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Strategies for the Promotion of School Entrepreneurship: A Case Study

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Abstract

This study designs an action plan to effectively foster entrepreneurship at the Integrado Joaquín González Camargo Educational Institution. Addressing the need to consolidate an innovative culture, a diagnostic assessment was conducted to characterize the current curriculum, identify key variables for success, and evaluate the impact of the training received. The methodology uses a mixed-methods approach, with a descriptive analysis based on structured surveys of 71 students in the business management track. The findings reveal a program with a solid foundation but significant challenges: a moderate perception of the quality of knowledge acquired, a weak connection between theory and practical application, and a critical need to strengthen intrinsic motivation, soft skills, and linkages with the business and academic ecosystem. In response, this work proposes comprehensive strategies oriented toward pedagogical innovation, such as project-based learning; the creation of an entrepreneurship lab as a permanent space for prototyping and co-creation; and the strengthening of strategic partnerships with universities and the business sector for mentorship programs. The ultimate goal is to transform the school environment into an incubator for autonomous and creative young people, capable of conceiving entrepreneurship as a powerful driver of personal and social development.

Keywords: Entrepreneurship, Education, Strategies, Entrepreneurial Culture, Student Training.

Introduction

The central purpose of the project is to design effective strategies that promote the entrepreneurial spirit in the students of the Joaquín González Camargo Integrated Educational Institution, Aristóbulo Angarita Niño campus (Khattak et al., 2024). There is still a need to strengthen the entrepreneurial culture and develop capacities that transform the educational environment (Malpica, 2012; Varela, 2001). The objectives address the characterization of the chair, the identification of key variables, and the evaluation of the effects of training (Rodríguez Chávez, 2016; Fajardo, 2021). The methodology combines qualitative and quantitative approaches (Díaz, n.d.). The information is collected through surveys of business management students, making it possible to identify areas for improvement and implement strategies that strengthen entrepreneurship and the development of entrepreneurship in the student community (Bravo, 2021).

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Theoretical Framework

Entrepreneurship occupies a central place in economic theory, education and contemporary social development, being considered key to innovation, competitiveness and social transformation (Schumpeter, 1996; Chávez, 2016; Osorio Tinoco, 2011). Joseph Schumpeter proposed it as an agent of innovation and change in economic cycles, transforming the environment through the creation of products, processes, and markets (Castro, 2015; Freeman, 1987).

In Latin America and Colombia, the promotion of entrepreneurship is essential to overcome unemployment and improve regional competitiveness (Kantis, 2008; Osorio Tinoco, 2011), with Law 1014 of 2006 being a normative reference that promotes entrepreneurship from basic education (Law 1014 of 2006).

Entrepreneurship is recognized as a comprehensive competency that includes skills such as creativity, problem solving, resilience, and the ability to identify opportunities, in addition to traditional business skills (Kliksberg, 2012; Sobrado Fernández & Fernández Rey, 2010; Malpica, 2012; Bernal, 2014). According to Gardner (1989) and Varela (2001), the entrepreneur's profile is composed of achievement motivation, autonomy, creativity, risk tolerance and strategic vision.

Social entrepreneurship emphasizes the innovative and sustainable solution of social, environmental and community problems; Ashoka and the Schwab Foundation internationalize this phenomenon and promote the training of social leaders (Drayton, 2017; Chica, Posso & Montoya, 2016; Guzmán & Trujillo, 2008; Sullivan, 2007; CRN Andalusia, 2022). The educational environment is decisive: current models suggest inter-institutional ecosystems, laboratories, fairs, clubs, and articulation with actors from the productive and social sector (Bernal, 2014). The "S" model (Barrera, 2013; Varela & Moreno, 2017) highlights variables such as motivation, cognition, behavior, environment, self-realization and academic training, promoting a participatory and innovative culture.

In summary, the development of an entrepreneurial culture requires systematic educational action, regulatory support and networking, thus configuring communities that transform their environment and project young leaders with social and productive impact (Law 1014 of 2006; Fajardo, 2021; Bernal, 2014).

Methodology

The study adopted a mixed descriptive approach, aimed at exploring and understanding the current situation of entrepreneurship among students of the Joaquín González Camargo Integrated Educational Institution, Aristóbulo Angarita Niño campus. The research was specifically designed to identify key variables, analyze contextual conditions and support the proposal of strategies to strengthen the entrepreneurial culture in the school environment.

The research is descriptive, since it focuses on the detailed analysis of the state of the entrepreneurship chair in the institution and on the identification of fundamental variables associated with motivation and entrepreneurial training, with the aim of evidencing needs and opportunities for improvement that support the design of a relevant training plan.

To obtain the primary data, a structured survey was used aimed at students with an emphasis on business management, inquiring perceptions, knowledge and attitudes towards entrepreneurship. This instrument allowed both quantitative and qualitative information to be collected. In

addition, an exhaustive bibliographic review of recent literature on entrepreneurial education and training models was carried out.

The analysis was based on a deductive method, reviewing the international and national conceptual frameworks on entrepreneurship to contextualize findings to the case of Boyacá and the selected institution. Descriptive statistical analyses were applied to the quantitative results and qualitative categorization was applied to the testimonies and institutional documents.

The target population was made up of students of the institution, particularly in the area of business management. A non-probabilistic convenience sampling was used, consisting of 71 students, selected according to accessibility and availability criteria.

The theoretical model adopted was the "S" model (Ramírez & Peña, 2022), which allows the analysis of variables such as motivation, cognition, entrepreneurial behavior, environment, self-realization and academic training. This model served as the basis for structuring both the instruments and the interpretation of the results, facilitating the design of strategies for the strengthening of an entrepreneurial culture.

Diagnostic

The following are presented, in a detailed and differentiated way, the main appraisals derived from the diagnosis of the trends of entrepreneurship in the institution, based on the analysis of the results of the survey applied to 71 students:

1. Age Distribution

The student population is characterized by a predominance of young people between 15 and 16 years old, who represent 46% and 32% respectively. Only 3% correspond to students aged 14 and 18, while 1% are 19 years old. This suggests that the entrepreneurship program is mainly aimed at adolescents in key stages of personal and academic development, which favors the early appropriation of entrepreneurial skills.

2. Gender Distribution

The gender profile reveals a greater participation of women in the emphasis on business management and entrepreneurship training: 63% correspond to the female gender and 37% to the male gender. This trend highlights an opportunity to continue promoting gender equality in entrepreneurial education and highlight female leadership models.

3. Current Occupation of Students

87% of those surveyed dedicate themselves exclusively to studying, while 13% combine study and work. This indicates that although most can concentrate their efforts on academic and entrepreneurial training, there is a fraction that brings real experiences of the world of work, enriching learning processes and the construction of projects with practical perspectives.

4. Availability of time Within the Study Schedule

70% of students say they have enough time for curricular and extracurricular activities related to entrepreneurship. However, 30% consider that the timetable is limited, with this group being the one that mainly studies and works, or perceives that school times do not facilitate the in-depth development of entrepreneurial skills.

5. Start of the Entrepreneurship Training Process

A relevant assessment is that 72% of students admit to having started their entrepreneurial training from the sixth grade. This shows the existence of a longitudinal approach that enhances the development of skills from an early school age, allowing the progressive consolidation of the entrepreneurial spirit.

6. Development of Skills from Various Subjects

86% of the students consider that entrepreneurship is addressed transversally in several subjects, which indicates an institutional effort to disseminate entrepreneurial culture from different areas of knowledge. However, 14% perceive that this integration could be strengthened, which suggests the opportunity to deepen curricular articulation.

7. Subjects Where the Subject is Deepened

83% indicate that subjects such as accounting, economics, politics, fundamentals of administration and research, business planning and marketing, are the ones that contribute the most to entrepreneurial development. The remaining 17% identify subjects such as social science, mathematics or chemistry. This shows that the institutional emphasis is aimed at strengthening business and management skills, with less integration in STEM areas.

8. Qualification of the Knowledge Acquired

68% of students rate the knowledge acquired in entrepreneurship as a medium; 28% rate it as high and 4% as low, which indicates a positive perception although with room to increase the quality and depth of training.

9. Participation in Extracurricular Events

85% have participated in events such as business fairs and external training (Corferias, UNIBOYACÁ, Argos), which reinforces the importance of extracurricular experiences to connect theoretical knowledge with practice and the real business environment. 15% indicate that they have not had these opportunities, evidencing a potential area for improvement to guarantee greater inclusion in these activities.

10. Access to Literature on Entrepreneurship

62% say that they have access to books and texts in the library to deepen their knowledge of the subject. However, 38% mention the absence of bibliographic material on the subject, suggesting the need to expand the available resources or promote digital alternatives to support student research and consultation.

11. Preferred Methodologies to Consolidate Knowledge

The most valued methodologies include talks with experts, film forums on success stories, and the creation of entrepreneurship laboratories. 23% prefer the first option, 15% the second and combinations of methodologies reach 10-15%. The diversity of responses shows the importance of active and varied methodologies to maximize interest and meaningful learning in students.

12. Spaces for the Practical Application of Entrepreneurship

37% consider that research projects are the main space to put theoretical entrepreneurship into practice; 34% recognize the importance of events, business exhibitions and collaborative activities, while others mention fairs and specialized weeks of the institution. This underscores

the need to consolidate and diversify the scenarios for the application and socialization of entrepreneurial projects.

Diagnostic Reflection

The analyzed appraisals allow us to conclude that the Joaquín González Camargo Integrated Educational Institution at the Aristóbulo Angarita Niño campus has made important progress in the promotion of school entrepreneurship, integrating it from the first grades, relating it to different subjects and encouraging practical experience through events and projects. However, challenges remain: to ensure greater curricular articulation, expand bibliographic resources, optimize inclusion in external activities and diversify teaching methodologies. This diagnosis constitutes the basis for strengthening accompaniment, personalization and innovation in entrepreneurial training, consolidating a school culture capable of responding to the current and future demands of the social and productive context.

Strategies to Promote Entrepreneurship

Based on the diagnosis carried out, which showed the need to overcome the gap between theory and practice and to strengthen student motivation, a comprehensive action plan has been designed. The following strategies articulate actions in the curricular, pedagogical and external linkage fields, with the aim of building a dynamic ecosystem that provides students with concrete tools to materialize their ideas.

1. **Curricular integration and pedagogical innovation:** Transversal module on entrepreneurship, active methodologies (projects, challenges, real cases), culture of error and entrepreneurial resilience (Varela & Moreno, 2017; Kakouris, 2015).
2. **Entrepreneurship Laboratory and Workshops: Permanent** space for prototyping, soft skills (leadership, communication) and technical (business plan, digital marketing) workshops (Chávez, 2016; Palmero et al., 2014).
3. **Articulation with universities and the productive sector:** Agreements for mentoring, training, visits, incubation and access to networks with entities such as UPTC, SENA and UNIBOYACÁ (Osorio Tinoco, 2011; Kantis, 2008).
4. **Social and community impact projects:** Social, environmental and inclusion entrepreneurship, school fairs, circular economy and work with vulnerable groups (Chica, Posso & Montoya, 2016; Fajardo, 2021).
5. **Evaluation and recognition:** Systematization of achievements, hackathons, fairs and awards to make innovative initiatives visible (Segura-Barón, 2019; Sesé, 2023).
6. **Teacher training:** Training in entrepreneurial approach, active methodologies, accompaniment and construction of professional community (Kliksberg, 2012; Eduemprende, n.d.; Bernal, 2014).
7. **Digital inclusion:** ICT tools and platforms, digital entrepreneurship and digital literacy for access to markets and global learning (Navarro et al., 2020; Díaz, n.d.).

Module	Content	Duration	Objective	Methodology	Evaluation
Introduction to	Basic concepts	2 hours	Understanding	Theoretical	Oral

Entrepreneurship	of entrepreneurship, characteristics of the entrepreneur		the fundamentals of entrepreneurship	class and group discussion	presentation and participation
Business Idea Generation	Creativity, techniques for generating ideas, identifying opportunities	3 hours	Develop skills to generate innovative ideas	Practical workshop	Idea list delivery
Business Plan	Plan Elements, Market Analysis, Financial Plan	4 hours	Know how to structure a complete business plan	Classes and teamwork	Business Plan Delivery
Marketing & Sales	Marketing strategies, market segmentation, sales	3 hours	Apply marketing strategies for a business	Case Studies and Simulations	Group evaluation
Financial management	Managing costs, budgets, cash flow	3 hours	Managing the finances of a business	Workshop and practical exercises	Financial report
Legal Aspects	Company incorporation, permits, rights and obligations	2 hours	Understanding the legal framework for entrepreneurs	Masterclass	Written exam
Business Pitch	Pitch preparation and presentation	2 hours	Effectively communicate the entrepreneurial project	Public Presentation	Pitch evaluation

Table 1. Training Plan

Source: Authors' elaboration based on surveys.

Impact of Educational Entrepreneurship on Future Professionals and its Contribution to the Economy.

Educational entrepreneurship represents a fundamental transformation in the training of future professionals, constituting itself as an engine of economic and social development that transcends the classroom to have a direct impact on the construction of prosperous and competitive territories.

The implementation of entrepreneurial strategies in educational institutions generates a profound cultural transformation that redefines the traditional educational paradigm (Ministry of National Education, 2008; Varela & Moreno, 2017). This entrepreneurial culture develops gradually,

starting from the preschool, elementary and middle school levels, where basic and citizenship skills are worked on to build notional and elementary processes of entrepreneurship (Fajardo, 2021). In secondary education, basic attitudes and knowledge for entrepreneurship are consolidated, creating opportunities for students to materialize their entrepreneurial attitudes in projects aimed at the creation of companies with a sustainable development perspective (Bernal, 2014).

The entrepreneurial culture acts as a protective factor against school dropout, transforming the educational experience into something more meaningful and relevant for students (Osorio Tinoco, 2011; Prieto et al., 2013). Entrepreneurship programs implemented in educational institutions have been shown to increase school motivation, strengthening the bond between teachers and students and creating a positive perception of the professional future.

Research shows that students who participate in entrepreneurship programs develop greater self-confidence, leadership, creativity, and problem-solving skills, competencies that not only improve their academic performance but also provide them with essential tools to face an uncertain future of work (Gibb, 1987; Drayton, 2017).

Skills Development for the 21st Century

1. Key Entrepreneurial Competencies
2. Educational entrepreneurship develops a comprehensive set of competencies that prepare future professionals for the challenges of the twenty-first century (Kliksberg, 2012):
3. Creativity and innovation: Ability to generate original solutions to complex problems
4. Social Leadership: Ability to mobilize teams toward common goals
5. Critical thinking: In-depth analysis of situations and informed decision-making
6. Resilience: Ability to adapt and recover in the face of adversity
7. Digital Skills: Managing Emerging Technologies and Digital Tools

Data from the World Economic Forum indicates that 85% of the jobs that will exist in 2030 have not yet been invented, and more than 25% of jobs today will be affected by automation. In this context, entrepreneurial education becomes a fundamental tool to prepare students for this job uncertainty, developing soft skills that increase productivity by 12% and offer a return on investment of 250% (McKinsey & Company, 2018).

Regional Economic Impact

Revitalization of the Local Productive Ecosystem

Educational entrepreneurship generates a multiplier effect in the regional economy, contributing to territorial development through multiple mechanisms (Chávez, 2016; Guzmán & Trujillo, 2008):

Job Creation: Young entrepreneurs trained in specialized educational programs are more likely to create companies that generate direct and indirect jobs. The Youth Entrepreneurship Program (YEP) in Latin America demonstrated that it is possible to create more than 13,000 new jobs and strengthen more than 20,000 youth-led enterprises (Kantis, 2008).

Innovation and Competitiveness: Ventures originating in educational environments tend to be more innovative, incorporating emerging technologies and disruptive business models that increase regional competitiveness (Porter, 2015).

Productive Chains: Entrepreneurial training facilitates the creation of business networks and productive chains that strengthen the local economic fabric (Etzkowitz & Zhou, 2017).

Regional Success Stories

In the department of Boyacá, initiatives such as the Network of Entrepreneurship and Innovation with a Territorial Community Approach have managed to articulate local enterprises with various public, private, and academic actors, strengthening community tourism and valuing cultural heritage (DNP, 2018).

In Sogamoso specifically, the Ruta E program has consolidated an entrepreneurial ecosystem that has a significant investment in seed capital, benefiting entrepreneurs in all stages of the business process: ideation, structuring, strengthening, formalization and expansion.

Sustainable Development and Social Responsibility

1. Green and Social Entrepreneurship

Contemporary entrepreneurial education strongly incorporates the principles of sustainability and social responsibility, preparing future professionals to create businesses that generate triple impact: economic, social, and environmental (Kliksberg, 2012).

Green businesses have become a fundamental vehicle for communities to insert themselves into the local and national economy, participating in productive chains and value networks that contribute to sustainable territorial development.

2. Social Transformation

Social enterprises led by young people trained in specialized educational programs are transforming realities in Colombia. Examples such as companies that connect rural agriculture with urban consumers by eliminating intermediaries, demonstrate how entrepreneurial education can generate innovative solutions to the country's structural problems (Guzmán & Trujillo, 2008).

Strategic Alliances and Innovation Ecosystems

Public-Private-Academy Articulation

The success of educational entrepreneurship depends significantly on the construction of integrated ecosystems that involve the public, private, and academic sectors (Etzkowitz & Zhou, 2017; DNP, 2018). These alliances allow:

1. Sharing resources and expertise
2. Expanding the reach of educational programs
3. Generate greater impact and sustainability in processes
4. Facilitate access to financing and markets for student enterprises

Knowledge Transfer and Innovation

Educational institutions are becoming entrepreneurial universities that not only train

professionals, but also act as centers for the transfer of knowledge and innovation to the productive sector (Etzkowitz & Zhou, 2017). This new university model contributes directly to competitiveness and regional economic growth.

Impact Measurement

Quantitative Indicators

Studies on the impact of educational entrepreneurship show strong results (OECD, 2019):

86% of businesses supported by youth entrepreneurship programs increased their sales one year after receiving the support
Thousands of young people trained in entrepreneurship skills through specialized programs
Creation of multiple businesses and generation of direct jobs.

Impact on Human and Social Capital

Entrepreneurial training generates transformations that go beyond the creation of companies, including:

Politically active citizens: Greater participation in democratic processes and social construction
Increase in human capital: Development of technical and soft skills highly valued in the labor market.
Strengthening social capital: Building networks of collaboration and trust that benefit the entire community.
Future Challenges and Opportunities

Overcoming Structural Barriers. Despite significant progress, important challenges persist that limit the impact of educational entrepreneurship (ECLAC, 2020):

Geographic concentration: Most programs are concentrated in urban centers, leaving rural areas unattended.
Gender gap: Rural women face greater barriers to accessing entrepreneurship programs.
Lack of follow-up: Limited long-term support of ventures initiated in educational settings

Scaling Opportunities

The potential for growth of educational entrepreneurship in Colombia is enormous. Law 1014 of 2006 has created a favorable regulatory framework that prioritizes social, green and clean energy enterprises, opening opportunities for educational institutions to become hotbeds of sustainable innovation.

Conclusions

The impact of educational entrepreneurship on future professionals transcends the simple training of entrepreneurs to become a comprehensive strategy for territorial development. Through the transformation of educational culture, the development of twenty-first century skills, regional economic dynamization, and the promotion of sustainable development, educational institutions are consolidated as engines of social and economic change.

Successful cases in Boyacá, Sogamoso and other regions of Colombia show that when educational institutions assume entrepreneurship as a transversal axis of training, synergistic effects are generated that benefit not only students, but the entire community. The construction of solid entrepreneurial ecosystems, based on strategic alliances between the public, private and academic sectors, emerges as the key to maximizing this impact and ensuring the sustainability of the processes (Varela & Moreno, 2017; Etzkowitz & Zhou, 2017).

The future of educational entrepreneurship in Colombia will depend on the ability of institutions to adapt to technological changes, incorporate principles of sustainability and social responsibility, and build effective bridges between academic training and the real needs of the productive sector. In this context, institutions such as those of Sogamoso have the historic opportunity to position themselves as national and international benchmarks in the training of socially responsible and economically viable entrepreneurs.

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