

**Business Plan of an Interactive Remote English Course, Complemented with Virtual Reality and Gamified Tools**

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**Thesis to Obtain the Bachelor's Degree in Foreign languages with Emphasis on English**

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### **Abstract**

**Title:** Business Plan of an Interactive Remote English Course, Complemented with Virtual Reality and Gamified Tools\*

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**Keywords:** Colombia, E-Learning, English Course, Gamification, Technology, Virtual Reality.

### **Description:**

The teaching of English encompasses different methodologies, strategies, and pedagogical models that have evolved over the years. Currently, teaching has been intertwined with technology, as it has proposed new ways of sharing knowledge more effectively and addressing the diverse needs that students may have.

Based on the above, the following work seeks to analyze the feasibility of setting up a Colombian online English institute focused on teaching through two technological tools: gamification and virtual reality. This institute offers English courses organized according to the Common European Framework of Reference for Languages and also English courses for Specific Purposes (Cambridge University, n.d.).

Regarding the latter, English for Specific Purposes aims to provide students, who already have knowledge of the language, with the necessary tools to thrive in the professional field they have chosen, both for university academic programs and for students seeking to have a cultural exchange in an English-speaking country.

To carry out the research on the feasibility of this project, a survey was conducted with 90 people from Colombian territory, which provided us with feedback on what citizens thought about launching an institute that provided class sessions with gamified and virtual reality elements. In addition, macro and micro environmental, marketing, technical, organizational, legal, socio-environmental, financial, and strategy analyses were conducted.

\* Bachelor Thesis

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## Resumen

**Título:** Plan de Negocios de un Curso Remoto Interactivo de Inglés, Complementado con Realidad Virtual y Herramientas Gamificadas\*

**Autores:** Maria Fernanda Ballesteros Duarte and Cesar Said Delgado Hasbon\*\*

**Palabras Clave:** Aprendizaje en Línea, Colombia, Curso de Inglés, Gamificación, Realidad Virtual, Tecnología.

### Descripción:

La enseñanza del inglés abarca distintas metodologías, estrategias y modelos pedagógicos que han ido evolucionando con los años. En la actualidad, enseñar ha estado entrelazado con la tecnología, pues esta ha propuesto nuevas formas de compartir conocimiento de manera más eficaz y atendiendo las distintas necesidades que los estudiantes puedan tener.

Con base a lo anterior, el siguiente trabajo busca hacer un análisis de la viabilidad de llevar a cabo un instituto de inglés online colombiano centrado en enseñar por medio de dos herramientas tecnológicas que son la gamificación y la realidad virtual. Este instituto ofrece cursos de enseñanza del inglés por niveles reglamentados según el Marco Común Europeo de Referencia y también la enseñanza del inglés con propósitos específicos (Cambridge University, n.d.).

Con respecto al último, la enseñanza del inglés con propósitos específicos busca brindarle a los estudiantes, que ya tienen un conocimiento del idioma, las herramientas necesarias para desenvolverse en el campo profesional que hayan escogido, tanto para programas académicos universitarios, como para alumnos que busquen hacer un intercambio cultural en un país de habla inglesa.

Para llevar a cabo la investigación de la viabilidad de este proyecto se realizó una encuesta a 90 personas del territorio Colombiano, la cual nos dió una perspectiva de la opinión que tenían sobre lanzar al mercado un instituto que dictara clases con elementos gamificados y realidad virtual. Además, se realizaron análisis macro y micro ambiental, de marketing, técnico, organizacional, legal, socio ambiental, financiero y estratégico.

\* Trabajo de Grado

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## **Introduction**

English, the most spoken language around the world, has 1.4 billion speakers, ranged from native ones to people that studied it as a second language. This fact have made it appealing for students around the world for studying it abroad because it would offer them career opportunities in any country (ABC School, 2021). Likewise, knowing more than one language is essential for many companies looking for that skill in a resume. A study by the University of Cambridge reveals that 82% of workers in Colombia require English to advance in managerial positions and also be able to work remotely in any part of the world. Learning a new language would then be an advantage for getting better-paid positions and having the comfort of working wherever you want to (La República, 2022).

The search of companies for professionals who speak English has gained strength with the arrival of new foreign organizations in the country and with the expansion of national companies abroad; according to the director of Talent Solutions of ManpowerGroup, the difference in remuneration for the same position between a bilingual person and one who is not bilingual can be between 20% and 30%. In addition, she states that companies need their personnel to be able to communicate in English to take advantage of business opportunities. Unfortunately, only 15 % of the country's qualified professionals have the skill of communicating in a second language which causes more firms to overlook international deals or even within Colombia itself (El Colombiano, 2022).

For the reasons previously stated, a business plan was created in order to analyze the feasibility of a remote interactive language course that is complemented by virtual reality and gamification. In this creation process, it was necessary to analyze the target Spanish-speaking population located in Colombia so that operation strategies related to the general operation

could be executed, and a diagnosis to face future eventualities could be designed.

## **1. Business Idea Justification**

### **1.1. Preliminary Analysis Of The Business Idea**

The globalization made people learn a second language as an essential part of their lives. It allows new job opportunities abroad, learning new information that was not available in the mother tongue, and knowing different cultures and groups with common interests. Approximately, five hundred million people speak English as their second language, a number that will not stop rising around the world (SUCHARITHA, 2022).

The firm Michael Page conducted an analysis about what languages are the most requested by Colombia's labor market. This study indicated that both Spanish and English are the ones with the highest demand in the working environment. However, despite the fact that there is a high demand for professionals and technicians who know a second language, when interviewing candidates weekly, less than 40% speak English. In terms of wages, the firm mentions that English language skills can influence at least 20% of their decision to hire employees (El Espectador, 2018).

According to the report "Índice del Dominio del Inglés de EF", Colombia ranks 77th out of 111 countries; the report also revealed that young people, between 18 and 20 years old, have a lower level compared to the adult population, between 26 and 30 years old. The score for young people was 427 points, while that of the adult population was 521 points. With a moderate level, the cities with the highest English proficiency in the country are Armenia (516), Barranquilla (510), Medellin (506), and Bogota (503) (Forbes, 2022).

The discipline of language teaching has been evolving and with it, its methods. There is

the Grammar-Translation Method that uses elements such as the blackboard and books for reading and translating texts; the Direct Method uses tangible objects for exemplification and the other elements of the Grammar-Translation Method. There is also the Audio Lingual Method which begins to use magnetic audio tapes, video reel projectors, and radio (Richards & Rodgers, 2001). Overall, one method that addresses 21st century students' needs is the Communicative Method, which conveys more realistic sensations for the learner and uses technological elements of hardware and software such as multimedia material, video games, and virtual platforms (Borromeo et al; 2018).

Taking into account the above, our main objective is to determine the feasibility of a business plan for an online English learning institute that integrates gamification and virtual reality. The target population are young Colombians from 14 to 25 years old interested in learning this language in order to prepare them for specific situations that require its use. However, all ages and nationalities are welcome.

One of the reasons to decide to go beyond e-learning, and complement it with gamification and VR tools, is due to the fact that one of the main problems that virtual higher education in Colombia faces is student dropout with a rate of 60% (Barreto et al, 2020). Hence, considering that gamification has received a lot of attention and acknowledgment in the educational field due to its didactic nature, it would be accurate to integrate it into a language curriculum as a complement. According to Ogo-Chukwu & Fomsi (2019), we can define gamification as a strategic tool that increases students' motivation and interest in the field of learning by using game components within the classroom. On the other hand, another tool with a great variety of functions that have been used as well in education is virtual reality. This tool gives users a 3D experience, putting them in environments similar to real life in which

different sensations can be experienced by the human senses (Sheldon, 2022). VR use has resulted in amplifying the positive features that learning has; such as student motivation and engagement (Dhimolea et al., 2022).

## **1.2. Sector Analysis**

### ***1.2.1. Demand Potential And Competition Strength***

The main objective of this language course is to facilitate the learning of a second language in a virtual way using gamification and virtual reality as the main tools. This makes teenagers and young adults interested in the course since they seek to develop their language skills in a second language through digital competencies (Osorio, 2022). As there is a necessity in the target population, the company seeks to provide a solution for it by eliminating time and distance as a barrier to learning in remote classes mode (Ministry of Education, 2017). It is important to highlight that gamification is a tool that draws attention to learning as it increases motivation and generates greater motivation in students interested in video games (Monterrey, 2016). Likewise, virtuality allows giving students access to an innovative methodology using ICT (Cognitiva. 2020) and generating an environment of scenarios that stimulate meaningful and didactic learning in the student who decides to take the course. The course seeks to confront the student with different situations that they will be prepared to face, such as real simulations with native speakers in real scenarios.

Although Colombia has numerous indigenous languages, English stands as the second most prevalent language, with 4.1 percent of the population speaking it (British Council, 2015). Also it provides opportunities in different areas such as studying overseas or working in a foreign country. Its competence is high within the country because there are already some academies that are strategically positioned in the language learning market and they include

different prices that are aligned with people's budgets (Acuña et al., 2019).

For that reason, it is needed to add value to the Languages courses' business idea. The interactive and dynamic tools will be integrated into the curriculum of the courses are gamification and virtual reality. It is evident that there are schools, institutes, and courses that already incorporate gamified tools, and a variety of apps will be established soon. For example, the app Duolingo and the English institute Blendex. Furthermore, the industry of gamification has reached different fields, such as e-commerce, telecommunications, health, automobile, and education, the latter being promising and expected to be more prominent in the future. In an analysis made by Grau (2021), based on LMS (Learning Management Systems), he expresses that the industry of gamification within education will go from the current 13.400 million dollars to 25.700 million dollars in 2025, which means that this tool will be exponentially used in the future. Thus, the opportunity to take advantage of this educational element can be valuable nowadays because it has not reached that economical level yet.

In addition, using this technology brings a new and meaningful service value to the user who looks forward to having an immersive, interactive, and dynamic experience while learning (Tesoladmin, 2023). LMS platforms have already created courses for using this resource in the gaming field when teaching how to design games in this format; nevertheless, the idea of adding this technology to an English course in an LMS platform has been tested and analyzed, but has not been approved to use it publicly yet (Camacho, 2021). In research from Radianti et al. (2020), the panorama of using VR for learning a language is not as common as using it for other purposes. In this literature review, the articles showed that when learning content in higher education only 2% are addressed for learning a language, while their

highest percentages are located in fields regarding procedural-practical knowledge which occupies 33%. This confirms how little this technology has been used for language-learning purposes.

This business proposal aims to open new possibilities in the market for creating real-life experiences without making mistakes or being ashamed of doing something out of context that could interfere with your goal in a determined situation. Also, adding a different approach to how people interact with languages in specific situations by repeating an action, dialogue, or decision and seeing the different possibilities of their choices and how they could improve on different social interactions.

### **1.3. Survey Data**

#### ***1.3.1. Surveyed Individuals Profile***

After carrying out market research to evaluate the demand and the market potential of the English course with virtual reality and gamification in Colombia. There has been some significant data that allows us to reach conclusions through a probability sampling technique which is the simple random technique. It allows the involved population to have the same opportunity to be participants of the sample (Otzen & Manterola, 2017).

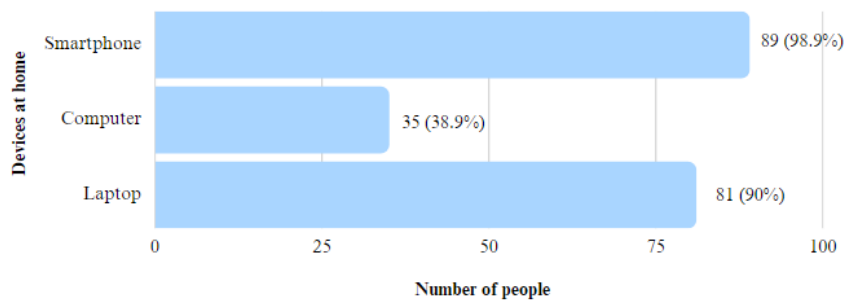
Firstly, we can have a notion of the surveyed population which shows an equitable representation between men and women, but it highlighted masculine participation with 58.9%. Moreover, it is evident that the age range that predominated in the survey is between 20 and 30 years old, as minors could not take part in the survey. Another relevant aspect is geographical origin, with a noticeable 77.8% of the interviewee that came from the Santander region. In respect of the socio-economic status that is labeled in Colombia regarding location and services, it was observed a significant representation of medium-class with 37.9%, as

well as upper medium-class with 30%.

The fact that most of the interviewees (98.9%) had a smartphone, and 90% also used a laptop is a sign of the availability of the technological resources that are necessary for enrolling in the virtual reality and gamification English course, as it is shown in Figure 1.

**Figure 1**

*Percentage of People with Technological Devices at Home*



*Note.* Results of survey question taken from section 1 (Personal information).

### **1.3.2. Interest in Learning English**

When studying English learners might have similar reasons to do so. Here the participants had the opportunity to choose ten different reasons to learn the language. Among the three most appealing objectives for interviewees were first because they would like to improve their working opportunities with 65 of them (72.2%) that voted for this option, then because they wanted to travel abroad with 53 (58.9%) people, and finally, the third most attractive reason for them was related to the first one, and that was because they wanted to work abroad, with 52 individuals (57.8%) that selected it. Pointing out with the answers that a course with English for Specific Purposes would be suitable for the students.

In this section of the survey, we analyzed how many hours participants were willing to study English. The majority that was 13 (14.4%) interviewees answered that they would

like to take 4 hours of classes a week, then 12 (13.3%) expressed that 2 hours of classes a week was the appropriate quantity, and the third option most chosen was 6 hours of classes a week, with 11 votes (12.2%). Being aware of this choice of hours gives Be Genius a perspective of the possible schedules that can be designed.

This part of the survey confirmed that half of the population looked forward to learn English via online classes. Also, they would like to integrate the language into their working profile as it would give them more job opportunities related to their areas, and in Be Genius what we offer is studying the language with specific purposes, which means, including vocabulary, expressions, or structures related to the profession students have and use it in the job or tasks they will take part in.

### ***1.3.3. Gamification and Virtual Reality Course***

This part of the survey provided us with an opinion regarding how sustainable it was in Colombia to set up a Gamification and Virtual Reality Course. Again, 88 participants (97.8% ) demonstrated that they would like to have a course with these features, either Gamification or Virtual Reality. It is expected that the majority of interviewees composed of 22 people (24.4%) said that they would only study this type of course for 2 hours of classes a week. 17 interviewees (18.9%) chose the second most voted option was studying 4 hours of classes a week, and 13 participants (14.4%), voted for the third one which was studying 6 hours of classes a week.

Finally, participants could answer an open question that stated: “Which activities, features, or dynamics would you like to see in an English course with gamification and virtual reality?”. Many answers were provided, but most of them pointed out two main aspects, those were “interacting and communicating with people” and “experiencing

meaningful real-world situations”.

Generally, the outcome of the survey done to this small sample of participants indicates how appealing and innovative it was for them to see this type of institute in the Colombian market. This first glance of the positive response of different regions in Colombia towards a new way of learning English encourages the idea of launching this education into the Language Learning market. Even though there was positive feedback, it would be recommended to carry out a larger survey with a bigger sample based on more departments to have a better and complete perception of Colombians regarding this type of English courses.

## **2. Objectives**

### **2.1. General Objective**

To determine the feasibility of an English online course implementing virtual reality and gamification for people interested in learning English language.

### **2.2. Specific Objectives**

- I. To analyze the context of identifying the threats and opportunities that involved e-learning in Colombia.
- II. To elaborate a market analysis of identifying the potential demand of English online course websites with live classes using virtual reality and gamified tools.
- III. To establish a marketing plan to implement the Information Communication Technology industry 1.0, 2.0, 3.0, 4.0 and 5.0.
- IV. To design a technical analysis of establishing the elements of the operative process of the company.
- V. To carry out an organizational analysis of defining the quantity and type of personnel for

recruiting according to the subscription business model.

- VI. To conduct a legal analysis of identifying the legal business structure that constitutes the company, taking into account the country's regulations.
- VII. To develop a socio-environmental analysis of examining the environmental impact of the website creation and the influence generated in the youth.
- VIII. To perform a financial analysis of determining the feasibility and profitability of the company in different scenarios.
- IX. To establish a strategic analysis of identifying the weaknesses and strengths for the success and permanency of the company.

### **3. Reference Framework**

#### **3.1. Theoretical Framework**

##### **3.1.1. *Gamification***

According to Ogo-Chukwu & Fomsi (2019), applying gamification in the educational environment has attractive features to reinforce the active learning. Video games have players, and they count on rules that need to be followed in the game's mechanics, and guidelines for its competitions. In gamification, the players are the students, but the objective is not playing a video game but adapting its features to the course that is taught. This to make the process of learning more interesting and engaging to students (Ortiz-Colón et al., 2018).

Some features of video games such as scores, rewards, punishments (taking away points), and leaderboards are included for striving to achieve an established goal. This involves as well the use of emotions as a vehicle for attaining educational aims because it makes students unconsciously put effort into their education while playing (Ortiz-Colón et al., 2018). In Be

Genius the lessons that implement gamification are meant to be performed using different characters to earn points by answering questions related to English skills in order to pass each level of the game.

### ***3.1.2. Virtual Reality***

Virtual reality is a technology that little by little has been introduced in our modern society and its benefits have been recognized in the educational field lately. However, even though it is mostly used in the present it is a term that was first introduced in 1988 by Jaron Lanier. He describes it as a combination of different technological aspects involving computers, programming techniques, and specific devices that because of their cutting-edge development would provide a feeling to the users of being in another world. Translating this concept into modern context, it can be described as a three-dimensional environment created by a computer, that works as a virtual world where the user has the ability to move around, interact, create, communicate, etc. doing so from different angles and perspectives (Luciani, 2007).

When it comes to learning, the senses provide humans with the necessary information for understanding what is to be studied. Information retention can be measured by analyzing each sense. According to Guillén (2011), Taste provides us 1% of the information, touch 1, 5%, smell 3, 5%, hearing with 11% and sight with 83% (p.21). When using virtual reality three out of 5 senses (touch, hearing, and sight) are stimulated, so students that learn either by reading, listening, watching, or writing will be able to acquire information in a way that eases the learning. Even though virtual education is provided, this tool engages features that make learning a language an amusing activity. Lessons similar to real-life situations can be carried out, interaction with the environment of a virtual location is almost mandatory, and amplifies people's perspective of concepts by giving a variety of points of view within the same subject

or topic that can go beyond what students usually see (Guillén, 2011).

### ***3.1.3. E-Learning***

The E-learning concept varies in its interpretation regarding the source where it can be found. Moreover, the use of it is different depending on the pedagogical context it is used. To understand it better it is generally defined as another form of what is known as distance learning, that day-by-day is developed due to new technologies emerging. Considering this, e-learning will provide Be Genius students with an up-to-date education at any time (Tokarieva et al., 2021).

This educational method brings advantages from the educative, logistic, pedagogical, and economic points of view. In education, it contributes to building a bridge of interactivity and collaboration among students and teachers because of how it is designed. Regarding logistic value, it is valuable to point out that its schedule flexibility and distribution of content are some of its highlights. The pedagogical features include the development of learning strategies while researching on the internet. Regarding the economical part, if students have a budget there are different options they can choose from according to what they can afford (Khan, 2021).

### ***3.1.4. Languages For Specific Purposes***

Taking a course on “Languages for Specific Purposes” provides students with a complement to what they have already acquired learning a target language, but integrates the material they need for a specific area that they have chosen (Trace et al., 2015). The curriculum designed for these types of courses includes approaches, topics, assessments, and material that fulfills the needs or wants the person has in certain fields of knowledge. Some examples of these language courses are English for Business, Italian for Lawyers, Japanese for Tourism, and

French for Doctors (Trace et al., 2015). Many students are looking forward to learning specific vocabulary, grammar, and language characteristics of a certain field but also it needs to be considered that in a LSP course, there is a culture that underlies a specific area of knowledge people want to integrate into their education (Engberg, 2023). Assuming the important role of the English for Specific Purposes regarding professions and even culture, it will be implemented in Be Genius classes to cover the niche. The first course of English for Specific Purposes that is meant to be developed will be “English for Stewardess/Flight Attendant in Commercial Airlines” since in the United States it is estimated that the employment of Flight Attendants will grow by 21% in a 8 years period, more than the average employment there are in other careers (Department of Labor, 2023). An example of a lesson plan related to a class session of this course can be found in annex 2.

#### **4. Methodology**

##### **4.1. Macro Environment (PESTLE Analysis)**

###### ***4.1.1. Political and Legal Factors***

There are several political and legal factors that must be taken into account for the analysis of the macro-environment.

- Decree 2888 of 2007 regulates the creation, organization and operation of the institutions that offer the educational service for work and human development, formerly called non-formal education. (Ministerio de Educación Nacional, 2015). According to Article 7 of this document, the institution of education for work and human development of private character, in order to offer the educational service, must have an operating license or recognition of official character and obtain the registration of the programs. It is essential to consider the Article 14, that addresses how important it

is to define a methodology in our institute. In this case it will be a remote methodology which requires giving to all students the required resources for their learning process, such as worksheets, modules, and in the case of the institute itself it requires an infrastructure that supports this type of education (Ministerio de Educación, 2015). Article 38 of the same decree states that informal education includes those courses that have a duration of fewer than 160 hours (Ministerio de Educación, 2015). Any promotion of this modality must clearly indicate that it is informal education and that it does not lead to any degree or certificate of occupational aptitude. All articles in the decree will be considered for the execution of the business plan.

- Regarding freedom of enterprise, Article 333 of the Constitution states that both economic activity and private initiative are free, within the limits of the common good, and no one may require prior permission for their execution without authorization by law (Secretaria Senado, 2022).
- Before getting into the e-commerce and software business, the following are the steps to build a company in Colombia (Bancolombia, 2022):

To verify the availability of the company name before the Chamber of Commerce.
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To check the classification by economic activity.
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To choose the type of company.
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To register the company with the Chamber of Commerce; register the RUT (Registro Unico Tributario) and obtain the NIT (Número de
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Identificación Tributaria) before the DIAN.
To carry out the incorporation formalities at the notary public's office.
To open a bank account and deposit the capital stock.
To make the inscription in the books of commerce.

- Law 527 of 1999 defines and regulates the access and use of data messages, e-commerce, and digital signatures, and establishes the certification entities and other provisions. The aforementioned is done to be able to sell Online properly (Alcaldía de Bogotá, n.d.).
- Law 1480 of 2011 dictates that any e-commerce offering services using electronic means within the territory must comply with a series of requirements such as accountability with the use of data provided, or preserving and not altering information that has been provided (Alcaldía de Bogotá, n.d.).
- The Superintendence of Industry and Commerce regulates the decrees that cover our company and have been mentioned so far in this document (SIC, n.d.):
- Law 1581 of 2012, obliges traders to comply with the legal obligations regarding the privacy of individuals such as keeping their information safe, or providing personal information just to the individuals that are authorized to receive it. (Minambiente, 2022).

#### **4.1.2. Economic**

The main economic indicators are presented below:

- In the third quarter of 2022, Gross Domestic Product (GPD), in its original series, grew 7.0% compared to the same period in 2021, which is a positive aspect for the company given that the economy has been improving (DANE, 2022).
- Inflation presented a year-to-date variation of 11.72%, which is framed in the context of rising inflation worldwide due to the war in Ukraine (DANE, 2022).
- The Representative Market Rate or “Tasa Representativa del Mercado” (en español) is 4,761.64 COP, which is located in a context of internal political uncertainty in Colombia and global crisis. This factor influences the company since the acquisition of technological products such as virtual reality glasses is susceptible to the devaluation of the Colombian peso and inflation (Banco de la República, n.d.).
- The added value that virtual education can give to any discipline is the possibility of developing it in any context and from any condition, as long as the economic factor is available to carry it out (UniClaretiana, 2021).
- In October 2022, the unemployment rate in the total of the 13 cities and metropolitan areas was 9.9%, which represented a reduction of 3.0 percentage points compared to the same month in 2021 (12.9%) (DANE, 2023). The company can contribute to the mentioned percentage by hiring employees to work at it.
- Regarding the current legal minimum wage, according to the President of the Republic, Gustavo Francisco Petro Urrego, it will grow 16% by 2023. This is a positive aspect, although it is actually an adjustment made with respect to inflation (Presidencia Colombia, n.d).

#### **4.1.3. Social**

- The virtual modality allows managing the study time, while the face-to-face modality

requires compliance with schedules. The added value lies in satisfying the needs of those who have tight academic or office schedules. For them, it is worth innovating and being creative in a continuous way so that they can access and remain in the distance and virtual study modality (Paechter & Maier, 2010). For that reason, it is necessary to incorporate into the educational platforms all the technological advances that are commonly used by people to make their daily tasks more efficient (Uniclaretiana, 2021).

- As for the impact of virtual reality on learning, scientists find that virtual reality creates brain waves that can help to improve memory. Researchers at the University of California discovered that the brain could be rewired through the use of this technology. Specifically, through one of the four waves produced by the brain: theta (Business Insider México, 2021).
- Another differentiating factor of our company is gamification, which is being used both as a learning tool in different areas and subjects, and for the development of collaborative attitudes and behaviors and autonomous study (CAPONETTO; EARP; OTT, 2014).
- In terms of demographic factors regarding the young population, according to DANE, by the year 2022, people between 15 and 29 years old will represent 24.5% of the total Colombian population, 12.3% are men and 12.2% are women (UNFPA, 2022).
- Nowadays, addressing the demand for English courses in Colombia, according to the director of the Smart Language Academy, the Call Centers in sales and services generate a great demand in the enrollment of English courses (Portafolio, 2022).

#### **4.1.4. Technological**

For the implementation of the business plan, the technological advances in Colombia

are analyzed which reduces the target population significantly.

- In the country, there are more than 20 million people who do not have access to broadband internet. At the same time, in rural areas, only 17% of students have internet and computers, as calculated by the Laboratory of Economics of Education (LEE) of Javeriana University.
- According to the National Competitiveness Report 2021- 2022, the level of investment in R&D in Colombia is 0.29% of GDP (Vanguardia, 2022).

Based on this data the number of possible clients can decrease, since the operations of Be Genius are focused on remote class sessions, which requires a good internet connection for having a suitable educational experience.

#### ***4.1.5. Environmental***

Important ecological factors that concern us as an e-commerce company are: CO<sub>2</sub> emitted by computers and websites, as well as energy costs.

- Every hour a computer emits from 52 to 234 grams of CO<sub>2</sub> equivalent considering a potency of power of between 80 and 360 watts. Also, the French Environment Agency ADEME has estimated that a laptop consumes from 50 to 80 percent less than a desktop computer (The Circular Lab, 2021).
- The energy service cost negotiated in contracts during July 2022 for the regulated market (small businesses and households) averaged COP 287.71/kWh which represents an increase of 14.71% and 23.31%, respectively, compared to July 2021 (La República, 2022).
- Since our course will be 100% virtual, there will not be much pollution at the level of moving to the study site, for this purpose it is intended to make a parallel with the

pollution produced by a vehicle. Among the gasses emitted by cars are carbon dioxide (CO<sub>2</sub>), carbon monoxide (CO), nitrogen oxides (NO<sub>x</sub>), unburned hydrocarbons (HC), lead compounds, sulfur dioxide, and solid particles (ABC, 2018).

## **4.2. Micro Environment (Porter's Five Forces)**

### ***4.2.1. Rivalry Among Existing Competitors***

Regarding the current competition, Colombia has different English courses which have different prices to make them affordable for citizens in both face-to-face and virtual modalities (Portafolio, 2016). Blendex, a Colombian institution of languages (English, French, Italian, and German), predominates in the country by giving courses in both modalities (Blendex, 2022). The institution has a facility located in La Candelaria, Medellin, where students have access to a 3D cinema room autonomous to complement their English education by watching movies. The basic English course is based on live and a virtual reality room with suitable materials and tools that ensure meaningful classes in a schedule from Monday to Thursday, 2 hours per day. In order to obtain a certification in each level, the student needs to complete 150 hours. The price of the course is \$220,000 COP per month. It should be noted that Blendex includes virtual reality as a complement in its language courses. However, it does not offer this tool in its virtual course, since to use the VR equipment, the teachers and students need to be within the physical location (Blendex, 2022).

Addressing mobility barriers, Blendex has a niche of pre-teens, teens, and adults as it can be seen in its social networks, promotional videos, and course descriptions. Hence, its facilities, educational materials, electronic equipment, activities, curriculum, and other academic and bureaucratic aspects are aimed at this market segment. For example, when trying to go to the market for infants or children under 12 years of age, several obstacles are

encountered. When changing the niche from adults to children, the type of educational content to be provided in the classes must be considered, since children have a different way of learning languages, as they do it unconsciously and without as much effort as adults (United Nations, 2022). Therefore, it is easier to learn a new language than for adults. Thus, new costs, pertaining to didactic tools and subscriptions to repositories of educational materials will mean additional expenses for the company that could temporarily damage its performance or even go bankrupt if it is not well planned within this new sector.

When talking about product differentiation, it is taken into account that the service offered by our platform is different from that of the largest competitor in Colombia's Industry, Blendex. Given that, to access virtual reality, it is not necessary to travel to the on-site location and it is put into practice online in order to provide a learning opportunity for those who do not have easy access to learning, due to lack of time or economic resources (Segura, 2021).

#### ***4.2.2. Threat Of New Entrants***

Thanks to technological progress, Colombia ranked 63 out of 132 economies in the global innovation index in 2022 (Minciencias, n.d.). As can be seen, so far Blendex is the biggest potential competitor in the area. However, Platzi plans to implement virtual reality in its completely virtual courses taking into account scenarios focused on specific situations (Camacho, 2020). As soon as Platzi implements the idea they have been working on for more than two years, it will become a direct competitor of the company. Looking at it from a broader perspective, the offer of services with online language courses is varied, and the differentiation of our business idea lies in the added value generated by factors such as live classes with virtual reality and gamification that are taught only online.

The company faces some obstacles in the technological, economical, and environmental

areas, which could become a financial crisis. According to Kanya (2022), the company has to establish possible solutions to address it. First of all, identifying what is causing the company to undergo this scenario, and the reasons for it can be from internal to external issues. Second, current costs need to be analyzed thoroughly to see what unnecessary expenses the company has. These expenses can involve money and time-consuming tasks. Third, it is important to adjust the budget, and activities that include increasing its profitability need to be prioritized, over the ones that require more money, such as expanding the business or events for promoting the services/products. Fourth, if sales are failing that is translated into changing the marketing and sales strategy of the service. Finally, it is essential to track the cash flow by analyzing the profits and expenses the company already has and according to it cut what costs you and work on what generates more income.

#### ***4.2.3. Threat Of Substitute Products Or Services***

As far as substitute products of the English academy, several companies offer similar technology and support. However, the purpose of the company is to provide English courses totally online implementing virtual reality and gamification as supporting tools in classes. Because virtual reality is one of our differentiators, it has been found to be a technology that has been studied in the educational field to check how effective it is in the area of learning. According to Arango's research study (2022), students of some pilot projects have had the opportunity to interact with VR, which has generated more focus and effort on their educational process, with the possibility of creating environments.

Many experiences in Virtual Reality Resembles videogames, that encourage young students to participate more in their learning process. Moreover, in these digital environments they can explore new contexts and as a result, foster their creativity to invent new things

(Arango, 2022). Nevertheless, there are some substitutes that Be Genius could have within the market that also integrate either Virtual Reality or Gamification. These are Open English (online English platform), Duolingo (Gamified app), Platzi (Online English academy), EF English Live (online English academy), Smart Academia (Online and Face to Face English academy), and Udemy (online courses).

#### ***4.2.4. Bargaining Power Of Suppliers***

In the sector, there are big competitors with national and international suppliers that offer the necessary services and products which provide many possible options to choose from. In the industry, supplier diversity has increased, facilitating negotiation and diminishing supplier power. Internet service providers include Claro, Tigo, Movistar, ETB, WOM, DIRECTV, HughesNet, Avantel, Celsia, Edatel, EMCALI, and HV Multiplay; the wide range of providers means that fixed costs are not so high (Selectra, 2022).

In contrast, the companies that offer hosting in Colombia are limited such as Godaddy, Hostgator, Hostinger, Colombia Hosting, and mi.com.co (Go daddy, 2022). Together with virtual reality, software development companies in Colombia are necessary for the release of the project. Among those stand E. Systems, Owl creative agency, Ingeneo, IT Software, and Adasoft (Urbano, 2022). In addition, there are different suppliers of virtual reality devices: Oculus, Amazon, Walmart, Adorama, Merge VR, Tiger Direct, Macmall, Almacenes Éxito, Alibaba, Aliexpress, Falabella, Mercado libre; these suppliers offer different price ranges. The wholesalers of virtual reality headsets are Alibaba, Mercadolibre, and Shopee. It should be noted that it is not feasible for our suppliers to perform forward integration and offer our services.

#### **4.2.5. *Bargaining Power Of Buyers***

Finally, analyzing the bargaining power of our customers is high because there is a wide range of online courses, although our differential value is important and compensates for this fact. The industry concentration is large, however, the services to be marketed will be retail. In this business, there is not much possibility for customers to join and make group purchases and ask for discounts due to the type of services offered. Since customers face a market which it is not low, switch suppliers is not expensive. It should be noted that our service might be expensive for some customers, so it is possible for them to lean towards substitute products.

### **5. Work Breakdown Structure Schedule**

Work Breakdown Structure is a tool that separates the project in some step-by-step approaches (Organ, 2022).

The company's work breakdown structure schedule can be found in annex 3 . It shows the planned activities within the company in order to analyze the viability of creating an English E-Learning platform complemented with gamification and virtual reality in Colombia.

### **6. Marketing Analysis**

The four Ps of marketing including product, price, place, and promotion strategies will be used in the marketing procedure in order to promote the company effectively.

#### **6.1. Product Service**

Be Genius offers a course that facilitates learning a language in an online live modality using gamification and virtual reality for their learning model. The English Course offers A1,

A2, B1, B2, and C1 levels, which are established by the Common European Framework of Reference for Languages (CEFR) (British Council, n.d.), also the course of English for Specific Purposes is our main focus.

In the EFL Colombian Market, we are the first virtual institute that offers virtual reality and gamification weekly, because we intend to constantly provide students with experiences where they can be transported to different scenarios for learning the language with VR, and make learning fun by integrating gamified resources.

### ***6.1.1. Guarantee***

Be Genius provides a guarantee attached to the terms and conditions described as follows: After paying the monthly subscription, the company follows the student process for 15 days to make sure that all the lessons, content of the lessons, and resources are provided for an effective language learning. Before and after those 15 days, equivalent to 14 class hours, the institute will provide a test that will contrast students' proficiency in the language before taking the classes, and after having them for the previously specified period. If the learner does not understand the information in the lessons, he/she struggles with communicating ideas, vocabulary, or structures that were taught in class, or does not feel pleased with the methodology that has been provided until that moment, the guarantee will provide a full refund of the course payment and headset. For that reason, it is important to provide customers with a guarantee that will deliver them satisfaction with the product and service that they have purchased.

### ***6.1.2. Technical Support***

**6.1.2.1. Proactive Technical Support.** Purchasing some of our services could raise some inquiries and questions. For that reason, our English course will include on its website a blog section which will regularly upload possible solutions to those concerns, which will include Q&A entries, guides, instructions, and fun facts that will be managed by the Be Genius staff in order to facilitate the enjoyable operation of the platform and the course.

**6.1.2.2. Reactive Technical Support.** Specific problems need specific solutions which require direct communication, step-by-step explanation, and patience when the difficulties cannot be controlled by the clients themselves. Hence, when things are out of hand, it is the duty of the company to provide a team for the public that will strive to offer a solution for those key issues. The different choices regarding Technical Support that our company will have are a chatbot for most common questions, a virtual assistant (virtual support) for specific ones, and finally, a video call or phone call (live video support) if the service or product problem requires remote assistance or fast response.

### ***6.1.3. Required Resources, Services, and Products***

**6.1.3.1. Website Creation Service (Website Builder).** Nowadays the market allows you to make a website from scratch using customizable templates that reduce the cost of hiring a Website Creator. A website builder is a solution for a business that has a budget. These builders offer different plans, from free plans that result in basic websites to more expensive ones that include premium features that provide a better experience as well. This can include a better hosting service (Mighty Encyclopedia, n. d.).

The site shows information about the company including advantages over the competition, company's values, visual and interactive elements and tools. The purpose is to make it customer- friendly and pleasant to look at and to use.

**6.1.3.2. WordPress.** Building a website on WordPress for an Online Gamified and Virtual Reality English Course is an accurate choice for a variety of reasons. WordPress is widely regarded as one of the greatest systems for developing and maintaining websites. Its simplicity of use and comprehensive functionality make it a great tool for entrepreneurs and businesses trying to promote their products and services. While simpler systems are available, they sometimes lack the extensive functionality that WordPress provides. Similarly, while there are other robust platforms, they are more difficult for newcomers to navigate. WordPress provides the optimal blend between sophisticated capabilities and user-friendliness (Deckers, 2021).

## **6.2. Pricing Strategy**

Be Genius provides a unique service thanks to the implementation of tools such as gamification and VR. The pricing strategy used is the *Competitive Price Index (CPI)* which is used by e-commerce because it is a comparison of the prices charged to the customers by the competitor (Sniffie, 2023). This is the most adequate due to helping us to set a price evaluating the competition charges (The 5 Most Common Pricing Strategies, 2023). Taking into account that the company is the only platform that enacts interactive learning tools.

The service is aimed at teenagers and young adults from medium to higher age because the idea is that students are interested and motivated by the use of VR and gamification. Taking these great advantages into account leads us to establish a special interest in people from the upper and middle classes since devices with specific characteristics are necessary to run certain

types of programs.

### **6.2.1. Prices**

Be Genius establishes the following prices bearing in mind sophisticated technology the devices should include to run the tools which will be implemented throughout the English course. Following prices corresponded to annual payment which the final price of each month decreases:

**Table 1**

#### *Plans description*

<b>Plan</b>	<b>Description</b>	<b>Price</b>
Silver plan (4 classes a week. 1 hour and 45 minutes per class. 1 personalized class a month of an hour + VR headset)	English classes + Gamification tool + VR headset	4,864,800 COP (400,400. 14.300 COP per hour + VR headset in the first month)
Golden plan (5 classes a week. 2 hours per class. 2 personalized classes a month of an hour + VR headset).	English classes + Gamification tool + VR	6,720,000 COP (Month 559.900. 14.000 COP per hour + VR headset in the first month)

### **6.2.2. Platforms**

The platform illustrates the description of the English course plans as an online shop with a shopping cart. The management of orders through the website, payment gate option (TPV) using Paypal and forms of payment available are: debit card, credit card, electronic transfer.

Classes are taught virtually through the Zoom communication platform. Additionally, the Discord platform will be used as a complement where students can practice with each other. Additionally, clients have the opportunity to purchase a kit to pated to their current

resources, budget, or virtual reality products already acquired. These kits are delivered to clients' houses through home delivery companies, and the service is paid by the users.

### **6.2.3. Store**

As implementing VR and gamification in the English classes, some technological tools are needed to develop a successful learning as virtual reality glasses. Also, if a course is purchased and the student loses his class materials, our store can provide him/her with supplies.

The available store supplies are:

**Table 2**

*Suppliers description*

Store item	Description	Price
Vr headset	Complete kits of VR headsets. Individual parts of the device are not sold.	60.000

## **6.3. Promotional Strategy**

### **6.3.1. Slogan**

A slogan is intended for customers describing the qualities of the service (Kawasaki, 2018). The most suitable slogan for Be Genius is "Create your own world" since through virtual reality our students are responsible for their own learning process.

### **6.3.2. Discounts**

The promotional strategy is considered as a tactical tool that provides the customer with an economic benefit and access to better quality in service (Villalba, 2005). Different social media such as Instagram, Tik Tok, Facebook and even Gmail are used in order to spread the current promotions and to catch the attention of the target population.

**6.3.2.1. Promotional codes.** Using different promotional codes to lower the current price of a course or to obtain a privilege in the course, given by influencers to promote the English course (Martí, 2023).

**Table 3**

*Promotional codes*

Promotional code	Discount of the final purchase
Influencers (name of the influencer +2023) Ex: BRAYAN2023	10% on the final price of the plan
BEGENIUS2024 This promotional code will be given to a student who purchases a course. it is to refer a friend (new client).	8% on the final price of the plan

**6.3.2.2. Seasonal discount.** Taking advantage of the special dates as Black Friday, CyberMonday, Christmas, etc. The main idea is to increase the sales joining the most important dates by offering discounts or raffling giveaways (Banco Davivienda, 2022).

**Table 4**

*Promotional seasonal discount*

Special date	Duration	Discount
Black friday (Last week of November)	One week	15% on the final price of the plan
Cyber Monday	One Monday twice a year	10% on the final price of the plan
Christmas	All december	5% on the final price of the plan

## **6.4. Distribution Strategy**

### ***6.4.1. Physical Distribution Channel***

This channel aims to deliver the store supplies from the Be Genius company to the customers' addresses. Some available options we have in Colombia are "Servientrega" and "Interrapidísimo". We decided to choose two companies because there are places and areas where one reaches and the other one does not. And internationally we would have a deal with "DHL Express".

### ***6.4.2. Digital Distribution Channel***

The digital channel provides the customers' subscription to the service. The app aimed at the subscription of customers to our course is "Chargebee", which is suitable for subscription billing.

### ***6.4.3. Target Audience***

We are a Colombian-based venture; however, we receive students from around the world. For that reason, we will include international payment methods for receiving international clients such as PayPal and Credit Cards, and National such as Nequi, PSE, and DaviPlata.

## **7. Technical Analysis**

This section comprises a flow chart, the technology used by the company and its specifications, costs, and viability of technology, and finally the technological trends.

### **7.1. Flow Chart**

A sales flowchart is a powerful tool in a company to organize how situations in this cycle can turn depending on the clients' decisions (Zen Flow Chart, n. d.).

The company's sales flowchart can be seen in annex 4. This flow chart describes the different possibilities in selling the services and products of an English E-Learning Platform complemented with gamification and virtual reality in Colombia.

## **7.2. Used Technology**

### **7.2.1. Equipment specifications**

**7.2.1.1. Computers (for teachers).** Using Virtual Reality Technology in the 21st century has required not only purchasing VR glasses for having the experience itself but moreover, it must be launched in a device that guarantees a good experience for the user, that is why high-end computers are the best option for running the software that this technology has (Iris VR, n. d.).

**7.2.1.2. VR glasses.** Choosing an appropriate VR headset for experiencing this type of technology is a process that requires research to find reliable, cheap but functional, and valuable hardware. There are many alternatives in the market to choose from, such as glasses created by companies such as Meta or Sony, to the most economical ones that are addressed as CardBoard (Stead, 2022). Our company knows how expensive the former options can be, so we want each student that enrolls in our course to have the chance of experiencing virtual reality by giving them an on-budget model such as Vr Box 2.0, which would be labeled as a cardboard model. That means that the students will be able to place their mobile phones into the virtual reality headset that is designed for incorporating both technologies into one. Another feature of these VR glasses is that it includes a small controller which is necessary when choosing different options when using the VR headset itself.

**7.2.1.3. Smartphones.** There are a variety of applications that are available in different digital stores, nevertheless, there are some apps that are only available in VR headsets, like HTC Vive or Oculus Rift. That is why there needs to be an app that connects one of these devices (that is connected as well to a computer) to the mobile to display the application that is used. In this case, VRidge is the solution that will make students able to experience virtual reality technology with their mobile phones, using any app they want (RiftCat, n. d.).

### **7.3. Costs and Feasibility of the Technology**

#### **7.3.1. *Suppliers of Technology***

All the costs related to each of the suppliers of technology are found in the annexes.

**7.3.1.1. Alibaba.** This company allows us to buy a big amount of 3D glasses cases for cell phones and the Game controller. Therefore, put us in touch with the direct supplier to order the amount necessary for the products. Taking into account the amount of products bought, the price by unity of the products could fluctuate, the same as the shipment. However, there is not an exact day of delivery of the products, There is just an estimated date of delivery through one month. More details can be seen in annex 5.

#### **7.3.2. *Softwares***

Since the company requires several technological support and digital tools too, various softwares are implemented to carry out the running of the English course.

##### **7.3.2.1. Transmitting English Classes**

**7.3.2.1.1. Zoom.** Zoom is an online communications platform that allows people to meet, collaborate and communicate through real-time video, audio and chat. The application has become a popular tool for business meetings, online classes and virtual social events.

Description of the features can be found in annex 6.

**7.3.2.1.2. Discord.** Discord is a communication platform that facilitates interaction between people with similar interests. Through themed servers, users can participate in text and voice chats, sharing messages, images and engaging in real-time conversations. The description of the plan can be seen in annex 7.

### **7.3.2.2. Creating Virtual Reality**

**7.3.2.2.1. SketchUp.** SketchUp is a face-based 3D modeling and graphic design program. It is used for modeling urban planning environments, architecture, civil engineering, industrial design, scenic design, GIS, video games or movies. The table offers a good description of the plan, it can be checked in annex 8.

### **7.3.2.3. Implementing Gamification**

**7.3.2.3.1. Classcraft.** ClassCraft is a digital platform that aims to generate a playful environment to develop dynamic classes and increase the intrinsic motivation of students. By using this platform in the classroom, it is notorious the increase of the students' motivation towards the classes. Detailed description of the plan in annex 9.

**7.3.2.3.2. Quizlet.** Quizlet is an interesting tool for creating flashcards with educational content including text and images. After the cards are created, the tool automatically generates activities and games that will be very useful in the classroom to evaluate learning. The price per year is in annex 10.

**7.3.2.3.3. Kahoot.** Kahoot! is a social and gamified education website, which behaves like a game, rewarding those who progress in the answers with a higher score that catapults them to the top of the ranking.

#### **7.3.2.4. Designing Slides**

**7.3.2.4.1. Canva.** Canva is a design and editing platform that provides a wide range of tools to create quality visual content in an accessible way.

**7.3.2.4.2. Prezi.** Prezi is a tool that allows the creation of powerful and dynamic presentations. Prezi allows to design non-linear and sequential presentations with zoom, movement and animation.

## **8. Organizational Analysis**

### **8.1. Project Managers**

#### **8.1.1. Cesar Said Delgado Hasbon**

Student from the Foreign Languages Teaching Program with English Emphasis at Universidad Industrial de Santander. Worked in a kids' online English institute for two years where technology, gamification, and dynamic activities were the core of the curriculum. Bases his classes on Gardner's multiple intelligence theory, since all students are different in terms of learning new concepts. Also applies behaviorism and social-constructivism theories, since repetition and imitating patterns create language structures that then can be traded with other

speakers to create conversations. My role in Be Genius is CEO of the company, which means that I am in charge of making corporate decisions, such as informing new objectives of the institute, planning those objectives to achieve them, or just creating a good team that will aim as well into a common collective purpose.

### ***8.1.2. María Fernanda Ballesteros Duarte***

Student from the Foreign Languages Teaching Program with English Emphasis at Universidad Industrial de Santander. 7 years of experience, working in English Institutes for kids; more than 4 years working as a tutor for private-school kids, the methodology implemented with them is CLIL as teaching most of the subjects in English. The vacancy to cover in Be Genius is Manager of the teachers to revise curriculums, suggest activities and observe classes. Also I could have the opportunity of teaching kids.

## **8.2. Organizational Structure**

### ***8.2.1. Organizational Chart***

The Organizational chart describing the structure of the company in a hierarchical way can be found in annex 14.

### ***8.2.2. Functions Manual***

It is a document that is prepared in a company in order to delimit the responsibilities and functions of members in the company (Jimenez & Puerto, 2014). Its function is to guide the employees (collaborators) and each team in the execution of their work, the way in which they should develop it, and the importance of doing it well in terms of efficiency, efficacy, economy and speed (Cáceres & Romero, 2016). The organizational structure of BeGenius is hierarchical and functional because it is divided into functional teams. The manual is divided into four chapters:

- Chapter 1: Sales
- Chapter 2: Operations
- Chapter 3: Administrative
- Chapter 4: Customer service

### **8.2.3. *Staff Recruitment***

Be Genius employs two well-known methodologies for staff selection. Conventional and strategic selection method of personnel (Salgado & Moscoso, 2008). Taking into account conventional methods of selection, BeGenius will implement the CV because it acts as the first filter of selection; the knowledge test which is focused on evaluating specific knowledge needed for employment; and references to verify the certainty of the information in the CV. On the other hand, from the strategic method of selection, Be Genius will implement the virtual interview due to the vacancies for online teaching. Last but not least, teachers will conduct a microteaching in which their abilities in teaching, critical thinking and problem-solution skills will be observed (Kusmawan, 2017).

**8.2.3.1. Employees.** The table describing the number of employees needed in the company is completely detailed in annex 15.

**8.2.3.2. Vacancies characteristics and abilities.** The table detailing characteristics and abilities required in each vacancy and their corresponding salary in our company is presented in annex 16.

### **8.2.4. *Type of contracts***

**8.2.4.1. Civil contract for provision of services.** The choice of contract plays a crucial role in determining the rights and responsibilities of teachers involved in establishing an online institute for English language training using gamification and virtual reality. There are two primary contract options: employment contracts and civil contracts for provision of services. Employment contracts adhere to the conventional employer-employee relationship defined by Article 22 of the Labor Code. Under this arrangement, teachers are obliged to meet institutional requirements and receive a salary, as well as enjoy various benefits like Social Security contributions, social benefits, transportation assistance, work-related disability coverage, and vacation time.

On the other hand, civil contracts for service provision are more suitable for instructors who bring expertise in designing and delivering English courses incorporating gamification and virtual reality. These contracts, in line with Article 34 of the Labor Code, grant teachers flexibility and autonomy in carrying out their duties. Teachers assume full responsibility for occupational risks and are not affiliated with any health, pension, or compensation funds. Payment is contingent upon the completion of specific services or tasks, and teachers are not granted a paid vacation. Opting for civil contracts allows the institute to attract specialized professionals equipped with the necessary skills and knowledge of digital education, facilitating the creation of immersive learning experiences. The adaptability and flexibility of instructors foster continuous improvement of the online learning environment, aligning with the institute's objective of providing a dynamic and engaging English language curriculum that harnesses cutting-edge technology and promotes interactive learning for students. (Tiempo, 2023).

**8.2.4.2. Work or labor contract.** It is a contract which is signed for a period of time or for a specific task and ends when the work is complete. Even though all workers under this contract will have social benefits, these will end as soon as they finish their assigned task (Ministerio del Trabajo, 2023). In Be Genius the professionals that will occupy are programmers that design certain apps for the company, websites, or simply solves any software or hardware issue.

**8.2.4.3. Indefinite term contract.** The employee has the obligation to be responsible for his functions in an established schedule. This type of contract includes benefits as social security contributions, social benefits and overtime. In this case, the teachers of the institution participate in this kind of contract, since they could be required for working and occupying their roles as long as the company might afford their talent, expertise, or methods (Tiempo, 2023).

### **8.3. Human Resources**

All companies need to manage employees and some of the challenges that might arise when dealing with them. For that reason, there needs to be a section within the company that deals with all the aspects related to the workers from recruiting to solving conflicts among peers (Indeed Editorial Team, 2023). As with any other corporate division, throughout time Human Resources has expanded and included more tasks that deal not only with hiring but with objectives that take into account the well-being and performance of the people that work in the business (Sands, 2022). The Be Genius' HR department will be focused on offering specialized well-rounded training for the teachers and staff that will include a variety of topics like the use of technology, pedagogy and methodology, technical abilities, and customer service.

## **9. Legal Analysis**

### **9.1. Creation of the Company**

The creation and registration of the company should be done following the regulations of each country (Emprendedores, 2020). As a virtual service, it could be reached by people located abroad who are interested in learning English and in the methodology proposed. Nevertheless, the company will be registered over the standards and regulations of Colombia.

#### **9.1.1. Name of the Company**

To choose the desired name of the company, it is necessary to validate the availability of the company name (Be Genius). Additionally, the reservation of the company name will be made at SIC (Superintendencia de Industria y Comercio) paying the respective fee of 1 '116.500 COP (Superintendencia de Industria y Comercio, n.d.).

Be Genius will be a Simplified Joint Stock Company (S.A.S) which fits with the small size of the company. Also, it was selected because there is a limitation of responsibilities among joint partners taking into account the capital provided (Bancolombia, 2020). Also, the simplification of some processes and formalities facilitates the opening of the company with low budgets, that is the case of BeGenius, which wants to legalize the commercial activity limiting the liability to the starting budget.

#### **9.1.2. RUT**

RUT (Registro Único Tributario) which is provided by DIAN (Dirección de Impuestos y Aduanas Nacionales) supplies it in order to identify, locate and classify details of the company. Moreover, DIAN assigns NIT as the legal entity for tax purposes and the fulfillment of commercial obligations (Cámara de Comercio Bogotá, n.d.).

Required documentation to process RUT:

- ID
- Location
- Classification: Economic activity, liabilities, kind of organizations, financial link, representation, partners, financial team, state and benefit.  
(Cámara de Comercio Bogotá, n.d.).

### **9.1.3. Legal Documentation**

After DIAN assigns the NIT (Número de identificación tributaria), the needed documents to submit to Cámara de Comercio are:

ID, RUT (Registro Único Tributario), RUES form (Registro Único Empresarial y Social) which is a service offered by the Camara de comercio in order to access the benefits obtained as being a formal company.

### **9.1.4. Document of establishment**

**9.1.4.1. Articles of Incorporation.** It details the creation of the company, the structure and details of partner's participation. It is necessary to certificate the information in a public notary.

Name of business: *Be Genius*

Type of business: *S.A.S.* (Sociedad por Acciones Simplificada)

Line of business: *Service - Education*

Contributions and public deed

### **9.1.5. Formalization**

BeGenius has to obtain the commercial register which allows us to carry commercial activity, and it accredits the company as commercial.

## **9.2. Legal Framework**

### **9.2.1. Education**

The information presented in the table of legal framework in the field of education which can be seen in the annex 17 discusses laws, resolutions, decrees, and explains how it works in the implementation of the company relating to education.

### **9.2.2. ICT**

The table in the annex 18 describes the laws, decrees and resolutions which implement the company regarding the legal framework of ICT.

### **9.2.3. Personal Data Protection**

The table presented in annex 19 is divided in two sections. The laws which apply to children and to adults taking into account the legal framework of personal data protection.

### **9.2.4. E-commerce**

The laws presented in the table which can be seen in annex 20 describe how they apply to the company within the context of the legal framework of e-commerce.

### **9.2.5. Employees**

The explanation presented in the table of legal framework in the field of employees, addresses established laws and how they are implemented in BeGenius company. It can be seen in annex 20.

## **10. Socio-environmental Analysis**

### **10.1. Environmental Impact**

#### **10.1.1. Energy Consumption.**

Face-to-face courses require many operating services, including the energy used in the facilities. According to Christians (2022), in online courses, the energy bills are reduced to 90

% less energy in contrast to traditional classes. To estimate the energy consumption that Be Genius might have, it must be considered that the headquarters of the company will be located first in each employer's household since all operations are managed remotely. Secondly, in each employees house, department, or office, because the type of job we provide is for working in any place, nationally or internationally, but taking into account relevant aspects that provide quality performance, such as having a quiet space for teaching classes in the case of teachers, or acquiring technological equipment that brings the ease for working with a lot of data in the case of managers.

**10.1.1.1. Employees Energy Consumption.** The table which describes the energy consumption generated by Be Genius can be seen in annex 22.

#### ***10.1.2. Electronic Waste***

In our English Course, focused on gamification and virtual reality, some electronic devices will be needed for using the latter technological feature. Those devices will be VR headsets, computers, external memory hardware, and smartphones so there needs to be an environmental awareness and strategic plan for not causing a significant impact on the environment when acquiring them. Some solutions that can be taken, are for example to use the devices in the course as long as possible, return them to the supplier when they are no longer usable, or find a company that is specialized in recycling these headsets without causing any harm to the environment (Lotzof, n.d.). Be Genius will be initially located in Bucaramanga, Colombia. For that reason, it is necessary to count on a company that knows how to recycle, and reused, or that can provide advice about technological devices that are no longer functional. The company we found is “Solutek B2B”, which is specialized in this area

and provides support with this kind of material (Solutek, n.d.).

### ***10.1.3. Data Storage***

Storing information can be done in two main ways, first by using a physical hard drive, that can be included within a device or separately, or save your information “on the cloud” or in other words, on the internet. Some examples of services that are freemium in which you can keep your data are iCloud or Google Drive. The “cloud” is simply buildings of Hard drives interconnected where all the online information is later kept, and it is logical to think that those buildings will consume electricity, hence they will affect the carbon footprint. The solution for reducing this impact on the environment in our online course is to store at least half of the information in an external hard drive or buy devices that include more storage (Safdie, 2023). For storing our data in Be Genius decided to do so first by keeping a part of the information in a digital server, in this case, Google Drive which has a monthly subscription plan. As we require enough digital space for managing our company data we would purchase the plan of 2 TB, which costs 19.99 dollars (Mixon & Wigmore, 2023). For storing the majority of our info we would purchase an external hard drive such as My Book Duo, from the company Western Digital, with a storage of 20 TB, which would cost around 700 dollars (Tradeinn, n.d.).

### ***10.1.4. Paper Usage***

The National Wildfire Foundation conducted a study where they found that in the United States on average 60% of school waste was related to paper. This was equal to using one tree per week. Deforestation is a problem that concerns all the world and an e-learning or online business would dramatically reduce the usage of this material, saving forests and environments. Using ebooks, keeping notes online by using digital tools, and providing

educational content for students, or training content for working staff online can be solutions for not using sheets of paper in any of our courses (Growth Engineering, 2022). In Be Genius we know as well how important it is to have a budget for every aspect of our online institute, that is why we command our teachers to create lesson plans, including its resources, with free content available on the internet. For example, teachers will have the opportunity to create or find digital worksheets or create lesson plans with websites that are designed for it, and everything is for free (i-to-i, n.d.). Education does not have to be expensive, it is just about knowledgeable educators that know their students' necessities, and research, adapt or create material they know will be suitable for their learning.

#### ***10.1.5. Transport***

Employees of an English institute who live away from it will need to commute by taking any vehicle they have available. But also the students who want to learn the English Language, but require as well any means of transportation from going to their houses to the location where they have classes. In both situations using a conventional gas car, motorbike, bus, etc. can have negative outcomes such as contributing to climate change, or environmental problems related to the use of this fuel. When an institute provides classes in the virtual modality it goes one step ahead of the educational competition since according to a study carried out by the University of West Georgia, e-learning reduces CO2 emissions by 5 to 10 tons in institutions where the classes are composed of a hundred of students per semester (Growth Engineering, 2022). In the case of our company, we do not rely on any physical headquarters for either the administration or management of Be Genius, which will allow the possibility of employees working from their houses, or personal offices. And our business model allows students to study from their households, by using the VR technology

they have acquired in the process of enrolling in the course. This will provide the possibility of studying wherever they want without worrying about the hours of going from one place to another, or the consumption of gasoline resulting in minutes, or hours of going around the city in certain transportation.

## **10.2. Social Responsibility**

### ***10.2.1. Equal Employment Opportunity***

When hiring staff for our company their value will be determined and measured by their teaching capabilities, performance, skills, collaboration, and attitude toward actively striving for achieving the same goal and vision. We will have no preferences or biases over aspects like race, gender, age or even being native English speakers living in the country. Everyone that meets the requirements is free to apply for our vacancies (Content Team, n.d.).

### ***10.2.2. Partnering with Local Schools***

Opening a new business, and in this case, focused on Education itself, brings the opportunity to create partnerships with other local businesses or schools. Regarding the latter, an agreement can be established where workers from our institution can provide knowledge regarding cutting-edge technology for teaching English, to school educators that want to learn about this particular pedagogy field and at the same time, provide feedback regarding teaching practices. Creating these types of meetings, talks, or masterclasses provides both “Be Genius” English educators and Local School teachers improvement in their professional practice and strive for a more well-rounded education (PartnerED, n.d.). Partnering with schools will also provide feedback for opening new projects within Be Genius, in which profit can be earned out of them, which will help to expand it into new economic fields. If schools find favorable to create these partnerships with the institute, and the academic public

receives positively this idea, services such as academic consultancy and courses for teachers will be planned, designed, evaluated and publish, for letting know our strategies, pedagogical approaches, and business model to other businesses, institutes, schools or even universities that want to adapt how they teach or operate into a new way, by integrating as well gamification and virtual reality.

### ***10.2.3. Scholarships for Students***

Kennard (2019) expresses in her blog that creating scholarship programs provides benefits not only to the students that are going to take them but to the companies themselves. That is because the programs an institute or a business offers can call the attention of the possible target audience. Furthermore, in some cases providing them allows preparing undergraduate students for future positions in the company, which will welcome future employees that will already know what working at Be Genius is about, and from there they will decide for themselves if they want to be a part of our institute using experience as a reference for making the choice.

The company will provide three different scholarships, all related to doing a “practicum” in our virtual institute. They share the same aim, and it is teaching professionals what it is like to work in an institute with these technological features. Our working staff will be in charge of guiding the practicum students that received the scholarship, and that guidance will be included as part of their jobs, for that reason, it will be included also as part of their wages. These students will have Zoom meetings two times a week, for three hours each, plus the external asynchronous work they will be assigned by the employees that guide them. If undergraduate students want to apply for the scholarship they need to know that the value they receive is experience in our business and a certification of the time they worked in

it.

Finally, our venture will have a newsletter that will spread this opportunity first to its current clients and students and on our different social media channels for making an effective campaign. This campaign will be executed by our marketing team, who will be assigned this task as a part of their daily current work with the company, so capital will not be spent on it. Overmore, creating this campaign will be an activity that is going to be automatized with Artificial Intelligence Free Apps, such as Chat GPT, which function relies on effectively writing by equipping it with prompts and background with the exact information we want it to produce. The marketing team will just check that the information is accurate and suitable, and will send it and upload it to all the aforementioned means (Sundar, 2023).

### **10.3. Benefits for the community**

#### ***10.3.1. Employment***

Colombia currently has an unemployment rate of 10.5% (DANE, 2023). Be Genius's creation can raise this number by employing qualified employees to work for the business while also benefiting the Colombian community. Teachers are an indispensable part of the effective functioning of the company. For that reason we will be hiring not only English graduates but also students who are about to graduate to give them the opportunity of working in the field. Although be genius is a company focused on virtual education, it is important to know that there must be a team behind for the proper functioning of the company such as marketing, finance, human development, and last but not least the technology area. Behind each team, there are people benefiting from the creation of this new company that will give them stable jobs.

### **10.3.2. Educational**

Be Genius brings benefits to the country and Colombians in the educational area, specifically in the non-formal education regulated by Law 115 of 1994 (Ministerio de Educación Nacional, n.d.).

Primarily, Be Genius will benefit all its users interested in improving, reinforcing and learning the English language. The platform will have educational and interesting virtual reality scenarios so that users can experience immersion in the language without leaving home. Learners will have the opportunity to learn while playing on platforms which will challenge the students while developing their English skills. With technological implementation tools in our curriculum, we bring great changes to the students and their education.

## **11. Financial Analysis**

### **11.1. Financial Aspects**

All the information presented in the tables which are in the annexes correspond to the first year of put into operation Be Genius. The annex 23 describes the number of selling in the first year. After that, annex 24 takes into account the yearly projections of Be Genius from 2023 to 2027. Then, annex 25 displays the initial investment done by the company to start it. Continue with the order, the annex 26 outlines the company's payroll taking into account area and position of the employee. Also, the fixed yearly costs are detailed in annex 27. The initial work capital and costs needed taking into account initial investment, marketing and fixed costs are specified in annex 28. So the application for a loan is explain in annex 29.

Regarding the amount of the loan, the financial obligations Be Genius is involved is described in annex 30. Including the income statement in annex 31, the active balance in annex

32 the liabilities balance in annex 33, the wealth balance in annex 34, the invested capital in annex 35, the free cash flow in annex 36 and the balance point in annex 37.

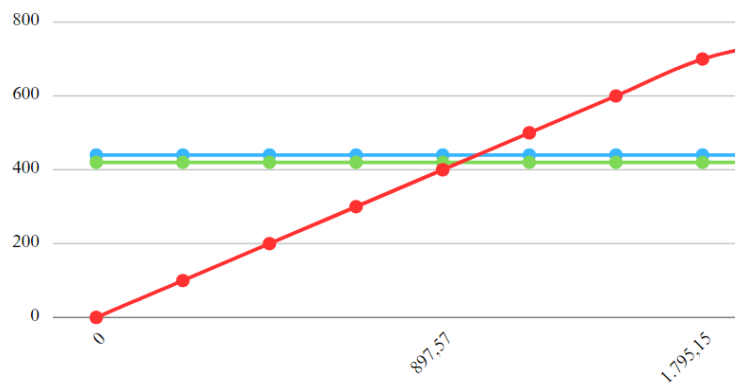
The company shows a net present value and a financial internal rate represented in annex 38, and the balance point of the reference of the service to fishin with the total weighted average contribution margin in annex 40.

**11.2. Total Costs, Fixed Costs and Income of Be Genius**

This graphic represented in Figure 2 provides how financial aspects such as total costs, which are represented with green color, remain the same. The same happens with the Fixed Costs that are represented with blue color and go along with the total cost, remaining the same throughout the periods. However, it can be seen that the income, represented in red color, begins with 0 regarding its capital value, but it grows, going beyond the total costs and fixed costs.

**Figure 2**

*Company's total costs, fixed costs and income*



## 12. Strategy Analysis

### 12.1. Strategic Line

#### 12.1.1. *Mission*

Be Genius contributes to the development of language skills and soft skills through our interactive virtual classrooms that implement the use of virtual reality and gamification in the curriculum.

#### 12.1.2. *Vision*

Be Genius aspires to be one of the most recognized English course platforms in the West by 2028. Since its courses integrate unique values such as mixing gamification and virtual reality in the curriculum it will outperform many of the current English courses there are in the market.

#### 12.1.3. *Company Values*

- **Empathy:** To reflect on how each of our clients, employees, suppliers, and members perceives the world around them.
- **Interaction:** To create a strong bond for improving relationships.
- **Transparency:** To deliver what we promise.
- **Congruence:** To convey the same message in what we think, speak and perform.
- **Adaptation:** To accept the changes and evolve with them in their process.
- **Sustainable:** To develop ourselves while we look after the world.
- **Development:** To provide opportunities for growth to all members of our community.

#### 12.1.4. *Institutional Policy*

Be Genius, an online institute focused on providing English courses, and English courses for specific purposes establishes the following institutional policies: Interactive and

immersive education, community online repository, online collective learning, local mentoring opportunities, and research of new technologies.

#### ***12.1.5. Operating Principles***

- **Teamwork:** it is one of the infallible principles in the company that facilitates the fulfillment of objectives, increases motivation and creativity, and favors the social skills of each of the workers.
- **Excellent customer service:** allows the customers to have an excellent experience being in contact with someone prepared to respond to them in the best possible way and to be present supporting and helping. Increasingly, solving the problems with agility and empathy, and to find an easy and intuitive form of self-service available 24 hours a day on all devices.
- **Commitment to information management:** the correct management and collection of the customers' information is vital, as it allows the company to access the necessary data analysis to improve internal procedures. In addition, opportunities for improvement can be identified in order to deliver valuable products and services to the clients taking care of the confidentiality of dealing with personal information.

#### **12.2. Service Description**

The development of this business plan seeks to consolidate the processes of non-formal education through the creation of a virtual English course to reinforce the learning process of the foreign language without leaving home.

The service offers a proposal of an innovative model for education taking into account the tools used such as virtual reality and gamification making the classes more meaningful and interesting for the students. On the other hand, it contributes to the development of language

skills and soft skills in early learners and interested adults.

### **12.3. Business Model CANVAS**

The model used to set this business model is the CANVAS because it is useful as a support for management, for thinking about the future and projecting in the short and medium term of the company. It has the benefits of being visual, low cost and collaborative (Ucadmin, 2020) . In addition, it provides a common language to describe, visualize and also adapt the objectives of BeGenius. The following figure describes 9 items crucial for the successful development of the company.

The business model CANVAS can be seen in the annex 41.

## **13. Conclusion**

The economic trends regarding selling online products and services have proved that setting up an online business can be very profitable, and in this case Be Genius showed that it could be part of it as well. The responses from the survey suggested that for the Colombian population, this kind of education was a novelty, not commonly seen in this country, and that most of them would be interested in enrolling into the courses but with fewer hours than the ones planned at the beginning of this project.

According to our financial analysis this institute would not need as much capital in the beginning of its creation as other similar businesses that work in a physical environment and need more resources for attending students' needs. It would also benefit the local community offering the experience of the employees that work in this online institute, which would provide opportunities for educators to learn new ways of teaching a language, and enhancing the experience of students in the classroom.

Overall, creating this institute would provide more than just learning a new language,

but giving people the chance of developing other qualities, values, and skills they did not have until they experience studying English with gamification and virtual reality from their homes.

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## Annexes

### Annex 1: Legal constitution documents.

Requirements for the creation and implementation of institutions with educational programs for carrying out work labor and human development.



Ministerio de Educación Nacional  
Dirección de Calidad para la Educación Superior  
República de Colombia

**REQUISITOS PARA LA CREACIÓN Y FUNCIONAMIENTO DE INSTITUCIONES Y PROGRAMAS DE EDUCACIÓN PARA EL TRABAJO Y EL DESARROLLO HUMANO DE CARÁCTER PRIVADO DE ACUERDO CON LO CONSAGRADO EN EL DECRETO 4904 DE 2009**

Elaborada por: Santiago Roberto Luna Muñoz

#### PROCEDIMIENTO

Para la creación de una institución de educación para el trabajo y el desarrollo humano de carácter privado y el ofrecimiento de programas el interesado ya sea una persona natural o jurídica, debe solicitar la licencia de funcionamiento y el registro del programa a la secretaria de educación de la entidad territorial certificada de la jurisdicción que corresponda al lugar de prestación del servicio.

Para la obtención de la licencia de funcionamiento y el registro del programa se debe presentar a la respectiva secretaría de educación un proyecto educativo institucional PEI, que contenga:

##### 1. INFORMACIÓN GENERAL DE LA INSTITUCIÓN:

- 1.1. Nombre de la Institución (no se pueden utilizar nombres, siglas, símbolos que induzcan a confusión con las instituciones de educación superior)
- 1.2. Naturaleza Jurídica (anexar documentos)
- 1.3. Dirección de la Institución: municipio, sedes, teléfono, mail.
- 1.4. Datos de propietario o representante legal
- 1.5. Datos del rector o director ( hoja de vida, formación académica)
- 1.6. Principios Institucionales (misión, visión, objetivos)
- 1.7. Número de estudiantes que proyecta atender
- 1.8. Identificación de la planta física
- 1.9. Licencia de construcción para uso educativo
- 1.10. Certificado de libertad o contrato de arrendamiento ( vigencia mínima de dos años)
- 1.11. Concepto sanitario
- 1.12. Plan de prevención de emergencias y desastres
- 1.13. Libros reglamentarios: matrículas, evaluación y promoción, actas del consejo, registro de terminación y convalidación de certificados, contables

La personería jurídica de las instituciones de educación superior otorgada por el Ministerio de Educación Nacional, sustituye la licencia de funcionamiento de que trata el numeral 2.2 del Decreto 4904 de 2009.

##### 2. DENOMINACIÓN DEL PROGRAMA

- 2.1. Debe corresponder al campo de formación al que aplica (formación laboral o formación académica)
- 2.2. Asociado o coherente con la C.N.O., cuando es del campo laboral
- 2.3. Área de desempeño a la que le apunta, cuando es del campo laboral



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- 2.4. Nivel de cualificación (programas del campo laboral)
- 2.5. El nombre debe estar acorde con el perfil de salida, al cual se le antepone la denominación de "TÉCNICO LABORAL EN..." , cuando se trate de programas de formación laboral

### **3. OBJETIVOS DEL PROGRAMA**

- 3.1. Generales
- 3.2. Específicos

### **4. DESCRIPCIÓN DE LAS COMPETENCIAS ( PERFIL DEL EGRESADO)**

- 4.1. Que competencias va a desarrollar o adquirir el estudiante (básicas, ciudadanas, laborales generales, laborales específicas: Los programas académicos no desarrollan competencias laborales específicas.

### **5. JUSTIFICACIÓN DEL PROGRAMA**

- 5.1. La pertinencia del mismo en un contexto globalizado
- 5.2. Responde a las necesidades reales de formación del país, la región o la localidad
- 5.3. Presenta estudios comparativos del estado actual de la educación para el trabajo en Colombia
- 5.4. Estudios sobre demandas y ofertas de trabajo

### **6. PLAN DE ESTUDIOS DEL PROGRAMA**

- 6.1. Duración y distribución del tiempo
- 6.2. Número de estudiantes del programa
- 6.3. Jornada del programa
- 6.4. Metodología del programa (presencial , distancia , virtual)
- 6.5. Definición del perfil del aspirante
- 6.6. Definición del perfil del egresado
- 6.7. Mecanismos de admisión
- 6.8. Identificación de los contenidos básicos de formación
  - 6.7.1. Norma de competencia (módulo)
  - 6.7.2. Elemento de la competencia (Unidad de aprendizaje)
  - 6.7.3. Tabla de saberes (saber, saber hacer, ser)
  - 6.7.4. Criterios de evaluación
  - 6.7.5. Evidencias de aprendizaje (conocimiento, desempeño, producto)
  - 6.7.6. Estrategias metodológicas (docente, estudiante)
  - 6.7.7. Medios educativos
  - 6.7.8. Instrumentos de evaluación
  - 6.7.9. Escenarios de aprendizaje
- 6.9. Modelo de Certificado de Técnico Laboral por Competencias en ... , o de Conocimientos Académicos.

Los programas de formación laboral se deben estructurar por competencias laborales específicas, teniendo como referente las normas de competencia laborales definidas por las mesas sectoriales que lidera el SENA.



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## **7. AUTOEVALUACIÓN INSTITUCIONAL**

- 7.1. Tiene políticas de autoevaluación
- 7.2. Existe Comité de Autoevaluación
- 7.3. Cada cuanto realizan la autoevaluación
- 7.4. Anexa los instrumentos que aplica

## **8. ORGANIZACIÓN ADMINISTRATIVA:**

- 8.1. Organigrama de la institución
- 8.2. Número y perfil requerido de los cargos administrativos de la institución
- 8.3. Criterios de ingreso para el personal directivo, administrativo, modalidad de contratación, horario, etc. (anexar contratos o carta de intención)
- 8.4. Relación de los programas que viene ofreciendo, jornadas, y número de estudiantes.
- 8.5. Capacidad total de estudiantes de la institución
- 8.6. Reglamento o manual de convivencia de estudiantes

## **9. RECURSOS ESPECÍFICOS PARA EL DESARROLLO DEL PROGRAMA**

- 9.1. Aulas, talleres, laboratorios y equipos
- 9.2. Materiales de apoyo: didácticos, ayudas educativas y audiovisuales
- 9.3. Recursos bibliográficos, técnicos y tecnológicos
- 9.4. Lugares de práctica
- 9.5. Convenios de prácticas formativas

## **10. RECURSOS DOCENTES**

- 10.1 Criterios de ingreso (perfil, modalidad de contrato)
- 10.2. Experiencia docente
- 10.3. Número de docentes por programa
- 10.4. Hojas de vida con sus soportes
- 10.5. Manual o reglamento de docentes

## **11. FINANCIACIÓN**

- 11.1. Ingreso
- 11.2. Egreso
- 11.3. Estado financiero debidamente refrendado por un Contador
- 11.4. Mecanismos de financiación del programa (anexar tarifas educativas del programa)

## **12 INFRAESTRUCTURA**

- 11.1 Copia contrato arrendamiento o certificado de libertad
- 11.2. Descripción de la planta física (fotocopia de los planos)
- 11.3. Número de aulas previstas



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- 11.4. Inventario de materiales, equipos, herramientas
- 11.5. Inventario de recursos bibliográficos, ayudas educativas informáticas, material didáctico.
- 11.6. Número de estudiantes por terminal de sistemas

### **13. ANEXOS**

- 12.1. Certificado Cámara de Comercio o de Representación Legal
- 12.2. Copia resolución de funcionamiento (para cuando se trate de actualización del programa)
- 12.3. Estados financieros
- 12.4. Reglamento o manual de convivencia de estudiantes y docentes
- 12.5. Convenios docente – asistencial (para el área de la salud, mecánica dental y cosmetología)
- 12.6. Póliza de responsabilidad civil (para el área de la salud, mecánica dental y cosmetología)
- 12.7. Póliza de riesgos biológicos ((para el área de la salud, mecánica dental y cosmetología)
- 12.8. Modelo de Certificado a entregar Certificado de Técnico Laboral por Competencias en...
- 12.9. Hojas de vida de: Director, Coordinador y Docentes con sus respectivos soportes (títulos, certificaciones registro ante la secretaría de salud y contrato laboral o carta de intención).
- 12.10. Certificado de tradición o libertad o contrato de arrendamiento
- 12.11. Planos de la planta física
- 12.13. Inventario de: materiales, equipos, recursos bibliográficos, ayudas educativas, informáticas.



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**ASPECTOS BÁSICOS QUE DEBE CONTENER LA PROPUESTA DE LOS PROGRAMAS DE EDUCACIÓN PARA EL TRABAJO Y EL DESARROLLO HUMANO**

Elaborada por: Santiago Roberto Luna Muñoz

1. INFORMACIÓN GENERAL DE LA INSTITUCIÓN	SI	NO	Es Adecuado		Observaciones
			SI	NO	
A. Nombre de la institución educativa					
B. Naturaleza Jurídica (anexar documentos)					
C. Dirección de la Institución: municipio, sedes, teléfono, mail					
D. Resolución de funcionamiento (si la institución ya viene funcionando)					
C. Nombre propietario o representante legal					
D. Datos del rector o director					
E. Principio y fines institucionales (visión, misión, objetivos)					
F. Número de estudiantes que proyecta atender					
G. Identificación de la planta física					
H. Licencia de construcción para uso educativo					
I. Certificado de libertad o contrato de arrendamiento					
J. Concepto sanitario					
K. Plan de prevención de emergencia y desastres					
L. Libros reglamentarios					
<b>2. DENOMINACIÓN DEL PROGRAMA</b>					
A. Formación laboral					
B. Formación académica					
<b>3. OBJETIVOS DEL PROGRAMA</b>					
A. General					
B. Específicos					
<b>4. DESCRIPCIÓN DE LAS COMPETENCIAS</b>					
A. Competencias básicas,					
B. Competencias ciudadanas					
C. Competencias laborales generales					
D. Competencias laborales específicas					



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<b>5. JUSTIFICACIÓN DEL PROGRAMA</b>					
A. Presenta estudios comparativos del estado actual de la educación para el trabajo					
B. Estudio sobre demanda y ofertas de trabajo					
<b>6. PLAN DE ESTUDIOS</b>					
A. Duración					
B. No. De estudiantes del programa					
C. Jornada del programa					
D. Metodología (presencial, distancia, virtual)					
C. Identificación de los contenidos básicos					
D. Norma de competencia (módulo)					
E. Elemento de la competencia (Unidad de aprendizaje)					
F. Tabla de saberes (saber, saber hacer, ser)					
G. Criterios de evaluación					
H. Evidencias de aprendizaje (conocimiento, desempeño, producto)					
I. Estrategias metodológicas (docente, estudiante)					
J. Medios educativos					
K. Instrumentos de evaluación					
L. Escenarios de aprendizaje					
<b>7. AUTOEVALUACIÓN INSTITUCIONAL</b>					
A. Tiene políticas					
B. Comité de autoevaluación					
C. Instrumentos					
<b>8. ORGANIZACIÓN ADMINISTRATIVA</b>					
A. Organigrama					
B. Manual de funciones					
C. Manual de convivencia					
<b>9. RECURSOS ESPECÍFICOS PARA EL DESARROLLO DEL PROGRAMA</b>					
A. Aulas, laboratorios, talleres, biblioteca, ayudas educativas					
B. Medios tecnológicos					
<b>10. RECURSOS DOCENTES (PERSONAL DE FORMADORES)</b>					
A. No. instructores					
B. Formación y experiencia					
C. Manual o reglamento docente					



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<b>11. FINANCIACIÓN</b>					
A. Presupuesto de ingreso					
B. Presupuesto de egreso					
C. Estado financiero					
<b>12. INFRAESTRUCTURA</b>					
A. Espacios académicos y administrativos					
B. Espacios tecnológicos					
C. Planos del inmueble					
D. Certificado de libertad o contrato de arrendamiento					

Elaborada por: Santiago Luna  
 05-03 -10

**Annex 2: English lesson plan for specific purposes regarding different scenarios at the airport and in the aircraft.**

<b>Teacher:</b> Maria Fernanda Ballesteros		<b>Date of implementation:</b> Friday, November 18 <sup>th</sup>		
<b>Main Theme:</b> In the airport		<b>Lesson No:</b> 3	<b>Length:</b> 100 minutes	
<b>Objectives:</b> To classify vocabulary used when boarding a plane				
<b>Grammar:</b>  Present simple		<b>Functions:</b>  To be exposed to different scenarios in the airport	<b>Skills:</b>  Writing Listening Reading Speaking	<b>Vocabulary:</b>  Airport vocabulary (travel, seat, aisle, boarding, boarding pass, passport, flight, gate, board, landing, luggage, departure time)

<b>STAGES</b>		<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Warm-up</b>		T will explain to the Ss some advertisement which can be found in the airport and in the aircraft. SS will describe which kind of ad is and where it can be found.	Computer Slides	10 minutes

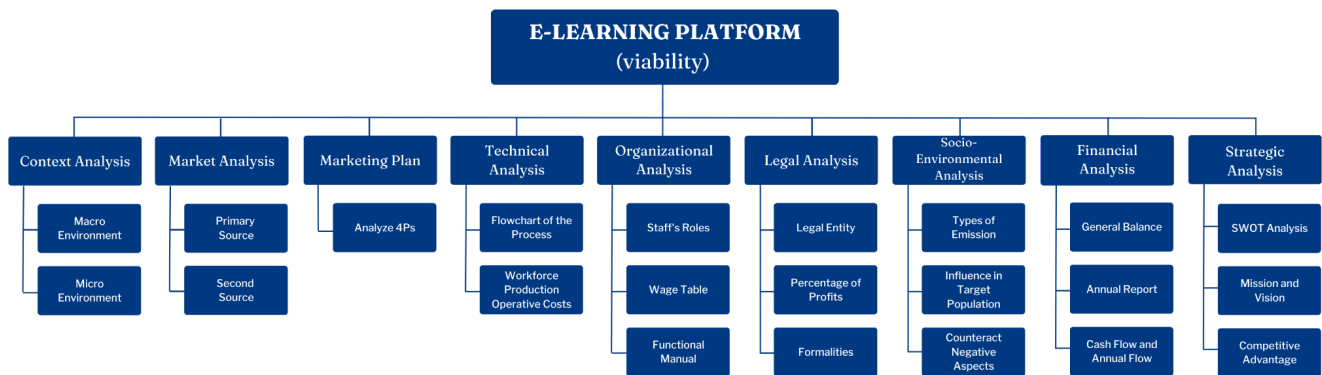
<p><b>Procedure</b></p>		<p>T will use Wordwall. SS will read different sentences that can be used in the airport. Therefore, SS will classify them into correct category taking into consideration who could say the sentences (stewardess, pilot, customer).</p> <p>Example,</p> <p>Your lifejacket is under your seat</p> <p>How much money do you have with you?</p> <p>Can I get 2 tickets? It is forbidden to smoke anywhere on the aircraft.</p> <p>How long will you be staying? Aisle or window</p>	<p>Slides</p> <p>Wordwall</p> <p>3D VR glasses.</p> <p>Sound</p> <p>Quizziz</p>	<p>20 minutes</p> <p>20 minutes</p> <p>5 minutes</p> <p>20 minutes</p>
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		<p>seat?</p> <p>Business or pleasure?</p> <p>Can I see your boarding pass and passport please?</p> <p>Please do not leave any baggage unattended.</p> <p>T will use VR. SS will be exposed to a scenario in which S has to buy a ticket (S has to greet, chooses the seat, says number of luggage and pays it).</p> <p>After, T will give feedback of scenario and answer questions the SS have.</p> <p>T will use Quizziz in order to ask some question. To understand</p>	<p>Slides</p> <p>Example of the conversation</p>	<p>15 minutes</p>
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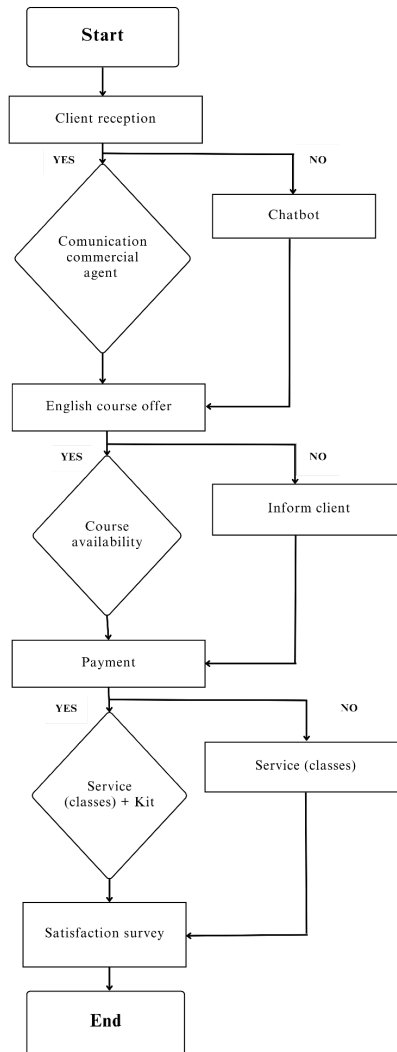
		<p>where SS can take place some action in the aircraft (at the departure airport, in the aircraft, at the arrival airport)</p> <p>Example of a question.</p> <p>Can be said in the departure airport:</p> <p>A. Show me your passport.</p> <p>B. Put your luggage in the overhead locker.</p> <p>C. Welcome to your destination.</p> <p>T will show an example of a conversation.</p> <p>SS will create a conversation, (topic will be given by sorting.) between stewardess-pilot, stewardess-customer,</p>		
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		customer-seller. The situations will be given by the teacher.		
<b>Closure</b>		Remember the topics that were seen.  Say good-bye to the SS.		10 minutes

**Annex 3: Work Breakdown Structure Schedule.**



**Annex 4: Flow chart.**



**Annex 5: Alibaba supplier of technology.**

<b>Supplier features</b>	<b>Description</b>
<i>Name of the supplier</i>	Ningbo fix Dolla Import & Export Co., Ltd.
<i>Location</i>	Zhejiang, China
<i>Amount of 3D glasses case</i>	Less than 500 unities
<i>Amount of the game controller</i>	Less than 500 unities
<i>Price by unity of 3d glasses case</i>	1,60 US\$
<i>Price by unity of the game controller</i>	1,60 US\$
<i>Amount of 3d glasses case</i>	500 unities
<i>Amount of the game controller</i>	500 unities
<i>Price by unity</i>	1,40 US\$
<i>Total price of products</i>	1400 US\$
<i>Shipment</i>	666,37 US\$
<i>Total price of the purchase</i>	2,066.37 US\$
<i>Estimated delivery</i>	from one month to two months.

**Annex 6: Zoom business plan.**

<b>Software features (Business plan)</b>	<b>Description</b>
<i>Price</i>	199.90\$ US per year
<i>Duration of meetings</i>	30 hours
<i>Capacity</i>	300 users per meeting
<i>Includes</i>	board, messages, calendar, e-mail, apps free for a year
<i>Storage</i>	5GB

**Annex 7: Discord nitro classic.**

<b>Software features (Business plan)</b>	<b>Description</b>
<i>Price</i>	4.99\$ US per month
<i>Includes</i>	file upload increased (50MB), Share screen at 1080/60fps

**Annex 8: SketchUp studio.**

<b>Software features (Business plan)</b>	<b>Description</b>
<i>Price</i>	699\$ US per year
<i>Includes</i>	Full 3D design functionality, documents in 2D, cloud storage, priority tech support

**Annex 9: ClassCraft premium.**

<b>Gamified app features (Business plan)</b>	<b>Description</b>
<i>Price</i>	120\$US per year
<i>Includes</i>	Gamified classroom management, Customizable characters, Interactive and class tools.

**Annex 10: Quizlet teacher.**

<b>Gamified app features (Business plan)</b>	<b>Description</b>
<i>Price</i>	47.88\$US per year
<i>Includes</i>	class advance, advanced creation tools, Quizlet Live and features to stay focused.

**Annex 11: Kahoot free version.**

<b>Gamified app features (free version)</b>	<b>Description</b>
<i>Price</i>	Free version

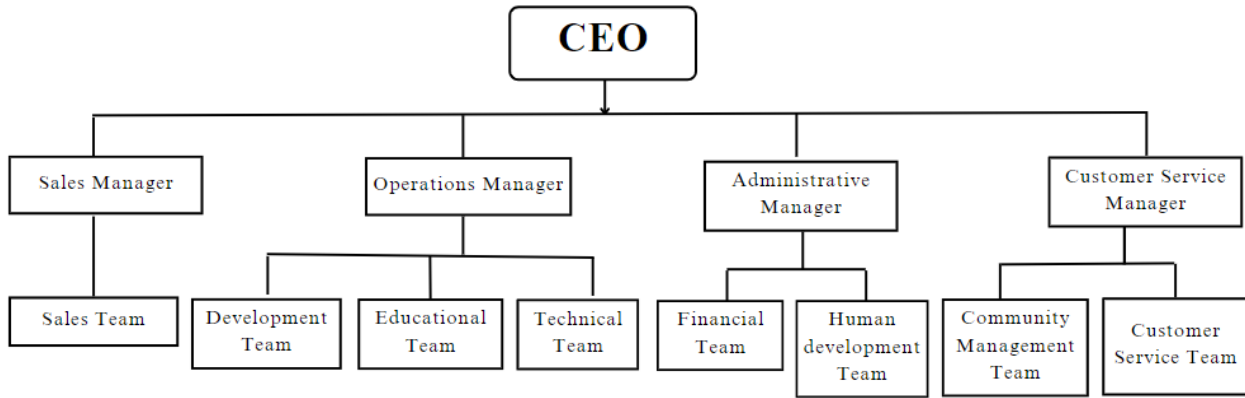
**Annex 12: Canva free version.**

<b>Designing app features (free version)</b>	<b>Description</b>
<i>Price</i>	Free version

**Annex 13: Prezi free version.**

<b>Designing app features (free version)</b>	<b>Description</b>
<i>Price</i>	Free version

**Annex 14: Organizational chart.**



**Annex 15: Number of employees needed in the company.**

<b>Area (managers)</b>	<b>Subarea (Assistant Managers)</b>	<b>Number of employees</b>
<i>Sales</i>	Sales	1 Manager + 2 Assistant Managers
<i>Operations</i>	Development	1 Manager + 1 Assistant Manager
	Technical	2 Assistant Managers
	Educational (academic)	5 Teachers
<i>Administrative</i>	Financial	1 Manager + 1 Assistant Manager
	Human development	1 Assistant Manager
<i>Customer Service</i>	Community Management	1 Manager + 1 Assistant Manager

	Customer Service	2 Assistant Manager
		<b>Total: 19 employees</b>

**Annex 16: Vacancy's characteristics and abilities.**

<b>Vacancy</b>	<b>Characteristics and abilities</b>	<b>Salary</b>
CEO	<ul style="list-style-type: none"> <li>● Knowledge in education, languages and industry.</li> <li>● Experience (5 years) as an English teacher.</li> <li>● Graduated from industrial engineering or English language teaching degree</li> <li>● Graduated from a specialization in the area of education or industry.</li> <li>● Abilities to lead, motivate, create, innovate, adapt and decide.</li> </ul>	3'500.000
Managers	<ul style="list-style-type: none"> <li>● Graduated in Industrial Engineering, Bachelor of Business Administration, or Bachelor of Economics.</li> <li>● Abilities to lead, motivate, informatics knowledge, and communicate effectively.</li> <li>● Experience (3 years) in the position.</li> </ul>	2'600,000
Assistant Manager	<ul style="list-style-type: none"> <li>● Graduated with a Bachelor's degree in areas such as business, management, education, finances, computer science, design and/or communication.</li> <li>● Abilities to create, innovate, work as a team, informatics knowledge, communicate and organize.</li> <li>● Experience (1 year or 6 months) in the position.</li> </ul>	1'500.000
Teachers	<ul style="list-style-type: none"> <li>● Graduated from their career as professionals, and have an official certificate.</li> <li>● Being able to communicate assertively, have experience with storytelling, have digital organization, be responsible, punctual, being willing to work with students of all ages (especially children).</li> <li>● Have at least worked as a teacher for 4 years teaching English as a Foreign Language.</li> <li>● Teaching experience in online environments.</li> <li>● Have an official certificate related to the use of</li> </ul>	2'300.000

	ICTS.	
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**Annex 17: Legal framework of education.**

<b>Document</b>	<b>Matter discussed</b>	<b>Implementation</b>
Law 115 of 1994, in accordance with Chapter 2	It defines and develops the organization and provision of formal education at the preschool, elementary (primary and secondary), middle school, non-formal and informal levels. Focusing on the non-formal education, specially on the academic development	The law applies to the company since it is focused on the non-formal education, specially on an English course, and it is considered as a educational service.
Law 115 of 1994, article 42	The creation, organization and operation of non-formal education programs and establishments and the issuance of certificates of occupational aptitude shall be governed by the regulations issued by the national government for this	This article covers the creation of the English course company as a non-formal education program that trains its students in learning English language.
Law 1943 of 2018 established on Article 10. Modified article 476	The article expresses that education services for the development of digital contents implementing ICT will be excluded from sales taxes, or in Spanish “Impuestos sobre las Ventas”.	The article applies to the company because we are providing a service implementing the ICT. This service is to foster English language education. It means the company will be excluded from sales taxes.

<p>Resolution 15177 of 2022</p>	<p>The resolution regulates the distance methodology for the offer and development of education for work and human development service programs.</p>	<p>The resolution applies to the company taking into account its virtual modality. Therefore, the development of a second language is considered a human development program (Ministerio de Educación Nacional, 2022).</p>
<p>Decree 114 of 1994</p>	<p>It consist of the creation and operation of non-formal education programs to implement and complement knowledge.</p>	<p>The decree is applicable to the company as being a private institution focuses on implement and complement the English language skills of the clients.</p>
<p>Decree 1902 of 1994</p>	<p>This decree is about implementation of Family Subsidy for Non-Formal Education of the Family Compensation Funds. the non-formal educational programs must have a duration of not less than 640 hours per year and in order to qualify for the family subsidy,</p>	<p>The decree doesn't cover the institution because it doesn't reach the stipulated time of duration in order to claim the subsidy.</p>
<p>Decree 2020 of 2006</p>	<p>It defines the development of the component of quality accreditation of training programs and entities.</p>	<p>It concerns the company because having an accreditation gives more credibility the client. So, BeGenius has to apply for it as soon as it can.</p>

Decree 3870 of 2006	It consist of regulating the organization and operation of education programs for work and human development in the area of languages.	It is focused on the area of expertise so that BeGenius has well-structure programs with the levels defined in the common European framework.
Decree 1064 of 2006	It Consists of norms for the support and strengthening of education and human development established as non-formal education in the General Education Law.	It involves the company taking into account the accreditation of the English programs in order to receive the support from the government.
Decree 4904 of 2009	It establishes the basic requirements for the operation of educational programs for work and human development and establishes other provisions.	It applies to the institute because of its virtual methodology, it is necessary to support the strategies to carry out activities in the class that ensure the acknowledge of the language and the accompaniment to the student.

#### Annex 18: Legal framework of ICT.

Document	Matter discussed	Implementation
Law 1341 of 2009	It defines the principles and concepts on the information society and the organization of ICT are defined, a Natinal Spectrum Agency is created.	The laws, articles and decree applies taking into account the constant promotion of the ICT and how it is going to contribute in a positive way to the development of the citizens interested in
Law 17 of 2009,	It determines the	

<p>article 17 modified by Law 1978 of 2019, article 13 and decree 1064 of 2020</p>	<p>formulation, desing and promotion of the policies, plan, programs and projects of the ICT sector in order to promote investment which contribute with the socio-economic and political development of the country.</p> <p>Promote the use of the ICT among citizens, companies and government as a support for the socio-economic and political development of the country.</p> <p>Foster the development and strengthening of the ICT sector with the objective to promote investigation and innovation to find the technological progress in the country and abroad.</p>	<p>BeGenius.</p>
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**Annex 19: Legal framework of personal data protection.**

<b>Document</b>	<b>Matter discussed</b>	<b>Implementation</b>
Under-age customers		
Law 1581 of 2012 and Article 15 of the Political Constitution of Colombia.	It recognizes and protects the right of all individuals to know, update and rectify the information that has been collected about them in databases or files that are subject to processing by public or private entities.	This applies in our company when the users information related to an under-age student will be protected by the company. This law involves BeGenius; however, under-age students are not allowed to change information already provided to the institution. In this case, the representative will be contacted.
Politic of treatment and personal data protection paper	It stipulates that processing data of children and adolescents is prohibited, except in the case of data of a public nature which is the data that respects their interests.	It is a matter of concern for the BeGenius because the information related with the under-age population have to be just general information. The representative adult which is the one who purchase the service will use its personal data.
Computer Crimes Law 1273 of 2009.	This law was included in the penal code, aiming to protect the data provided in information and communication technologies. Relevant aspects such as access without permission to personal information or even modifying personal data could be penalized by the government for doing so.	This law involves BeGenius; however, under-age students are not allowed to change information already provided to the institution. In this case, the representative will be contacted.
Adult customers		

<p>Law 1581 of 2012 and Article 15 of the Political Constitution of Colombia.</p>	<p>It recognizes and protects the right of all individuals to know, update and rectify the information that has been collected about them in databases or files that are subject to processing by public or private entities.</p>	<p>This law regulates in BeGenius the users' information when enter their personal data to register, buy and to log in the platform. This personal information must be protected by the company.</p>
<p>Computer Crimes Law 1273 of 2009.</p>	<p>This law was included in the penal code, aiming to protect the data provided in information and communication technologies. Relevant aspects such as access without permission to personal information or even modifying personal data could be penalized by the government for doing so.</p>	<p>This law involves the company because all the information of the students is managed and treated by us.</p>

#### Annex 20: Legal framework of e-commerce.

<b>Document</b>	<b>Matter discussed</b>	<b>Implementation</b>
<p>E-commerce law or law 527 of 1999.</p>	<p>This law regulates e-commerce and provides the basis for the existence and enforceability of electronic and digital signatures and electronic records, establishing that parties can use eSignatures if there is consent by both sides.</p>	<p>This law covers the company since it provides virtual services, so when adult clients purchase, they will use its eSignature just in case of it is consent by the customer.</p>

<p>Law 73 of 1981 Article 1.</p>	<p>This article defends and intervenes in the distribution of goods and services for the defense of the consumer.</p>	<p>This law applies to ensure the customer the quality of the service offered by the company and good conditions of purchase regarding the financial system.</p>
<p>Consumer Statute or Law 1480 of 2011 Article 6.</p>	<p>This article regulates the commerce ensuring the producer enforces the law by making the suitability and safety of the goods and services offered or placed on the market, as well as the quality offered.</p>	
<p>Law 223 of 1995</p>	<p>It establishes the implementation of the electronic bill and the use of payment gateways in commercial transactions. As of this law, any electronic commerce operation can be carried out entirely through the Internet, since it authorized electronic payments and the electronic bill.</p>	<p>The law comes into play since the company has to generate electronic bills when customers purchase an electronic payment.</p>
<p>Law 1231 of 2008</p>	<p>The purpose of this law is to implement the bill as a valuable title as described in the Code of Commerce, as well as to implement the electronic bill, which will be recognized as a valuable title, thus strengthening the different forms of electronic commerce implemented in Colombia.</p>	

<p>Law 1065 of 2006</p>	<p>The administration of the dominio.co name registry is that activity in charge of the State, which has as its objective the organization, administration and management of the .co domain, including the maintenance of the corresponding databases, the associated information services to the public, the registration of domain names, its operation, the operation of its servers and the diffusion of domain zone files.</p>	<p>It applies to the creation of the web page and the availability and register of the desired domain.</p>
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**Annex 21: Legal framework of employees.**

<b>Document</b>	<b>Matter discussed</b>	<b>Implementation</b>
<p>Law 1780 of 2016</p>	<p>This law aims to promote the generation of employment for young people between 18 and 28 years of age by young people between 18 and 28 years of age, laying the institutional foundations for the design the creation of new young companies.</p>	<p>This law is a matter of concern in BeGenius because it is classified as small young company because both of the CEOs are under 35 years old.</p>
<p>Law 1562 of 2012. Article 4</p>	<p>This law deals with occupational disease contracted as a result of exposure to risk factors inherent to the work activity or the environment in which the worker has been forced to work.</p>	<p>This law applies to the employees of the company. They are not exempted from diseases related to working in front of a computer. The most common ones could be diabetes, heart</p>

		disease and obesity (Hodelín et al., 2016).
Law 1636 of 2013	The purpose of this law is to create a Mechanism for the Protection of the Unemployed, the purpose of which will be the articulation and execution of an integral system of active policies.	The Severance Accounts of the workers are limited and voluntary source to generate income during the periods in which the person is unemployed.

**Annex 22: Be genius energy consumption.**

<b>Area (managers)</b>	<b>Subarea (Assistant Managers)</b>	<b>Number of employees</b>	<b>Devices Used</b>	<b>Monthly Energy Consumption per Areas</b>
<i>Sales</i>	Sales	1 Manager + 2 Assistant Managers	3 Computers	129.6 kWh
<i>Operations</i>	Development	1 Manager + 1 Assistant Manager	2 Computers	86.4 kWh
	Technical	2 Assistant Managers	2 Computers	86.4 kWh
	Educational (academic)	5 Assistant Managers	5 Computers	216 kWh
<i>Administrative</i>	Financial	1 Manager + 1 Assistant Manager	2 Computers	86.4 kWh
	Human development	1 Assistant Manager	1 Computer	43,2 kWh
<i>Customer Service</i>	Community Management	1 Manager + 1 Assistant Manager	2 Computers	86.4 kWh
	Customer	2 Assistant	2 Computers	86.4 kWh

	Service	Manager		
		<b>Total: 19 employees</b>		<b>Total Monthly Energy Consumption: 820.8 kWh</b>

**Annex 23: Company’s first-year sales table.**

Service name	Amount	Price per unit (no IVA)	Total Income	Income percentages
<i>Silver plan</i>	624	\$ 399,000	\$ 248,976,000	48%
<i>Golden plan</i>	480	\$ 555,000	\$ 266,400,000	51%
<i>Kit</i>	92	\$ 60,000	\$ 5,520,000	1%
		<i>Total</i>	<b>\$ 520,896,000</b>	<b>100%</b>

**Annex 24: Company’s yearly projections table.**

Year	2023	2024	2025	2026	2027
<b>Total annual sales</b>	\$ 520,896,000	\$ 544,570,723	\$ 583,235,244	\$ 645,641,415	\$ 731,511,724
<b>Total annual cost</b>	\$ 2,878,080	\$ 3,023,710	\$ 3,254,268	\$ 3,620,048	\$ 4,121,425
<b>Gross Profit</b>	<b>\$ 518,017,920</b>	<b>\$ 541,547,012</b>	<b>\$ 579,980,975</b>	<b>\$ 642,021,367</b>	<b>\$ 727,390,298</b>

**Annex 25: Company’s initial investment.**

<b>Initial investment</b>
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Computers	Laptop Lenovo 15.6” inches ideapad gaming 3 Intel core i5 Ram 16GB Hardware SSD 512GB White	\$6,000,000	\$ 30,000,000
Patents	Zoom premium Discord SketchUp Classcraft Quizlet	944.908 270.000 3’338.000 564.000 221.600	\$ 5,160,692
Implementati on cost	Reservation name of the company Right of register RUES form Legal representation Minutes book of partners Commercial enrolment certificate Proponents	1’116.500 48.000 6.500 6.800 32.000 3.200 935.000	\$ 2,148,000
<i>Total investment</i>			<b>\$ 37,308,692</b>

### Annex 26: Company’s payroll.

Area			Salary
Administrative	1 Manager (\$ 2’600.000 per month)	1 Financial assistant manager (\$ 1’500.000 per month) 1 Human development assistant manager (\$ 1’500.000 per month)	\$ 49,200,000
Sales	1 Manager (\$ 2’600.000 per month)	2 Sales assistant managers (\$ 1’500.000 per month x2)	\$ 67,200,000
Marketing	1 Manager	2 Assistant manager	\$ 103,200,000

	(\$ 2'600.000 per month)	(\$ 1'500.000 per month x2) 2 Customer service assistant manager (\$ 1'500.000 per month x2)	
Academic (production)		5 Teachers (\$ 2'300.000 per month x5)	\$ 138.000.000
<i>Total payroll</i>			<b>\$ 357,600,000</b>

**Annex 27: Company's fixed yearly costs.**

<b>Expenses</b>	<b>Amount</b>	<b>Unit price</b>	<b>Total</b>
Rent	12	\$800.000	\$ 9,600,000
Mobile telephony	5	\$66.666	\$ 4,000,000
Cybersecurity	12	\$2'300.000	\$ 27,600,000
Training	3	\$ 120,000	\$ 360,000
<i>Total fixed costs</i>			<b>\$ 41,560,000</b>

**Annex 28: Company's estimated initial work capital and costs.**

		<b>Months</b>	<b>Price</b>
Initial investment		-	\$ 38,747,732
Payrolls	4 Managers (\$ 2'600.000 per month) 10 Assistant managers (\$ 1'500.000 per month) 5 Teachers (\$ 2'300.000 per month)	6	\$ 178,800,000
Marketing	5 Influencers (\$1'175.000 per ad) Paid Ads on social media	6	\$ 21,600,000

	Facebook and Instagram (\$940.000 per month) TikTok (\$1'128.000 per campaign) Pamphlets ( \$300.000 package and creation)		
Fixed costs	Rent (\$800.000 per month) Mobile Phone telephony (\$ 66,666 unit price) Cyber security (\$2'300.000 per month)	6	\$ 20,780,000
		<i>Total</i>	<b>\$ 243,619,040</b>

**Annex 29: Company's application for a loan.**

Total investment	\$ 280.927.732
Contributions	\$ 60,000,000
Loan	<b>\$ 220.927.732</b>

**Annex 30: Company's financial obligations.**

Year	Payment	Down payment	Interests	Debt payment
0				\$ 220,927,732
2023	\$ -82,876,612	\$ -26.694.690	\$ 56.181.922	\$ 194.233.042
2024	\$ -82,876,612	\$ -33.483.149	\$ 49.393.463	\$ 160.749.893
2025	\$ -82,876,612	\$ -41.997.914	\$ 40.878.698	\$ 118.751.979
2026	\$ -82,876,612	\$ -52.677.984	\$ 30.198.628	\$ 66.073.995
2027	\$ -82,876,612	\$ -66.073.995	\$ 16.802.617	\$ -

**Annex 31: Company's income statement.**

	2023	2024	2025	2026	2027
Sales	\$ 520.896.000,0	\$ 544.570.723,2	\$ 583.235.244,5	\$ 645.641.415,7	\$ 731.511.724,0
Cost of sales	\$ 2.878.080,0	\$ 3.023.710,8	\$ 3.254.268,8	\$ 3.620.048,6	\$ 4.121.425,3
<b>Gross income</b>	<b>\$ 518.017.920,0</b>	<b>\$ 541.547.620,4</b>	<b>\$ 579.980.975,7</b>	<b>\$ 642.021.367,1</b>	<b>\$ 727.390.298,7</b>
Expenses and sales	\$ 339.600.000,0	\$ 344.694.000,0	\$ 351.587.880,0	\$ 360.377.577,0	\$ 371.188.904,3
Fixed costs	\$ 41.560.000,0	\$ 42.183.000,0	\$ 43.027.068,0	\$ 44.102.744,7	\$ 45.425.827,0
Other expenses	\$ 43.200.000,0	\$ 44.064.000,0	\$ 45.165.600,0	\$ 46.520.568,0	\$ 48.148.787,9
Depreciation	\$ 7.461.738,4	\$ 7.461.738,4	\$ 7.461.738,4	\$ 7.461.738,4	\$ 7.461.738,4
<b>Operating profit</b>	<b>\$ 86.196.181,6</b>	<b>\$ 103.143.874,0</b>	<b>\$ 132.738.689,3</b>	<b>\$ 183.558.739,0</b>	<b>\$ 255.165.041,0</b>
Finances Expenses	\$ 48.552.922,2	\$ 42.686.274,8	\$ 35.327.738,1	\$ 26.097.926,0	\$ 14.520.972,6
<b>Utility ( no taxes)</b>	<b>\$ 37.643.259,4</b>	<b>\$ 60.457.599,2</b>	<b>\$ 97.410.951,2</b>	<b>\$ 157.460.813,0</b>	<b>\$ 240.644.068,4</b>
Taxes	\$ 13.175.140,7	\$ 21.160.159,4	\$ 34.093.832,9	\$ 55.111.284,6	\$ 84.225.423,9
<b>Net income</b>	<b>\$ 24.468.118,7</b>	<b>\$ 39.297.439,8</b>	<b>\$ 63.317.118,3</b>	<b>\$ 102.349.528,5</b>	<b>\$ 156.418.644,5</b>

**Annex 32: Company’s active balance.**

Active						
	Year 0	2023	2024	2025	2026	2027
Banks	\$ 213.619.040,00	\$ 235.654.246,93	\$ 236.993.886,86	\$ 245.114.002,03	\$ 267.100.815,11	\$ 300.644.068,43
Fixed no-negligible	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fixed negligible	\$ 37.308.692,00	\$ 37.308.692,00	\$ 37.308.692,00	\$ 37.308.692,00	\$ 37.308.692,00	\$ 37.308.692,00
Accelerated depreciation	\$ -	\$ 7.461.738,40	\$ 14.923.476,80	\$ 22.385.215,20	\$ 29.846.953,60	\$ 37.308.692,00
Net fixed asset	\$ 37.308.692,00	\$ 29.846.953,60	\$ 22.385.215,20	\$ 14.923.476,80	\$ 7.461.738,40	\$ -
<b>Fixed asset</b>	<b>\$ 250.927.732,00</b>	<b>\$ 265.501.200,53</b>	<b>\$ 259.379.102,06</b>	<b>\$ 260.037.478,83</b>	<b>\$ 274.562.553,51</b>	<b>\$ 300.644.068,43</b>

**Annex 33: Company's liabilities balance.**

Liabilities						
	Year 0	2023	2024	2025	2026	2027
Taxes payable	0	\$ 13.175.140,8	\$ 21.160.159,8	\$ 34.093.832,9	\$ 55.111.284,6	\$ 84.225.423,9
Total current liabilities	\$ -	\$ 13.175.140,8	\$ 21.160.159,8	\$ 34.093.832,9	\$ 55.111.284,6	\$ 84.225.423,9
Financial obligations	\$ 190.927.732,00	\$ 167.857.941,18	\$ 138.921.502,55	\$ 102.626.527,58	\$ 57.101.740,47	\$ -
<b>Liabilities</b>	<b>\$ 190.927.732,00</b>	<b>\$ 181.033.081,95</b>	<b>\$ 160.081.662,38</b>	<b>\$ 136.720.360,51</b>	<b>\$ 112.213.025,03</b>	<b>\$ 84.225.423,95</b>

**Annex 34: Company's wealth balance.**

Wealth						
	Year 0	2023	2024	2025	2026	2027
Social capital	\$ 60.000.000,00	\$ 60.000.000,00	\$ 60.000.000,00	\$ 60.000.000,00	\$ 60.000.000,00	\$ 60.000.000,00
Net profit	\$ 0	\$ 24.468.118,6	\$ 39.297.439,7	\$ 63.317.118,3	\$ 102.349.528,5	\$ 156.418.644,5
<b>Total wealth</b>	<b>\$ 60.000.000,00</b>	<b>\$ 84.468.118,58</b>	<b>\$ 99.297.439,68</b>	<b>\$ 123.317.118,31</b>	<b>\$ 162.349.528,47</b>	<b>\$ 216.418.644,48</b>
<b>Total passive + wealth</b>	<b>\$ 250.927.732,00</b>	<b>\$ 265.501.200,53</b>	<b>\$ 259.379.102,06</b>	<b>\$ 260.037.478,83</b>	<b>\$ 274.562.553,51</b>	<b>\$ 300.644.068,43</b>

**Annex 35: Company's invested capital.**

Invested capital						
	Year 0	2023	2024	2025	2026	2027
Current assets	\$ 213.619.040	\$ 235.654.247	\$ 236.993.887	\$ 245.114.002	\$ 267.100.815	\$ 300.644.068
Current liabilities		\$ 13.175.141	\$ 21.160.160	\$ 34.093.833	\$ 55.111.285	\$ 84.225.424
<b>NOWC</b>	<b>\$ 213.619.040</b>	<b>\$ 222.479.106</b>	<b>\$ 215.833.727</b>	<b>\$ 211.020.169</b>	<b>\$ 211.989.531</b>	<b>\$ 216.418.644</b>
<b>Net fixed asset</b>	<b>\$ 37.308.692</b>	<b>\$ 29.846.954</b>	<b>\$ 22.385.215</b>	<b>\$ 14.923.477</b>	<b>\$ 7.461.738</b>	<b>\$ -</b>
Accumulated depreciation	\$ -	\$ 7.461.738	\$ 14.923.477	\$ 22.385.215	\$ 29.846.954	\$ 37.308.692

Gross fixed asset	\$ 37.308.692	\$ 37.308.692	\$ 37.308.692	\$ 22.385.215	\$ 37.308.692	\$ 37.308.692
Net total operating capital	\$ 250.927.732	\$ 252.326.060	\$ 238.218.942	\$ 225.943.646	\$ 219.451.269	\$ 216.418.644

**Annex 36: Company’s free cash flow.**

		2023	2024	2025	2026	2027
EBIT		\$ 86.196.181,6	\$103.143.874,0	\$ 132.738.689,3	\$ 183.558.739,0	\$ 255.165.041,0
Taxes		\$ 30.168.663,6	\$ 36.100.355,9	\$ 46.458.541,3	\$ 64.245.558,7	\$ 89.307.764,4
<b>NOPLAT</b>		\$ 56.027.518,0	\$ 67.043.518,1	\$ 86.280.148,1	\$ 119.313.180,4	\$ 165.857.276,7
Net investment		\$ 1.398.327,8	\$ -14.107.117,5	\$ -12.275.296,3	\$ -6.492.376,9	\$ -3.032.624,5
<b>Free cash flow for the period</b>		<b>\$ 57.425.846</b>	<b>\$ 52.936.401</b>	<b>\$ 74.004.852</b>	<b>\$ 112.820.803</b>	<b>\$ 162.824.652</b>

**Annex 37: Company’s balance point.**

	Investment year 0	2023	2024	2025	2026	2027
Cash flow of the project	\$-250.927.732	\$57.425.846	\$52.936.401	\$74.004.852	\$112.820.803	\$162.824.652

**Annex 38: Company’s net present value and financial internal rate.**

Net present value of the project	<b>\$ 28.828.687,78</b>
Financial internal rate of the business	<b>19,46%</b>

**Annex 39: Company’s balance point of the reference of the service.**

Service name	Contribution margin per unit	Income percentages	Balance point of the reference of
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			<b>the service</b>
Silver plan	\$ 396.300	48%	385 units
Golden plan	\$ 552.859	51%	412 units
Kit	\$ 58.200	1%	9 units
		<b>100%</b>	<b>715 units</b>

**Annex 40: Company’s total weighted average contribution margin.**

Total weighted average contribution margin	<b>\$ 472.785.53</b>
Balance point	<b>897 units</b>

**Annex 41: Business model CANVAS of Be Genius.**

Canvas model  
(Be Genius)

<b>Key partners</b> <ul style="list-style-type: none"> <li>• Service providers of cyber privacy, hosting, communication, designing and implementing virtual reality and gamification.</li> </ul>	<b>Key activities</b> <ul style="list-style-type: none"> <li>• Design the curriculum of the classes.</li> <li>• Communication with the clients.</li> </ul>	<b>Value proposal</b> <ul style="list-style-type: none"> <li>• Learning English through gamification and VR.</li> <li>• Better relationship between T-S.</li> <li>• More motivation and interaction when learning English.</li> </ul>	<b>Relationship with clients</b> Innovative English course to supply customer's needs, availability and high impact in the English language process.	<b>Customer segment</b> <ul style="list-style-type: none"> <li>• Students interested in learning English in a didactic way.</li> <li>• Children, teens and adults interested in video games and VR.</li> <li>• Clients willing to pay the English course in Colombia.</li> </ul>
	<b>Key resources</b> <ul style="list-style-type: none"> <li>• Hardware, software</li> <li>• Platform</li> <li>• VR and Gamification</li> <li>• Internet connection</li> <li>• Computers</li> <li>• Zoom, Discord, SketchUp, Classcraft licenses</li> </ul>		<b>Channels</b> <ul style="list-style-type: none"> <li>• Facebook ads</li> <li>• Social Media: Instagram, tiktok, Whasapp</li> <li>• Influencers</li> </ul>	
<b>Cost structure</b> <ul style="list-style-type: none"> <li>• Administrative (\$ 49.200.000)</li> <li>• Sales (\$ 67.200.000)</li> <li>• Marketing (\$103.000.000)</li> <li>• Academic (\$138.000.000)</li> </ul>			<b>Sources of income</b> <ul style="list-style-type: none"> <li>• Subscription to the courses.</li> <li>• There are two plans offered taking into account the hourly flow.</li> <li>• Kits with VR headsets</li> </ul>	