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# ***St MICHAEL EDUCATIONAL CENTER***

**NPO REGISTRATION NUMBER 201-860 NPO**

*Trading As*

***St. Michael Institute***

***BUSINESS/SERVICE PLAN***

## **Physical Address**

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**Confidentiality Agreement**

The undersigned reader acknowledges that the information provided by St. Michael Educational Center in this business/service plan is confidential. The reader agrees not to disclose it without the express written permission of St. Michael Educational Center.

It is acknowledged by reader that information to be furnished in this business plan is in all respects confidential in nature, other than information which is in the public domain through other means and that any disclosure or use of same by reader, may cause serious harm or damage to St. Michael Educational Center.

Upon request, this document is to be immediately returned to Mr. Michael Kabuye.

Michael Kabuye  
Chairman  
St. Michael Institute



Date 10/01/2018

This is a proposal. It does not imply an offering of securities.

## **1. Executive Summary**

### **1.1 Introduction**

St. Michael Educational Centre is educational and training centre institutions whose beneficiaries are a hundred percent black, 80% youth, 5% children between ages 3 months to 6 years and is established to fill the technical skills gap like mechanical engineering, electrical engineering, plumbing, welding, rigging, etc. We will also offer classes in Entrepreneurship, Finance and other Commercial subjects. St. Michael Educational Centre started focusing on Early Childhood Development, Technical High School from grade eight (8) – Matric, Skills Development Program for those that may have never had any or little formal education and Mentoring Program for the youth in the areas where we will be operating.

The targeted communities for this are only the Previously Disadvantaged Communities where this kind of intervention is needed the most i.e. rural villages, peri-urban areas and townships of South Africa first and growing to neighbouring countries in the medium term and the whole of Sub-Saharan African continent in the long term. This we will do by developing coalitions with communities, business, schools, churches, colleges, universities and other community organisations to leverage, train, and link our facilitators, teachers and mentors to support children in poor communities, with academics, career exploration, and post-high school plans. While serving the children and the youth is our main focus, we are also interested in the development of the least fortunate and most vulnerable people in the targeted communities i.e. people with disabilities, women and children.

The institution offers full-time classes for technical subjects and practical workshop experience for our technical learners. The workshops are also factories that produce products like furniture, electrical appliances, fix electronic equipments etc. We intend to have a well-equipped computer laboratory for the compulsory computer literacy programme. St. Michael Educational Centre has plans to set up a study centre for self-studying purposes and a library resource centre.

St. Michael Educational Center will mobilize adolescents and adults, business people, retirees and other community members to form ongoing relationships with them to achieve its goals, which is to partner with the communities and forge a better and prosperous future for the youth. These long term relationships meet the needs of both sides for human connection, and a sense of shared purpose to promote not only our youths' academic success and knowledge of possible career goals but also that of our tertiary aged volunteer mentors. Somewhere during this difficult transition to becoming a fledging nonprofit in very harsh economic times, our activism and entrepreneurial ambitions pushed us into developing an authentic model.

In order to scale up and replicate our model and to establish St. Michael Educational Center (SMEC) of excellent for our nation, we need a partnership among our Board of Directors, government, business people and community leaders who share our vision. By working together, we can address immediate funding and sustaining funding needs by establishing a capital fundraising campaign in order to;

- Secure funding for the 2019-2024 St. Michael Educational Center in Hebron;
- Secure immediate 10 to 12 hectares of land in Free state in order to be able to secure funding;
- Secure 5 year funding via grants, donations, and contributions from centers or departments that are already funded to do similar programs;
- Begin working with the Department of Education, Department of Social Development, communities, churches, universities and students to develop curriculums and strategies for all aspects of the institution.

We believe our Center should be a critical national center for best practices of mentoring, stakeholder development, essential training and a certification program to “train trainers”, and lab to come and see creative programming models we conceptualize and formulate to serve our children, families, and communities.

St. Michael Educational Center advisory committee will be formed to fall within the communities it works in organizational matrix and include representatives from the community, youth leaders, church leaders and business leaders from the targeted towns, cities, townships and villages, the municipalities and representatives from principal legislature. The current nonprofit St. Michael Educational Center and its Board of Directors will continue as an entity in order to promote the replication of the model, partnership development, and training programs for communities in the province, nation and entire continent.

This Service Plan establishes the direction, framework and broad strategies for the school to be an institution of excellence and global engagement. The Plan reveals how St. Michael Educational Centre is striving to become an outstanding school which enjoys a proud reputation for sustained excellence in learning, teaching and mentoring.

## **1.2 The Concept**

St. Michael Educational Center is a brainchild of Mr. Michael Kabuye, a Ugandan national living in South Africa for the past ten (10) years, a driven entrepreneur and a social activist. His experience living in South Africa and his country Uganda, love and compassion for fellow humans led him to the idea of a preschool for the poor with all the facilities and the resources enjoyed by the middle class and the rich at the suburbs. He built the preschool at a small village in Hebron, North West from his own savings. The school is better equipped than most preschools in the area as it boasts a state of the art premises (considering what the preschools in the area look like), classes for different ages and a well kempt play area for the children. More still needs to be done to improve.

The school was initially registered as private company and when he was joined by Mr. Bonani Mambi and others, it was clear to all that as a company the school will not be able to serve the purpose it was formed for, we all agreed that we have register the school as an Non Profit Organization (NPO) so that we can serve the community without asking for payments from the poor. We have since registered an NPO and the concept has grown to an ECD project, Technical high School and a Skills Development project. In our discussions we realized that the reason why parents could not afford to pay for their children’s ECD was poverty as a result of lack of skills needed by the South African economy. Our idea was to deal with that by creating an institution that helps develop the skills for the local economy’s needs.

The founders have also recognised that one powerful way to improve the education system, employment and entrepreneurship opportunities for the poor is to increase the supply of schools that offer technical and entrepreneurial skills as alternatives to the current mainstream schools. Research has shown that learners from poor backgrounds who finish high school with technical skills do better than poor learners in mainstream schools. Our learners will be equipped with skills that will assist them to start their own businesses or find employment immediately after finishing our program.

## **1.3 Beliefs, Strategies and Objectives**

### **1.3.1 Foundational SMEC Beliefs:-**

- Teaching is a long-term journey requiring perseverance;
- Teachers, facilitators and mentors do not try to reproduce themselves;
- Teaching and mentoring focuses on changing people from the inside, not on the outside;

- Mentoring relationships have profound effects on both parties.

**1.3.2. Our fundamental mentoring and teaching strategy is that both parties develop competence and character by:-**

- Discovering their gifts, talents, and passions;
- Dealing with their personal pain and life struggles;
- Becoming effective problem solvers and
- Determining short and long term life goals.

**1.3.3. Our objectives particularly aimed at the children and the youth we serve:-**

- To provide disadvantaged communities' learners with local economy relevant skills;
- To provide learners in disadvantaged communities with long-term academic mentoring to promote literacy and academic success;
- To provide learners with career mentors and career exploration programs that are relevant to their local economies to enable them to learn about critical and important skills to have for their local economies and to define personal career goals;
- To provide learners with a range of opportunities and resources to explore their options including but not limited to-
  - Technical apprenticeship training
  - Engineering
  - Military programs

Our focus remains on vocational, technical and entrepreneurship careers.

**1.3.4. Rational for strategies and objectives:-**

Mentoring and nothing else is the answer to unfilled needs that are holding us back.

- Affective issues vitally impact academic achievement: learners views of their own abilities, the responsibility they take for their own lives and futures, their aspirations, and their network of support when they need help;
- Attention to motivation through career exploration can improve learners willingness to expend the effort required to master technical subjects;
- The consistent emphasis on relationship and multifaceted interventions can be as powerful as highly qualified teachers and rigorous curriculum in furthering academic achievement;
- Encouragement and reinforcement of parents and extended family in their support of the learner's learning and aspirations can make a critical difference in significantly changing the cycle that has hindered the advancement in education for the black people of South Africa for many years.

**1.4. Best Practices**

The St. Michael Educational Center model features a two-way growth and learning approach where both learners and teachers/mentors grow from the experience.

- Teachers will be with their students for at least two (2) or three (3) years.
- Our approach incorporates all five indicators of an effective teaching, training and mentoring program:
  - Ongoing mentor and teacher training,
  - Structured teacher/mentor-learner relationships,
  - High frequency of contact,

- Mechanism for parent support and involvement,
- On-going program monitoring of teacher/mentor and learner relationships.

### **1.5. Project objectives**

**This project proposal has two main objectives as mentioned here under:**

- To respond to the needs of a rapidly growing business and education sector in disadvantaged communities of South Africa by producing the quality and quantity of educated people sufficiently equipped with the requisite knowledge to solve communities' problems in order to meet the challenges of development and attain competitiveness at regional and global at large at affordable costs.

**The following objectives will be implemented after getting approval from the Department of Education, SETA, QCTO and UMALUSI.**

- The School will provide subsidized healthy meals daily to children attending this Centre School.
- St. Michael Educational Center will raise funds for running the operation of the school by requesting sponsorship for educating the children attending this centre.
- Become an alternative free to the poor alternative schooling provider of specializing in technical subjects, technical training and entrepreneurial subjects;
- To help improve the quality of education of the poor in disadvantaged communities;
- To systematically reduce the gap between affordability and quality education;
- To provide highly technological innovative teaching techniques for learners in poor neighborhoods;
- To have a comprehensive educational environment;
- To forge strategic partnerships with other academic institutions;
- To develop a sustainable fund raising model for the sustainability of the institution.

St. Michael will contribute to sustainability, social development and stimulate economic growth in the communities in which it operates. St. Michael Educational Centre is a fully black benefitting educational center, when outsourcing it will give preference to the previously disadvantaged members of the community. This is in line with the existing Black Economic Empowerment (BEE) objectives of the government.

### **1.6. Key project activities**

Key project of Centre will include field activities, building design and construction supervision. All of which will be undertaken by a construction company selected via tendering processes by the sponsor of the project as a consultant to ensure that costs are not escalated.

Some other activities will include: **Title Deed** follow – up, topographical survey, master plan preparation. It will also involve location position of buildings. Streets, green areas, open spaces, play grounds etc. Location positioning of storm water, foul water, sewage system in relation to septic tank and sock pits. Setting out dimensions will involve building lines, setbacks and detailed dimensions between one building and the other.

**Architectural designs and preliminary stages - stage 1** - The drawing at this stage will have no detailed dimensions; they will just show schedules of accommodation for ease of getting rough estimated figures of the costs of the project

**Working drawing stage 2** - These are details design for construction purposes and preparation of bills of quantities.

**Engineering design** - these are of two types.



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**Structural engineer's designs** - these are applicable for stored building and are used for soil investigation and foundation engineering.

**Electrical engineering drawings** - these show the layout of electrical fitting and appliances especially for laboratories, computers etc

**Bills of quantities** - these showing detailed breakdowns of materials required for every building and these may be used as tender documents in cases of building contracts.

**Landscaping Architecture and environmental control** - this will ensure beautiful and attractive surroundings through the planting of flower gardens and shade trees.

Items above are some of the activities and services to be performed or carried out by the consultants and will be charged ten percent (10%) of estimated total construction costs.

### **1.7. Vision**

- To be the solution to the communities' educational needs, in the process be an empowering vehicle to the disadvantaged people of South Africa and the entire continent in the long-term.

St Michael Educational Center will be recognised and valued within South Africa and the continent for its role in developing outstanding young adults and future leaders imbued with a culture of service to the local and the continent's community.

### **1.8. Mission**

The mission of St. Michael Educational Center is to provide high quality, relevant and comprehensive technical training free to the poor and at a very low cost to those that can afford. The Center is also committed to offering a range of complementary world class educational programs and services, giving the learners the convenience of a single location for all their educational needs.

At St. Michael we will advance education in vocational and technical skills through technological innovation.

St. Michael's students will exit secondary education as outstanding young adults who will have the skills, knowledge, confidence and optimism to lead fulfilling lives. Students will be able to set challenging and realistic goals, to realise a preferred future and to accept their responsibility to contribute to their local and the continent's communities.

The institution will give learners a wide range of opportunities for growth and development at every level in technical, technology, entrepreneurial and vocational studies, in cultural and sporting pursuits, and in citizenship and leadership development programs. Students are encouraged to strive to reach their full potential.

### **1.9. Values**

We are committed to the values that we believe are essential in achieving the best possible outcomes for all St. Michael's students.

St. Michael Educational Center develops the cliché that "it takes a village to raise a child" into an action plan which will result in collaborations among public and private community members to support the academic success of the whole community, the youth in particular, and to provide them with opportunities to learn about themselves and careers or jobs that can both motivate them to do well in school and provide them with a sense of direction in their lives.

**St. Michael Educational Center's vision and mission are underpinned by:**

**High aspirations**

- a quest for knowledge about the social and natural worlds;
- the achievement of potential - academically, in citizenship, and in sporting and cultural pursuits;
- a desire and capability to make a positive contribution to society;
- Life-long learning.

**Excellence**

- the pursuit of personal excellence
- initiative and enterprise
- openness to learning.

**Respect**

- self-responsibility
- sensitivity and concern for others
- respect for others' rights and legitimate authority
- ethical behaviour
- care for the environment
- equity and diversity.

**1.10. Keys to Success**

No matter how numerous and pervasive learner's needs are, there are solutions, with collaborative effort from the entire community. Central to the idea of St. Michael Educational Center coalitions and mentoring is the belief that learning can happen in every part of the community and that the entire community has a responsibility to provide educational opportunities for its adults, youth and children, we are all stakeholders.

Our initial staff to jump in and make a quick intervention and at the same time a long-term relationship commitment will be from the communities, tertiary institutions, business, local authorities and government. Frankly, they are our hope for turning many young lives around by helping them to survive and do well in life, to patch up the messy holes and gaps in fundamental skills that may have been missed along the way, and to gain confidence in their ability to learn and adopt strategies appropriate to their personal learning styles.

Teachers and mentors will also connect with learners' families to encourage them to help them know what opportunities their children can strive for, and generally to walk beside them as they come to believe that every human being is worthy, precious, unique, and has a destiny. In a marvelous coincidence, while our teachers make the personal sacrifices to be long-term genuine mentors, they in turn mature and become compassionate leaders with life skills, beliefs and values that will enable them to be incredible citizens who challenge the present and transform the future for their communities, districts, provinces, nation, and the whole continent. We have a win-win formula and we will provide learning and relationships that simply cannot be replicated in a conventional or traditional school.

Key to the educational support and academic success of our children is rallying and training teachers and members of the community to provide mentoring support for the learners/children. These people and community members will be successful people that can relate to youth and serve as role models, and will commit to the long-term weekly meetings with the youth.

Key to the success of the youth seeing the relevance of school and having post-high school goals is bringing those who work or have retired from the "real world" into their lives to share what goes on behind closed doors at companies, workshops, laboratories, factories and other work places of all sorts. Retirees, business people, researchers, skilled trade workers and other professionals are critical and are needed in order to offer their experiences, career exploration and career mentoring programs. From meeting people and seeing work places,

our youth see a reason to not only stay in school but also take the so called 'harder subjects'. They appreciate the relevance of school work to where they want to go in their lives, and they are far more likely to invest in the hard work to do well in classes. A website and perhaps a video and public television programs are critical to leverage and communicate job and career resources and opportunities broadly to the youth, parents, teachers and counselors.

A key to helping our youth having goals and plans for their futures is helping them know where they can go further their education and job skill training beyond high school. The linking of post-high school training and educational opportunities with youth, parents, teachers, and counselors is critical in order to assist them having a realistic plan for what to do after high school. Similar to career exploration, training and educational opportunities and resources must be available on the Web as well as through people who can take them to institutions and help them connect with those individuals who can help them prepare applications, identify loan and funding strategies to pay for continuing education, and know about and succeed in the testing or other requirements.

We need any form of support for our young, working together; St. Michael Educational Center will develop and build community, local, regional, and provincial levels to provide guidance time, that our youth so desperately need.

At St. Michael Educational Centre we have realistic and achievable plans about the future growth of the institution. We still need to build our own facility which we hope to finish by the end of October if we get the funding needed by March 2018. Currently we have a small facility at Itireleng, in Hebron, which currently is being utilized for our ECD program. We will add the adult literacy, skills development and mentorship programs from the end of March 2018.

## **2. Project summary**

### **2.2. Problem statement**

The project is in line with government efforts to establish as many pre-schools, primary schools and secondary schools as possible so that many children get access to education. Quality basic education is very important to even the poor children. People of South Africa constitute empowerment; and it is one of the tools that will empower the country in different aspects of the war against poverty.

### **2.3. Priority need**

The priority need of this project proposal is to have an education institution which will join hand with the department of education's effort of having a nation with high level of education at all levels; a nation which produces the quality and quantity of educated people sufficiently equipped with the requisite knowledge to solve the society's problems in order to meet the challenges of development and attain competitiveness at regional and global at large at affordable costs.

## **3. Organizational History**

The concept and organizational plan of the institution was developed by Mr. Michael Kabuye and Mr. K. Bonani Mambi over the span of two (2) years from end of 2015 to February 2018. The initial concept was just a crèche; the concept has now developed to ECD, Vocational and Technical High School, Skills Development, Mentorship, and Adult Literacy programs.

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All committee members are now confident of the strategies and goodwill that has been developed in Itireleng over the past two (2) years, that the whole idea can now be implemented. The ECD program is doing well and has been in operation for the past two (2) years. Now we are strategically ready to extend our services to the high school youth as well.

### **4. Programs and Facilities**

Schools, churches and community centers have worked with communities in the past while some tertiary institutions have provided and are still providing academic and career mentoring programs for the youth at their own campuses and locations. This has often left out the poor from rural villages, peri-urban villages and some in the townships, as the campuses are usually in towns and generally far from the poor people's areas. We intend to build our institution's campuses close the targeted communities; village, peri-urban villages and townships. All our campuses will provide support including, but not limited to, transport and drivers for field trips and family outings, access to the facility's library, free Wi-Fi, copying machines and computers.

Volunteers from the communities, business, churches and other social structures will be recruited to work alongside St. Michael's teachers, mentors and coordinators, to promote relationships and to maintain effective communications among mentors with youth, parents, counselors and teachers. Regular feedback and reflection sessions will be held at campuses for mentors, teachers, volunteers and coordinators to share concerns, plan projects and outings, learn about available resources and meet with stakeholders, deal with communication issues, and in general promote relationships among themselves. The coordinators will also meet with individual mentors and teachers and the group at the end of each school term to gather assessment or survey information and to make plans for the coming school term together. Coordinators are liaisons between school staff, parents, and community resources and our mentors, teachers, volunteers, business and learners.

Our eventual goal is have a St. Michael Educational Center with Early Childhood Development (ECD), Technical/Vocational high school, Skills Development, Mentorship (for the youth) and Adult Literacy programs. In the long-term, we anticipate that each campus will help raise the funds needed for the mentorship program, which will include a parent/retiree from the campus' community and a learner. This ensures we have stakeholders and a better chance that the program will become embedded into the community's budgets and goals for the long term. As we expand programs and the youth serviced, additional teachers and mentors will be needed. All stake holders should be partners in planning and supporting the institution and its learners and in tapping into the many resources that will be available within our communities. This multi-generational arrangement further promotes the sense of extended family and community.

Our primary focus will be and shall remain "blue collar" skills, by producing artisans that are work ready even after only completing high school. We will be encouraging all our learners to further their studies and pursue engineering and entrepreneurial careers. We would like to work with engineering faculties/departments of universities.

Some additional fields in which learners in targeted communities have shown interest in are talent skills like music, drama, fine arts, culinary arts, graphic arts & photography, entrepreneurship, television and radio broadcasting. For the most part, we will encourage our learners towards career interests and passions that that are most needed by their areas' and the country's economy. Even these latter interests surely connect to knowledge and skills beneath the engineering umbrella as we will make it a point that maths, science and technology is a requirement all of our offered programs and career choices.

We have the fundamental guidelines for preparing partners for providing these experiences, outlines to gather their biographical information, formulating our curriculum and basic parameters to cover to ensure basic employability and ongoing training information is shared across all fields to create synergies between what is going on in the classroom and what is needed by the job markets in the particular area. This information can

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then be placed on our website for all to enjoy – near and far. We will also connect this information to the relevant government departments and higher education & job training resources.

Beyond the business and job training, community sharing the exciting real world experiences and research in engineering and artisan fields, we will also train and match teachers and mentors with our learners. Again, the training, roles and responsibilities, and support mechanisms will be created and practiced. This is the second way for government, business, institutions of higher learning and retiree stakeholders to become actively involved in the lives of the youth. Often these situations are a chance for the learners to be introduced to a multitude of friends and colleagues who further open doors to opportunities, ideas, part-time work and internships.

Our hope is to deepen the relationships among our business community with our learners to retain them in their communities and to grasp their ideas and tremendous zeal for learning and transforming their own area into an innovative economy based on a culture of continuous learning. We will embrace new partnerships with all identified stakeholders including, but not limited to, Chamber of Commerce, Chambers of Mining, Chambers of Business and the like minded organizations and groupings; each community's many business organizations and fraternities like Rotary Club; economic development groups in each community; and entrepreneur and inventor councils or groups.

### **5. Project Description**

St. Michael Educational Center is an NPO registered according to the laws of the Republic of South Africa with the Department of Social Development. It is yet to be registered with the department of education and have its own examination number. Accreditation has delayed because of the health and safety clearance which can only be issued once the building is secured. The preschool (ECD Program) is currently housed in Itireleng where we are renting from Greenfield Primary and High School. We are in the process of the registration of the NPO as a school and we hope to have all the necessary documents to operate by April 2018.

The focus at St. Michael Educational Centre is to provide mentorship, technical/vocational high school, skills development and adult literacy programs in disadvantaged communities of South Africa first and the whole continent in the long term. Our high school will start from grade 8 to grade 12. The teaching method used is an interactive method where learners become part of finding information and solutions which assist the learners to develop broader knowledge and independence in their studies.

The institution will provide learners preparation with progressive thinking tools for a smooth systematic transition between High school and Tertiary Institutions.

#### **5.1. Legal**

St. Michael Educational Center will be in compliance regarding the rules and regulations of the Department of Basic Education. The owners will obtain the required operating licenses issued by the Department and other accrediting bodies such as Umalusi, QCTO and SETA.

#### **5.2. Organizational History and Past Performance**

St. Michael Educational Center concept was developed over the span of three years under St. Michael's Early Childhood Development program. Research was done by the directors of the organisation. It was discovered that engineering, technology, entrepreneurship, and the like skills are the important drivers of economy in developing countries like ours. It was determined that learners needed a better grasp of maths, engineering, technology, fundamental literacy skills, agriculture, in no particular order, for the betterment of such

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communities. In order for these children to achieve academic success and to see reason to do the hard work required to succeed in these subjects, they also need to see successful professionals in those fields.

Partners identified lacking resources and strategies to meet these needs and are busy designing group mentoring and after-school programs to link resources and people with youth. Mentors will mostly come from the same area and will be successful students in the same subjects offered at our school. We hope that they alone will volunteer 80,000 hours of mentoring service to youth during the last five (5) years of communities' youth schooling years that is grades eight (8) to grade 12. Government, business and successful people in the areas of operation will be persuaded to provide career mentors, job shadowing and business for the tour opportunities, as well as funding for the running of the school. An extensive website will be developed to manage and communicate mentoring, career, and educational resources among mentors and partners. Users will be able to browse more than 8,000 Web pages a day; more than 4 million "hits" a year will come from all of the Republic of South Africa as well as over 20 African countries. We will provide consulting services to Chambers of Commerce, business organizations, churches, local governments, public and private schools in the targeted areas; universities student groups SRCs etc., to work collaboratively to better serve their children and youth in schools and community centers.

### **5.3. The Management Team**

St. Michael Educational Centre's management and staff team will represent a mix of deep education experience and business expertise. This "hybrid" team will continue to be crucial to St. Michael Educational Center's success as a high-growth organisation in a rapidly changing industry. Khalipha Bonani Mambi a visionary leader, who sets the direction for the organization and represents St. Michael Educational Center to its many constituents, including parents, investors, community members, district officials, policymakers and partners.

Mambi and Kabuye oversee finance, human resources, facilities, operations, and communications at St. Michael Educational Center. Nokuthula Sibiyi who is part of the founding management team and an assistant in the development of St. Michael Educational Center's service plan, is also responsible for marketing. With the assistance of more experienced managers and executive she will also lead the development of the funding strategy.

St. Michael Educational Center will have a strong management team that will allow it to execute on this exciting idea. St. Michael is an NPO with 6 founding partners whose founders came with an idea to solve the unemployment problem in the poor communities of South Africa and Africa in general. This will be achieved with the support of government, local authorities, business, community and the youth.

### **5.4. Start-up Summary**

The NPO founders will manage the day-to-day operations of the business and ensure that this initiative becomes a success. The necessary start up funding is expected to come from government, business and community.

The estimated start-up funding needed is **R81 million**. The directors contributed equal amounts of funds in South African Rand to start the business

The NPO is looking for capital to finance the pilot project; most important among all expenses is the operating space. The school has to be built in the midst of poor areas, for the maximum impact. We have identified a place to pilot this project at the Free State province.

### **5.5. Start-up Funding**

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REQUIREMENTS	Amount
<b>CONSTRUCTION COSTS</b>	
Legal	R20,000.00
Land	R3,000,000.00
Construction Expenses	R30,000,000.00
4 x Workshops	R8,000,000.00
Sports ground	R2,000,000.00
Boarding Facilities	R12,000,000.00
Kitchen and Dining Hall	R2,500,000.00
Swimming Pool	R250,000.00
Fencing	R1,500,000.00
<b>TOTAL CONSTRUCTION COSTS</b>	<b>R59,270,000.00</b>
<b>EQUIPMENTS</b>	
Classrooms Equipment	R2,500,000.00
Boarding utilities i.e. beds etc.	R2,500,000.00
Workshops Equipments	R16,000,000.00
Laboratory Equipment	R2,000,000.00
2 x 80 Seater Buses (used)	R1,800,000.00
Computer LAB	R500,000.00
Library	R750,000.00
Sports kits	R250,000.00
Kitchen & Dining Hall equipments	R750,000.00
<b>TOTAL EQUIPMENT COSTS</b>	<b>R27,050,000.00</b>
<b>SALARIES AND SERVICES</b>	
Salaries	R3,600,000.00
Services	R2,300,000.00
Stipends	R3,500,000.00
<b>TOTAL SALARIES AND SERVICES COSTS</b>	<b>R9,400,000.00</b>
<b>EXTENSION OF HEBRON FACILITY COSTS</b>	
Workshop for skills development	R500,000.00
Extra 3 classes for adult literacy and skills development programs	R500,000.00
<b>TOTAL HEBRON FACILITY EXTENSION COSTS</b>	<b>R1,000,000.00</b>

**TOTAL START UP COSTS** **R96,720,000.00**

## 6. Project Appraisal and Sensitivity Analysis

### 6.1. Project Appraisal

Business dictionary defines project appraisal as a systematic and comprehensive review of the economic, environmental, financial, social, technical and other such aspects of a project to determine if it will meet its objectives.

### 6.2. Operational Necessity

Every project proposal should pass through this criterion for appraisal. In our education centre, this analysis will assist to determine the merit and acceptability of our school centre in accordance with under laid established criteria. This will be the final step before our project is accepted for financing. It helps us know that our project is

feasible against the situation on the ground that the objectives set remain appropriate and that costs are reasonable.

### **6.3. Project Appraisal Methods**

#### **6.3.1. Appraisal**

A social appraisal will help us review the project design and the process of project identification by implementing and monitoring its progress, from a social perspective. Particular attention will be paid to the likely impact of the project on different stakeholders, their opportunities for participation, and the project's contribution to poverty reduction and the development of poor communities.

#### **6.3.2. Institutional Appraisal**

This will help us ensure that the supporting institutions are in place and that they can operate effectively within the existing legislative and policy environment. This project has identified opportunities for institutional strengthening and capacity building at a relative cost.

#### **6.3.3. Economic and Financial Appraisal**

This will help our project to make an analysis of economic soundness of the project and quantification and valuation of costs and benefits that ensured our financial viability.

#### **6.3.4. Environmental appraisal**

The plan was made to invite the government specialists in environmental appraisal

Environmental Assessment (EA) will assist us to meet one of our goals of having a school centre with a suitable academic environment. In South Africa we have environment impact assessment (EIA) policy and supporting legislation. Traditionally, EIA will be designed to operate at our project level to help us identify impacts and mitigation measures for this project.

#### **6.3.5. Technical appraisal**

Technically, this project is going to be feasible to highly populated disadvantaged municipalities and villages. During the time of conducting technical appraisal, a comprehensive review of all technical aspects of the project such as rendering judgment on merits of technical proposals and operating costs will be clearly seen. Some of checklists to be used will be:

- To prove or test the technology that will be used to implement the entire tasks.
- To have a list of equipment and machinery to be installed with their cost and specifications.
- To know the equipment capacity and whether it is as per requirement etc.

#### **6.3.6. Project Sensitivity analysis**

Sensitivity analysis will be done in our project to help us determine which variables have the most potential to affect this project. These variables include: task duration, task start time, and success rate and costs risks.

### **6.4. Project Locations and Facilities**

St. Michael Educational Center has its original facility in Itireleng, Hebron a medium size village outside Pretoria. It consists of an office, three (3) classrooms, children's library/computer Lab, entertainment area and an office. The facility was built only for the ECD program purpose only, our ideas have since evolved to more than a



## ***St. Michael Educational Center Business Plan***

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preschool. As discussed earlier, we are concerned about the unemployment rates in these areas as they lead to lots of social ills, ills like crime, teenage pregnancies, drugs and substances abuse. In short the facility we have built is not suitable for the whole project to be implemented. Part of the funding we are looking for is to extend the preschool to have a skills development and adult literacy programs wing.

St. Michael Technical High School facilities will be set up in Free State not far. The technical high school will consist of 4 workshops, boarding facilities for 160 learners, sixteen (16) classrooms, sports ground, library, swimming pool and a hall. Some of the facilities, like the library, hall, sports ground etc. will be available for use by the community. There are lots private schools that are mushrooming in all major cities of South Africa. St. Michael differentiates itself by having centrally located itself in the villages where this kind of intervention is needed the most.

The sites are chosen for various reasons, including:

- Proximity to the community.
- Proximity and accessibility to main roads.
- Parking availability.
- Low cost.
- High visibility.

All of these qualities are consistent with St. Michael's goal of providing a hub of knowledge and educational services to the poorest of the poor. St. Michael will train people from the same communities to be mentors and teachers to its youth. They will be trained to develop curriculums that are relevant to the local economy; this will help the community to be self sufficient by developing skills that talk the needs of the particular community.

The center will attract and maintain the gifted locals to be mentors to the youth in the community. We will also have a system to maintain contact with all our learners, an alumni tracking system, to motivate learners that are still in school to aspire to be what they see. Teachers and mentors will be trained and tasked with providing superior service, developing a long lasting bond with their mentees and students.

We plan to have the following facilities:

- Branded vehicles with center name and contact details;
- Uniformed office and marketing personnel.

### **6.5. Central Staff and Facilities**

It is proposed that our partners Government, Business and Community, provide funds to build the technical high school in Free State province. The initial staff compliment will comprise of school director, sixteen full time teachers, 40 volunteer mentors who are also tutors, 3 admin clerks, 4 security personnel, 4 cooks, 6 janitors and 2 boarding managers.

Itireleng facility is serving as preschool for now, we intend to extend it and have 2 more services to provide to the community, that is, skills development and adult literacy programs. Unemployment in the area is high as is in other peri-urban and rural areas.

St. Michael Educational Center will also have a reach out programs which will need staff and mostly volunteers to supplement government schools in areas where we operate. We will be providing mentorship, tutorials and guidance as many schools as we can reach. The initial staff needed for the mentorship program is 56 and 16 of

## ***St. Michael Educational Center Business Plan***

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which are teachers at St. Michael. The mentors will be spread out to all schools in the area; this will also help with spreading awareness and marketing of St. Michael Educational Center services.

Site leaders, mentors, youth, parents, and the community at large are welcome to check out materials from our library, this is done to motivate and instil the culture of reading, learning and sharing knowledge and resources in the communities we operate in. Our staff, including teachers, mentors, community leaders, business community, youth and children will be encouraged to attend both formal and informal training sessions or attend workshops to help them effectively use the resources available. As more schools/centers are built, it is expected that they also will serve as immediate community hubs for resource sharing, meetings, and our highly effective training workshops, which can be geared for children, teens, college student mentors, business fraternities, staff, and family members.

Parent/guardian and teacher events and training workshops will be hosted at St. Michael Educational Center hosted by the school staff and community and community leaders to not only share information, but to also strengthen the centre's relations with the community, in order for the community to understand that we are there to offer a service that is greatly needed especially by the youth in such areas.

We will design training modules based on the needs and experiences of each community experience. We trust they will be received well by the communities, university students, parents, learners and their mentors. These training modules will have marketability for many different audiences, including tertiary students, community organizations, businesses, and youth.

The education sector in South Africa is segmented into developed and under developed based on the urbanisation of areas and regions. The urbanised areas have the best schools and the under developed areas or regions have the worst, this is the legacy left by the apartheid regime, this legacy has become the Achilles tendon to growth and the economy of the country at large. Within each region (Province) there are so called "Model C" schools and the previously disadvantaged government schools. Unfortunately the disparities between these schools still exist and the result of the differences is evident in the type of educators and learners these schools have and produce respectively.

The short comings of the government schools in the education sector have created a demand for private schools, most of which are 'fly by night' centres intended to swindle unsuspecting parents of their hard earned incomes. St. Michael Educational Center is an NPO, meaning that we are NOT driven by profit we are here solely for the benefit of the youth from poor backgrounds, particularly the black youth of South Africa. We are here to bridge the gap between such disparities as we are guided by our country's constitution and the freedom charter, that the doors of learning shall be opened to all. We believe that education is a right and not a privilege and is crucial for the development of the country.

We will be working with schools, churches, and community centers. They, just like us are not driven by profits but have our youth's future at heart. Each school will provide space for mentors to meet with children and teens and storage areas for materials and projects in progress. Staff at schools, public housing centers, or churches will work collaboratively with St. Michael Educational Center site leaders with recruiting and matching children and teens with mentors, meeting with parents or guardians to review roles and responsibilities, handling actual registrations of children and parents/guardians, dealing with basic logistical concerns, setting up rooms and learning stations, and generally supporting all programs and field trips or family events. Each school will provide other facility support including, but not limited to, access to copying machines, phones, library, hall, sports facilities like tennis courts etc., copying machines, internet access, phones, buses and drivers for field trips and family outings; they in turn will help with the paying of utilities and cleaning.

## ***St. Michael Educational Center Business Plan***

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Schools, community centers, and church staff or volunteers will be persuaded to work alongside St. Michael leaders, facilitators, teachers, coordinators and mentors to promote relationships and to maintain effective communications among mentors with youth, parents, counselors, and teachers. Regular feedback and reflection sessions will be held at all schools for mentors and program managers to share. All this will be done within the statuettes and mandate of the Department of Education and government in general.

### **6.6. Service Description**

St Michael Educational Center is a Vocational/Technical specialized high school that focuses on grade 8 – 12 and Matric re-writes. The purpose of the school is to offer a Matric with skills that can be used immediately after school though not enough for the learner to be called an artisan. This is done to offer the youth a chance in their respective economies, where they can either start their own businesses, find employment much easier and a career in engineering and the like professions which are crucial skills for growth in a developing economy like ours.

Teaching and tutorials will all be done in a class room set-up, and practical classes will be attended in the state of the art workshops in the school. Tutorial and teaching aids will be technology based, such as smart-boards, projectors, smart tablets and other advanced teaching aids.

#### **Offered Subjects**

- Maths
- Physical Sciences
- Accounting
- Plumbing
- Carpentry
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Mining Engineering
- Industrial Engineering
- Entrepreneurship
- Maths literacy
- Agricultural Sciences
- Chemical Engineering
- Tourism
- Computer Science and
- Languages

Subjects offered will be dictated by the needs of the economy where the school is situated. In North West province we will be offering subjects that are relevant in the farming and mining industries. Each school's curriculum will be developed in conjunction with potential employers i.e. business fraternities in the area. We will not be charging school fees to learners coming from families that earn less than R200, 000.00 per annum. Students that come from families that can afford will pay a minimal fee possible to cover expenses like security services, cleaning services, etc., this will be in line with government policy on education. Text books, study guides, class notes etc. will be donated by business. Since we are an NPO all donations to us will be tax deductible and this will be attractive to businesses in the area because they will be seen as doing their part in the development of the communities they are operating in.

**St. Michael Educational Center’s education design has seven core elements, each aligned with the others:**

- High standards and clear learning objectives
- A sense of community
- More time for learning
- A balanced economy relevant curriculum
- A variety of teaching methods
- Thorough, ongoing assessment
- Extra support for learners e.g. mentorship program which all learners will be enrolled for

Our eventual goal is to have a St Michael Educational Center with ECD, academic and career mentoring programs, adult learner vocational programs and adult literacy .In the long term; we anticipate that each campus will help raise the funds needed for facilitators, which would include a parent/retiree from the campus’ community and a learner. This ensures we have stakeholders and a better chance that the program will become embedded into the community budgets and goals for the long term. As schools expand programs and children served, additional facilitators are needed. The facilitators and partners should be comrades in planning and supporting the institution and learners and in tapping into the many resources available within our schools and communities. This multi-generation arrangement further promotes the sense of extended family and community.

We believe our primary focus needs to remain “blue collar” skills, and producing artisans that are job ready even after finishing Matric and those that afford it, can further their studies as engineers, innovators etc. At the same time, we would like to also work with engineering faculties and departments of universities or institution of higher learning close our campuses. Some additional fields in which children in the targeted communities have shown interest as a part of Talent, Passions, & Skills Workshops, personality inventories and career/work surveys. Some of these are non-artisan and non-engineering fields, which include culinary arts, drama/playwriting, graphic arts and photography, entrepreneurship and various family business enterprises, television and radio broadcasting. For the most part, we will encourage our learners towards career interests and passions that are the most critical and most needed by their area’s economy first and the most critical skills needed by the country’s economy in general. And even these latter interests surely connect to knowledge and skills beneath the engineering umbrella as we will make it a point that maths, science and technology is a requirement for all of our offered programs and career choices.

We have the fundamental guidelines for preparing partners for providing these experiences, outlines to gather their biographical information, formulating our curriculum and basic parameters to cover to ensure basic employability and ongoing training information is shared across all fields to create synergies between what is going on in the classroom and what is needed by the job markets in targeted areas. This information then can be placed on our website for all to enjoy – near and far. We will also connect this information to the Department of Labor and higher education/job training resources.

Beyond the business and higher education/job training community sharing the exciting world of work and research in engineering/artisan fields, we will also train and match facilitators with our learners. Again, the training, roles and responsibilities and support mechanisms will be created and practiced. This is the second way for government, business, higher education, and retiree stakeholders to become involved in the lives of our learners. Often these mentors can introduce to a multitude of friends and colleagues who further open doors to opportunities, ideas, part-time work and internships. Our hope is to deepen the relationship among our business community with our learners to retain them in their communities and grasp their ideas and tremendous zeal for learning and transforming their own areas into an innovative economy based on a culture of continuous learning.

We will embrace new partnership with, Chambers of Commerce, Chambers of Mining, Chambers of Business and likeminded organizations and groupings; each community's many business organizations and fraternities like Rotary; economic development groups each community; and entrepreneur and inventors council or groups.

## **7. Mentoring Defined and Refined**

### **Mentoring Definition:**

The foundation of SMEC lies with mentoring .We believe that mentoring is “all about selfless caring” We define mentoring as “an ongoing structured relationship between trusted and trusting individuals who grow and develop in a holistic partnership that includes academic ,emotional, social ,spiritual and physical realms.”

#### **7.1. Our vision for St. Michael Schools/Mentoring Centers includes those elements**

- Adults youth and young adults empowered and actively engaged in learning ,in learning environments that are collaborative and cooperative;
- Increased confidence, achievement and career aspirations by adults, youth and young adult mentors/teachers.
- Business and community members taking responsibility for our youth who are part of our community – by investing the time, care ,guidance and love that they all deserve;
- Programs and clubs where all teach; all learn ; and all interact in long-term, mutually respectful relationships across boundaries of age ,race and class a true reflection of Mandela`s rainbow nation.

#### **7.2. St Michael Education Center Early Childhood Development Program**

Several partnership and programs will have to be forged to meet the needs and interests of the children we serve. Those are visions of what we will do to start them at a younger age so that by the time they go to school they are already on the right path towards a prosperous, productive and happy life.

#### **7.3. Preschool Playgroup**

This model is being piloted at our preschool in Itilireng, Hebron Northwest province, where parents or grandparents attended one –hour sessions with their 2 -6 year old toddlers facilitated by our preschool teachers. Reading picture books with passion and joy is modeled and practiced, with grant –funded books to be taken home by participants .Guardians saw how youngster can enjoy and learn from building with blocks, legos, Fantasy play and similar toy –even though they may spend as much time knocking things down as building them up. Short, age –appropriate, hands –on science and nutrition projects will round out the hour.

Our preschool teachers together with the institutions of higher learning close to our preschool will assist with design of these St Michael Educational Center Preschool Playgroups. This will help in making genuine strides in modeling to the children`s guardians ways to play with them, to show a passion for written word and a love for books, to look at science as simply questioning and experimenting to better understand our bodies and the world around us and to embrace that early learning happens in those “teachable moments” when children are playing, tinkering and guardians grow and learn along with the children.

#### **7.4. Family Field Trips**

Mentors, teachers and program coordinators all help to identify, plan for and provide appropriate learning opportunities for children and their families in their larger community. Our youngsters do not have the richness of experiences enjoyed by children who are regularly taken to museums and fair and zoos, sent to boot camps

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and enrolled in extracurricular classes and workshops. We also find that many middle class children and teens are not experiencing those resources in their own community. Family field trips are intended to offer our youth such horizon –widening experience -and to make their parents aware of community resources that they can take advantage of. We provide logistical planning, pay for admission when necessary and arrange transportation when possible, hoping that the family will return on its own later. Volunteer mentors from the same community sometimes from the well –off communities will help provide supervision and community partners will help with costs and logistics, enabling them both to provide service and to get involved with us and our programs. The coalition – building inherent in such effects is almost as important as particular projects on which we will cooperate.

### **7.5. Secondary St Michael Educational Center Programs**

Even if teens sign up for and work hard in the kind of classes that are offered at St. Michael Educational Center, they often need help to do well in them. Increasingly, they have no one to ask for that help. Teen interact with few adults in this era of nuclear –family households, parent are home with their teens much less often today, and many more teens progress their parents` level of expertise. One reason for the persistent achievement gap between black students and others is that a greater proportion of them come from less privileged families; and the well–off families hire tutors. This only exaggerates the natural advantages correlated with higher socioeconomic status. With the rigorous new high school requirements in the workplace and tertiary institutions, we know that SMEC mentoring is critical to helping children from underprivileged communities succeed in their classrooms and meet expected standards.

But academic help is not all that our under –achieving teens need. Our mentoring is also designed to help them develop “soft skills”: interacting with teachers and school environment (how to act, where to sit, when and how to ask for help), time management and organization, selection of friends with value and goals in mind, handling academic pressure. We also address the motivational issues that can hold young people back. We believe that developing a career goal can add the missing element of self discipline, personal responsibility and enthusiasm for academics.

### **7.6. Academic and Personal Mentoring**

We offer academic support, as much as possible, to those who need it most, -those having serious difficulty in core maths and science courses and no one to turn to for help. In the past ,it would have been difficult to realize this intention, because learners are also the least likely to take advantage of such programs. We have found away to deal with this problem by making our program more attractive to the youth by having fun activities that are also part of the learning process.

We will market the program such they know and trust us, and are aware of how we can help them. Moreover, with support from business, celebrities, government and community, we will be able to specifically target economically disadvantaged and special education students. Academic mentoring formally consists of meeting one -on –one with an adult volunteer who is committed to meeting at least once a week for at least a term. Most of our mentors will go beyond that, meeting longer and more often, and staying with same learner year after year. As we work with our teens, we will offer training and support for a variety of needs encompassing reading, writing research papers, study and test –taking skills, to time –management strategies.

Our volunteer mentors will be able to offer such comprehensive assistance because of our thorough training which will be conducted by one of many training companies that we have an understanding with. In addition to our three –hour initial orientation and comprehensive handbook, we will offer a series of workshop that are meant to be cycled through every year, offering a deeper engagement and reinforcing skills. Those workshops

will be expressly designed for the personal benefit of mentors as well as learners. We will be offering workshops in the following:

- Personal and health boundaries
- Intentional Dialogue
- The Power of What I Say
- Multiple Intelligences, and
- Exploring Gift, Talents and Passions.

### **7.7. St Michael Educational Center Maths Lab**

At St Michael Educational Center, we will teach all subjects that are offered at our school even during holidays to make part of the holiday programs. We will avoid giving more of the same thing, like other schools do, but will focus on engaging, less intimidating, truly hands- and minds on approach to learning. And will link learners` career interests and find partners from cooperate to also jump in and help us show them real world projects and jobs that utilized what we will be teaching them.

Our holiday programs, therefore, will offer more than just a low pupil – teacher ratio and a lot of personalized attention. It begins with careful diagnosis of deficits and creation of individualized plans for addressing them. We will also provide regular in-classroom projects for applied and hands –on learning, as well as work –plans lessons to demonstrate relevance and pique interest. Community volunteers in a variety of fields will host us for graphic explorations of how maths is used in their lines of work. In addition, much time will be spent on group discussions aimed at the importance of youth taking charge of their own lives. The most important consequence of the holiday program is probably the youth`s realization that no one can pour knowledge into them; that no one cares as much as they if they succeed or fail; that they need to take responsibility for their own futures; and that there are things they can do to make their lives turn out as they wish.

Our plan is to offer an in –school, for credit class called Maths Lab, meant to supplement regular Maths classes, using self –paced CD-ROM programs to discover and ameliorate basic –skill gaps. Maths Lab will be co-supervised by the Secondary Programs Coordinator and part –time teachers (who could be tertiary institutions students and lectures, non –working qualified teachers from community). Each class will have limit of ten students to allow for intensive attention; will be supplemented with work place lessons and career tours or job shadowing; will involve help from university scientist with occasional long-term projects; and will also offer exploration of learning styles and of study and test taking skills. Maths Lab will be coordinated with career mentoring. It will be part of the years-long continuum of services we offer to make a genuine difference in the lives of the youth. We also hope that it will influence the kinds of systemic changes in schools due to our academic mentoring programs.

Without the support and volunteer dedication, these teens would not have those classes. This is another area that we believe needs to be explored. It will provide another avenue for more tertiary students and community members to be academic mentors and to ensure that for the learners who simply will not make it in the current schools` offering, they can get these classes, learn for meaning and retention, and have the courses required for their further education or job training programs.

### **7.8. Community and On-Line Career Resources**

As noted above, we will solicit business and other community volunteers to offer career presentations, work – place tours, and job shadowing opportunities. Those resources will be then available to our career mentoring programs and whenever possible, will be posted on our website. St Michael Education Center staff and chamber

members with this interest will be instrumental in recruiting, interviewing and posting job shadowing and tour resources on the web and communicating available resources to site coordinators and mentors.

Since it is common knowledge that remote usage of on line resource is much greater than in –person usage, we plan to use video technology to similarly extend the reach our services and job shadowing. A recording of such experience can make them available to vastly greater numbers of people –with less disruption in the work environment. It will also, we hope, allow us to restore some of the plant tours; we believe some corporations would be willing to offer such remote access to their work sites. As our users` bandwidth and technology have improved so dramatically in the past few years, we plan to post those on our website to demonstrate the wide range of careers available, particularly in manufacturing and engineering. We also hope to do more video – format reporting on all of our programs, since that is so much more immediate and evocative than print reporting.

## **8. Services Offered Beyond Basic Programming**

**We plan to offer the following services:**

- Assist in raising the standard in business and industry, colleges and universities, and public or government agencies in planning and executing the process of coalition-building in their own communities and schools, community centers and churches.
- Provide a Web clearinghouse of resources and information regarding coalition-building; authentic mentor programs development, implementation, support and evaluation; best practices, model programs and standards, and current mentor research; exemplary mentor, leadership, and life-skills training; post-high school job training and higher education opportunities and links to people to consult with; and our world of work career exploration resources and career mentors .
- Mange and expand our programs, to be implemented in all St Michael schools, to be implemented in other schools, community centers and faith-based organizations that desire our mentorship program.
- Provide for-fee consulting service, including orientations and workshops tailored for other organizations and businesses, as well as renewable certification to community members who wish to go through our training to enhance their effectiveness in similar programs or to train others in our methods. Our “Train the Trainer” Consultants will certify others in business, higher education, faith-based organizations, and community organizations as providers of orientations and training. We would re-certify every three years, including updated curriculum, best practice research, improved delivery strategies, improved pre- and post-test methods, etc.
- Organize conferences, seminars, and guest speakers to address mentoring, research resources for programs, etc.
- Offer such training and symposia either at client site or at the retreat facilities.

Our plan is to help people and organizations all over the provinces to plan and execute the process of coalition-building and to provide extensive personal coaching to vast and varied groups in communities far and wide.

### **8.1. Specific strategies including guiding groups as they;**

- Determine needs of the children ,teens, and college students in their community;
- Limit their scope by deciding which needs they feel most called to address;
- Identify resources already existing in their community that could help;



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- Define roles for segments of the community that are appropriate, and so most likely to effectively engage volunteers over a long term;
- Design and implement mentoring and training programs;
- Troubleshoot problems along the way; and
- Plan appropriate reporting and evaluation techniques.

### **8.2. Specific Benefits for Volunteer Tertiary Institution Student:**

The educational institution's purpose is broader than the production of graduates with employability skill; it also aims to produce well-rounded, competent, engaged citizens. Participation in St Michael Educational Center programs energizes, motivates and matures our student volunteers.

- They are prepared for a pluralistic society by experiencing diversity up close and personal, on an ongoing basis. Outreach offers them sustained contact across the boundaries of race, ethnicity, class, and geography –both in the community and within the organization's membership.
- They are prompted by our training and their mentorship experiences to reflect on who they are and want to become, establishing their own identities. These academic achievers have habitually worked hard to please and meet the expectations of others, but they often don't know what they want out of life. Our workshops explicitly guide them in self –analysis and life planning.
- In a competitive environment that tends to make them even more self-centered than is normal for their age, selfless voluntarism brings them out of themselves, helps them to develop empathy and concern for others.
- Our flat organizational structure allows and encourages real leaders to arise, as they incrementally take on more and more responsibility. Their youthful enthusiasm and energy is directed toward real work that makes a difference in their community which they find a refreshing and motivational counter-balance to their academic lives.

## **9. Project Implementation Plan**

Activity plan

### **9.1. Project Activities**

**Here under are estimated activities that will be carried out in a specified estimated period of time.**

#### **Activities**

- Fund solicitation
- Buildings constructions
- Purchase of office furniture
- Laboratory equipment
- Purchase of school van
- Pupils registration
- Risk analysis
- Monitoring and evaluation

- Budget preparation
- School registration process
- Recruitment of non and teaching staff

## **9.2. Management Arrangement**

### **9.2.1. Project personnel**

In every project human resource is very important to ensure that tasks are performed as planned. This includes project manager and project team.

### **9.2.2. Individual roles**

In our project, every project team member will have a certain role assigned to perform at a specified period of time so as to accomplish our goal.

### **9.2.3. Communication mechanisms**

In our project this mechanism will help create a document showing the needs to be kept informed about the project and how they will receive the information. The most common mechanism is a weekly or monthly progress report, describing how the project is performing, milestones achieved and work planned for the next period.

### **9.2.4. Project timing and scheduling**

In carrying out project tasks resources have been allocated to meet activities scheduled so as meet the allocated time. This will help us to determine schedule dates on which activities should be performed this goes hand in hand with resource scheduling, this also involves many considerations such as logistics and learners needs.

### **9.2.5. Project financial report**

#### **9.2.5.1. Cash flow statement**

Cash flow statement modelling the flow of money in and out of the project reported in a monthly basis. (Refer Table 5)

## **10. Project monitoring and evaluation**

**Monitoring** – We will consistently monitor and checking how much has been done and what needs to be done for accomplishments of the project tasks.

**Evaluation** - Systematic investigative information that help determine whether the project is proceeding as planned and is meeting the stated program goals and project objectives according to the proposed timeline will be done regularly.

## **11. Project Risk Analysis**

### **11.1. Rationale of project risks analysis**

We will be put mechanisms in place to constantly monitor unforeseen events which may occur, which may have negative effect on the project meeting its objectives. The rationale of project risk analysis is to reduce the probability and impact of threats and to increase the probability of opportunities and/or their positive impact.

### **11.2. Typical Source of Project Risks**

More often than not most projects find themselves faced by some of these risks: Legal (patents and lawsuits), changes in technology, natural hazards and conditions, environmental etc.

### **11.3. Countermeasures for Project Risks**

We are looking at this critically from the planning stage. We carrying out the quantitative analysis by involving different experts brainstorming with them, and consulting other skilled people to ensure that we review a history of the community and environment where necessary to make the proper judgments. As a result we listed some risks prioritized by probability and impact for us to avoid, ignore, or accommodate different impacts likely to happen.

### **12. Competitive Edge**

St. Michael's competitive advantage will stem from the relationship it seeks to build with various stakeholders who will help it provide a total service package. It is not only the number of students we are concerned about, but the value of the services rendered to the poor communities. The advantages that accrue from having long-term relationships with communities include:

- Funding from communities who understand the importance of the center to it
- Free and/or low cost quality education for the poor communities
- Funding from businesses that benefit from the training services offered by St. Michael

#### **Unique features**

- Technological advanced teaching aids.
- Life-Sciences and Numerical Sciences specialized focus.
- Compressed summarized teaching material.
- Specific subject qualified tutors.
- Student Self-assessment techniques.
- Interactive teaching technique.
- Examination simulations, focused teaching and assessment technique.

Exceptional academic results across the system are essential to the organization's success. This requires consistent execution of the education program.

#### **St. Michael Educational Centre will maintain educational quality with:**

- **Accountability:** All levels in the organisation are held accountable for results on clearly defined metrics related to student achievement, parent satisfaction, teacher development, organizational effectiveness, and financial
- **Management through data:** Student achievement data from a variety of assessments is used regularly to refine teaching and evaluate teachers and mentors.
- **Visible Management:** Senior management is visibly present at sites, visiting classrooms and working with educators to provide onsite support

### **12.1. Marketing Literature**

The business will begin with general corporate information brochures, flyers, and pamphlets that are meant at establishing its positioning. The brochure and flyers will be developed as part of the start-up expenses.

We have plans to use other modes to reach as many people as possible such as the internet, networking, business cards and banners.

## **12.2. Fulfillment**

St. Michael Educational Centre will hire trained and certified educators who will provide all the teaching services. Technologically appropriate teaching aids and equipment will be maintained regularly and will be replaced every few years to keep up with technology and to provide a high-quality look to our schools.

## **12.3. Technology**

The technological revolution in computers will enhance the school's abilities to teach. We will remain on the cutting edge by instituting the use of computer latest technology. The institution will continue to seek new ways to provide a better and more convenient teaching environment through technology.

To prepare its students for living and working in the rapidly changing world of technology, the institution identifies the potential for information technology as a critical medium that promotes social cohesion. We support the application of information technology to engage learners and equip them with the understanding, knowledge and skills needed to study and communicate effectively in the digital age. Affordable and reliable information technology infrastructure is prerequisite for enabling any-time, any-where access to information, and teacher professional development and support are high priorities.

## **12.4. Future Services**

We intend to launch two new schools after every year until we cover all major villages and townships in the Republic of South Africa and gradually expand to SADC and the whole sub-Saharan region.

## **12.5. Research and Development**

**St. Michael research and development is conducted through consultations with the following institutions:**

- **Department of Science and Technology:** for technological advancements and the changes in Sciences, global trends in the education system.
- **Department Of Education (Basic & Higher):** to be always in sync with government education mandate and strategy.
- **Department of Social Development:** for data on indigents in the communities we work in so that we give preference to learners that need our services the most.
- **Department of Trade and Industry:** to align our business curriculum with the department's priorities.
- **South African Institute of Chartered Accountants (SAICA):** to maintain the accounting standards and promote the interest in the studies of the subject.
- **Universities – UNISA, WITS, UP, UKZN, UCT, TUT, and other institutions of higher learning:** for consultative purposes to find their standards of acceptance for each faculty and levels of assumed knowledge from high school.
- **Other institutions and private companies:** to know the future employment needs and specific faculty professional remuneration and demand.

**New and follow-on services**

**Projected follow on services**

- Conduct research on global effective teaching methods.
- To be a direct bridging institution for universities and workplace.
- Provide workshop and lab practical for other schools.
- Share with other schools on our methods and strategies.

**Quality management**

- Effectively managing the quality of the education program to ensure consistently high academic results is essential. To do so, we will use a variety of mechanisms and tools to collect and analyse performance data, maintain senior management presence at school sites and provide professional development to staff.
- The Board is responsible for setting guidelines, developing management systems, and evaluating quality at all of St. Michael schools.
- Business, government and education consultants will be contracted for the maintenance of quality at the schools, providing professional development, and upholding St Michael's culture

**13. Sources of funding**

We believe that various businesses, institutions of higher learning and government departments may have funds that they can commit to St Michael Educational Center's particular programs. Some may have research grants that can be utilized by St Michael Educational Center facilities and staffing. Others may be mandated to do outreach as part of their basic mandate, and would welcome using St Michael Educational Center to fulfill their mandate.

In the end, we hope to work with communities, businesses, local authorities, local governments, institutions of higher learning and national government and possibly a diverse term to gain a 10 years grant to seriously plant our St Michael Educational Center model. We expect our community supporters and business to contribute to our nonprofit school through individual, family foundation and corporate matching contributions.

**14. Conclusion**

As St. Michael Educational Center continues to demonstrate its commitment to the development of the poor, particularly black people of South Africa by submitting this ten (10) year project proposal document for approval and in so doing it continues to fulfil one of the objectives of the Department of Education of participating in the development of the disadvantaged population of the South African society. St. Michael Educational Center aims to make many children in the disadvantaged communities for the coming ten years feel happy by providing a high standard of education in particular for pre-school, primary school, secondary school, and high school.