



PROGRAMME: Master's Degree in Business Administration (MBA)

“Breaking the Language Barrier: A Sunrise to Sunset Approach of Providing English Language Education in Madrid”

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Executive Summary

This thesis project is about the possibility of establishing a 24/7 English language school in Madrid emphasizing the essential need of Spanish students and working professionals to improve their English proficiency. In doing so, this business plan aims to be profitable and competitive against the current market. The main entrepreneurial goal is to define a viable business model leveraging international operations, particularly with online teachers from the Philippines conducting the online classes after 20:00 Madrid time.

The initiative originates from my personal experiences as a foreigner in Madrid and experiencing the difficulty of communication here. Considering the Macroenvironment, the improvement of the English language will hopefully lead to a continuous increase in tourism and contribution to Spain's GDP leading to a significant economic growth. Through this proposal, I target to appeal to potential investors seeing the growing potential of the Foreign Language Industry in Spain specifically the English as a Second Language Industry by providing quality English education. Moreover, the project aligns with global trends in globalization and language education. It also addresses two UN Sustainable Development Goals: Quality Education and Decent Work and Economic Growth.

The methodology involves using the Lean Canvas Model for project feasibility, conducting market research through literature review, surveys and interviews, creating operational and marketing plans, and projecting financials through an income statement. This holistic approach aims to provide valuable insights for entrepreneurs, educators, and policymakers interested in foreign language education.

Keywords: English School, 24/7 Business Model, English as a Second Language, Quality Education, Spain, Philippines

Chapter 1: Introduction

1.1 English as an International Language

English is a significant language in which we can interact and communicate globally by sharing our ideas, feelings, and thoughts. In a recent study, English is the most used language in the world being applied to multiple disciplines. (Statistica Research Department 2023) It is the universal medium of communication as it transcends borders and bridges the gaps influenced by language barriers. Another study emphasized that learning English will make learners function productively not just in their own country but also globally. (Sinagatullin, 2019) Establishing a foundation of learning English makes the learners capable of communicating and interacting universally which will eventually make them globally competent individuals. Moreover, it is widely used in all means of communication, may it be written or spoken. Related to that, McKay (2002) emphasizes the demand of English learning and its vital role in different disciplines as an international language such as education, politics, economics, travel & tourism, book publishing, etc. She then established that when one is well knowledgeable of English, higher education can be more accessible in foreign countries. This further shows that globalization has widened the scope of language education not just on the traditional learning of English grammar.

Meanwhile, according to Nishanti (2018), “one out of five people can speak or at least understand English” (p. 871). English is also known to be the most used language in the world making it a window to different global opportunities. Non-English countries strive to develop global competence by learning first to speak English. These countries integrate English as their second language to achieve quality global education goals (Hashim et. al., 2022). Research studies show that non-English countries emphasize on developing language skills focused on learning English to prepare generations to live, work & cooperate with diverse others. This will make them productively function in their local communities, country, and global society. (Sinagatullin, 2019) Therefore, developing English skills is not only a means of communication but is also a tool for success due to its intrinsic ability of global competency.

Also, it is claimed that learners' perceptions of English as a language and speakers of English is greatly influenced according to the place they lived in, their family, and their teachers. (Asmali, 2017) Studies also show that a positive learning environment and activities have a high impact on young learners' motivation to English learning. (Demirbulak & Zeyrek, 2022)

1.2 Trends on the English Proficiency of Spaniards

In Spain, the English proficiency of the general population has long been a subject of discussion. According to the Education First English Proficiency Index (2023) which measures the English proficiency of adults from around the world based on their own standardized test, Spain is ranked #35 in the world and #27 in Europe with a Moderate Proficiency score. In terms of regions, Asturias is the most proficient followed by Galicia then Madrid. Based on cities, Vigo is the most proficient followed by Gijón then Oviedo. Madrid city is ranked #6. Moreover, the data shows that from 2014-2023, the general proficiency level has remained stagnant with no significant improvement. With reference to the proficiency trends in age from 2015-2023, the 18–20-year-old individuals' proficiency has declined over the years but there is an upward trend for the 21-25- and 31-40-years old people. For the 26-30 years old and 41 above, there was a continuous progress that peaked during the pandemic (2021) but it again decreased afterwards. This shows that working professionals are more inclined to learn and improve their English level.

Despite Madrid generating plenty of tourists because of its rich cultural heritage, traditions, and historic infrastructure, the ability to communicate effectively in English has posed a consistent challenge for many Spaniards. One significant factor contributing to the English language proficiency gap in Spain is the emphasis on the Spanish language and its use in day-to-day affairs such as education, public transportation and work which resulted in limited exposure to the English language. Furthermore, the Spanish language is closely related to the country's identity rooted in strong emphasis and passion on preserving and promoting the national language. To further contextualize this phenomenon, there are 4 different languages in Spain, namely, Castilian Spanish, Catalan, Galician and Basque. This adds more complexity and challenge for Spaniards who are trying to learn another language as there are already other existing types of Spanish in

their country. Next, in the Spanish education system English is taught from “Primaria” or Primary Education (6-12 years old) until “Secundaria” or Secondary Education (12-16 years old). In total, Spaniards are only learning formal English for 10 years. The Spanish Ministry of Education published a report showing that English is the number one foreign language to be learned in Spain for the school year 2020-2021. For Primary Education, 99% of students learn English and 98.3% for Secondary Education. The second most learned language is French at 0.7% and 1.3% for the respective education levels. This data shows a large gap regarding the preference and trend of students in choosing a second language to learn.

However, the student’s learning is determined by the effectiveness of the curriculum and instruction of the teacher. The grammar and vocabulary lessons being taught need to be balanced with actual conversation practice beyond the confines of the classroom. Another implication is that after 10 years of learning, not all individuals continue to use the language on a constant basis resulting in interrupted development and loss of English skills. English remains the main business language worldwide. An example is that the global financial services sector predominantly uses English in their business operations such as client relations, financial computations and negotiations to be able to converse with a wide range of stakeholders. This has an impact on the recruitment of potential employees of companies from non-native English countries as they would want to have skilled workers proficient in English to be able to tap new potential English-speaking markets. Thus, being bilingual or multilingual is a competitive advantage for both the employee and employer.

Furthermore, tourism in Spain continues to contribute to the Gross Domestic Product (GDP) of the country. The culture and food attract foreigners to spend on accommodations, sightseeing, restaurants, and entertainment. There is also a rising demand for foreigners to teach English to the locals. The Spanish Government already has the Language and Cultural Assistants Program which is an internship to assist local Spanish teachers to teach in English in public schools. These assistants prepare activities to aid the students improve their writing, speaking, reading, and listening skills. Thus, there is an existing market to hire English teachers to help Spain’s economy and create a multinational environment.

With this, there is currently a significant gap between the demands of current students in Madrid seeking English language education and the offerings provided by existing institutions. The landscape of ESL education in Madrid presents a diverse array of teaching methodologies and course structures, yet many institutions fail to fully address the evolving needs of learners. While some traditional language schools offer fixed schedules with limited flexibility, others may lack comprehensive programs tailored to individual learning styles or corporate training needs. Furthermore, the absence of 24/7 accessibility to language instruction poses a challenge for adult learners with demanding schedules or unconventional work hours. Recognizing this gap presents a substantial opportunity to capitalize on by offering flexible scheduling options, personalized learning experiences, and round-the-clock availability to differentiate the school from the current market. An English language school offering both in-person and online classes will give students an interactive and practical way to engage in conversations and real-life language applications. In turn, the increased efforts of English language acquisition address the proficiency gap that will lead to professional and personal growth.

1.3 Value Proposition to be Successful to Compete in the Market

Operating a 24/7 English institution provides numerous global advantages with how the world is interconnected. Opposed to the limited operational hours of other schools, a 24/7 school can offer a competitive edge in the industry due to its flexibility which makes learning more accessible to a broader market as it can accommodate the schedules of individuals with various commitments. Aside from flexibility, it also offers personalized learning that allows students to tailor-fit their program according to their own convenience, preference and pace which creates continuous learning opportunities for students to engage in and contribute to higher student retention rates as students are more likely to be committed in their learning journey.

Along with personalized learning comes the ability to provide real-time assistance to learners. Having access to a 24/7 English school grants students immediate support through live tutoring for any concerns or technical queries that can bolster an engaging environment and

reinforce effective learning. In addition to live support, a 24/7 English school can cater to immediate needs of students by offering short language training courses where they can quickly acquire the essential language skills needed for traveling, work assignments and emergencies.

Lastly, companies with offices located around the world can be accommodated due to the availability of teachers that can teach employees at any time. This will lead to potential company growth as we are able to enter new markets and build connections with businesses on a global scale. The target market will continue to be non-native English-speaking countries in need of training programs for their employees. Most importantly, it will be crucial to maintain the same standard of quality education despite the differences in schedules and teachers.

Chapter 2: Objectives of the Business Plan

2.1 Entrepreneurship Goal

My entrepreneurship goal is to define a profitable business model for a 24/7 English school in Madrid leveraging on international operations. Specifically, a 24/7 English school means that the school is operational in Madrid from 8:00 to 20:00. Classes after 20:00 will be administered online with teachers from the Philippines. Thus, the physical school in Madrid will be closed after 20:00.

To achieve this goal, the following action steps will be done:

1. Identify if there is unmet market demand to learn English in Madrid at a 24/7 school assessing the current trends and existing offering of English schools in this market.
2. Check the feasibility of employing teachers from 2 countries (Spain and Philippines) to determine the long-term financial stability of a 24/7 English school.
3. Identify operational and technological structures to manage classes from different time zones.
4. Develop a curriculum that can be generalized and applied to any demographic (people/country/industry).
5. Identify the social impacts of making Spaniards speak English as their 2nd language.
6. Assess if the current trends and evolving value offers of English schools translate to a business opportunity.
7. Verify if the current data in literature and news about English as a Second Language are accurate or if there are discrepancies with the Spanish market.

2.2 Research Question

Encapsulating all of this, I strive to answer the following research Question: How can a 24/7 English language school based in Madrid achieve both profitability and market competitiveness?

2.3 Vision and Mission Statement

In a competitive market for English language education, offering a wide range of learning programs and flexible scheduling options gives the school a competitive edge. By addressing the unique needs and preferences of students, the school can attract a broader audience and differentiate itself from competitors, positioning itself as a leader in English language education in Spain.

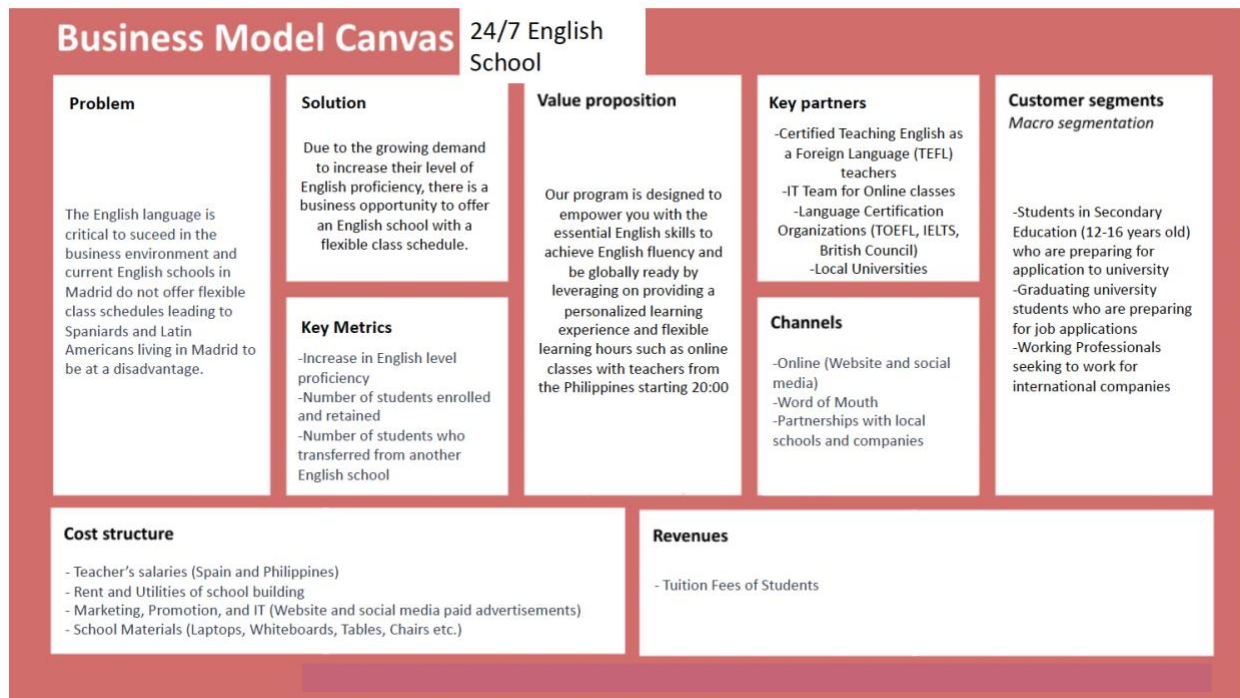
Vision: "To redefine the boundaries of English language education by establishing a dynamic and inclusive 24/7 learning school in Spain. Our vision is to create a transformative educational experience that transcends traditional constraints of time and space, empowering students of all ages and backgrounds to achieve fluency in English and unlock their full potential in a globalized world."

Mission: "Our mission is to provide accessible, flexible, and innovative English language education tailored to the diverse needs of our students. Through a hybrid setup of learning, combining in-person and online instruction, we aim to cater to students past 8 pm, ensuring convenience and flexibility in their pursuit of language proficiency. We offer a variety of learning programs, from conversational English to specialized workshops, designed to inspire lifelong learning and personal growth. Guided by excellence, inclusivity, and a commitment to student success, we strive to cultivate a vibrant learning community that fosters creativity, critical thinking, and cross-cultural understanding."

Chapter 3: Methodology and Tools

3.1 Lean Canvas Model

The methodology to be used is the Lean Canvas Model for project feasibility, conducting market research through literature review, surveys and interviews, creating operational and marketing plans, and projecting financials through an income statement. This holistic approach aims to provide valuable insights for entrepreneurs, educators, and policymakers interested in foreign language education.



3.2 Participants

The participants of this study were ninety-five Spanish and Latin American individuals who currently live in Madrid, Spain. The participants were selected through purposive sampling and were recruited by sending them a direct message in various social media or messaging applications. The participant's ages were ranged from 15-60 years old. Moreover, they come from different employment statuses: full-time employee, part-time employee, student and unemployed

and different English level proficiencies: A2, B1, B2, C1 and C2. However, there was no restriction if the participant is currently taking or has previously taken English classes. The researchers did not give compensation to the participants.

3.3 Materials

For data gathering, an online survey was conducted within a 1-month period. The first part was about the personal background of the participant. The second part was related to their English proficiency, while the third part asked about factors that they would consider in enrolling in an English school. Through the questions, the researcher aimed to elicit information about their motivations for learning English and factors that influence the feasibility of opening a 24/7 English school in Madrid.

Chapter 4: Marketing Strategy

Understanding the market through thorough analysis allows Sunrise English Academy to tailor its offerings and marketing efforts to meet the demand for ESL education in Spain, considering regional variations and specific market segments.

Analyzing competitor strategies, Sunrise gains a competitive advantage, identifying gaps in the market and opportunities for differentiation, positioning itself uniquely and highlighting its strengths to attract students. Furthermore, Targeted marketing, based on demographics and psychographics, enables Sunrise to craft compelling campaigns that resonate with potential students' motivations and preferences, fostering trust and credibility through brand development.

Utilizing effective marketing channels such as websites, social media, and partnerships ensures broad reach and engagement, while promotional strategies, Customer Relationship Management or CRM implementation, and rigorous measurement and evaluation enable continuous improvement and efficient resource allocation, maximizing ROI and achieving long-term success for Sunrise English Academy.

4.1 Competitive Market Analysis

Based on extensive research, there are no existing English schools that are currently offering night classes or extend their class hours beyond 8 pm for English language instruction. Recognizing this gap in the market, Sunrise English Academy emerges as a pioneering institution poised to cater to a diverse clientele by providing flexible scheduling options, including evening and late-night classes. This strategic initiative allows Sunrise to capitalize on the unmet needs of students seeking English language education outside traditional hours, establishing itself as a frontrunner in the ESL landscape of Madrid.

Upon reviewing the competitor market, it becomes evident that numerous language learning establishments operate within the region, presenting a variety of class types and pricing

models. These competitors typically offer conventional classroom-based learning with fixed schedules and limited course selections, lacking round-the-clock availability or a comprehensive program range suitable for both individuals and corporate learners. In contrast, the 24/7 English School sets itself apart by providing classes accessible at all hours, accommodating diverse schedules and lifestyles. Our institution offers a broader spectrum of courses tailored to meet the needs of both individual learners and corporate clients looking to improve their English proficiency. This distinctive approach ensures accessibility and adaptability, enabling students to pursue their language learning objectives at any time of day, positioning us as pioneers in innovative language education within the region.

An example of an established language institute called Aprender Idiomas in Madrid is open from 9:00-21:00 and presents three primary programs: Regular Course - General English during the week, Regular Course on Saturdays, and Regular Course for Preparation for Cambridge Official Exams. In the Regular Course - General English during the week, classes occur twice a week for 1.5 hours each, with a monthly fee of 107€ or 285€ per quarter, catering to a maximum of 8 students per class. Similarly, the Regular Course on Saturdays provides 2 hours of class time per session, with a monthly fee of 75€ or 205€ per quarter, also accommodating a maximum of 8 students. For the Regular Course - Preparation for Cambridge Official Exams, options include morning, afternoon, or Saturday sessions, offering either 1.5 hours of class twice a week or 3 consecutive hours on Saturdays. Priced at 324€ per quarter, this program also caters to a maximum of 8 students per class, with 8 non-teaching hours designated for exam simulations. Each Cambridge course encompasses two exam simulations.

Meanwhile, another English school called American Language Academy which is open from 8:00-20:00 provides 5 types of programs: 1) A one session, 2 1/2 hours a week program at 105€ a month, 2) a semi-intensive, 3 hours a week program at 119€ a month, 3) an intensive, 7 1/2 hours a week program at 245€ a month, 4) a super intensive, 15 hours a week program at 475€ a month, and 5) a triple intensive, 22 1/2 hours a week program at 700€ a month.

4.2 Target Audience Identification

In the dynamic landscape of ESL education in Madrid, providers encounter a spectrum of teaching methodologies, ranging from conventional to cutting-edge approaches such as immersive experiences and online platforms. This diversity is fueled by market trends such as technological integration, specialized course demands, and a growing preference for English-medium instruction. To effectively navigate this competitive environment, the proposed 24/7 Sunrise English Academy in Madrid adopts strategic initiatives. These include tailored learning plans and industry-specific focus to differentiate the academy, ensuring excellence through rigorous quality assurance measures like hiring proficient instructors and regularly updating curricula.

Additionally, extensive marketing strategies are employed to effectively communicate value propositions, coupled with adaptability to market trends through the integration of new formats or technologies. Furthermore, prioritizing customer service enhances the overall student experience and fosters positive referrals, positioning Sunrise English Academy for success in attracting and retaining students.

Notably, Sunrise's program offerings extend beyond individual consumers to cater to corporate groups. The meticulously designed curriculum blends onsite and online learning, personalized one-on-one sessions, and group classes, accommodating diverse learning styles and maximizing engagement. Through interactive and immersive learning experiences, students not only strengthen language skills but also develop critical thinking and cultural understanding, ultimately enhancing learning outcomes and satisfaction.

Moreover, by offering classes beyond 8 pm and employing a hybrid learning setup, Sunrise ensures accessibility for students with demanding work schedules or multiple commitments. This flexibility proves particularly beneficial for adult learners seeking language proficiency to bolster professional efficiency or personal growth, empowering them to pursue their goals without compromising other responsibilities.

4.3 Logo

The logo of Sunrise English Academy features a design that cleverly incorporates a half sun and half-moon. This symbolism represents the concept of accessibility to English language learning services round the clock, 24 hours a day, 7 days a week (See Appendices: **Figure 1. Sunrise English Academy Logo**).

The half sun signifies the daytime, symbolizing brightness, energy, and opportunity. It represents the availability of English language learning resources and support during the day, catering to learners who prefer daytime study sessions or who may be in time zones where it is daytime.

Conversely, the half-moon symbolizes the nighttime, representing tranquility, continuity, and accessibility during off-hours. It signifies that even when the sun sets, the learning opportunities at Sunrise English Academy continue to shine. Learners who prefer studying in the evenings or late at night, or those in different time zones where it is nighttime, can still access the academy's resources and support.

Together, the combination of the sun and moon in the logo conveys the academy's commitment to providing English language education and support that is always accessible and available, ensuring that learners can pursue their language learning goals conveniently and flexibly, regardless of their schedule or location.

4.4 Marketing Channels

Sunrise English Academy, a 24/7 English School in Madrid, aims to establish a strong online presence by developing a user-friendly website optimized for search engines (SEO) and user experience (UX). The website will provide comprehensive details about courses, instructors, testimonials, enrollment procedures, and a dedicated blog featuring ESL learning content (See Appendices: **Figures 2 to 2.5. Sunrise English Academy Logo**).

Furthermore, Sunrise English Academy will utilize various social media platforms, including Facebook, Instagram, and LinkedIn to engage with the target audience, share valuable content, run targeted advertising campaigns, and foster a sense of community among students. Sunrise English Academy has strategically developed digital profiles on multiple social media platforms to effectively connect with its diverse target audience. Specifically, the academy has tailored its approach to suit the demographics and preferences of its potential customers.

Firstly, LinkedIn has been chosen as a primary platform to establish connections with both companies seeking language training services and potential teachers interested in employment opportunities (See Appendices: **Figure 3.** Sunrise English Academy - LinkedIn). This professional networking site allows Sunrise English Academy to showcase its expertise, network with relevant businesses, and attract skilled educators to join its team.

Secondly, Facebook serves as a versatile platform for engaging with a broad audience, including both current and prospective students, as well as their families and friends (See Appendices: **Figure 4 to 4.1.** Sunrise English Academy - Facebook Page). By maintaining an active presence on Facebook, the academy can share updates, testimonials, and educational content, fostering meaningful interactions and building trust with its community.

Lastly, recognizing the popularity of Instagram among younger demographics, Sunrise English Academy has embraced this platform to connect with students in a more visually engaging and interactive manner (See Appendices: **Figure 5.** Sunrise English Academy - Instagram). Through captivating visuals, stories, and interactive features, the academy can appeal to the preferences of the younger generation, showcasing its programs and creating a vibrant online presence.

By leveraging platforms like Facebook, Instagram, and LinkedIn, the academy can effectively share valuable content, run targeted advertising campaigns, and cultivate a sense of belonging and community among its students, ultimately enhancing its brand visibility and reputation in the digital landscape. In addition to these specific platforms, Sunrise English Academy acknowledges the importance of utilizing other channels to maximize its outreach and

engagement efforts. Educational content such as blog posts, videos, webinars, and infographics will be created to offer language learning tips, cultural insights, success stories, and testimonials, with the goal of attracting and retaining potential students.

Additionally, an email marketing strategy will be implemented to nurture leads, deliver updates on courses and promotions, and encourage enrollment through targeted email campaigns and personalized messaging. Collaborations with local businesses, schools, universities, and community organizations will be pursued to promote Sunrise English Academy and enhance its visibility within the community. Lastly, Sunrise English Academy will host a variety of informational sessions, workshops, webinars, and language exchange events both online and offline to showcase its expertise, appeal to prospective students, and foster a sense of belonging within the community.

4.5 Promotional Strategies

With the aim of launching integrated promotional campaigns across various channels, a blend of online and offline tactics including social media advertising, content marketing, email marketing, and event marketing will be employed to heighten awareness and generate interest. Incentives such as special promotions, discounts, and perks will be extended to early enrollees, referrals, and group bookings, encouraging registrations and augmenting enrollment rates.

Furthermore, prospective students will have access to complimentary trial classes, workshops, webinars, or demo lessons, enabling them to experience the teaching methods, engage with instructors, and assess the quality of instruction prior to enrollment. To cultivate long-term engagement, a customer loyalty program will be introduced, offering rewards for repeat students, exclusive benefits, and incentives for sustained participation and referrals.

4.6 Customer Relationship Management (CRM)

Sunrise English Academy's Customer Relationship Management (CRM) system serves as a central hub for effectively managing interactions and relationships with students, prospects, and alumni. It comprises key components including contact management, lead management, enrollment tracking, communication management, task, and appointment management, reporting and analytics, and integration capabilities with other software applications.

The CRM system maintains a comprehensive database of contacts, facilitates lead capture and nurturing processes, tracks student enrollment journeys, streamlines communication through various channels, schedules tasks and appointments, provides comprehensive reporting and analytics, and seamlessly integrates with other software applications.

Overall, the CRM system plays a vital role in optimizing enrollment processes, driving continuous improvement in student engagement and satisfaction, and ensuring data consistency and workflow efficiency within Sunrise English Academy.

4.7 Measurement and Evaluation

Establishing clear, SMART goals and defining key performance indicators (KPIs) is fundamental in evaluating the success of marketing endeavors. These goals should be Specific, Measurable, Achievable, Relevant, and Time-bound, encompassing various metrics such as enrollment rates, website traffic, conversion rates, social media engagement, and customer satisfaction scores.

Continuous analysis of data and tracking of performance metrics are vital components in this process, allowing marketers to derive actionable insights and refine their strategies accordingly. By closely monitoring these metrics, marketers can make informed decisions regarding resource allocation, ensuring that efforts are optimized for maximum return on investment (ROI). Additionally, regular performance assessments, A/B testing, and

experimentation play a crucial role in identifying best practices, spotting emerging trends, and pinpointing areas for improvement.

This iterative process enables Sunrise English Academy to adapt their strategies and tactics dynamically, ensuring that they remain aligned with organizational objectives and capable of achieving desired outcomes efficiently.

Chapter 5: Operational Strategy

Spain's demographic landscape exhibits a rich diversity among its student population, encompassing professionals aiming to boost their career opportunities and students balancing academic pursuits alongside extracurricular engagements. The school's educational offerings span a spectrum of learning programs, characterized by variations in class size, type, and scheduling, thus enabling flexibility to cater to diverse learning preferences, timetables, and proficiency levels.

Within this educational framework, the school operates around the clock, providing a comprehensive educational experience tailored to meet the needs of its students. The school day is divided into two distinct segments: physical and hybrid classes from 8:00 AM to 8:00 PM, and online classes from 8:00 PM to 8:00 AM. During the daytime hours, students engage in face-to-face or blended learning experiences, allowing for interactive instruction and collaboration within the classroom environment.

As the evening approaches, the transition to online classes facilitated by Filipino teachers takes place, offering students the flexibility to continue their studies remotely. This nighttime schedule accommodates students' varied commitments and preferences, providing access to educational resources and guidance from instructors outside of traditional school hours. Moreover, the inclusion of Filipino teachers enhances the cultural diversity within the educational setting, enriching students' learning experiences through exposure to different perspectives and teaching styles.

In essence, the school's round-the-clock operation, combined with its diverse array of learning programs, underscores its commitment to fostering inclusive education tailored to the multifaceted needs of its student body. By accommodating differing schedules, preferences, and proficiency levels, the school endeavors to create an environment conducive to holistic learning and personal growth.

Legal and Regulatory Compliance Plan

In Spain, the process of establishing and operating educational institutions, such as accredited schools, is guided by a complex system of laws and regulations at both national and regional levels. The legal framework governing the accreditation of schools can differ based on factors like the school's classification (public, private, or semi-private) and the specific Autonomous Community where it is situated.

On a national scale, the Organic Law for the Improvement of Educational Quality (LOMCE) serves as a foundational document outlining the fundamental principles, objectives, and structure of the education system in Spain. Among its provisions, LOMCE delineates guidelines for accrediting and overseeing schools, contributing to the establishment of a standardized educational framework across the country.

Moreover, each Autonomous Community (Comunidad Autónoma) within Spain possesses its own set of educational laws and regulatory bodies tasked with accrediting and supervising schools within their respective jurisdictions. These regional regulations may vary in their accreditation standards, procedural requirements, and criteria for schools to attain legal operation status. Thus, navigating the accreditation process entails understanding and adhering to the specific regulations pertinent to the Autonomous Community where the 24/7 English School is to be established.

To establish an English language educational institution in Spain, ensure compliance with Spanish government and regional educational licensing requirements, obtain necessary permits, and maintain accreditation through adherence to standards and periodic evaluations. Additionally, register the school's name with the Mercantile Registry to demonstrate legal compliance, transparency, and accountability. Follow thorough preparation and submission processes, aligning with the goal of establishing a reputable and legally compliant educational institution. Establish processes for ongoing monitoring and review of legal and regulatory requirements relevant to the

operation of the school. Conduct periodic audits and assessments to ensure continued compliance with applicable laws and regulations and address any areas of non-compliance promptly.

In terms of employment law compliance, familiarize with Spanish labor laws, ensure adherence to regulations on hiring practices, employee rights, health and safety standards, and discrimination laws. For data protection, comply with GDPR and relevant data protection laws, implementing policies to safeguard student and staff information. Adhere to health and safety regulations, conduct regular inspections, and maintain a safe learning environment. Develop curriculum meeting educational standards, seek approval for programs as required, comply with consumer protection laws, and ensure accessibility compliance for all students, including those with disabilities. Respect intellectual property rights, obtain necessary permissions for third-party materials, and ensure compliance with copyright laws and fair use guidelines.

Monitoring Plan (See Appendices: **Figure 6. Monitoring Plan and Compliance Review for 24/7 English School in Spain**)

5.1 Development of Curriculum and Programs

The competitive dynamics of ESL (English as a Second Language) in Madrid are shaped by various factors, including the city's cosmopolitan nature, the prevalence of English as a crucial language in business and academia, and the diverse demands of an international community comprising expatriates, students, and professionals. With numerous language schools, institutes, and freelance teachers vying for market share, competition extends beyond pricing to encompass the quality of education and the breadth of services offered.

Consequently, ESL providers must navigate a landscape characterized by varying degrees of quality, with some institutions adhering to traditional teaching methods while others innovate with immersive experiences and online platforms. Moreover, market trends such as technological integration, demand for specialized courses, and the shift towards English-medium instruction further contribute to the dynamic environment. To effectively tackle this competition, this 24/7 English School in Madrid can employ several strategic approaches. These include differentiation through personalized learning plans and industry-specific focus, maintaining high standards through quality assurance measures like hiring qualified instructors and updating curricula, extensive marketing, and branding efforts to communicate value propositions effectively, adaptability to market trends by introducing new formats or technologies, and prioritizing customer service to enhance the overall student experience and foster positive word-of-mouth referrals. By implementing these strategies, the 24/7 English School programs can navigate the competitive landscape of Madrid and position it for success in attracting and retaining students.

More specifically, a well-designed curriculum that incorporates a mix of onsite and online learning, along with personalized one-on-one sessions and group classes, caters to diverse learning styles and maximizes student engagement. Interactive and immersive learning experiences help reinforce language skills, promote critical thinking, and foster cultural understanding, leading to improved learning outcomes and overall student satisfaction.

Offering classes past 8pm and a hybrid setup of learning enables students to access English language education at their convenience, breaking away from the constraints of traditional school hours. This flexibility is crucial for adult learners with busy work schedules or students balancing multiple commitments, ensuring they can pursue language proficiency without compromising on their other responsibilities.

Curriculum and Programs for a 24/7 English School in Madrid, Spain

Curriculum Overview of **24/7 English School in Spain**: The 24/7 English School in Spain aims to empower students with the linguistic, cognitive, and socio-cultural competencies necessary for success in a globalized world.

Program Philosophy

Our curriculum is designed to provide comprehensive English language instruction in a dynamic and immersive learning environment. We prioritize communicative competence, critical thinking skills, cultural awareness, and global citizenship to prepare students for success in an interconnected world.

Key Features:

- 24/7 access to English language learning resources and support.
- Differentiated instruction tailored to students' age, proficiency level, and learning goals.
- Integration of language learning with content-based subjects and real-world applications.
- Emphasis on active learning, collaboration, and experiential learning opportunities.
- Regular assessment and feedback to monitor progress and personalize instruction.

Curriculum Components:

1. Language Skills Development

- a. Speaking and Listening: Interactive activities, role-plays, and discussions to develop oral communication skills and listening comprehension.
- b. Reading and Writing: Reading comprehension exercises, writing assignments, and creative projects to enhance literacy skills and written expression.

2. Grammar and Vocabulary

- a. Systematic instruction in grammar rules and structures through contextualized practice activities.
- b. Vocabulary development through thematic units, word banks, and vocabulary-building exercises.

3. Content-Based Learning

- a. Integration of English language instruction with content subjects such as science, mathematics, social studies, and literature.
- b. Exploration of interdisciplinary themes and topics to deepen understanding and language proficiency.

4. Cultural Awareness and Global Citizenship

- a. Exposure to English-speaking cultures, traditions, and customs through literature, media, and authentic materials.
- b. Exploration of global issues, cross-cultural communication, and intercultural competence to foster empathy, tolerance, and respect for diversity.

5. Critical Thinking and Problem-Solving

- a. Development of critical thinking skills through analysis, evaluation, and synthesis of information.
- b. Problem-solving activities, debates, and discussions to encourage inquiry-based learning and logical reasoning.

6. Technology Integration

- a. Utilization of digital resources, multimedia tools, and online platforms to enhance language learning and communication skills.
- b. Integration of technology into classroom instruction, assignments, and projects to promote digital literacy and 21st-century skills.

7. Assessment and Progress Monitoring

- a. Ongoing assessment of students' language proficiency, including formative assessments, quizzes, and performance tasks.
- b. Regular feedback and progress reports to inform instructional planning and support individualized learning needs.

Program Overview: 24/7 English School in Madrid, Spain

Business English Program

This program is tailored for students of all proficiency levels who seek to develop their English skills specifically for professional contexts, such as business communication, negotiations, and presentations.

Business Communication Skills

- Focus on enhancing written and oral communication skills relevant to business environments.
- Practice composing professional emails, reports, and business correspondence.
- Role-playing exercises to simulate real-world business scenarios and interactions.

Vocabulary and Expressions for Business Situations

- Expansion of business-related vocabulary and phrases used in various contexts.

- Emphasis on terminology specific to industries such as finance, marketing, and international trade.
- Practice exercises to reinforce vocabulary acquisition and usage.

Cross-cultural Communication and Professional Etiquette

- Exploration of cultural nuances and differences in business communication.
- Strategies for effective communication in multicultural workplaces.
- Discussions on professional etiquette, norms, and expectations in international business settings.

Presentations and Meetings

- Preparation and delivery of presentations on business topics.
- Techniques for leading and participating in meetings, including effective communication strategies and active listening skills.
- Feedback sessions to improve presentation skills and confidence.

General English Program

This program caters to students of all proficiency levels and focuses on developing overall English language skills for daily communication, travel, and personal enrichment.

Grammar and Vocabulary Building

- Systematic instruction in grammar rules, sentence structure, and usage.
- Vocabulary expansion through thematic units and everyday topics.
- Practice exercises to reinforce grammar and vocabulary learning.

Reading and Writing Skills

- Development of reading comprehension skills through a variety of texts, including articles, short stories, and essays.
- Practice in writing tasks such as essays, letters, and journal entries.
- Feedback and revision to improve writing fluency and accuracy.

Listening and Speaking Practice

- Activities to improve listening comprehension skills through audio recordings, podcasts, and videos.
- Speaking exercises focusing on fluency, pronunciation, and conversational skills.
- Role-plays and pair/group discussions to encourage speaking practice in realistic situations.

Everyday Communication

- Practical language skills for everyday situations such as shopping, dining out, and socializing.
- Cultural insights and tips for navigating daily life in English-speaking environments.
- Interactive activities to build confidence in using English in various contexts.

Both programs offer a structured curriculum, interactive learning activities, and opportunities for personalized feedback and improvement. Students can choose the program that best aligns with their learning goals and interests, whether they aim to excel in business settings or enhance their overall English proficiency for personal and professional growth.

Offering a diverse range of curricula and programs, adaptable to different learning styles and preferences, the 24/7 English school in Spain can cater to the needs of a wide range of students, providing them with the skills and confidence to succeed in an English-speaking world.

5.2 Staffing Plan (See Appendices: **Figure 7.** School Organization Chart)

A. Academic Staff

a. English Language Instructors

- Hire qualified and experienced instructors proficient in English language teaching. They should be adaptable to both onsite and online teaching environments and capable of delivering engaging and effective lessons.

b. Academic Coordinators

- Assign academic coordinators responsible for overseeing curriculum development, program implementation, and assessment processes. They should ensure alignment with educational standards and continuous improvement of teaching practices.
- Employ specialized instructors for niche programs such as business English, exam preparation, and academic writing. These experts should possess relevant industry knowledge and teaching experience.
- Assign staff responsible for organizing training programs and professional development opportunities for academic and administrative staff. They should facilitate workshops, seminars, and training sessions to enhance teaching skills, technology proficiency, and job-related knowledge.

c. Tutoring Staff

- Recruit tutors to provide one-on-one support and assistance to students requiring additional help or personalized instruction.

B. Administrative Staff

a. School Administrators

- Fluency in both English and Spanish (spoken and written) is required.
- Hire administrative personnel to manage day-to-day operations, including enrollment, scheduling, billing, and student services. They should ensure

the smooth functioning of the school and handle administrative tasks efficiently.

- Implement flexible scheduling arrangements to accommodate staff availability and cover 24/7 operations. Consider rotating shifts, part-time schedules, and remote work options where feasible to ensure adequate coverage during peak hours and maintain work-life balance for employees.

b. Receptionists and Customer Service Representatives

- Employ staff to manage front desk operations, greet visitors, and respond to inquiries from students, parents, and the public. They should provide excellent customer service and serve as the primary point of contact for the school.

c. IT Support Staff

- Recruit IT professionals to provide technical support for the school's online learning platforms, equipment, and software. They should troubleshoot technical issues, maintain systems, and ensure the smooth operation of digital infrastructure.

C. Support Staff

a. Facilities Management

- Employ personnel responsible for maintaining school facilities, including cleaning, repairs, and security. They should ensure a safe, clean, and conducive learning environment for students and staff.

b. Student Support Services

- Hire counselors or advisors to provide academic and personal support to students. They should offer guidance, counseling, and resources to help students succeed academically and address any challenges they may face.

c. Marketing and Outreach

- Recruit marketing professionals to develop and implement marketing strategies to promote the school, attract students, and engage with the community.
- They should utilize various channels such as social media, advertising, and events to raise awareness and drive enrollment.

The organization will establish flexible scheduling arrangements to accommodate staff availability and ensure coverage for 24/7 operations. This initiative will involve exploring rotating shifts, part-time schedules, and remote work opportunities where applicable, with the goal of maintaining adequate coverage during peak hours while also prioritizing the work-life balance of employees. Additionally, for Filipino employees, work hours will commence from 8 PM onwards to align with their preferences and optimize operational efficiency.

5.3 Purchase Plan for Necessary Educational Materials, Technology, and Equipment

A. Educational Materials

- a. Source English language textbooks and resources from reputable publishers.
- b. Purchase materials aligned with the school's curriculum, including digital resources for flexibility.
- c. Key resources include Cambridge English, Cutting Edge, Outcomes, Speakout, alongside online platforms like ESL Brains and Linguahouse for comprehensive learning.

B. Technology and Equipment

- a. Invest in technology for hybrid learning: computers, interactive whiteboards, webcams.
- b. Explore software and learning management systems to enhance instruction and collaboration.

C. Classroom Setup

- a. Assess space needs and configure classrooms for active learning.
- b. Designate areas for various activities and equip with technology for hybrid learning.

D. Office Setup

- a. Establish administrative offices with necessary equipment for tasks.
- b. Provide a welcoming reception area and dedicated workspaces for staff.

E. Library Resources

- a. Curate English language books, digital databases, and multimedia resources.
- b. Consider online databases like JSTOR and ProQuest, and design comfortable study spaces with computer access.

5.4 School Policies and Procedures

These school policies and procedures will ensure a structured and supportive learning environment at the 24/7 English school in Spain, promoting academic excellence, safety, and accountability for all stakeholders involved.

A. Attendance Policy

- a. All students are expected to attend classes regularly and punctually.
- b. Students must notify the school in advance of any planned absences or tardiness.
- c. In the case of online classes, students must log in on time and actively participate in the session to be marked present.

B. Behavior Policy

- a. Students are expected to always conduct themselves respectfully and professionally.
- b. Disruptive behavior, harassment, bullying, or any form of misconduct will not be tolerated.
- c. Violations of the behavior policy may result in disciplinary action, including warnings, suspension, or expulsion from the school.

C. Safety and Security Policy

- a. The safety and security of students, staff, and visitors are of utmost importance.
- b. Emergency procedures and evacuation routes will be communicated and practiced regularly.
- c. Security measures, such as surveillance cameras and access control systems, will be in place to ensure a safe learning environment.
- d. Staff and students are responsible for reporting any safety concerns or incidents promptly to school authorities.

D. Grading and Assessment Policy

- a. No numeric grades will be given to the students, in lieu of this, feedback will be constructively given.
- b. Clear guidelines will be provided for each developmental task.
- c. Feedback will be communicated to students regularly, along with points for improvement on their performance.
- d. Academic integrity is expected, and any form of cheating or plagiarism will result in academic penalties.

E. Online Learning Policy

- a. Students participating in online classes are expected to adhere to the same standards of behavior and academic integrity as in onsite classes.
- b. Technical requirements and expectations for online participation will be communicated to students in advance.
- c. Students must have access to a reliable internet connection and appropriate technology tools to participate effectively in online classes.
- d. Online classes will be recorded for review purposes and made available to students who are unable to attend live sessions.

F. Privacy and Data Protection Policy

- a. The school will comply with data protection laws and regulations, including the General Data Protection Regulation (GDPR).
- b. Personal information collected from students will be used only for educational purposes and will be kept confidential and secure.
- c. Students have the right to access their data and request corrections or deletions as needed.

G. Complaints and Grievances Policy

- a. A formal procedure will be in place for students to raise complaints or grievances regarding any aspect of their experience at the school.

- b. Complaints will be addressed promptly and impartially by designated staff members or administrators.
- c. Students will be informed of their rights and provided with support throughout the complaint resolution process.

H. Communication Policy

- a. Clear and open communication channels will be maintained between students, if applicable: to parents, staff, and school administration.
- b. Important announcements, updates, and reminders will be communicated through various channels, including email, website, and social media.
- c. Students and if applicable, to the parents will have access to designated staff members or advisors for academic and administrative support.

5.5 Administrative Systems Setup Plan

The implementation of comprehensive administrative systems and selection of appropriate educational management software, the 24/7 English school in Spain can streamline operations, enhance communication, and effectively manage student enrollment, record-keeping, scheduling, and communication across its hybrid setup of learning programs.

A. Student Enrollment

- a. Develop an online enrollment portal accessible 24/7 to accommodate students' diverse schedules.
- b. Enrollment Process (See Appendices: **Figure 8. Enrollment Process**)
 1. **Application Submission:** The student initiates the application process either through a phone call or by visiting in person.
 2. **Proficiency Assessment:** An assessment evaluating reading, writing, and listening skills is conducted.
 3. **Coordinator Interview:** An interview with the program coordinator is conducted to assess speaking and vocabulary proficiency.
 4. **Program Level Matching:** The program coordinator aligns the student's preferred program with their proficiency level (beginner, intermediate, advanced) to ascertain the appropriate class placement.
 5. **Class Participation:** The student actively engages in classroom sessions.
 6. **End-of-Program Feedback:** At the conclusion of the program, the teacher provides feedback on the student's performance.
 7. **Course Renewal Inquiry:** The program coordinator inquires with the student about their interest in renewing the course.

B. Record-Keeping

- a. Choose a comprehensive student information system (SIS) to manage student records, including enrollment details, attendance, grades, and academic progress.
- b. Ensure data accuracy, security, and compliance with data protection regulations.

- c. Train staff on how to use the SIS effectively for record-keeping and reporting purposes.

C. Scheduling

- a. Utilize scheduling software to create flexible and dynamic class schedules that accommodate onsite and online learning options.
- b. Allow students to view and select their preferred class times and instructors through an online scheduling platform.
- c. Implement a system for managing instructor availability and assigning teaching assignments based on qualifications and preferences.

D. Communication

- a. Establish a centralized communication platform for facilitating communication between students, and if applicable, to the parents, instructors, and administrative staff.
- b. Utilize email, messaging apps, and online forums to disseminate important announcements, course updates, and reminders.
- c. Provide multiple channels for communication to accommodate students' preferences and ensure timely responses to inquiries and concerns.

Educational Management Software Selection and Implementation

The requirements identification phase involves a thorough examination of the school's specific needs, including program offerings, enrollment, scheduling, and communication. Input is gathered from stakeholders to ensure alignment with the school's objectives.

During research and evaluation, available educational management software is assessed based on user-friendliness, scalability, customization, support, and integration with existing systems. The aim is to select a solution that meets requirements and aligns with long-term strategic goals.

After software selection, focus shifts to implementation and training. The software is customized and configured, and staff undergo comprehensive training to effectively utilize it for administrative tasks. Ongoing support is provided during implementation to ensure a smooth transition.

In the monitoring and evaluation stage, the software's performance and usability are continuously assessed, with user feedback driving updates and enhancements. This ensures that the software remains aligned with the school's evolving needs and objectives.

5.6 Budgeting Plan

A. Operating Expenses

- a. Utilities: Allocate funds for electricity, water, heating/cooling, and internet services to ensure continuous operation of facilities.
- b. Office Supplies: Budget for office supplies such as stationery, printer ink, and other materials necessary for administrative tasks.
- c. Insurance: Set aside funds for liability insurance, property insurance, and other relevant insurance policies to protect the school against unforeseen risks.
- d. Marketing and Promotion: Allocate a budget for marketing and promotional activities, including digital advertising, print materials, and events to attract students and raise awareness about the school's programs.
- e. Professional Services: Include expenses for legal fees, accounting services, and consulting fees to ensure compliance with regulations and maintain financial stability.

B. Salaries and Benefits

- a. Academic Staff: Budget for salaries, benefits, and professional development expenses for academic staff, including instructors, academic coordinators, and tutoring staff.
- b. Administrative Staff: Allocate funds for salaries, benefits, and training expenses for administrative personnel, including school administrators, receptionists, and support staff.
- c. IT Support Staff: Include salaries, benefits, and training costs for IT professionals responsible for managing technology infrastructure and providing technical support to staff and students.

C. Facilities Maintenance

- a. **Maintenance and Repairs:** Budget for routine maintenance, repairs, and upkeep of facilities, including cleaning services, equipment maintenance, and repairs to ensure a safe and functional learning environment.
- b. **Security:** Allocate funds for security measures such as surveillance systems, alarm systems, and security personnel to protect students, staff, and property.
- c. **Upgrades and Renovations:** Set aside funds for upgrades, renovations, and improvements to facilities, classrooms, and learning spaces to enhance the learning environment and accommodate growth.

D. Technology and Equipment

- a. **Educational Technology:** Budget for the purchase and maintenance of educational technology tools and equipment, including computers, tablets, software licenses, and interactive whiteboards to support hybrid learning.
- b. **Communication Tools:** Allocate funds for communication tools such as phones, messaging apps, and video conferencing software to facilitate communication between staff, students, and if applicable to the parents.
- c. **IT Infrastructure:** Include expenses for internet connectivity, network infrastructure, and data storage solutions to support online learning platforms and administrative systems.

E. Miscellaneous Expenses

- a. **Travel and Transportation:** Budget for travel expenses related to staff training, professional development, and attendance at conferences or events relevant to English language education.
- b. **Professional Memberships:** Allocate funds for membership fees to professional organizations or associations related to English language teaching and education to access resources, networking opportunities, and professional development resources.
- c. **Contingency Fund:** Set aside a portion of the budget as a contingency fund to cover unexpected expenses or emergencies that may arise during the school year.

F. Financial Planning and Monitoring

- a. **Budget Allocation:** Allocate funds based on projected expenses for each category, taking into account factors such as enrollment projections, salary scales, and facility needs.
- b. **Monitoring and Adjustment:** Monitor actual expenses regularly and compare them to the budgeted amounts to identify any discrepancies or areas of overspending. Adjust the budget as needed to ensure financial stability and efficiency in resource allocation.
- c. **Long-Term Financial Planning:** Develop long-term financial projections and strategic plans to ensure the school's financial sustainability and growth over time. Consider factors such as enrollment trends, market conditions, and potential expansion opportunities when planning for future budgets.

The marketing strategy for the establishment of a 24/7 English school in Spain will focus on showcasing the unique value proposition of the institution while targeting diverse demographics. Through thorough market research, the school will identify the demand for English language education, understanding the needs of professionals, students, and families seeking flexible learning options beyond traditional hours. Leveraging a strong online presence, the school will develop a professional website optimized for search engines, engage with prospective students through social media platforms, and invest in targeted online advertising campaigns.

Offline efforts will include participation in local events, forging partnerships with community organizations, and distributing printed materials in strategic locations. Content marketing initiatives will position the school as a thought leader in English language education, sharing valuable insights and resources through blog posts, articles, and videos. Regular monitoring and analysis of marketing metrics will ensure the effectiveness of the strategy, enabling the school to adapt and optimize its efforts to attract students and families seeking high-quality English language education in a flexible and innovative learning environment.

5.7 Safety Protocols and Emergency Procedures

Implementing safety protocols and emergency procedures for the 24/7 English school in Spain can ensure the safety and well-being of its students, staff, and visitors, providing a secure learning environment conducive to academic success and personal growth. (See Appendices: **Figure 9.** Safety and Emergency Procedures)

Evaluation and Improvement Plan

The education market is competitive, and schools must continually innovate and differentiate themselves to attract students and remain viable. A continuous evaluation plan allows the school to monitor market trends, assess competitor offerings, and identify gaps or opportunities for improvement. Staying agile and responsive to market demands, the school can position itself as a leader in English language education in Spain and maintain its competitive edge.

Beyond academic considerations, a continuous evaluation plan also encompasses operational aspects of the school, such as administrative processes, technology infrastructure, and safety protocols. By regularly reviewing and refining these areas, the school can streamline operations, improve resource allocation, and enhance overall efficiency. This ensures that the school can effectively manage its resources and provide a seamless learning experience for students and staff alike. (See Appendices: **Figure 10.** Evaluation and Improvement Plan)

Chapter 6: Financial Plan

6.1 Profit and Loss Statements

The English school operates with a dual revenue stream, catering to both individual students and corporate clients. This strategy contributes to consistent growth over the forecast period. The P&L analysis includes three scenarios: realistic, pessimistic, and optimistic, reflecting different levels of demand and cost assumptions. Below is a detailed financial analysis incorporating these scenarios, with revenues, costs, and profitability projections adjusted accordingly.

The realistic scenario for the English school shows that revenues are projected to grow from €136,800 in Year 1 to €388,800 by Year 5 because of an increase in the number of individual students from 15 to 40 and corporate students from 20 to 60. Individual clients contribute €4,320 per year, while corporate clients contribute €3,600 annually. The projected annual growth rate is 3%. Cost of Goods Sold (COGS) grows from €94,600 in Year 1 to €254,100 by Year 5, including teacher salaries, school materials, IT/data protection, and maintenance costs. Salaries rise from €90,000 to €252,000, reflecting the increase in teachers needed. Overhead costs remain stable at around €60,900 initially, slightly decreasing to €58,900 in subsequent years, covering rent, health and safety accreditation, utilities, insurance, marketing, legal expenses, school supplies, and administrative salaries. The gross margin increases from €42,200 in Year 1 to €134,700 by Year 5, with the gross margin percentage improving from 30.85% to 34.65%. EBITDA transitions from a loss of €18,700 in Year 1 to a positive €75,800 by Year 5, while EBIT follows a similar trend, moving from a loss of €19,300 to a profit of €75,200. Depreciation costs remain constant at €600 per year. After accounting for taxes at 25%, net income improves from a loss of €14,475 in Year 1 to a profit of €56,400 by Year 5. The NPV of €62,871.26, shows the school's positive financial outlook. Break-even analysis shows the number of students needed to break even decreases from 51 in Year 1 to 44 by Year 5, while break-even revenue decreases from €197,419.91 to €170,009.80, indicating improved efficiency.

Realistic Scenario Profit and Loss Statement

	Year 1	Year 2	Year 3	Year 4	Year 5		
Number of Teacher per Individual Student	3	4	6	7	8		
Number of Teacher per Corporate Student	2	3	4	5	6		
Individual Students	15	20	30	35	40		
Corporate Students	20	25	40	50	60		
Revenues	136.800	176.400	273.600	331.200	388.800	Tax growth	25%
COGS	94.600	128.100	182.100	218.100	254.100	Individual Client	4320 30€ per class for 3x week
Salary	90.000	126.000	180.000	216.000	252.000	Corporate Client	3600 25 € per class for 3x week
School Materials (books, blackboard, chairs, tables)	3.000	500	500	500	500	1500 € per teacher	
IT/Data protection plan	1.200	1.200	1.200	1.200	1.200	100 € per month	Number of Individual Students per Teacher
Maintenance and Cleaning	400	400	400	400	400	20€ per hour for 20 days	5
							Number of Corporate Students per Teacher
							10
Gross Margin	42.200	48.300	91.500	113.100	134.700		
Gross Margin %	30,85%	27,38%	33,44%	34,15%	34,65%		
Overhead costs	60.900	58.900	58.900	58.900	58.900	2000€ for 120 square meters in Chamberi	
Rent	24.000	24.000	24.000	24.000	24.000		
Health and Safety accreditation	1.000	1.000	1.000	1.000	1.000		
Utilities	500	500	500	500	500		
Insurance	500	500	500	500	500		
Marketing	3.500	1.500	1.500	1.500	1.500	Social media, Website, Flyers	
Legal	2.000	2.000	2.000	2.000	2.000	Small legal tasks	
School supplies (paper, pens, printing)	600	600	600	600	600	50 € per month	
Salary (admin)	28.800	28.800	28.800	28.800	28.800	1200 € per staff	
EBITDA	-18.700	-10.600	32.600	54.200	75.800		
Depreciation	600	600	600	600	600	Capex (school materials)	3000
EBIT	-19.300	-11.200	32.000	53.600	75.200	Depreciation	initial investment/ 5 years
Interest	0	0	0	0	0	No debt	
EBT	-19.300	-11.200	32.000	53.600	75.200		
Tax	-4.825	-2.800	8.000	13.400	18.800		
Net Income	-14.475	-8.400	24.000	40.200	56.400		
NPV	62.871,26 €						
Fixed cost	60.900	58.900	58.900	58.900	58.900		
variable cost	42.200	48.300	91.500	113.100	134.700		
variable per student	1206	1073	1307	1331	1347		
BE in students	51	55	45	44	44		
BE in Euros	197419,91	215113,04	176120,66	172481,70	170009,80		

In the pessimistic scenario, the English school faces a challenging financial outlook, with revenues only growing from €97,200 in Year 1 to €255,600 by Year 5, driven by a modest increase in individual students from 10 to 30 and corporate students from 15 to 35. Individual clients contribute €4,320 per year, while corporate clients contribute €3,600 annually. Despite this growth, the cost of goods sold (COGS) also increases significantly, from €76,600 in Year 1 to €218,100 by Year 5, primarily due to rising salaries for teachers, which grow from €72,000 to €216,000, and other operational costs like school materials, IT/data protection, and maintenance. The gross margin remains low, starting at €20,600 in Year 1 and only reaching €37,500 by Year 5, with gross margin percentages declining from 21.19% to 14.67%, reflecting the pressure on profitability. Overhead costs remain stable at €60,900 initially and slightly decrease to €58,900, covering expenses such as rent, health and safety accreditation, utilities, insurance, marketing, legal fees, school supplies, and administrative salaries. As a result, EBITDA remains negative throughout the period, improving slightly from -€40,300 in Year 1 to -€21,400 by Year 5. EBIT follows a similar

trend, with a negative value of -€40,900 in Year 1, improving to -€22,000 by Year 5. After accounting for depreciation, which is constant at €600 per year, and taxes, the net income remains negative, starting at -€30,675 in Year 1 and reaching -€16,500 by Year 5. The NPV is -€89,770.71, indicating a poor financial performance over the forecast period. The break-even analysis shows that the number of students needed to break even increases from 74 in Year 1 to 102 by Year 5, with break-even revenue rising from €287,353.40 to €401,462.40.

Pessimistic Scenario Profit and Loss Statement

	Year 1	Year 2	Year 3	Year 4	Year 5		
Number of Teacher per Individual Student	2	3	4	5	6		
Number of Teacher per Corporate Student	2	3	4	5	6		
Individual Students	10	15	20	25	30		
Corporate Students	15	20	25	30	35		
Revenues	97.200	136.800	176.400	216.000	255.600		
COGS	76.600	110.100	146.100	182.100	218.100		
Salary	72.000	108.000	144.000	180.000	216.000	1500 € per teacher	
School Materials (books, blackboard, chairs, tables)	3.000	500	500	500	500		
IT/Data protection plan	1.200	1.200	1.200	1.200	1.200	100 € per month	Number of Individual Students per Teacher 5
Maintenance and Cleaning	400	400	400	400	400	20€ per hour for 20 days	Number of Corporate Students per Teacher 10
Gross Margin	20.600	26.700	30.300	33.900	37.500		
Gross Margin %	21,19%	19,52%	17,18%	15,69%	14,67%		
Overhead costs	60.900	58.900	58.900	58.900	58.900		
Rent	24.000	24.000	24.000	24.000	24.000	2000€ for 120 square meters in Chamberi	
Health and Safety accreditation	1.000	1.000	1.000	1.000	1.000		
Utilities	500	500	500	500	500		
Insurance	500	500	500	500	500		
Marketing	3.500	1.500	1.500	1.500	1.500	Social media, Website, Flyers	
Legal	2.000	2.000	2.000	2.000	2.000	Small legal tasks	
School supplies (paper, pens, printing)	600	600	600	600	600	50 € per month	
Salary (admin)	28.800	28.800	28.800	28.800	28.800	1200 € per staff	
EBITDA	-40.300	-32.200	-28.600	-25.000	-21.400		
Depreciation	600	600	600	600	600	Capex (school materials)	3000
EBIT	-40.900	-32.800	-29.200	-25.600	-22.000	Depreciation	initial investment/ 5 years
Interest	0	0	0	0	0	No debt	
EBT	-40.900	-32.800	-29.200	-25.600	-22.000		
Tax	-10.225	-8.200	-7.300	-6.400	-5.500		
Net Income	-30.675	-24.600	-21.900	-19.200	-16.500		
NPV	-89.770,71 €						
Fixed cost	60.900	58.900	58.900	58.900	58.900		
Variable cost	20.600	26.700	30.300	33.900	37.500		
Variable per student	824	763	673	616	577		
BE in Students	74	77	87	96	102		
BE in Euros	287353,40	301779,78	342902,97	375292,04	401462,40		

In this optimistic scenario, the English school has revenues increasing from €216,000 in Year 1 to €511,200 by Year 5, driven by a substantial increase in individual students from 25 to 60 and corporate students from 30 to 70. Individual clients contribute €4,320 per year, while corporate clients contribute €3,600 annually. The cost of goods sold (COGS) also rises, from €130,600 in Year 1 to €326,100 by Year 5, mainly due to increased salaries for teachers, which grow from €126,000 to €324,000, alongside other operational costs like school materials, IT/data protection, and maintenance. Despite these costs, the gross margin starts at €85,400 in Year 1 and reaching €185,100 by Year 5, with gross margin percentages fluctuating slightly but staying strong

around 36-39%. Overhead costs remain steady at €60,900 initially and decrease slightly to €58,900, covering expenses such as rent, health and safety accreditation, utilities, insurance, marketing, legal fees, school supplies, and administrative salaries. As a result, EBITDA shows substantial improvement, increasing from €24,500 in Year 1 to €126,200 by Year 5. EBIT follows a similar upward trend, starting at €23,900 in Year 1 and reaching €125,600 by Year 5. After accounting for depreciation, which is constant at €600 per year, and taxes, the net income significantly improves, starting at €17,925 in Year 1 and reaching €94,200 by Year 5. The NPV is a positive €193,794.83, indicating strong financial health and profitability over the forecast period. The break-even analysis shows that the number of students needed to break even remains relatively stable, ranging from 39 to 41 over the five years, with break-even revenue rising moderately from €154,032.79 to €162,667.10, reflecting effective cost management and increasing revenue efficiency.

Optimistic Scenario Profit and Loss Statement

	Year 1	Year 2	Year 3	Year 4	Year 5		
Number of Teacher per Individual Student	5	6	8	10	12		
Number of Teacher per Corporate Student	2	3	4	5	6		
Individual Students	25	30	40	50	60		
Corporate Students	30	35	50	60	70		
Revenues	216.000	255.600	352.800	432.000	511.200		Tax growth 25%
COGS	130.600	164.100	218.100	272.100	326.100		Individual Client 4320 30 € per class for 3x week
Salary	126.000	162.000	216.000	270.000	324.000	1500 € per teacher	Corporate Client 3600 25 € per class for 3x week
School Materials (books, blackboard, chairs, tables)	3.000	500	500	500	500		
IT/Data protection plan	1.200	1.200	1.200	1.200	1.200	100 € per month	Number of Individual Students per Teacher 5
Maintenance and Cleaning	400	400	400	400	400	20€ per hour for 20 days	Number of Corporate Students per Teacher 10
Gross Margin	85.400	91.500	134.700	159.900	185.100		
Gross Margin %	39,54%	35,80%	38,18%	37,01%	36,21%		
Overhead costs	60.900	58.900	58.900	58.900	58.900		
Rent	24.000	24.000	24.000	24.000	24.000	2000€ for 120 square meters in Chamberi	
Health and Safety accreditation	1.000	1.000	1.000	1.000	1.000		
Utilities	500	500	500	500	500		
Insurance	500	500	500	500	500		
Marketing	3.500	1.500	1.500	1.500	1.500	Social media, Website, Flyers	
Legal	2.000	2.000	2.000	2.000	2.000	Small legal tasks	
School supplies (paper, pens, printing)	600	600	600	600	600	50 € per month	
Salary (admin)	28.800	28.800	28.800	28.800	28.800	1200 € per staff	
EBITDA	24.500	32.600	75.800	101.000	126.200		
Depreciation	600	600	600	600	600	Capex (school materials) 3000	
EBIT	23.900	32.000	75.200	100.400	125.600	Depreciation	initial investment/ 5 years
Interest	0	0	0	0	0	No debt	
EBT	23.900	32.000	75.200	100.400	125.600		
Tax	5.975	8.000	18.800	25.100	31.400		
Net Income	17.925	24.000	56.400	75.300	94.200		
NPV	193.794,83 €						
Fixed cost	60.900	58.900	58.900	58.900	58.900		
Variable cost	85.400	91.500	134.700	159.900	185.100		
Variable per student	1553	1408	1497	1454	1424		
BE in Students	39	42	39	41	41		
BE in Euros	154032,79	164533,77	154268,15	159129,46	162667,10		

A sensibility analysis was also done for the valuation considering the realistic, optimistic, and pessimistic scenarios, along with changes in WACC and EBITDA.

6.2 Company Valuation

In the realistic scenario, the company's valuation is estimated at \$574,085, reflecting a stable projection based on moderate assumptions regarding revenue growth and operational costs. This valuation underscores a cautious approach, considering potential market fluctuations and operational challenges. The Free Cash Flow (FCF) projections indicate a gradual increase over the forecast period, with an emphasis on sustaining consistent cash flows.

Conversely, in the pessimistic scenario, the company's valuation declines to \$506,166, highlighting significant risks to financial performance and overall value. The projections indicate a decrease in FCF, reflecting adverse assumptions such as slower revenue growth and higher operational costs. This valuation shows the importance of effective risk management strategies to mitigate the impact of unfavorable market conditions and operational challenges.

In contrast, the optimistic scenario presents a more favorable outlook, with the company's valuation rising to \$642,004. The projections depict accelerated revenue growth and improved profitability, driving an increase in FCF over the forecast period. This valuation reflects opportunities for value creation and growth potential.

The computation of the Weighted Average Cost of Capital (WACC) for the company was derived from a careful consideration of various factors. This included a Risk-Free Rate of 3% and a Market Risk Premium of 5%, along with a Levered Beta of 1.23, specific to the Education industry. Additionally, a Tax Rate of 25% was factored into the calculation process. In determining the WACC, several assumptions were taken into account. Firstly, the company operates within a relatively new market segment, holding a modest market share. Secondly, investors are likely to expect a higher return on equity due to factors such as competition, market demand fluctuations, and inherent operational risks. Thirdly, the prevailing economic conditions, encompassing elements like interest rates, inflation, and overall economic growth, contribute to an environment where the costs of capital are elevated. Lastly, since the company has no debt, the WACC is equivalent to the cost of equity computed using the Capital Asset Pricing Model (CAPM).

Realistic Scenario						
FCF	0	1	2	3	4	5
EBITDA		-18.700	-10.600	32.600	54.200	75.800
taxes 25%		-4.675	-2.650	8.150	13.550	18.950
EBIT(1-t)		-14.025	-7.950	24.450	40.650	56.850
dep		600	600	600	600	600
capex		-3.000	-500	-500	-500	-500
WC		-54.000	-9.900	-24.300	-19.800	-19.800
FCF		-70.425	-17.750	250	20.950	37.150
TV						952.122
TFCF		-70.425	-17.750	250	20.950	989.272
VNA	\$574.085					
Valuation	\$574.085					

Pessimistic Scenario						
10% Decrease in EBITDA						
FCF	0	1	2	3	4	5
EBITDA		-16.830	-9.540	29.340	48.780	68.220
taxes 25%		-4.208	-2.385	7.335	12.195	17.055
EBIT(1-t)		-12.623	-7.155	22.005	36.585	51.165
dep		600	600	600	600	600
capex		-3.000	-500	-500	-500	-500
WC		-54.000	-9.900	-24.300	-19.800	-19.800
FCF		-69.023	-16.955	-2.195	16.885	31.465
TV						856.910
TFCF		-69.023	-16.955	-2.195	16.885	888.375
VNA	\$506.166					
Valuation	\$506.166					

Optimistic Scenario						
		10% Increase in EBITDA				
	0	1	2	3	4	5
FCF						
EBITDA		-20.570	-11.660	35.860	59.620	83.380
taxes 25%		-5.143	-2.915	8.965	14.905	20.845
EBIT(1-t)		-15.428	-8.745	26.895	44.715	62.535
dep		600	600	600	600	600
capex		-3.000	-500	-500	-500	-500
WC		-54.000	-9.900	-24.300	-19.800	-19.800
FCF		-71.828	-18.545	2.695	25.015	42.835
TV						1.047.334
TFCF		-71.828	-18.545	2.695	25.015	1.090.169
VNA	\$642.004					
Valuation	\$642.004					

g	3%		
WACC	9,15%		
Tax	25%		
Levered Beta	1,23	Industry:	Education
Risk-Free Rate	3%		
Market Risk Premium	5%		
Cost of Equity	9,15%		

Chapter 7: Potential Risks

Ensuring the sustained success of a 24/7 English School requires careful identification and management of potential risks. These risks include fluctuating enrollment rates, quality of teaching staff, technological issues, competition, regulatory compliance, financial instability, and reputation management. To address these risks, the proponent of Sunrise English Academy has developed comprehensive management plans.

Strategies include implementing effective marketing techniques, offering flexible course options, ensuring high standards for teacher recruitment and training, maintaining updated IT infrastructure and cybersecurity measures, conducting regular competitor analysis, staying compliant with regulations, diversifying revenue streams, and actively managing the school's reputation through responsive customer service and fostering a positive learning environment.

Low Enrollment Rates

Risk: Fluctuations in student enrollment pose a significant risk to the revenue and overall sustainability of Sunrise English Academy, a 24/7 English School.

To address this risk effectively, Sunrise English Academy has devised a comprehensive management plan. During periods of low enrollment, the institution may experience a decline in income, making it challenging to cover operational expenses and maintain financial stability. To mitigate this risk, Sunrise English Academy has developed a comprehensive management plan. First and foremost, effective marketing strategies based on thorough market research are implemented to consistently attract new students. By identifying and targeting the needs and preferences of the target audience, Sunrise English Academy can enhance its visibility and appeal, thereby increasing enrollment rates.

Additionally, Sunrise English Academy offers flexible course options, promotions, and discounts to incentivize enrollment and ensure a steady flow of students throughout the year. By

providing students with options that cater to their individual schedules and preferences, Sunrise English Academy can attract a diverse range of learners and mitigate the impact of enrollment fluctuations. Furthermore, the institution seeks to diversify its revenue streams by offering additional services such as corporate training or exam preparation courses. By expanding its offerings beyond traditional language courses, Sunrise English Academy can reduce its reliance solely on tuition fees and create alternative sources of income, thereby enhancing its financial resilience and sustainability.

Quality of Teaching Staff

Risk: The potential for insufficient teacher training or high turnover rates poses a threat to the quality of education and student satisfaction at Sunrise English Academy.

In response to this challenge, Sunrise English Academy addresses the risk of inadequate teacher training or high turnover rates by implementing a comprehensive management plan. This plan includes a stringent hiring process, integrating thorough background checks and assessments to ensure the recruitment of qualified and experienced teaching staff.

Additionally, continuous professional development opportunities, workshops, and training sessions are offered to enhance teaching skills and foster job satisfaction among educators. To further support staff retention, Sunrise English Academy establishes mentorship programs that pair experienced teachers with newcomers, creating a supportive work environment and reducing turnover rates by providing guidance and support to new staff members.

Technological Issues

Risk: Dependence on technology for online learning platforms or administrative systems may lead to disruptions in service due to technical issues or cyber threats.

To tackle this challenge, Sunrise English Academy will ensure the integrity of its IT infrastructure through a proactive management plan. This plan will entail regular updates and maintenance of IT systems to minimize the risk of system failures or vulnerabilities. Additionally, robust cybersecurity measures, including encryption, firewalls, and regular data backups, will be implemented to safeguard against cyber threats and uphold data integrity.

To bolster these efforts, comprehensive technical support and training will be provided to staff, empowering them to proficiently troubleshoot common issues and mitigate downtime, thereby ensuring the seamless operation of IT systems and uninterrupted delivery of educational services.

Competition

Risk: Increased competition from other language schools or online learning platforms could impact market share and pricing power.

In the management plan, Sunrise English Academy will prioritize staying informed about industry trends and competitor strategies through regular competitor analysis. This proactive approach will enable the academy to adapt its offerings, accordingly, ensuring it remains competitive in the dynamic landscape of ESL education.

Additionally, Sunrise English Academy will differentiate itself by highlighting unique selling points such as personalized learning plans, experienced teachers, and innovative teaching methods. By emphasizing these aspects, the academy aims to enhance its competitive advantage and attract prospective students who value tailored educational experiences and high-quality instruction. Furthermore, the academy's commitment to offering classes beyond 8 pm provides added flexibility for students with demanding schedules, further distinguishing it from competitors and meeting the needs of adult learners seeking language proficiency without compromising other responsibilities.

Regulatory Compliance

Risk: Failure to comply with local regulations or accreditation requirements may lead to legal issues or loss of accreditation status.

As part of its management plan, Sunrise English Academy commits to remaining abreast of pertinent regulations and accreditation standards governing language education in Spain. This involves actively monitoring updates and engaging with industry bodies to stay informed about any changes or developments.

Additionally, the academy will establish internal policies and procedures to ensure strict adherence to regulatory requirements. Regular audits and assessments will be conducted to identify and promptly address any compliance gaps that may arise, ensuring that the academy operates in full accordance with legal standards and maintains its accreditation status. Through these proactive measures, Sunrise English Academy aims to uphold the highest standards of quality and compliance in its educational offerings.

Financial Instability

Risk: Economic downturns or unforeseen expenses could impact financial stability and liquidity.

To ensure financial stability and resilience, Sunrise English Academy will maintain a financial reserve to cover unexpected expenses or revenue fluctuations. Additionally, the academy will explore diversifying its revenue streams by seeking additional sources of income beyond tuition fees, thereby reducing dependence on a single revenue stream.

Furthermore, a contingency plan will be developed, outlining steps to effectively manage financial crises, including the implementation of cost-cutting measures or accessing lines of credit as necessary. Through these proactive financial strategies, Sunrise English Academy aims to maintain stability and navigate challenging economic circumstances with agility and foresight.

Reputation Management

Risk: Negative publicity or reviews could damage the school's reputation and deter potential students.

As part of its management plan, Sunrise English Academy will vigilantly monitor online reviews and social media mentions, promptly addressing any negative feedback or concerns in a professional and proactive manner. This proactive approach aims to safeguard the academy's reputation and maintain positive interactions with students and stakeholders.

Additionally, the academy will implement a customer-centric approach to service delivery, ensuring that student concerns or complaints are resolved promptly to uphold satisfaction and foster loyalty. By prioritizing student satisfaction and engagement, Sunrise English Academy seeks to cultivate a positive learning environment and nurture a culture of excellence. Satisfied students will be encouraged to share their positive experiences through testimonials or referrals, further enhancing the academy's reputation and attracting new students who value high-quality education and supportive learning environments.

Chapter 8: Impacts to United Nations Sustainable Development Goals

8.1 United Nations Sustainable Development Goal 4: Quality Education

At the heart of our mission is the belief that education should be inclusive and tailored to meet the diverse needs of every learner. To this end, we have developed a multifaceted approach that encompasses both the physical infrastructure of our school and the content of our educational programs.

Firstly, our school building is designed to accommodate the needs of students, teachers, and administrative staff alike. The school building, classrooms, restrooms, and common areas are wheelchair accessible. This will be done by installing ramps and handrails where necessary. Moreover, our administrative staff will be trained on disability awareness, inclusive teaching practices, and strategies for accommodating diverse learning needs. This will ensure that they can provide support for the students.

In terms of educational content, our curriculum is carefully crafted to provide a personalized learning experience for every student. We recognize that learners come from diverse backgrounds and have varying levels of proficiency in English. Therefore, our teaching approach is flexible and adaptive, allowing students to progress at their own pace and focus on areas of particular interest or need. Whether students are preparing for university applications, job interviews, or international travel, our courses cater to their specific goals and aspirations.

Our class offerings reflect the diverse needs of our student population. In addition to traditional in-person classes, we also offer hybrid group classes and one-on-one sessions to accommodate different learning preferences and schedules. By embracing a hybrid learning model, we can reach students both locally and internationally, thereby promoting lifelong learning opportunities for all.

8.2 United Nations Sustainable Development Goal 8: Decent Work and Economic Growth

Since education and economic development are closely intertwined, the school is dedicated to fostering an environment where individuals can thrive both academically and professionally. One of our key objectives is to contribute to the economy of Spain by equipping individuals with the English language skills they need to succeed in today's globalized world. English proficiency is increasingly becoming a prerequisite for many jobs and industries, and by providing high-quality language education, we are helping to ensure that Spain remains competitive in the international marketplace. Whether individuals are seeking employment opportunities in Spain or abroad, our courses provide them with the English language skills they need to succeed in the global economy.

Chapter 9: Conclusions

The foundation of Sunrise English Academy's success lies in its unwavering commitment to understanding and meeting the diverse needs of its target audience. Thorough market analysis has enabled the academy to identify gaps in the ESL landscape of Madrid, particularly the absence of evening and late-night classes, thus positioning itself as a pioneer in providing flexible scheduling options. By recognizing the evolving preferences and learning styles of students, Sunrise English Academy offers tailored learning plans and a hybrid learning setup, ensuring excellence in education while fostering inclusivity for all.

Central to the success of Sunrise English Academy is its strategic marketing approach, which leverages on the effective utilization of marketing channels such as websites, social media, partnerships, and targeted advertising, the academy enhances its brand visibility and fosters community engagement. Moreover, by offering complimentary trial classes, workshops, and demo lessons, Sunrise English Academy provides prospective students with an opportunity to experience its teaching methods firsthand, thus driving enrollment and promoting long-term engagement.

The risk management plan outlined underscores the academy's proactive approach to mitigating potential challenges and ensuring sustained success. By addressing risks such as fluctuating enrollment rates, quality of teaching staff, technological issues, competition, regulatory compliance, financial instability, and reputation management, Sunrise English Academy demonstrates its resilience and commitment to delivering high-quality education in a dynamic environment. Through strategic initiatives such as effective marketing techniques, flexible course options, stringent teacher recruitment processes, comprehensive IT infrastructure, compliance with regulations, diversified revenue streams, and proactive reputation management, the academy navigates challenges with agility and foresight.

Furthermore, Sunrise English Academy's alignment with the United Nations Sustainable Development Goals (SDGs) underscores its broader impact on society and the economy. By promoting quality education and economic growth, the academy equips individuals with the skills

and knowledge needed to thrive in today's globalized world. Sunrise English Academy empowers learners to pursue their language learning goals while contributing to societal advancement and sustainable development.

In the dynamic landscape of English as a Second Language (ESL) education, the emergence of Sunrise English Academy in Madrid represents a pioneering venture poised to revolutionize traditional approaches to language learning. Through a comprehensive analysis of market dynamics, target audience preferences, competitive landscapes, and strategic initiatives, this entrepreneurial project is geared towards sustainable success in the ESL market of Madrid.

Appendices

Figure 1. Sunrise English Academy Logo



Figure 2. Sunrise English Academy - Website



Figure 2.1 Sunrise English Academy - Website



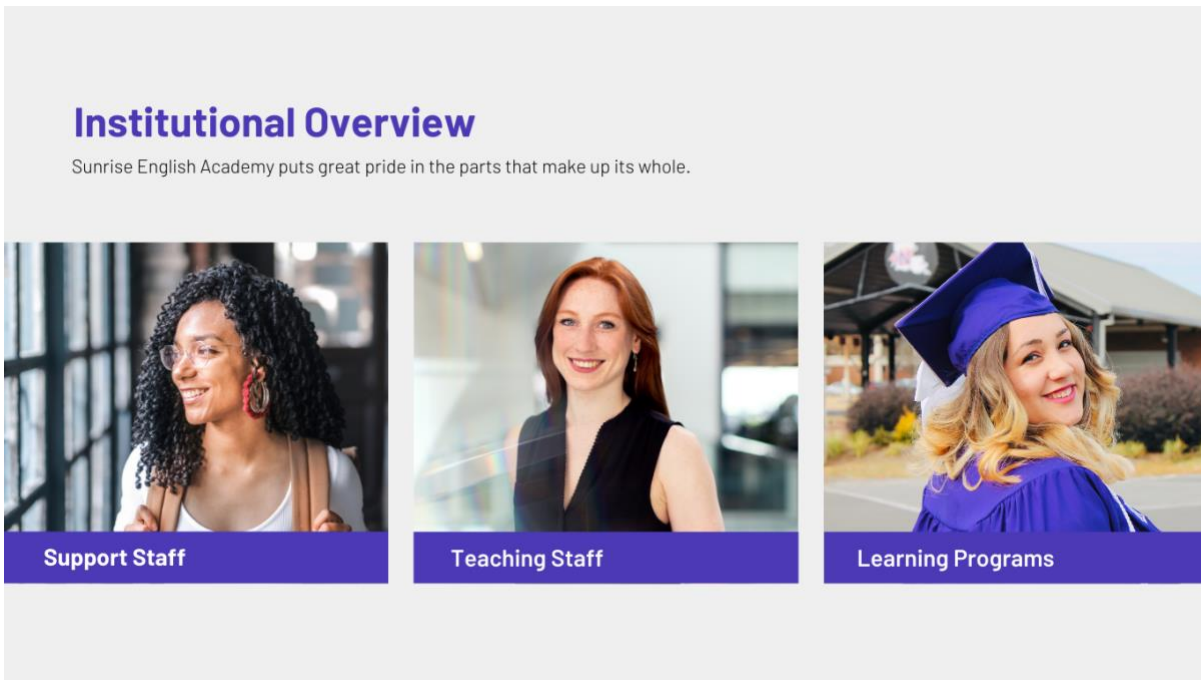
The image shows a website header for Sunrise English Academy. On the left is a photograph of a large, historic red brick building with a prominent steeple. On the right, the academy's logo is displayed, featuring a sun and a crescent moon within a circular border containing the text "SUNRISE ENGLISH ACADEMY" and the year "2014". Below the logo is the section title "About the Sunrise English Academy" in a bold, blue font. A paragraph of text follows, describing the academy's philosophy and services. At the end of the paragraph is a blue link labeled "READ MORE".

About the Sunrise English Academy

At Sunrise English Academy, we believe that learning a new language should be a fun and rewarding experience. That's why we offer comprehensive courses that are tailored to your individual needs. Our experienced teachers are passionate about helping you achieve your language goals.

[READ MORE](#)

Figure 2.2 Sunrise English Academy - Website



The image shows the "Institutional Overview" section of the website. It features the title "Institutional Overview" in a bold, blue font, followed by a short paragraph: "Sunrise English Academy puts great pride in the parts that make up its whole." Below this text are three vertical panels, each with a photograph and a label. The first panel shows a woman with curly hair and glasses, labeled "Support Staff". The second panel shows a woman with red hair, labeled "Teaching Staff". The third panel shows a woman in a blue graduation cap and gown, labeled "Learning Programs".

Institutional Overview

Sunrise English Academy puts great pride in the parts that make up its whole.

Support Staff

Teaching Staff

Learning Programs

Figure 2.3 Sunrise English Academy - Website

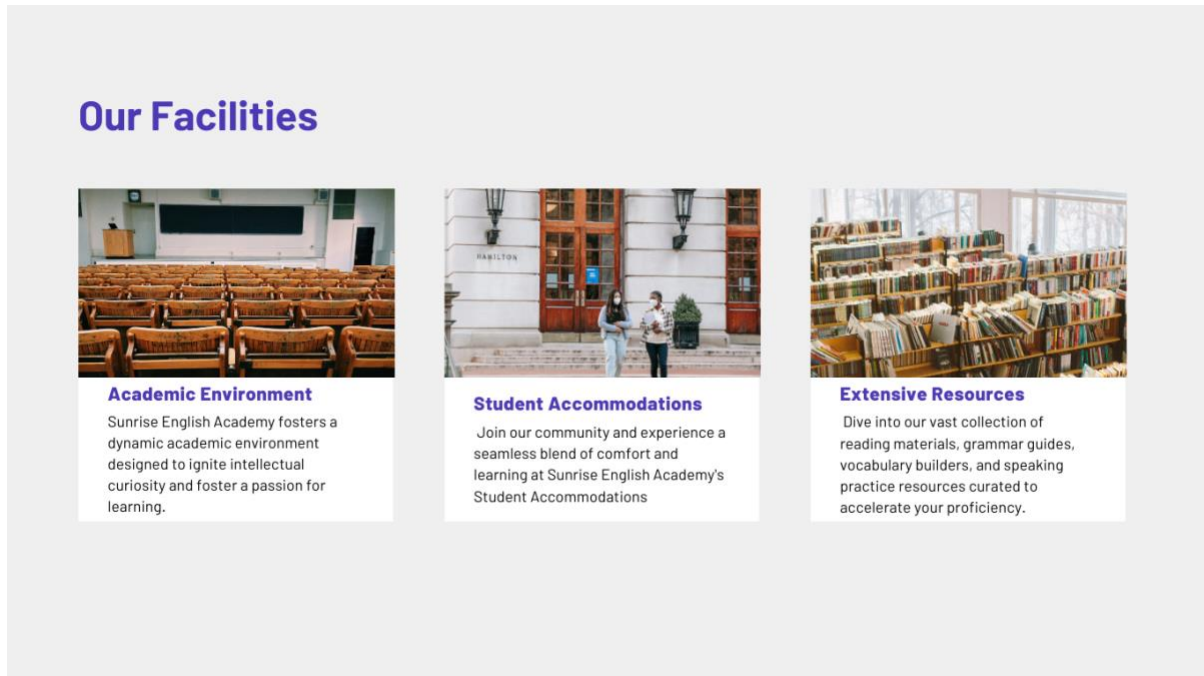


Figure 2.4 Sunrise English Academy - Website

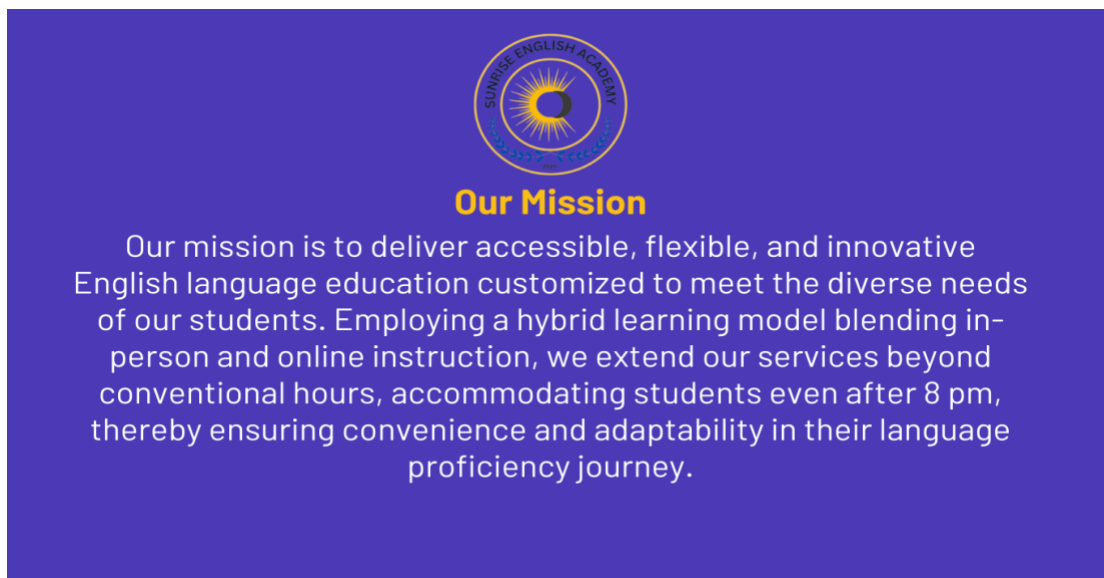


Figure 2.5 Sunrise English Academy - Website



Figure 3. Sunrise English Academy - LinkedIn

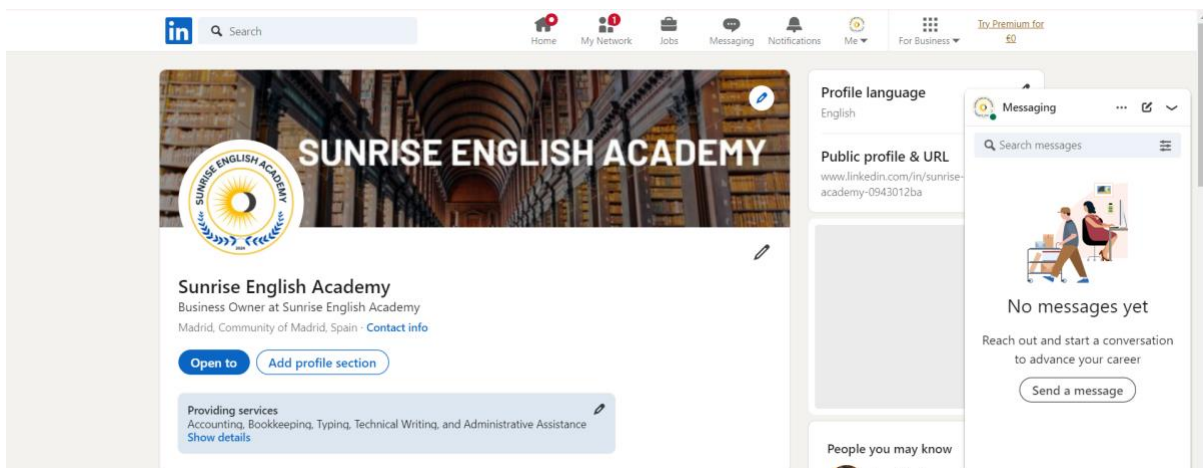


Figure 4. Sunrise English Academy - Facebook Page

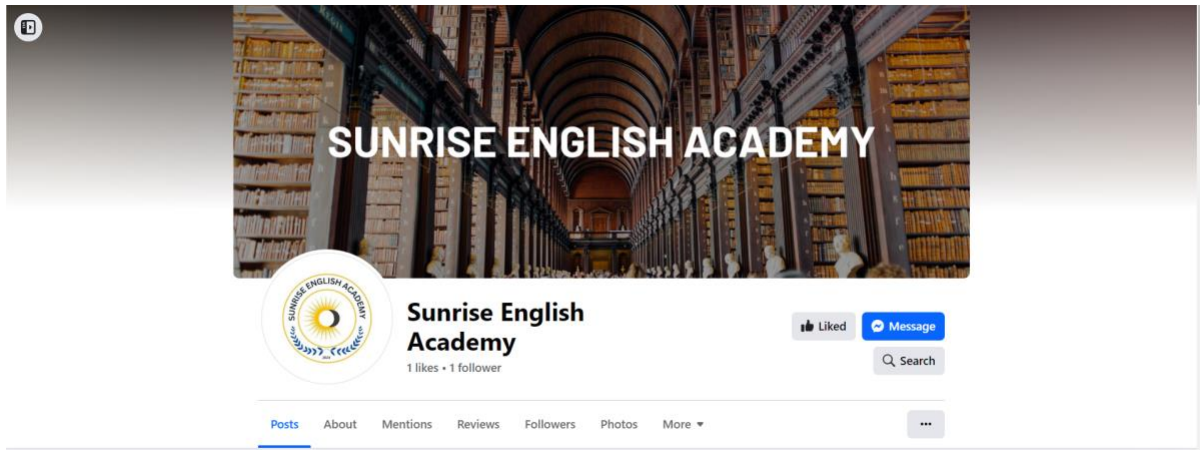


Figure 4.1 Sunrise English Academy - Facebook Page

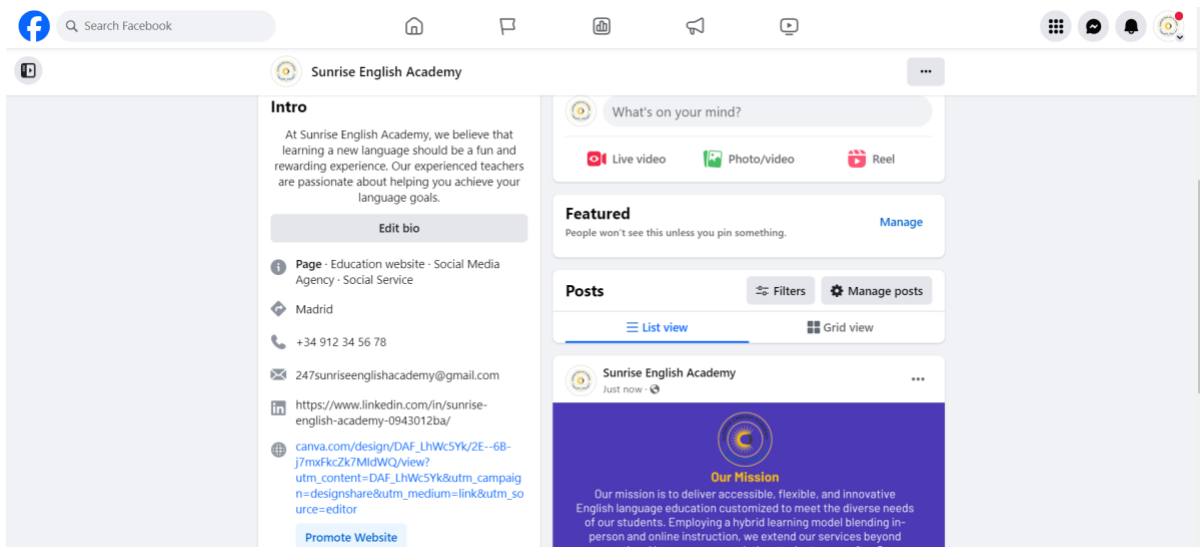


Figure 5. Sunrise English Academy - Instagram

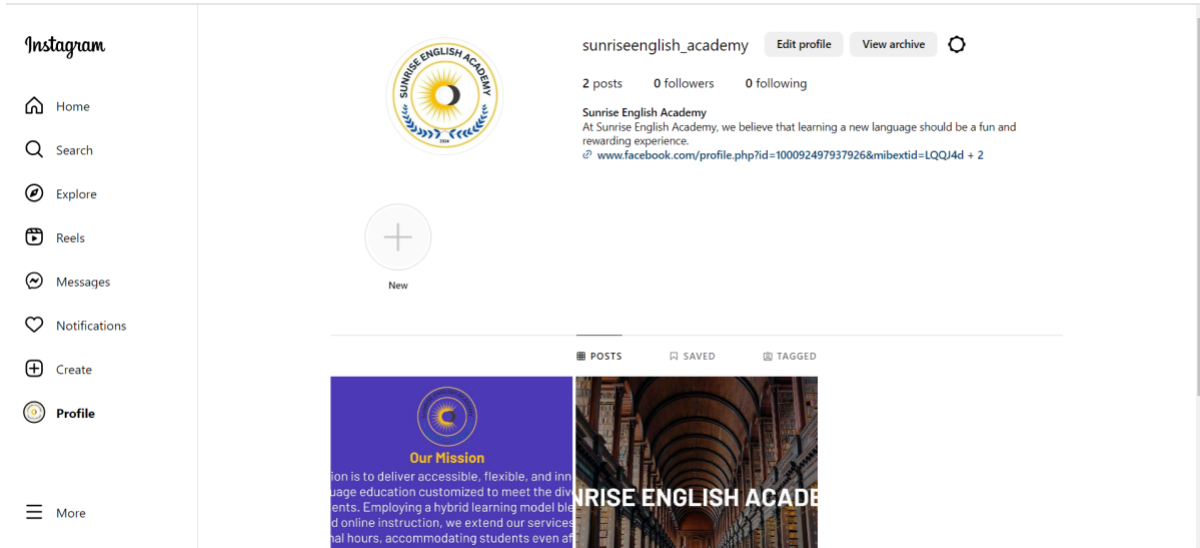


Figure 6. Monitoring Plan and Compliance Review for 24/7 English School in Spain

MONITORING PLAN AND COMPLIANCE REVIEW FOR 24/7 ENGLISH SCHOOL IN SPAIN	
OBJECTIVE	Ensure adherence to health and safety regulations and compliance with the school's policies and procedures.
MONITORING FREQUENCY	Conduct regular monitoring activities on a quarterly basis, with additional checks as needed in response to specific incidents or changes in regulations.
KEY AREAS OF FOCUS	<ul style="list-style-type: none"> Physical Environment: Assess the condition of school premises, including classrooms, common areas, and outdoor spaces, to identify potential hazards and ensure compliance with safety standards. Emergency Preparedness: Review emergency response plans and conduct drills to evaluate the readiness of staff and students to handle various scenarios effectively. Health and Hygiene: Inspect cleanliness and hygiene standards, including handwashing facilities, ventilation, and waste management practices, to prevent the spread of illnesses. Training and Education: Monitor the implementation of health and safety training programs for staff and students and assess their understanding of protocols and procedures. Incident Reporting: Review incident reports to identify trends, analyze root causes, and implement corrective actions to prevent recurrence.
MONITORING TOOLS AND TECHNIQUES	Checklist, Inspections, Document Review, and Interviews
COMPLIANCE REVIEW PROCESS	Review Relevant Regulations, Gap Analysis, AND develop and implement corrective actions to address identified gaps or deficiencies in health and safety practices, including changes to policies, procedures, or training programs.
REPORTING AND COMMUNICATION	<ul style="list-style-type: none"> Prepare reports summarizing the findings of monitoring activities, including observations, recommendations, and proposed actions. Communicate findings to relevant stakeholders, including school management, staff, and regulatory authorities, as appropriate.

Figure 7. School Organization Chart

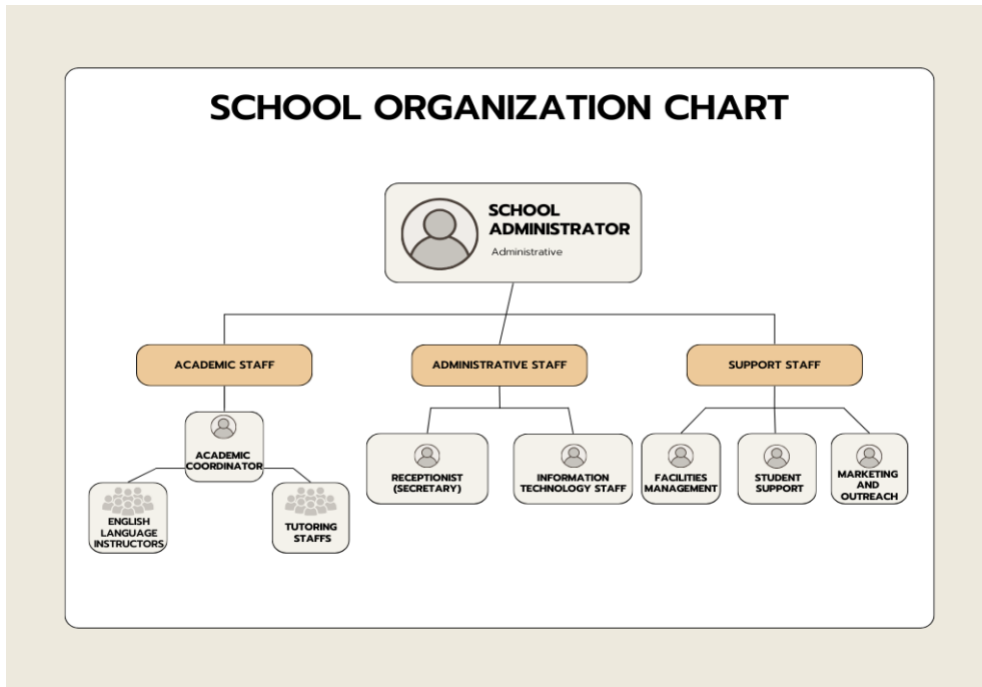


Figure 8. Enrollment Process



Figure 9. Safety Protocols and Emergency Procedures

A. Fire Safety Protocol

- a. Install fire detection and alarm systems throughout the school premises, including classrooms, offices, and common areas.
- b. Conduct regular fire drills to familiarize staff and students with evacuation procedures and assembly points.
- c. Designate fire wardens responsible for leading evacuations and ensuring all occupants safely exit the building.
- d. Train staff and students on the proper use of fire extinguishers and other firefighting equipment.

B. Medical Emergency Response

- a. Maintain a well-equipped first aid kit in accessible locations and designate staff members trained in first aid and CPR.
- b. Establish emergency response procedures for medical incidents, including contacting emergency services and providing initial medical assistance.
- c. Ensure all staff are aware of students' medical conditions and allergies, and have protocols in place for managing emergencies.

C. Security Measures

- a. Implement access control measures to regulate entry and exit to the school premises during operating hours.
- b. Install surveillance cameras and security lighting to monitor and deter unauthorized access or suspicious activity.
- c. Train staff on recognizing and responding to security threats, including procedures for lockdowns or evacuations in the event of a security breach.

D. Natural Disaster Preparedness

- a. Develop protocols for responding to natural disasters such as earthquakes, floods, or severe weather events.
- b. Conduct drills to practice evacuation procedures and shelter-in-place protocols for different types of emergencies.
- c. Establish communication channels for disseminating emergency alerts and instructions to staff, students, and if applicable to the parents in case of natural disasters.

E. Online Safety and Cybersecurity

- a. Implement cybersecurity measures to protect student and staff data, including firewalls, antivirus software, and secure network protocols.
- b. Educate students and staff on safe internet practices, including avoiding phishing scams, protecting personal information, and reporting suspicious online activity.
- c. Establish guidelines for appropriate online behavior and usage of school-provided devices and resources.

F. Emergency Communication Plan

- a. Develop a comprehensive record of emergency contact numbers for communication plans with outlined procedures for notifying staff, students, and parents in the event of an emergency. This plan provides a comprehensive record of emergency contact numbers for various stakeholders, including local emergency services, school administration, staff members, medical facilities, local authorities, parents/guardians, and language assistance services. The outlined procedures detail how each group should be notified in the event of an emergency, ensuring clear communication and swift response to any crisis situation.
- b. Establish multiple communication channels, including phone calls, text messages, emails, and social media, to ensure timely dissemination of information.

EMERGENCY COMMUNICATION PLAN

CONTACT TYPE	CONTACT NUMBER	PROCEDURE FOR NOTIFICATION
Local Emergency Services	112 (general emergency number)	Instruct designated staff member to call 112 immediately in case of emergency.
School Administration	[School Admin Phone Number]	Emergency coordinator contacts school administration to initiate emergency response.
Staff Members	[List of Staff Numbers]	Emergency coordinator notifies designated staff members via phone call or text message.
Medical Facilities	[Hospital Name, Phone Number]	Call the nearest hospital's emergency department and provide necessary information about the situation.
Local Authorities	[Local Police, Fire Department]	Contact local police or fire department for assistance as needed.
Parents/Guardians	[Parent/Guardian Contact Numbers]	Utilize automated notification system to alert parents/guardians via email, text message, or phone call.
Language Assistance Services	[Language Assistance Contact Number]	Contact language assistance services if language support is required during emergencies.

G. Continuous Training and Review

- a. Provide regular training sessions and refresher courses for staff and students on safety protocols and emergency procedures.
- b. Review and update safety protocols and procedures periodically to reflect changes in regulations, technology, or best practices.
- c. Encourage open communication and feedback from staff and students to identify areas for improvement and enhance overall safety and preparedness.

Figure 10. Evaluation and Improvement Plan

A. Establish Key Performance Indicators (KPIs)

- a. Define measurable KPIs aligned with the school's objectives, such as student enrollment rates, retention rates, student satisfaction scores, academic performance indicators, and financial performance metrics.

b. Key Performance Indicators (KPI):

1. Student Engagement Rate

Definition: Percentage of students actively participating in classroom activities and discussions.

Measurement: Conduct regular assessments of student participation during lessons and activities.

Target: Maintain an average student engagement rate of 85% or higher across all classes.

2. Communicative Competence Assessment

Definition: Evaluation of students' ability to effectively communicate in English across speaking, listening, reading, and writing skills.

Measurement: Administer periodic assessments or tests focusing on language proficiency and communication skills.

Target: Achieve an average score of 80% or higher in communicative competence assessments for all students.

3. Critical Thinking Skills Development

Definition: Progress in students' ability to analyze, evaluate, and synthesize information to solve problems and make informed decisions.

Measurement: Evaluate students' critical thinking skills through class assignments, projects, or specialized assessments.

Target: Demonstrate measurable improvement in critical thinking skills over the course of the academic term, as evidenced by higher assessment scores or performance outcomes.

4. Cultural Awareness and Global Citizenship Evaluation:

Definition: Assessment of students' understanding and appreciation of diverse cultures, perspectives, and global issues.

Measurement: Utilize surveys, quizzes, or projects to gauge students' knowledge

and attitudes towards cultural diversity and global citizenship.

Target: Maintain a high level of cultural awareness and global citizenship among students, with at least 80% of students demonstrating satisfactory understanding and appreciation of diverse cultures and global issues.

5. Student Satisfaction Rating

Definition: Measurement of students' overall satisfaction with the English language instruction and learning environment provided by the curriculum.

Measurement: Administer periodic surveys or feedback forms to gather students' opinions and feedback on the curriculum, teaching methods, and learning experiences.

Target: Achieve a minimum satisfaction rating of 4 out of 5, indicating a high level of student satisfaction with the curriculum and learning experience.

B. Regular Data Collection and Analysis

- a. Collect data regularly from various sources, including student feedback surveys, academic assessments, financial reports, and operational metrics related to enrollment, attendance, and program utilization.
- b. Analyze data to identify trends, patterns, and areas for improvement across different aspects of the school's operations, including academic programs, student services, administrative processes, and financial management.

C. Stakeholder Feedback and Input

- a. Solicit feedback and input from stakeholders, including students, parents, faculty, staff, and community members, through surveys, focus groups, suggestion boxes, and regular meetings.
- b. Use feedback to gain insights into stakeholders' experiences, preferences, and needs, and incorporate their input into decision-making processes and improvement initiatives.

D. Continuous Professional Development

- a. Invest in ongoing professional development opportunities for faculty and staff to enhance their skills, knowledge, and expertise in teaching methodologies, technology integration, student engagement strategies, and customer service.
- b. Provide regular training sessions, workshops, and seminars to ensure staff are equipped to meet the evolving needs of students and deliver high-quality instruction and support services.

E. Technology Integration and Infrastructure Improvement

- a. Assess the effectiveness of technology tools and educational management systems used by the school to support teaching, learning, and administrative processes.
- b. Invest in technology upgrades, software updates, and infrastructure improvements as needed to enhance the functionality, reliability, and security of digital systems and resources.

F. Risk Management and Compliance Review

- a. Conduct regular risk assessments to identify potential threats, vulnerabilities, and compliance issues related to safety, security, data privacy, and regulatory requirements.
- b. Develop and implement risk mitigation strategies, contingency plans, and compliance measures to address identified risks and ensure the school's operations remain in compliance with relevant laws and regulations.

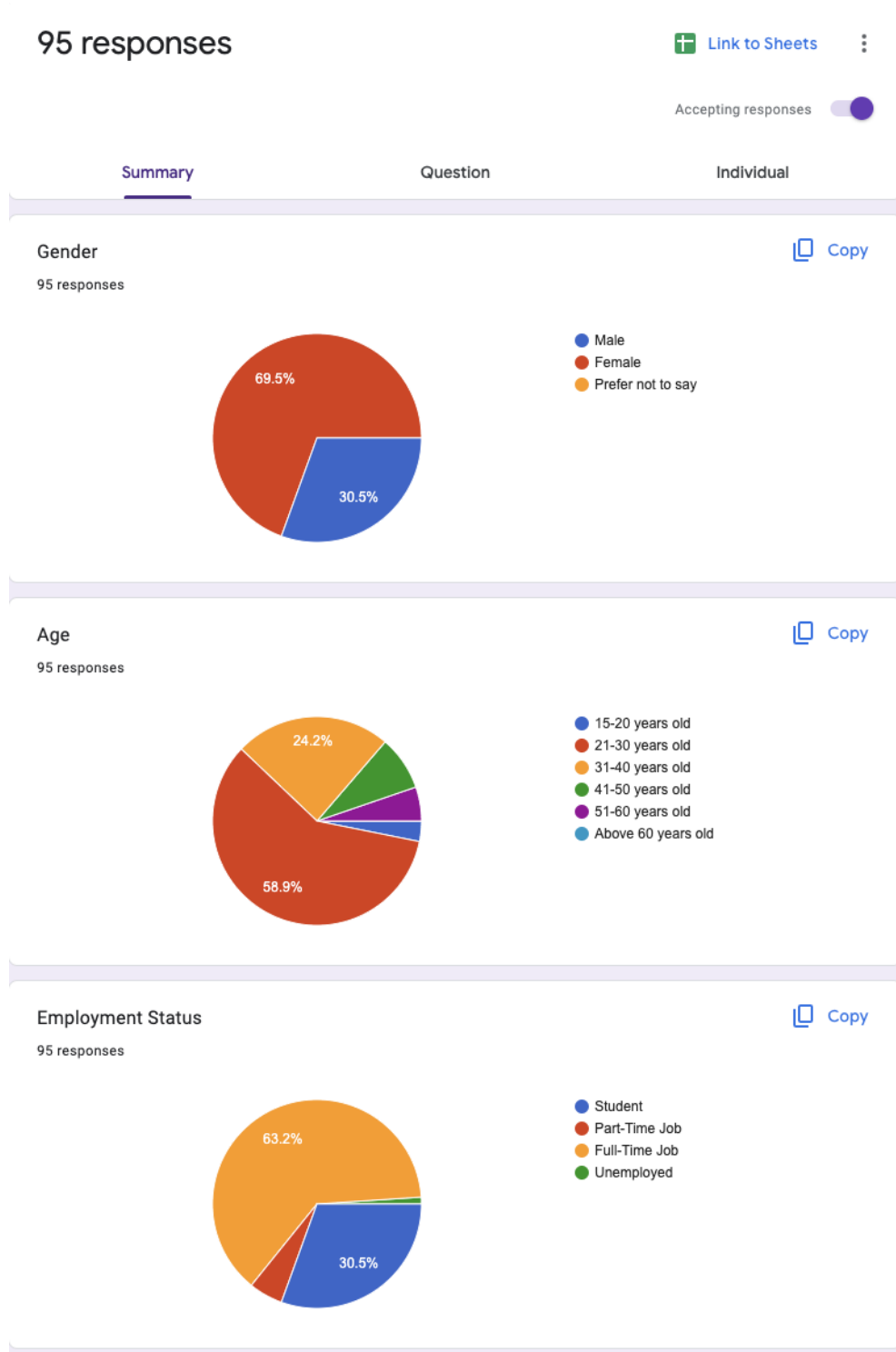
G. Monitoring and Reporting

- a. Establish a system for monitoring progress towards improvement goals and objectives, tracking key milestones, and reporting results to stakeholders regularly.
- b. Provide transparent and timely communication regarding improvement efforts, achievements, challenges, and opportunities for involvement or feedback.

H. Cycle of Review and Adjustment

- a. Establish a cyclical process of review, adjustment, and refinement for the continuous evaluation and improvement plan, ensuring that it remains responsive to changing needs, priorities, and external factors impacting the school's operations and performance.

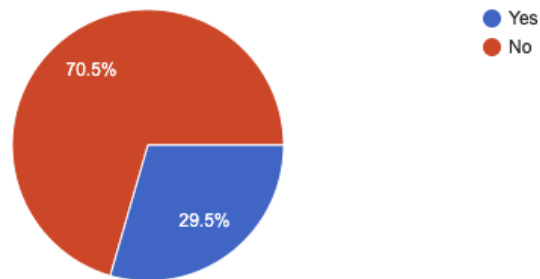
Figure 11. Survey Results



Are you currently taking English lessons?

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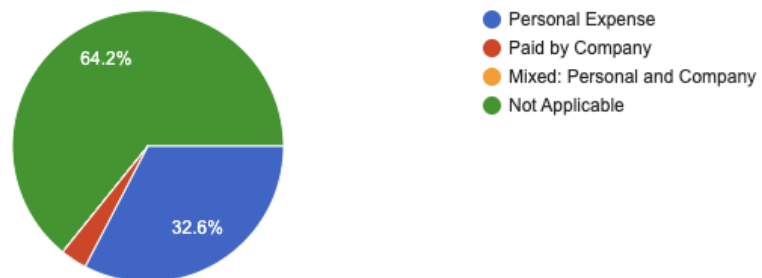
95 responses



If you are currently taking English class, who is paying for the classes?

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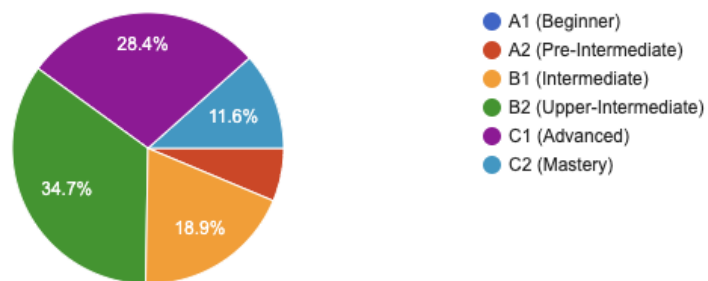
95 responses



What is your current level of English proficiency?

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95 responses

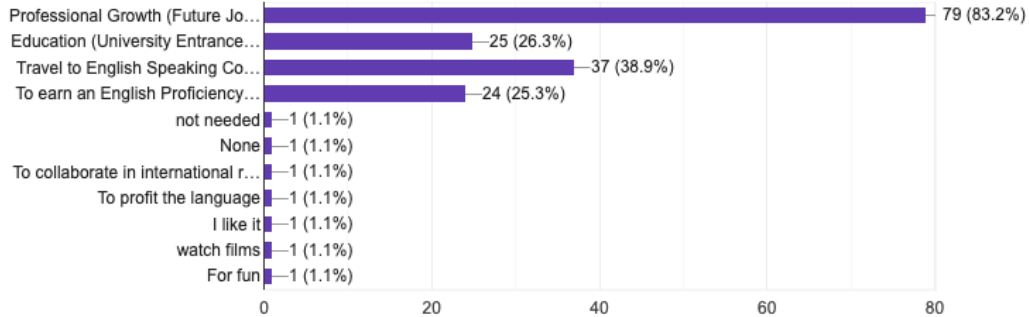


What are the reasons or motivations why you will take an English class?

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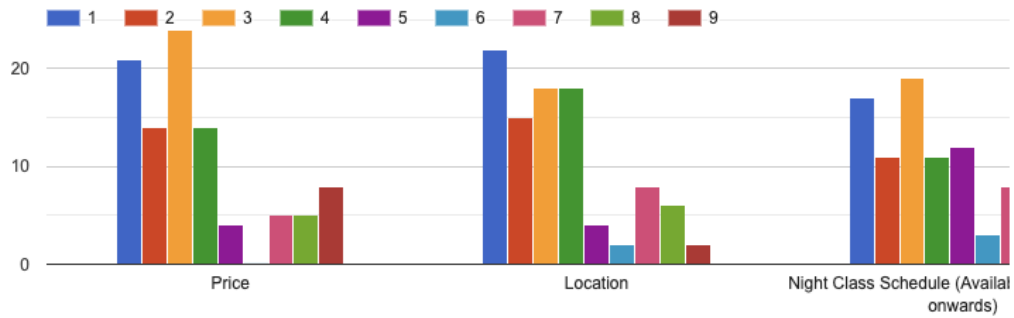
Click all that apply

95 responses



What factors do you consider when choosing an English language school? (Rank the options, 1 being the most important and 9 the least important)

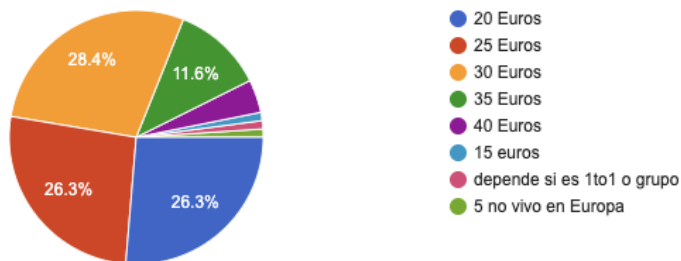
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What is the maximum price that you are willing to pay for 1 hour of English class?

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95 responses

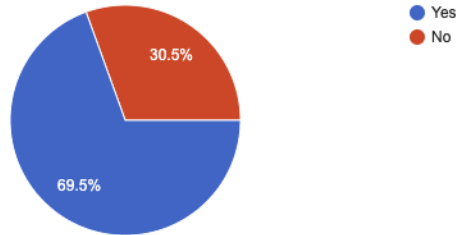


Are you willing to pay more for an English class offering flexible class schedules?

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*Flexible classes is defined as a 24/7 English school that is operational in Madrid from 8:00 to 20:00. Classes after 20:00 will be administered online with teachers from the Philippines. Thus, the physical school in Madrid will be closed after 20:00.

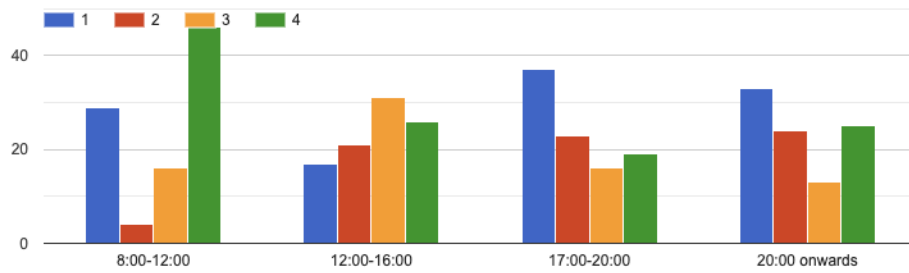
95 responses



What time of the day would you most likely take your English class?

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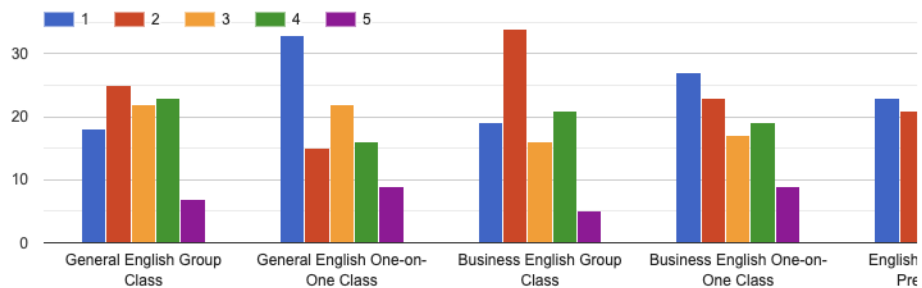
(Rank the options, 1 being the most important and 4 the least important)



What type of class do you find most appealing?

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(Rank the options, 1 being the most important and 5 the least important)

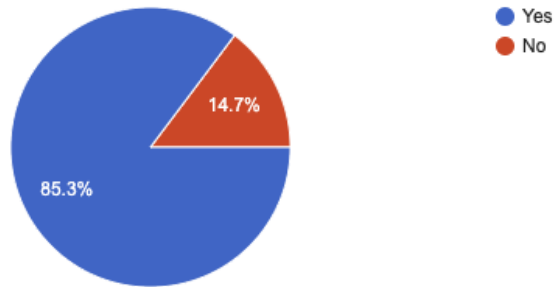


Would you enroll in an English Language school that offers this service?

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*This is a 24/7 English school that is operational in Madrid from 8:00 to 20:00.
Classes after 20:00 will be administered online with teachers from the Philippines.
Thus, the physical school in Madrid will be closed after 20:00.

95 responses



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