

## **EXPERIENCES AND DEVELOPMENTS AT THE “JOVENES CON EMPRESA” PROGRAM**

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### **ABSTRACT**

In this paper an analysis is done about the development of the “Jóvenes con Empresa” program which is a very special program with the support of IDB and with the collaboration of 42 organizations in Colombia (universities, NGO’S, Foundations) to develop a new generation of entrepreneurs among university students and graduates from the university system.

The paper will analyze all the stages of the project: Idea design, project conception, group integration, conceptual and operating model, training of trainers, promotion, execution and results.

Given that it’s an ongoing projects, the data of the results will be changing along the year 2007 and 2008, but the main goals of the project are: 10.000 university students or recent graduate from the university system will be trained in entrepreneurship, 3000 will be trained in opportunity development, 1500 will be trained in business plan and 600 will be training in starting their companies and receiving the support of the program in different stages. It is expected that 350 competitive and sustainable new enterprises will be started and consolidated in the first phase of the project

The program is based on the concept of developing entrepreneurial competences and some conceptual developments done in it are quite innovative and very useful for other countries interested in doing a nation wide program. Many educational new perspectives were used and tested by several professors and lots of learning experiences are coming from it.

The program covers the three main cities of Colombia: Bogotá, Medellín and Cali. It is a pilot project in Latin America in which for the first time a project has been designed and executed with a complete support system, with the cooperation of several institutions and with a design based in entrepreneurial competences and the Colombian environment

## **1. INTRODUCTION**

The Universidad Icesi was founded in 1979, by the main entrepreneurial leaders from the Valle del Cauca, with the purpose of contributing to the harmonic development of the region, shaping the new entrepreneurial leaders, under the basic principles of: free enterprise system, entrepreneurship, democracy, social responsibility, ethics and justice.

The “Centro de Desarrollo del Espíritu Empresarial” (Center for Entrepreneurship Development) (CDEE) was created on January 1<sup>st</sup> 1985, as an academic unit of the university, with the mission of forging a new Entrepreneurial Culture through academic processes and with the permanent participation of the academic and entrepreneurial community. The entrepreneurial culture should be full of innovation and social responsibility and able to become an engine of development in all its facets.

The fundamental purpose of the CDEE is to motivate and to shape, through educational activities, the members of the community under its area of influence, in the development of innovative and creative actions that will allow them to become, throughout their lives: creators of new and competitive organizations, leaders of the existing ones, creators of wealth, productive employment, social wellbeing and personal, professional and social satisfaction.

Through the years many programs, activities, research publications and projects has been developed not only for ICESI’s community but also for many Colombian groups and even for several Latin American groups ([www.icesi.edu.co/cdee/es](http://www.icesi.edu.co/cdee/es)). In this paper four experiences using new educational technology are presented.

## **2. THE DEVELOPMENT OF THE “JOVENES CON EMPRESA” PROGRAM**

In 2002, three Colombian institutions did approach the International Development Bank (IDB) with the purpose of getting co financing in order to develop an entrepreneurship development program in the Colombian University System. IDB decided that the

institutions should integrate their proposals and also decrease the coverage, so that a pilot project could be developed.

There were several reasons for this project, let describe here some of them:

- Between 1994 and 2000 the unemployment index did increase in 11 percentage points.
- The unemployment among the 15-24 year age group did increase 18 points for men and 20 points for women.
- The unemployment among universities graduates did increase in 9 points, and many university trained people was leaving the country due to the job market difficulties.
- In general the Colombian economic development was in a difficult situation, the GNP growth rate presented very low values for the years 1998 (0.57%), 1999 (-4.2%), 2000 (2.9%), 2001 (1.5%), 2002(1.9%).
- Very few universities did offer curricular actions to develop entrepreneurs in Colombia.
- There was not a clear initiative at the government to promote entrepreneurship country wide.
- Even though some universities had followed the Universidad Icesi's idea of training new entrepreneurs and developing entrepreneurial cultural, most of them didn't have professor trained for that purpose.
- There was not an integral program to support young university entrepreneurs through all the entrepreneurial process.

Many studies done at the international<sup>1</sup> and national<sup>2</sup> level had shown that entrepreneurship is one of the most efficient strategies to promote economic growth employments, prosperity and satisfaction.

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<sup>1</sup> GEM Executive Reports, 1999, 2000, 2001, 2002. London Business School – Babson College. Boston – London, 1999-2002.

<sup>2</sup> Ministerio de Desarrollo Económico. “Bases para una política nacional para el fomento de un programa de Espíritu Empresarial y la creación de empresa. Bogotá 2002.

Varela<sup>3</sup> had been presenting different approaches toward the implementation of entrepreneurship in different levels of the educational system and the Center for Entrepreneurship Development at the Universidad Icesi had been organizing since 1986, every year, the Latin American Congress on Entrepreneurship bringing the most important researches to Latin America to share the new developments in Entrepreneurial Education.

Fundación Corona a private foundation, Universidad Icesi a private University and COMFAMA a compensation and workers development private institutions did join their efforts to present a project which could generate a significant change not only in the university system but also in the new business generation process to help in the long term the Colombian development.

### **3. THE PROJECT**

The project was designed with 3 main components:

- Design, validation and transfer of a basic national methodology to help the development of an entrepreneurial culture and of new enterprises.
- Design, development and implementation of a national network of academics and consultants which could do a long term development of the methodology and of the pedagogical strategies.
- Design development and implementation of a network of support institution, financial and not financial which could nurture the new entrepreneurs and the new enterprise.

The qualitative goals were:

- Several universities implementing curricular and extracurricular activities in entrepreneurship.

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<sup>3</sup> Varela V. R., "Entrepreneurial Education in Latin América", *42nd World Conference ICSB*, San Francisco, June 1997.

Varela V. R., "University +Entrepreneurial Education=Entrepreneurial Leadership". *Proceedings 25<sup>th</sup> ISBC*. Sao Paulo, Brazil, October 1998.

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Varela V.R. , "Entrepreneurial Development in a National Basis". *Int Ent 2004*. Naples, Julio 2004.

- Development of a Colombian Model to nurture and develop new entrepreneurs.
- New competitive and sustainable enterprises.
- New support organization in Colombia.
- New pedagogical strategies
- New activities in Entrepreneurship country wide.
- New publications in Entrepreneurship.

The project was adjusted by IDB, who recommended that the pilot project should cover only the 3 main cities: Bogotá, Cali y Medellín. Also it defined some quantitative goals for the three years project:

- At least 10.000 University students or university graduates should receive motivational and orientation training toward an entrepreneurial career.
- At least 3.000 university student or university graduates should receive training in the development of their entrepreneurial opportunity.
- At least a total of 600 business plans should be developed.
- At least 350 competitive and sustainable new enterprises should be established.

#### **4. DEVELOPMENT OF THE MODEL AND OF THE METHODOLOGY**

After a detailed mapping of all the institutions than in Colombia were involved in entrepreneurship, several institution the one with the better programs and with wider experience were invited to bid for this activity.

The Center for Entrepreneurship Development at the Universidad Icesi was selected, and after a review of the main theory developments world wide, its own experiences since 1985, and the experiences of other national and international institution did consider that the model should be based in the following theoretical concepts:

- The process of transformation.
- The concept of the entrepreneurial spirit.
- The concept of the entrepreneurial culture.
- The concept of the entrepreneurial leader.
- The entrepreneurial process.

- The components of every business.
- The stages of the entrepreneurial process.

Also that given the goals of the “Jovenes con Empresa” program the conceptual model should address the following elements.

- The definition of the entrepreneurial competences that must be developed.
- The definition of the formation processes that are necessary.
- The action stages and their methodologies.
- The stages of evaluation and decision and their tools.
- The support resources.
- The feedback process.

But all of them should be integrated in a continuum.

- **ENTREPRENEURIAL COMPETENCES**

The concept of entrepreneurial competences is understood as the group of attributes (motivations, attitudes, values, knowledge and skills) of an individual, which are manifested in behaviors that are definable, observable and measurable, and which are casually linked to a superior performance of the entrepreneurial action.

Through different research procedures it was decided to orient the entire model to the development of the entrepreneurial competences indicated in Table 1.

- **FORMATION PROCESS:**

Upon what is related to formation processes it is necessary to acknowledge that entrepreneurial formation and entrepreneurial action require both of the divergent processes characterized by being based on: imagination, multiple responses, combination of elements, non temporal, analogical conducts, decisions that are not based on objective reasons and facts, use of intuition and holistic vision and the application of qualitative facts; and the convergent processes characterized by being based on: analysis, abstraction,

logic, temporary decisions based on objective data on a rational ways and on quantitative facts.

**Table No. 1**  
**Entrepreneurial Competences**

<b>COMPETENCE</b>	<b>DEFINITION</b>
<b>Vision of the entrepreneurial career</b>	Is the formulation of an action plan with long term goals and the capacity to realize it?
<b>Social Sensibility</b>	Is the understanding and application of the idea that progress and well-being must be built respecting both human beings and nature; that it must benefit all social actors and that everyone must fulfill this duty ethically and with a social conscience.
<b>Orientation towards achievement</b>	Is the worry to achieve higher standards of excellence superior to those previously existing
<b>Self confidence</b>	Is the optimism necessary to sail through all activities and it implies having the necessary knowledge, human and professional capacity, and the correct attitude and energy to achieve goals.
<b>Widened Perception</b>	Is to explore beyond the boundaries of one's circle of experience and reference in order to find new opportunities.
<b>Flexibility</b>	Is the disposition to change focus or to conceive reality under a new light in order to accept other options that allow tasks to be well done.
<b>Empathy</b>	Is to understand others' emotions, necessities and interests and to integrate them to our own situation.
<b>Conceptual thinking</b>	Is to identify the relation existing among different components in complex situations that are not directly related and to construct concepts o models that are easy to apply.
<b>Market Orientation</b>	Is to permanently consider market conditions in all the decisions taken during entrepreneurial activities.
<b>Management</b>	Is to gather and integrate in a creative way, the required resources to start maintain and grow entrepreneurial activities.
<b>Construction of entrepreneurial networks</b>	Is to establish, maintain and take advantage of interpersonal and institutional relations in order to achieve projected entrepreneurial goals.
<b>Decision Taking</b>	Is to analyze the different alternatives available in order to determine the best path to follow assuming full responsibility of the outcomes.
<b>Action Orientation</b>	Is understood as the energy, force, courage and dedication necessary to put into action and make real, ideas, proposals, opportunities and entrepreneurial projects.

This formation model requires the entrepreneur to develop competences that allow him/her to generate a change in the environment in which he/she is immerse and that his entrepreneurial action allows him/her to continuously improve his/her result based on the analysis of his/her surroundings and the available resources in order to generate progress and well being, social and economical, expected from him/her.

- **ACTION STAGES.**

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With the purpose of knowing the process of development of competences, it convenient to divide the formation process into action stages. Each one of them must be clearly differentiated from the others with a final product and the possibility to offer mechanisms of evaluation appropriate to the competence model. These stages must be associated to the major stages of the entrepreneurial process and to the basic stages of the formation process. They are shown on Figure No. 1.

- **EVALUATION STAGES.**

These evaluations and these decisions must have clear mechanisms and criteria based on: the entrepreneurial competences in the personal and knowledge components stipulated for each stage. They are also supported by a final product that supports the achievement of such competences. It must be explicit that the process of the development of competences is accumulative and therefore each stage must reinforce the previous ones, and each process of evaluation and decision taking must guarantee that such reinforcement has taken place.

- **SUPPORT RESOURCES.**

The formation of entrepreneurs must be accompanied by a series of circumstances that allow the achievement of formation and development objectives. They must also allow the program to support the entrepreneurs until their companies are a reality. Educators, counselors, consultants, mentors, teachers, coaches, tutors, idea's bank, business incubators, physical resources, entrepreneurial infrastructure, financial resources,

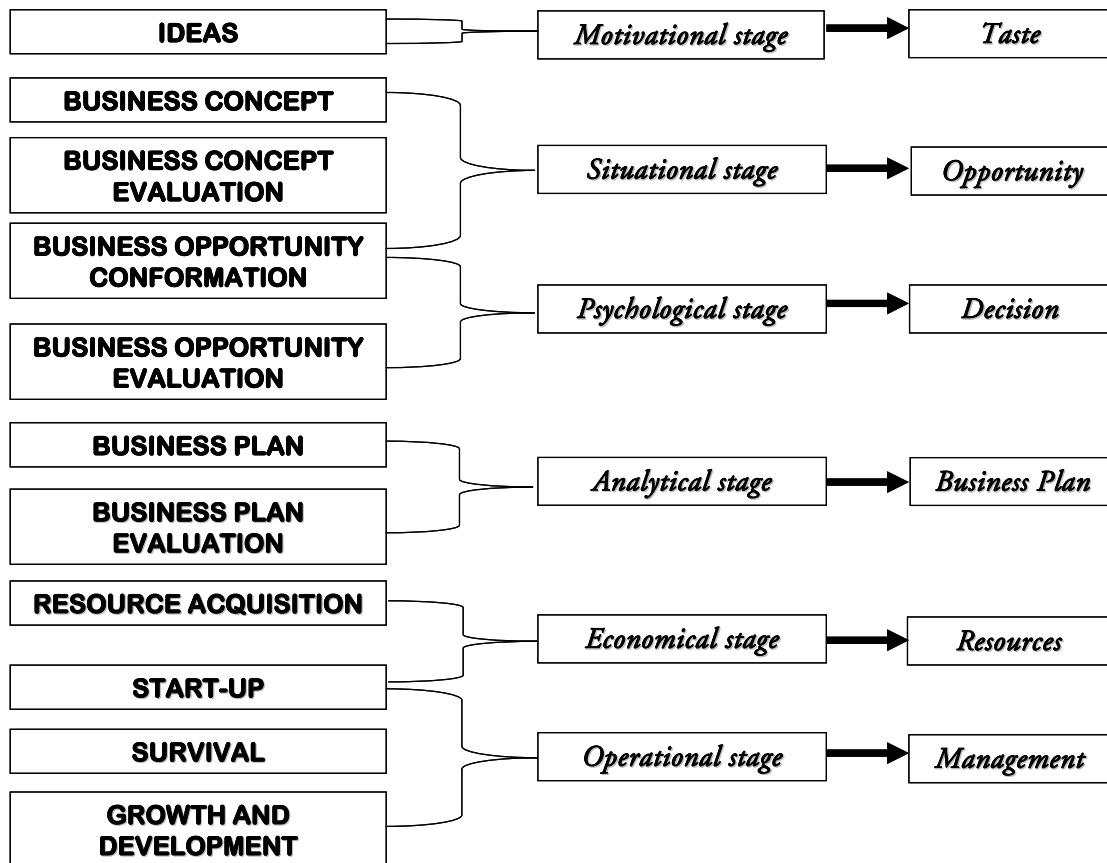


Business Plan software, Business Plan Competitions, legal procedures, Incentives, Entrepreneurial fairs, Contacts with financial and non financial support institutions, etc.

- **FEED BACK**

The development of an entrepreneurial culture and the creation of companies through the integration of the entrepreneur with his/her situational factors is a multivariate phenomenon with a great deal of controlled and uncontrolled variables, thus, it is of great importance to maintain a constant feedback that allows an appropriate integration of the model components.

**Figure No.1**  
**Action Stages**

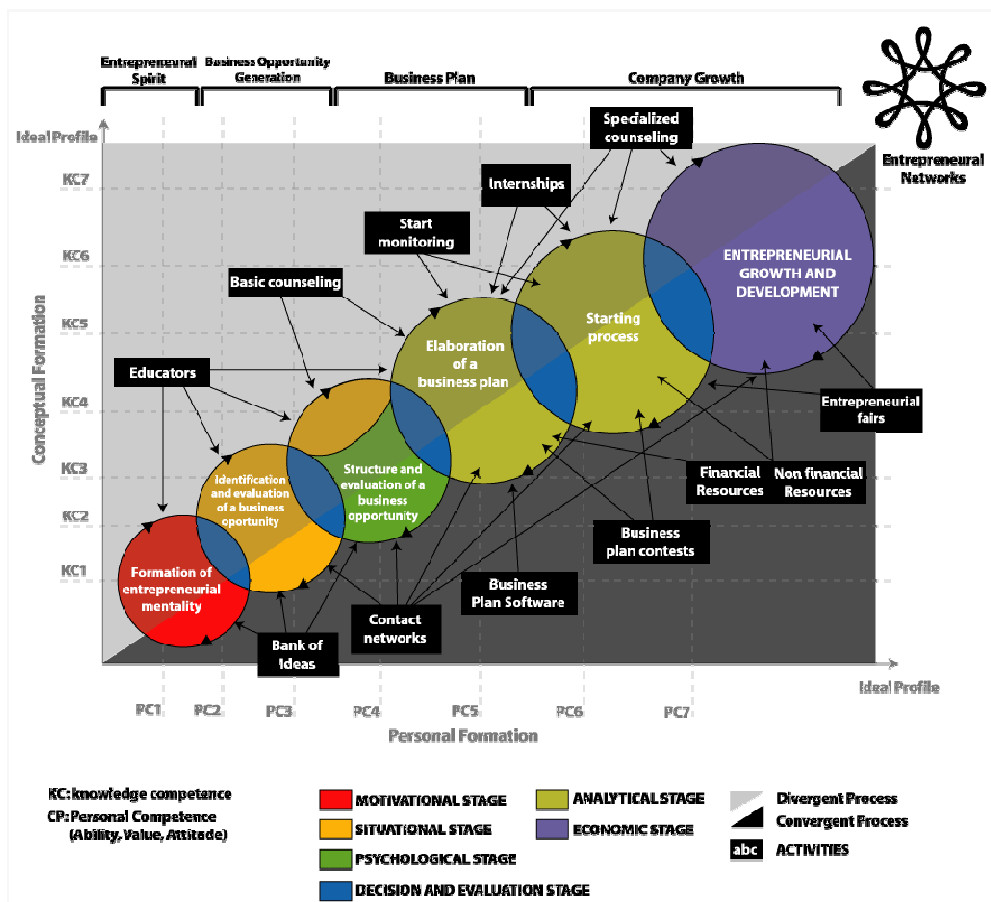


This process will allow a connection between the different development processes of the competences and it will be fundamental to achieve the integration of the entrepreneurs with the entrepreneurial environment in which they act.

## 5. THE MODEL OF THE “JOVENES CON EMPRESA” PROGRAM

Diagram No 1 presents the main elements of the model. In the axis are represented the development of the competences. In the vertical axis the knowledge components (KC) and in the horizontal axis the personal components (PC) of the competences. Each point in the axis indicates the moment in which a new set of competences starts its development and after that, under the notion of continuum, they keep their development to get a higher level and to reinforce the previous levels.

Diagram No. 1



- The first activity of the process is “Entrepreneurial Spirit, Entrepreneur and Entrepreneur Career”, which seeks to generate;
  - A positive attitude towards the entrepreneurial career by understanding that the entrepreneurial spirit is fundamental in the processes of transformation and economical development.
  - Identifying the competences and resources that the individual has and which he/she lacks to become a successful entrepreneur and decide how is going to develop or to obtain them.
  - Redefine his/her entrepreneurial mid term objectives, and the sequence of actions and decisions that must be taken in order to become an entrepreneur.
  - Understand what it means and implies to be an entrepreneur, act with entrepreneurial spirit and be part of an entrepreneurial culture.

At this stage the instructor has to use a lot of motivational elements in order to achieve an appreciation of the positive elements of the entrepreneurial career.

At the end of this stage, which must generate a change of attitude among the participants, a first action of evaluation must exist. In this case, this decision will be oriented towards a profile definition for an entrepreneurial career. This means that the participant must decide if he/she will undertake the compromise of following an entrepreneurial career with all the implications of effort, time, dedication, learning, resources, etc.

This personal evaluation is the first filter that the program has. It is very probable that many, upon confronting the requirements of the process, decide not to undertake it at that point of their professional and personal lives.

One must understand that not all the participants are decided towards realizing the required amount of work, and a part of the population will be lost at this point. However, this is also part of the process and its efficiency. It would be pointless to continue with an individual that has not compromised with the amount of work required.

- The second stage “Generation and evaluation of business ideas” is fundamentally oriented towards the identification of business opportunities and its purpose is to give the participants a series of techniques and tools that will allow them to have a widened perception, use their creative abilities, analyze tendencies, make a reading of the markets and other elements in order to be able to identify new necessities, wishes, tastes, problems and/or tendencies that a segment of the market faces and which can be the origin of a new entrepreneurial activity. They will also learn to use their technical knowledge, their creativity their imagination and their innovation in the development of new business opportunities that may be presented in the action surroundings of the future entrepreneur.

This stage must allow the participant to identify many varied and unusual business ideas in which, as said by Timmons, others only see chaos, contradiction, confusion and hazard and the entrepreneur must see change and identify it as something healthy (Drucker) and as something that will allow you to generate a course of action along the “entrepreneurial corridor” (Ronstadt).

Even though the objective of this stage in the model might appear to be limited towards the immediate objective of finding business ideas to continue the process, the reality of this exercise is to generate a methodology that will aid the entrepreneur in his/her attitude of identifying business ideas along the whole of his/her career. This attitude must be reinforced constantly throughout all the formation process. This highly divergent zone must be closed with a process that permits an evaluation of such business opportunities. In order to do so, a specific and divergent scheme based on the basic components of business, business model, and the entrepreneur should be used.

The fundamental components of the creation and development processes for all activities are:

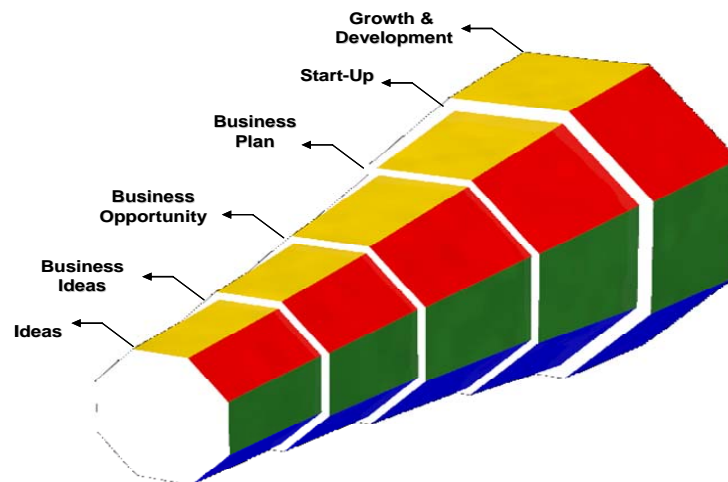
- Customers with a purchase order
- Entrepreneurial Context information

- Technology
- Natural resources
- Financial resources
- Human resources
- Entrepreneurial networks
- Opportunity.

These 8 fundamental elements represented in figure No. 2 and figure No. 3 will be applied along the whole entrepreneurial process: during the creation of the business ideas or the business concepts, or the construction of the business opportunities or the elaboration of the business plan or even the business operation process.

**Figure No. 2**

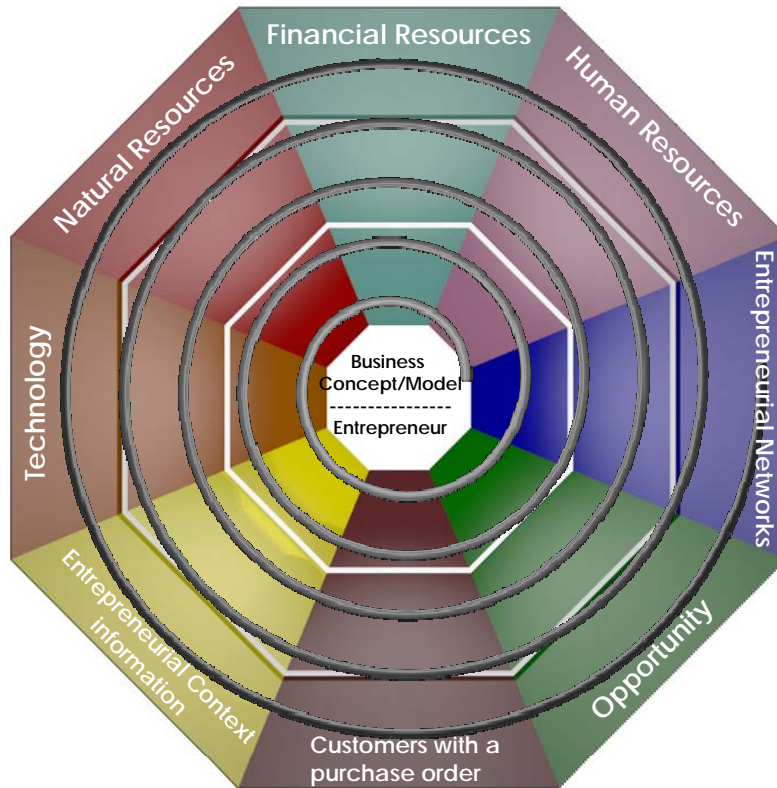
**The fundamental components of the creation and development processes for all entrepreneurial activities**



- The third stage known as the “Formulation and Evaluation of business Opportunities” requires the participants to structure a real business opportunity and therefore it must equip the participants with a series of concepts and tools that allow them to reach the level of information required for each and every variable in order to structure an opportunity. There is still a high level of divergence in this stage but it starts to involve some of the convergence components required in order to “land” the different

variables into the realities and potentials of the market environment. This stage must also permit the appearance of an entrepreneurial team, define the terms of reference for the business plan and elaborate a planning process for the business plan.

**Figure No. 3**  
**The fundamental components of the creation and development processes for all entrepreneurial activities**



At the end of this stage, as always, there is a process of evaluation and decision that will reduce the number of business opportunities that will pass to the next stage and it must generate as a final product; integral business opportunities. This selection must be very strict because the next phase will use a lot of resources and has many convergence levels that require a clearly defined business opportunity from the participants as well as a solid entrepreneurial team.

- The fourth stage “Elaboration of an integral Business Plan” is, again, a highly convergent phase, whose purpose is to train the participants in the detailed elaboration of a business plan. At this point the emphasis is placed upon the search of the required information and the processing of data in order to satisfy the demands of a formal business plan.

During this phase, besides the formation elements that must be provided, and the investigational processes that must be done by the participants, the possibility of entrepreneurial mobilization in organizations that can provide enlightening experiences for the future should be allowed. These experiences should provide markers upon topics such as; the market, techniques, economy, finances, administration, legal, social, environmental; all of them oriented towards the business plan. There the possibility of counseling from mentors that help the development of the entrepreneurial competences and help to open doors to other support elements that the future entrepreneurs will need, should also be present. Specialized software for the business plan elaboration is a must.

The job that the participants must realize is fundamentally analytical because the data collected for the different aspects of the business plan will structure their enterprise. This analysis will also define business concept and model as well as the strategies for every functional area. Resource needs will be quantified and positioned as well as the means to obtain them, and a specific course of action for the assembly and management of the new company will be determined.

At the end of the fourth stage a phase of evaluation for the business plan will be held. This evaluation will monitor the capacity of the business plan to sustain itself before potential investors and experts in the topics that are relevant. From the result of this evaluation definitive decisions must be taken in order to advance into the fifth stage or review some or all of the previous stages. This evaluation must be very objective not only with the quality of the business plan but also from the view of the entrepreneurial team component.

Entrepreneurial teams that will participate in business fairs and business plan competitions will be selected at this stage.

- The fifth stage known as the “starting process” is oriented towards an effective start of the companies. Although some training components referring to the management of the new company may be present, the majority of the components found here are oriented towards support. This support may be given by specialized counseling and/or mentoring.

This is clearly a very pragmatic and convergent process that not only seeks the necessary resources to establish the new company but also pursues the survival of the company during the initial critical moments of its existence

Once the company has started, the knowledge competences for the management of a newborn company as well as specialized consultants are required. It is highly probable that at this point the participants use business fairs as a basic means for the commercialization and diffusion of their new companies. It is also probable that incubators, scientific parks, and technological parks are employed as well.

- The sixth stage “Entrepreneurial growth and development” is a stage oriented towards the development of the new company and will be focused in the process of specialized counseling and mentoring. This in order to achieve the maturity required for a firm position in the market as well as the goals that were expected.

Upon this stage it is expected that the entrepreneurial team has achieved its maturity and has all the required competences to leader the development of their company.

Likewise at this stage the entrepreneurial team must have achieved total integration within the entrepreneurial system of their region and are now a part of the entrepreneurial networks needed for the development of the project.



It must be very clear that the participants that fail to pass any of these evaluation and decision processes can apply again, and if approved, be readmitted in the program.

## 5. EXECUTION

The project started in June 2005 and will go until June 2008. The total budget is USD\$2.100.00 (50% BID and 50% Colombian institutions). The quantitative original goals of the project were:

**Table No. 2**

Institutions associated to the project	10
University Professor trained	100
Potential Entrepreneurs in “Entrepreneurship”	10.000
Potential Entrepreneurs in “Business Opportunity”	3.000
Potential Entrepreneurs in “Business Plan”	1.500
Entrepreneurs in “Business Plan Competitions”	600
Entrepreneurs in “Fairs and Exhibition”	600
Entrepreneurs in “Entrepreneurial Mobility”	450
Entrepreneurs with “Basic technical assistance”	450
Entrepreneurs with “Advanced technical assistant”	350
Agreements with financial institutions	3
Competitive Business Created	350

The main results to march/07 had been:

- Consolidation of an entrepreneurship network with 38 institutions (universities, incubators, NGO’s promoting entrepreneurship, government institutions, chamber of commerce) willing not only to participate in the project but also to invest financial resources in some cases and to provide other resources in kind.
- National study about institutions providing entrepreneurship development.
- Business ideas inventory in each one of the 3 cities: Bogotá, Cali and Medellín.

- Development of a conceptual and operative framework done by the Center for Entrepreneurship Development at Universidad Icesi.
- 31 training sessions for 38 coordinators, 400 university professor and 200 consultants. Some of them received 159 training hours. Others were trained in specific subjects required for the development of the program (Table No. 2).

**Table No. 2**

<b>Module</b>	<b>Assistants</b>	<b>Title</b>	<b>Duration</b>	<b>Group</b>
1	Coordinators	Entrepreneurial process of the program “Jóvenes con Empresa”	12 Hrs. Presence Virtual forum	1 Group 45 People
2	Coordinators Educators Teachers	Entrepreneurial spirit, Entrepreneur and Entrepreneurial career.	6 Hrs. Presence 4 Hrs. Virtual	6 Groups 210 People
3	Coordinators Educators Teachers	Generation and evaluation of business ideas	2 Hrs. Presence 4 Hrs. Virtual	6 Groups 240 People
4	Coordinators Educators Teachers	The structure and the evaluation of business opportunities	6 Hrs. Presence 4 Hrs. Virtual	6 Groups 240 People
5	Coordinators Educators Teachers Basic counselors	Building a business plan	8 Hrs. Presence 90 Hrs. Virtual	6 Groups 240 People
6	Consultant coordinators, Mentors, Tutors.	Counseling and mentoring	6 Hrs. Presence 6 Hrs. Virtual	6 Groups 150 People

During all the training process, the concept of collective constructions was used for the development of the methodological and operational model. Many ideas that facilitated the training process were provided by the participant and were taken in to the program.

- In each city a coordinator was established and he/she had monthly meetings with the coordinators of each ones of the participating institutions (Bogota (17)), Medellín (11), Cali (10) to analyze discuss and adjust the methodology, the operation and the budget in each city.

- Development of the methodological kit “Jóvenes con Empresa”
- 3 National meetings of the regional and institutions coordinators to analyze new schemes and new methodologies. In them a very open exchange of ideas and pedagogical techniques has been achieved.
- Special distinctions have been developed to stimulate the generation of innovative pedagogical ideas.
- 3 meetings with University Presidents to obtain their continuous support. In six of the universities new Entrepreneurship Developments Centers had been created, in all of them new courses on entrepreneurship have been implemented and in all of them new entrepreneurship professor had been contracted.
- Additional training has been provided in specific subjects:
  - How to succeed in the business plan competitions.
  - How to setup and Angel Investment Program.
- Two agreements for financial resources had been signed (Coomeva and BBVA) and there are approaches with some other institutions.
- In terms of publications the results are as follows:
  - 3 booklets about the general program operation
  - 1 book “Empresarialidad y productividad juvenil” with “Colombia Joven”.
  - 3 CD’s with Universidad EAN about: Franchising, Entrepreneurship and new business creation, Starting your new business.
  - 1 book “Manual del Inventor” with Superintendencia de Sociedades.
  - 1 C.D. with Universidad Icesi about “Training Program: Jóvenes con Empresa”.
  - Several articles in national and international conferences.
  - Conformation of a research group to develop a methodology to identify, collect and transform pedagogical techniques, class activities, evaluation procedures.
  - Table No. 3 show the main quantitative results to march 2007.

**TABLE No. 3**  
**RESULTS**

	<b>Goal</b>	<b>Execution</b>
Number of institutions	10	38
Number of university professor, consultant trained	100	446
Potential entrepreneurs trained in “entrepreneurship”	10.000	7.200
Potential entrepreneurs trained in “opportunity development”	3.000	2.205
Potential entrepreneur trained in “Business plan”	1.500	960
Participants in business competition	600	250
Entrepreneurial Mobility	450	845
Basic technical assistance	450	115
Advanced technical assistance (mentoring)	350	41
Business in operation	350	71
Participants in National and International fairs	150	46
Agreements with final institutions	3	2
Financing operations	150	5

- In terms of other activities, it is important to mention
  - Visits to technology development center
  - Play about entrepreneurship
  - Agreement with Deloitte & Touche for 4500 hrs of free consultancy
  - Institutional agreements with several governmental institutions.
  - Support to the “Entrepreneurship Law”

## **6. CONCLUSIONS**

- The Project “Jovenes con Empresa” has been developing quite well, with excellent results and it’s ahead of time in terms of goals.
- The methodological model, developed in Colombia, has been proved with a very significant population. It has been accepted and implemented not only for

“Jovenes con Empresa” but also in many university and technical training programs.

- The entrepreneurship network has been established and it's working providing very good feed back and many new pedagogical ideas.
- There is an important publication activity inside the program and with the research group established many new publications will come through.
- Many cities in the country, and some others Latin-American countries had shown interest in receiving the methodology.
- The project is producing a very significant effect inside the universities to support entrepreneurship development.

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