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E m p o w e r i n g P e o p l e t o C h a n g e t h e W o r l d !

THE WORLD CHANGERS MODEL

How to go about setting it up in different regions

NOTE: REFER TO THE BUSINESS PLAN FOR AN IN DEPTH VIEW O HOW WORLD CHANGERS ACADEMY (WCA) OPERATES

TYPES OF EXPANSION

1. An existing WCA staff/member initiates and/or oversees programmes in new area (*e.g. Tholulwazi/Lily of the Valley model*)
2. Someone who desires to pioneer WCA programmes spends significant time with WCA at one of its operations to fully understand the DNA of the organisation in order to replicate it elsewhere (*e.g. Madagascar model*)
3. A person (s) or organisation builds relationship with WCA and WCA has enough faith in person(s)/organisation to start and manage WCA programmes on its own (*e.g. SLOT model*) – This is generally only workable if the person/organisation is in close proximity to an existing WCA operation.

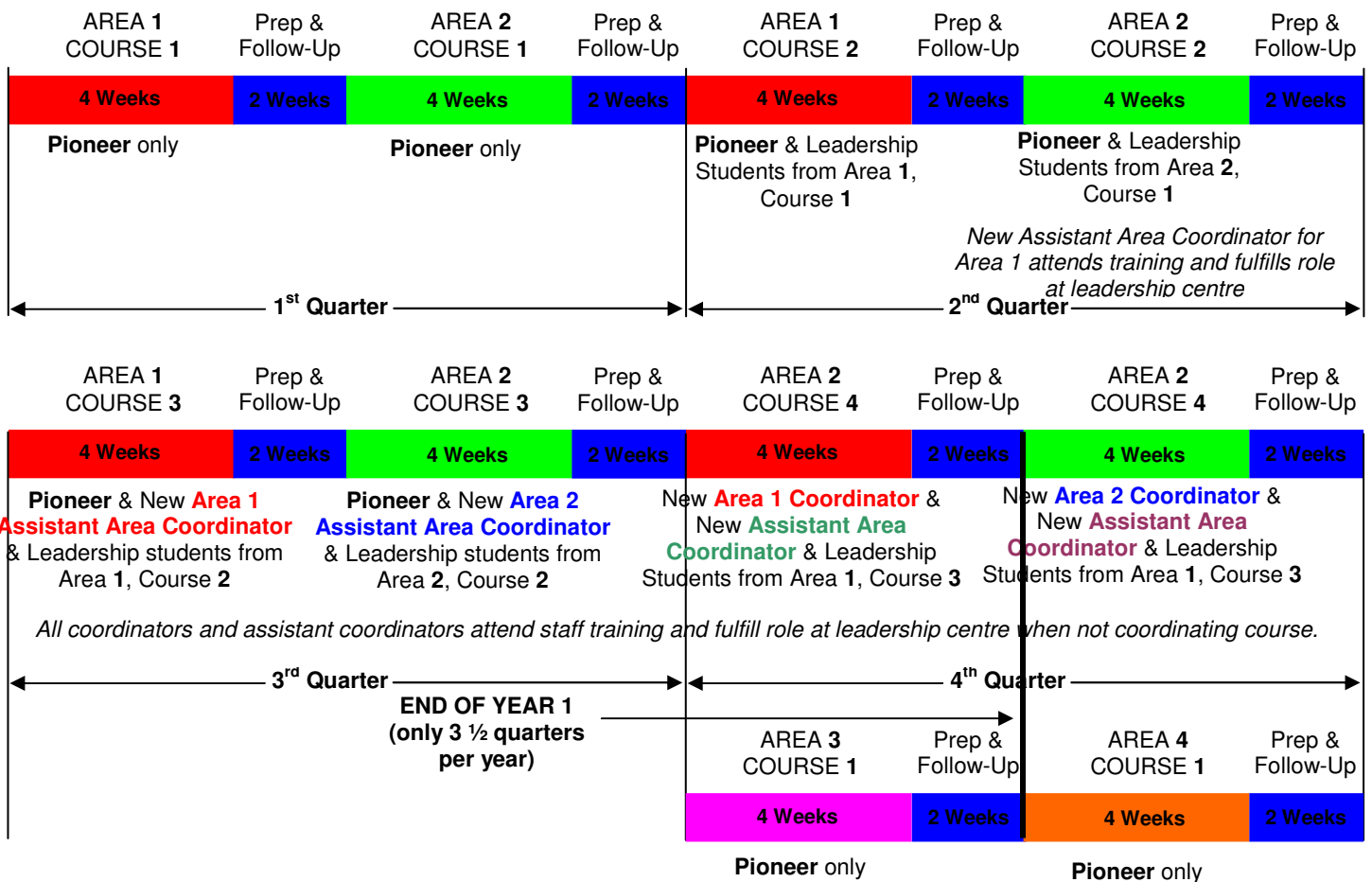
EXPANSION GROWTH PATH

1. CLOSE PROXIMITY (close enough to an existing operation for day visits for speakers)
This region will initially serve as extension of existing WCA regional centre with long-term aim of relating to new (to be established) regional centre

- a. **STEP 1** – Starting a new life skills course for the unemployed in the new region
 - i. 1 person can coordinate life skills in 1 or 2 areas per quarter depending on whether they fit within the work pattern of other WCA staff (enabling them only to coordinate 1 place per quarter) or not (enabling them to coordinate at two places per quarter).
 - ii. If there is more than 1 person involved in these expansion initiatives, the expansion can be multiplied (maximum 2 places per person per quarter)
 - iii. Each coordinator involved in expansion will run the first course by him/herself.
 - iv. The schedule and overall administration and management will be handled by the life skills programme manager based at the nearest regional hub.
- b. **STEP 2** – Raising up leaders to ultimately take over as life skills area coordinators
 - i. From this first course, several people will be selected for the leadership course with the hopes that at least 1 will be able to become the new coordinator in the future.
 - ii. These people who are selected for the leadership course will assist the coordinator in running the 2nd course for the area, which will start 12 weeks after the first course started.

- iii. 1 or more of these leadership students will be selected to be full-time volunteer assistants with WCA, initially taking the role as assistant area coordinator(s). After their leadership course, they should fall into the normal work pattern of WCA staff, which involves spending half of their time at their area coordinating life skills courses and follow-up programmes and the other half at WCA’s leadership centre, assisting in another department – such as life skills management, leadership course management, or follow-up management. It is possible for them to also operate like the pioneer and to be involved in 2 life skills every quarter, but this would put extra strain on management of the leadership, life skills and follow-up programmes. This person(s) should also attend WCA staff training for new staff members/area coordinators.
- iv. Ideally, someone should be an assistant for 2-3 life skills courses (including the one from the leadership outreach) before taking over as the area coordinator. At a minimum, this person will be ready to coordinate the fourth course in their area (after assisting with the 2nd one as a leadership student and the third one as an assistant coordinator).
- c. STEP 3 – Pioneering new courses after raising up new area coordinator
 - i. When the “protégé” is ready to coordinate the course on his/her own, the “pioneer” can then move onto a new area to start programmes. If all goes well, this transition to the new coordinator would take place after 3 quarters, where the newly groomed coordinator would coordinate the 4th course on his/her own (with the support of leadership students on outreach).

WCA’s Expansion Model with Dedicated “Pioneer”



- ii. Using the “pioneer approach”, where a WCA coordinator doesn’t fulfil a secondary function at the leadership centre, the pioneer can start 2 new centres every 3 quarters. If using the normal approach, the coordinator can pioneer 1 new centre every three quarters. This latter option is the “natural growth” path of WCA. However, two key factors must be considered with either path. One is that the average coordinator serves between 1-2 years and that not each course produces a suitable and able candidate to be a future coordinator. On the other hand, some courses produce more than one suitable candidate to be future coordinators, allowing for even faster expansion.
 - iii. WCA normally only manages 7 leadership courses and life skills outreaches per year, instead of 8 (which would complete four quarters).
- d. STEP 4 – Starting leadership programmes in the region
 - i. Once a critical mass is built, a leadership programme can be run for students in the region (as opposed to having them go to the nearest regional centre for leadership courses that is not actually in the new region itself). Probably students from at least 4 different life skills courses are needed to run a leadership course. This can happen in two ways:
 - 1. Once WCA is operating in four areas in the new region, all the students from the courses in the region can join for 1 leadership course. This would mean that this region would have no sub-regions, where life skills are run at one sub-region while leadership students are at the leadership centre from another sub-region. This would mean that for four weeks, there would be a leadership lecture phase, for four-six weeks, there would be an outreach (including the four week life skills course) and then there would be a 1 week feedback for the leadership students at the end and then the cycle would repeat itself. When the number of areas reached regularly in the region reaches 8 or more, then the region can be split into two sub-regions, as described below.
 - 2. Once WCA is operating in eight areas in the new region, the region can be split into two sub-regions, and students from one sub-region can do the leadership course, while students from the other sub-region do life skills courses. They will continue to swop over and over again, as is done in the Durban region currently.
 - ii. When the new region formally establishes itself with a leadership base, there will be a need for regional managers to be appointed for the various departments, especially a life skills programme manager and a leadership programme manager. If option i.1 in STEP 4 is implemented, then the leadership programme manager can also play the role of life skills programme manager.
- e. STEP 5 – High School programmes
 - i. At some point along this journey, high school programmes can be started. This can be done when WCA is well established in the area and after it has set up its leadership centre, or it can be done before then.
 - ii. The staff for this work will come from one of two sources
 - 1. The life skills area coordinators and assistants themselves, on top of their coordination of life skills for the unemployed. If this is the case, then each coordinator would only be able to manage one class per week at one school.

2. Extra volunteers/staff can be raised up to coordinate life skills in schools. Each coordinator can handle 3-4 schools per week with 1-3 classes per day.
3. The high school workers would be managed by the nearest regional high schools manager until one is commissioned for the new region.

2. MIDDLE PROXIMITY (within day's journey by car from existing WCA operation)

Most of the same would apply from above except a few areas listed below

- a. In STEP 1, the life skills area coordinator would not have much support from the life skills programmes manager based at the nearest regional centre. Therefore, he/she would need to organise the schedule him/herself and do all the administrative work that the course would entail (e.g. printing certificates). The coordinator would therefore have to have some form of office setup, whether at a home or in a formal office setting. The coordinator would also need to identify local speakers in the community. Also, he/she would need to identify follow-up opportunities for students. In essence, he/she would be playing the role of life skills area coordinator, plus the scaled-down roles of life skills programme manager and follow up programme manager. Due to the diverse range of skills needed for this role, a well-trained and experienced person would be needed to pioneer and manage programmes in an area of middle proximity.
- b. In STEP 2, the coordinator will need to give some of his/her administrative and management duties to his/her assistants. Ultimately, he/she will raise up someone who can play the full time roles of life skills programme manager and follow-up programme manager. So he/she needs to be mentoring others in these areas from the start.
- c. In STEP 3, it may take longer to be able to pioneer programmes in new areas because of the extra burdens of management and administration placed on the coordinator. Therefore, the growth process may be slower.
- d. In STEP 4, it is the same as above.
- e. In STEP 5, the only difference is that point 3. won't apply

3. FAR DISTANCES (only feasible to go by plane from existing WCA operation)

Everything from the middle proximity section applies here, except the following:

- a. Since the nearest regional leadership programmes are too far away to practically send students, the leadership programmes need to be established immediately after the first one or several life skills courses. There are several options for this:
 - i. The leadership course can be started immediately after the first life skills programme. This would be a fairly small course, unless a number of people are available to pioneer life skills courses right from the start.
 - ii. The coordinator can run several life skills courses in a row, probably each in a different location, without sending people to a leadership course. When there are enough students to have a suitable leadership course, one can be run for these students.
 - iii. People can be hand-picked from various communities who would qualify for the leadership course. A combined residential life skills and leadership course can be run for these people right at the beginning.

FINANCES

The financial needs to establish a new regional operation of World Changers can vary greatly, depending on the pace of expansion in the area, the expertise of the leadership, the local economy, local transportation costs, the distance from the nearest regional hub and the distance from the head office. Also, WCA can operate on far less than the ideal through its base of full-time and part-time volunteers. In more urbanised settings, there are generally more volunteers available who have high levels of expertise thus reducing costs in these areas. So the figures attached can vary from place to place and situation to situation.