

SCHOOL IN A BOX Guide Series

MANUAL 1

Start Your Own

**FINANCIALLY
SELF-SUFFICIENT
SCHOOL**



TEACH
A MAN TO FISH
Education that pays for itself

ABOUT THIS SERIES

The SCHOOL IN A BOX Guide Series is designed as a 'one-stop shop' for anyone interested in establishing their own financially self-sufficient school.

The series is made up of nine individual manuals which between them cover all of the key areas which will need to be considered in detail in the creation of any Self-Sufficient School.

Each manual offers a step-by-step guide to building your understanding of key concepts and mastering a range of planning and management tools, as well as providing a wealth of case studies and real-life examples to illustrate both best practice and easily avoided pitfalls.

The full listing of manuals in the series is as follows:

1. Getting Started: An Introduction to Financially Self-Sufficient Schools, 2. How To Evaluate Your Organization, 3. How To Organize Your School, 4. How To Generate School Income, 5. How To Run A Self-Sufficient School, 6. How to Educate Successful Rural Entrepreneurs, 7. How to Organize Student Life, 8. How to Write A Business Plan for a Self-Sufficient School, 9. How to Finance Your Plan

CREDITS

The SCHOOL IN A BOX Guide Series represents the knowledge, experience and hard work of a dedicated team of authors and editors at Teach A Man To Fish and the Fundacion Paraguaya.



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Visit www.teachamantofish.org.uk and www.fundacionparaguaya.org.py for more information

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1. INTRODUCTION

The objective of this chapter is to explain the history of the financially self-sufficient school model and its key objectives.

When you finish reading this chapter you will be able to:

1. Explain how the Self-Sufficient School model was developed.
2. Identify the model's key objectives.

a. The School of Your Dreams

Imagine a school for low-income youth in a developing country...

- Where students from very poor farming families get high-quality rural educations
- Which has its campus on a diversified, well-managed farm
- Which has sports fields, a library, full internet and after-school activities
- Where students have five meals a day made from farm-fresh products grown at the school

Imagine a school for low-income youth in a developing country...

- Which has all of the facilities, equipment, tools and supplies needed to teach students practical agricultural skills
- Which also teaches students the business skills they need to get good jobs or start their own enterprises
- Where students also receive an official high school diploma so they can go on to university

Imagine a school for low-income youth in a developing country...

- Where girls get the same opportunities as boys;
- Where school fees are non-existent or so low even the poorest can afford them
- Where no student is excluded for lack of funds

Above all, imagine a school in a developing country where low-income students graduate with the knowledge and skills they need to *overcome poverty*.

This may be your dream school, but it is not just a figment of your imagination – it exists!

The Self-Sufficient School model you are about to read about was pioneered at the San Francisco Agricultural High School, a rural secondary school in Paraguay close to the capital city of Asunción.

Its example has inspired many other schools around the world to take a new approach to education so that low-income students in their countries can get an affordable, high-quality education that enables them to overcome poverty.

After reading this manual we hope you'll feel inspired too – maybe even enough to set up your own financially self-sufficient school wherever you live.

b. A little history

The San Francisco Agricultural High School was not always like this however...

At the end of 2002, the San Francisco Agricultural School—like so many other schools in developing countries—was a school in crisis:

- It depended heavily on government subsidies, which had been cut back sharply during the previous years.
- Most of the school's funds were used to pay teachers' salaries, and those were often paid late.
- There was little money left over to buy the tools, equipment and supplies needed to keep the school farm in operation.
- School facilities fell into disrepair, and without basic farm implements and supplies, students had little opportunity to practice basic agricultural skills.

After completing the three-year high school program and obtaining their high school diplomas, most students found that their economic prospects were not much better than before they had started. Enrollment dwindled.

With fewer students, the school received even less government support. The school's deficit soared. The religious order which owned and managed the San Francisco Agricultural School and could no longer afford this drain on its resources considered closing down the school.

Instead, it decided to transfer the school to the Fundación Paraguaya.

c. A new approach is born

The Fundación Paraguaya is a non-profit social enterprise which develops innovative solutions to poverty and unemployment in Paraguay and pro-actively disseminates them worldwide.

When approached about taking over this bankrupt agricultural school, the Fundación Paraguaya saw a great opportunity: the chance to develop a new kind of school-- one which would give poor rural youth the kind of education they needed to find good jobs, or be able to create their own jobs, and thereby overcome poverty.

Of course, this had also been the goal of the San Francisco Agricultural School for many years. This was also the goal of many other agricultural schools which were in financial trouble and whose graduates also could not find jobs. It was obvious that some fundamental changes in agricultural education were needed.

When the Fundación Paraguaya took over the school at the end of 2002, its then nearly 20 years of experience in microfinance and nearly 10 years of providing business and financial education to children and youth led it to several conclusions:

First, that in order to serve its students, the school would have to offer a more much relevant education—one that enable students to acquire the skills that employers were seeking in their employees.

Second, that the school needed to be able to count on having a certain minimum level of funding in order to be able offer the high-quality educational program it intended to provide.

Third, this high-quality education nevertheless had to be affordable for low-income farming families.

Finally, the Fundación concluded that in order to offer both quality and affordability, the San Francisco Agricultural School would need to generate its own income. That way, it would no longer have to depend on dwindling subsidies or, in the absence of funds from other sources, charge high fees.

To some, this seemed to be an impossible goal. Indeed, how could a school with classes to teach and a campus full of students to supervise possibly generate enough income to cover the full cost of its operations?

However, time would prove that this was not such an impossible after all. In 2007, five years after the Fundación Paraguaya assumed responsibility for the school, the San Francisco Agricultural School generated \$300,000 in income, enough to cover all of its operating costs, including depreciation.

The solution was to set up a number of small-scale, on-campus enterprises, which serve a dual purpose. On one hand, the on-campus enterprises sells products and services in the local market, generating income to pay the school's expenses and ensuring the school's long-term financial sustainability.

At the same time, these small enterprises offer students the opportunity to learn technical and business skills in a hands-on way. This “learn by doing and earning” approach to education means that students graduate with both the technical skills and the business experience they need in order to succeed in responsible jobs in the formal agricultural sector or as self-employed entrepreneurs.

Thanks to these innovations, low-income youth have been getting an affordable, high-quality secondary education at the San Francisco Agricultural School since 2003. The proof of this is that within four months of graduation, 100 percent of each graduating class finds good jobs, creates their own small enterprises or continues their studies at university.

At the same time, school fees are very low. Students are charged the equivalent of about \$10 per month, and students can pay half of this amount by doing farm chores one weekend per month. This means that poor youth can go to this school at virtually no cost to themselves or their families.

* * * * *

The achievements at the San Francisco Agricultural School are remarkable, but not unique. An increasing number of schools-- from Paraguay to South Africa-- are establishing financially self-sufficient schools in order to provide low-income youth with an affordable, high quality education that enables them to overcome poverty.

Your school can be one of them. There is nothing that the Fundacion Paraguaya and the San Francisco Agricultural School did that you and your school or your organization can't do as well.

This manual and the others in this series explain how the financially self-sufficient school model works and how you can adapt the model to the circumstances in your community so that the low-income youth whom you serve can also
Leave...

Poverty...

Behind.

Test your learning!

1. *How did the development of the Financially Self-Sufficient School model come about?*
2. *What are the model's two key objectives?*

2. THE FINANCIALLY SELF-SUFFICIENT SCHOOL

The objective of this chapter is to provide you with an overview of what it means to be a financially self-sufficient school.

When you finish reading this chapter you will be able to:

1. *Identify the differences between financially self-sufficient schools and traditional agricultural schools.*
2. *Assess the “value proposition” of financially self-sufficient schools.*
3. *Measure the success of financially self-sufficient schools.*

a. Introduction

Now that you know a bit about how the Financially Self-Sufficient School model came into being, let’s look a little more carefully at the concepts and rationale behind the model.

First of all, you should keep in mind that although this manual, and the others in this series, frequently refer to “agricultural schools” and “rural education,” *the financially self-sufficient school model applies to many other types of schools, especially those which seek to provide a relevant technical education that will enable graduates to find employment.*

In addition, the concept of “agricultural education” should also be understood in its broadest sense.

Perhaps in years gone by, an agricultural school could feel that it had accomplished its mission if its graduates knew how to raise crops and livestock. Today, however, there are many other opportunities to earn a decent living in the rural areas besides simply being a farmer. Good agricultural schools should teach their students to recognize and take advantage of these opportunities.

Thus, when we speak of “agricultural schools” and “agricultural education,” we are referring to schools that equip students to make a living in rural areas or in activities related to rural areas.

Such opportunities might include running a small rural hotel catering to eco-tourists, marketing the agricultural production of rural cooperatives, working as an agricultural

extension agent to help small farmers increase yields, teaching at another agricultural school or monitoring quality control for a agro-exporter.

b. Traditional agricultural schools in developing countries: common problems

If the concept of a financially self-sufficient school is new to you, you are not alone.

As everyone knows, it costs a lot of money to run a good school— to pay teachers, administrators, and other school personnel and to maintain school buildings, buy school supplies and cover other school expenses.

It can be even more expensive to run a good agricultural school, or other technical training school, since these schools need to have additional facilities, equipment and supplies in order for students to acquire practical skills.

For these reasons, it is commonly assumed that schools, especially those in developing countries, have no alternative but to depend on others for support. In most countries, a large percentage of this support comes from governments. Some schools also get funding from religious groups or other charitable institutions. And when funding from these sources is not enough, schools charge fees—sometimes very high fees which, of course, the poor cannot afford.

All of this leads to a series of problems which make it very difficult, if not impossible, for traditional schools to provide low-income students with an education that allows them to find good jobs or create viable small enterprises. These problems include the following:

#1: Not enough money

The first problem facing most schools in developing countries is money. This is because:

- Government funding is usually inadequate
- Government payments to schools are frequently late
- School tuition fees, though often expensive are insufficient to cover school costs
- Sufficient long-term support from non-government sources is difficult to find

As a result of these funding problems, educational programs at existing schools suffer. Moreover, it is difficult to find the resources to start new schools, when the expectation is that the schools will always need large subsidies in order to operate. For these financial reasons, there are not enough schools to educate all of the youth who would benefit from a high-quality rural education.

#2: School is too expensive for poor children

Even when school fees are too low to bring in sufficient income to run an agricultural school, they are prohibitively expensive for poor farming families. As a result, many rural youth cannot afford to go to school, even a very mediocre one.

#3: Traditional agricultural education is more theory than practice

Generally speaking, there is a mis-match between the type of education that traditional agricultural schools offer and the educational needs of poor rural youth.

Traditional agricultural education tends to be delivered in class, without enough opportunities for students to put the theory they heard in the classroom into practice on the farm. For example, students might study the common diseases that attack farm animals, but never learn how to vaccinate one.

Indeed, under-funded schools may not have the resources to keep livestock or buy the supplies students need to practice vaccination. In many cases, teachers may not have had much practical agricultural experience themselves.

The result is that students leave school without the practical experience they need to find responsible jobs or start their own rural enterprises.

Problem #4: Traditional schools don't teach practical business skills

But the problem goes deeper than that. While most agricultural schools teach students something about raising crops and animals, they generally don't teach what poor students most need to know: *how to make money raising crops and animals*.

For example, in order for students to make a living from a small herd of dairy cows, they need to know a lot more than just how to take care of cows. They also need to know such things as:

- is there demand for milk in the local market, and if so, at what price?
- is it better to sell milk or use it to make another product, such as cheese?
- how many cows do they need in order to break even?
- how many more cows they would need to support a family?
- is it better to save money now and buy more cows later?
- or is it better to get a loan and buy more cows now?
- how much is it wise to borrow?
- what can a small farmer do to minimize his agricultural and financial risks?

In other words, the teaching of agricultural skills (or other technical skills) is necessary, but not sufficient!

In order to turn out successful farmers-- or successful graduates in other technical fields-- schools also need to teach students a number of other things which are equally, perhaps even more important. These include how to analyze market demand, how to use credit effectively and responsibly, and the practical ins and outs of running a small business.

Test your learning!

1. *What kind of schools does the Financially Self-Sufficient School model apply to?*
2. *Why should the focus be on “rural education” rather than simply “agricultural education”?*
3. *What are some of the common problems affecting traditional agricultural schools?*
4. *Which of these problems affect schools in your country?*

c. Why Financially Self-Sufficient Agricultural Schools are different

As you will have gathered, Financially Self-Sufficient Agricultural Schools are designed to overcome the problems of under-funding, economic exclusion, and low-quality, irrelevant education which afflict so many traditional agricultural schools. Let’s look more closely at how this is achieved.

1. Financially Self-Sufficient Schools generate their own resources from a diversified group of small-scale, on-campus enterprises.

Thanks to the income from these enterprises, Financially Self-Sufficient Schools are not dependent on unpredictable government subsidies, charitable donations or school fees. Moreover, since Financially Self-Sufficient Schools have revenue from a diversified set of on-campus businesses, they are better able to predict and control the amount of resources available for their educational programs. Thus, well-run Financially Self-Sufficient Schools can provide better facilities, attract more qualified teachers and offer students a better education than most traditional schools.

2. The Financially Self-Sufficient School model approaches rural education from a different perspective, based on a different view of the problems facing small farmers.

At many traditional agricultural schools, the curriculum seems to be based on the view that teaching a young people to drive tractors or run other modern equipment will somehow make them more successful farmers than their parents.

Financially Self-Sufficient Agricultural Schools believe that the inefficiency and low level of productivity evident on so many small-scale farms in developing countries is not due to a

lack of physical inputs (e.g. equipment, seeds and fertilizer) or financial capital (e.g. subsidies or loans). Rather, it is due to the farming family's difficulty in correctly administering the resources it already has at its disposal and its difficulty in accessing markets.

Thus, to avoid having their graduates become the next generation of inefficient small-scale farmers waiting for capital and technology that never arrive, self-sufficient agricultural schools teach students what they need to know in to operate their small family farms successfully. They teach students to diversify their production, to apply appropriate, low-cost technology and make efficient use of the resources that are already available on the family farm. They also teach students to analyze market demand and base their production decisions on what customers want to buy; to look for attractive market niches where their products can fetch higher prices; and to produce goods and services with as much "value-added" as possible.

3. Financially Self-Sufficient Schools use a more effective educational methodology.

Educators have long recognized that students learn best through experience, not by passively receiving information. Thus, good schools should provide much more than just a traditional classroom experience; they should provide a stimulating environment for living, working and gaining experience.

Financially Self-Sufficient Schools put these principles into practice through a methodology called "Learning by Doing and Earning" and a curriculum based on six educational pillars: Learning to Be; Learning to Live Together; Learning to Know; Learning to Do; Learning to Undertake; and Learning to Earn Money.

So, while much of the focus in traditional schools is on learning facts in a classroom, Financially Self-Sufficient Schools focus on helping students develop the technical, analytical and personal competencies they will need in the workplace. This is done by integrating the teaching of traditional high school subjects with the running of the school's small-scale, on-campus agricultural enterprises via the Learning by Doing and Earning methodology.

For example, students at the San Francisco Agricultural Schools spend about half of their time in the classroom and half their time helping to run the school's sixteen on-campus enterprises. In math class, they learn practical business skills such as how to calculate a business's break-even point and its financial rate of return; in language class, how to write a resumé and a business letter. In the field, they put their math skills into practice as they calculate the amount of materials needed to build a new chicken coop, and biology and chemistry concepts as they prepare the organic vegetable garden.

As students progress through the school's three-year program, they gradually acquire more technical expertise and experience running the school's various money-making enterprises. They also get experience marketing school products at urban markets and the school's roadside store and serving clients at the school's restaurant and rural hotel. By the time students are in their last year, they are supervising teams of students responsible for the daily operations of each enterprise.

4. The curriculum at Financially Self-Sufficient Schools is market-based.

For the most part, traditional schools simply teach what the national curriculum requires them to. If the curriculum says students should learn to grow tomatoes, then the school teaches students to grow tomatoes. Nevermind that there is no commercial market for tomatoes where this particular school is located.

It is a good idea for schools to comply with the officially recognized curriculum so that students graduate an officially recognized diploma. However, Financially Self-Sufficient Schools do much more than that. The curriculum used at Financially Self-Sufficient Schools is designed to ensure that students acquire the specific competencies that it takes to run profitable small enterprises in their country and the specific skills demanded by employers in the local market. As a result, local employers seek out the graduates of Financially Self-Sufficient Schools as new employees, and graduates prepared to create their own jobs by forming their small enterprises.

5. Financially Self-Sufficient Schools have a different school culture and learning environment.

As you can see, Financially Self-Sufficient Schools must be on a permanent quest for economic self-sufficiency. This means that schools have to control costs carefully. It also means that they have to be attentive to local market conditions, developing new products for new market niches and switching out of other products when they become less profitable. The quest for self-sufficiency obliges teachers and administrators to maintain a practical, entrepreneurial approach to their work. It also ensures constant innovation.

This market-oriented, entrepreneurial and cost-conscious setting is the environment which students at Financially Self-Sufficient Schools are exposed to on a daily basis. Not only do these students learn about raising chickens in class, they have to know how many eggs the school chicken coop has to produce per day in order for it to break even. They also have to know how much profit the chicken coop has to make in order to pay the teacher's salary. This kind of learning environment is unique.

6. The Financially Self-Sufficient School model allows schools to offer both quality and affordability.

Other innovative educational approaches either recognize the importance of providing a high-quality, entrepreneurial program, but do not have a way to pay for it, or they have found ways for the poor to pay for their educations, but they cannot deliver quality. What sets the Financially Self-Sufficient School model apart from traditional schools is it offers a high-quality education at the secondary level, yet does not require poor students to pay any more than a token tuition fee.

Test your learning!

1. *Where do Financially Self-Sufficient Schools get the funds to operate?*
2. *How does the Financially Self-Sufficient School model address the problems of small farmers in developing countries?*
3. *What does it mean that the curriculum of Financially Self-Sufficient Schools is “market-based”?*
4. *Why is the learning environment different at Financially Self-Sufficient Schools?*
5. *What key advantages do Financially Self-Sufficient Schools offer that most traditional schools cannot provide?*

d. The “value proposition” of Financially Self-Sufficient Agricultural Schools

Building on the points in the previous section, let’s take a look at the “value” created by Financially Self-Sufficient Schools.

In order to stay in business, commercial enterprises have to create “value” – that is, they have to offer goods and services that are worth more to their clients and customers than other the things that these clients and customers might spend their time and money on.

Financially Self-Sufficient Schools are not commercial enterprises, but rather *social enterprises*—income-earning enterprises which, instead of distributing profits to owners or shareholders, use their “profits” for a social purpose.

Nevertheless, as we will see in the next section, Financially Self-Sufficient Schools also have clients, and like commercial enterprises, they need to satisfy their clients and beneficiaries in order to stay in business. How, then, do Financially Self-Sufficient Schools create “value” for clients and beneficiaries?

Financially Self-Sufficient Agricultural Schools create “value” by:

- Taking in students from poor, rural backgrounds with very limited job opportunities;
- Providing them with agricultural and business skills; and
- Producing graduates who are qualified for higher education, careers in the modern agricultural sector or economic success as a “rural entrepreneurs.”

In the process, they also:

- Convert deficit-ridden schools into financially sustainable institutions; and
- Offer a quality education that allows students from poor rural backgrounds to overcome poverty.

Business experts say that every enterprise should have a concise “value proposition” which distills the value of its product or services.

So, in 50 words or less, what is the “value proposition” of a Financially Self-Sufficient School?

The Value Proposition of Financially Self-Sufficient Agricultural Schools

Financially Self-Sufficient Agricultural Schools offer high-quality agricultural/business training to poor, unemployed rural youth. Unlike traditional agricultural schools, which do not instill usable skills, Financially Self-Sufficient Agricultural Schools equip students for immediate entry to higher education, employment in agro-businesses and/or success on their family farms, thereby allowing them to overcome poverty.

Test your learning!

1. What is the “value” that Financially Self-Sufficient Schools create?
2. Think of a school you know well. What is the “value” which that school creates?

e. How do Financially Self-Sufficient Agricultural Schools measure success?

All institutions should have a few simple, transparent ways to measure their performance. This allows them to check at regular intervals whether they are making sufficient progress toward their goals, and if not, to improve the way they are doing things. Such measures of performance also help institutions demonstrate to their supporters that they are transparent and accountable.

These principles also apply to Financially Self-Sufficient Schools. Fortunately, schools can measure their “success” in providing affordable, relevant education on a sustainable basis with two very simple indicators:

- Their students’ success in finding a productive activity to engage in upon graduation;
- The school’s progress toward financial self-sufficiency.

The San Francisco Agricultural School measures its success this way, and here are the results:

As regards the performance of its graduates, the school is successful in that 100% of the graduates of the school are productively engaged within four months of graduation.

“Productively engaged” means that graduates have either started their own small enterprises, found responsible jobs in the modern agricultural sector, are teaching at other

agricultural schools, or working extension agents, or that they have been accepted at university.

Not a bad record for poor rural youth in a developing economy where there are far larger numbers of young people entering the labor force than there are new jobs!

As regards financial self-sufficiency, during 2003-2006, the school made steady progress toward its goal of generating enough income to cover 100% of its operating costs, including the cost of depreciation. In 2007, it earned the equivalent of about \$300,000 and achieved its goal. This means that the school can provide affordable, high-quality rural education to low-income youth in perpetuity.

Of course, the school will not stop there! It continues to look for ways to increase school income, so that it can continue to improve its educational program and facilities.

Resources permitting, Financially Self-Sufficient Schools can and should develop more sophisticated monitoring and evaluation programs. Manual 2 will help you get started on that.

Test your learning!

- 1. What are two fundamental ways of measuring the success of Financially Self-Sufficient Schools?*
- 2. How do the schools you are familiar with measure their success?*
- 3. Are they successful?*

3. CLIENTS & BENEFICIARIES

The objective of this chapter is to identify the various types of clients and beneficiaries that a financially self-sufficient school can serve.

When you finish reading this chapter you will be able to:

1. *Identify the types of clients and beneficiaries that your financially self-sufficient school could serve.*
2. *Identify the ways in which your school could serve its clients and beneficiaries.*

Who are the clients and beneficiaries of Financially Self-Sufficient Schools?

This is a worthwhile question to ask because knowing who your potential clients and beneficiaries are will help you:

- identify the target group you want to serve;
- maximize your future impact;
- serve clients better and generate more income; and
- attract additional partners and supporters.

So let's take a closer look at the various groups who are the natural clients and beneficiaries – or potential clients and beneficiaries—of Financially Self-Sufficient Schools.

a. Students

Many young people in developing countries drop out of school at an early age. Of those who make it through their basic schooling (usually grades 1-9), many never go to high school. One of the reasons young people drop out is that neither they nor their parents think that more years of schooling will make much difference in their ability to get a job-- they think that a decent job will be out of reach in any case, whether they go to high school or not.

Students go to financially self-sufficient agricultural schools because they know that the education they receive will make a difference. And as more students graduate and are able to do productive things with their lives, the word starts to spread that going to this kind of high school does change lives. As a result, more and more students want to attend.

The story of Jorge Guerrero is a case in point. (See box below.) When Jorge graduated from the San Francisco Agricultural School, he was no longer the poor, unskilled rural youth he

had been upon entering the school three years earlier. He was a capable entrepreneur -- someone who could think creatively and identify a new market niche where he could sell his services and earn the money he needed for his next investment: a university education.

Jorge Guerrero, Class of 2005, is the tenth of 19 children of a poor farming family. Before attending the San Francisco Agricultural School, Jorge had lived all his life in the small, isolated rural community of San Joaquín in the Department of Caaguazú, Paraguay. When he first arrived at school, he knew little Spanish and got by speaking mostly in Guaraní, an indigenous language which is Paraguay's second official language. However, his Spanish improved quickly, and three years later, he graduated first in his class. He then entered the Faculty of Agronomy in the National University in the capital city, Asunción. To cover his university and living expenses, he started a small business growing organic vegetables in a plot of land belonging to an old-age home. In return for room and board, he supplied the old-age home with fresh vegetables and he sold his surplus production for the cash he needed for books and other expenses. When Jorge goes home to San Joaquín, he provides agricultural extension services to his family and neighbors.

b. The family farm

Another major beneficiary of the Financially Self-Sufficient Agricultural School is the family farm. The graduate of the financially self-sufficient agricultural school returns home as an entrepreneur. Parents see their returning graduate-- not as another mouth to feed, or an inexperienced youngster with expensive ideas that are impossible to implement-- but as a credible professional with tangible and much-needed resources: a realistic business plan which he or she developed under the school's supervision and a small line of credit to finance its implementation.

Even graduates who do not spend all their time working on the family farm have a significant impact on farm productivity and family income. Rural families usually have abundant and under-employed family labor. What they need is advice and training on how to make better use of the land and labor they have, using the simple technologies available for little or no additional cost.

Graduates of Financially Self-Sufficient Agricultural School often provide this kind of assistance to their families while engaged in their own businesses, jobs or university studies. Graduates can also provide their families with working capital, either from their own earnings, or from the lines of credit they obtain at graduation on the basis of the business plans for their family farms which they develop in their last year of school. The case of Ever Morínigo is a good example of how this works. (See box below.)

Ever Morínigo, Class of 2004 at the San Francisco Agricultural School, is one of twin brothers from Horqueta in the Department of Concepción, Paraguay who attended the San Francisco Agricultural School. Born in 1986, Ever comes from a farming family with seven children. As a student at the San Francisco Agricultural School, he had the opportunity to monitoring the national vaccination campaign against hoof and mouth disease, Thanks to that experience, Ever got a job with SENACA, the government agency in charge of Animal Health and Quality, as soon as he graduated. Once he began working, Ever began investing alot of his salary in the family farm. He has bought milk cows, hogs, and even a computer to keep track of how his business is doing. He is also thinking of starting a university program in rural business administration in Concepción.

c. Employers

Employers are an important group of clients for Financially Self-Sufficient Schools. First, they offer employment to school graduates, so it is important for Self-Sufficient Schools to know who they are and what there needs are, both to help graduates to find employment and to make sure that the skills employers need are included in the school curriculum.

At the same time, employers are also beneficiaries of Financially Self-Sufficient Schools because these schools provide responsible, skilled, mid-level employees which are often difficult to find.

Indeed, Financially Self-Sufficient Schools aim to train rural entrepreneurs who are not only capable of successfully managing a small agricultural enterprise, but also fulfill the needs of employers in the agricultural sector, including ranchers, farmers and agro-processing businesses. Businesses such as these are looking for employees who not only have experience in agriculture, but also analytical and computer skills. They are looking for employees who can make business projections and diagnose problems and recommend low-cost solutions; employees who can express themselves clearly both orally and in writing; employees who understand environmental challenges, who can work in a team and who have solid ethical values. Finally, businesses are looking for employees who have entrepreneurial spirit and a pro-active, “can-do” attitude. Employers find employees with these attributes in the graduating classes of Financially Self-Sufficient Schools.

Here are four examples of the kinds of businesses which have hired graduates of the San Francisco School graduates:

Frutika, S.R.L. (www.frutika.com.py)

Ariel Cuevas, from a small village outside of Horqueta, in the Department of Concepción, Paraguaya, is one of four children of a single mother. After graduating from the San Francisco Agricultural School in 2004, Ariel Cuevas was hired by Frutika, a fruit processor and producer of high-quality natural fruit juices and concentrate. Frutika is a modern agro-business which both produces for the domestic market and exports its products to European Union member countries, notably Germany and the Netherlands. As such, it operates under strict quality controls and meets the exacting standards of hygiene required by the European Union. Ariel was hired as a production supervisor, not only because of his agro-technical high school diploma, but also for his leadership skills and experience supervising teams of workers, which he developed as a student at the San Francisco Agricultural School.

Louis Dreyfus, (www.louisdreyfus.com)

Louis Dreyfus Commodities, the largest trader and merchandiser of raw cotton in the world, with operations in more than 20 different producing nations, including Paraguay, hired five members of the San Francisco Agricultural School's Class of 2006 as soon as they graduated. Rolando Ruiz Diaz was hired as an extension agent and assistant to the Manager of Dreyfus' project in Tacuara. In this position, he supervises two of his former classmates, Gustavo Acuña and Aldo Ponce, who were hired at the same time. Dreyfus also hired two other classmates, Daigo Cuevas and Ignacio Rivas, who work as extension agents on the Campo 9 project in Caaguazú and on a project in Encarnación, Itapúa, respectively.

Tati Yupí Reserve
(see www.h2oz.com.br)

Bernardo Servín Cuellar, Class of 2006 at the San Francisco Agricultural School, was hired by the Reserva Tati Yupí, a nature reserve near the world-famous Iguazu Falls, which is known for its diverse native forest and attracts many tourists. Bernardo was hired for his experience in hotel and restaurant management, which he acquired at the San Francisco Agricultural School's rural hotel, one of the school's 16 on-campus enterprises.

Granja Ko'eju

Enrique Ariel Roa Augusto, Class of 2007 at the San Francisco Agricultural School, was raised in the Department of San Pedro, the poorest department in Paraguay. Upon graduation, Enrique was hired by Granja Ko'eju, an organic vegetable producer with 400 employees which sells organic vegetables to 20 supermarkets and the best restaurants in the capital city and which won the 2008 "Successful Small Enterprise" award from Paraguay's Christian Businessmen's Association (ADEC). This job is an exceptionally good opportunity for Enrique, because it during his first two years at the company, Enrique will be working with a Japanese expert in organic vegetable production whom JICA, the Japanese cooperation agency, has sent to work with Granja Ko'eju.

d. Consumers

Another group of clients and beneficiaries of Financially Self-Sufficient Schools are the individuals and businesses who buy their goods and services.

Satisfied customers...

The San Francisco Agricultural School produces a wide range of goods and services for many different types of customers:

- organically grown fruits and vegetables, eggs, free-range chicken, honey, cheese and fruit preserves, among other products, for sale to individual consumers at organic and open-air markets in the capital city of Asunción;
- specialty products, such as rabbit and suckling pig, which are sold to restaurants and hotels;
- livestock of high genetic quality, which it sells as breeding stock to other agricultural schools;
- hotel and restaurant services to guests at the school's rural hotel;
- home-cooked meals to travellers passing by the School's roadstore store;

For all of these consumers, the School represents a reliable source of healthful products at competitive prices. For the school, satisfied customers are the key to financial sustainability over the long term.

e. Neighboring Communities

Financially self-sufficient schools can have a major positive impact on nearby communities in many different ways. They can provide employment at the school and in its small enterprises. They can sell fresh, healthful agricultural products to local households and businesses. They can provide technical assistance and marketing services to local farmers.

They can also offer other services to the community, such as internet access, library facilities, health services and cultural activities.

San Francisco Agricultural School serves as medical and dental clinic for the poor

The San Francisco Agricultural School has helped provide much-needed medical and dental in the neighboring community of Cerrito by lending its facilities to the medical personnel of the U.S. NGO, Charity Anywhere. In September 2007, a group of 30 foreign doctors and dentists, joined by a number of Paraguayan colleagues, attended to the medical and dental needs of some 3,000 patients over a 10-day period. In addition to providing basic medical care, the doctors performed surgeries to correct harelips, sunken palates and congenital problems of the hand and foot. The doctors and dentists also provided medicines and vitamins, dental care and dental hygiene kits-- all free of charge at a clinic set up in the auditorium of the San Francisco Agricultural School.

f. Other Schools

Other schools also become the beneficiaries of Self-Sufficient Agricultural Schools for the following reasons:

- They buy goods and services from the Self-Sufficient Agricultural School. For example, they may buy animal breeding stock, seeds or seedlings for their own agricultural programs.
- They their students to Self-Sufficient Agricultural Schools for outdoor programs that enrich their own educational programs.
- They hire graduates of Self-Sufficient Agricultural Schools as teachers and other school personnel.
- They ask for technical assistance in adopting the Financially Self-Sufficient School model.

Here are some concrete examples of the ways in which the San Francisco Agricultural School benefits other schools.

Providing new learning opportunities to other students, teachers and schools...

The San Francisco Agricultural School offers educational programs tailored to the needs and interests of children of many different ages. For example, elementary school students come learn how to milk a cow and how milk is turned into cheese; middle school students come to practice teamwork and leadership skills in an outdoor setting; high school students come to learn about organic agriculture and conduct field experiments as part of their science courses. Meanwhile, groups of teachers come to the school for weekend retreats for professional development.

Strengthening other schools

The San Francisco Agricultural School provides technical assistance to other schools that would like to adopt the Financially Self-Sufficient School Model. Usually the first step is for the interested school to send a small team to visit the San Francisco Agricultural School to see it in action. Then, many schools ask the the San Francisco Agricultural School to visit their school to see if their situation lends itself to adopting the model. Sometimes schools also ask for help in preparing a market study and plan, or for longer-term assistance to implement the model.

Educating new teachers

Three of the graduates of the Class of 2004 became teachers at traditional agricultural schools. Edison Morínigo took a job teaching at the Agricultural School in Arroyito, in the Department of Concepción. Alberto Pimentel was hired as a teacher at the Agricultural School in Arroyito, also in Concepción. And Mario Dima Gaona, became an instructor at the Agricultural School in Santa Rosa del Aguaray, San Pedro.

g. Donors

We tend to think of donors benefitting schools, but it also works the other way around!

Donors who work in the field of education understand what a large and continuing financial commitment it is to pay for the daily operations of a traditional agricultural school. Donors which have many schools to support especially feel the pinch, particularly when they see that many of these schools don't do an effective job in preparing youth to find jobs that could lead them to a better future.

Self-Sufficient Schools serve donors by example, showing that there is a way for donors to support education at a lower cost and with much better results.

h. Policymakers

Policymakers in some national education ministries and some international organizations also see the benefits of the Financially Self-Sufficient School model in terms of the quality and affordabilities. How much farther would education budgets go, say, in improving primary school education, if technical schools at the high school level no longer had to depend on government funds?

Test your learning!

1. *Name several of the different types of clients and beneficiaries of Financially Self-Sufficient Schools.*
2. *If you were to start a Financially Self-Sufficient School, who would be your school's clients and beneficiaries?*
3. *How would your school serve them?*

4. STRATEGY FOR SERVING THE MARKET

The objective of this chapter is to explain how and why financially self-sufficient schools must serve the market.

When you finish reading this chapter you will be able to:

1. *Identify the criteria for deciding which on-campus enterprises your financially self-sufficient agricultural school should start.*
2. *Identify several strategies to increase the income of school enterprises.*

In order for your school to become financially self-sufficient, it will need to develop its own sources of income. To do that, it will need to develop a strategy for serving the market.

In particular, you will need to identify which goods and services are in demand in your particular market and at which prices. Then you will need to determine which of these goods and services your school could supply at or below the current market price and who its customers will be.

Of course, you should not lose sight of the fact that the most important “products” of your school are successful, entrepreneurial graduates. But also keep in mind that producing successful entrepreneurs and setting up competitive school enterprises are perfectly compatible activities. In fact, as noted earlier, the best arenas for training successful entrepreneurs are commercially successful on-campus enterprises.

So, which enterprises should your school establish?

That depends entirely on the conditions in the market your school intends to serve. After all, your students will be able to acquire the entrepreneurial skills they need—such as good record-keeping, basic financial analysis, quality control and client service- by helping to manage and operate any well-run, commercially successful business that your school might decide to develop.

Thus, in choosing which school enterprises to establish, your objective should be to determine which enterprises will be most successful in your market.

The first step, then, will be to conduct a study of your market to find out which products and services consumer want to buy and how much they are willing to pay.

For example, do you think your school could set up a chicken coop and sell fresh eggs? Before you buy any lumber and chicken wire and start building the chicken coop, you will need to find out who sells eggs in your community, how many eggs are purchased, and at what prices.

You will also want to determine what your marketing channels will be. Will the corner grocer buy your eggs? Is there some other way for you to get your eggs to consumers like home deliveries or your own roadside store? Would the school cafeteria be an attractive customer for the school chicken coop?

Only when you are fully informed about conditions in your market, and you have determined that your school can make money producing eggs, will it make sense to establish a chicken coop at your school.

When you are just starting out, you will probably only want to establish few on-campus businesses. Choose the ones that you believe will generate the most income for your school.

Once these enterprises are firmly established and profitable, you should establish additional businesses. Over time, you will want to have a diversified group of on-campus enterprises, so as to have multiple sources of income for the school and a broad range of training opportunities for your students.

You should also aim to add more and more “value-added” to the goods and services you produce. That means that instead of selling agricultural products in their raw, unfinished state, school businesses should transform their output into more finished products that sell for higher prices.

For example, the school might begin by selling raw milk, but once it has steady milk production, it should consider installing a milk-processing plant so that it can sell products such as higher-priced cheese and yoghurt, if those products have higher profit margins.

The range of goods and services your school produces will undoubtedly evolve over time. As the school gains experience, identifies new market opportunities and obtains additional resources, it will develop new businesses. At the same time, it will want to discontinue activities that become less attractive as market conditions change.

Test your learning!

- 1. Why do Financially Self-Sufficient Schools need to serve the market?*
- 2. Why are serving the market and educating students compatible activities?*
- 3. How should a Financially Self-Sufficient School determine which small-scale enterprises to establish?*
- 4. What are some of the strategies schools can use to increase the income from these enterprises?*

5. CHALLENGES & OPPORTUNITIES

The objective of this chapter is to outline the challenges associated with establishing a financially self-sufficient school, as well as factors which facilitate the task.

When you finish reading this chapter you will be able to:

1. *Identify strategies for overcoming the challenges you might face in establishing a financially self-sufficient agricultural school.*
2. *Recognize the factors which could facilitate your efforts to establish a financially self-sufficient agricultural school.*

a. Challenges

1. Lack of resources

The first thing to keep in mind is that you have more resources than you think. The most valuable resource you have is YOU and your ability to inspire your colleagues, associates, friends, neighbors and other members of your community to support your efforts to offer affordable, first-rate educational opportunities to poor youth in your area.

Many people assume that the main challenge in setting up a financially self-sufficient school finding the money. On the contrary!

The main challenge having sufficient vision and leadership, qualities which are not determined by how much money you have at the beginning of the process. However, they will have a major effect on whether you are able to obtain the necessary resources you will need for your school along the way.

So keep in mind that the more committed to your goal that you are-- and the more you can do to inspire others by your example-- the easier your task will be.

2. Bias against combining education and making money

In some circles there is a bias against combining education and with making money. It is as if education were regarded as something too pure and intellectual to mix with the mundane and tiresome task of making money.

But does that attitude make sense?

If the purpose of “education” is to prepare students to lead productive, satisfying lives after they graduate, and making a living will be an important part of the rest of their lives, shouldn’t “education” teach students about making money?

Likewise, if the sign of a “good education” is that students become life-long learners and if earning a living will be a life-long necessity, shouldn’t “education” spark an interest in learning about earning? Is there a better way to do that than making “earning” part of “learning”?

As the achievement of Financially Self-Sufficient Schools model become more widely known, there will be greater recognition of the value of combining “learning” and “earning.”

3. Unfamiliarity with the “learning by doing” approach

Many people are unfamiliar with “learning by doing” approach to education.

Some people think of “learning by doing” as “work/study”. This is misleading, since even the term, “work/study” suggests that “study” is one thing and “work” is something entirely different!

In fact, some would argue that the “work” is a distraction from “study” -- a necessary evil, perhaps, for students who don’t have the money to pay for school, but not the most desirable way to get an education.

The “learning by doing” approach, on the other hand, is based on the opposite point of view: that students learn best through experience, not by passively receiving information from others.

In fact, as will be explained more fully in the following manuals, the “learning by doing” approach, has many benefits:

It helps bring alive the subjects students are exposed to in the classroom, enabling them to acquire practical skills and become competent professionals. This, in turn, helps students build self-esteem and the confidence to make concrete plans for the future.

“Learning by doing” also provides a vehicle for students to learn how to work in a team, be open to new ideas and flexible in the face of change, and to respect others.

4. Higher salaries in the private sector

Salaries are generally higher in the private sector than in schools, and this may make it difficult to recruit business-oriented individuals as full-time teachers. However, this need not be an insurmountable obstacle to making your school market-oriented.

First, teachers with open minds are happy to learn new skills. With training, they can become more business-oriented.

Second, although it may not be possible to attract a person with a well-paying job to a lower-paid teaching post, you may be able to attract qualified business people in other capacities in which they could enrich the learning environment at your school-- such as part-time teachers, volunteers in the classroom or the field, and/or informal teacher trainers.

5. Governments impose their own curricula

In order for students to receive an officially recognized diploma, your curriculum will have to meet official standards. But this does not mean your school can't also provide its students with a relevant entrepreneurial education.

Manual 6 explains how to use the "learning by doing" approach to teach the competencies that your students need in your market.

It also explains how to integrate the technical and entrepreneurial aspects of the curriculum with the academic ones required for obtaining a high school diploma. This may seem a little complicated at first, but the San Francisco Agricultural School has done this successfully, and your school can too.

6. Youth are needed at home on the farm

This is true to some extent, but not the main reason why poor rural youth don't attend agricultural school.

The main reasons are because they don't have the opportunity, because they can't pay the fees, or because their families don't believe that giving their children more of the poor education they have already had will improve their prospects in life.

As can be seen from the experience at the San Francisco Agricultural School, families are eager to send their sons and daughters to schools that produce successful rural entrepreneurs, even if this means having less manpower on the family farm.

b. Opportunities

Just as there will be challenges in establishing a financially self-sufficient school, so too are there a number of factors which will work to your advantage.

1. Environmental enablers: “The times they are a’changin’”

The world is a rapidly changing place. Years ago, all the opportunities seemed to be in cities, industry and large-scale, mechanized agricultural. Today, that is not necessarily the case:

- Soaring food and oil prices make it more attractive economically for consumers to buy food from nearby, small-scale farms.
- Increasing concern about the environment and the healthfulness of the food we eat has increased demand for organic agricultural products, an attractive market niche for small farms using labor-intensive techniques.
- The “fair trade” movement has increased commercial opportunities and prices for small farmers who form cooperatives and market their products directly to “fair trade” distributors in developed country markets.
- Meanwhile, the desire by many city-dwellers to get a taste of rural life has increased demand for rural tourism and other services which small-scale rural entrepreneurs can provide.
- In short, there are many new business opportunities opening up for small-scale rural entrepreneurs. And young people with good technical and entrepreneurial skills will be in an excellent position to take advantage of them.

2. Need for new approaches in education

Many poor children go to school, but that hasn’t enabled them to stop being poor. Why hasn’t education offered them a way out of poverty?

The answer has to do with the quality of the education they receive. Educators, development experts, NGOs, international organizations and governments all recognize this, and many are looking for new, cost-effective ways to provide high-quality education at an affordable cost.

This is one important reason why financially self-sufficient schools can be expected to find increasing support from many quarters.

Another reason has to do with economic projections for the future.

The ILO estimates that 1 billion young people will enter the job market in developing countries over the next 10 years, but that during that time only 300 million new jobs will be created. This means that 7 out of 10 young people will have to create their own jobs! Are schools preparing young people for that? What will be the cost to society if they cannot?

In light of the interest and concern over these issues, the Financially Self-Sufficient School model, with its emphasis on entrepreneurship and job creation, can be expected to gain increasing attention and support.

3. Poor rural youth are an untapped source of talent and entrepreneurship

As you tally up the factors that will work in your school's favor, don't forget the fact that poor, rural youth are a talented and entrepreneurial group of young people. Many of them have already overcome challenges that young people with more opportunities have not had to face.

4. Entrepreneurship can be taught

It is sometimes said that great entrepreneurs are born, not made. However, entrepreneurial skills can be taught and, like everything else, they improve with practice.

Every field has its "stars" who are remembered for generations to come, but not every successful entrepreneur has to become one of those. There are millions and millions of successful, but unknown entrepreneurs around the world. Poor rural youth can also learn to become successful entrepreneurs, if they have the opportunity.

5. Proven methodology

Finally, don't forget that when you embark on transforming your school into a financially self-sufficient institution, or establishing a new school that uses this model, you will be using a proven methodology that has already produced impressive results.

You will, of course, adapt the model to your culture and market. However, it is an approach that has been shown to work. In addition, there are a number of sources of advice and support for you to turn to if you need help. This set of manuals is one of them!

Test your Learning!

- 1. What do you think would be the biggest challenges facing you if you were to start a Financially Self-Sufficient Agricultural School or adopt the model in an existing school?*
- 2. What do you think are the factors that would work most in your favor?*

6. FAQs

The objective of this chapter is to answer some Frequently Asked Questions (FAQs) about financially self-sufficient agricultural schools.

When you finish reading this chapter you will be able to:

1. *Answer questions commonly posed about financially self-sufficient agricultural schools.*

Q. Is this model appropriate in all situations?

In broad terms, yes. However, every school will need to adapt the model to its particular market, culture and circumstances.

For example, a school in a coastal area with marine resources would probably look very different from the San Francisco Agricultural School in land-locked Paraguay. Nevertheless, school could use the same model to train successful entrepreneurs and achieve financial self-sufficiency.

Likewise, a school in an urban area could use the same model and teach many of the same competencies as a rural agricultural school. However, it would develop different school enterprises, based on the business opportunities available in its urban market.

Schools catering to local students might not need to be boarding schools. In some countries, there might be separate schools for boys and girls.

The variations are endless, but the same basic model would be valid for all.

Q. Does a school have to become 100% self-sufficient?

This is a question that each school will have to decide for itself. However, we believe there are strong grounds for schools to strive toward 100% self-sufficiency. These include:

Financial self-sufficiency is the best guarantee of a school's long-term survival.

Financial self-sufficiency allows the school to concentrate on education, rather than fundraising or pleading for money from cash-strapped government ministries.

Finally, and perhaps most important, the goal of financial self-sufficiency imposes business-like discipline on the school and its enterprises. It requires the school to be cost-conscious and school businesses to become increasingly efficient and productive. This is the best, most realistic environment in which to train successful entrepreneurs.

Q. How much does it cost to start a financially self-sufficient school?

We estimate that it will cost an average of \$500,000. However, much depends on the circumstances of each school. The main factors to take into consideration are:

- How large the school is, or will be, and how many students it will have;
- How much land and infrastructure the school already has, and how much land and what standard of infrastructure it thinks it needs;
- What kind of school-based enterprises it plans to start and how much investment each one requires;
- How long it will take the school to reach financial self-sufficiency. The faster the school can generate its own resources, the less money will be required to subsidize its operations until school-generated income covers school operating costs;
- Other factors particular to any given school, for example: How many staff will it have? Does the school “inherit” any financial obligations from its previous life?

In short, in order to make a reasonable estimate of the cost for any particular school, one needs to have some key facts about that school and prepare a detailed business plan.

Q. Where would my organization get the financing to do this?

If you do your homework and write a coherent and convincing business plan, you will find a number of possible sources of funding. Manual 9 on “How to Finance Your Plan” will help you design the best plan for obtaining financing, based on your organization’s goals and circumstances.

Q. What if my organization has never done anything like this before?

Don’t be deterred-- you are not alone! The San Francisco Agricultural School did not have any experience in being a Financially Self-Sufficient School before it decided to become one.

As you embark on the process of transforming your school in a Financially Self-Sufficient one, keep in mind that each organization has its own strengths and weaknesses. The important thing is to understand what they are and to make a plan to strengthen your institution in the areas where improvement is most needed.

Therefore, the first step in setting up your school, or transforming your existing school into a financially self-sufficient one, is to carry out a self-evaluation. Manual 2 lead you through that process.

Test your learning!

- 1. Think of a school you are familiar with. How might you have to adapt this model to fit the circumstances in that school?*
- 2. What do you think that school's goal regarding the achievement of financial self-sufficiency should be. Why?*
- 3. Which factors do you think might raise or lower the cost of adopting the Financially Self-Sufficient School model in that school?*

7. GETTING STARTED

The objective of this chapter is to provide you with an overview of what the rest of this SCHOOL IN A BOX contains.

When you finish reading this chapter you will be able to:

1. *Identify the essential components of SCHOOL IN A BOX.*
2. *Use SCHOOL IN A BOX to start planning your financially self-sufficient agricultural school.*

Getting Started

Congratulations! Having read this far and checked your understanding along the way, you now have a good idea of what the Financially Self-Sufficient School model is all about. The next manuals in this series are designed to help you implement the model in your school or in the school you plan to establish.

As the name “SCHOOL IN A BOX” suggests, all of the components needed to build a Financially Self-Sufficient School from the bottom up are contained in this series. Your job is to “unpack” them one by one and follow the instructions inside for putting each component in place.

Below is your “packing list” – an itemized list of the “components” you will find in the rest of the “BOX”. After you have checked through the list, open the rest of the “SCHOOL IN A BOX” and go over each of the manuals one by one. Inside you will find everything you need to get started on establishing your own Financially Self-Sufficient School!

“SCHOOL IN A BOX” Packing List

Manual #2: How to Evaluate Your Organization

New structures should be built on solid foundations. So before you actually start setting up your Financially Self-Sufficient School, you should take a good look at your organization to see how solid it is and whether it will provide a sufficiently solid “foundation” for your new school.

Of course, you can continue to make improvements and repairs in this foundation as you go along. But now is the best time to determine if it has any major cracks that need attention right away, before you start building something new.

The first step, then, is for your organization to conduct a self-evaluation. Manual 2 will lead you through this process.

First, it will help you analyze your organization's performance in seven critical areas, compared to a set of "best practices" to which Financially Self-Sufficient Schools should aspire. Through this exercise, you will gain a greater appreciation of your organization's strengths and weaknesses, the opportunities it should take advantage of, and the threats it must take precautions against.

Using your analysis, you will then design a "road map" to use to strengthen your organization as you develop your Financially Self-Sufficient School. This "roadmap" will help your organization stay the path of self-improvement and demonstrate to potential supporters the organization is serious.

Manual #3: How to Organize the School Team

Of course, setting up a Financially Self-Sufficient School will not be a one-person job! You will need a capable, committed and motivated team of teachers, administrators, and other personnel to help at every stage of the process.

Developing such a team will involve transforming traditional teachers and school personnel into "results-oriented" entrepreneurs. This will be one of the most important tasks ahead.

Manual 3 will help you do prepare the way for this paradigm shift. It will aid you in identifying the skills and personal qualities you will need to cultivate in your team members. In addition, it will explain how to keep them informed and motivated so that they embrace the new school culture you will be establishing. This manual will also help you transform your school into a "learning organization" and design a code of ethics.

Manual #4. How to Generate School Income

As you now know, a school that aspires to becoming financially self-sufficient needs to generate income. To help you in this area, Manual 4 will explain the "business" side of running a Financially Self-Sufficient School.

In particular, this manual explains how to identify attractive business opportunities for your school and gives you some pointers on establishing goals and objectives. It will also explain how to analyze the market for the goods and services your school might produce and how to develop an effective strategies for marketing them.

Manual 4 will also show you how you can increase school income by incorporating more "value added" in your products and make effective use of daily controls. It will also give you a some ideas on types of rural enterprises that your school might consider starting. Finally, this manual will illustrate how to write a business plan for an on-campus enterprise.

Manual #5: How to Run a Financially Self-Sufficient School

In order for a school to become financially self-sufficient, it needs to be able to keep careful track of the money coming in and the money going out.

Manual 5 will help you set up an accounting system that will allow you track how each of your school's small-scale enterprises are doing on a daily basis, as well as to see how the school's finances look on a consolidated basis.

This manual will also help you analyze your organization's financial statements, make a budget and set up appropriate internal controls.

Manual #6: How to Educate Successful Rural Entrepreneurs

Manual 6 will help you design an educational program for training successful rural entrepreneurs.

Thus, it explains how to organize your curriculum around the six pillars of education. It also discusses "learning by doing" and how to put this methodology into practice through programs such as "The Cooperative" and "The Company" and by having each student design a business plan for his or her family farm.

You will also learn how to design a curriculum which fulfills your educational objectives for your students and the productive requirements of the school's on-campus enterprises.

Finally, the manual will discuss how to incorporate financial education and information and communication technologies (ICTs) into the curriculum.

Manual #7: How to Organize Student Life on Campus

Manual 7 will help you ensure that the life on campus at your new Self-Sufficient School is safe, pleasant and conducive to learning. Thus, this manual covers the issues affecting students outside of the classroom and their practical learning in the field.

The manual begins with the admissions process and students' responsibilities as members of the school community. It also covers issues such as setting up an appropriate school schedule and ways of encouraging students to get along with one another. The manual then turns to the issue of supervising students, ensuring adequate safety and hygiene, and establishing appropriate campus regulations. The manual concludes with a suggestions on how to set up a sexual education program.

Manual #8: How to Write a Business Plan for your School

This chapter will help you in integrating all of your plans for your future school into a coherent business plan.

The manual starts by helping you identify your school's mission and vision, as well as its objectives, value proposition, clients and beneficiaries.

It will help you work out a SWOT analysis of your organization, determine which small enterprises your school should establish, and determine how they should market their production.

Finally, the manual will help you make the necessary financial projections to support your plan and coaching you on how to draw up the school budget, analyze its future cash flow and identify its financing needs.

Manual #9: How to Finance Your Plan

Last, but not least, Manual 9 explains how to begin securing the financing needed to turn your Business Plan into reality!

After a review of some basic concepts, this manual will help you understand your school as a "product" and identify the key features that will let you "sell" your plan to funders.

It will also help you gain a greater understanding of the "market," i.e who your potential funders are and what kinds of funding they offer.

The manual also includes a step-by-step guide to developing your funding proposal and a case study on funding a self-sufficient school from scratch.

Finally, Manual 9 concludes with a chapter on the UK education non-profit, **Teach A Man To Fish**, and how it can help support members' efforts to finance their plans.

* * * * *

Now that you have reviewed the "packing list", you are ready to open the rest of the "SCHOOL IN A BOX" and get started on establishing your Financially Self-Sufficient School.

Good luck!