

FINAL PROJECT

EDUCA



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25/6/2020



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1. Executive Summary.

What is EDUCA?

We are a privately owned social franchise institution that aims to prevent children in vulnerable communities from failing academically or dropping out of school. To achieve this goal we are dedicated to the creation and implementation of an academic framework, to be adopted by preschools for children between the ages of 2 and 6, facilitating access to quality education which also contributes to the education system itself.

Our goal is to improve the quality of life in these areas, by reducing poverty, while stimulating childhood development for a much better future for the community. The following factors are what make our business model unique: Education in a second language, education by way of games and dynamics, nutritious meals for a healthy lifestyle, low-cost education, energy-efficient facilities, and finally, empowering of the local community.

What is our journey?

Our goal is focused on becoming a social franchise that can provide consultancy and support to our network of schools in vulnerable areas of the world. Before that, we need to test our educational methodology and management through the implementation of a pilot project.

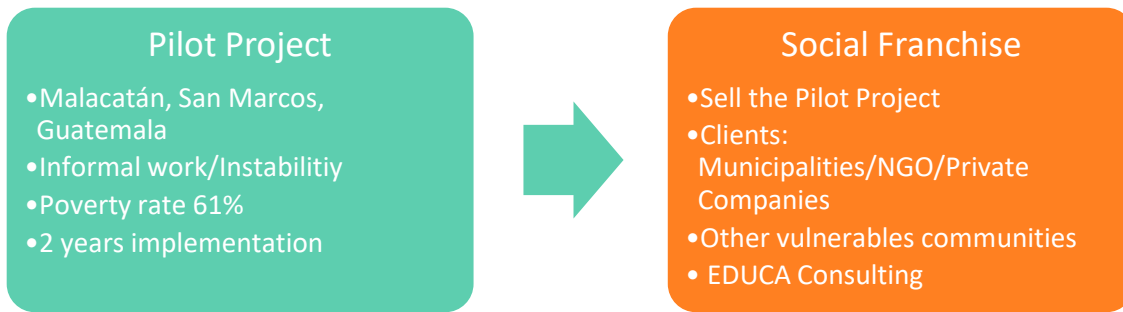
Pilot Project

During the first 2 years of our entrepreneurship, we will implement and carry out a preschool institution in San Marcos, Guatemala. In the first academic year, we will be offering 2 classes with 15 children in each. In the second academic year, we will increase the number of children to 45, for a total of 3 classes.

How will EDUCA work as a social franchise?

Once the pilot plan has been proven effective, we will sell the project to the municipality. After having success, we aim to get hired by other municipalities, private companies, or NGO's. This way we can provide our 'know-how' so that they can implement their preschool institution while having our brand.

However, EDUCA will not completely relinquish the project once it is implemented. Instead, we'll be providing ongoing consulting services and solving any doubts or problems that our franchisees may have.



Sustainable Development Goals

As an institution, we are committed to the achievements of the 2030 Agenda for Sustainable Development. We envision a business that does not harm the environment and stimulates children's cognitive abilities, which promotes and facilitates their ability to enter, remain and succeed in primary school and beyond. We also contribute to social justice for all people, and to the reduction of inequality by providing access to job opportunities. We train our employees and educate them on how to care for the environment while actively promoting the use of clean energy. While we address several of the UN's SDG's, we have identified eight where we can have the biggest impact.



Marketing Plan

Our market is centered on vulnerable communities in developing countries, where education is scarce or non-existent. Here we can find three important target groups: the community, the government, and the private sector.

The best way to reach them is with clear, concise and pertinent information to foment a sense of pride in the fact that our clients are taking on this challenge and making a difference in their community. Our potential clients for the Pilot Project are the following:



Communities

•They lack access to internet or modern technology, the reason we are reaching out to them by traditional media such as radio and newspaper. In fact, the most effective form of communication here is word of mouth.



Government & Private Sector

•This segment has easy access to technology, internet and social media, the reason we will contact them using digital media, along with events and personalized meetings. The latter will help us position Educa in the market while providing us with additional referrals.

Once we finish the pilot project, and every year after that, we will have a conference and/or a cocktail party, in which we invite people from specific target groups, like the Government and the private sector. In those meetings, we plan to present the results we have achieved and prove how much of a positive impact we can have on the community.

Financial Plan

➤ Pilot Project



The financial plan for EDUCA is based on assumptions from existing social companies, market research, and experience in the sector. The pilot project will last two years, between 2022-2023, and EDUCA will manage the financing needed to cover its costs.

Financing will be obtained in the following way: To cover the implementation costs we will seek an initial loan along with a donation. After that, during the operational phase, costs will be covered by donations from private and public companies, monetarily or in kind, and with the help of an affordable monthly fee paid for by the families benefiting from our education model. Our objective is to obtain sufficient financing to make sure the school has a positive cash flow.

Financing and Implementation	
Initial Loan	€ 24.542,00
Initial Donation	€ 16.463,18

Operational Budget			
Total Costs		Total Donations	
2022	2023	2022	2023
€31.828	€41.724	€31.828	€41.724

➤ **Social Franchise**

As EDUCA business partners we will invest €10.550.00, which corresponds to 50% of the projected operational expenses in 2024. This includes our salaries for that year and can be considered retained earnings. Earnings for this period will be from the sale of our franchises. Each franchise will cost €10.000.00 in 2024 and will go up to €15.000.00 in the two subsequent years, 2025-2026. New franchises will continue to have this price.

	2024	2025	2026
Earnings €	20.000,00	75.000,00	150.000,00
Number of franchises	1(+1)	2(+3)	5(+5)

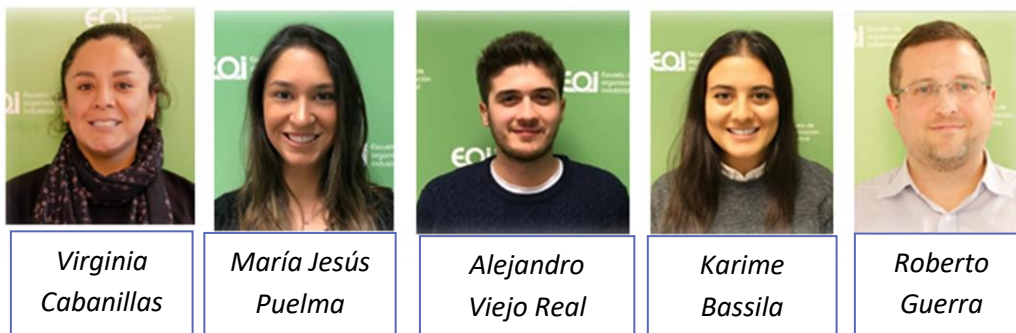
In 2024 and 2025 our fixed costs will be for the following: salaries for EDUCA partners, marketing costs, and those incurred for the necessary trips to implement and support new franchises in specific locations. In 2026 we want to bring two interns onboard, an accountant and a marketing expert.

The breakdown of the financial plan as of 2024 is the following:

Initial Investment	€10,550	NPV	€29.381,56
Year 2024	€33,06	IRR	41,62%
Year 2025	€17.283,06	MIRR	14,48%
Year 2026	€20.100		

Our Team

We are a multidisciplinary group of 5 students from EOI Business School. The group consists of the following: Food Engineer, Environmental Engineer, Psychologist, English Professor, and an Electrical Engineer. This diversity of expertise will allow us to cover all our necessities in the project.





2. Introduction.

2.1 Context.

Today it is easy to see how global inequality continues to grow. “Social and economic rights are being denied to too many people on the entire planet. This includes the 800 million individuals who still live in extreme poverty.” (United Nations, 2020)

By bringing new educational opportunities to vulnerable communities, we believe we can narrow the prosperity gap that exists in modern societies. A society that doesn’t universally promote and facilitate education, but is necessary to defeat inequality.

“The Multiple Indicator Cluster Surveys carried out by UNICEF in 2013 revealed that when a mother’s level of education is lower, or when household income is very low, young children have less access to early childhood education programs and even to daycare centers.”¹

Children in marginalized communities are often excluded from the education system, which prevents them from developing their academic abilities and finding opportunities in the future. However, countries that manage to solve this problem also strengthen their economies and the overall wellbeing of their citizens.

Our project will be focused on this area, the improvement of education. More specifically, in early childhood stimulation. This has proven to be crucial for childhood development. This stage, between the ages of 2 and 6, is not just a waiting period before entering school; it is the early childhood stage, a very important time for growth. “90% of neural connections take place during the early years of life. That is why young children, who obtain love, affection, support, and cognitive stimulation, as well as nutritious meals and adequate healthcare, become more efficient learners in the future.”²

In many countries public education does not consider this stage of a child’s life, the reason there are not enough public education support centers for children of this age range. Only parents with more purchasing power have the privilege of signing their children up for these kinds of programs, which are private. This is one of the major reasons the gap between social classes will continue to widen, because from a young age poor children are deprived of the proper support, unlike wealthier people.

Here are some important facts provided by UNICEF with regards to early childhood development:

¹Freire C. (2018) Ser un niño pobre en tres dimensiones. Diario El País. 27/10/2018. Retrieve on 09.04.2020 from https://elpais.com/elpais/2018/10/03/mamas_papas/1538551878_626706.html

²Organización Educo (2019) La importancia de los estímulos en bebés y niños. Retrieve 09.4.2020 from <https://www.educo.org/Blog/La-importancia-de-la-estimulacion-temprana-en-bebe>



- Inadequate nutrition during the childhood development stage leads to growth retardation, which affects nearly a quarter of all children under 5 years of age.
- Risks associated with poverty -such as malnutrition and inadequate sanitation- may delay childhood development and impede academic progress.
- Violent disciplinary methods are common in many countries, where almost 70% of children between the ages of 2 and 4 have been reprimanded aggressively.
- 300 million children under the age of 5 have been victims of social violence.
- In middle and low-income countries, deficiencies in early childhood can reduce that person's income by 25% when they reach adulthood.
- Deficiencies in early childhood development can lead to economic deficiencies for an entire nation. In India, that reduction is the equivalent of approximately twice the GDP allocated to healthcare.

Throughout the years, early childhood education has proven to be crucial for childhood development. This stage, between the ages of 2 and 6, is not just a waiting period before entering school; it is the early childhood stage, a very important time for growth. "90% of neural connections take place during the early years of life. That is why young children, who receive love, affection, support, and cognitive stimulation, as well as nutritious meals and adequate healthcare, become more efficient learners in the future."³

Below we will mention some of the benefits that taking advantage of this stage can bring.

- Creates better opportunities and promotes a higher quality of life.
- Enhances cognitive skills and many other facets of childhood development.
- Strengthens family ties so children can develop adequately and become more independent in the future.
- Encourages social mobility among individuals and families.
- Better alternatives (food, exercise, counseling) to improve the child's physical, emotional, and mental health.
- Reduction in chronic illness.
- More efficient psychomotor development.⁴

It is not a child's fault that they were born into poverty, and we are not allowing them the opportunity to fight it. We are forcing them to live this way when we deprive them of the chance to grow and learn.

³Organización Educo (2019) La importancia de los estímulos en bebés y niños. Retrieve 09.4.2020 from <https://www.educo.org/Blog/La-importancia-de-la-estimulacion-temprana-en-bebe>

⁴ Barreno Z. & Macías-Alvarado. (2010) "Childhood stimulation to enhance psychomotor intelligence". Retrieve from <https://publications.iadb.org/publications/english/document/Early-Childhood-Stimulation-Interventions-in-Developing-Countries-A-Comprehensive-Literature-Review.pdf>



We as a team know how important these kinds of education centers are for children. We emphasize the importance of proper childhood stimulation as this could allow them the chance to escape their vulnerable position.

“Adequate nutrition, protection, social development by way of communication, games and how much attention they get from parents and other adults, all play a significant role in a child’s neural connections during the cognitive development phase. This combination of innate and acquired traits establishes the foundation for the child’s future. However, too many boys and girls are deprived of three essential elements for brain development: nutrition, the freedom to play, and emotional support.”⁵

By way of this project, we want to help develop these children’s abilities in a safe and healthy environment, so they can have the opportunity to show their personality in a supportive environment. Plus, by regularly spending time with other children and adults, they will develop interpersonal relationships while learning the codes of acceptable behavior that will better prepare them for the academic stage of their lives. Consequently, “maturity, high expectations and active playtime make young children less vulnerable to the inherent dangers of their environment.”⁶

2.2 Objective.

Our objective is to work together on the business plan to create a network of education centers and to build a social franchise to provide quality education in different factors and promote a better future for the communities that live in vulnerable areas.

3. Team Presentation.

The Educa team aims to provide a wonderful learning opportunity for those who need it the most. All children should have the same rights, and the right to education should not depend on the situation in which a child was born. For this reason, we are proud to share the knowledge we have acquired throughout the years with the children we plan to educate.

⁵ UNICEF (2020) Desarrollo de la primera infancia. Retrieve 09.04.2020 from <https://www.unicef.org/es/desarrollo-de-la-primera-infancia>
⁶ Stassen, K. (2006) Psicología del Desarrollo: Infancia y Adolescencia. Volumen 7. Editorial Médica Panamericana.



Members

Virginia Cabanillas

Food Industry Engineer

This is a stage when children are growing and their bodies are changing. Children need to eat right and get all the nutrients they need so they are less vulnerable to illness and, conversely, so that they do not overeat. (Page, 225)⁷

Karime Bassila

Environmental Engineer

“It’s important to provide an education that focuses on taking care of the environment and promotes changes in attitude based more on experiences and feelings than on previous knowledge. This ensures a sense of love for the education process and brings each student’s personal experience and interpretation of the world into the classroom, where they can learn about the natural world in the most engaging way possible. The education system should teach children about the environment from a young age. This contributes to a more environmentally conscious society for the future.” (2018, Ministry of the Environment)⁸

We want to add content that teaches children how to take care of the environment like recycling, climate change awareness, and animal care, etc., on top of the curriculum provided by the Ministry of Education.

Lastly, since Karime is from Guatemala, our team has a closer connection to this country and may be more accepted by the community.

Alejandro Viejo Real

Electrical Engineer

Along with the mandatory curriculum provided by the Ministry of Education, we would like to introduce additional material that teaches the children about renewable energy, such as solar energy and hydropower, among others. These subjects will become more and more relevant in the future and children need to learn about this new reality from a young age.

⁷Stassen, K. (2006) The Psychology of Development: Infancy and Adolescence. Volume 7. Editorial Médica Panamericana.

⁸Ministry of the Environment (2018) Valorando y cuidando el medio ambiente desde la primera infancia. Gobierno de Chile. Retrieved from https://mma.gob.cl/wp-content/uploads/2018/08/GUIA_Ed.-Parvularia_web.pdf



Roberto Guerra

Journalism

Today it is imperative that children learn how to communicate with people from other countries. Approximately 400 million people are native speakers and English is understood and/or spoken by a quarter of the world. That is why it's imperative for today's children to learn English, not to mention that it's the language of international business.⁹

“Teaching children a new language at an early age (3 or 4 years old) is most effective because this is the age when the brain absorbs and retains new information most efficiently, as opposed to teaching them at a later age. This form of stimulation also has cognitive, cultural, and academic benefits.” (Roldán, 2017)¹⁰

Taking into account the above mentioned, classes will be conducted primarily in Spanish, although there will also be many English classes. Roberto is originally from the United States and is fluent in both English and Spanish. He also has extensive experience teaching English to speakers of other languages and has expertise in foreign language curriculum development.

María Jesús Puelma

Psychologist

Master in Organizational Psychology

We will be providing education for a very specific group of children that may require continuous psychological support because of their age and vulnerability considering the area in which they live.

Her education and experience in the area of human resource management will also be very useful with regards to the recruitment of teachers and additional team members, as well as the implementation of a well-organized, fully functional, and effective program.

4. Lean Startup Cycle.

In our case, we wanted to develop our business model through the Lean Start-Up system. This is why we use this framework with a focus on agile methodologies for the development of our product. We also use an adaptive approach to experimentation that helps us analyze and then adapt the product and service that we are going to provide to the communities.

⁹ The history of English. Retrieve on 23.06.2020 from https://www.thehistoryofenglish.com/history_today.html

¹⁰ Roldán, M. José (2017) Los beneficios de aprender idiomas desde pequeños. Etapa Infantil. Retrieved from <https://www.etapainfantil.com/beneficios-aprender-idomas-desde-pequenos>



Interviews and surveys have been carried out with professionals from the public and private sectors, professionals linked to the education sector who contribute their experience and guide us in the development of our business idea.

4.1 Definition of Business Model / Hypothesis Analysis.

First of all, we started our project with the idea of establishing a free school in a sector of extreme poverty in Guatemala. To validate our business model, we decided to carry out surveys to see the level of viability of the project. When analyzing the responses, we did not realize that it was necessary to change it to a network of schools that supported each other to be more economically viable. Doing more in-depth analysis in this area, we were able to observe that we had to adapt it a second time. We further investigated the most profitable type of business models on the market and found the one that fully matched what we wanted to do; create a Social Franchise. In the attached tables you can review our hypotheses, validations, or invalidations as the case may be, the conclusions and in some cases, adaptations that we gave to our business model.

Sprint 1

Business Model: Free School in Guatemala that provides access to children from vulnerable sectors.

Hypothesis	Type	Quotes	Validation	Results
Our business model for the provision of free education in vulnerable sectors in Guatemala has no competition.	Interview: - Enio Maldonado - Wilberto Argumedo -Meeting with expert María Zapata	<ol style="list-style-type: none"> 1. "PAIN (Programa de atención integral a la niñez) helps children between the ages of 3-5. They also educate mothers. There is also the Instituto Privado Mixto of San Carlos." 2. "I think what you are doing is wonderful. However, I also think it would be a good idea to focus more on a specific age group instead of having such a wide range of students of different ages." 3. "It is better to focus on children who receive early education because that niche is not developed in Latin America." 	Not Validated	Both of them advised us to narrow the scope of our target age group and explained how other companies that do not focus on a specific niche have trouble succeeding.
The vulnerable community in Guatemala would value an accessible school for them that provides the knowledge requested by the ministry and at the same time avant-garde such as nutrition, renewable energy, the environment, and other languages, among others.	Interview: - Daniela de Laire - Wilberto Argumedo - Sofia Concha The question included in the survey	<ol style="list-style-type: none"> 1. "The community would value a school like this. All topics related to the environment are essential for today's children. Especially in our community" 2. "These kinds of communities are often in desperate need of these kinds of programs. Children are the most important part of these communities. They are the pillars of the future". 3. " This topic helps them escape poverty and their status in life since those with an education can get better jobs in the future and a better salary. Nutrition also goes hand in hand with education since they learn to improve their eating habits and become better people overall." 	Validated	The contents we want to teach are accurate. In effect, they would deliver added value over the other programs that are implemented and if we focus on an undeveloped segment it can be even more valuable.
Education has very high costs for vulnerable communities.	Interview: - Arlette Bassila - Enio Maldonado - Daniela De Laire	<ol style="list-style-type: none"> 1. "Most parents don't do this because it's expensive and most families are big, so you'll have to have talks to make the parents aware of the importance of their children's education". 2. "San Marcos is the most affordable. 200 quetzals entry fee plus 200 per month per child". 3. "Yes. The community would be willing to enroll their children in this program if it is affordable to them. Malacatan needs a program like this". 	Validated	The costs of our project must be less than those offered in other programs already in place and some type of promotion must be made for the number of children studying.
<p>Conclusion: By way of the information we gathered, we realized that the best way to succeed here is to focus on a specific niche and a specific teaching method that is unique to that of other schools but also effective. To make this a reality and keep the costs down so that people of vulnerable communities can afford it, we came to the conclusion that we must scale. This is not easy with just one school or a few schools in the same area.</p>				

Sprint 2				
Business Model: Network of free schools in Guatemala that provide access to early stimulation to children from vulnerable sectors.				
Hypothesis	Type	Quotes	Validation	Results
The community, public and private sectors will support an early education model focused on children from vulnerable areas.	Interview: - María Carolina Elfeltd - Gonzalo Guillen The question included in the survey	1. "Investing in children in these communities is the most important investment anyone can make. Public and private entities will feel obligated to support this project". 2. "I have been in communities like these. They need all the support they can get and governments must support programs like these."	Validated	These new topics to teach effectively add value to our early stimulation center. Also, when they are small they integrate information better and faster so this age is key to enhance their development.
Creating a network of educational centers for early stimulation in vulnerable sectors can deliver added value to the community and, in turn, as we lowered costs, can be a profitable business.	Interview: - Margorie Bassila Meeting with expert María Zapata	1. "In my country of Guatemala, there is so much ignorance and poverty that unless you completely take the children out of their environment and create a special space for them to live. THEN start these kinds of programs, unless you can do that none of your programs will go very far." 2. "This school is not generating any income that supports its costs, so we have to change the business model for another that provides us with extra and important income."	Not Validated	The costs of an educational center are always considerable, even if they are minimal. So developing and implementing free schools are not going to be lucrative businesses. For this reason, we are looking for an alternative that would provide us with an extra income and that is why we decided to be a Social Franchise.
To lower costs, we must replace them with barter. That is, for example, if the children's mother is not working and wants to put her three children to school but cannot pay for it. You can do this by helping us with a service such as cleaning. So we replace costs with volunteering and jobs are delivered.	Meeting with expert María Zapata Interview: - Wilber Argumedo - Gonzalo Guillen	1. "In general, social projects like these have many people who commit to them, so they could propose a barter system to balance costs." 2. "In the most vulnerable areas of Latin America, bartering is a common practice. It may not be normal everywhere and in every case, but from what I understand about the community of Malacatan, this is not out of the ordinary and could be a very effective way for low-income parents to pay for their child's education". 3. "This form of payment can be considered strange in most wealthy and developed countries. But in places like Guatemala, especially in the community in mention. It could be customary and a very effective way to attract parents who want to educate their children but cannot afford it."	Validated	New ways of lowering costs were sought, which in turn added value to the project. In this case, we decided to add the possibility of working in exchange for a monthly school fee, promotion for the number of children enrolled, and it also provides the opportunity for the community itself to learn how to perform school functions so that they have new jobs and commit to the project.
Conclusion: What we need is to turn this into a franchise and sell our methodology, which will keep our costs down and make sure our framework for a specific niche is successful.				

Sprint 3

Business Model: Carry out a pilot plan that gives us support about its efficiency and quality so we can sell the educational system through Social Franchises.

Hypothesis	Type	Quotes	Validation	Results
Creating a Social Franchise saves us the costs of implementation and maintenance of the school.	Social franchises and their legal viability in Guatemala	Faced with this need, private businesses have implemented projects called social franchises and which aim to help Guatemalan families by providing useful tools so that they can exploit their resources and thereby enter a widely competitive market in Done. They can develop both economically and socially.	Validated	Creating a social franchise allows us to lower costs and in turn, make a profit by selling the educational framework of our center.
Delivering an educational framework with the operation of the centers can be an added value for people with money who do not have time to think about the design of their projects.	Meeting with expert María Zapata Interview: - Wilber Argumedo - Claudia Paz	1. "When it comes to education, people need guidance and help. Money is not always the problem. The problem is getting started. Making something from nothing." 2. "Part of the reason certain entities do not create their schools is because they don't know where to start. They lack experience in the area of education and do not have the time to find out how to create a proper education system. If they were offered the tools, along with training and guidance, this would change the situation in a very positive way."	Validated	Creating a social franchise delivers the benefit of selling a proven business model that works and with all the information necessary for its proper functioning. This is valued in the public and private sphere since it does not require more effort in its development.
Being a social franchise gives us the ease of providing continuous support in case of problems but not having to be solving problems of daily operation. This facilitates the growth of the business.	Interview: - Enio Maldonado - Wilbert Argumedo	1. "Having a social franchise can be among the most effective ways to get your business model in operation in different parts of the world without having to be constantly on top of everyday issues." 2. "Just like my company, Duke Energy which has been successful thanks to its massive geographic extension within the US, your company could benefit a great deal from reaching as many people as possible which, in the long run, actually makes the job easier once everything has been implemented and tested."	Validated	Selling the social franchise allows us to be present supervising the projects and providing constant support, but it frees us from being located in the country of complementation and at the same time from the daily operating burden of the business.
Having a franchise network helps Educa to evolve constantly since each one of them helps and learns together, always with the support of the partners.	Interview: - Wilbert Argumedo - Moises Gonzalez de la Cruz	1. "Having a network of schools can be much more effective than having one, and if they are connected it can be the best way to have them learn from each other and at the same time, teach the company that sells the franchise how to consistently improve their service." 2. "The bigger the better. Franchises are like a snowball that keeps growing as it rolls down the hill. They feed off themselves. And I positively mean this. In your case, each franchise feeds itself more knowledge and continues to grow."	Validated	The fact of implementing this project in different countries and communities gives us an incalculable added value since we can always be learning and improving and also connecting people who need support implementing work that will change the lives of their people.
<p>Conclusion: Considering possible that we may not be able to afford a system like this if we work directly in the area in the long term, which would mean we have to take on more costs, such as facilities, materials, etc., we came to realize that it is best to work as a social franchise. Here we can still implement our educational model, which would be very effective, without having to put up the costs previously mentioned. By allowing vulnerable communities to use our framework, which will have been proven effective after two years in operation, we could provide education to vulnerable children throughout the world.</p>				

4.2 Customer Development & Validation.

Customer Development & Validation				
Hypothesis	Type	Quotes	Validation	Results
Lack of access to education leads to developing social problems.	Interview: - Arlette Bassila - Claudia Paz	<ol style="list-style-type: none"> 1. "It's beneficial. It must improve the current education system, then reduce poverty and create jobs". 2. "It benefits the children who receive an education because more children with an education mean more children that can improve their lives, their homes". 3. "Make sure you have the following: a doctor, a psychologist, educators, and an administrator. Each of these should be independent." 	Validated	The communities where he will be educating are vulnerable and in extreme poverty, so it is important to provide support in social risks, teach them to understand it, and give them the basis for future good school development.
In these sectors, there are no early stimulation schools that prepare them not to repeat in school.	Interview: - Enio Maldonado - Ruby Menaldo	<ol style="list-style-type: none"> 1. "The issue right now is that children between the ages of 2-6 are enjoying their time in preschool. They play games and have fun while learning. However, everything changes in primary school. They have new teachers and they are taught in a way that bores them. That's why children end up repeating grades or leaving the school altogether". 2. "Children of these ages absorb information like sponges, that's why education at this stage is crucial". 	Validated	Educa will be centers that will prepare them to have a good school development. There will be specialists from different fields (languages, environment, nutrition, etc.) who will introduce them to current issues and mandatory content provided by the ministry. This, plus social support will provide them with the necessary tools so that they can develop properly later.
Companies from all over the world can help us with funds for early stimulation centers for any vulnerable community.	Interview: - Francisca Mengers - Carlos Puelma	"In general, sponsors, whether private companies or individuals, should feel represented by the community they are going to help. Therefore, it is essential to create strategic alliances with both the community and the other specific sectors of the country where the franchise will be implemented."	Not Validated	In general, sponsors, whether private companies or individuals, should feel represented by the community they are going to help. So it is essential to create strategic alliances with both the community and the other sectors of the country specifically where the franchise will be implemented.

5. EDUCA.

So what is Educa? We're a privately owned social institution that prevents children in vulnerable communities from failing academically or dropping out of school. To achieve this goal we are dedicated to the creation and implementation of an academic framework to be adopted by preschools for children between the ages of 2 and 6, facilitating access to quality education which also contributes to the education system itself.

As an institution, we are committed to the 2030 Agenda for Sustainable Development. We envision a business that does not harm the environment and stimulates children's cognitive abilities, which promotes and facilitates their ability to enter, remain and succeed in primary school and beyond. We contribute to the reduction of inequality by providing access to education and therefore to better job opportunities in the future. Also, we will train our employees and educate them on how to care for the environment, actively promoting the use of clean energy. While we address several of the UN's SDG's, we have identified eight where we can have the biggest impact.



(2) Zero Hunger & (3) Good Health and Well-Being: Within the pillars given to our children is the delivery of lunches that contain all the necessary nutrients so that they can grow strong and in good health.



(4) Quality Education: We encourage children between the ages of 2 to 6 to develop tools and skills that help them enter school and stay on track.



(8) Decent Work and Economic Growth & (7) Affordable and Clean Energy & (10) Reduce Inequalities: Our methodology empowers the community, training them with our educational model, and giving them job opportunities.

(12) Responsible Consumption and Production & (13) Climate Change: We promote environmental education and sustainable development. Additionally, our classrooms are self-sustaining and use only clean energy.

6. Pilot Project.

6.1 Description.

Initially, we will base our action plan on a pilot project that will be implemented in Guatemala. Early childhood education is still out of reach for almost half of the population of 3 to 5 of the poorest quintiles, and half of all children under the age of five suffer from chronic malnutrition, the highest rate on the continent.

The municipality in which we will be situated is Malacatan in the state of San Marcos in the Republic of Guatemala, one of the largest, most populated and economically vibrant municipalities in the state. 79% of the population is in a situation of poverty, 32% live in conditions of extreme poverty and 47% in non-extreme poverty.

A significant percentage of those in Malacatan are considered vulnerable due to several factors: Lack of access to education (children have to walk long distances to get to the nearest school), poverty, malnutrition, drug trafficking, precarious healthcare systems, delinquency, and easy access to drugs (Malacatan is close to the Mexican border). Additional factors include low income levels per family, and parents obligating their children -who are usually between the ages of 13-15 at this time- to work in the agricultural sector with them to make more money to provide for the family. This is the main reason children do not finish school.

According to the constitution of the Republic of Guatemala Article 74, education is secular, free, and mandatory. The state has the legal obligation to provide all educational materials for schools and parents are obligated to enroll their children. However, this is not quite the reality. Parents who never completed school themselves often pull their children out of school and force them to work. There is also a lack of schools throughout Guatemala, and Malacatan is no exception.



Guatemala invests a mere 2.8% of its GDP in education, ranking it among the lowest in Latin America¹¹. Many schools are in poor conditions, and the quality of education is precarious. This is part of the reason many public schools in Guatemala lack proper early childhood development programs, which can lead to problems in the future for these children, considering how the early childhood years are so important for the development of a child's cognitive abilities.

For more information on Guatemala and Malacatan, you can review Annex N ° 1.

Educa aims to mitigate these problems by significantly improving the early childhood education system, honing children's abilities with the help of educators that have credentials in child psychology for those between the ages of 2 and 6. By providing these children with more personalized education and counseling, they will improve not only their potential academic skills but also their social skills, which can significantly improve their chances of success in the future.

After approximately two years we will hand it over to the Municipality of Malacatan. That is, once the entire educational structure has been successfully built, implemented and adopted in the municipality, and our first positive reputation has been acquired, then we will sell it to the municipality with shared rights. Together with the municipality, we can make decisions, as long as there is a mutual agreement using the business model of Social Franchise.

Our goal is to build a social business model for education centers that complement the existing education system. These centers are not obligatory and are very uncommon in the public education system of Guatemala. That's why we've decided to focus on this area. By stimulating their minds and learning abilities, children will be able to get into school much easier. The centers in mention will also help parents focus on their day jobs, knowing their children are in good hands while learning something new every day.

The knowledge we aspire to bring to the children consists of the following: Language, logic, mathematics, motor skills, concentration, comprehension, physical education, art, nutrition, and caring for the environment. All the courses mentioned will be mostly held in Spanish, with a few in English, to teach them this second language. Each activity will last 20 minutes and will consist of the following: free play (children have time to pick toys of their choice and share them), exploration (go to the garden, play with clay), or guided games (children make a circle and sing songs or other activities under the direction of a teacher).

There will also be two education levels: Transition (2 to 3 years old) and Middle Level (3 to 6 years old). Each level will have between 12 and 15 children, who will be supervised by a teacher and an assistant. The assistant may also be one of the children's parents, who will help if necessary. We

¹¹ Prensa Libre. (2016). Tres de cada 10 niños no concluyen la primaria. [online] Available at: <https://www.prensalibre.com/guatemala/comunitario/de-cada-10-nios-tres-no-concluyen-la-primaria/>.

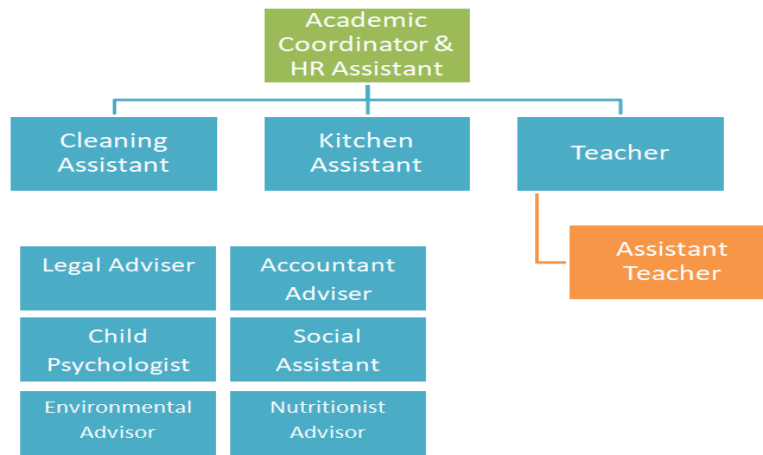


will also be in search of volunteers with expertise in psychology, nursing, and nutrition. They will offer additional support if necessary. (The job description of the teacher and the assistant are in the Annex N° 4 and 5 because they are essential for our Business).

The school year begins the second week of January and ends the third week of October. Teachers continue to work for a month before going on vacation themselves. Classes are Monday through Friday, from 9 am until 2 pm. Each child will be provided with a healthy daily snack, along with a balanced and nutritious lunch to maximize their health and development. Food will be donated by Foundation Castillo Córdoba, whose mission is to “combat malnutrition by way of a balanced diet and education.” They will also receive the necessary materials throughout the year which will be donated by private companies through donations in kind. At first, the facility will have one class per floor that will be divided into two environments, both with enough square meters to be able to take classes individually and with enough space. We will also have a garden in the backyard, which also has a space for playing and doing different activities. Those facilities, together with the associated services and the furniture, will be delivered by the municipality. We aspire to grow the education center over approximately two years, depending on the needs of the children, before selling it to the municipality.

At the beginning of the school year, our volunteer psychologist will arrange a meeting with the parents of each child. This meeting will consist of the following: meeting the parents, obtaining information about the family, obtaining the last 3 bank statements to make sure the family can afford to make the monthly payments and to see if they would be willing to do volunteer work with the school. If they cannot pay the monthly fee, they will enter our scholarship program. The volunteer psychologist will administer tests for the children at the beginning and the end of the school year. The objective of these tests is to show potential investors how much the children have developed and to compare the results of the education provided with that in other schools throughout Guatemala.

6.2 Human Resources.



Human Resources					
Position	Endowment 1 Year to 2 Years	Internal / External	Work Area	Type of Contract	Function
Educa Central Support	5	Internal / Temporary	Management	Project Contract	Central support area attended by partners. Mainly answers questions about the business and operation of the projects.
Academic Coordinator & Human Resources Assistant	1	Internal / Temporary	Management	Project Contract	<ul style="list-style-type: none"> - Responsible for ensuring the administration and management of human resources. - Responsible for supervising and managing content planning. - Responsible for reporting directly to Educa Central and Ministry.
Teacher	2 to 3	Internal / Temporary	Operations	Project Contract	Teacher in charge of the classroom
Assistant Teacher	2 to 3	Internal / Temporary	Operations	Volunteer Contract	Assistant Professor of the Classroom Manager
Cleaning Assistant	1	Internal / Temporary	Operations	Volunteer Contract	In charge of cleaning the classrooms, external patio, and kitchen.
Kitchen Assistant	1	Internal / Temporary	Operations	Volunteer Contract	Responsible for distributing snacks equally and cooking if

					necessary.
Legal Adviser	1	Consultant	External	External Consulting Contract	
Accountant Advisor	1	Consultant	External	External Consulting Contract	
Child Psychologist	1	Consultant	External	Volunteer Contract	
Social Assistant	1	Consultant	External	External Consulting Contract	
Environmental Advisor	1	Consultant	External	External Consulting Contract	
Nutritionist Advisor	1	Consultant	External	External Consulting Contract	

6.3 Self-Sufficient Consumption.

To reduce costs we will support the municipality in arranging its infrastructure to make it energy efficient. A cost-benefit analysis will be done to see if annual electricity consumption can be sustained with renewable energy, along with a study of the local grid to see how viable this may be.

6.4 Logistics.

The project will begin with the implementation of the education center and the subsequent training of local people from the community as administrators and teachers so they can take care of the school, which will create jobs while helping to educate the local children. There will be two sessions per year of parent-teacher meetings, where teachers will show the parents the progress their child is making that semester. During this time teachers will also counsel the parents on the potential needs of the child, both in the academic arena and with regards to the family. Finally, we will have a session with the psychologist at the end of the year that will show how much the children have developed during that year.

The founders of Educa will also work hard to empower the most vulnerable people of the local community by regularly following up on the situation and making sure quality education is being provided correctly.



At the end of the second year of the pilot project, the educational framework will be sold to municipalities and private companies. However, the founders of Educa will continue to provide ongoing virtual support in matters of business, administration, and other matters that may be required.

Our long-term objective is to create a network of quality preschool education centers that provide developmental opportunities to vulnerable, and diverse, sectors around the world.

6.5 Risk Management.

To have secured funds for the implementation of the project, we decided to create a contingency plan with reserve funds for each stage. The contingency reserve will be for the deviation of minor costs and the management reserve will be for the deviation of extraordinary costs. The associated amounts will be detailed and explained in the Financial Plan.

But what if we get the initial loan for implementation but we do not have enough money to pay the monthly project maintenance costs? In that case, we developed three contingency plans to support these costs.

These three institutions regularly contribute money to educational social projects in Guatemala and have funds to invest every year. Below we will explain what each one does and the projects they have carried out until this moment in Guatemala.

- Fe y Alegría Foundation: Offers free and quality education to children and youth in urban-marginal and rural areas, intending to contribute to the social and human development of the neediest communities, serving national education thanks to the State public funds and contributions from international and national cooperation. Today they have centers in 9 locations.
 - FyA Center. No. 3, Ocos. (San Marcos)
 - Villa Nueva, Palencia, Mixco. (Guatemala city)
 - Olopa, Jocotán (Chiquimula)
 - Chiantla (Huehuetenango)
- Rotary Club, Guatemala: Club with members committed to improving the living conditions of Guatemalans. It manages a solidarity fund for the benefit of the different vulnerable communities. These are intended for education, food and health.
 - Fray San Bartolomé de las Casas School, Alta Verapaz.
- Empresas Alimentos Maravilla S.A: Corporate Social Responsibility Area. "We are aware of the needs of our Guatemala. We are committed to contributing to education, since, as a



socially responsible company, we are convinced of the need for education for future generations" Regional Manager, Bárbara Mendoza.

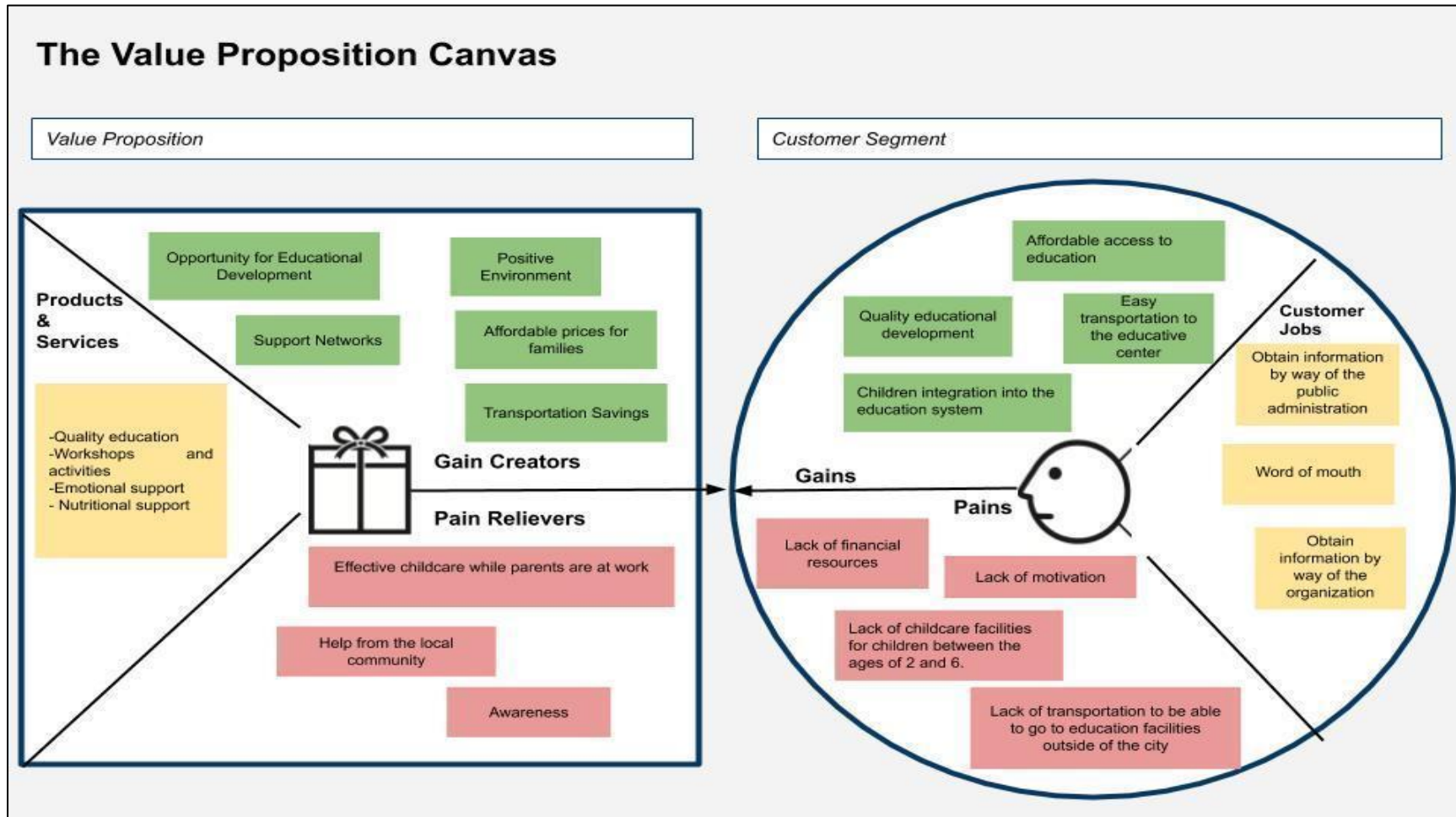
- Guatemalan Project we will improve Guatemala.

Therefore, in case of not having the necessary funds at a monthly level, we will request help from one of them.

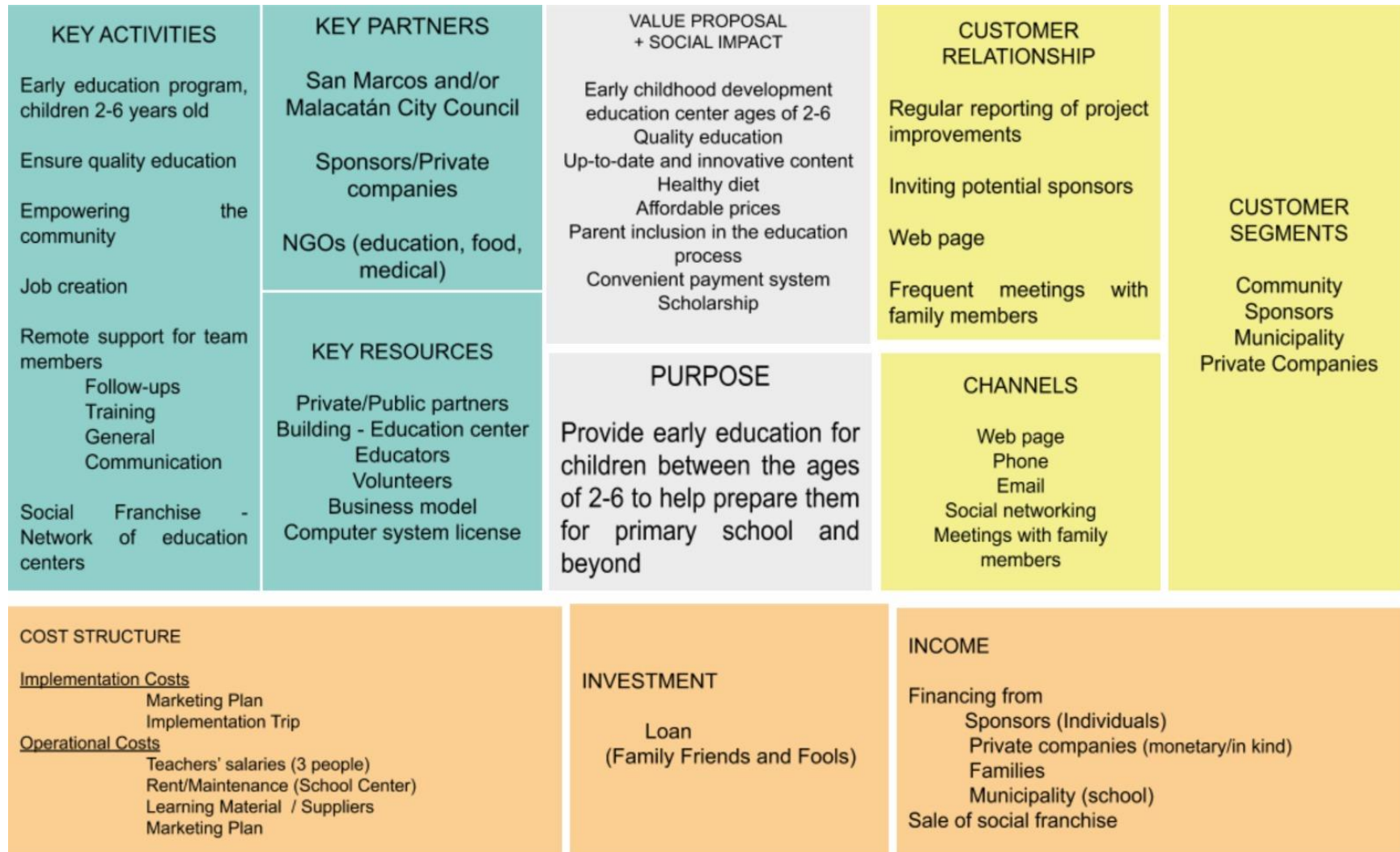
6.6 Empathy Map.

<p>What do they hear?</p> <p>The school system does not get adequate funds</p> <p>Very young children are not developing their learning abilities enough to succeed in the future</p> <p>they have no one to leave the little child with</p>	<p>How can they benefit from EDUCA?</p> <p>Children's chances of moving to higher levels of education increase Children's overall brain development increases significantly Parent's have more time to work while children remain in school Children's overall health, both physical and psychological, greatly improve</p>	<p>What do they say and do?</p> <p>Mothers take their young children to work</p> <p>The older child takes care of the younger ones so he doesn't go to school</p>
	<p>What do they think and feel?</p> <p>They are concerned that their children may not have developed the skills they need to take care of themselves in the future.</p> <p>They are also concerned because there aren't any adequate early childhood development programs.</p>	

6.7 Value Proposition Canvas.



6.8 Social Business Model Canvas.





7. Social Franchise.

We have selected the Social Franchise as our business model because we believe it's a strong framework for organizations with social goals. "Commercial franchising is a tried-and-tested way to replicate a successful system and brand. Economies of scale, standardization, skills transfer and the opportunity to create a supportive network all make franchising an attractive business model for organizations with social goals."¹²

It is a business model based on social responsibility, an issue that is rapidly gaining strength today. Furthermore, it transmits values that are appreciated by both national and international companies and its service is highly valued by the community. They are generally focused on vulnerable communities; at the same time that it generates profits and strengthens the brand image.

But what is the difference between a franchise and a social franchise? A franchise is an agreement between the franchisor and the recipient, or franchisee, under which the former cedes to the latter the exploitation of the rights to use a certain name or brand, as well as the production systems and product market.

A social franchise is a model of entrepreneurship in continuous evolution and with great expectations of expansion whose objective is to contribute to the development and improvement of the social environment of a community based on the model of traditional franchises that replicate a model of success.

And what are the benefits for users?

- Franchisor:
 - Financial stability.
 - Gain political capital through size.
 - Access to big data.
 - Opportunity to solve a social problem on a large scale.

- Franchisee:
 - Training.
 - Ongoing mentoring and support.
 - Proven system.
 - Reduced risk.
 - Marketing and brand recognition.

¹² MDPI (2018) Social Franchising Model as a Scaling Strategy for ICT Reuse: A Case Study of an International Franchise. Basel, Switzerland. Retrieve from www.mdpi.com



- Donor
 - Funding employed in a proven system, a sustainable model with ongoing support from the franchisor.
 - CSI funding creates a measurable impact.
 - A brand associated with a successful and scalable program.¹³

Social franchises are based on two main business models: First-generation franchises, where a franchisee buys a brand name product at a price set by the franchisor and sells it to another, keeping the difference as profit margin, and the second generation franchises or business format where the franchisee owns the physical assets of the business, but it is the franchisor, who as the owner of the brand, who determines how to use them.

We are going to implement the second generation social franchise since it allows us to deliver to the municipality a pilot project that is already working and that can be maintained by the community itself. When the franchise is purchased, the franchisee must provide the initial capital and the monthly maintenance capital for the business. This monthly payment does not necessarily have to come from them since we are going to give them the information related to the companies that are supporting the project and the enrolled sponsors.

Also, they will have access to an administrative system that will deliver all the information related to the business and that will be connected to the other franchises around the world.

It will allow them to:

- Human Resources: Make online contracts, enter and pay employee compensation and virtually train their employees.
- Communities: View information on family, review information related to children's developmental assessment and also keep a record of children enrolled.
- Finance: Keep accounts, see the percentage of income by the user, manage expenses and tax payments.
- Academic: Enter the annual and monthly content planning to keep track of developed and pending issues as well as observations regarding the advancement of children.
- Educa Network: It will have a chatbox that allows all franchises to be connected and to us as Educa's Central Administrative Command. The contact information of every institution that is part of this network will also be available. The main objective is for everyone to feel supported and for the information to be transferred easily and efficiently.

Franchises will be sold to other municipalities, NGOs, or interested private companies. However, our work does not end there. They will receive ongoing consulting services where EDUCA will solve any doubts or concerns that may arise (Administrative, operational, financial, recruitment of new

¹³Franchising Plus (2014) Advantages and disadvantages of Social Franchising. Retrieve from <http://socialfranchising.co.za/advantages-and-disadvantages-of-social-franchising/>



donors, between others.). Also, in the case of extreme financial liquidity problems, Educa will have emergency funds to manage recurring or extraordinary risks.

For the Educa model – Educa Consulting will be the Franchisor and the Franchisees will be the municipalities, NGOs, or companies that buy our services. They are going to be the ones who implement and manage the project themselves, by using our brand and our know-how.

Our mission is to train the interested parties to manage their education center and at the same time we aspire to create a network of education centers distributed throughout vulnerable areas around the world so they can prosper through our education model. We're excited about contributing to the development of communities that need it the most. Together we can make a change.

7.1 Risk Management.

Once the Pilot Plan is finished, we must look for possible buyers for the Franchises. That is why we put three scenarios that could happen and we looked for alternative contingency plans for the pessimistic scenario.

- Optimistic Scenario.
 - 2 Municipalities / NGO / Companies in Guatemala or International buy our social franchise.
 - The franchise sells fast and we have higher growth by selling more than one.
- Intermediate Scenario
 - 1 Municipality / NGO / Companies in Guatemala or International buy our social franchise.
 - Only one franchise is sold and our growth as a business is slower.
- Pessimistic Scenario
 - 0 Municipalities / NGO / Companies in Guatemala or International buy our social franchise.
 - In this case, our business is paralyzed and we must seek alternative solutions.
 - Re-invest the profits obtained and the initial loan delivered by family or friends.
 - SEAF: Private equity fund Management Company specialized in investing in small and medium-sized companies in emerging markets with social and



environmental problems. They have a fund of \$ 1,300 million in assets under management betting on Guatemala and Mexico. So far they have already helped 18 startups to consolidate in the market.

8. Marketing Plan.

To get to know the Guatemalan market in-depth, we did market research where we contemplated gathering information in the different segments that would benefit from our project. Among the people interviewed or surveyed we can find: General Managers of Multinationals, Private Investors, The Minister of Education, Preschool Coordinators, Child Psychologists and Preschool Teachers.

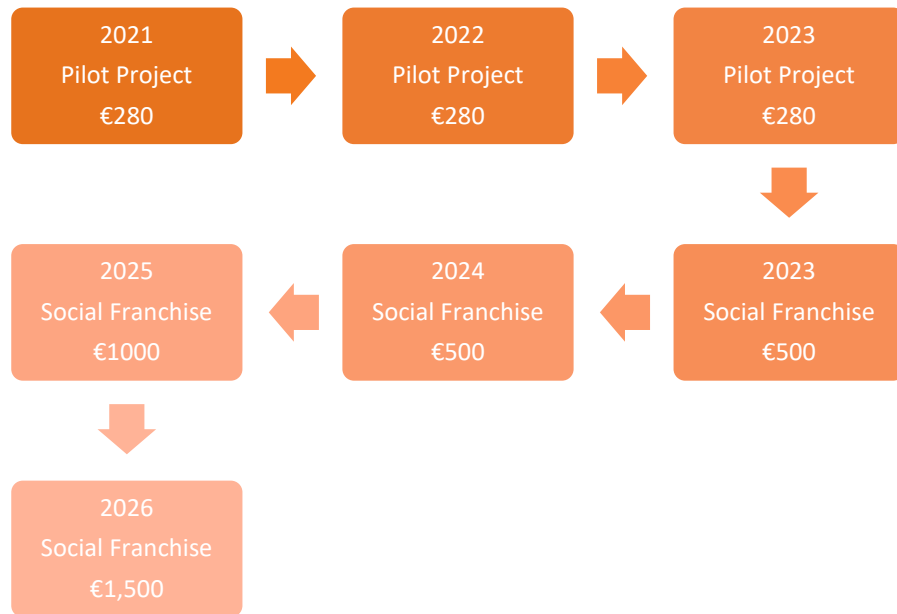
Thanks to the information provided by them, we were able to adapt our business model and also center our marketing plan. We decided to focus on two segments rather than just one. This is due to the cultural and technological differences that exist between the Malacatan community, the government, and sponsors. For more information about the interviews and surveys, please review annex n ° 3.

Our segments are the following:

- Malacatan Community: They tend to lack familiarity with technology and social networks, so we decided to focus on what they use more: radio and local newspapers. Furthermore, we will reinforce this with door-to-door visits to explain the project and we also believe our references will support the dissemination of our project.
- Municipality, private companies (multinational and local) and private sponsors: They are up to date with technology and social networks so we will communicate our message through experts in the educational area and digital media. Also for private sponsorship, we will have an Instagram, Facebook, and Google Ad Words account, all of which will have a direct channel to communicate with the founders if required. Also, we will offer all of them the opportunity to attend a day of classes so they can see what they are supporting in-person.

It is important to mention that we have no direct competitors in the market.

For the reasons stated above, we have decided to carry out the following interventions for the coming years.



Pilot Project 2021-2023:

Every year we will make two radio announcements and two local newspaper announcements every six months. Both will be in media that reach the entire population between 14 and 70 years of age approximately. Both the press and the radio station selected are the most read and heard in Malacatan. (Prensa Libre and Radio Alfa)

Radio: (40 Euros * 2 Times per semester) * 2 years = 160 Euros

Press: (30 Euros * 2 Times per semester) * 2 years = 120 Euros

Social Franchise 2023-2026:

At this time, the Marketing Plan will take a turn with greater emphasis on the transmission of information to potential buyers of the franchise (Municipalities and Private Companies).

At the end of 2023 there will have Small Educational Congress, where we will show the results obtained during the pilot project. We will gather senior officials from the Guatemalan national and international business and education sectors to learn about our business model and the benefits it provides to their children and the community.

Small Educational Congress: 500 Euros * 1 year = 500 Euros

We plan to have the Small Educational Congress every year from 2024 to 2026 and to increase them depending on the number of franchises that we will have.



In annex N°6, you can find more detailed information associated with the Marketing costs, SWOT, Marketing Mix, Offline Marketing Strategy, and Gantt Chart.

9. Financial plan.

9.1 Business model assumptions.

To determine the financial plan for EDUCA, the following assumptions were made based on the situation of currently active socially-oriented businesses, market research, and experience in the sector.

To develop our business model, we are starting with the implementation of a pilot project, which we will manage and maintain for the first two years, with the end goal of proving that the Educa education model is effective and viable. The financial model of Educa schools will be financially sustained with the help of three key actors: Companies, municipalities, and families. As the developers of this pilot project, Educa will manage all pertinent costs. The schools themselves will not provide financial benefits since donations will not be considered a source of income. The purpose of the donations is to ensure schools can financially maintain themselves. The reason we expect families to make contributions is to foment a sense of commitment to the project, more than to support the project financially. During the development of the pilot project, the founding members of Educa will work for the school on a part-time basis without earning a salary.

After two years, when the pilot project has been proven effective, the organization will operate as a social franchise. We will then sell the pilot project to the community and take the role of consultant for the school along with others that wish to purchase our franchise and implement our methodology, using our brand. Our income will then come from the municipalities that hire us to help them implement education programs using our know-how.

9.2 Phase 1 – Pilot Project (January 2022 – December 2023).

9.2.1 Launch and start-up procedure.

The academic course provided by Educa in Malacatan will begin in January 2022, but for that to become a reality several procedures need to be done.

Before then, starting in July 2020, we will first define the details of the educational model, and once that has been completed it will be necessary to get in touch with government officials from



the municipality of Malacatan, to whom we will present our idea and negotiate the possibility of obtaining the following concessions:

- The building where we will provide classes without paying rent or other expenses for using the facility. During the first school year (2022), we will need at least two classrooms, each of which will be used to teach 15 children, 30 students total. In the second school year, we will need three classrooms since we believe the first year will be successful enough to bring in another 15 students for a total of 45.
- The necessary furniture to have an educationally functional facility.

Before the school year begins, we plan to obtain a loan and an initial donation to cover the costs starting in July 2021.

That initial loan for July 2021 will be obtained from “Friends, family and fools” and will be paid back in the long-term, with no interest. The initial investment will be of 24.542€, broken down in the following way:

Online platform and electronic devices	€13.729,00
Start-up costs	€10.813,00
Initial investment (loan)	€24.542,00

The initial start-up costs are necessary to pay for the administrative costs, among others, of the school in situ. This covers travel and lodging expenses for three Educa partners in August and September 2021, as well as the lawyer we will need to carry out the legal process of implementing a school in Guatemala. The following table breaks down these expenses:

Implementation travel	
Flight ticket	€4.518
Food	€2.700
Hotel	€1.200
Transport	€2.195
Lawyer and inscription	€200
Total cost	€10.813

We plan on obtaining the initial donation from the following sources:

- A grant from the government of Guatemala.
- Individual donors.
- Donations from the Social Corporate Responsibility departments of companies.

This donation, which is necessary for July 2021, will be used as a crisis and contingency fund and to cover existing costs until December 2021. Both the crisis and the contingency funds are necessary in case of unforeseen occurrences that may impede the development of the project. The other costs that will also be covered with the initial donation will be marketing costs, employee salaries throughout the year 2021, and a computer for the school. Regarding employees, it is important to mention that the accountant will start working in the first month of economic activity (July 2021), while the other staff members of the school will start working in December 2021, one month before the school year starts to have one month of planning for the activities in the coming year. Costs are broken down in the table below:

2021						
Month	July	August	September	October	November	December
Crisis Fund	€9.810,40	-	-	-	-	-
Contingency Fund	€3.425,08	-	-	-	-	-
Marketing Costs	-	-	€70	€70	€70	€70
Computer	€400	-	-	-	-	-
Accountant	€40	€40	€40	€40	€40	€40
Preschool teacher 1	-	-	-	-	-	€685
Preschool teacher 2	-	-	-	-	-	€685
Institutional coordinator	-	-	-	-	-	€938

Total Cost/Necessary Donation	€16.463,18
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9.2.2 First school year (January- December 2022).

The first academic course will begin in January 2022 and a source of funds is necessary to cover the school's fixed and variable costs on a monthly basis.



- School monthly payment

Once classes begin, each child will pay a monthly fee. To set an appropriate price it is necessary to know and understand the socio-economic situation of the area.

Considering the fact that in the municipality of Malacatan, 29,78% of the population earns on average 59 Euros a month and 18% earns 148 Euros a month. We know that at least 48% of the population has a monthly profit of 103 Euros per month. We also need to consider that the families in this area are made up of father, mother and approximately three children (an average fertility rate of 2,92%).

If we break down the expenses they may incur, we can see that the acquisition cost of the Basic Food Basket is 3.736, 80 quetzals (443 Euros). The Basic Food Basket is known as the foods, expressed in sufficient quantities that satisfy the caloric needs of the average household. For Guatemala, it is calculated for an average family of 5,38 members.

A significant part of this cost is covered by the benefits that the state provides to vulnerable families. For the type of community that we are focused on, two benefits cover the out of pocket expenses that families spend on food.

There is a food assistance program for families who suffer from nutritional insecurity. The Program distributes food to the population that faces difficulties with regards to food and nutrition. This is made up of flour, beans, rice, oil, among others. (Department of Food Assistance).

Food Bag Deliveries help to strengthen the capacities of families living in precarious urban areas or suffering from crises that affect their access to food, through the provision of food rations, counseling, and empowerment of women. (Ministry of Social Development).

The average cost of basic supplies such as electricity, water, and sanitation is 53,83 Euros. Wi-Fi is not included since only minorities have access to it. The government also provides financial assistance for electricity, but we are not including this because it is a variable cost.

Therefore, if out of the 103 Euros earned per month, the 53,83 Euros of basic services are deducted, we have 49 Euros remaining, of which it is estimated that 50% is used to supplement food bags and the other 50% for education, health and additional costs that may arise. We will estimate that our fee per child will be 5% (5 Euros) so that families only pay 10% (10 Euros) if they have 2 or more children.

It is important to mention that for our age range the government doesn't provide aid for education, neither monetary nor in the form of scholarships or delivery of school supplies.

Health expenses are not contemplated since the government provides subsidies that are higher for children. And if it were not enough, they can also choose these two other grants that aim to



improve the health and nutrition of the inhabitants of vulnerable sectors. (Growing Healthy: Nutrition and Health Project in Guatemala & 1000 Day Window Program).

In some cases, the fee that parents must pay for their children can be made in kind, which means parents can work for the school instead of paying out of pocket. This way parents can save their money and the school can save money on salaries. This fee can also be paid for by third parties, such as donors that can “adopt a child” by paying their fees. These donors can be companies or individuals.


- Expenses

Among the fixed costs are the marketing costs, the total of which will be the same as during the initial start-up and incorporation of the project in 2021. These costs will be put into action in July, August, October, and November 2021. Also, among the fixed costs are the salaries of the employees for the school.

The variable costs are those that vary and depend on the number of students we have every month. With 30 students throughout the year, these variable costs become fixed costs during each month of the school year. We estimate that these costs will be 11,24€ per child each year, which translates to 337€ per month. Some costs depend on the number of students, because of the need for certain toys and educational material. We will obtain these by way of in-kind donations from different companies (e.g.: Lego, Mattel, Fisher-Price, among others).

- Donations

Taking into account the variable and fixed costs, the school will need donations to cover these costs. Considering how the monthly payments from each child will not be enough to cover all the necessary costs, we will consider requesting an additional yearly donation which would cover the total yearly costs. It is broken down in the table below:

Costs		Donations
Fixed Costs		
Marketing	€280	
Salaries	€28.176	
Variable Costs	€3.372	
		€31.828

It would be best to receive donations evenly distributed throughout the year, which would translate to payments of 2.652,30€ per month. However, donations can be received flexibly as long as the school can regularly obtain a sufficient amount of funds to operate.




The details of all the donations made to the education center will be documented in a report, with the goal of transparently displaying exactly what these donations are used for. Those who have sponsored a child will receive a document with all the information about the child they have “adopted”, which will include the following: birthdate, family history, a photograph of the child, and information regarding the child’s progress throughout the school year.

9.2.3 Second school year (January – December 2023).

The second academic course has a financial structure that is similar to that of the first year. The donation system must cover all the costs, in addition to the monthly fees coming in from each child.

The biggest difference is on a structural level, which consists of expanding the program. From providing services for 30 children to providing them to 45 students. The increase in students translates to a higher income for the program but it also means there is an increase in variable costs since this number increases as we add more children. These costs will be 505,80€ per month. Another direct consequence of the increase in students is the need for an additional teacher to help the two that were there before. This translates to an additional expenditure because another salary must be paid. The marketing costs for this second year will not be affected and will require the same amount as the previous year, equally distributed during July, August, October, and November.

Just as in the previous year, a specific amount of money will be required, in the form of donations, to cover all the yearly costs. The numbers are broken down here:

Costs		Donations
Fixed Costs		 €41.724
Marketing	€280	
Salaries	€36.396	
Variable Costs	€5.058	

Just as in the previous year, it would be ideal to receive sufficient donations so that the school has positive liquidity. If we were to receive an equal amount of donations each month to cover all the costs, it would translate to 3.477,80€ per month.



9.3 Phase 2 - Social Franchise (January 2024 - ...).

Once the school year for the pilot project has come to a close in 2023, we will become a social franchise, which will provide consulting services for our franchisees. The following is a detailed explanation of our financial projection for the period of 2024-2026.

- Income:

Our earnings during this period will come from the sale of our franchise to municipalities, private and/or public companies, and individuals. We did market research for Guatemala and discovered that the price of a social franchise is approximately between €11.618 and €523.000, depending on the size and scale of the franchise (Vesco Consultores, 2018).¹⁴ This information led us to sell each franchise at a price of €10,000 starting in 2024.

We obtained information from Albina Ruiz, who works with these kinds of business models in Latin America. She also has lots of experience and is highly knowledgeable with regards to the public financial standards of social and educational business models. She confirmed that our price is affordable taking into consideration the average budget of developing countries.

For the following two consecutive years, 2025 and 2026, we plan to sell each franchise at a price of €15,000.00. This way we can cover the costs of remote consulting for our clients along with additional costs.

	2024	2025	2026
Earnings	€20.000,00	€75.000,00	€150.000.00
Franchises	1(+1)	2(+3)	5(+5)

Hypothesis: In 2024 we plan to have sold the pilot project plus an additional franchise. In 2025 we plan to sell three franchises, which will give us a total of five franchises sold (adding those sold in 2024 and 2025). In 2026 we hope to sell five franchises for a total of ten franchises sold. Payments will be made annually.

- Fixed Costs:

These are the following fixed costs: Educa partner's salaries, which will be €3.760,00 for each partner and will increase as we sell more franchises each year. This will also depend on the

¹⁴ Vesco Consultores, (2018) Franquicia de Guatemala: Micro-franquicia para todos los gustos. Retrieve 20.06.2020 on <https://www.vesco.com.gt/blog/franquicia-de-guatemala/#:~:text=En%20caso%20de%20adquirir%20una,y%20local%20grande%20Q154%2C525.>



marketing costs previously explained and the travel and lodging costs for two people for two weeks in the location where new franchisees will be operating. Our goal is to provide support during the implementation process.

Most of our work will be done virtually, which means we will not have to pay for office space or furniture and equipment. In 2026 we want to hire two interns, an accountant who can manage our taxes, and a marketing expert to help us attract donors for our existing franchisees and new clients. Both of the new hires will also be working online.

	2024	2025	2026
Fixed Costs	€21.100,00	€53.100,00	€123.200,00

Fixed Costs Breakdown	2024	2025	2026
Partner Salaries	€ 18.800,00	€ 47.000,00	€ 94.000,00
Marketing	€ 500	€ 1.000,00	€ 1.500,00
Travels	€ 1.700,00	€ 5.100,00	€ 8.500,00
Interns (2)	€	€	€ 1.600,00
Total	€ 21.100,00	€ 53.100,00	€ 123.200,00

- o Income Statement:

As shown in the income statement, we have a negative net benefit in the last year compared to the first year. The shareholders will be investing €10.550,00 corresponding to 50% of the operating expenditure for the year 2024, which will be retained earnings from the pilot project to cover the initial deficit. However, we can see that significant earnings are made in 2025 and 2026. A 25% tax will have been paid for this project because it is located in Spain and this is the tax rate for businesses.

Period	2024	2025	2026
Earnings	€ 20.000,00	€ 75.000,00	€ 150.000,00
Variable Costs	€	€	€
Gross Margin	€ 20.000,00	€ 75.000,00	€ 150.000,00
Fixed Costs	€ 21.100,00	€ 53.100,00	€ 123.200,00
EBITDA	(€ 1.100,00)	€ 21.900,00	€ 26.800,00
Depreciation	€ 3.432,25	€ 3.432,25	€
EBIT	(€ 4.532,25)	€ 18.467,75	€ 26.800,00
Interests	€	€	€
EBT	(€4.532,25)	€ 18.467,75	€ 26.800,00
Taxes	€	€ 4.616,94	€ 6.700,00



Net Benefit	(€4.532,25)	€ 13.850,81	€ 20.100,00
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- Balance Sheet:

Here we will show how Educa will evolve, from the moment we became a social franchise up to the third year. As previously stated, the initial investment will be taken on by the partners, in the form of social capital, to cover the costs incurred during the first year as a social franchise (2024). This investment will be returned depending on the company's financial returns in the subsequent years. For this reason, there will be no need to request loans or credits, leaving the company without significant debt.

The financial balance on December 31, 2023, was taken into account. Here we can see that the only fixed asset that the company has is the software used during the pilot project of the first two years. The software is believed to be useful for another two years, which translates to a total of four years of depreciation. Finally, the most noticeable aspect of our finances is how the results achieved during these years are displayed in the increase in net equity which increases considerably, allowing us to continue growing the company.

Period	2023	2024	2025	2026
Fixed Assets	€13.729,00	€13.729,00	€13.729,00	€13.729,00
Accumulated Depreciation	€6.864,50	€10.296,76	€13.729,00	€13.729,00
Non-current assets	€6.864,50	€3.432,25	€	€
Clients	€	€1.643,84	€6.164,38	€12.328,77
Cash	€	€	€14.383,06	€34.080,32
Current Assets	€	€1.643,84	€20.547,45	€46.409,09
Total Assets	€6.864,50	€5.076,09	€20.547,45	€46.409,09
Shareholders	€13.729,00	€13.729,00	€13.729,00	€13.729,00
Net Benefit	(€6.864,50)	(€11.396,75)	€2.454,06	€22.554,06
Net Equity	€6.864,50	€2.332,25	€16.183,06	€36.283,06
Non-Current Liability	€	€	€	€
Short Term Debt	€	€1.009,59	€	€
Providers	€	€	€	€
Creditor	€	€1.734,25	€4.364,38	€10.126,03
Current Liabilities	€	€2.743,84	€4.364,38	€10.126,03
Total Passive	€6.864,50	€5.076,09	€20.547,45	€46.409,09



- Profitability:

The following are the results from each year's cash flows:

Initial Investment	€10.550,00	NPV	€29.381,56
Year 2024	€33,06	IRR	41,62%
Year 2025	€17.283,06	MIRR	14,48%
Year 2026	€20.100,00	Payback	2nd year (2025)

We calculated this information up to the year 2026, where the Net Present Value (NPV) of our project came out to €29.381,56 and the internal rate of return (IRR) is 41,62% and the modified internal rate of return (MIRR) is 14,48%, which proves the viability of the project. With a rate of return of 10% for shareholders, if we compare this number with the resulting IRR we can conclude that the project is profitable.

10. Conclusions.

The most significant contributor to poverty and inequality on the planet is the inaccessibility of quality education for children of low-income families. Guatemala is no exception to this rule, and it is among the countries with the highest rates of inequality in Latin America. By way of our project, we aim to change that, and create a positive impact in this country and around the world, starting with the community of Malacatan, in San Marcos, Guatemala. The educational needs in developing countries are very high and are currently not covered, so Educa is key to achieving support for the diverse communities to get out of the circle of poverty.

Thanks to the interviews and surveys carried out, we were able to know what reality is like in those places and what our project needs to have an impact on a social, economic, and environmental level. Educa has a market without competitors, with a good friend in the community, is economically viable, and is a huge pillar of support for the public education system.

To start the activity, the initial capital of 10.550€ is required. The investment begins to recover from the second year of operating, year 2025. The realization of our pilot project aims to validate our information and demonstrate to all committed segments that it is viable and effective.

Educa is unique for several reasons. First, we would be the only education center in the area that focuses on educating children between the ages of 2 and 6, before they start primary school. Second, our teaching method will be dynamic and enjoyable for the children, whose cognitive and



social abilities will be stimulated by way of games that are tailor-made for them. Here they will develop the necessary skills to succeed in primary school and beyond, while learning how to eat healthy, protect the environment, respect their peers, parents, and other adults, and actively strive for a better future.

But children will not be the only focus here, as we are well aware of the importance of family for the emotional and cognitive development of each child. This is why we will also be focusing on maintaining and/or strengthening the bond between parents and children, by providing support for both of them and encouraging parent participation in their child's developmental process in the education center.

One of the strongest aspects of our project is that it helps meet many of the United Nations' Sustainable Development Goals. Among them is goal number two, eliminating world hunger. Although this is a very complex issue with many variables, hunger is often the result of poverty, which is often the result of a lack of accessible education.

The next goal we plan to achieve is number three, "good health and well-being", as we will focus on meeting each child's nutritional needs and educating them on how to maintain a proper diet. Goal number four, "quality education," is self-explanatory, and goals seven, eight, ten, twelve, and thirteen, which aim to reduce inequality and improve the environment, will also be addressed in our program, albeit in the long-term.

Unlike other schools, Educa will be affordable to the local communities as costs will be met by low monthly fees from parents (or by their in-kind support), along with donations from NGO's, private companies, and strategic partners.

After the second successful year in Malacatan, Educa will become a social franchise, enabling vulnerable communities throughout Guatemala, Latin America and around the world to adopt our proven educational framework while counting on training and ongoing support from our team.

The franchise will be offered to private companies, NGOs, and municipalities in vulnerable sectors around the world. We know that it may be of interest to our main clients because we interview several Managers of Multinationals and also to the Minister of Education. The sale price will be 10.000€ and will include the entire framework of the business, the system, and also the opportunity to be part of this enormous network.

We discovered that it is essential to be in contact with the public and private sectors and NGOs so that they believe in our project and want to support us by buying franchises. For this, we need a very powerful Marketing Plan and the commitment of the entire community.

Another important point to consider is the need to have a good administration system that allows us to keep an online registry constantly updated of our franchises and in turn, that helps us make a quick and easy transfer of information to franchisors. Within the system, there must be an area for immediate online communication such as a chatbox.



Educa’s mission goes well beyond simply keeping children off the streets for a few hours a day, as is the case with many learning centers. We are genuinely vested in bringing a positive change to the world, which starts with properly and passionately educating our children, no matter their socioeconomic level, race, gender, or ethnicity.

Today more than ever, due to the devastation that COVID-19 is causing, the most vulnerable communities in the world need us. Their reality is often not shown on television and that is why people are unaware of it. But it is real and is just around the corner from our homes. The vast majority today are living the direct consequences of this, and if they were vulnerable before, their level of vulnerability is now more extreme. They are facing massive layoffs, lack of income to supply food and gas. Entire families are forced to live in a room of a few square meters because they can't pay the rent. They cannot go out looking for help or food because they do not know who to leave the children with. Many of them are cold and living in houses where the water passes and wets everything which in turn leads to children getting sick.

Educa is here to help them. We provide a classroom where parents can leave their children without worrying that they are alone at home or in an environment that is harmful to their health. They will know that we will give them nutritious food so that they grow up healthy and strong. With us, they will be warm, entertained, accompanied and happy. And best of all, this helping hand comes at a price that they can afford.



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12. Annexes.

1. Detailed information about Guatemala and Malacatan.

Guatemala

According to its Human Development Index (HDI), Guatemala ranks 133 out of 187 nations in the world, the lowest in Central America, and among the lowest in Latin American countries with an index of 0.581, a life expectancy of 71 years and an average of 4 years of schooling. The incidence of poverty in the country is 90.6%, that is, the percentage of people who suffer from some type of deprivation; 62.4% live in medium poverty; 29.6% in extreme poverty, and 3.6% in severe poverty (NHRI, UNDP 2011)¹⁵. The birth rate is 24.91% and the fertility rate (average number of children per woman) is 2.92%.¹⁶

Malacatan

The global fertility rate is 3.4, the birth rate is 28.2% and the percentage of mothers under 20 is 20.3%. Of these totals, only 46.7% have access to medical care for their children.¹⁷ (Annex 7) This reflects the level of poverty present in the municipality. The department of San Marcos, with a national Human Development Index (HDI) of 0.450, ranks 16th out of 22 departments in terms of its HDI.¹⁸

The population is of approximately 135,178 inhabitants, 75% of who are mestizos and 25% of indigenous descent, from the mam ethnicity group. Most of the population speaks Spanish. The main source of income in this area comes from agriculture. 80% of workers in the agricultural sector are men, most of whom have children. 70% of female parents are housewives, 10% work in an office, and another 10% work in the agricultural sector.¹⁹

From a sample of 403 families, with an average of five people corresponding to the parents and three children, 29.78% of the population lives in extreme poverty and earns from Q 1.00 (0.11 Euros) to Q 1.000 (118 Euros) per month. Which, as mentioned above, work in the agricultural sector. On the other hand, 18% is embedded in poverty without being specifically extreme. In this case, the average income is from Q 1.001 (118 Euros) to Q 1.500 (178 Euros).²⁰

¹⁵ PNUD (2011), INHD. Retrieve in 26.05.2020 on https://www.gt.undp.org/content/guatemala/es/home/ourwork/povertyreduction/in_depth.html

¹⁶ PNUD (2011), Pobreza, reflejo de la exclusión y la inequidad. Retrieve on 26.05.2020 on www.gt.undp.org

¹⁷ Morente, Hector. (2010) "Diagnóstico Socioeconómico, potencialidades productivas y propuestas de inversión: Municipio de San Marcos". Retrieve on 26.05.2020. From http://biblioteca.usac.edu.gt/EPS/03/03_0771_v10.pdf

¹⁸ PNUD (2011), Pobreza, reflejo de la exclusión y la inequidad. Retrieve on 26.05.2020 on www.gt.undp.org

¹⁹ Morente, Hector. (2010) "Diagnóstico Socioeconómico, potencialidades productivas y propuestas de inversión: Municipio de San Marcos". Retrieve on 26.05.2020. From http://biblioteca.usac.edu.gt/EPS/03/03_0771_v10.pdf

²⁰ Morente, Hector. (2010) "Diagnóstico Socioeconómico, potencialidades productivas y propuestas de inversión: Municipio de San Marcos". Retrieve on 26.05.2020. From http://biblioteca.usac.edu.gt/EPS/03/03_0771_v10.pdf



Annexed N°2. In both cases, there is a greater concentration in the rural area, which is where our school would be implemented.

Those who work in agriculture earn an average of 1,200 quetzals (approx. 120 Euros) per month, which translates to about 2 dollars a day. They normally work from 6 am until 2 pm.

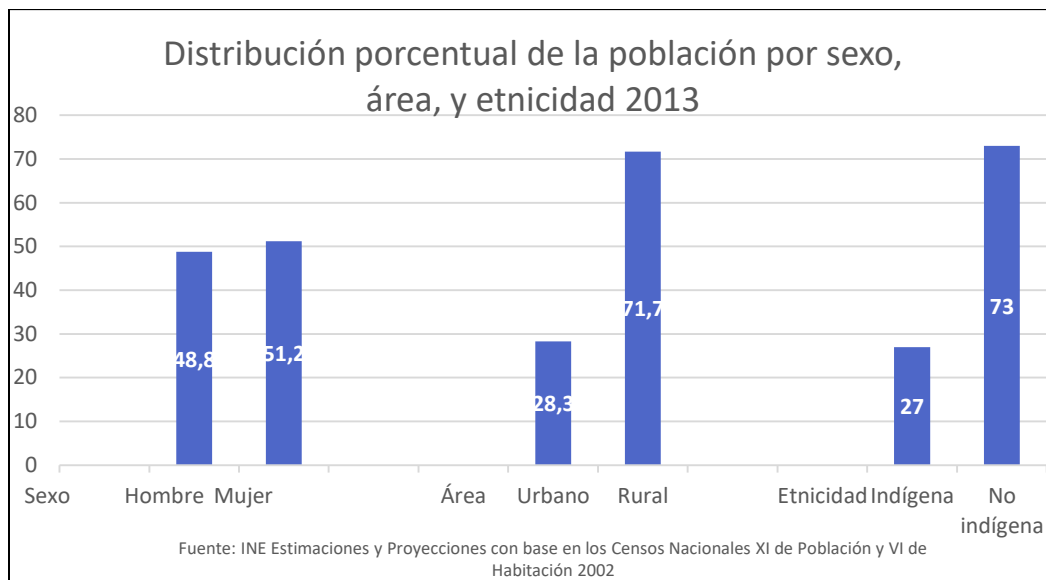
The main reason there is such high unemployment in the region is because the Guatemalan government does little to promote the creation of jobs for teachers. However, each year the number of citizens who graduate with a degree in teaching continues to grow. Another factor to consider are the additional costs: when teachers are transferred to far away communities, they must cover these costs themselves, which does not provide them with any financial gain. The average public-school teacher makes an average of 3,000 - 8,000 quetzals (347 - 925 Euros) per month. Teachers must also cover the cost of their rent, food, and transportation to the school. For this reason, among many others already mentioned, we aspire to create jobs for teachers that fulfill our requirements, offering new opportunities to the entire community.

Precios de servicios en Guatemala			
Producto	Quetzal (Q)	Dólar (\$)	Euro (€)
Internet (50 Mbps o más, Cable / ADSL)	610,000 Q	79,06 \$	72,97 €
1 min. de la Tarifa de prepago móvil local	1,34 Q	0,17\$	0,16 €
Básicos (electricidad, gas, agua, basura)	450,00 Q	58,32 \$	53,83 €

Indicadores de natalidad, fecundidad, proporción de madres menores de 20 años y nacimientos en centros hospitalarios			
Indicadores 2013			
Tasa global de fecundidad	3,4	En 2013 la tasa global de fecundidad del departamento fue de 3.4, mayor a la nacional de 3.1. Además, se registraron 28.2 nacimientos por cada mil habitantes, cifra mayor al promedio nacional de 25.8	Del total de nacimientos, el 20.3% correspondió a madres menores de 20 años. El departamento muestra una menor proporción de nacimientos en centros hospitalarios, comprado con el porcentaje nacional 63.1%
Tasa bruta de natalidad	28,2		
Proporción de madres menores de 20 años	20,3		
Proporción de nacimientos en centros hospitalarios	46,7		
Fuente: INE. Estadística de Salud Municipalidad de Malacatán.			

Municipio de San Marcos						
Empleo por actividad y área geográfica						
Año: 2009						
Actividad Económica	Total	%	Área Urbana	%	Área Rural	%
Agrícola	144	36	5	8	139	48
Servicios	117	29	54	82	63	22
Pecuaría	69	17	3	5	66	23
No contestó	49	12	0	0	0	0
Artesanal	18	4	2	2	16	6
Otras actividades	6	2	2	3	4	1
Totales	403	100	66	100	288	100

Fuente: Investigación de Campo EPS., primer semestre 2009



Municipio de San Marcos						
Población por área urbana y rural						
Años: 1994-2002-2009						
Área	Censo 1994	%	Censo 2002	%	Proyección 2009	%
Urbana	8.851	33	19.648	54	28.480	60
Rural	18.237	67	16.677	46	18.986	40
Total	27.088	100	36.325	100	47.466	100
Fuente: Elaboración propia, con base en datos X Censo de Población, V de Habitación 1994, XI Censo de Población, VI de Habitación 2002, del Instituto Nacional de Estadística -INE-.						

Municipio de San Marcos						
Población económica activa- PEA -						
Años: 1994-2002-2009						
Descripción	Censo Habitantes 1994	%	Censo Habitantes 2002	%	Proyección Habitantes 2009	%
P.E.A	7.330	100	10.284	100	13.827	100
Hombres	5.679	77	7.644	74	10.278	74
Mujeres	1.651	23	2.640	26	3.549	26
P.E.A	7.330	100	10.284	100	13.827	100
Urbana	2.656	36	6.177	60	8.305	60
Rural	4.674	64	4.107	40	5.522	40
Fuente: Elaboración propia con base en datos del X Censo de Población, V de Habitación 1994 XI Censo de Población, VI de Habitación 2002, Instituto Nacional de Estadística -INE-.						

Municipio de San Marcos			
Nivel de escolaridad			
Años: 1994-2002-2008			
Nivel de escolaridad	Año: 1994	Año 2002	Año 2008
Preprimaria	418	237	1.691
Primaria	11,126	15.010	7.069
Básico	4.574	7.910	3.953
Diversificado	763	2.020	3.559
Total	16.881	25.177	16.272
Fuente: Elaboración propia, con base de datos del X Censo de Población, V de Habitación 1994; XI Censo de Población, VI de Habitación 2002, del Instituto Nacional de Estadística -INE- y del Ministerio de Educación 2008.			

Municipio de San Marcos							
Ingresos familiares por área geográfica							
Año 2009							
No.	Rango en quetzales	Total	%	Área Urbana	%	Área Rural	%
1	1 a 500	44	11	4	5	40	13
2	501 a 1,000	76	19	2	2	74	22
3	1001 a 1,500	73	18	9	10	64	20
4	1,501 a 2,000	63	16	6	7	57	18
5	2,001 a 2,500	30	7	12	14	18	6
6	2,501 a 3,000	29	7	8	9	21	7
7	3,001 a 3,500	12	3	4	5	8	3
8	3,501 a 4,000	15	4	6	7	9	3
9	4,001 a más	32	8	24	27	8	3
10	No respondió	29	7	12	14	17	5
Total		403	100	87	100	316	100

Fuente: Investigación de Campo EPS, primer semestre 2009.

2. Interviews

Name: Sofia Concha Olivares

Profession: Early childhood bilingual education

1. Do you think it's important to implement a project like ours in San Marcos? Why? (Taking into consideration previous information provided about local demographics) I think it's important because children between the ages of 2 and 5 need that kind of stimuli. This helps them prepare for the stages of life that they will inevitably go through. It also helps them adapt to their environment, improves their cognitive development and their social relations.

2. Do you have any recommendations for us? Yes, children from vulnerable areas are generally different compared to those of other areas. It's important for their teachers to receive the proper training so they can understand them better and provide them with specialized care. These children also need support from family members and child psychologists. Significant progress can be made with enough diligence and follow-up care.

3. What kinds of activities do you have to stimulate proper development? We do 3 different kinds of activities: Free activities, exploration activities and guided activities. The first consists of letting them do what they want for some time. The second consists of taking them out of the room so they can explore and learn new things. Lastly, we have them follow our instructions for specific activities.

4. What exactly do you teach them? We teach them what is requested by the Ministry of Education: Letters or Language, Logic or Math, Cognitive Development (Attention, Concentration, Understanding etc.), sensory, large and small motor development, physical education, yoga, art, environment, social skills, among others. Classes are done in Spanish and English.

5. How long are the children in school? How long do the activities last? We have classes in the mornings and others in the afternoon. For the youngest children, who are 2 and 3 years old, activities can last no longer than 20 minutes because after that they can no longer concentrate. Children that are 4 and 5 years old are put through activities that last 40 minutes. This prepares them for primary school. Instructions must be concise, short and to the point, these way children can understand what they must do.

6. With respect to the business model, do you have any recommendations for us? Yes, all too often parents don't have anyone to leave their children with, the reason they would need this service for support. I have several children who spend the entire day in the facility. When this happens you have to provide them with lunch and a siesta break. It's also very important to have nursing staff. We cannot give children medicine but they often get hurt when they play.

7. How do you think we can help the community? Children of that age often begin showing the first signs of learning disabilities or psychological problems, such as dyslexia or autism. These types of learning centers can detect these problems early on and treat them in a way that does not cause harm before they enter primary school. Also, even children who don't have any problems can benefit because they will be better prepared for the future.

Name: María Carolina Elfeldt Zamorano

Profession: Early childhood educator, bachelor's degree in education with a focus on nursery school management and yoga for children.

Do you think it is important to implement a project like ours in San Marcos? Why? (Taking into consideration previous information provided about local demographics) All children deserve quality education and the ability to develop their social skills. Many young children are not properly educated or end up doing work that is not appropriate for their age group. No child should be deprived of this experience. That's why I believe what you are creating has the potential to have a positive impact.

Do you have any recommendations for us? I suggest you speak to parents who live in San Marcos and explain how important this is for their children's education and future growth.

What activities do you have the children do to stimulate their development? Each activity goes in accordance with the child's current stage of development. This is how we work with each age group.

What exactly do you teach them? The learning material is based on a specific primary education curriculum. Here in Chile we have specific guidelines for early childhood education, which must be added to the material the learning institution implements themselves, according to what is deemed of interest.

With respect to the business model, do you have any recommendations for us? (School hours, Relationship between teachers and students, among others). School hours can be full-time or part-time depending on the parents' needs and their own work hours, along with how much attention their children may need. School hours can go from 07:30 to 18:30, including breakfast, lunch and dinner. I'm talking about state run nursery schools and what they offer with these benefits.

How do you think we can help the community? This project can do so much for the community, as was mentioned for the first question.

Name: Arlette Bassila (San Marcos, Guatemala)

Private Sector Sponsor

1. Please describe your impression. It's a very attractive webpage. Seeing all those children raising their hands filled me with joy. I really like the idea of helping children. How many illiterate children are out there who need emotional, educational and nutritional support? The levels of poverty here are extraordinary. It's interesting because most people have no idea the percentage of people that live in poverty. I like the schedule. The website is clear and attention grabbing.
2. What works for you? If it's beneficial. It must improve the current education system, then reduce poverty and create jobs.
3. What doubts or concerns do you have? One concern is that you must first convince the parents that they need to send their kids to the school, since most parents don't do this because it's expensive and most families are big, so you'll have to have talks to make the parents aware of the importance of their children's education. It's also necessary to seek cooperation among the parents and convince them that if a parent works at the school they will get a discount from the monthly payment for their child.
4. What do you think is missing?
 - You can also include medical insurance for the children.
 - It's also worth offering computer courses with games.
 - Teach parents to take care of their children, both physically and psychologically. Have a social worker visit the families to see if they can pay or not.
 - Motivate their parents to send their kids to school.
 - Send photos of adopted children to their adoptive parents.
5. Would you like to participate? Yes, I already help at a place for special children and they send me the family history with the amount of children they have and they send me all the information, including a picture and I send them gifts for their birthday.

Name: Daniela De Laire

Profession: Clinical psychologist

1. Do you think it is important to implement a project like ours in San Marcos? Why? (Taking into consideration previous information provided about local demographics) I think the implementation of education centers for children between the ages of 2 and 5 are essential. Since these will be public institutions it will give access to children of vulnerable populations who cannot afford a private education. It's also an age where children are at a crucial developmental stage in their lives. This kind of education is so important for them to grow and for their intellectual and social development.
2. During this stage children may have learning difficulties as well as social issues. Do you have any suggestions for us to manage this? It's not easy for me to answer this question because it depends on each case. First and foremost, it's important for educators to identify which children may suffer from these problems or those who are not acting in accordance with their age. I recommend having professionals who understand the developmental stages of each child and who can identify each child and treat them accordingly.
3. Some of the children may come from vulnerable or abusive environments. Can you provide us with any advice on how to manage these issues? If the child displays dysfunctional behavior they must seek counseling whether it's because they come from a vulnerable environment or from an abusive household. It would be ideal if the education center had a psychologist on duty or had some kind of agreement with a psychiatric center.
4. Parents are essential in the education of their children, especially when the child is having problems. Do you have any recommendations for how to take advantage of the bond between parents and children to improve a difficult situation? Have them actively participate in the daily activities of the learning center and make sure they attend parent-teacher conferences as often as possible.
5. With respect to the management of the business model, do you have any recommendations? (Example: Hours per week? Is it better to have group sessions or individual ones? Is it better to have regular meetings with parents or only when specific issues present themselves? etc.) It's better to have group's sessions, and you should have regular meetings as I had mentioned earlier.

Name: Enio Maldonado (San Marcos, Guatemala)

Profession: Holder of a bachelor's degree in educational administration and a master's in education with a focus on educational project management. Has been Minister of education in San Marcos since 1990 and is currently a professor of urban education at the University Mariano Galvez.

1. How many children go to school in the municipalities of San Marcos? From what age? Up to what age do they stay in school? How many hours do they spend in school? What kind of schools or education centers are there in the area? Which is the most affluent? Go to the MINEDUC website where you'll find all the information you need about education in the area.

2. Do the municipalities of San Marcos offer education for children before primary school age? Yes, there is education for children before this stage and there is also the PAIN program, which helps children between the ages of 4-6 develop their learning abilities in the following levels: toddler age, kindergarten and preschool. Children under the age of 4 go through the program PAIN GUATEMALA.

3. Are children required to take a test before entering primary school? No, we just take into account their age. By January they should be 6.5 years old or turning 7 that year.

4. In what municipality of San Marcos do you think we should implement this project? We recommend the municipality of Malacatan in the state of San Marcos. The community would welcome this kind of project and if results are positive, they will choose it. Plus, I recommend developing a plan with the local municipality and getting the parents involved; checkout the OPF program in the website for MINEDUC

5. How do you measure the needs of the community if you decide to implement an education center? What factors do you take into account? Public sector: Members of the community make a request to put a school in their area or municipality and the government authorizes it. Private sector: Take a good look at the agreements that involve the creation of private establishments. There are 2 in the website MINEDUC

6. What does the curriculum consist of? MINEDUC CNB (National Curriculum Base) for: preschool, primary school or pain

7. Do you think it's important to implement a project like our own in San Marcos? Why? It's not just important, it's necessary. We need as much help as possible to get the project moving.

8. How exactly do you think we can help the community?

- First and foremost, your project has the potential to help raise children's self-esteem and how they value themselves. Guatemala has a culture where parents can be overprotective. They don't allow their children to be free.
- This project can also help with the development of motor skills, language, logic, movement and ability to differentiate. Also, the ability to socialize and adapt to different groups of people as well as the ability to develop and learn independently so in the future they will no longer depend on their parents.
- Guatemala has been in an armed conflict for 33 years, which has taken a psychological toll on parents and children.
- Bridge the social gap between boys and girls because the mentality in this country is dominated by machismo which has transcended many generations. It is necessary for women to do their part so that nobody gets in the way of them becoming leaders. This is part of the SDG's.

9. What factors do you think are important for a family to choose us? Providing innovative education, so that children become visionaries and leaders. By way of games, not only can they get educated, they can also learn about love, spirituality, etc. This is the stage in life when human beings learn the most.

10. Do you have any recommendations to give us, either at an operational level or with relation to the children in mention?

- Take into account the education background of the teachers, how you will be recruiting staff members and the proper hiring process to make sure they accept your philosophy. This is very important.
- BUILD A FAMILY PROFILE and a psychological profile, etc.
- Make sure there are a limited number of slots (12-15) so that no group is bigger than the other.
- Make sure you have the following: a doctor, a psychologist, educators and an administrator. Each of these should be independent.
- Make a contract to ensure family commitment with regards to taking the children to the school, as well as providing a safe and pleasant home environment for ideal childhood development conditions and so they can do the homework EDUCA has assigned them.
- Make sure teachers are trustworthy, with good values and a pleasant demeanor, etc.
- Schedule meetings with the parents to explain the next steps regarding their children's education process and if they have children in other schools, to understand that EDUCA children must be treated differently because EDUCA believes children should be allowed certain freedoms and to show their abilities in order to properly develop.

11. Do you think the community will accept this project and help us execute it? Yes, the way it's looking, yes. But the benefits need to be seen immediately.

12. How do you think we can get a facility for our education center? If you can find a school with an evening program you can partner with them to use their facilities in the morning.

13. How much do public schools charge monthly? San Marcos is the most affordable. 200 quetzals entry fee plus 200 per month per child. In my experience, schools recuperate their investment in 5 years.

14. Is education mandatory in Guatemala? According to Article 74 of the constitution, education is secular, free and mandatory. Regarding the private sector, look at the Legislative Law of National Education 12-91 (pursuits, parent's rights, educators' rights and the right to a private establishment, etc.) MINEDUC. However, the truth tells a different story. The constitution makes it mandatory on the grounds that the state has to offer it, and parents must provide their children with education. The problem is that parents don't always take their children to school, and when the child is between the ages of 13-15, they are often forced to work with their mother or father in the countryside, and they never go back to school.

15. Is there an existing project in San Marcos similar to ours?

- In San Marcos - PAIN (programa de atención integral a la niñez) helps children between the ages of 3-5. They also educate mothers. There is also the Instituto Privado Mixto of San Carlos.
- In Quetzaltenango (another state in Guatemala) there is a similar program, and in Tachitoyim they integrate games and the arts into their education program.
- The issue right now is that children between the ages of 2-6 are enjoying their time in preschool. They play games and have fun while learning. However, everything changes in primary school.

Name: Moises Gonzalez De La Cruz (Miami, Florida USA)

Company: Heartland (Human Capital Management) / Position: Relationship Manager

1. How do you like the website? It is well structured and mobile optimized. Mission, Vision and Core Values are well done. Well narrated.
2. How does it make you feel? Feels like it's comprised of young professionals. Fresh and makes me want to scroll down. Content is very appealing. Would love to help children in need.
3. Do you think any changes should be made? Needs more hyperlinks to make more interactive. Eventually deploy AI, machine learning, using chatbots for more interactions. Enhances user experience. Should deploy recruiting software (Applicant Tracking Software-ATS) with a hyperlink so people can apply online. Add some video.
4. Would you be willing to assist us financially to help educate low income children in Guatemala? I would help as long as there is a business plan in place and a plan of action for growth.
5. What do you think motivates individuals to donate? Send a newsletter every quarter notifying donors of the progress of the students and the school, and proof that the money is going to the right place.

Name: Gonzalo Guillen (Residence: Orlando, Florida)

Company: Duke Energy / Profession: Electrical Engineer

1. How do you like the website? The website looks real good. Very professional. User friendly and informative.
2. How does it make you feel? The photos of the children remind me of a time when my parents had sponsored a child in Africa.
3. Do you think any changes should be made? Maybe there is too much information and a little too saturated. Perhaps it would look better with less information.
4. Would you be willing to assist us financially to help educate low income children in Guatemala?
If it is affordable for me, yes I would.
5. What do you think motivates individuals to donate? Trust. Knowing that I can trust that my money is actually being used for the right purpose. Something that breaks down the numbers, exactly what each dollar is being used for. Quarterly report cards of the child. Drawings, letter from the child.

Name: Carlos Puelma (Santiago, Chile)

Company: Sargent & Krahn / Position: General Manager

1. Describe your impression. How does it make you feel? I really like the website. I think it's modern, entertaining, easy to see and informative. However, it seems distant. It needs to appeal more to my emotions.
2. What else do you think? It makes me want to know more. For example, I feel there needs to be more information about the global context of preschool education, like hard data. I know a little because I support UNICEF, but most people don't know. Also, it doesn't explain why it is located in Malacatan, Guatemala. I found out during this interview, but it's not mentioned on the page. It made me feel confused.
3. What's missing? A picture in the front that makes me feel closer. The existing picture is nice, but it doesn't entice me to participate. Also, we first saw the page on my phone and you realized some parts were out of whack and the main menu was unintelligible. But it looked good on the PC. You need to fix it so it can be seen from a mobile phone. As I said, it's lacking a global context as to why it's in Guatemala. You don't explain why you're doing this project and why in Guatemala. There is nothing explaining that this is a pilot project and that it will take place in Malacatan.
4. Are you interested in participating? Our company does not have any offices there, which makes it difficult for us to want to participate. It's too far for us. However, I'm certain that if you make the right changes to the page and show it to a multinational that has offices there, they will be interested.

Name: Francisca Mengers (Santiago, Chile)

Company: BICE Bank / Position: Investment Analyzer High Heritage

1. What is your first impression of our project? I like the idea in general. The page is nice and it has lots of interesting colors. However, I need more information. I understand what it's about now that we were having a conversation, but I need to see that information on the page.
2. How does it make you feel? Generally (I say generally because its how I feel and I imagine others feel the same way) people are moved by things they have already seen or experienced. People help foundations or NGO's to feel like they are part of a change and to feel like they are making a difference.
3. What do you think is missing? The page needs to be adapted so it can be seen well on the mobile phone. Most people don't walk around with their PC. That's why it needs to be enabled in both formats. I personally use my phone constantly and most of my digital activity is done on my phone. I only use my computer at my office and any pages that I don't use for the company are blocked. I also think there needs to be more information related to the project. The idea is mentioned generally but not concretely... like the location, how many children you plan on helping, why, where, etc.?
4. Would you like to participate? Even though it's far, people may still want to help (I donate to Banigualidad, which helps low income women to become entrepreneurs and I get specific information about the woman I am helping and I can even meet her in person). Right now I think you want to target companies with a strong presence in Guatemala that would benefit by donating to your project. They improve their image if they help the community and potentially get tax breaks if the system in Guatemala works like it does in Chile.

Name: Wilber Jiménez (Colombia)

Profession: Founder of University Office, a foundation which makes high level education available for children and adults of all socioeconomic backgrounds in Colombia. He is also a former professor of communicative abilities a Universidad de La Sabana.

1. How effective do you think this program can be? Please justify your position? This is the best age to teach children so they can acquire new abilities and virtues, as Vygotsky says in his “sociocultural theory”, in this developmental stage, “children actively learn by way of practical experiences” because “the learning experience is built by social interactions, with the help of someone with expertise in this area” (collaborative learning and influence from the sociocultural environment in cognitive development). This helps stimulate social, emotional and cognitive development.
2. What types of activities do you think can be most effective for cognitive development for children of this age in Guatemala? Games that make the child reason and understand who he or she is, as well as understanding their environment, for example, show the child a card with an animal or a city. They must act out what the animal or city is to their friends, who must then guess the animal or city, etc. (charades). Team sports, like football, which is not only physically healthy for the child, it also activates different neurotransmitters and gives the child healthy habits, such as discipline, etc.
3. Can you give us any recommendations? Offering extracurricular activities is not a novel idea. What’s novel is the content, the way it is presented and the focus. Being resourceful with regards to teaching methods is also important, as well as having a clear goal for the children. It would be wonderful if these activities could be used to discover hidden talents in children, and as a way to grow and promote these new-found abilities on a grander scale in the future.
4. What kind of credentials do you think those who will work with the children should have? It depends on their role in the system. If the person working with the children will be teaching them sports, than they should have a background in sports. Whatever content they teach, they should obviously have well documented expertise in that area.
5. If our project in Guatemala is successful, is there a possibility of working together with University Office if your organization decides to expand operations to other parts of Latin America? Of course. Roberto Carlos Guerra is one of the founding members. If he is interested in doing this it can definitely be done.

Name: Claudia Paz (San Marcos, Guatemala)

Private Sector Sponsor

1. Please describe your impression. The web page looks very interesting. The information looks complete and I think what you’re doing is quite altruistic, the desire to help these children who are the future of this country and I hope you succeed. Since the children are between the ages of 2 and 6 I think the schedule should be from 9am to 12pm.
2. What do you like about it? It benefits the children who receive an education because more children with an education mean more children that can improve their lives, their homes. This also helps them escape poverty and their status in life since those with an education can get better jobs in the future and a better salary. Nutrition also goes hand in hand with education since they learn to improve their eating habits and become better people overall. Children improve their habits by learning from other children with positive habits.
3. What doubts or concerns do you have? That parent is not used to taking children to school at such a young age.
4. What do you think is missing? Show parents the benefits for their children if they go to this education center. For example, mothers can work another job during those hours and children benefit by improving their education and social skills.
5. Are you interested in participating? Yes.

Name: Rubi Menaldo (San Marcos, Guatemala)

Private Sector Sponsor

1. Please describe your impression. I really like the webpage. It's easy to understand and it tells the story very well. I like the colors and images that you have chosen. I see that the outline was done very well. You also put lots of emphasis on social media which is a big plus. I see that you have a dream, which is to improve the quality of life and the future of children in vulnerable situations. That's what we need the most these days.
2. What do you like about it? I think education is essential for the development of a country. I love the pilot project and how you plan to replicate it in as many vulnerable areas as you possibly can. Children of these ages absorb information like sponges, that's why education at this stage is crucial.
3. What concerns or doubts do you have? I need to know exactly where my money is going and how it's being spent.
4. What do you think it needs? To show cases of success to know if the money is being spent correctly.
5. Would you like to participate? I would like to participate, but only if I can see successful cases where I can see that my money is being well spent. I think we Latin people are very sceptical about this.

Name: Margorie Bassila (San Marcos, Guatemala)

Private Sector Sponsor

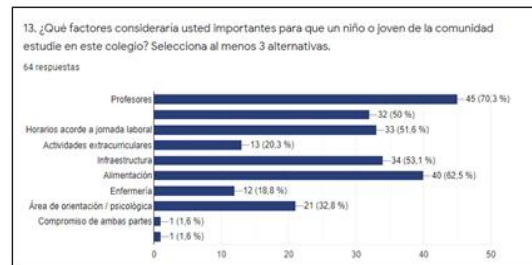
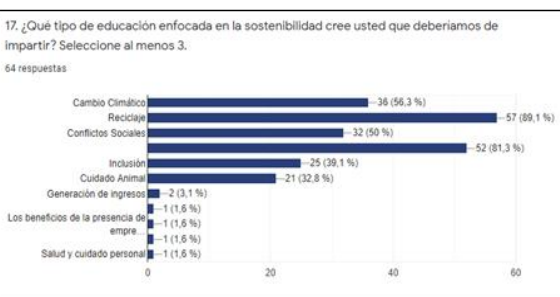
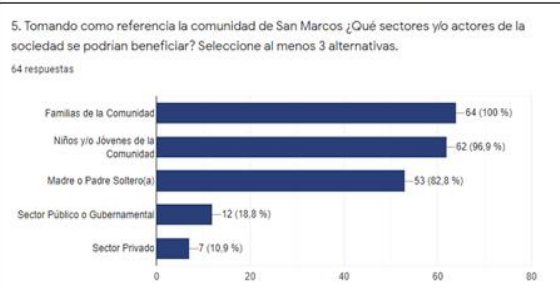
1. Please describe your impression. I would like to congratulate you for helping children get educated, since without education NOTHING can be achieved. I have a question about your education centers? Are they in addition to regular education or part of it?
2. What doubts or concerns do you have? You have a great challenge ahead of you. You can teach the children all you want, but if their environment remains the same, not much can be achieved. In my country of Guatemala there is so much ignorance and poverty that unless you completely take the children out of their environment and create a special space for them to live, THEN start these kinds of programs, unless you can do that none of your programs will go very far. Some people may think this is a cruel idea but it's the only way. Any other way is useless if you want to advance an effective education program.
3. Are you interested in participating? Yes, if you make it into a kind of boarding school.

3. Survey

Encuesta Colegio Esperanza San Marcos

Encuesta Colegio Esperanza San Marcos (respuestas)
File Edit View Insert Format Data Tools Add-ons Help


64 respuestas

4. Job Description Teacher

	Job Description
Job Title:	Teacher
Reports To:	Education Institute Director
Functional Area:	Human Resources
Key Responsibilities:	
	Description
1.	Promote and strengthen preschool education for boys and girls from 2 to 6 years of age. Trying to ensure that it is of quality, generating better educational conditions, to contribute to the development of their capacities, abilities in favor of the approach to the school stage.
2.	Pedagogically manage levels of the kindergarten, protecting the opportunity of the inputs, resources, hygiene and security of the dependencies, among others.
3.	Provide education and training to the kids.
4.	Keep the management informed through direct and fluid communication.
5.	Ensuring the care and respect between boys and girls, their educators and garden staff, always safeguarding the principles of good treatment.
6.	Contribute through practical actions to teamwork, ensuring maintain a good working climate.
7.	Fulfill any other function entrusted by its leadership within the scope of its competence.
Requirements	
Academics	Professional title of the Early Childhood Educator career, granted by an establishment of state recognized or recognized higher education.
Experience in the position	4 years
Others	First aid course, development of mathematical logical thinking, initiation to literacy.
	Have no criminal record
	Experience working with childrens of those ages
	English
	Microsoft Office Nivel Básico

5. Job Description Assistant Teacher

	Job Description										
Job Title:	Assistant Teacher										
Reports To:	Teacher										
Functional Area:	Human Resources										
<u>Key Responsibilities:</u>											
	Description										
1.	Promote and strengthen the quality of preschool education for boys and girls from the ages of 2 to 6. Help contribute to the development of student capacities and abilities with the goal of preparing them for primary school.										
2.	Provide educational support to all the children of the kindergarden. Make sure there are enough educational materials and ensure children use proper hygiene practices.										
3.	Provide children with proper education and training.										
5.	Make sure boys and girls treat teachers, staff members and one another with respect, always adhering to the code of conduct.										
6.	Help ensure a positive work environment through teamwork.										
7.	Assist teacher with any other education related activities.										
Requirements											
Academics	Bachelor's degree (or higher) in Early Childhood Education from an accredited higher education institution.										
Experience in the position	2 years										
Others	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td>Pass first aid course. Help children develop mathematical and logical thinking skills and initiation to literacy.</td> </tr> <tr> <td></td> <td>No criminal record.</td> </tr> <tr> <td></td> <td>Experience working with children.</td> </tr> <tr> <td></td> <td>English proficiency.</td> </tr> <tr> <td></td> <td>Microsoft Office Basic Level.</td> </tr> </table>		Pass first aid course. Help children develop mathematical and logical thinking skills and initiation to literacy.		No criminal record.		Experience working with children.		English proficiency.		Microsoft Office Basic Level.
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	English proficiency.										
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6. Marketing Mix

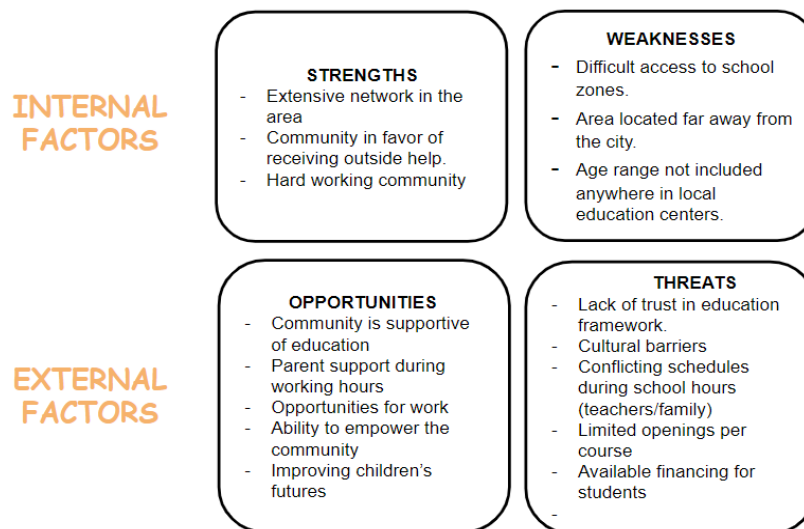
EDUCA

SWOT

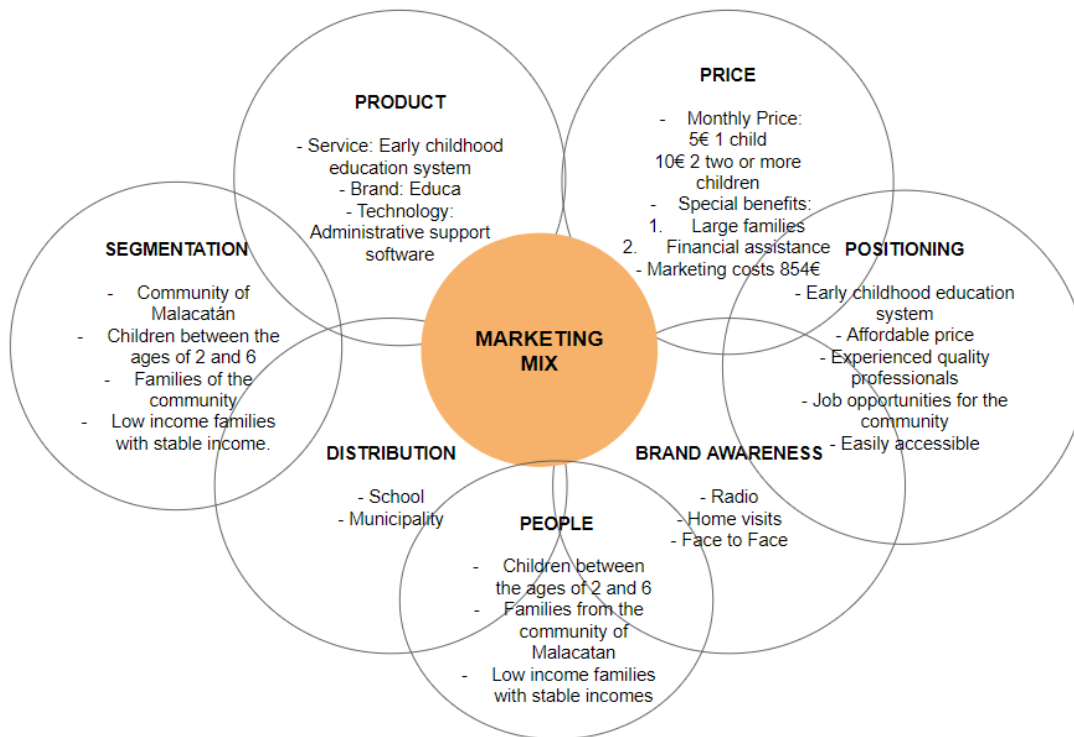


Malacatan Communities

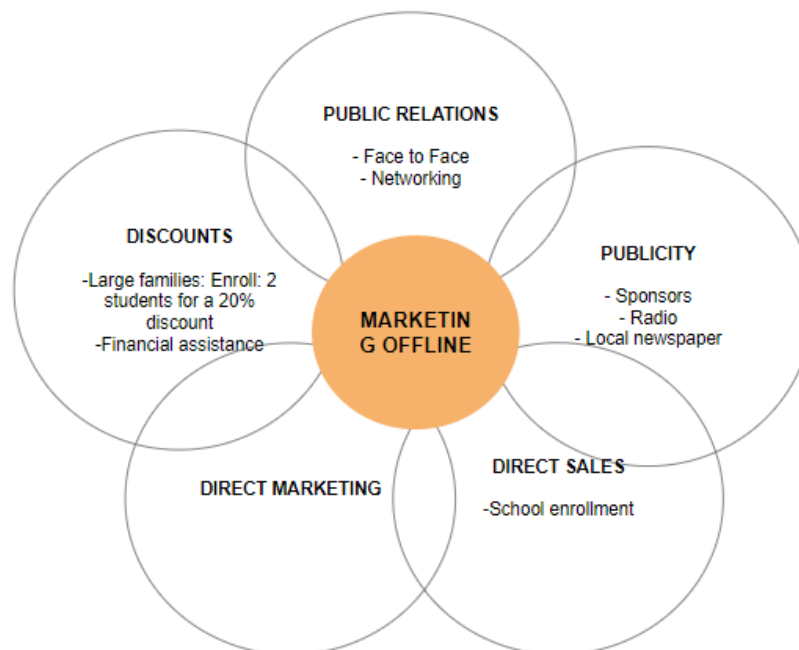
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Marketing Mix



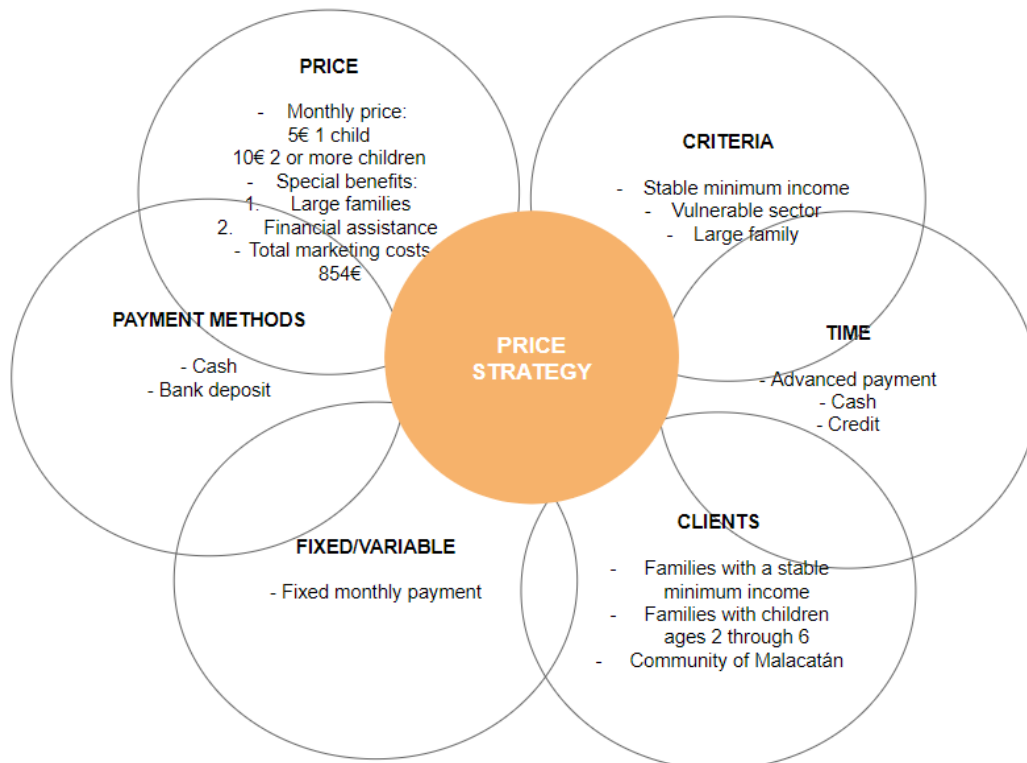
Offline Marketing Strategy



Gantt Chart

Objective	Target	Action taken	Cost	Duration	Responsible Member	Measurement
Create awareness about the project and build loyalty among families	Community of Malacatán	Visit homes	Free	During first month in operation	The entire team	Information requests and online visits.
Create awareness about the project	Community of Malacatán	Local radio interview and announcement	€40.00	2 air time slots and announcement during one month.	K. Bassila	New online followers, information requests and online page visits
Create awareness about the project & Support launch of the education center	Community of Malacatán	Visit local radio station	€30	2 air time slots- 20 minutes	K. Bassila	New online followers, information requests and online page visits
Create awareness of the project and family loyalty	Guatemala	Face to Face	Free	Duration of the project	The entire team	New online followers and online page visits

Pricing Strategy

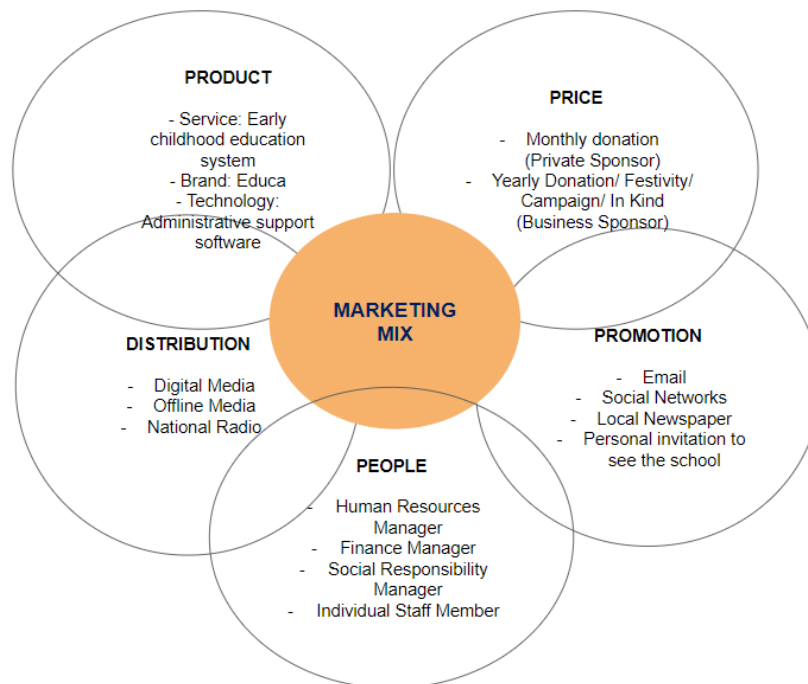


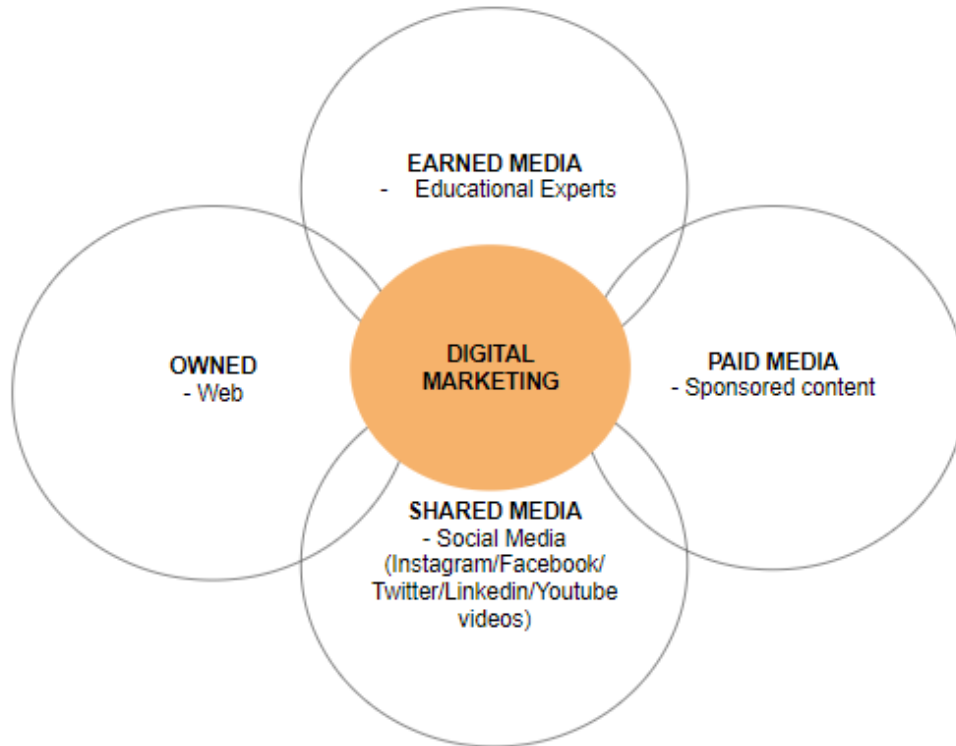
Private Companies & Particular Sponsors

SWOT



Marketing Mix





Gantt Chart

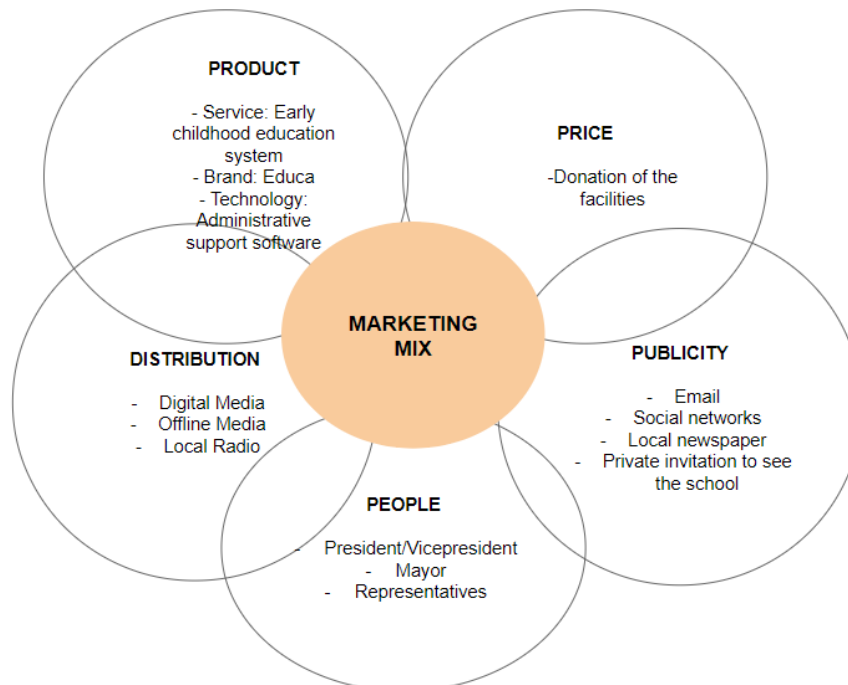
Objective	Target	Action taken	Cost	Duration	Responsible Member	Measurement
Build project awareness & Support launch of the education center	Private Sector	Reports in local newspaper	€40.00	1 or 2/week - Half page articles-	K. Bassila	- Information requests -Meeting requests
Build project awareness & Support launch of the education center.	Private Sector	Mailing	Free	Project Development and Subsequent Implementation	All team members	-Information requests -Meeting requests
Build project awareness and find sponsors	Private Sector	Post in social networks	Free	Duration of the project	M. Puelma	-Information requests -Meeting requests

Public Companies / Municipalities

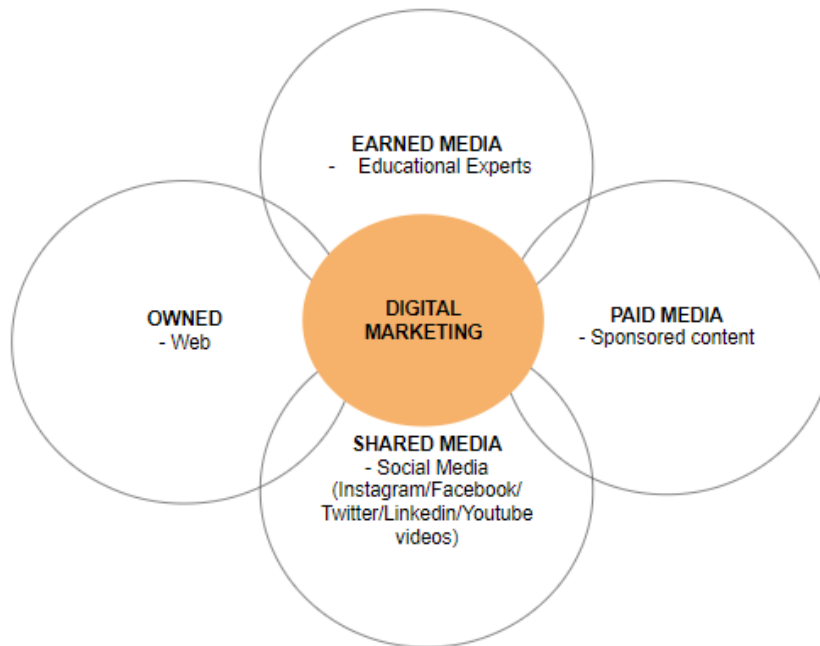
SWOT



- Marketing Mix



- Digital Marketing Strategy



- Gantt Chart

Objective	Target	Action taken	Cost	Duration	Responsible Member	Medición
Build project awareness	Guatemala	Reports in local newspaper	€40.00	12 Posts biweekly (Half page articles- Support launch of the education center)	K. Bassila	New followers on social networks, information requests and web page visits
Build project awareness and support launch of the education center	Guatemala	Local radio interview and announcement	€0	2 air time slots and announcement during one month.	K. Bassila	New followers on social networks, information requests and web page visits
Build awareness of the project	Guatemala	Face to Face	Free	Duration of the project	Todo el equipo de trabajo	New followers on social networks and web page visits
Build awareness of the project and find sponsors	Guatemala / International	Embajadores	Free	Duration of the project	K. Bassila M. Puelma	New followers on social networks and web page visits
Build awareness of the project and find sponsors	Guatemala / International	Post in social networks	Free	Duration of the project	M. Puelma	New followers on social networks and web page visits

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ⁱ Prensa Libre. Periódico Líder de Guatemala. Retrieve on 21.06.2020 <https://www.prensalibre.com/ventas/>

ⁱⁱ Anuncios de Radio Guatemala. Retrieve on 21.06.2020 <http://chivaguatate.com/category/anuncios-de-radio-guatemala/>