

**Business plan to create “smart learning” a company that offers summer camps
focused on English as a foreign language and entrepreneurship**

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Thesis to obtain the degree in Foreign languages teaching

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ABSTRACT

Title: Business plan to create “smart learning” a company that offers summer camps focused on English as a foreign language and entrepreneurship

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Key Words: English as a foreign language, entrepreneurship, workers’ performance.

Description: In a number of companies, there is a situation that directly affects the labor environment of the workers; that is workers’ children’s welfare. Mainly during vacation time, workers who have kids are often worried about who will be aware of their kids while they are working, which affects their development through the company. After identifying this situation and the necessity for a solution, the creation of this business plan to create “Smart Learning”; a company that offers summer camps focused on English as a foreign language and entrepreneurship, providing an alternative to help companies to improve their labor environment focused on the welfare of workers’ children.

*Bachelor thesis

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RESUMEN

Título: Plan de negocios para crear .“Smart learning” una compañía que ofrece Summer Cams enfocados en Inglés como lengua extranjera y emprendimiento

Autores: Anamaria Paba Torres y Ana María Pedraza Cabeza

Palabras clave: Inglés como lengua extranjera, emprendimiento, desempeño de los trabajadores.

Descripción: En varias empresas, hay una situación que afecta directamente el entorno laboral de los trabajadores; es decir, el bienestar de los hijos de los trabajadores. Principalmente durante las vacaciones, los trabajadores que tienen hijos a menudo se preocupan por quién estará al tanto de sus hijos mientras trabajan, lo que afecta su desarrollo a través de la empresa. Después de identificar esta situación y la necesidad de una solución, la creación de este plan de negocios para crear "Smart Learning"; una empresa que ofrece campamentos de verano enfocados en el inglés como lengua extranjera y el emprendimiento, Proporcionar una alternativa para ayudar a las empresas a mejorar su entorno laboral centrado en el bienestar de los hijos de los trabajadores.

1. Executive resume

1.1 Business' concept

1.1.1 General objective

To elaborate a business plan to create a company that offers a Summer Camp focused on English as a foreign language and entrepreneurship.

1.1.2 Specific objectives

To do market research considering the different aspects that will be used in the project.

To make a technical analysis with several instruments that lead to a fully detailed operation process.

To analyze the requirements that exist for constituting the Summer Camp as a legal entity.

To plan the creation of an organized company with well-defined positions, functions, and salary structure.

To design a curriculum about the pedagogical methodology and topics that are going to be used in the Summer Camp.

To design a solid marketing plan that can easily catch the clients' attention.

To design different strategies that allow the Summer Camp's startup.

1.1.3 Markets' necessities

- Children's school holidays can interfere with the parents' working routine, in order to prevent this from happening the Summer Camp offers a way to keep children entertained while they learn about English as a foreign language and entrepreneurship.
- Institutions can use the Summer Camp services to reward their workers for their service.
- To give parents an opportunity for children to take a closer look into English as a foreign language, and entrepreneurship.
- The adaptation of the current educational system to the real globalized world, in order to avoid staying behind in the global industry.
- The need to prepare competent students that meet the global context's expectations regarding their professional development.
- Teach young people about the importance of being leaders and citizens.
- Reinforce in young people the relevance of entrepreneurship.

1.1.4 The objective segment of the market

The public we want to attain is mainly Institutions or organizations that meet specific requirements that need to be fulfilled to carry on with the *Summer Camp*. The number of workers, the number of children of these, as well as the access to certain recreational areas, are some of those requirements.

In this case, it has been observed that Universidad Industrial de Santander meets those requirements, for which it will receive the business idea as our first potential client. An excellent opportunity to reward their workers with a *Summer Camp* in which their children will explore

English as a foreign language, as well as some notions of entrepreneurship.

1.2 Competitive advantages and value proposal

Creating a desirable working environment can be difficult sometimes. Institutions and Companies need to find ways in which they can maintain their worker's happiness and comfort so that they can work better. By offering the *Summer Camp* to their children, institutions like Universidad Industrial de Santander can benefit their workers and strengthen their sense of belonging with the Institution.

The concept of *Summer Camp* is an innovative way to learn about English as a foreign language and entrepreneurship. By developing a curriculum that can allow children to learn in fun new ways, institutions can feel attracted to the company and decide to use it to reward their workers.

1.3 Potential size of the market

By using the top-down market sizing method we can calculate and estimate the potential size of the market. Research shows eight (8) relevant institutions or/and organizations can be interested in the *Summer Camp*.

- Universidad Industrial de Santander (UIS)
- Universidad Autónoma de Bucaramanga (UNAB)
- Universidad Pontificia Bolivariana (UPB)
- Universidad de Santander (UDES)

- Fundación Universitaria Comfenalco Santander
- Universidad Santo Tomás (USTA)
- Comfenalco Santander
- Cajasan

As can be observed in the table below, each institution will make an investment of **\$25,387,700**. To break it down a bit; the Summer Camp offers 45 slots, and the quota is 15 people per level. The price for every Camper will be \$564,171.

Table 1

Potential size of the market

Average sale per institution	\$25,387,700
Market size	\$203,101,600

Note: This table shows the average sale per institution and the market size.

1.4 Sales and profitability projections

Based on the market research and price analysis it is evidenced that this is a profitable company because the income is higher than the expenses generating profits for the growth of the company of 30%

Table 2

Sales projection

Sales projection 2022-2026							
Year	Summer Camps per year	Annual total cost	Annual unit cost	Annual total price	Annual unit price	Annual total earnings	Annual unit earnings
2022	1	\$19,529,000	\$433,977	\$25,387,700	\$564,171	\$5,858,700	\$130,194
2023	1	Valor 2022+IPC	Valor 2022+IPC	Valor 2022+IPC	Valor 2022+IPC	Valor 2022+IPC	Valor 2022+IPC
2024	1	Valor 2023+IPC	Valor 2023+IPC	Valor 2023+IPC	Valor 2023+IPC	Valor 2023+IPC	Valor 2023+IPC
2025	1	Valor 2024+IPC	Valor 2024+IPC	Valor 2024+IPC	Valor 2024+IPC	Valor 2024+IPC	Valor 2024+IPC
2026	1	Valor 2025+IPC	Valor 2025+IPC	Valor 2025+IPC	Valor 2025+IPC	Valor 2025+IPC	Valor 2025+IPC

Note: this table shows the sales projection from 2022 to 2026

1.5 Financial conclusions and feasibility projections

It is considered that it is a viable project since the need in the market and its acceptance are evident. It is a viable project since the level of income is higher than the level of expenses, so the percentage of profits is adequate for the future development and sustainability of the company.

2. Business plan

2.1 Background and justification

2.1.1 Work team

Table 3

Work team

Position	Functions
<p>Administrative coordinator: The person in this position will oversee the direction of the <i>Summer Camp</i>. This person supervises all academic processes and matters.</p> <p>Worker: <i>Anamaría Paba Torres</i>: Current Foreign languages degree student. A leader and a digital entrepreneur. English and Portuguese speaker.</p>	<ul style="list-style-type: none"> ● To lead the institutional curriculum. ● To lead the academic program and plan according to the educational objectives. ● To organize teachers for each group. ● To coordinate the academic relation among students and teachers. ● To establish communication resources between <i>Campers</i> and <i>Guides</i> ● To supervise the academic activities during the <i>Summer Camp</i>. ● To create the rules of the <i>Summer Camp</i>. ● To organize the general schedule with teachers' help. ● To identify the <i>Summer Camp</i>'s needs and communicate them. ● To lead, supervise, and give counsel to teachers through the planning process. ● To promote the teachers' training.
<p>Academic coordinator: The person in this position will</p>	<ul style="list-style-type: none"> ● To lead the institutional planning. ● To lead the administrative program and planning

oversee the administrative chores (new acquisitions, recruitment processes, among others). This person supervises all operative processes.

Worker: *Ana María Pedraza Cabeza:* Current Foreign languages degree student. An entrepreneur, baker, musician, and singer. Focused on integral education.

according to the educational objectives.

- To coordinate the administrative relation among the educational community.
- To establish communication resources among administrators, *Campers*, and *Guides*.
- To supervise the administrative activities during the ***Summer Camp***.
- To direct the institution's administrative evaluation and address actions to improve organizational development.
- To identify the administrative *Camp's* needs and communicate them.
- To structure the teachers' training.
- To administrate the personnel. (Functions, schedules, uniforms, etc)
- To register the entrance and release of all members of the institutional community.

Accountant: Person who graduated with an accountancy degree. This person will do the general countability of the institute. It is a freelance position.

- To order the operations of the ***Summer Camp***.
- To establish financial reporting procedures.
- To meet management requirements.
- Tax obligations.
- To cooperate with other departments.
- To keep accounting books updated.
- To digitize information.
- To prepare the tax report.
- To calculate taxes.

Community manager: Person who graduated in marketing, publicity, social

- To design the social media strategy.
 - To define growth goals and strategies.
 - Reputation management in social networks.
-

networks, digital marketing, etc. degree. Someone who has experience in entrepreneurship and leadership. This person will be in charge of managing the social networks, website, and publicity. It is a freelance position.

- To design the conversational plan.
- To create content for social networks.
- To generate conversation.
- To get a relationship with other institutions.

Teachers: People who love the profession, graduated with a pedagogical degree, and someone who has experience in English teaching, entrepreneurship, and leadership.

- To make a diagnosis of the *Campers* at the beginning of each ***Summer Camp*** (Review basic knowledge of their English level (an approximation), entrepreneurship, and leadership)
- To plan the activities to be carried out at the entire ***Summer Camp*** (Considering the institute's curriculum)
- To present the planning to the Academic Coordinator. If changes are made, discuss them with the Academic Coordinator.
- To respond to everything that corresponds to the *Campers'* academic and experiential activities within the ***Summer Camp***.
- To lead the deliveries of reports to parents at the level for which they are responsible.
- To be attentive to the good performance of the students during the camp day, and if any abnormality occurs, notify the coordinators immediately.

Note: this table explains the positions and functions of the members of the work team.

2.1.2 Project development status

Now, the business project is finished. All research was carried out to get all the necessary information, and there is a solid base on which work can get started. The next step in this project is to act on legal matters, such as registering the project as a business, and making sure everything is complete before starting the promotion stage. After registering the brand, it will be a matter of time to be operational, possibly next summer. (June 2023)

3. Market

3.1 Market research

3.1.1 Industry analysis

3.1.1.1 Macro environment (PESTEL)

- **Political, economic, and social aspects:** Nowadays, Colombia is passing through a challenging context. Mainly because the country is facing a new political time. “Gustavo Petro, a former guerrilla fighter who wants to transform Colombia's business-friendly economic model, was elected to the presidency, which could mark the most radical turnaround in the Andean nation's recent history.” (La Republica, 2022). For that reason, some analysts claimed that the national situation is not “safe” at all. There is a lot of uncertainty and fear in the community because of what is going to happen to the country.

As a “demanding change” is how *La Republica newspaper* describes the Colombian context for next year.

Colombia now joins the ranks of nations around the world that have voted for anti-establishment leaders. In Latin America, the demand for change resounded as the pandemic caused a rise in poverty that was exacerbated by record inflation: in neighboring Peru, a schoolteacher from a Marxist party became president, while Chile elected a former student protest leader earlier this year. (La Republica, 2022)

In terms of economics, there is a big concern because of the changes that are coming to the country. This new government is planning to implement a lot of new economical strategies to improve the Colombian economy. However, “many investors are wary of him, especially since his plan to phase out oil and coal would deprive the nation of about half of its export earnings” (La Republica, 2022). A lot of perspectives are being experimented with among Colombian people. Another important opinion is what The International Monetary Fund forecasts, they claim that a *growth of more than 5% will happen this year, the fastest pace among the major economies of the Americas.* (La Republica, 2022)

Some people do not believe in this new way of government. However, some others do believe it is a huge opportunity to change the Colombian reality and improve it. For instance, Mario Gomez, managing partner for Colombia at the public affairs and business consultancy Prospectiva claimed that "Colombia will become a protectionist country." He said that “Petro will increase the role of the state, with a higher priority on social welfare and less on economic interests” (2022)

This uncertainty is also influencing the way people are facing the commercial and economic fields in the nation. A lot of factors like the ones mentioned before are affecting how Colombians perceive the reality of the country and how daily life is living in the country. To sum up, there is a controversial era in Colombia. For that reason, there is no certainty of what the

context of the country will be next years. However, it is important to allow this new government and be prepared to face the changes that the country will develop, successfully.

- **Technological and environmental aspects:** In technological and environmental aspects, the company is not influenced in a big way. Technological resources for the *Summer Camp* will be the basic ones, speakers, video beams, and computers. In terms of environmental aspects, the *Summer Camp* will be done in the recreational club of the university called “Hacienda Catay”. This place is in Piedecuesta, Santander. So, the environment will be the one that is placed there, it means trees and parks. The club is constantly supervising its maintenance, for that reason, it will be in good condition to develop the camps.

- **Legal aspects:** There are two main important entities in which legal aspects to create a new company are needed. Those are the Bucaramanga Chamber of Commerce and the National Education Ministry.

According to the Bucaramanga Chamber of Commerce, the legal procedure required to create a business consists of nine (9) steps, which are divided into some parts. The first part is about to consult various important aspects like the type of undertaking, the availability of name, the CIU economic activity code, and the use of land. After doing that, it is necessary to be focused on the proceedings in the DIAN and register the owners as future entrepreneurs. And finally, the payment of the registration tax, filing the forms and pay, and consulting the commercial establishment form is needed. Without following and fulfilling these aspects, the new company cannot be legally stipulated in Bucaramanga city.

On the other hand, the National Education Ministry has some specific routes to follow to find an educational organization in ‘Decree 4904 of 2009’. This process is organized into thirteen

(13) steps, which are specified in detail in the decree (attached in annexes). The decree is divided into some sections regarding different aspects of the educational company.

The first part of the decree is about giving all the data related to the general information of the institution, the name, and the objectives of the program. Then, a whole description of the competencies is required, mainly focusing on the graduate profile of the institution. The justification and the curriculum of the program are also needed. Besides that, the National Education Ministry asks for an institutional self-assessment when a new educational organization wants to be organized. The administrative aspects are very important to get permission to create a new company in the educational field, and for that reason are also required by MEN. Another relevant part is the one focused on the resources, for instance, the specific resources for the development of the program, and the educational resources. And finally, the financial aspects and the infrastructure of the organization need to be justified. Ending the document with the corresponding annexes.

3.1.1.2 Microenvironment (5 Porter's forces)

- **Customers:** The objective customers for this *Summer Camp* are institutions and organizations placed in Bucaramanga, Santander. Companies that have a minimum of 50 workers and at least 50% of them have children. This *Summer Camp* is mainly focused on universities that want to improve the labor conditions of their employees through the service of the *Summer Camp* for their kids. The workers of those companies live in Bucaramanga city and the metropolitan area. Companies that have as a priority the labor environment and the opportunities they give to the workers and their families. Companies that have a specific place to do the *Summer Camp* (For example, a park or a recreational club).

Our first customer will be Universidad Industrial de Santander. The UIS, *an official institution of the departmental order, is aimed fundamentally at the formation of man, through the generation and dissemination of knowledge in its various branches.*

- **Providers:** The primary provider for this *Summer Camp* will be the recreational club of the company. Because all the materials and furniture like chairs, tables, tents, etc; will be provided by the institution.

Another important provider will be stationery shops, they will provide all the materials (Cardboard, paints, plasticine, pencils, colors, colored and white sheets, brushes, wool, sequins, glue, frost). As there are 45 campers for each *Summer Camp*, this will be the same number of materials needed. Before starting the *Summer Camp*, it will receive various offers from different stationery businesses, in which the best offer will be chosen considering quality and economy.

- **Entry barriers:** Now, no other camps are working at UIS. For that reason, it is considered that there are not a lot of entry barriers. Maybe, one entry barrier could be the administrative process into the university. However, it is important to mention that this University is going to be our first client, so the whole experience of the *Summer Camp* is focused on it.

- **Substitute products:** All the extracurricular courses offered in the city can be a substitute product for this *Summer Camp*. Some organizations offer this kind of course mainly as a wellness resource to improve the labor conditions in companies and institutions. For example, Comfenalco, Cajasan.

- **The rivalry between competitors:** This camp has no direct competitors.

3.1.2 *Market analysis*

3.1.2.1 Market description. This *Summer Camp* is focused on institutions and organizations placed in Bucaramanga, Santander. Companies that have a minimum of 50 workers and at least 50% of them have children. This *Summer Camp* is mainly focused on universities that want to improve the labor conditions of their employees through the service of the *Summer Camp* for their kids. The workers of those companies live in Bucaramanga city and the metropolitan area. Companies that have as a priority the labor environment and the opportunities they give to the workers and their families. Companies that have a specific place to do the *Summer Camp* (For example, a park or a recreational club).

3.1.2.2 Market size and development. This project is created as a strategy to improve the labor conditions of administrative employees of UIS, so that is the objective market of this company.

UIS is composed of the following groups of workers:

- **General administrative plant:** 495
- **Temporary plant:** 479

3.1.2.3 Analysis of customer sectors and the potential of the target market. The main objective of this *Summer Camp* is to be an important strategy to improve the labor conditions of administrative workers at UIS. The necessity of wellness among workers. “People spend most of their time at work, which makes it relevant to implement a workplace wellness area in companies, to achieve physical and emotional harmony between teams” (Colsubsidio, 2020). For that reason, this field is crucial for companies. As Seguros Bolivar said “Current generations of workers value more a company that cares more about their well-being, health, family, and environment. When

an employee feels identified with the company culture and has the opportunity to live and experience well-being in his day-to-day life, he performs his functions more motivated, which generates an increase in productivity” (2021)

Another important fact is that the majority of the workers in companies who are parents, cannot spend much time with their kids because of their jobs. And something that is worrying parents a lot, is the time in which their children are on vacation from school. This is a complicated situation, for instance, The Nursery and Family study prepared by the company Edenred revealed that 71.1% of parents have stated that they do not spend enough time at home to be with their children (2015), and that is something that is daily trouble in a family’s life.

Besides that, learning English is something that is needed in this globalized society. The Autonomous University of Hidalgo claimed that “According to scientific research, studying English or learning a language, in general, produces certain stimuli in the brain that help us improve our abilities in other areas such as creativity, problem-solving, reasoning or mental ability.” And for parents, the English learning process for their kids is a priority.

The human resources division at UIS is taking action in these aspects every day. UIS employees are part of educational programs, spaces, parties, etc. Those events are created and organized to give the workers the best labor conditions in the company. Because of this, it is appropriate to claim that this camp will be well-received at the University. And of course, it will be a big opportunity to be enjoyed by the administrative workers.

3.1.3 Competitor analysis

There is no direct competition.

3.2 Market strategies

3.2.1 Service concept

When thinking about employees and their working conditions, it is essential to come up with different ways in which the employer can create the best working environment for their personnel. The *Summer Camp* will be the best option for different companies and institutions to have the desired working environment. Children will have the opportunity to learn about English as a foreign language and entrepreneurship by participating in such games, rallies, art activities, etc. That will make them learn in a fun way, while parents continue with their working routines without having to worry about leaving their children alone.

3.2.2 Distribution strategies

Our services will be offered to organizations and institutions that want to improve their workers' working environment. Research has been done and now there are eight (8) organizations and institutions that meet the requirements to acquire this service.

Talking about distribution, social media can be a definitive tool, by creating advertisements we can reach a lot of people and get them to purchase our services. By creating nurtured social media profiles, it will be easier to get more people to learn about the *Summer Camps*. It is essential to have a good relationship with those who participate actively in their social media profiles. To get a little closer to them, the use of different dynamics or discussions is vital to keep the profiles relevant.

Besides using social media, the idea is to get to every institution by making an appointment with their workers and discussing the offered services.

3.2.3 Price strategies

The *Summer Camps*’ services will be charged taking into account the needed investments in regard to rents, salaries, materials, and other significant costs that may be necessary for its functioning. Besides that, original material is created by considering time and production prices.

Table 4

Costs

Price strategies	
Fixed costs	Variable costs / One Time investments
<ul style="list-style-type: none"> ● Salaries ● Material ● Social Media management ● Advertisement 	<ul style="list-style-type: none"> ● Creation of original material ● Transportation costs for employees.

Note: this table shows the costs involved in the creation of the Summer Camps

A comparison between different prices from organizations with similar services will be made to have an idea of what the clients are spending and how much they would be willing to spend. Since there are not many companies that offer this service, there is an opportunity to use the Premium Pricing strategy to take advantage of the competitive advantage that the *Summer Camp* has.

3.2.4 Promotion and communication strategies

The *Summer Camp* will be promoted through digital campaigns which are going to be

created based on digital marketing strategies (social media, the creation of eye-catching videos, the use of influencers, the use of ads). They are going to be developed focused on the market necessities and they are going to be focused on mentioning the impact that the *Summer Camp* wants to make on the improvement of the workers' conditions.

3.2.5 *Service strategies*

As stated before, communication with the client is vital. There will always be different ways in which parents and students will be able to communicate with the administration of the *Summer Camp*. Customer service will be provided via social media and phone lines. Searching for practicality and the efficacy, there will be a variety of payment methods (cash, debit/credit cards, or PSE) so that the organization or institution can easily purchase the *Summer Camp*.

3.2.6 *Marketing budget*

- **Product.** *Summer Camp* focused on *English as a foreign language* and entrepreneurship for children. This *Summer Camp* is focused on offering its services to organizations and institutions placed in Bucaramanga, Santander; that have as a priority the labor environment and the opportunities they give to the workers and their families. Those companies have a minimum of 50 workers and at least 50% of them have children and they live in Bucaramanga city and the metropolitan area. One important fact is that those companies must have a specific place to do the *Summer Camp* (For example, a park or a recreational club).

- **Price.** The total investment of the project will be **\$19,529,000** including the academic and logistics coordinator, teachers, and didactic material: notebooks, colored pencils, pens, worksheets, and art supplies, among others. It will also include refreshments and lunch for the duration of the *Summer Camp*.

The profits will be 30% which sums to **\$25,387,700**.

The price per Camper will be **\$564,171** for 20 days of new experiences and learning.

- **Place.** Taking Universidad Industrial de Santander as a first client, the *Summer Camp* will be done in the recreational club of the university that is called “Hacienda Catay”. This place is in Piedecuesta, Santander.

In other cases, the place will vary according to the spaces provided by the organization or institution that purchases the *Summer Camp*.

- **Promotion.** The *summer camp* in English will be promoted by the institutional email from the organization or institution on social media and using some posters that are going to be pasted around the administrative offices at the organization or institution’s facilities.

3.2.7 *Sales projection justification*

The sales projection of this company is based on the annual increase stipulated by the government. Therefore, both income and expenses and all financial aspects thereof are governed by the CPI.

3.2.8 *Portfolio policy*

A single payment corresponding to 100% of the total *Summer Camp* will be made in advance.

Payment Methods:

- Debit/credit cards
- Cash
- PSE

4. Technical and operation aspects

4.1 Operation

4.1.1 Datasheet

Table 5

Datasheet

Name:	<i>Smart Learning</i>
Concept:	As a first client, Universidad Industrial de Santander will have the opportunity to be part of the <i>Summer Camp</i> to thank their workers for their service and benefit them with education for their children. In the <i>Camp</i> , the workers’ children will be able to learn about English as a foreign language and also learn about entrepreneurship.
Location:	The space where the <i>Summer Camp</i> will take place will be negotiated with the institution that purchases the <i>Summer Camp</i> . In this case, the UIS’s recreational club “Hacienda Catay” will be used.

Objective segment:	The <i>Summer Camp</i> will be offered to different institutions and organizations that want to reward their workers for their work.
Differentiating factor:	The <i>Summer Camp</i> will offer a service that has not been seen in the city before. Children need to learn a foreign language; in this case English. As well as start forming themselves in the entrepreneurship world. By offering a service that not many institutions offer, this company has a different aspect that will be easily welcomed in the community.
Methodology:	<p>The program will be created in several stages:</p> <ul style="list-style-type: none"> - Design of the curriculum: this stage will be focused on choosing the topics that the students will learn concerning English and entrepreneurship. - Creation of the original material: in this phase will be created the original material that will be used in the programs considering the contents and the classes previously designed in the curriculum.

Note: this table explains the general aspects of the business plan

4.1.2 *State of development*

In the design of this project, it is necessary to consider every aspect regarding the creation of a business plan, moreover, planning the curriculum for the *Summer Camp* is as important. For the designing process, it will be taken to consider the different learning theories such as growth mindset, multiple intelligences, neuro-linguistic programming, Vygotsky's sociocultural theory of cognitive development, and student-centered classes. Theories that will be applied in the *Summer Camp*, and a fine selection of the topics that will be taught regarding the English

language, entrepreneurship, and leadership. (All the pedagogical aspects are reflected in the curriculum that is attached in the Appendix)

4.1.3 Description of the process

4.1.3.1 Acknowledgment of the course. Universidad Industrial de Santander will offer the *Summer Camp's* services.

Members from the institution or organization see an advertisement and show interest in the *Summer Camp*.

4.1.3.2 Acquisition of information. The institution or organization will receive the proper information so that they can learn about the *Summer Camp* and decide on the purchase.

Members from the institution or organization will communicate with the *Summer Camp* via social media or phone lines.

4.1.3.3 Purchase process. The Universidad Industrial de Santander will decide on purchasing the *Camp's* services. They will maintain communication to receive the details about the purchase process. A variety of payment methods (cash, debit/credit cards, PSE) will be offered.

4.1.3.4 Payment of the services. After the payment has been received, the client will receive the welcoming information, as well as the material that will be needed throughout the course and other documents that are required.

4.1.3.5 Make use of the service. The *Summer Camp* will start on the established dates.

Possibly Summer of 2023.

4.1.4 Needs and requirements

Table 6

Needs and requirements

Resource	Quantity	Unit price	Total
Academic Coordinator	1	\$1.000.000	\$1.000.000
Logistics Coordinator	1	\$1.000.000	\$1.000.000
Accountant	1	\$300.000	\$300.000
Community Manager	1	\$670.000	\$670.000
Teachers / Guides	3	\$1.000.000	\$3.000.000
Uniforms (polo shirt - cap)	5	\$58.000	\$290.000
Didactic material (notebook, color pencils, pens, worksheets...)	45	\$60,000	\$2.700.000
Refreshments	2 per day (1000)	\$3.000	\$3.000.000
Lunch	500	\$15.000	\$7.500.000
Registration in “Cámara de Comercio”	1	\$69.000	\$69.000
TOTAL INVESTMENT			\$19,529,000

4.1.5 Infrastructure

In this project, the infrastructure will be provided by the Institution that decides to purchase the *Summer Camp*. In this case, Universidad Industrial de Santander will provide the

space named Catay which is known for its installations. In this place, the *Summer Camp* will be able to provide its students with many activities and the safety that this private place offers.

5. Organization

5.1 Organization strategy

5.1.1 SWOT analysis

Table 7
SWOT analysis

Strength	A unique concept is being offered by the company: “Bilinguals and entrepreneurs.” It means that when children finish the <i>Summer Camp</i> , they have already improved their English skills while they were working on developing their entrepreneurial abilities. This is to develop in them an open-minded perspective about the English language and how it can be useful for their professional future (Focused on entrepreneurs). Besides that, this idea is going to improve the Laboral conditions for UIS workers because their children are going to be the direct benefits of it.
Weakness	As the <i>Summer Camp</i> is at a starting point, it does not have its own physical center to carry out its activities. However, it is one of the main goals for the future.
Opportunity	As an English <i>Summer Camp</i> , it has a lot of opportunities to use. For example, it is constantly

	wondering about alliances to help our students to get scholarships or help to access opportunities abroad.
Threat	Other companies with similar services to the one offered by the <i>Summer Camp</i> .

Note: this table applies the SWOT analysis in the *Summer Camp*

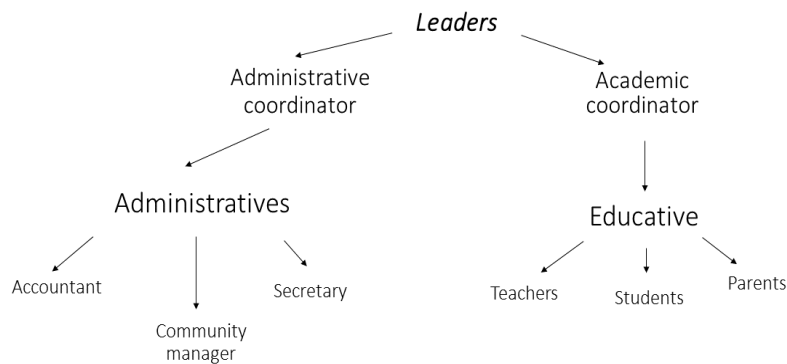
5.1.2 Support agencies

- **Creation:** ‘Cámara de comercio de Bucaramanga’, SENA, Alcaldía de Bucaramanga, UIS
- **Development:** EMA (assistance with cultural aspects).

5.1.3 Organizational structure

Figure 1

Organizational structure



5.2 Legal aspects

5.2.1 Company formation and legal aspects

There are two main important entities in which legal aspects to create a new company are needed. Those are the Bucaramanga Chamber of Commerce and the National Education Ministry.

According to the Bucaramanga Chamber of Commerce, the legal procedure required to create a business consists of nine (9) steps, which are divided into some parts. The first part is about to consult various important aspects like the type of undertaking, the availability of name, the CIIU economic activity code, and the use of land. After doing that, it is necessary to be focused on the proceedings in the DIAN and register the owners as future entrepreneurs. And finally, the payment of the registration tax, filing the forms and pay, and consulting the commercial establishment form is needed. Without following and fulfilling these aspects, the new company cannot be legally stipulated in Bucaramanga city.

The process to create a new company in the Bucaramanga Chamber of Commerce starts with the consultation of various important aspects like the type of undertaking, the availability of name, the CIIU economic activity code, and the use of land. To consult the type of undertaking means that it is necessary to recognize the type of company that is going to be created. This is the first step because based on it the rest of the process is going to be done. In addition, a very important factor is to stipulate the characteristics and the responsibilities of the company, which is going to be defined depending on whether it is a natural person or a legal person. Then, it is necessary to search for the name of the company. It has to be an original name and it is obligatory to be sure that another company does not have the same name.

In addition, the consultation of the CIIU economic activity code. In this step, the Bucaramanga Chamber of Commerce asks the company to define the Codification of economic

activity. This is a relevant step because it lets the company find the international ISIC code that is going to be related to the specific activity that is going to be developed in the company. And finally, the consult of the use of land. That is related to the Territorial Planning Plan of the municipality. This aspect leads the company to know what types of activities are allowed to be done in it according to the property selected to locate the organization. This initial part of the process is very helpful to avoid future problems in the legal documentation and process.

After doing that, it is necessary to be focused on the proceedings in the DIAN and register the owners as future entrepreneurs. The proceedings in the DIAN refer to the whole process that is necessary to formalize the company before the DIAN which means the National Tax and Customs Directorate. In this step, it is requested to fill out the PRE-RUT form through the DIAN web portal or in their offices. After following the steps mentioned before, the founders of the company need to consolidate themselves as new entrepreneurs, to receive all the benefits that the Bucaramanga Chamber of Commerce offers by getting this role.

And finally, the payment of the registration tax, filing the forms and pay, and consulting the commercial establishment form is needed. Without following and fulfilling these aspects, the new company cannot be legally stipulated in Bucaramanga city. The payment of the registration tax only applies to Legal Persons and Non-profit entities.

Is a tax that the merchant pays to the Governor of the department, in this case; Santander, for the registration among others, of the acts of incorporation following Law 223 of 1995 and Decree 650 of 1996, equivalent to 3% of the value of the capital of the company that is created. Ordinance No. 005 of January 2013 and Ordinance 073 of FEBRUARY 2013 (Bucaramanga Chamber of Commerce, n.d.)

The money from this tax is collected by the Departmental Administration through Banking Entities and payment points in the Department of Santander (Such as Banco Agrario, Casa del Libro, Bancolombia)

And finally, is the moment to file all the necessary formats which are requested by the Chamber of Commerce. And it is time to consult the commercial establishment form, which is a step in which the founder will get access to the *Commercial Establishment Card*. That *establishes compliance with the requirements laid down in Law 232 of 1995, Regulatory Decree 1879 of 2008, and Municipal Decree 011 of 2010* (Bucaramanga Chamber of Commerce, n.d.)

On the other hand, the National Education Ministry has some specific routes to follow to find an educational organization in 'Decree 4904 of 2009'. This process is organized into thirteen (13) steps, which are specified in detail in the decree (attached in annexes). The decree is divided into some sections regarding different aspects of the educational company.

The first part of the decree is about giving all the data related to the general information of the institution, the name, and the objectives of the program. Then, a whole description of the competencies is required, mainly focusing on the graduate profile of the institution. The justification and the curriculum of the program are also needed. Besides that, the National Education Ministry asks for an institutional self-assessment when a new educational organization wants to be organized. The administrative aspects are very important to get permission to create a new company in the educational field, and for that reason are also required by MEN. Another relevant part is the one focused on the resources, for instance, the specific resources for the development of the program, and the educational resources. And finally, the financial aspects and

the infrastructure of the organization need to be justified. Ending the document with the corresponding annexes.

This legal aspect starts asking for the general information of the institutional aspects like the name, the legal nature, the address, the principles, the number of students, the certification of freedom or lease, the identification of the physical plant, the building license, the health concept, emergency disaster, and prevention plan, certificates, etc; are needed. Data about the legal representative, the director of the institution, and the regulatory books are also important here.

For the National Education Ministry, it is also relevant to ask for information about the name of the organization. Data like the field of training to which it applies, the area of performance to which you point when you are in the field of work, the qualification level (labor field programs), etc; are needed to be given in the decree. In addition to it, the objectives of the educational institution need to be exposed in it also.

Then, a whole description of the competencies is required, mainly focusing on the graduate profile of the institution. Information such as the competencies that students will acquire during their experience in the organization. The justification and the curriculum of the program are also needed. In the justification of the company, it is important to explain its relevance in a globalized, national and local context. Another important aspect is to present studies that expose the current state of education in Colombia and how this new educational organization will help it. In terms of the curriculum, factors like the duration and distribution of time, the number of students, the important dates, and the methodology of the program are a priority. However, points like the

applicant and the graduate's profile are also needed. In addition to that, admission mechanisms, learning and assessment materials, and scenarios, methodological strategies need to be explained. Besides that, the National Education Ministry asks for an institutional self-assessment when a new educational organization wants to be organized. In this, self-assessment policies and the creation of a self-assessment committee are the main characters.

The administrative aspects are very important to get permission to create a new company in the educational field, and for that reason are also required by MEN. Things like the establishment plan of the institution, an administrative profile, the entry criteria for managerial, administrative, recruitment modality, Schedule, etc; the list of the programs that are being offered, and the total capacity of the institution are mainly required. Another relevant part is the one focused on the resources, for instance, the specific resources for the development of the program, and the educational resources. The specific resources make reference to the classrooms, workshops, laboratories, and equipment that are going to be used in this new organization. Supporting materials: didactics, educational aids, and audiovisuals; Bibliographical, technical, and technological resources; Places of practice; and apprenticeship agreements are needed as well.

And the educational resources refer to the entry teaching criteria (profile, contract modality), the teaching experience, number of teachers per program, resume with their support, and the teachers' manual or regulations.

And finally, the financial aspects and the infrastructure of the organization need to be justified. The financial aspects asked by the MEN are the income, the discharge, the financial

statement duly endorsed by an accountant, and the funding mechanisms for the program. In terms of the infrastructure of the organization, data from the copy lease agreement or release certificate, description of the physical plant, number of classrooms planned, inventory of materials, equipment, tools; Inventory of bibliographic resources, computer educational aids, and didactic material; and the number of students per system is required.

Ending the document with the corresponding annexes, such as the certification of the Chamber of Commerce or Legal Representation, the copy operating resolution, financial statements, the model of Certificate to be delivered Certificate of Labor Technician by Competencies in... (The field of study), the resumes of Director, Coordinator, and Teachers with their respective supports, the certificate of tradition or freedom or lease, the physical floor plans; and the inventory of materials, equipment, bibliographic resources, educational aids, and computer.

5.3 Administrative costs

5.3.1 Staff costs

Table 8

Staff costs

Salaries	
Position	Salary

Administrative	Accountant	\$300.000 per assignment. (Freelance)
	Academic coordinator	\$1.000.000
	Logistics coordinator	\$1.000.000
	Community manager	\$670.000
Educative	Teachers (3)	\$3.000.000

Note: this table shows the staff costs

5.3.2 Start-up expenses

Table 9

Start-up expenses

Resource	Quantity	Unit price	Total
Academic coordinator	1	\$1.000.000	\$1.000.000
Logistics coordinator	1	\$1.000.000	\$1.000.000
Accountant	1	\$300.000	\$300.000
Community manager	1	\$670.000	\$670.000
Teachers / Guides	3	\$1.000.000	\$3.000.000
Uniforms (polo shirt - cap)	5	\$58.000	\$290.000
Didactic material (notebook, color pencils, pens, worksheets...)	45	\$60,000	\$2.700.000
Refreshments	2 per day (1000)	\$3.000	\$3.000.000
Lunch	500	\$15.000	\$7.500.000
Registration in “Cámara de	1	\$69.000	\$69.000

Comercio”	
TOTAL INVESTMENT	\$19,529,000

Note: this table shows the start-up expenses for the *Summer Camps*

5.3.3 *Annual administration expenses*

The annual administration expenses are the same quantity as the start-up expenses because the *Summer Camp* will be done only one time per year.

6. Finances

6.1 Sources of funding

The whole project will be financed with its own resources.

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APPENDIX

- Appendix A. Curriculum: Tiny leaders

<i>CURRICULUM TINY LEADERS (7 TO 9 YEARS OLD – A1)</i>				
Pedagogical bases	General competences	Methodology	Assessment	Final product
<p>The learning theories on which this <i>Summer camp</i> is based are growth mindset, multiple intelligences, neuro-linguistic programming, Vygotsky's socio-cultural theory of cognitive development, and student-centered classes. Each teacher has the autonomy and the freedom of planning their classes based on their teaching philosophy. The designing of materials such as worksheets, activities, guides, etc; is also their responsibility in order to</p>	<p>Campers will understand short and simple stories. / Campers will develop strategies to facilitate their understanding of new words, expressions, and sentences. / Campers will understand basic vocabulary about family, friends, games, and places if T is talking slowly and clearly. / Campers are also learning how to read and write in their mother tongue. For that reason, Campers will frequently use their mother tongue and some</p>	<p>This course is divided into 2 main topics. One for the first week (Entrepreneur spirit) and the other one for the second week (Creativity). (Language topics are according to English level based on the CEFR). Each day one part of the day will be used to work on the final product.</p>	<p>From the beginning of the camp, SS will be developing different activities in which they will use all their skills acquired during the whole camp. Those assessment activities are going to be designed by each teacher, based on their teaching philosophy and following the Summer camp's learning theories.</p>	<p>VISION BOARD</p> <p>Based on life coach Zakiya Larry, a vision board it's a visual representation of your goals. These poster-sized visuals contain all kinds of images and text that represent something you're trying to accomplish. (Earley, 2021)</p> <p>To create a vision board campers Will:</p> <ol style="list-style-type: none"> 1. Identify their leadership and entrepreneurship skills. 2. Recognize the dreams they have and organize them

<p>create appropriate learning environments during the <i>Summer camp</i>. The only requirement is to follow the topics and the learning theories that are proposed by the direction of the <i>Summer camp</i>.</p>	<p>words or short sentences in English to express their ideas and feelings. (It is important to mention that this is a <i>Summer camp</i> in which the priority is to provide campers with a safe, fun and comfortable space in which they see the use of English language as a tool and not as an obstacle. Add it to the fact that your leadership and entrepreneurship skills will be strengthened. Reasons why the academic aspects, although they will be taken into account, will not be prioritized nor will excessive demands be used with them)</p>	<p>Entrepreneur spirit</p> <p>Creativity</p>	<p>3. Make a relation between the dreams they have and how they can use their leadership and entrepreneurship skills to achieve it.</p> <p>4. Create their vision board.</p> <p>5. Present and expose their vision board.</p>
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- Appendix B. Curriculum: Pre-teen leaders

<i>CURRICULUM PRE-TEEN LEADERS (10-13 YEARS OLD – A2)</i>				
Pedagogical bases	General competences	Methodology	Assessment	Final product
<p>The learning theories on which this <i>Summer camp</i> is based are growth mindset, multiple intelligences, neuro-linguistic programming, Vygotsky's socio-cultural theory of cognitive development, and student-centered classes. Each teacher has the autonomy and the freedom of planning their classes based on their teaching philosophy. The designing of material such as worksheets, activities, guides, etc; is also their</p>	<p>Campers will understand short, illustrated and easy texts about simple topics / Campers will participate in short conversations using sentences taught by the teacher with predictable structures / Campers will talk about themselves and their classmates with simple structures / Campers will use a vocabulary related to their context and their pronunciation is going to be basic / Campers will create short texts / Campers will express their ideas and feelings using simple structures and vocabulary about</p>	<p>This course is divided into 2 main topics. One for the first week (Teamwork) and the other one for the second week (Value proposal). (Language topics are according to English level based on the CEFR). Each day one part of the day will be used to work on the final product.</p> <p>Teamwork</p> <p>Value proposal</p>	<p>From the beginning of the camp, SS will be developing different activities in which they will use all their skills acquired during the whole camp. Those assessment activities are going to be designed by each teacher, based on their teaching philosophy and following the Summer camp's learning theories.</p>	<p>ACTION PLAN</p> <p>After making their vision board (or at least, after having clear their dreams). Campers will:</p> <ol style="list-style-type: none"> 1. Choose one of their dreams they put on their vision board. 2. Identify all the actions they have to do to achieve that dream. 3. Create an action plan in order to organize all the aspects they have to take into account to realize their dreams. The action plan must include factors like time, places, people involved, etc.

responsibility in order to their context. (It is important to create appropriate learning mention that this is a *Summer* environments during the *camp* in which the priority is to *Summer camp*. The only provide campers with a safe, fun requirement is to follow the and comfortable space in which topics and the learning they see the use of English theories that are proposed by language as a tool and not as an the direction of the *Summer* obstacle. Add it to the fact that *camp*. your leadership and entrepreneurship skills will be strengthened. Reasons why the academic aspects, although they will be taken into account, will not be prioritized nor will excessive demands be used with them)

4. Organize the action plan in an original and creative visual format.
5. Present and expose their action plan.

- Appendix C. Curriculum: Teen leaders

<i>CURRICULUM PRE-TEEN LEADERS (14-17 YEARS OLD – B1)</i>				
Pedagogical bases	General competences	Methodology	Assessment	Final product
<p>The learning theories on which this <i>Summer camp</i> is based are growth mindset, multiple intelligences, neuro-linguistic programming, Vygotsky's socio-cultural theory of cognitive development, and student-centered classes. Each teacher has the autonomy and the freedom of planning their classes based on their teaching philosophy. The designing of material such as worksheets, activities, guides, etc; is also their responsibility in order to create appropriate learning</p>	<p>Campers will understand the main points of clear texts on familiar topics in English / Campers will manage most situations on a trip to places where English is used / Campers will produce simple, organized oral presentations about familiar topics / Campers will describe experiences, events, wishes and aspirations, and explain opinions and plans. (It is important to mention that this is a Summer camp in which the priority is to provide campers with a safe, fun and</p>	<p>This course is divided into 2 main topics. One for the first week (Emotional Intelligence) and the other one for the second week (Global alliances). (Language topics are according to English level based on the CEFR). Each day one part of the day will be used to work on the final product.</p> <p>Emotional Intelligence</p> <p>Global alliances</p>	<p>From the beginning of the camp, SS will be developing different activities in which they will use all their skills acquired during the whole camp. Those assessment activities are going to be designed by each teacher, based on their teaching philosophy and following the Summer camp's learning theories.</p>	<p>VISION PLAN</p> <p>After making their action plan (or at least, after having clear their dream and the actions they need to do to achieve it). Campers will:</p> <ol style="list-style-type: none"> 1. Identify the possible options their dream has to grow around the country and the world. 2. Choose one of those opportunities abroad for their dream. 3. Identify the important aspects they need to develop their dream in the opportunity they selected.

environments during the comfortable space in which *Summer camp*. The only they see the use of the English requirement is to follow the language as a tool and not as an topics and the learning theories obstacle. Add it to the fact that that are proposed by the your leadership and direction of the *Summer camp*. entrepreneurship skills will be strengthened. Reasons why the academic aspects, although they will be taken into account, will not be prioritized nor will excessive demands be used with them)

4. Organize the vision plan in an original and creative visual format.
5. Present and expose their vision plan.

- Appendix D. Brochure (English version)

WHAT ARE YOU WAITING FOR?



Get in touch with us!

BENEFITS OF THE SUMMER CAMP

Your workers' children will:

- explore English as a second language.
- have notions of entrepreneurship.
- have the chance to experiment with leadership.
- make new friends.
- live new experiences.
- challenge themselves.
- increase their confidence and self-esteem.
- identify their skills.

SMART learning



Summer CAMP
BY: SMART LEARNING

100% Santanderean business.

Your strategic ally in your work environment improvement.

MEET OUR SUMMER CAMP

Our Summer Camp is a viable alternative to lift your workers' worries about their children's care during school break. Keeping up the good performance in your organization while they feel confident that their children are safe, exploring, learning and, most importantly, having fun!



A UNIQUE EXPERIENCE!

Your workers' children will be able to:

- Strengthen their knowledge of English as a foreign language.
- Develop skills in entrepreneurship and leadership.
- Explore their social and communicative skills.
- Interact with nature.
- Have lots of fun while learning new things.

THE SUMMER CAMP OFFERS:

- 9 hours per day for 2 weeks.
- Lunch and 2 refreshments per day.
- Didactic material.
- High-quality digital pictures.
- Participation certificate.

ONLY FOR \$564.171 COP PER CAMPER.



- Appendix E. Brochure (Spanish version)

¿QUÉ ESTÁS ESPERANDO?

¡Ponte en contacto con nosotros!

BENEFICIOS DE NUESTRO SUMMER CAMP

Los hijos de tus trabajadores podrán:

- Explorar el inglés como una segunda lengua.
- Aprender un poco sobre emprendimiento.
- Tener la oportunidad de experimentar su liderazgo.
- Hacer nuevos amigos.
- Vivir nuevas experiencias.
- Retarse a si mismos
- Incrementar su confianza y autoestima
- Reconocer sus habilidades y fortalezas.

SMART learning

summer CAMP

BY: SMART LEARNING

¡Una empresa 100% santandereana!

¡Tu aliado estratégico para la mejora del ambiente laboral de tu empresa!

CONOCE NUESTRO SUMMER CAMP

Nuestro Summer Camp es una alternativa viable para alivianar las preocupaciones de tus trabajadores sobre el cuidado de sus hijos durante las vacaciones escolares. Mantener el buen rendimiento en su organización mientras se sienten seguros de que sus hijos están seguros, explorando, aprendiendo y, lo más importante, ¡divirtiéndose!





¡UNA EXPERIENCIA ÚNICA!

Los hijos de tus empleados serán capaces de:

- Fortalecer sus conocimientos del Inglés como una segunda lengua.
- Desarrollar habilidades en emprendimiento y liderazgo.
- Explorar sus habilidades sociales y comunicativas.
- Interactuar con la naturaleza.
- ¡Divertirse un montón mientras aprenden cosas nuevas!

NUESTRO SUMMER CAMP TE OFRECE:

- 9 horas diarias viviendo la experiencia de nuestro Summer Camp por 10 días.
- Almuerzo y 2 refrigerios diarios.
- Material didáctico.
- Fotografías digitales en alta calidad.
- Certificado de participación.

SOLO POR \$564.171 COP POR CAMPISTA.



ANNEXES

- Decree 4904 of 2009 (MEN) Requirements for the establishment and operation of institutions and programs of education for work and human development of a private nature.



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 secretaria 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					
2. DENOMINACIÓN DEL PROGRAMA					
A. Formación laboral					
B. Formación académica					
3. OBJETIVOS DEL PROGRAMA					
A. General					
B. Específicos					
4. DESCRIPCIÓN DE LAS COMPETENCIAS					
A. Competencias básicas,					
B. Competencias ciudadanas					
C. Competencias laborales generales					
D. Competencias laborales específicas					



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5. JUSTIFICACIÓN DEL PROGRAMA					
A. Presenta estudios comparativos del estado actual de la educación para el trabajo					
B. Estudio sobre demanda y ofertas de trabajo					
6. PLAN DE ESTUDIOS					
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					
7. AUTOEVALUACIÓN INSTITUCIONAL					
A. Tiene políticas					
B. Comité de autoevaluación					
C. Instrumentos					
8. ORGANIZACIÓN ADMINISTRATIVA					
A. Organigrama					
B. Manual de funciones					
C. Manual de convivencia					
9. RECURSOS ESPECÍFICOS PARA EL DESARROLLO DEL PROGRAMA					
A. Aulas, laboratorios, talleres, biblioteca, ayudas educativas					
B. Medios tecnológicos					
10. RECURSOS DOCENTES (PERSONAL DE FORMADORES)					
A. No. instructores					
B. Formación y experiencia					
C. Manual o reglamento docente					



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

Elaborada por: Santiago Luna
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