



---

# **Gaps in the Colombian Education System and the Commitment of Young Entrepreneurs with the Support of ICTs**

**Luz Mery Duran Alvernia<sup>a</sup>**

*<sup>a</sup>Gidse research group, Facultad de Ciencias Administrativas y Económicas, Universidad Francisco de Paula Santander Ocaña, Colombia  
Email: [imdurana@ufpso.edu.co](mailto:imdurana@ufpso.edu.co)*

DOI: <https://doi.org/10.55248/gengpi.2022.3.9.45>

---

## **ABSTRACT**

This research aims to associate and analyze different concepts such as Socio-Formative Evaluations; Leadership; coverage of information and communication technologies and education; and B Corporations. All this in order to be able to relate it to the educational processes in Colombia and also the contribution that students and/or graduates can make to higher education institutions. This is a qualitative research of documentary review type, its purpose is to be able to conceptualize and reveal connections of great importance with the topics treated, based on other measurements and reviews of theories previously carried out. A consultation of bibliographic sources and direct sources of information was carried out.

---

Keywords: Entrepreneurship, Leadership, Business, Education, Technology

---

## **1. Introduction**

In Colombia the term of education can be defined as a constant educational and community training procedure, which is based on the integral concept of the human being, his decency, rights and duties. In the law of the state of Colombia, the important ideas of the pedagogical essence are shown, where it is pointed out that this is legal on the part of the individual of a service in community function and that corresponds to the regularized state and performs the surveillance and supervision in relation to the pedagogical provision, in order to monitor its quality, the execution of its purposes, for a good ethics in its study, at the level of intelligence and physically with the students. In the same way, it is determined that it is appropriate to ensure the assistance and guarantee the ideal conditions for the younger students, in terms of accessibility and continuity in the pedagogical method.

The educational technique in Colombia is composed of preliminary training, preschool training, primary training, secondary training and higher education (Ministerio de Educación Nacional, 2017).

It is essential to consider that nowadays the teaching system has maintained its role for quite some time in terms of education by subjects and has tried to find methods that facilitate the separation of information into brief topics, so that these are easier to understand, hence it is that schools are contributing both in the training tools and in the alternatives so that these are conducive to the understanding of each student (Muñoz - Hernandez, Canabal - Guzman, & Galarcio - Guevara, 2020).

Now, it is important to take into account that, within the educational process, there is evaluation supported by the difficulties of the environment, which is a main quality of the evaluation of training and is equivalent to a procedure of evaluation, feedback, permanent support to individuals, groups and societies, to solve the challenging problems that arise in their environment and thus improve their participation, so that in turn they can develop the ingenuity that is essential at a cognitive level (Cruz- Vega, 2019).

In Colombia, education presents some problems and gaps in coverage. One of the most outstanding are those present in communication technologies, it is valid to state that this is a relevant element of inequality of educational opportunities in the country. Thus, the educational strategies that continue to be formulated must be linked to a factor related to the use of ICT goods and services in the learning processes with a view to improving the quality and coverage of education (Cruz - Carbonell, Hernández - Arias, & Silva - Arias, 2020).

Taking into account the relevance of ICT in the country, and according to a study conducted by the firm Housemedia, which reported a range of 500 graduate students in the main locations of the country, stated that more than 50% of graduates do not have any contact with the campuses where they received their degree. The measurement showed that approximately 46% of the graduates do not show interest, nor are they aware of the social accounts of their universities, it also said that 84% expressed that at no time have they been sent job offers or opportunities according to their completed studies (INFOBAE, 2022).

In view of the above, some young people from our country, proposed a platform called "Kampus Conecta", which is a digital development that helps to connect the topics that are of interest to both current students and those who have already graduated, through didactic methods with pedagogical training according to the institution; this tool showed great acceptance, as it already has a high number of registered students in a short time. When talking about employment, the platform allows linking students with employability opportunities based on their professional profile to reach possible job offers (INFOBAE, 2022).

In this example of young entrepreneurs who decide to make a change to support the problems that affect the continued professional development of students, leadership is of great relevance, this is linked to sociological processes characterized by interactions between leaders, fans, their situations and shared contexts, you can also see that the society of this topic with the behavior of youth, is generated through identities and linkages; It is said that by understanding the method as a leader, this leads him to go one step ahead of what may happen in the future and to know how to react according to the conditions or circumstances that he faces in his environment (González - Castro, Manzano - Durán, & Torres - Zamudio, 2021).

Continuing with the fundamental basis of leadership in society, it can be said that leadership has three points of rupture, which have allowed it to progress, these are connected with the intelligence of the leader and his imitators, in these it is seen how necessary it is to promote the position of leader from the values, morals and social. In addition, it is determined how necessary it is to transform leadership with group efforts, in which power is shared from an equal perspective, wishing to achieve self-growth (González - Castro, Manzano - Durán, & Torres - Zamudio, 2021).

Not only the development of digital or technological platforms are a result of leadership skills and innovation. There is also the development and creation of companies; solidarity organizations are usually represent adequate habits according to environmental and social commitments; an objective from the beginning of its conformation can obtain the certificate of B companies, to provide particularity, commitment, triumph to the company, the community and the ecosystem (Pacheco - Sánchez & Rodríguez – Téllez, 2019).

In fact, why is it relevant to be certified as a B company? This is because it is important to think that a business should also be socially and environmentally profitable, so that it can vary its primary action, fully complying with the provisions of the partner and in the same way, these solidarity organizations should draw the attention of interested groups, to attract talented professionals through their principles and values, in addition to adding associates by committing to society (Pacheco - Sánchez & Rodríguez – Téllez, 2019).

---

## 2. Theoretical Framework

Education as knowledge, refers to the dependencies that deal with learning, through the science of the various aspects of teaching, in the community and culturally, studying, specifying, performing analysis, explaining to value, understanding and confronting the educational events in various facets. Basically, educational teaching denotes as an objective, the utilization and appreciation of study and training (Guichot Reina, 2006).

When talking about the virtual scenario, this can be defined as a technological science that integrates the capture and interrelation of the existing world; in which the user is accepted to remain in a real context dilated with aggregated information, which is triggered by a computer to augmented reality (Cabero Almenara & Puentes, 2020).

According to (Prendes Espinosa, 2015), the reality that is appreciated through virtual components is the expression used to conceptualize the open perception of a physical scenario of the existing world, which is coupled with components of virtuality for the creation of interactive experiences in the current moment.

In relation to ICTs, Graells, 2000, shows that these tools not only refer to what has to do with multimedia, but also to everything related to community media and media with conventional technical-technological support; in addition, they are usually made up of computer equipment and mobile devices. In turn, their services are composed of energy, broadcasting, telephone circuit, television broadcasting and internet (**Cruz - Carbonell, Hernández - Arias, & Silva - Arias, 2020**).

In line with the perspective presented, Otero-Bahamon, 2019, agrees that commonly schoolchildren in unfortunate economic circumstances, go to institutions that do not have competent resources and of great importance at the educational level, such as technologies, which leads to educational inequality, intensifying and becoming more and more noticeable (**Cruz - Carbonell, Hernández - Arias, & Silva - Arias, 2020**).

The term ICT has changed the protocols at the time of transmitting knowledge and has caused crucial variations in the studies, since putting ICT into operation in pedagogical training, brings with it a tool in charge of instructional growth and a challenge for those who suffer and exercise the changes (**García Cabrero, 2010**).

According to Hernandez, the effect of technological resources in training and the use of these resources is a great strategy to implement innovative tools and, at the same time, it is a rethinking in the consolidation of knowledge (**Hernández, 2017**).

---

### 3. Methodology

The current inquiry is carried out with an orientation based on qualities and characteristics with a model of verification in documents, with the intention of admitting the conceptions and showing the links that there are of the subject, by means of different searches and verifications previously theorized.

A consultation of bibliographic sources and direct sources of information such as those offered by the scientific magazine "Profundidad Construyendo Futuro" was carried out, where topics related to: B Companies; ICT Coverage; Socio-Formative Evaluation in investigative processes; Augmented Reality; Leadership, among others.

---

### 4. Results

In Colombia there is a very marked delimitation in terms of education, where approximately 2 million children and young people are not in the academic system, 18% of primary school students dropped out of school, there is also a high percentage, with 30% of rural children leaving school and finally, of the 100% of those enrolled, 30% are those who complete the process (Todo sobre el alumnado, 2022). In addition, it is indicated that more than 70 million people do not go to school and of the 100 million who manage to enter, these do not have the necessary knowledge in the basic subjects (El ESPECTADOR, 2022).

The statistical analysis carried out by the Universidad Javeriana, indicates that the difficulties to attend school according to the survey made by the DANE, exposes that 3% of 10% of the people do not report attendance to the institutions in Colombia, this data was demonstrated through the study of a population with ages from 5 years old to 24 years old.

The analysts concluded that the strongest reason for the low school attendance is largely due to the social and economic conditions of the populations. For example, the non-attendance of the lower strata is more than 30% as opposed to the higher strata, whose percentage is lower at 13%. Although it is worth mentioning that there are other important factors (RCN radio, 2022), according to the researchers, such as lack of places, lack of interest in studying on the part of the people, etc., the lack of access to education is also a major factor.

When talking about information and communication technologies in the educational system, certain data are presented which show how indispensable they are for education, which has a support of 77%, as for the use in classes to make them more dynamic and participatory, the score is 63% and finally, with 64%, these tools provide equity in terms of feedback for each student so that they have the same quality of learning (Castellar Paternina, 2011).

In a survey of microentrepreneurs made in 2013, there is evidence of data that reveal digital inequalities and challenges that must be faced by people who are interested in creating a business, these gaps are due to the low use of digital devices, not giving it the importance it contains, the limited access to equipment and its high costs.

Therefore, the results show that 36.3% use the Internet in their companies, but their use is approximately 93%, where they use it to obtain information of interest, 90% for e-mails and messaging.

Regarding the educational levels of the entrepreneurs: a percentage of 5% of people with primary education use technologies very little, while almost 80% of those with higher education use them more actively (Ministerio de Economía, Fomento y Turismo, 2014).

## 5. Conclusion

Basic education in Colombia presents problems that lead to unequal educational opportunities among the population. This is why it is necessary to think of different alternatives and proposals from all educational entities at the national level.

## REFERENCES

- Cabero Almenara, J., & Puentes, A. (2020). La Realidad Aumentada: tecnología emergente para la sociedad del aprendizaje The Augmented Reality: Emerging Technology for the Learning Society. Obtenido de [https://www.researchgate.net/publication/342916902\\_La\\_Realidad\\_Aumentada\\_tecnologia\\_emergente\\_para\\_la\\_sociedad\\_del\\_aprendizaje\\_The\\_Augmented\\_Reality\\_Emerging\\_Technology\\_for\\_the\\_Learning\\_Society](https://www.researchgate.net/publication/342916902_La_Realidad_Aumentada_tecnologia_emergente_para_la_sociedad_del_aprendizaje_The_Augmented_Reality_Emerging_Technology_for_the_Learning_Society)
- Castellar Paternina, E. (2011). Diagnóstico del uso de las TIC en estudiantes de colegios oficiales del municipio de Soledad(Atlántico). *Zona Próxima*(14), 74-89. Obtenido de <https://www.redalyc.org/articulo.oa?id=85320028005>
- Cruz - Carbonell, V., Hernández - Arias, Á. F., & Silva - Arias, A. C. (2020). Cobertura de las TIC en la educación básica rural y urbana en Colombia. *Revista Científica Profundidad Construyendo Futuro*, 13(13), 39-48. doi:<https://doi.org/10.22463/24221783.2578>
- Cruz- Vega, F. A. (2019). Evaluación socio formativa en los procesos investigativos del programa de pedagogía infantil. *Revista Científica Profundidad Construyendo Futuro*, 10(10), 10-23. doi:<https://doi.org/10.22463/24221783.2523>
- El ESPECTADOR. (30 de Junio de 2022). ONU alerta de crisis global en educación: 78 millones de niños no asisten al colegio. Obtenido de <https://www.elespectador.com/educacion/onu-alerta-de-crisis-global-en-educacion-78-millones-de-ninos-no-asisten-al-colegio/>
- García Cabrero, B. (2010). Modelos teóricos e indicadores de evaluación educativa. *Sinéctica*(35). Obtenido de [https://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S1665-109X2010000200005](https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1665-109X2010000200005)
- González - Castro, Y., Manzano - Durán, O., & Torres - Zamudio, M. (2021). Liderazgo: una práctica sistémica en el futuro empresarial. *Revista Científica Profundidad Construyendo Futuro*, 14(14), 64-72. doi:<https://doi.org/10.22463/24221783.3161>
- Guichot Reina, V. (2006). HISTORIA DE LA EDUCACIÓN: REFLEXIONES SOBRE SU OBJETO, UBICACIÓN EPISTEMOLÓGICA, DEVENIR HISTÓRICO Y TENDENCIAS ACTUALES. *Revista Latinoamericana de Estudios Educativos (Colombia)*, 2(1), 11-51. Obtenido de <https://www.redalyc.org/pdf/1341/134116859002.pdf>
- Hernández, R. M. (2017). Impacto de las TIC en la educación: Retos y Perspectivas. doi:<http://dx.doi.org/10.20511/pyr2017.v5n1.149>
- INFOBAE. (19 de Enero de 2022). *Estudio revela que 6 de cada 10 egresados en Colombia pierden contacto con sus universidades*. Recuperado el 2022, de <https://www.infobae.com/america/colombia/2022/01/19/estudio-revela-que-6-de-cada-10-egresados-en-colombia-pierden-contacto-con-sus-universidades/>
- Ministerio de Economía, Fomento y Turismo. (2014). *Uso de TICs en los Emprendimientos*. Chile: Unidad de Estudios Ministerio de Economía. Obtenido de <https://www.economia.gob.cl/wp-content/uploads/2014/03/Boletin-Uso-de-TICs-en-los-emprendimientos-EME-3.pdf>
- Ministerio de Educación Nacional. (7 de Febrero de 2017). *¿ Qué es la educación Superior?* Recuperado el 2022, de <https://www.mineducacion.gov.co/portal/Educacion-superior/Informacion-Destacada/196477:Que-es-la-educacion-superior>
- Muñoz - Hernandez, H., Canabal - Guzman, J. D., & Galarcio - Guevara, D. E. (2020). Realidad aumentada para la educación de matemática financiera. Una app para el mejoramiento del rendimiento académico universitario. *Revista Científica Profundidad Construyendo Futuro*, 12(12), 37-44. doi:<https://doi.org/10.22463/24221783.2634>
- Pacheco - Sánchez, C. A., & Rodríguez - Téllez, F. (2019). Empresas B: un diagnóstico sobre su aplicabilidad. *Revista Científica Profundidad Construyendo Futuro*, 10(10), 2-9. doi:<https://doi.org/10.22463/24221783.3354>
- Prendes Espinosa, C. (2015). Realidad aumentada y educación: análisis de experiencias prácticas. *Revista de Medios y Educación*(46), 187-203. Obtenido de <https://idus.us.es/handle/11441/45413>
- RCN radio. (14 de Julio de 2022). *Estudio en Colombia 2021: 5 millones reportaron no estar estudiando*. Recuperado el 2022, de <https://www.rcnradio.com/estilo-de-vida/educacion/cerca-de-cinco-millones-de-personas-reportaron-no-estar-estudiando-en>
- Todo sobre el alumnado. (2022). *Cuál es el principal problema de la educación en Colombia?* Recuperado el 2022, de <https://unate.org/instituciones-educativas/cual-es-el-principal-problema-de-la-educacion-en-colombia.html>