

ILO - INTERMAN

CDEE - ICESI

HIGH SCHOOL SEMINAR

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**Centro de Desarrollo
del Barrio El... al
CENTRO DE
COORDINACIÓN**

1. INTRODUCCION

This case presents the developments done by the Center for Entrepreneurship Development of ICESI in the programs oriented to create awareness and to give carrer orientation for Senior High School Stdents in Cali, Colombia.

1. THE ORGANIZATION

The Center for Entrepreneurship Development is an academic unit of a private non-profit University (ICESI). The Center was stablished in January 1985, reporting directly to the President of the school and with activities covering all the programs of the University and with a number of activities outside of the University. The Center has its own budget and its own organization.

The main purpose of the Center is to motivate and to form all the community under ICESI's influence in the development of a creative action which allows the birth of new organizations and the development and improvement of existing ones, in order to improve the employment opportunities of Colombian people, to produce added value to our economy, and to provide to the founders a truth sense of professional satisfaction.

The commitment is to develop an environment which encourage the rising of new private enterprises, and the preservation and strengthen of the entrepreneurial activities in the members of the community under ICESI's influence.

The aim is to provide an atmosphere of learning, support, inducement, motivation and conviction which significantly improves the disposition to act of the rising entrepreneur and the possibility of sucess in their new ventures.

The Center has the conviction that the entrepreneurs is the most important factor for the socio-economical development and thus all its effort are oriented to help and to promote the rising of a new

generation of Colombian entrepreneurs.

The Center understands the entrepreneurs as the creative and innovative beings, able to surpass their own limitations and the environmental difficulties, desirous to transform their ideas in acts, and through their catalytic action produces growth, progress, employment, added value, profits and personal satisfaction in order to nourish the economic and entrepreneurial activity and to enrich the community's quality of life.

This entrepreneur : innovative, independent, creative, leader, original, risk-taker, self-confident, visionary, is the target of all the activities of the Center.

The Center has an educational philosophy which could be sintetized in : We have to train our students to become a positive factor in terms of social and economical development, and they should be trained as Entrepreneurs, as the creative people able to surpass the country limitations and make a possitive contribution to our development; we need to train the visionaries, the innovators, the independents, the leaders, the risk taker, the willingfull to fight, search and achieve their personnal and professional goals.

The main activities of the Center are :

- a. Undergraduate and graduate courses in "Entrepreneurship".
- b. Induction seminar for the freshman about "Entrepreneurship Development".
- c. Seminar "Entrepreneurial Education for Elementary School Teachers".
- d. Seminar "Entrepreneurial Education for High School Teachers".
- e. Seminar "Entrepreneurial Education at the University Level".



- f. Summer Camp on Entrepreneurship.
- g. Seminar for Senior High School Student on Starting a Business (Focus of this case).
- h. Seminar "Starting a new business" for young professionals.
- i. Seminar "Entrepreneurship Development for Women".
- j. Latin America Congress on Entrepreneurship Development for University professors and students.
- k. Entrepreneurial Club.
- Research Projects.
- m. Publications.
- n. Documentation Center on Entrepreneurship.
- o. Conferences on Entrepreneurship, Entrepreneurial Education, Entrepreneurship Development for Companies, Universities, Economic and Social Groups.
- p. Preparation of textbooks and academic materials in Spanish.
- q. Contest Best High School Student's Entrepreneur and University Student's Entrepreneurs.
- r. Representation in other Entrepreneurship Development Organization.

The Center has four professionals full time and two parttime dedicated to Entrepreneurship development, and all its activities as indicated area oriented to Entrepreneurship Development.

1.2 THE PROGRAMME

The "Starting New Business Seminar" for senior and junior high school students (15-18 yr. old) was started in August 1986 after a period of design and preparing by the Center.

This program was started due to the fact that in our interviews with prospective students for our University level programs, we found a tremendous lack of knowledge about business, economy, entrepreneurship, Colombia development, economic and political systems in Colombia.

Thus the main objectives of our program are :

- To create concience about Entrepreneurship, the possibilities it had as a career path, the needs of the country in terms of new entrepreneurs.
- To explain the enterprise economy system, its relations with democracy, the role of the private sector and the concept of social responsibility.
- To make them aware of the difficulties of the Colombian Development and of the problems of the country.
- To provide them with a basic language and understanding about economy, business and development.

This program is addressed to High School Students in ther junior or senior year, which in term of age represents the 15 - 18 jr old segment. It has been offered to high schools of all kinds : private and public; just for males, just for females and mixed; high level and low level economic class, academic, technical and commercially oriented, bilingual and monoligual.

Initially we organized some metings with the Principals of the

schools to explain the basic ideas of the seminar and to look for their cooperation to allow us to execute the Seminar. Actually after 41 courses offered, we have more direct request from the high schools that the ones we can handle with our budget and personel.

The program fulfillls an educational area that is not included in the Colombian Educational Program for High Schools, thus it complements very well not only the knowledge side but also the value development area and it provides some orientations about career's path.

The expected out come of this program is a High School Student with a better knowledge about the economic and political systems in Colombia. about the economic development perspectives and with a very good understanding about the enterprise creation and development processes. Additional to those, we expect that the students develop a set of values which will be very positive toward an entrepreneurial endeavor in the future.

The program has had a substancial evolution, because initially its scope was smaller that the one it has today and also the academic materials have been improved through the years.

We started the work with private high economic class schools in order to avoid possible political differences with teachers and students, but our experience now indicates that there is not a problem due to political considerations, or to economical level because all the students are very interested in learning about the subjects we handle in this seminar.

2. THE PROGRAMME PACKAGE

The program takes about 30 hrs.. of direct contact betwen students and trainer. However there are some activities that should be done by the students out of the classroom, and they represent about 15 hrs. of independent work.

The program was developed by the Center, and even though its basic structure remains the same, every subject has been enriched with the experience that we have had. The only activity which has been cancelled from our original scheme is the development of a small business plan, because we found that it was too much time consuming, the students didn't have the basic knowledge to develop it, and also the purpose of the seminar was more toward motivation, awareness and career orientation than toward business start-up.

The seminar has been conducted in several operating schemes from two hours/week along the academic year, to four days fully dedicated to the activity. Even though we consider that the best scheme is six hours/week. We understand the difficulties that some High School principals have in scheduling the seminars and we have been able to adapt the seminar to other schemes.

The table Nº 1, presents in detail the major EDP inputs, their sequencing, duration and teaching methodology. The specific needs of the student, in addition to the basic scheme of the seminar are identified with the pre-evaluation test.

TABLE Nº

SUBJECT	DURATION	METHODOLOGY
Preevaluation	30'	Written questionnaire
Presentation of the program	30'	Conference
Socio Economical Development : Meaning, Strategies, Colombian Situation	2 hrs	Conference, and Discussion, Readings

Main difficulties in the development process : resources, values, knowledges, models, government, laws, etc.	2 hrs	Conference, Discussion Readings
Entrepreneurship : Meaning and relation with development. Political economical and social considerations involved in the development by entrepreneurship.	2 hrs	Conference , Discussion Readings
Introduction to economical Concepts and variables	2 hrs	Conference
Economic systems. The free market economy: characteristics, advantages and disadvantages with other systems.	3 hrs	Conference, Discussion
Basic economic vocabulary, role of the resources in the development of an organization. Competence in a free market economy.	3 hrs	Conference, Discussion Audiovisual
Myths about entrepreneurship and about business. The administrative process. Main functional areas of an organization. Leadership and Management.	3 hrs	Conference, Discussion Readings
The creation of new business	4 hrs	Conference

process and elements. Identification of opportunities. Creativity and Innovation.		Readings Workshop
Alternatives to start a business : advantages and disadvantages	2 hrs	Conference Discussion
The elements of a Business Plan.	2 hrs	Conference
Financing a new business : Myths and realities in the Colombia environment.	2 hrs	Conference, Discussion Readings
The development of entrepreneurs. Educational and social consideration.	2 hrs	Conference
Post test	30'	Written Questionnaire

The methodology of this seminar has to combine two main activities: the Conference to provide basic information and fundamental orientations because all the subject are practically unknown to the participants, and the exchange of opinions to provide to the participants the opportunity to express their views, to make their arguments and to learn how to presents their ideas and to hold a discussion.

In many of the conferences, different audio visual material is used. We have developed some viewgraph, we use part of the EMPRESA'S kit developed by the U.S. Chamber of Commerce, we use some parts of the audiovisual. "Entreprise in America", and we use many

readings and papers that we had selected from different publications.

For 1991 we are going to have a textbook in spanish for this seminar, which is going to make easier the development of the seminar.

In ocassions we invite one or maximun two entrepreneurs to the seminar to present the development process he o she followed and to motivate the students toward an entrepreneurial career.

Our target group is very well identify, and through the courses the instructors have been able to identify specific needs for every group and to make the necessary adjustment required for the group in particular or the seminar in general. This permanent feedback with the participants, with the high school professors, and with the trainers has been very useful in adjusting the seminar to the status reported here.

We did a research study about the effect of the seminar using the pre test and post-test results. That publicacion which was presented in two international Congress in Latin America, is available for anybody interested. Its titte is "Desarrollo del Espiritu Empresarial en los Colegios del Valle del Cauca : El Modelo ICESI" by Melquicedec Lozano.

3. EXECUTION/MANAGEMENT OF THE PROGRAM

3. PRE TRAINING PHASE

When we started the program, we had to invest a big effort identifying high schools, motivating the Principal and the Coordinators, checking their facilities, evaluating their interest and even promoting among the students the seminar.

Today, however, the situation is different, because the high school

principals makes the request for the seminars and we know their facilities. Given the fact that we decided to cover public schools and low economic level schools, several time we have done the seminar at ICESI headquarters, and in other cases we had carried our own audiovisual equipments to the high schools.

We don't use any particular screening mechanism for our trainees, the seminar is open to all the students of a particular high school. Usually the high school principal decides if the seminar is for junior and/or for senior high school students. In some of the schools the participation is open to the decision of the students, in other is compulsory. We have found that it is better where the seminar is open, but we have to understand that sometimes the high school doesn't have supplementary activities for the students who are not prone to take the course and that they can't be allowed to be free of duties during the period of the seminar.

Initially our marketing strategy had several stages :

- A letter to the principals and the coordinators either asking them a date to present them the program, or an invitation to a conference about the program.
- Visit to the schools which showed interest, to discuss the procedures we would follow to execute the course.

In some cases, we gave motivational conferences to the students, specially when the participation is going to be voluntary.

In many cases, we sent information to the board of parents to look for their support to our activities.

Usually the seminar are scheduled one month in advance, but depending of the queue we had, in some cases the high schools have had to wait up to three months.

3.2 TRAINING PHASE

As indicated in section two, basically we have been using three methodologies : lectures, group discussions and entrepreneur's presentations. The sequence of the seminar is usually the one indicated in table № 1, and given the fact that most of our groups are at the same educational level, the training methodology doesn't change significantly.

Generally each seminar has one faculty member in charge of the whole seminar. However in most of them a guest faculty members helps in about four hours. Additionally the entrepreneur takes about two hours. The guest faculty is involved usually in two areas: entrepreneurship and development relationships and educational schemes, and the entrepreneurs is more oriented to present a real case, his or her experiences and achievements.

Three of our full time faculty members are trained for this seminar and two of them are fully committed to this activity.

We provide a participation certificate which is just a motivational element to recognize the effort that they had made to attend the seminar.

The seminar doesn't have an evaluation of the kind fail/pass, but by the use of the same test the day the seminar start and the day the seminar end, oriented mainly to identify the effect of the seminar in general and not the individual effect as mentioned before, a research project was held to evaluate the improvement of learning of the groups in the seminars.

The seminars are conducted by our staff, all of them with a B.Sc. in Industrial Engineering who had taken at least the entrepreneurship development program we offer to the undergraduate students, and who had been involved in some research activities about entrepreneurship.

The trainer is the director and the executor of the seminar, he has all the responsibility of the seminar. We consider as necessary and sufficient conditions for a trainer the following areas :

- To know in detail the main models we use for Entrepreneurship Development (Shapero, Maclelland, Timmons).
- To have had the experience in taking our full semester course in Entrepreneurship.
- To be fully committed to Entrepreneurship Development.
- To attend the High School seminar at least two times.
- To know all the subject related to the seminar.
- To be able to motivate the trainees.
- Very good communications habilitiv.
- Commitment with the seminar and with the idea of entrepreneurship development.

The programs are monitored directly by the pre-test and post test evaluations. In addition we have meetings with some of the principal and coordinator to get their impressions. However for us the best evaluation is the fact that the high school call us again to conduct the seminar.

3.3. FOLLOW-UP SUPPORT

Our seminar doesn't have any specifically programmed follow up activity, firstable due to its nature : awariness, career orientation, motivation oriented; secondly because it is difficult to follow the students after they start their University studies, and finally

because we don't have the resources to cover a follow-up stage to about 300 students every year for a period of time which would easily be 5 o 6 years.

However, some of the students that take the seminar had taken the decision to do their Universities studies at ICESI and they recognize that the reason was the seminar.

4. EVALUATION OF THE PROGRAM

The fact that we have had a permanent demand for the seminar, that even in the voluntary seminars the drop out rate is less than 1%, that the research study afore mentioned indicates significant improvements in the results of the test after taken the course, the number of students who had taken the decision to come to ICESI for their undergraduate studies, the interviews with high school principal, etc, clearly indicate us that the seminar is fulfilling its objectives and missions, and that it is covering a space which no body else had filled and which was basic in the high school educational's process.

In the period August-86-November 90 we had done 40 seminars with a total attendance of 932 high school students.

Annex Nº 3 presents some of the results of our research study about evaluation of the improvements in the values ideas, knowledges and attitudes of our trainees.

The cost of our program is a little bit high because, as indicated, our trainers are full time faculty in our Center, which means that they have all the fringe benefits. Also in their cost there is a significant portion of time dedicated to research the seminar, to write materials, and to do some other activities in the Center.

Aproximately the cost could be as follows.

Trainer cost	US\$300
Transportation cost	US\$ 30
Materials	US\$ 20
Overhead cost	US\$ 95
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Total	US\$445

Which for an average of 25 students means about US\$ 18 per trainee.

The major problems we have had in the implementation of the program has been.

Identifying financial sources and obtaining the funds to conduct the programs for public and low economic level high school, where we can't expect that the students or the school will be able to cover any portion of the expenses neither to provide the audiovisual equipment required for the seminar.

To get from the high schools a workable schedule, because usually in the senior year there are so many activities that there is very little time for scheduling our seminar in a good sequence.

Initially the lack of academic materials in spanish was a difficulty which has been now solved and the publication of a textbook next year will completely solve this difficulty.

Initially another problem was the lack of trainers. We have developed our own process to train our trainers and we have even developed a seminar to train trainers for this program. This seminar was already proved twice in Honduras.

In general we have not had difficulties during the execution of the seminars, diffent from small discipline problems normal with this age's group.

5. ORGANIZATION STRENGTH

In terms of faculty, we have four full time faculty member fully dedicated to entrepreneurship development in all the activities that the C.D.E.E executes. This program represent just about 10% of the effort in EDP of the C.D.E.E.

All our faculty has received at least one full semester university level course in entrepreneurship, all of them had been in at least two Latin America Congress on Entrepreneurship, one of them has visited many EDP in Europe, and the Director has been for about 15 years vinculated to EDP at different institutions and places. All our faculty has been involved in research projects about entrepreneurship and very frequently they attends Conference and seminar about different subjects of entrepreneurship related areas.

The Center for all their activities have a yearly budget assigned by ICESI which amounts in 1990 to US\$45050, from which about US\$5000 are dedicated to the high school programs.

In addition we have received grants from national and international sources which had allowed us to provide development to the Center. In the average those grants have been in the order of US\$12000/year to cover the expenses of many other activities of the Center.

Actually there is a financial base to keep steady our activities, but we had to find external funds for the following years in order to expand our coverage and the variety of our programs.

In infrastructure we are very well suited, because ICESI'S campus has been growing and next year we will have better facilities to conduct move activities. The Center will have in 1991 a new area, we have our own overhead and slide projectors, and we have access to all the audiovisual equipment of ICESI. In addition to ICESI'S library

we have a documentation Center on Entrepreneurship with about 1200 titles; the Center has two Computers for its administrative and development activities (ICESI has about 150 computer for teaching and research activities). We don't have and will never have a hostel.

For the high school seminar the minimum requirement are : at least two good trained trainers, an overhead projector, a slide projector and academic and audiovisual material.

Even though the Center has build a significant network, really for this specific program we don't use the network different than for identifying one entrepreneurs to be invited to the seminar.

The net work with the high school principal and academic coordinator has to be build when starting the program, and later it is just a matter of actualization. This particular network is very important for promotion and for coordination of the seminar.

The Center for Entrepreneurship Development as an established academic unit of ICESI has to prepare an operational and financial budget to be presented to the Board of Trustees of our institution. It is done mainly by the Director of Center.

Obviously, the number of high school programs and the number of any other programs that the Center would do depend significatly of the extenal financial resources we can get and also from the request of the internal programs made by ICESI.

In general we try that our faculty doesn't have move, than 300 hrs of direct teaching in the year, usually mixed among many of the programs, to provide enough time for research, academic materials preparations, publication and professional development.

Our planning program provides a mix of programs usually indicating the number of each one of the activities, but provides flexibility

about the specific dates and institutions to be served.

6. REPLICABILITY OF THE PROGRAM

In the Latin American region, due to the proximity in term of cultural values, we are fully confident about the possibilities of replication successfully of this program. We already tried the seminar in different economic and social environments in Colombia and also in Honduras and, we have found that the scheme works quite satisfactory.

Up to now we don't know of any institution which had replicated our programs, because we have done training of trainers for several institutions but we don't know if they have been able to marshall the resources to really replicate our program.

The necessary and sufficient conditions to replicate this programs are:

The selected trainers should receive a training program which should include in addition to the seminar for training trainers the participation as trainees in at least one high school seminar.

- Financial resources to cover the expenses of at least 10 seminars in order to have the opportunity to show results to the high school principals.

Basic audiovisual equipment is an over head projector.

- Adquisition of some academic materials.
- At least two trainers for location.

There is not a need for classrooms because in most of the cases the seminar can be done at the high schools.

At the moment there is not copy rights in our materials, but after publication of the text book next year, it will be necessary to buy the book from the publisher.

The other materials are provided in the training of trainers seminar, which will have a cost depending if it is done in ICESI or outside Colombia. The easiest and cheapest way to spread this program in Latin America's. Is to develop a training of trainees seminar with selected participants from every country or institution interested in the subject. This program would take three weeks full time and will generate about 30 trainers.

7. CONCLUSION

The high school seminar has been a very important and useful program not only for the CDEE-ICESI, but mainly for the young people in our community who has been able to get in contact quickly with some knowledges and experiences that they require to define their career path, their academic and practical orientation.

Even though this program is just 10% of the activities of the C.D.E.E, it has provided a very solid and steady base for all our activities and developments, and it is very important in our future because it provides not only students for ICESI, but also students already oriented toward Entrepreneurship Development.

We strongly recommend for Latin American Entrepreneurship Development Organization to consider the possibility of adopting, or adapting the ideas we had developed, to help the young people of their countries with a good entrepreneurship development program.