24	1152	1752	\$21,888,000.00	\$68,328,000.00	\$90,216,000.00
Jun	58	84	6	6	\$19,000.00	\$39,000.00	24	24	1392	2016	\$26,448,000.00	\$78,624,000.00	\$105,072,000.00
July	51	75	6	7	\$19,000.00	\$39,000.00	24	28	1224	2100	\$23,256,000.00	\$81,900,000.00	\$105,156,000.00
August	43	63	6	6	\$19,000.00	\$39,000.00	24	24	1032	1512	\$19,608,000.00	\$58,968,000.00	\$78,576,000.00
September	37	56	6	5	\$19,000.00	\$39,000.00	24	20	888	1120	\$16,872,000.00	\$43,680,000.00	\$60,552,000.00
October	43	63	6	5	\$19,000.00	\$39,000.00	24	20	1032	1260	\$19,608,000.00	\$49,140,000.00	\$68,748,000.00

November	59	87	6	6	\$19,000.00	\$39,000.00	24	24	1416	2088	\$26,904,000.00	\$81,432,000.00	\$108,336,000.00
December	58	82	6	6	\$19,000.00	\$39,000.00	24	24	1392	1968	\$26,448,000.00	\$76,752,000.00	\$103,200,000.00
	51								1228	1750			\$1,098,828,000.00

*Note** The table shows the calculations used to determine the company's total annual revenue.

4.6. Marketing analysis

4.6.1. The 4Ps of marketing

The 4Ps of marketing are essential in the field of marketing, as they address the fundamental variables that make up a company's strategy. These 4Ps, which are Product, Price, Place and Promotion, are intertwined to define crucial aspects such as what products to offer, at what price to sell them, how to distribute them and how to promote them to the target audience (McCarthy, 1994).

4.6.1.1. Product. Súmmum Institute focuses on offering a high-quality educational service, based on the communicative method and with a formative assessment approach. This approach ensures that students not only learn the theory of the language, but also acquire practical skills to communicate effectively in real situations. In addition, formative assessments allow students to receive constant feedback, promoting meaningful learning and continuously improving their skills.

Below are the main features of Súmmum Institute, which distinguish it as a quality option in online English teaching.

4.6.1.1.1. Flexibility and Personalization. Students have the option to choose between individual or group classes, depending on their preferences and needs. They can also adjust the frequency and duration of classes, choosing monthly hourly packages that best suit their availability and learning goals.

4.6.1.1.2. Highly Qualified Teachers. Teachers are graduates of the Industrial University of Santander and are trained to apply innovative and communicative methodologies. In addition, they have ongoing training to ensure that classes are interactive, practical and enriching, adapting to the needs of each student.

4.6.1.1.3. Interactive Online Mode. Classes are held on an online platform that allows students to learn from anywhere. Digital materials and interactive tools are also used to maintain students' interest and motivation, making them feel part of a learning community.

4.6.1.2. Pricing. At Súmmum Institute, the pricing model is designed to provide flexibility and accessibility to students, allowing them to pay only for the number of hours they want, according to their needs and goals. Prices are structured in monthly hourly packages, where students can select the option that best fits their budget and time availability. This system allows students to manage their learning without long-term commitments and with the freedom to adapt their investment to their goals. Below are the pricing strategies employed by Súmmum Institute to adapt to the different needs of students and offer accessible and flexible options in learning English:

4.6.1.2.1. Price per hour package. Different monthly hour packages are offered, from basic packages of a few hours for those with limited availability, to more extensive packages that offer a better hourly rate for students committed to improving quickly (see in annex 6).

4.6.1.2.2. Discounts for groups or off-peak classes . Students who opt for group classes can enjoy a reduced hourly rate. Additionally, classes at less popular times can be offered at a lower cost, promoting greater accessibility.

4.6.1.2.3. Payment options. For students who enroll in high hour packages, the option of split payments is offered, allowing them to access a greater number of hours without making a large initial outlay.

4.6.1.3. Place. At Súmmum Institute, the distribution of services is carried out completely online, using digital platforms that allow students to access classes from anywhere with an internet connection. This virtual teaching model is ideal for students looking for flexibility, as they can take classes from the comfort of their home or any other location. The main distribution strategies used are described below:

4.6.1.3.1. Accessible and user-friendly learning platform. The institute uses an interactive and easy-to-navigate learning platform, which allows students to join their online classes with ease. This ensures a seamless experience, enhancing accessibility and student motivation.

4.6.1.3.2. Flexible and adaptable schedules. Students can choose from a variety of schedules, with options for classes on different days and times, making it easy to plan their studies around their personal commitments.

4.6.1.3.3. Online support and follow-up. Online technical and administrative support is offered to help students resolve any issues they may face during their educational experience, ensuring efficient and prompt customer service.

4.6.1.3.4. Constant communication with the student. Through communication channels such as email, chat on the platform and class reminders, the institute keeps students informed, strengthening the relationship with them and promoting their continued participation.

4.6.1.3.5. Evidence of progress available to students. Súmmum Institute maintains a constant updating system, uploading evidence of each student's progress to the platform. This

allows students and their parents or sponsors to evaluate their progress and commitment, ensuring a transparent and motivating learning experience.

4.6.1.4. Promotion. Súmmum Institute uses a variety of promotional strategies to reach its target audience and highlight the advantages of its teaching methodology. The main promotional strategies used are detailed below:

4.6.1.4.1. Social media advertising. The institute promotes its services through platforms such as Facebook, Instagram and LinkedIn, where a broad and targeted audience can be reached. Campaigns include paid ads, informational posts and student testimonials, which helps to capture the interest of new clients and create an active community.

4.6.1.4.2. Discounts and promotions for referrals. The institute has a referral program where current students can recommend new students and receive discounts on their next classes. This promotional strategy helps attract new students through direct recommendations from people who already know the service.

4.6.1.4.3. Online educational content. Súmmum Institute shares free educational content, such as learning tips, vocabulary, and practice tips on its social media and website. This content not only helps position the institute as an expert in teaching English, but also creates value for the audience, increasing their interest in the institute's services.

4.6.1.4.4. Publication of student evidence and achievements. Through social media and the learning platform, Súmmum Institute uploads constant evidence of student progress, celebrating their achievements and advancements. This not only motivates current students, but also attracts new interested students, who see clear results of the methodology.

4.6.1.4.5. Collaboration with educational institutions and companies. The institute establishes strategic alliances with universities, schools and local companies that may be interested in improving the level of English of their students or employees. Through these collaborations, Súmmum Institute reaches new audiences that require learning English for academic or work purposes.

4.7. Operational proposal

4.7.1. Founder Profile

The founder and CEO of Súmmum Institute is Julieth Elisa Hernández Molina, who is about to graduate from the Universidad Industrial de Santander. With a solid experience in teaching English, especially in virtual environments, Julieth has worked both with groups and in personalized tutoring. She has successfully implemented the communicative method and formative assessment in her teaching practice, achieving favorable results in her students' learning. Her approach focuses on creating a dynamic and accessible learning environment, encouraging the development of skills.

4.7.2. CEO Roles and Responsibilities

As CEO of Súmmum Institute, Julieth Elisa Hernández Molina will take on several key roles to ensure the success and growth of the institution. Some of her key responsibilities will include:

4.7.2.1. Vision and Strategy. Define and communicate the institute's long-term vision, establishing strategic goals that align academic and commercial objectives.

4.7.2.2. Leadership. Inspire and guide the teaching and administrative team, fostering a collaborative and motivating work environment that promotes excellence in teaching.

4.7.2.3. Administrative Management. Supervise the daily operations of the institution, ensuring efficient processes and the implementation of policies that improve educational quality.

4.7.2.4. Curriculum Development. Work on the creation and continuous improvement of the curriculum, integrating innovative methodologies and technological tools to optimize student learning.

4.7.2.5. Public Relations. Represent the institute at events and meetings, establishing strategic alliances with other educational institutions and organizations to promote the institute's mission.

4.7.2.6. Continuous Evaluation and Improvement. Implement evaluation systems to measure academic and administrative performance, using the results to make improvements and adjustments to the programs and services offered.

4.7.2.7. Financial Management. Oversee financial planning, ensuring that resources are used efficiently and sustainably, and develop strategies to maximize profitability.

4.7.2.8. Customer Service. Promote a culture of exceptional customer service, ensuring that the needs and expectations of students and their families are effectively met.

4.7.2.9. Staff Training and Development. Promote ongoing training of the teaching staff, ensuring that they are up to date with the best pedagogical and technological practices.

4.7.3. Organizational Chart.

An organizational chart was drawn up showing the structure of the institute and its employees see Annex 1)."

4.7.4. Hiring of Staff

4.7.4.1. Selection Process. To ensure that Súmum Institute employees possess the necessary skills and competencies, a multi-stage selection process was designed. This process focuses on identifying qualified and committed talent for the roles of professors, administrative assistants, and other relevant positions. The stages of the process include:

4.7.4.1.1. Curriculum Vitae (CV) Review. An initial evaluation of the CVs received is carried out, where academic background, previous experience in language teaching and any additional relevant certifications are reviewed.

4.7.4.1.2. Knowledge Test. Candidates who meet the initial requirements will be invited to take a knowledge test on grammar, effective communication and didactics in language teaching. This test allows us to assess your technical skills and your command of the language.

4.7.4.1.3. Selection Interview. Candidates then undergo an individual interview in which their interpersonal skills, motivation and compatibility with the institute's mission and values are analysed.

4.7.4.1.4. Microteaching. As a final step, teacher candidates conduct a microteaching or sample class, in which they will present a brief topic as if they were teaching a group of students. This exercise allows them to assess their teaching skills, creativity, and ability to adapt to a virtual environment.

4.7.4.2. Vacancy Requirements. Each position within the institute plays a fundamental role in the development and efficient operation of the institution. The profiles and skills required for each vacancy are described below, in addition to the benefits they offer.

4.7.4.2.1. English teacher. Requirements: Degree in education or foreign languages, certification in teaching English (such as TEFL, CELTA or equivalent), and a minimum of 1 year's teaching experience, either through internship or in a work environment. English language learners in their final semesters who demonstrate adequate teaching skills will also be considered.

Skills: Mastery of the communicative method, ability to assess formatively, creativity in lesson planning and adaptability to different learning styles.

Benefits: Competitive salary, access to monthly training, and option for professional growth within the institute.

4.7.4.2.2. Academic Director. Requirements: Degree in Education, Foreign Languages or related field; minimum 5 years of experience in teaching and academic management; knowledge in curriculum design and supervision of language teaching programs.

Skills: Leadership, planning and organizational skills, interpersonal skills, and experience in teaching and assessment methodologies.

Benefits: Competitive salary, access to training in educational management, and professional development opportunities.

4.7.4.2.3. Tutor and Group Class Coordinator. Requirements: Degree in foreign languages, pedagogy or related fields; experience in team coordination and teaching (preferably in group classes and tutoring).

Skills: Organization, assertive communication, team leadership, and management of online teaching platforms.

Benefits: Base salary plus bonuses for achieving objectives, ongoing training, and opportunities for academic growth.

4.7.4.2.4. Accountant. Requirements: Degree in Finance, Accounting or Administration; minimum of 3 years' experience in financial and accounting management; knowledge of budgets, financial reports and resource management.

Skills: Excellent analytical skills, organization, accuracy in preparing financial reports and handling accounting software.

Benefits: Competitive salary, legal benefits, and a dynamic work environment with professional development options.

4.7.4.2.5. Community Manager. Requirements: Degree in Communication, Marketing or similar; experience in social media management and digital content creation; knowledge of engagement strategies and brand positioning.

Skills: Creativity, writing, social media management, metrics analysis and good communication.

Benefits: Base salary, access to digital marketing training, and growth opportunities in the company's marketing and communications area.

4.7.4.2.6. Lawyer. Requirements: Degree in Law; minimum of 2 years' experience in legal consultancy, preferably in the educational sector or similar institutions; knowledge of labour and commercial law.

Skills: Analysis and solution of legal problems, communication skills, contract management, and knowledge of educational regulations.

Benefits: Competitive fees, flexible hours, and the opportunity to collaborate with a team committed to institutional growth.

4.7.4.2.7. Administrative assistant. Requirements: Experience in administrative functions, knowledge of office management tools, and organizational and communication skills.

Skills: Ability to multi-task, attention to detail, and interpersonal skills to interact with students and staff.

Benefits: Base salary, bonuses for meeting objectives, and a dynamic and collaborative work environment.

4.7.4.3. Types of Contracts. To ensure a flexible and efficient employment structure, the Institute will implement different types of contracts, adapted to the needs of each role.

4.7.4.3.1. Service Provision Contract. This contract will be used for hourly teachers, especially those who provide personalized classes, specialized courses, or workshops in specific areas. Under this contract, teachers will be able to have greater flexibility in their schedules and freedom to accept or reject class assignments, better adapting to student demand and availability.

Benefits: As this is a service provision contract, teachers will be paid for each class taught, without being subject to fixed schedules or having benefits such as social security or paid vacations. This type of contract is ideal for roles that require greater flexibility and autonomy.

4.7.4.3.2. Fixed-Term Contract. This contract will apply to administrative staff such as the Administrative Assistant, the Community Manager, and other support roles who work on an ongoing basis. The duration of the contract can be renewed according to the needs of the institute, allowing for short- and medium-term stability.

Benefits: Employees under fixed-term contracts will have legal benefits such as social security, pension contributions and paid vacations, ensuring stability and fulfillment of responsibilities in essential roles.

4.7.4.3.3. Indefinite Term Contract. This contract will be offered to positions with greater responsibility and dedication, such as the Academic Director and the Financial Administrator, who have strategic functions in the institute and whose continuity is essential for its long-term operation.

Benefits: Employees with permanent contracts will enjoy all legal benefits, such as social security, social benefits and overtime pay, which provides stability and permanence in the team.

4.7.4.4. Human Resources Training and Development. In order to maintain high standards of quality and effectiveness in teaching, training programs will be offered to the teaching team and administrative staff focused on the following key areas:

4.7.4.4.1. Communicative Method. The teaching team will receive specific training in the communicative method, ensuring that classes focus on developing real communication skills in students. Techniques to encourage interaction, language practice in real contexts and the effective use of conversational activities will be covered.

4.7.4.4.2. Formative Assessment. Formative assessment training will provide teachers with tools and strategies to assess student progress on an ongoing basis tailored to individual needs. Methods for providing constructive and personalized feedback will be included, thereby promoting continuous improvement in student learning.

4.8. Technical Proposal

The virtual platform will be the company's fundamental pillar, designed to centralize course content and optimize interaction between students and teachers. This system will be structured around several key functions:

4.8.1. Educational Content and Materials

Students will be able to view and download a variety of educational materials, including explanatory videos, interactive presentations.

4.8.2. Live Classes and Interactive Tools

Live sessions will be held via Google Meet, selected for its high-quality audio and video and for its features that include virtual whiteboards and breakout rooms for collaborative activities. Virtual whiteboards will allow for real-time annotations, offering a dynamic experience that facilitates active learning.

4.8.3. Intuitive Interface

The platform will have a user-friendly and easy-to-navigate interface, accessible to all user levels. Interactive modules will integrate visual media such as videos and graphics, along with quick assessments to measure immediate understanding of each topic.

4.8.4. Communication and Feedback

To encourage constant communication, discussion forums will be available where students can ask and answer questions, and live chats will be available for quick queries. Teachers will be able to offer personalized, real-time feedback, ensuring that each student receives the support they need to progress.

4.8.5. Progress Monitoring and Evaluation

The platform will integrate tools to monitor each student's progress, providing both students and teachers with detailed tracking of completed activities, assessments completed, and areas for improvement. These tools will allow for adjustments in teaching based on the needs of each student.

4.8.6. Integrations with Management and Calendar Systems

The platform will be linked to a learning management system (LMS), facilitating content management, activity scheduling, and performance assessment. It will also feature calendar integrations for scheduling classes and automatic reminders for upcoming activities.

4.8.7. Security and Data Protection

Information security will be a priority, complying with personal data protection regulations (such as the GDPR and other international standards). All data will be encrypted, and additional measures will be taken to ensure the privacy and integrity of the information stored on the platform.

4.9. Marketing Proposal

The target customer profile for Súmmum Institute is based on market research findings in the metropolitan area of Bucaramanga. Potential customers are mostly young, with 57.2% of respondents between 18 and 24 years old, and a gender balance, where 52.9% are men and 46.7% women. The majority have a secondary education level (47.4%) or are currently pursuing university studies (25.8%), which suggests that content should be accessible and tailored to an

audience with intermediate education. Since 67% of respondents are students, flexibility and affordability are priorities for this market segment, which seeks to maximize value based on their resources and schedules.

There is significant demand and interest in online English classes, with 35.9% of respondents willing to pay and a further 35.3% considering the possibility. The survey also reveals that the months of January and December represent the seasons of highest availability, with 50.5% and 42.2% interest respectively. These months coincide with holiday periods, suggesting that promotional efforts should be intensified during these dates, taking advantage of students' free time and the flexibility of their schedules.

Regarding format and price preferences, the majority of respondents (54.1%) show an inclination towards a combination of personalized and group classes, highlighting the importance of offering mixed modalities that adapt to diverse needs. Regarding prices, the potential client is willing to pay approximately \$19,000 COP for an hour of group class and \$39,000 COP for a personalized class. With an average demand of 24 hours per month, this data will allow Súmum Institute to establish competitive and accessible prices for different teaching modalities.

In terms of experience in learning English, almost 60% of respondents have taken classes before, although 41.7% have no such experience, indicating the need to offer a levelling course for beginners. In terms of proficiency levels, students are mostly at basic levels, with 36.2% at A2 and 31.2% at A1. This underlines the importance of content covering the fundamentals of the language, with a focus on basic and intermediate levels.

Time preferences are varied, with flexible schedules being the most popular option at 39%, followed by evening (29.8%) and morning (27.5%). In addition, there is a notable interest in weekend classes, with 24.8% of respondents willing to consider this option. The main reasons for

studying English are to expand knowledge and skills (45%) and improve job opportunities (39%), which suggests that Súmmum Institute's content could focus on functional and professional English, adapted to practical needs.

Súmmum Institute will differentiate itself by its value proposition, which includes a communicative methodology and formative assessment. In addition, the institute will have highly qualified teachers, mostly students and graduates of the Universidad Industrial de Santander, which guarantees a quality teaching standard. This combination, together with affordable prices and a flexible educational offer, makes Súmmum Institute an attractive option for those students interested in improving their English skills without compromising quality or their budget.

In terms of competition, Súmmum Institute stands out against other platforms such as Open English, International House, Cambridge English School, and English Factory. While many of these options offer full immersion or exam preparation, Súmmum Institute focuses on practical communicative learning, ideal for those looking to develop conversational skills rather than just passing tests. The quality of the teachers is also a key differentiator, as Súmmum has professionals trained at the Industrial University of Santander, an aspect not as highlighted by Open English or International House. Likewise, the affordable prices, with group classes at \$19,000 COP per hour and personalized classes at \$39,000 COP, are considerably more affordable compared to the costs of other options.

For promotion, survey data suggests that WhatsApp is the most effective communication channel, in addition to social media and email marketing campaigns that will help generate visibility and connect with interested parties. These channels will facilitate direct interaction and personalized follow-up with potential students.

Regarding the marketing budget, a monthly amount of COP 2,300,000 will be allocated for a Community Manager, who will manage Súmum Institute's social media and online community. This role is crucial to maintaining a good digital reputation and fostering an active connection with students, in addition to monitoring the performance of paid posts and ads.

In terms of objectives, in the short term, Súmum Institute will seek to attract at least 100 students during the first quarter, promoting affordable class packages and flexible schedules to adapt to market needs. In the long term, the goal is to consolidate a community of at least 500 active students in the first year and achieve a 90% satisfaction rate, positioning Súmum Institute as a benchmark in online English education in the metropolitan area of Bucaramanga.

4.11. Structure for the operation of the institute

The operational structure of an institute defines how the institution's activities and resources are organized and managed. The mission and support processes will be presented (see in annex 2).

4.12. Socio-environmental analysis

A socio-environmental analysis was conducted, examining how the Institute's activities affect, assist or are affected by the social and environmental surroundings. (see in annex 3)

4.10. Feasibility

4.9.1. IRR and NPV analysis

Table 2

Feasibility table

INCOME STATEMENT	2,024	2,025	2,026	2,027	2,028
INCOME	1	2	3	4	5
group class hours for sale	\$ 279,984,000.0 0	\$ 321,981,600.0 0	\$ 370,278,840.0 0	\$ 425,820,666.0 0	\$ 489,693,765.9 0
sale of personalized class hours	\$ 818,844,000.0 0	\$ 941,670,600.0 0	\$ 1,082,921,190 .00	\$ 1,245,359,368 .50	\$ 1,432,163,273 .78
Total income	\$ 1,098,828,000 .00	\$ 1,263,652,200 .00	\$ 1,453,200,030 .00	\$ 1,671,180,034 .50	\$ 1,921,857,039 .68
expenditures	\$ 816,139,160.0 0	\$ 938,560,034.0 0	\$ 1,079,344,039 .10	\$ 1,241,245,644 .97	\$ 1,427,432,491 .71
Total Cost	\$ 816,139,160.0 0	\$ 938,560,034.0 0	\$ 1,079,344,039 .10	\$ 1,241,245,644 .97	\$ 1,427,432,491 .71
Operating profit	\$ 282,688,840.0 0	\$ 325,092,166.0 0	\$ 373,855,990.9 0	\$ 429,934,389.5 4	\$ 494,424,547.9 7
Other Income	\$ -				
Other Expenses	\$ -				
Profit Before Taxes	\$ 282,688,840.0 0	\$ 325,092,166.0 0	\$ 373,855,990.9 0	\$ 429,934,389.5 4	\$ 494,424,547.9 7
Interests	\$ -	\$ -	\$ -	\$ -	\$ -
Income Tax	\$ 90,460,428.80	\$ 104,029,493.1 2	\$ 119,633,917.0 9	\$ 137,579,004.6 5	\$ 158,215,855.3 5
Net Income	\$ 192,228,411.2 0	\$ 221,062,672.8 8	\$ 254,222,073.8 1	\$ 292,355,384.8 8	\$ 336,208,692.6 2
VPN	\$ 674,479,652.1 0	Profitable			
IRR	370%	Profitable			

*Note** This table shows the values and percentages used to calculate the viability of Summum Institute over the next 5 years.

Finally, a financial analysis was performed using two key methods: the Internal Rate of Return (IRR) and the Net Present Value (NPV). The IRR is an indicator that measures the

profitability of an investment. To calculate it, the discount rate that makes the present value of future cash flows equal to zero is determined. This method helps to evaluate different projects, allowing to choose the one that provides the greatest benefit in relation to the investment (Ross et al., 2013). On the other hand, the NPV helps to analyze whether an investment is feasible by calculating the present value of future income, adjusted according to a specific discount rate, and discounting the amount invested at the beginning (Brealey, et al., 2011). This analysis was carried out meticulously to ensure that the financial decisions were accurate and relevant to the development of the project. This with the intention of seeing the viability of the company in its next 5 years. In order to use this tool, an analysis of different factors was carried out.

4.9.1.1. Initial Investment.

4.9.1.1.1 Company registration. In Colombia, a fee is required to register a company. This fee may vary depending on the type of company you wish to register. There are two main options: the first is a Sociedad Anónima (SA), which allows a single owner to be registered and costs approximately **455,000 COP** , including the value of a stamp and registration with *Cámara de Comercio*. This type of company is ideal for single-shareholder businesses, as it facilitates the management and total control of the company by the owner.

The second option is to form a Simplified Joint Stock Company (SAS), which also allows for a single shareholder and offers flexibility in the structure and organization of the company. This type of registration can vary in cost, but it is a popular alternative due to its simplicity and ease of adaptation to different types of ventures.

In the case of Súmmum Institute, the SA model will be chosen, given that it fits the vision of a single and centralized ownership structure under a single founder, which facilitates both decision-making and administrative management.

4.9.1.1.2. Trademark registration. Trademark registration is essential to establish the identity and protect the reputation of the English language institute. This process ensures that the brand is legally protected and that unfair competition is avoided. In Colombia, it costs COP 500,000, valid for 10 years, which represents a key investment to consolidate the institute's presence in the market.

4.9.1.1.3. Web Platform Development. A cost estimate was carried out for the development of a web platform with specific functionalities, such as user registration and publication of restricted content. After reaching an agreement and making a quote with a freelancer, a price of COP 3,000,000 was established for the complete development of the page, together with the necessary documentation for its long-term management.

4.9.1.1.4. Marketing. As regards digital marketing, costs also vary considerably; however, an agreement was reached with a community manager for a value of COP 2,300,000 per month, including advertisements.

4.9.1.1.5. Class streaming software. For class streaming, the most popular streaming platforms for online classes were considered and, after analyzing the costs, it was decided to use Google Workspace/Business Starter as the option that best fits the budget, with a cost of COP 30,041.67 per user per month. If there are 50 teacher, the cost will be COP 1,502,083.50.

4.9.1.1.6. Hosting. Hosting costs also vary between different sites that offer it. After analyzing the available discounts, the best performing and lowest cost option in the long term, for

the next five years, would be GoDaddy, with a starting price of COP 751.04 for the first three years, and then COP 91,752.25 annually.

4.9.1.1.7. Camera. A high-quality camera would be of great help in effectively delivering training, conducting interviews, holding meetings, and offering online classes. An option like the Logitech Brio can be purchased for COP 281,098.20 on a reliable website like BackMarket.

4.9.1.1.8. Microphone. Just like the camera, having a quality microphone ensures clear audio in meetings and classes, thus facilitating effective communication. The best value for money option is the Blue Yeti, available for COP 463,142.35 on the BackMarket website.

4.9.1.1.9. Computer. A computer is essential for running an online English teaching institute, as it allows for managing classes, communicating with students, and accessing educational resources. It was decided to use an available computer, which currently has a value of COP 2,649,300.21, which represents a significant investment to ensure efficient and quality teaching.

4.9.1.1.10. Community manager. The community manager in a virtual company is responsible for managing the brand's social media and online community. Their job includes creating content, interacting with followers, moderating comments, and ensuring the company has a good digital reputation. In addition, they analyze the performance of posts and campaigns, helping to improve the digital strategy to attract more customers and keep the community active and engaged. After making several quotes, a price of COP 2'300,000 per month was agreed upon, with ads included. Their role is key to strengthening the online presence and connecting the company with its audience.

4.9.1.1.11. Administrative Assistant. An administrative assistant in a virtual company is responsible for performing essential tasks to maintain organization and efficiency in daily

operations. Their responsibilities include document management, coordinating agendas, answering emails and calls, and supporting logistics for meetings or events. They also assist in resource management and may handle basic accounting tasks, such as tracking payments and invoices. According to Talent.com (nd), the average salary for this position in Colombia is COP 1,400,000 per month per employee. This role is essential to ensure the proper internal functioning of the company and allow everything to flow smoothly.

4.9.1.1.12. Accountant. An accountant is responsible for maintaining financial control, ensuring that accounts are up to date and accounting reports are accurate. Their duties include budgeting, tracking income and expenses, filing taxes, and financial analysis for strategic decision-making. They also ensure compliance with current tax and accounting regulations. According to Talent.com (nd), the average salary for this position in Colombia is COP 2'380,765. This role is crucial to maintaining financial stability and ensuring sustainable company growth.

4.9.1.1.13. Lawyer. This person is responsible for advising on legal matters, ensuring that all company activities and contracts comply with current regulations. Their duties include drafting and reviewing contracts, managing legal risks, representing in legal matters, and resolving potential legal conflicts. They also ensure that the company operates in accordance with local and national laws. According to Talent.com (nd), the monthly salary for this position in Colombia is COP 2'621,755 . This role is essential to legally protect the company and ensure its legal stability.

4.9.1.1.14. Academic Director. Responsible for leading the planning and supervision of educational programs in an institution, ensuring that curricula meet quality standards and institutional objectives. This role includes the coordination of teaching staff, the implementation of pedagogical strategies, and the evaluation of academic results. In addition, the director participates in the development of academic policies and the management of resources necessary

for effective learning. According to data from Computrabajo, the average salary for an academic director in Colombia is approximately COP 3,758,258 per month, although this may vary depending on the institution and the professional's experience.

4.9.1.1.15. License for use of online materials. Licenses for use of online materials are crucial for using books such as Kid's Box and Speakout in classes, as they allow their reproduction and distribution in an educational environment. To ensure legal compliance and offer students adequate access, it was decided to invest in these institutional licenses. The estimated cost is approximately COP 22,050,531.90 , which will allow the free use of these materials during the year, thus guaranteeing quality teaching and adequate resources for learning English.

In conclusion, the total estimated initial investment for the project, considering company registration, platform development, marketing, software, hosting, camera and microphone, and more is **COP 49,604,447.70**

4.9.1.2. Fixed and general expenses.

4.9.1.2.1. Community manager. In charge of digital strategy and network management, the community manager has a salary of 2,300,000 COP per month.

4.9.1.2.2. Administrative Assistant. Their average salary is 1,400,000 COP per month, according to Talent.com, being essential for the internal organization of the institute.

4.9.1.2.3. Accountant. With a salary of 2,380,765 COP per month, the accountant ensures the administration of the institute's financial resources.

4.9.1.2.4. Lawyer. The lawyer receives a salary of 2,621,755 COP per month, guaranteeing legal compliance and legal protection for the company.

4.9.1.2.5. Teachers. Teachers receive a rate of 35,000 COP per hour, a competitive salary to attract qualified talent.

4.9.1.2.6. Academic Director. The academic director receives a salary of approximately COP 3,758,258 per month, contributing to the quality and effectiveness of the teaching programs.

In conclusion, the sum of the fixed monthly operating expenses is approximately **COP 15,347,430.**

4.9.1.3. Variable costs. The monthly payment for teachers varies each month, as it depends on the number of hours of class they teach, whether group or personalized. Therefore, the total cost to be paid each month will be different, adapting to the number of hours worked.

4.9.1.4. Annual Cash Flow. To determine the annual cash flow, the income that can be received for the services provided on the platform and the fixed costs must be taken into account. Next, I will name the possible sources of income for the online platform.

4.9.1.4.1. Estimated Income. According to the sales projection made, the institute's annual income from the sale of online courses would be COP \$1,098,828,000.00.

4.9.1.4.2. Estimated Costs. To estimate costs, the differences between annual revenues, which amount to COP \$1,098,828,000.00, and annual costs, which total COP \$906,599,588.80, were calculated. The result was a cash flow of **COP \$192,228,411.20(see in table 2).**

4.9.1.5. Discount rate. Finally, it is important to calculate the discount rate percentage. This is the percentage used in financial analysis to convert future cash flows into their present value. It represents the opportunity cost of capital, that is, the return that could be obtained on an investment alternative with a similar level of risk. The discount rate is used in the calculation of the Net Present Value (NPV) and in the evaluation of the Internal Rate of Return (IRR). This concept is fundamental for financial analysis, as it allows the evaluation of the viability and profitability of investment projects, ensuring that the results obtained are accurate and relevant for financial decision-making (Damodaran, 2012).

The first thing needed is the cost of capital, which would be a combination of two types of financing sources: own resources and third-party funds, i.e. bank loans or debts. Own resources are COP 20,000,000, and COP 29,604,447.70 of bank loans, i.e. debt. Considering that the average interest rate on commercial loans is between 7% and 12% at Banco Bancolombia, if we take 10% as a midpoint, the interest to be paid would be COP 2,960,444.77.

Having these values, an equation is made that consists of dividing the interest by the initial investment and multiplying it by 100: $2,960,444.77 / 49,604,447.70 \times 100 = 6\%$

In conclusion, after performing the analysis of the NPV and the IRR, it can be seen that this company is highly profitable. Although the IRR is considerably high, this is due to the significant difference between the initial investment and the projected profits, given that online English courses generate a relatively wide profit margin.

5. Conclusions

Research confirms that learning English is a fundamental skill in Colombia, especially in the work and academic context. Through market analysis, a high demand for accessible and flexible English classes was identified, which supports the creation of a virtual English language teaching institute. This shows that the institute not only responds to an educational need, but also to an unmet market demand.

The methodology focused on the communicative approach and formative assessment, proposed in the design of Súmmum Institute, offers a meaningful learning experience. This approach allows students to acquire practical and applicable skills in real contexts, encouraging active participation and constant progress. Digital tools and the online format facilitate interactive teaching that maintains student interest and motivation.

Based on the financial results obtained, the project is economically viable, showing an income projection that allows the sustainability and growth of the institute. The affordable pricing structure and the options for personalized and group classes allow to satisfy different preferences and budgets, ensuring a constant flow of students.

The online modality not only improves access to education, but also contributes to the reduction of environmental impact, decreasing the carbon footprint associated with transportation and the use of physical materials. This reinforces the institute's commitment to sustainability and offers an additional advantage in attracting environmentally conscious students.

Súmmum Institute has the capacity to adapt to changes in the market and new educational demands by implementing innovative technologies and expanding its course offering. Recommendations for future developments, such as the integration of specialized courses and strategic alliances with institutions and companies, offer a clear path for the long-term growth and positioning of the institute.

Finally, the general objective of determining the viability of creating a virtual English teaching institute in Bucaramanga was met through a market and financial analysis that confirmed significant demand and the economic sustainability of the project. The specific objectives were also achieved: the opportunities and challenges of the business context were assessed with a PESTEL analysis; an effective marketing plan was designed, including digital promotion strategies; and an operational organization was structured with defined profiles and processes for teachers and administrative staff. In addition, environmental mitigation strategies were proposed, such as the use of digital platforms to reduce the carbon footprint. Finally, the financial analysis validated the economic viability under different scenarios, demonstrating that the institute can be profitable and self-sustaining in the long term.

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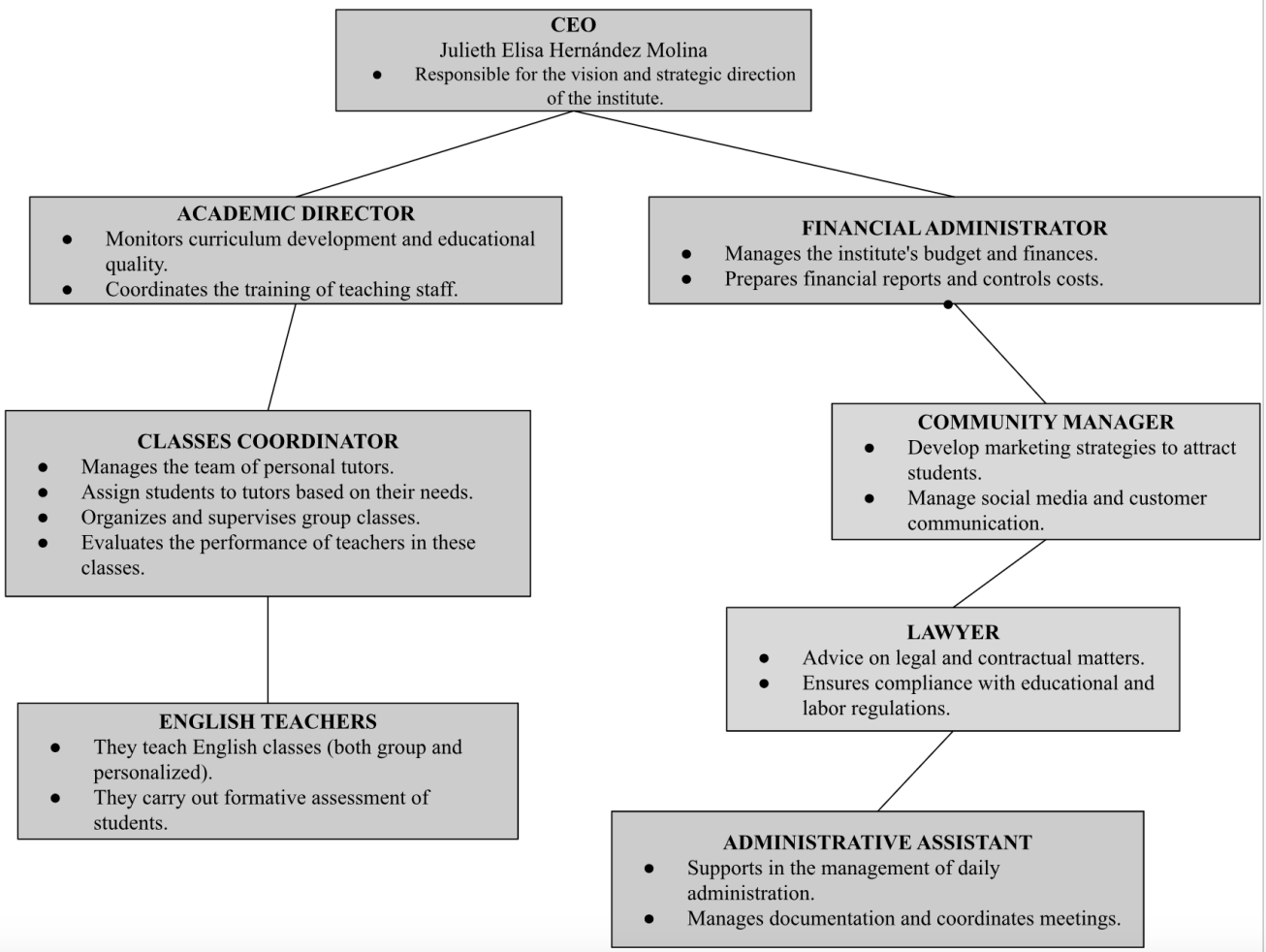
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7. Annexes

Annex A. Súmmum Institute Organizational Chart.

Súmmum Institute Organizational Chart



Annex B. The structure for the operation of the institute.


Area	Process	Aim	Activities	Responsible Team
Missionary Processes	Curriculum Design and Development	Create an educational program aligned with English levels and market needs.	Content development, materials selection, assessment design, and interactive activities.	Academic Department and Quality Committee
	Admission and Enrollment	Facilitate the registration and payment process for interested students.	Student registration, course selection advice, and guidance on payment options.	Admissions and Customer Service Department
	Teaching Classes	Ensure quality in teaching, adapted to the needs of each student.	Preparation and execution of live classes, use of interactive and communicative methodologies, videoconferencing, and virtual whiteboards.	Professors and Academic Coordinator
	Student Assessment and Monitoring	Measure student progress and adapt to their learning needs.	Application of diagnostic tests, periodic evaluations, and personalized feedback.	Professors and Academic Department
	Personalized Advice and Tutoring	Support individual learning and resolve specific student concerns.	Offering tutoring hours, guidance on study topics, and resolution of academic difficulties.	Tutors and Teachers

Support Processes	Human Resources Management	Select and train qualified teaching and administrative staff.	Recruitment, ongoing training, performance evaluation, and talent retention.	Human Resources Department
	Marketing and Sales	Promote the institute and attract new students through strategic campaigns.	Social media management, advertising campaigns, promotions, and customer service.	Marketing and Sales Team
	Customer Service and Technical Support	Resolve student concerns and issues, improving their user experience.	Technical support for platforms, query handling, and real-time problem solving.	Technical Support and Customer Service Team
	Financial Administration	Maintain financial sustainability and ensure proper use of resources.	Revenue management, cost control, account management, and supplier payments.	Finance Department
	Quality Control and Continuous Improvement	Ensure high standards of service and make continuous improvements.	Periodic review of academic and administrative processes, satisfaction surveys, improvement of content and methodology.	Quality Committee
	Innovation and Technological Development	Implement new technologies that optimize the learning experience.	Evaluation of new platforms, incorporation of digital learning tools, testing of new methodologies.	Department of Innovation and Technology

Annex C. Socio-environmental analysis.

Dimension	Impact	Strategies
Social	<ul style="list-style-type: none"> - Positives : Accessibility and quality education, expansion of employment, and academic opportunities. - Risks : Limited interaction can generate distrust. 	<ul style="list-style-type: none"> - Trust : Publish student testimonials, periodic evaluations, and direct communication for support. - Social impact : Scholarship or discount programs and community training. - Local employability : Hire graduates from the Industrial University of Santander and focus workshops on job skills.
Environmental	<ul style="list-style-type: none"> - Positives : Reduction of carbon footprint by avoiding physical travel. - Risks : Energy consumption of platforms and devices. 	<ul style="list-style-type: none"> - Energy efficiency : Using efficient cloud platforms and promoting energy savings. - Sustainable practices : Encourage low-consumption devices and sustainability issues in teaching. - Local initiatives : Partnerships for reforestation and community environmental activities.

Annex D. Informed consent.

	Facultad de Ciencias Humanas- Escuela de idiomas: Lic. En Lenguas Extranjeras con Énfasis en Inglés FORMULARIO DE CONSENTIMIENTO INFORMADO	Práctica Pedagógica I-28581
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------

Bucaramanga, Santander. 24 de mayo del 2024

Señora,(nombre)

Cordial saludo,

Por medio de la presente me permito solicitar su autorización y consentimiento para su participación en una entrevista que tiene como objetivo **recolectar información para conocer todos lo requisitos de la creación de empresas virtuales de aprendizaje.** Este proceso estará a cargo de (nombre) estudiante de la Licenciatura en Lenguas Extranjeras con Énfasis en inglés de la Universidad Industrial de Santander.

La entrevista será grabada y toda la información proporcionada se mantendrá confidencial y sólo será utilizada con fines académicos. Su nombre no aparecerá asociado a ninguna opinión particular.

Yo, _____, identificado(a) con cédula de ciudadanía número _____, declaro que he leído las condiciones de mi participación y autorizo que la información brindada en la entrevista sea utilizada solamente con fines académicos para la asignatura Trabajo de grado I.


Agradecemos su atención,
Cordialmente,

(nombre),

Firma del participante,

Bucaramanga, Santander. 24 de Mayo del 2024

Annex E. Requirements for registering a company



CÁMARA DE COMERCIO DE BUCARAMANGA
Creémos en Santander

PASO A PASO DE INSCRIPCIÓN COMO PERSONA JURÍDICA

Se entiende persona jurídica como a una persona ficticia, capaz de ejercer derechos, contraer obligaciones y de ser representada judicial y extrajudicialmente.

→ **Paso 1: Consultas:**

b. **Escritura Pública de Constitución:** Realizar en notaría sin importar el valor de los activos o el número de trabajadores, según lo establecido en el Artículo 110 del Código de Comercio o cuando se aporten bienes inmuebles, en este caso deberá allegarse a Cámara de Comercio una copia del impuesto de registro cancelado en instrumentos públicos junto con la escritura.

IMPORTANTE: Si no usó el asistente para el diligenciamiento del documento de constitución en la creación de S.A.S. o se trata de otro tipo societario, deberá allegar los estatutos en medio magnético CD, USB y/o enviarlo al correo electrónico grabacion_registro@camaradirecta.com en **FORMATO WORD**.

NOTA: En caso de ser una S.A.S. y cumplir con la condición de **único accionista persona natural**, deberá diligenciar el formato de **Inscripción de situación de control**, el cual podrá descargarlo en la página www.camaradirecta.com / Trámites en línea / Manuales, paso a paso y formatos de los registros / Manuales formatos y folletos / Formato Inscripción situación de control S.A.S. único accionista único persona natural.

→ **Paso 3: Realizar el pago de impuesto de registro:**

El impuesto de registro es el valor que el comerciante paga a la Gobernación de Santander por la inscripción de la constitución de sociedades de acuerdo con la Ley 223 de 1995 y el Decreto 650 de 1996, será liquidado sobre el valor del capital suscrito o social de la sociedad que se crea y para ello deberá presentar el documento de constitución debidamente firmado en cualquiera de los siguientes puntos de pago:

Bucaramanga y AMB: CASA DEL LIBRO TOTAL - Calle 35 N° 9 - 81
Piedecuesta: Banco Agrario - calle 6 # 5-98
Floridablanca: Centro Comercial Cañaveral – Banco de occidente
Lebrija: Tránsito – Calle 11 # 8 – 59 Piso 1Edificio Nuevo
Barbosa: Alcaldía Municipal Carrera 9 # 7-15 - Bancolombia Carrera 9 No. 9 – 34

Vélez: Alcaldía Municipal - Calle 9 N° 2 – 37
Málaga: Banco Agrario Carrera 9 N° 15 - 09
San Gil: Centro Comercial el Puente - Casa del Libro Total
Socorro: Alcaldía Municipal - Calle 15 N° 14 - 66
Módulo virtual: Ir a <https://registro.syc.com.co/oficinavirtual/> registrarse e ingresar al sistema para realizar el pago del impuesto de registro en línea.

Nota: En caso de ser una S.A.S. y cumplir con la condición de **único accionista persona natural**, deberá realizar el pago de impuesto de registro por la Inscripción de la situación de control.

① 1% capital suscrito empresa
 aprox. 200.000
 ② unico accionista 205.000

→ **Paso 4: Diligenciamiento de los formularios RUES:**

Ingrese a www.camaradirecta.com, sección **TRÁMITES EN LÍNEA** opción **CREAR EMPRESA** opción **TRÁMITES PERSONA JURÍDICA** opción **MATRÍCULA / INSCRIPCIÓN PERSONA JURÍDICA INICIE AQUÍ**, digite usuario y clave segura* (En caso de no tenerla, dar clic en la opción **Obtener clave** y seguir los pasos), elija la opción: **NUEVO TRÁMITE**, seleccione el tipo societario y dar clic en **CREAR TRÁMITE**.

* La clave segura se solicita con los datos del representante legal y esta será única para los servicios de registro en la Cámara de Comercio de Bucaramanga.

Una vez finalizado el diligenciamiento de los formularios RUES, imprímalos, firmelos y presente todos los documentos mencionados a continuación.

→ **Paso 5: Pago y Radicación de los documentos:**

Registro SAS Beneficio.
 → 250.000

Una vez completados todos los puntos mencionados en este paso a paso, presente y radique todos los documentos en cualquiera de las oficinas de la Cámara de Comercio de Bucaramanga o en www.camaradirecta.com sección **TRÁMITES EN LÍNEA** opción **RADICACIÓN VIRTUAL**.

1. Documento de constitución (estatutos) firmado y autenticado (presentación personal).
2. Documento de constitución formato Word en CD, USB o enviarlo al correo electrónico grabacion_registro@camaradirecta.com
3. Cartas de aceptación de cargo.
4. Boleta del pago de impuesto de registro.
5. Formato de inscripción de situación de control en caso de que sea una S.A.S. y cumpla con la condición de único accionista persona natural, con su respectivo pago de impuesto de registro.
6. Formularios RUES (firmados por el representante legal).
7. Copia del documento de identidad del Representante Legal, fotocopias de los documentos de identidad y/o el formato Anexo para Nombramientos cuando se nombran más cargos, para realizar la validación del SIPREF (según corresponda), este formato puede ser descargado en www.camaradirecta.com / opción Documentos / Registro / opción Formatos para solicitudes de registros públicos / Anexo de nombramientos de representación.
8. Copia del documento de identidad de los accionistas o socios que tengan entre 18 y 35 años de edad y formato suscrito por el representante legal donde manifieste el cumplimiento de los requisitos de la Ley 1780 de 2016, este formato puede ser descargado en www.camaradirecta.com / opción Documentos / Registro / opción Formatos para solicitudes de registros públicos / Cumplimiento requisitos ley 1780/16 en la matrícula mercantil persona jurídica.
9. Poder (en caso de gestionar formularios RUES por medio de apoderado, se deberá allegar copia auténtica del poder otorgado y copia del documento de identidad de quien otorga el poder y del apoderado).
10. Conforme al artículo 36 del Código de Comercio, la Cámara podrá requerir estados financieros de apertura y copia simple de la tarjeta profesional del contador.

TRÁMITE DE ENTREGA DEL RUT DEFINITIVO ASIGNADO POR LA DIAN

Una vez inscrita la sociedad, la DIAN a través del correo electrónico registrado en los formularios RUES enviará el RUT definitivo junto a sus anexos. Solicite el certificado de Existencia y Representación Legal en cualquier oficina de Cámara de Comercio o en www.camaradirecta.com opción Trámites en Línea / Certificados electrónicos.



**DECLARACIÓN CUMPLIMIENTO REQUISITOS LEY 1780/16
EN LA MATRICULA MERCANTIL PERSONA JURIDICA**

f-reg-02-31 V.0 08/11/19

Fecha: _____

Señores
Cámara de Comercio de Bucaramanga

Ref.: Cumplimiento al momento de la solicitud de matrícula de lo establecido ley 1780 de 2016 y Decreto 639 de 2017-Requisitos para acceder a los beneficios para la pequeña empresa joven.

Para efectos de verificar el cumplimiento de lo establecido en la ley 1780 de 2016 y Decreto 639 de 2017 – artículos 2.2.2.41.5.2 y 2.2.2.41.5.9, en mi calidad de representante legal de la sociedad _____, declaro bajo la gravedad de juramento que el o los siguientes socios o accionistas son menores de 35 años y tiene(n) la mitad más uno de las cuotas, acciones o participaciones en que se divide el capital de la sociedad:

NOMBRE SOCIO/ACCIONISTA	NÚMERO DE IDENTIFICACIÓN	EDAD	% DE PARTICIPACIÓN EN EL CAPITAL

Adicionalmente informo que el número de trabajadores vinculados a la sociedad es _____ (De conformidad con la ley 1780 de 2016, Decreto 639 de 2017 y Ley 1429 de 2010, el número de trabajadores no puede ser mayor a 50):

NOMBRE DEL TRABAJADOR	NÚMERO DE IDENTIFICACIÓN
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Atentamente,

Firma del Representante legal

Número de Identificación

Anexo: Copia del documento de identificación del(los) socio(s) o accionista(s) referido(s) anteriormente.


FORMATO PARA LA INSCRIPCIÓN DE SITUACIÓN DE CONTROL EN SOCIEDADES POR ACCIONES SIMPLIFICADAS CON ACCIONISTA ÚNICO PERSONA NATURAL

[reg-02-28 V.0 19/07/18]

Decreto 667 de 2018

La presente inscripción en ningún caso exime al controlante de la obligación de inscribir la situación de grupo empresarial, así como toda modificación de la situación de control, en los términos previstos en el artículo 30 de la Ley 222 de 1995.



Señores
Cámara de Comercio de Bucaramanga
 Unidad de Registro e Infomediación

Quien suscribe, en mi condición de accionista único persona natural, en cumplimiento de lo previsto en el artículo 30 de la Ley 222 de 1995 y el Decreto 667 de 2018, informo a ustedes que soy controlante (matriz)¹ de la siguiente sociedad por acciones simplificada, recién constituida y que se presenta para inscripción en el registro mercantil:

DATOS DE LA SOCIEDAD SUBORDINADA	
Nombre de la sociedad	
Domicilio (Municipio)	
Nacionalidad	Colombiana
Breve descripción de la actividad	
Presupuesto legal que da lugar a la situación de control	Propiedad del 100% de las acciones que componen el capital de la sociedad, de conformidad con el numeral 1° del artículo 261 del Código de Comercio ²
Fecha en que se configuró el control*	

* Fecha de constitución de la sociedad subordinada que se presenta para inscripción en el registro mercantil.

Cordialmente,

DATOS DEL ACCIONISTA ÚNICO	
Nombre Completo	
Domicilio del (Municipio)	
Nacionalidad	
Breve descripción de la actividad	
Firma del accionista	

NOTA: Tenga en cuenta que si usted es matriz o controlante de otras sociedades, o de un grupo empresarial, debe actualizar en el registro mercantil de todas las subordinadas esta nueva situación de control y en general toda modificación de la situación de control o grupo empresarial (Parágrafo 2° del artículo 30 de la Ley 222 de 1995).

¹ Artículo 260 del Código de Comercio: Una sociedad será subordinada o controlada cuando su poder de decisión se encuentre sometido a la voluntad de otra u otras personas que serán su matriz o controlante, bien sea directamente, caso en el cual aquélla se denominará filial o con el concurso o por intermedio de las subordinadas de la matriz, en cuyo caso se llamará subsidiaria.

² Artículo 261 del Código de Comercio: Será subordinada una sociedad cuando se encuentre en uno o más de los siguientes casos: 1. Cuando más del cincuenta por ciento (50%) del capital pertenezca a la matriz, directamente o por intermedio o con el concurso de sus subordinadas, o de las subordinadas de éstas. Para tal efecto, no se computarán las acciones con dividendo preferencial y sin derecho a voto.

Decreto 667 de 2018
18 de abril de 2018

"por el cual se agrega una sección al capítulo 41 del título 2 de la parte 2 del libro 2 del Decreto Único Reglamentario del Sector Comercio, Industria y Turismo, número 1074 de 2015".

El Presidente de la República de Colombia, en uso de sus atribuciones constitucionales y legales, en especial las previstas en los numerales 11 y 24 del artículo 189 de la Constitución Política, y

CONSIDERANDO:

Que el artículo 30 de la Ley 222 de 1995 establece que cuando se configure una situación de control, de acuerdo con lo establecido en los artículos 260 y 261 del Código de Comercio, la sociedad controlante lo hará constar mediante un documento privado que deberá inscribirse en el registro mercantil correspondiente a la circunscripción de cada uno de los vinculados, dentro de los treinta días siguientes a la configuración de la situación de control.

Que la misma disposición establece que las Cámaras de Comercio estarán obligadas a hacer constar en el certificado de existencia y representación legal la calidad de matriz o subordinada que tenga la sociedad así como su vinculación a un grupo empresarial.

Que el numeral 1 del artículo 261 del Código de Comercio, modificado por el artículo 27 de la Ley 222 de 1995, establece la siguiente presunción de subordinación: "(...) 1. Cuando más del cincuenta por ciento (50%) del capital pertenezca a la matriz, directamente o por intermedio o con el concurso de sus subordinadas (...)".

Que con fundamento en lo anterior presunción, la persona que es accionista única de una sociedad por acciones simplificadas se presume como su matriz o controlante.

Que es propósito del Gobierno Nacional simplificar los trámites que deben adelantar los empresarios, bajo el entendido de que ello contribuye a la formalización empresarial.

Que en el marco de dicho propósito, resulta conveniente reglamentar las normas atrás mencionadas para establecer una medida tendente a facilitar la inscripción de la situación de control en el caso de sociedades por acciones simplificadas de naturaleza unipersonal cuando el único accionista sea una persona natural.

Que el proyecto de Decreto fue sometido a consulta pública, de acuerdo con lo establecido en el artículo 8° de la Ley 1437 de 2011, mediante su publicación en la página web del Ministerio de Comercio, Industria y Turismo y la Superintendencia de Sociedades, entre el 12 y el 26 de febrero de 2018, y

Que por el asunto objeto del presente decreto, que no tiene incidencia alguna en la libre competencia en los mercados, el mismo no requirió concepto previo de abogacía de la competencia por parte de la Superintendencia de Industria y Comercio, de conformidad con las respuestas al formulario de dicha Superintendencia.

DECRETA:

Artículo 1°. Adiciónese una Sección 6 al Capítulo 41 del Título 2 de la Parte 2 del Libro 2 del Decreto Único Reglamentario del Sector Comercio, Industria y Turismo, número 1074 de 2015, la cual quedará así:

"SECCIÓN 6

INSCRIPCIÓN DE LA SITUACIÓN DE CONTROL EN SOCIEDADES POR ACCIONES SIMPLIFICADAS CON ACCIONISTA ÚNICO PERSONA NATURAL

Artículo 2.2.2.41.6.1. Inscripción de la situación de control en sociedades por acciones simplificadas con accionista único persona natural. Cuando se presente para inscripción en el Registro Mercantil la constitución de una sociedad por acciones simplificada en la que el único accionista sea una persona natural, las Cámaras de Comercio suministrarán al constituyente de la sociedad un formato para que este proceda a inscribirse como controlante de la sociedad, en los términos previstos en el artículo 30 de la Ley 222 de 1995.

En caso de que la persona rehúse inscribirse como controlante, para que proceda la inscripción de la constitución de la sociedad deberá manifestar por escrito dirigido a la Cámara de Comercio que no ejerce el control sobre la sociedad, el fundamento de su declaración y, si considera que otra persona es el controlante, informar el nombre e identificación de dicha persona. Dicho documento será remitido por la respectiva Cámara de Comercio a la Superintendencia de Sociedades.

Parágrafo 1°. La inscripción a que hace referencia el presente artículo en ningún caso exime al controlante de la obligación de inscribir la situación de grupo empresarial, así como toda modificación de la situación de control, en los términos previstos en el artículo 30 de la Ley 222 de 1995. En las sociedades por acciones simplificadas constituidas con anterioridad a la entrada en vigencia del presente artículo, el controlante debe inscribir la situación de control o grupo empresarial en los términos de la norma señalada.

En el caso en que el accionista único de la sociedad por acciones simplificada sea una persona jurídica o no se trate de accionista único, no habrá lugar al suministro del formato a que hace referencia el inciso 1° del presente artículo, toda vez que es deber del controlante o controlantes de la sociedad inscribir la situación de control o grupo empresarial en los términos del artículo 30 de la Ley 222 de 1995.

Parágrafo 2°. La inscripción del documento a que hace referencia el inciso primero de este artículo causará el pago del impuesto de registro y los derechos de inscripción con la base gravable y la tarifa establecida en la Ley°.

Artículo 2°. Vigencia. El presente decreto regirá a partir del día siguiente a aquel en que se cumplan tres meses de su publicación.

Publíquese y cúmplase.

Dado en Bogotá, D. C., a 18 de abril de 2018.

Beneficio Ley. 137-600



**RECOLECCIÓN DE DATOS
PARA EL DILIGENCIAMIENTO DE LOS FORMULARIOS RUES**

f.req-01-19 V.8 22/02/21

EL TRÁMITE DE MATRICULA MERCANTIL PARA PERSONA NATURAL, SE REALIZA DE MANERA PERSONAL O VIRTUAL POR EL COMERCIANTE O CON PODER DEBIDAMENTE AUTENTICADO.

REQUISITOS:

- ORIGINAL Y FOTOCOPIA DEL DOCUMENTO DE IDENTIDAD
- SI YA CUENTA CON NIT ADJUNTE FOTOCOPIA DEL RUT (SIN IMPORTAR PARA QUE ACTIVIDAD FUE EXPEDIDO)
- CONOZCA LOS BENEFICIOS DE LA LEY 1780 DE 2016 "PEQUEÑA EMPRESA JOVEN"

SI REQUIERE ASISTENCIA PARA SU MATRICULA POR FAVOR DILIGENCIE LA INFORMACIÓN RELACIONADA A CONTINUACIÓN, CON EL FIN DE AGILIZAR EL TRÁMITE DE LA MATRICULA MERCANTIL POR NUESTROS ASESORES:

DATOS GENERALES	
NOMBRES Y APELLIDOS: _____	No. DE IDENTIFICACIÓN: _____
TIPO DE DOCUMENTO: C.C. <input type="checkbox"/> C.E. <input type="checkbox"/> PASAPORTE. <input type="checkbox"/> PEP (Permiso Especial de Permanencia). <input type="checkbox"/>	GÉNERO: M <input type="checkbox"/> F <input type="checkbox"/>
DIRECCIÓN: _____ (DONDE DESARROLLA SU ACTIVIDAD COMERCIAL)	
BARRIO: _____	MUNICIPIO: _____
CORREO ELECTRÓNICO* _____ (*ESTE ES DE CARÁCTER OBLIGATORIO)	
TELÉFONO FIJO: _____	CELULAR: _____

ACTIVIDAD ECONÓMICA (CÓDIGO CIUU)									
DESCRIPCIÓN DE ACTIVIDAD ECONÓMICA: _____									
<table border="1" style="margin: auto;"> <thead> <tr> <th>CIUU 1</th> <th>CIUU 2</th> <th>CIUU 3</th> <th>CIUU 4</th> </tr> </thead> <tbody> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </tbody> </table>		CIUU 1	CIUU 2	CIUU 3	CIUU 4				
CIUU 1	CIUU 2	CIUU 3	CIUU 4						

INFORMACIÓN FINANCIERA			
CAPACIDAD FINANCIERA (Total de activos)		\$ _____	
INDIQUE LOS RUBROS QUE CORRESPONDEN A SU INVERSIÓN INICIAL			
EFECTIVO	\$ _____	EQUIPOS	\$ _____
INVENTARIOS	\$ _____	MUEBLES Y ENSERES	\$ _____

INFORMACIÓN DE REFERENCIA COMERCIAL	
NOMBRE: _____	TELÉFONO: _____

NOMBRE ESTABLECIMIENTO (DEBE CONSULTAR LA HOMONIMIA PREVIAMENTE EN WWW.RUES.ORG.CO EN LA OPCIÓN REGISTRO MERCANTIL - NOMBRE / PALABRA CLAVE)		
MEDIDAS DEL LUGAR DONDE DESARROLLA SU ACTIVIDAD (EN METROS): LARGO _____ ANCHO _____ ALTO _____		
HORARIO DE ATENCIÓN: DESDE: _____ HASTA: _____ EL LOCAL ES: PROPIO <input type="checkbox"/> ARRENDADO <input type="checkbox"/>		
No. EMPLEADOS FIJOS: _____	% EMPLEADOS TEMPORALES: _____	No. DE EMPLEADAS MUJERES: _____

IMPORTANTE: Para el municipio de Bucaramanga, solicitar concepto de uso de suelo a través del siguiente Link <https://usodesuelo.bucaramanga.gov.co/> para los demás municipios, realizar este trámite directamente en la oficina de planeación de cada alcaldía.

NOTA: INGRESANDO A www.camaradirecta.com OPCIÓN "TRÁMITES EN LÍNEA" - "CREAR EMPRESA" DILIGENCIE LOS FORMULARIOS. EN EL VÍNCULO OBTENER CLAVE, LUEGO DIGITE USUARIO Y CONTRASEÑA ASIGNADOS. SELECCIONE NUEVO TRÁMITE - MATRICULA DE PERSONA NATURAL Y SIGA LAS INSTRUCCIONES.

CLAVE SEGURA:

USUARIO: _____ CONTRASEÑA: _____

Para conocer el horario de atención de las oficinas seccionales por favor ingresar a la página web www.camaradirecta.com

NOTA: ESTE DOCUMENTO NO CONSTITUYE CONSTANCIA DE INSCRIPCIÓN ANTE LA CÁMARA DE COMERCIO DE BUCARAMANGA

Annex F. Súmmun Institute Prices.

Type of Class	Package	Price (COP)
Group Classes	8 hours monthly	152,000
	12 hours monthly	228,000
	24 hours monthly	684,000
Personalized Classes	8 hours monthly	312,000
	12 hours monthly	468,000
	24 hours monthly	936,000