

Tech-ED



# Tech-ED

Educating You

# Description

Tech-ED is an educational service designed to aid students from both second level & higher education institutes to help them discover and develop essential IT skills which will benefit for progressing into third level education as well as future employment. Tech-ED delivers this service to schools in a B2C (Business to Customer) fashion as a team member will direct each session in a fun and friendly environment. The core of our service is to teach students the foundations of Microsoft Office, CV Building Workshops to aid future employment opportunities as well as essential PC basics, i.e., Device Care and Security.

# Summary

Tech-ED is an educational service designed to aid students from both second level & higher education institutes to help them discover and develop essential IT skills which will benefit for progressing into third level education as well as future employment. Tech-ED delivers this service to schools in a B2C (Business to Customer) fashion as a team member will direct each session in a fun and friendly environment. The core of our service is to teach students the foundations of Microsoft Office, CV Building Workshops to aid future employment opportunities as well as essential PC basics, i.e., Device Care and Security.

# Team

Our team consists of five team members in fourth year Business Information Systems in Munster Technology University.  
The members are Adam Hurley, Andrew Maher, Basit Saleem, Conor O'Gorman & Michael Lynch.

# Team

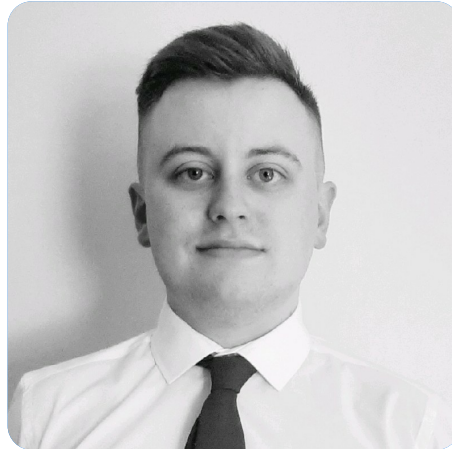


Co-Founder of Tech-ED

**Adam Hurley**

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Outstanding experience using Microsoft SaaS tools. Microsoft Certified in Power Platform Fundamentals and work in a large multinational organisation as part of an impressive Information Management team.



Co-Founder of Tech-ED

**Andrew Maher**

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Experienced BIS student with past experience in the automotive, utilities & cloud computing sector. Skilled in ECDL(Microsoft & Google Applications), CRM Systems (Salesforce & Sugar CRM), Sales Ordering Systems, Web Development & Customer Care.



Co-Founder of Tech-ED

**Basit Saleem**

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BIS Student proficient with Data Analysis, Digital Market Analysis, Power BI and outreach for potential business clientele. Past experience in the Medical, Retail and Construction Industry dealing with large organizations, providing them with the necessary tools to generate more leads and conversions.



Co-Founder of Tech-ED

**Conor O'Gorman**

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Diligent BIS student with multinational experience as part of a large Original Design Manufacturing team. Proficient in supply chain, analytics, project management and customer service. Experienced B2B & B2C employment in the IT and Retail sector.

# Team



Co-Founder of Tech-ED

**Michael Lynch**

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BIS student with automation, data analysis and detailed Microsoft office skills. Coincided with the relevant experience within the pharmaceutical industry. Capable in data extraction and manipulation, communication and interpersonal skills.

# Business Model Canvas

The business model canvas is a strategic management tool to quickly and easily define and communicate a business idea. We will go through the key partners, key activities, key resources, our value proposition, customer relationships, the channels we will sell our products, our customer segments, our UN suitability goals, costs and our revenue

# Business Model Canvas

## Key Partners

- Second Level School Staff
- Higher Level Education Staff
- LinkedIn
- The Department of Education
- Program Developers

## Key Activity

- Step 1** Assess the market and competitors
- Step 2** Create curriculum / course content
- Step 3** Reach out to potential clients
- Step 4** Allocate team members to schools

## Value Proposition

Tech-ED allows second & third level students to learn Microsoft Tools in a friendly & fun classroom environment. With our pricing plan it offers schools ways of teaching students key skills that will improve our work prospective once they have left school or for attending third-level colleges.

## Get Keep Grow

- Get**
- Contacting Second-Level Schools
  - On-Site Demonstration Workshops
  - Radio Advertisement
- Keep**
- Maintain Good Customer Service
  - Course End Surveys
  - Free-Workshops
- Grow**
- Offer New Payment Structures
  - New Versions of Programmes
  - Cross-Selling New Programmes
- Referrals**
- Discounts for School Referrals

## Customer Segment

**Segment name:**  
Second Level Students

**Company size:**  
12 - 18

**Type of Segment:**  
Business to Consumer (B2C)

**Segment name:**  
Further Education Students

**Company size:**  
18 - 25

**Type of Segment:**  
Business to Consumer (B2C)

**Segment name:**  
DEIS (Delivering Equality of Opportunity in Schools) Secondary Schools

**Age range:**  
10 - 100

**Type of Segment:**  
Business to Business (B2B)

## Key Resources

- Individuals with the knowledge and experience of the course content being delivered. Its important for the teachers to be prepared for anything with regards to the service being provided.
- Proficient presentation skills to optimize the learning for the students. This will enhance the learning experience for the students and allow them to engage fully.
- Suitable platform for content

## Channel

- Direct Selling to School
- In-Person Demonstration of our Product

## Cost

Annual Fixed Costs  
0

Annual Variable Costs  
0

## Sustainability

Sustainability Development Goals 4: Quality Education

Sustainability Development Goals 8: Decent Work and Economic Growth

Sustainability Development Goals 10: Reduced Inequalities

## Revenue

Annual Unit Sold  
0

Annual Revenue  
0



# Testing

To develop our Tech-ED business venture we conducted several tests with the goal of validating and invalidation key assumptions regarding varying aspects of our chosen initiative. These critical assumptions are documented in length below and have been validated using survey data gathered from our chosen customer segments. These tests have been compiled using google forms, analysed and visualized using google analytics associated with this platform. Testing key assumptions in this manner will ensure Tech-ED reaches is developmental potential commercially.

# Testing

Status: Valid

BMC Block

## Research



Assumption

FabLinker File Attachment

Test Plan

FabLinker Financials Documentation attached below for uploading purposes

[Tech-Ed\\_Financials\\_2021-2025.docx](#)

Test Result

[Tech-Ed\\_Financials\\_2021-2025.docx](#)

# Testing

Status: Valid

## Survey

BMC Block



### Assumption

Our assumption is that schools with a higher IT literacy than others will already have a program running to increase the IT proficiency of the students. It is important that we can segment our customer range more to discover the true number of potential customers that will help us develop brand loyalty and increase our "word of mouth" marketing style.

### Test Plan

We have built a survey that was sent to 70+ schools located in Cork, Ireland. The structure of the questions is to assist in providing us with a better insight into customers. We accessed the full list of secondary school emails in Ireland and we filtered the list by Cork and one of our members contacted each and every school. The more subjects we have in the survey, the higher number of responses which is important for giving us a clearer view of our market.

[Tech - ED Second - Level Schools Survey - Google Forms.pdf](#)

[References Used 5.pdf](#)

### Test Result

From the responses we gathered in the form, we discovered that 44.4% of schools have a student capacity between 300-400. This is a large selection of potential customers that may be willing to buy our product. One third of responses rated their schools IT Literacy a 2/5 while the other third rated their IT literacy as 4/5. By zoning in on the schools that have a lower literacy, we have a higher possibility of success by providing our service. Schools that rated their IT Literacy 4 and above are due to reasons such as already running IT based programs. This may decrease the chances of them selecting our brand unless we can offer a service truly unique.

[Tech - ED Second - Level Schools Survey Full Results.pdf](#)

[Appendix Group M.pdf](#)

[Bibliography Group M.pdf](#)

# Testing

Status: Valid

## Survey

BMC Block



### Assumption

Our assumption is that for our service to be in demand and implemented by schools, we would have to have an appropriate pricing model for it to be affordable. Our service being affordable is vital for our drive to increase inclusiveness and increase the availability to quality IT education. We need to discover a pricing method which is affordable but still profitable. By getting an insight from the current IT status of these secondary schools, it will provide us with a strong foundation to build on when deciding how to deliver our service costs.

### Test Plan

We have built a survey that was sent to 70+ schools located in Cork, Ireland. The structure of the questions is to assist in providing us with a better insight into customers. We accessed the full list of secondary school emails in Ireland and filtered the list by Cork and one of our members contacted each and every school. The more subjects we have in the survey, the higher number of responses which is important for giving us a clearer view of our market.

[Tech - ED Second - Level Schools Survey - Google Forms.pdf](#)  
[References Used 5.pdf](#)

### Test Result

55.6% of the responses do not run ECDL for reasons such as "Affordability" and "Lack of capacity in timetable". These responses provide us with areas to focus on in order to develop brand selection. If we can provide our service in cheap but profitable manner and deliver the service in an appropriate time period then it increases the possibility of success. From the 44.8% of schools interested in our service, the potential customers advise a price range between 20-30 € per student is best appropriate as school costs are already very high. A standard class size of 20 students at a rate of €25 euro per student for example will bring in revenue of €500 which can be split €100 per team member and by ten schools, will see €1000 per team member. This shows our testing has helped us find a sustainable pricing method,

[Appendix Group M.pdf](#)  
[Bibliography Group M.pdf](#)  
[Tech - ED Second - Level Schools Survey Full Results.pdf](#)

# Testing

Status: Valid

BMC Block

## Research



### Assumption

Our assumption is that the success factors for a new curriculum to be successfully implemented consist of a positive attitude towards change, professional support and the positive reaction of those involved in the process. We feel that that is these factors are present in an organization at the time of implementation then the project shall be a success

### Test Plan

We will carry out secondary research to investigate these claims and determine whether they are accurate or not. We hope to learn and understand what affects the implementation of a new system / curriculum in an organization and how it can be optimized.

[References\\_\\_2\\_.pdf](#)

### Test Result

Based on the research gathered, we have learnt that there are many enabling factors when successfully establishing a new curriculum.(27) A positive institutional philosophy towards change is an important factor and can be the leading factor for the project towards success. We learnt that the professional support of stakeholders in the organization is crucial along with the reaction of those being affected by the curriculum. They must have a positive reaction to the contents of the new curriculum. This point was also made clear to us by Mr Brian Cronin who stated that the feedback of the people being taught was one of the most important factors

[Bibliography\\_Group\\_M.pdf](#)

# Testing

Status: Valid

BMC Block

## Research



### Assumption

An assumption that we wanted to test is that there is a need for IT literacy (Basic and Intermediate) among students. Regardless of what career path is chosen. Our assumption is that this service will provide sustained value for our customers for both short-term and long-term needs.

### Test Plan

We will do market research on the topic on the need for IT literacy in professional, academic and personal life. We hope to learn what the true value and need for basic and intermediate IT literacy. The way we will do this is by undertaking secondary research on the internet and through articles, documents and reports.

[References Used 2\\_1\\_4.pdf](#)

### Test Result

Our results have shown that IT literacy skills are a great asset to students. These skills will help students become knowledgeable in IT that will help with their academics, professional careers and personal life. With the change that was Covid-19 many students had to switch to remote learning which required adjustments that IT skills would have helped with. There becomes an increase in confidence and productivity and prevents future tech problems while providing advantages(22).

[Bibliography\\_Group\\_M.pdf](#)

# Testing

Status: Valid

BMC Block

## Interview

VP

CR

### Assumption

An assumption that we intend to test is that if there is a need for a form of certification upon completion of the overall modules via "LinkedIn Learning". Our thinking is that a certification will add more value to our service as well as value for our customers.

### Test Plan

We will conduct secondary research through a multitude of articles and documents that have already been collected, extracted and formulated. Using these sources we will summarize this data to assess the value of our certification assumption. The detailed virtual interview with the Principal of "St. Patrick's Girls College", Brian Cronin may also shed some light on this assumption. The agenda of this meeting is to gauge Brian's interest in our service through a series of questions and to gain insights as to where it could be improved or as to what he believed we did well.

[References\\_Used\\_4\\_1\\_.pdf](#)

[Interview\\_Questions.pdf](#)

### Test Result

Our results have shown that with the addition of a certification upon completion, people are more inclined to not only be interested but to perform better. We found that certification will increase academic performance, earning power and knowledge, thus adding sustained value. The results of the interview were incredibly insightful. Brian was able to highlight the core needs of not only students but for teachers also. He referenced how they created their own IT curriculum through teachers that had IT experience. When asked if a recognized certificate upon completion would be valuable, his response confirmed our assumption.

[Transcript\\_1\\_.pdf](#)

[Appendix\\_Group\\_M.pdf](#)

[Bibliography\\_Group\\_M.pdf](#)

# Testing

Status: Invalid

BMC Block

## Interview



### Assumption

In this test we were testing to discover whether delivering a coding elements using visual studio would enhance the value proposition of our Tech-ED services. We believe by including a coding module to the delivery of our course we can enhance the value of the course itself and deliver a more technically rounded education to students in all second level schools.

### Test Plan

In this in depth interview we will speak with Brian Cronin who is the Principal of St. Patricks Girls Collage located in Cork. This interview took place remotely using google meets and involved a series of questions posed to Brian to gauge interest in our proposed idea. During this interview we asked several questions to Brian to gain an increased insight into the practicalities of integrating our services into second level schools. In doing so we aimed to utilize information gained during this interview to inform potential changes we could make to our service to improve its compatibility with the currently operating model of second level schools.

[Interview\\_Questions.pdf](#)

### Test Result

Brian's responses were incredibly insightful in informing the next steps we need to take to take our business venture to a potentially operational level. When asked if coding would enhance the proposed delivery model of our services Brian contrasted our assumption greatly. Brian stated that the introduction of a coding module into the delivery model of the course would only serve to confuse students who are simply seeking out basic IT literacy. He continued to state that a coding module would simply not be applicable to all students who are seeking to pursue careers outside of IT. Instead Brian suggested that we opt to deliver basic IT education with an emphasis on the Microsoft office suite, particularly Microsoft excel as this applies to all students regardless of what career path they choose. Brian also mentioned how the covid19 pandemic has particularly highlighted the need for general IT literacy over coding specific knowledge. This discovery was highly informative and we will continue to tailor our prototype venture to deliver a foundational course to students going forward.

[Appendix\\_Group\\_M.pdf](#)

[Transcript\\_1\\_.pdf](#)



# Testing

Status: Valid

BMC Block

## Research



### Assumption

The assumption that employees are aware of the skills needed for their desired jobs yet are unable to attain them due to a lack of resources and / or organizations teaching these specific skills. We feel that not enough resources are being made available to people who wish to learn new skills to improve their employment situation.

### Test Plan

Assess online articles outlining the challenges workers face when looking to improve their employment situation with regards to attainable skills. We will carry out market research to understand whether or not this is true and if so why?

[References\\_\\_2\\_.pdf](#)

### Test Result

Based on the research gathered, not only is this assumption correct but it also directly relates to the IT sector. A study commissioned by UdeMY in 2014 (26) states that from a random selection of 1000 employees, one third reported that it was a lack of skills that held them back from earning more money. They also reported that the lack of skills rendered them inadequate for a promotion and sometimes even a job. 33% of skills required were computer and technical skills (programming, software etc.) It's quite evident that the school curriculum isn't sufficient enough to properly prepare students for a successful career in the workplace hence our assumption is valid.

[Bibliography\\_Group\\_M.pdf](#)

# Testing

Status: Valid

BMC Block

## Research



### Assumption

An assumption that we want to test is that there is a divide between the different types of schools regarding digital skills and how they are taught. We believe that some school are taught better as they are more esteemed compared to that of one of our customer segments of DEIS schools.

### Test Plan

We will do market research on the topic on the divide is between different classes of schools. We hope to learn what the reasons are for this and how we can hope to change this for the future. The method we will do this is by undertaking secondary research by searching for information available on this over the internet.

[References Used\\_8\\_.pdf](#)

### Test Result

From our results we found that there has been a huge digital divide in Ireland between different classes of people who can afford digital equipment and those who cannot. From an Irish Times article called Digital divide: How Covid-19 is deepening inequality in education by Peter McGuire (20) it was found that parents who can afford grinds, private tuition or private education are at a huge advantage to those in the public school system. This shows us the nature of this two-tiered system and how fee paying school have an advantage over public school. A key insight from this is that the above is the same for digital education as some children can afford digital education and it is inaccessible to others. Therefore we see that our point is valid.

[Bibliography\\_Group\\_M.pdf](#)

# Testing

Status: Invalid

## Survey

BMC Block



### Assumption

Tech-ED is very reasonably priced than its main competitor in Ireland, ECDL . We believe that €100 for an entire Tech-ED course & qualification compared to that of the average price of a full ECDL course which is between €205-€265. In this test we will look to see what is the average price that students believe should be the price for our service.

### Test Plan

To test this assumption we devised a survey which was sent out to sixth year students in St. Aloysius Secondary School in Sharman Crawford Street, Cork City which poses the questions such as what they believe the most reasonable price for the service is. They will have a choice of choosing between €50 to €100. This survey will be used to gauge whether our pricing plan is actually accurate. This test will mainly be focused on google forms and on question 7.

[References Used\\_7\\_.pdf](#)

[Tech - ED St. Aloysius Secondary School 6th Year Survey - Google Forms.pdf](#)

### Test Result

From this survey we received back 31 responses from students. We can conclude that students would preference for pricing was very spread out ranging from the six different options. We saw the price we planed to sell Tech -Ed sessions per student for each term of €100 was the least popular option with only 1 person from the 31 responses (3.26%) choosing this option. We saw that the most popular option among students was the cheapest option of €50 with 12 out of the 31 responses (38.7%) choosing this. We also saw that pricing between the €60-€80 made up 51.6% of the choices. A key insight that we have gathered from this is that we were actually overpricing our product compared to the price people were willing to pay therefore I believe that our next step is to create an accurate pricing option which I believe would be between €55-€70 with a probable price of around €60 for the service.

[St. Aloysius Secondary School Survey Full Results\\_1\\_.pdf](#)

[Appendix Group M.pdf](#)

[Bibliography Group M.pdf](#)

# Testing

Status: Valid

BMC Block

## Survey

CH

### Assumption

Tech-ED will believes that the best way of delivering our programs to students is by delivering them in in person work shops in classroom in fun and friendly learning environment. We believe also that it may be best to deliver these class with members of the Tech-ED team rather than training a teacher. We believe this is the case as it will help the students to learn these skill in this type of environment rather than in a classroom environment. In this test we are setting out to determine if students believe they prefer to learn in a workshop environment with a member of the the Tech-Ed team.

### Test Plan

To test this assumption we devised a survey which was sent out to sixth year students in St. Aloysius Secondary School in Sharman Crawford Street, Cork City which poses the questions regarding what they believe is the best way to deliver these workshops and whether or no they would prefer to have the classes delivered by a member of the Tech-ED team or one of their teachers. This survey was to be used to see whether or not the the way we plan to deliver the classes is valid and if a Tech-Ed member is the best way to deliver the classes. For this test we were mainly focusing on questions 5&6. The survey was created using Google Forms.

[References Used\\_6\\_.pdf](#)

[Tech - ED St. Aloysius Secondary School 6th Year Survey - Google Forms.pdf](#)

### Test Result

From this survey we can conclude that students would prefer to have class delivered with in-person workshops & would prefer a member of the Tech-Ed team to deliver these sessions. Of the 31 responses it was found that 42.5% (13 out of 31 responses) would prefer in person classes rather than 35.5% wanting online classes. This shows us that there is still a huge demand for classes to be delivered in person rather than learning online. We also see that 54.8% of those surveyed prefer to be taught by a member of the Tech-Ed team rather than 45.2% who chose their teacher. From the information gathered we plan now plan to use this channel to deliver our Tech-Ed service.

[St. Aloysius Secondary School Survey Full Results\\_1\\_.pdf](#)

[Appendix Group M.pdf](#)

[Bibliography Group M.pdf](#)

# Testing

Status: Invalid

## Survey

BMC Block

CS

VP

### Assumption

Tech-ED will help all students to increase their IT literacy skills as most students in Ireland struggle with poor IT literacy. We believe that this is true as it had been revealed in a 2015 report Creative Problem Solving – Students' Skill in Tackling Real-life Problems from OECD's Programme for International Student Assessment (PISA) that Irish school students ranked 17th out of 28 countries in the developed world on creative problem-solving on computers. In this test we are setting out to determine if students in Ireland are still struggling with this.

### Test Plan

To test this assumption we devised a survey which was sent out to sixth year students in St. Aloysius Secondary School in Sharman Crawford Street, Cork City which poses several questions regarding students' IT literacy rate and how good they believe they are. Another question we put to the students do they believe the IT Literacy skills they obtained in second-level are good enough for when they attend third level in the coming year. We also used this survey to see if there is an interest in this course by asking students if they would be interested in this course. This survey was to be used to gauge whether or not the teachings of IT skills were sufficient enough. For this test we were mainly focusing on questions 1, 2 & 4. The survey was created using Google Forms.

[Tech - ED St. Aloysius Secondary School 6th Year Survey - Google Forms.pdf](#)

[References Used 5.pdf](#)

### Test Result

From this survey we concluded that the IT Literacy skills of students in St. Aloysius far higher than what we actually expected from the school. We had thought that most students would answer among the 1-2 (very bad & bad) category however this only made up 32.3% of students surveyed (10 students out of 31 students). We saw that most students feel their IT skills are in the 4-5 (good & very good) making up 54.9% of students surveyed (17 out of 31 students). We also say that 54.8% (17 out of 31) of students believe that they have learned IT skills before attending third-level. This showed us that a school like St. Aloysius is teaching sufficiently and invalidates our assumption that most students struggle with poor IT Literacy in Ireland (this might be due to the pandemic students have become more used to working with computers). However, one positive is that 77.4% (23 students out of 31) of students would be interested in taking the course.

[Appendix Group M.pdf](#)

[Bibliography Group M.pdf](#)

[St. Aloysius Secondary School Survey Full Results 1.pdf](#)

# Testing

Status: Invalid

BMC Block

## Survey

RE

### Assumption

Tech-ED is more reasonably priced than its main competitor in Ireland, ECDL. We believe that €100 for an entire Tech-ED course & qualification is a reasonable price to charge our target segment. ECDL charges €200+ for its traditional course (7). In this test we are setting out to determine if consumers agree with our proposed pricing charge.

### Test Plan

To test this assumption we devised a survey which poses several questions regarding the payment structure (pay per student/term). Another question we posed related to how much consumers would pay for their chosen structure. We also used this survey to gauge consumers IT confidence and demand for the Tech-ED service. This survey was highly inclusive we aimed to capture a retrospective view of how IT skills are taught at second level. We included comment drop downs to gather this data. This survey was compiled using google forms and consisted of a combination of direct and open ended questions for maximal data capture.

[Tech-ED\\_Survey.pdf](#)

[Price\\_Test - Secondary research citations 2 1 .pdf](#)

### Test Result

From this survey we concluded that the price in which we were hoping to charge for the Tech-ED services, although cheaper than ECDL, far exceeds the amount the general consumers are willing to pay. We had originally intended to charge €100 to individuals taking this course on a term basis but this was not received well by general consumers with 0% of votes. In contrast we learned that €60 was the desired price of the consumer accounting for 29% of the total vote. This is therefore the price we will set to individuals in education. We also discovered that a per term payment structure is preferred by consumers which received the highest votes at 47%. This data invalidates our pricing assumption of €100, we will lower our asking price to €60 as requested by consumers. Our intended delivery plan can remain however on a term by term basis as this has been validated by this segment. Adjusting our pricing in accordance to this data will improve our services popularity significantly.

[Tech-ED\\_Wider\\_Survey\\_Google\\_version\\_Full\\_Results.pdf](#)

[Appendix\\_Group\\_M.pdf](#)

[Bibliography\\_Group\\_M.pdf](#)

# Testing

Status: Valid

## Survey

BMC Block



### Assumption

The main assumption which has inspired our group to create the Tech-ED business venture is that we believe that inadequate IT education is delivered to students within the Irish education system. As a result we believe an IT knowledge gap exists within education which results in students feeling on the back foot when pursuing employment opportunities after school and when pursuing third level education. To gauge the potential success of our Tech-ED venture, testing this assumption was critical to ensure business success.

### Test Plan

This survey is designed to gather retrospective data from both students who in third level education and individuals who are employed in the world of work. This survey consists of 8 direct questions and serves the purpose of conducting two tests. In the case of this test we devised direct questions relating to respondents experiences with IT in secondary school and whether or not they felt prepared for third level or the world of work after second level. We did this by utilizing comment boxes in this survey allowing for respondents to expand their responses based on whether or not the IT education received was satisfactory or not. These questions are attached below in questions 4 & 5. In doing so we aimed to gather qualitative data to support potential statistical findings for maximal survey impact.

[Tech-ED\\_Survey.pdf](#)

### Test Result

From this survey we can conclude that there is high demand for our Tech-ED services within the Irish education system. Of those surveyed 60% stated that the IT education they received at second level was highly unsatisfactory and therefore felt unprepared for third level and the wider world of work. It is particularly clear from the qualitative comments accompanying this discovery that respondents encountered sub par IT education as direct result of second level schools focus on the leaving certificate curriculum alone. This has left little room for IT based education to be delivered as part of the curriculum. From this feedback we have discovered that an outsourced IT educator is in fact in high demand. This was cemented further as 100% of respondents deemed this business venture as interesting to students and employees alike. We will therefore proceed to develop our business venture further in confidence that Tech-ED's value proposition is in demand.

[Tech-ED\\_Wider\\_Survey\\_Google\\_version\\_Full\\_Results.pdf](#)

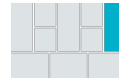
[Appendix\\_Group\\_M.pdf](#)

[Bibliography\\_Group\\_M.pdf](#)

# Desirability

In this section we will go through what we desirability for our business to succeed





# Customer Segment

The customer segment our product Tech-ED is targeted towards is all students within second level and higher level institutions. Tech-ED aims to bridge the IT literacy gap encountered by students transitioning from second level to third level and the world of work. Our accessible IT skills program will make the bridging of this gap a reality for students nationally.



# Customer Segment

## Second Level Students



### Age range

12 - 18

### Type of Segment

Business to Consumer (B2C)

### Description

Young, eager students, who want to learn more about the ever-growing world of technology and would benefit greatly from being supplied with the foundations of key areas such as Microsoft Office, CV Building and General PC Management i.e., Device Care & Security.

### What are their goals?

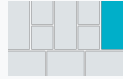
Achieve a greater understanding of using key tools that will benefit their life as they progress into third level education and future employment. This open-minded introduction to multiple aspects of technical education will no doubt decrease the IT literacy gap and increase their confidence.

### What frustrates them?

Lack of access to these services damages the confidence of young students as they are left trailing behind as they enter the ever growing world of Information Management. The services that are available are often too expensive and aren't very inclusive to cater for every type of student, we believe this should not what education should be all about

### What problem are you solving for them?

By increasing the level of availability for second level students to develop and improve their technical skills, we believe they will be better prepared when entering into third level education which should lower the first-year drop out rate across universities and institutes throughout Ireland. Also, employment skills will be greatly benefitted due to students getting earlier experience which should increase a student's chance in securing work opportunities and entering in the large and fascinating world of IT.



# Customer Segment

## Further Education Students



### Age range

18 - 25

### Type of Segment

Business to Consumer (B2C)

### Description

Enthusiastic post leaving certificate students seeking to gain essential qualifications to improve overall IT literacy and future prospects. Students age vary as this course is highly inclusive and can delivered to all students enrolled in higher education institutions including individuals returning to education seeking applicable IT skills for the world of employment.

### What are their goals?

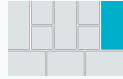
Students of post leaving cert institutions seek the attainment of key qualifications for career development and employability for a brighter future. Bridging knowledge gaps is the primary focus for both entry level students and those seeking to quickly up skill by returning to education. Practical courses of a high value proposition closes these knowledge gaps.

### What frustrates them?

Knowledge accessibility and cost can be barriers to the attainment of practical skills. Course delivery can be a point of concern for students seeking an interactive and impact learning experience. A sense of under qualification after second level makes the pursuit of jobs and degrees daunting for these students.

### What problem are you solving for them?

Tech-ED helps alleviate the stress of post leaving cert employment by offering a comprehensive IT course deigned to match job specifications with the technical skills required to apply for a variety of stem related roles. This provides students in higher level institutions with the skills necessary to enter the job market immediately without the need to financially commit to a third level program. The short turn around time of the Tech-ED course benefits students returning to education who are balancing education with other life commitments.



# Customer Segment

## DEIS (Delivering Equality of Opportunity in Schools) Secondary Schools



### Company size

10 - 100

### Type of Segment

Business to Business (B2B)

### Description

Secondary school students who want to learn more about the world of computers & IT but may not be able to afford the facilities to do so due to lack of personal income or lack of school funding

### What are their goals?

The goals of these students is to learn more about the about key computer tools that they may need for further education if they attend third-level colleges or for the world of work after school. These students also want to try and bridge the gap between themselves and other students by learning how to use Microsoft Tools & other computer software

### What frustrates them?

Lack of access to IT services has left many DEIS students down in confidents and not pursuing roles in the IT industry or at third level. In an article published by the Irish examiner in 2019 it found that 67% of DEIS students wanted to go on to third level but lacked confidence in their ability to do so.

### What problem are you solving for them?

Tech-ED hopes to bridge the gap between DEIS secondary school & other second-level schools by offering schools an affordable way to teach a comprehensive IT course covering an array of different computer topics from Microsoft tools to navigating a computer. This will provide these students with greater confidence in their ability encouraging them to attend third-level education and bridging the for them for jobs in the world of work.



# Value Proposition

Below you will find our value proposition detailing what our solution is to the problem of some students in DEIS Second Level School & some third level institutions lacking basic IT Skills. You can also see a number of key features of our service and our unique selling point.



# Value Proposition



**Tech-ED**  
Educating You

## Solution

Tech-ED is an educational service designed to help students from both DEIS Secondary School & higher education institutes to help them to learn about essential Microsoft skills they will need for third-level & the world of work. Tech-ED offers this service to school with a Tech-ED member of the team coming into school to teach the students in a fun & friendly environment. The core of our service is to teach students who may not have access to basic computer to teach them how to use basic Microsoft tools resulting in better employability prospects for their future.

## Key Features

1. Hands on approach during our workshops with simple lessons for students to follow. 2. Cost Efficient pricing compared with some other services. 3. Helps to develop basic skills some students may not already have. 4. Classes take place in a friendly & fun environment. 5. Helps to make the step to third-level colleges less daunting.

## Unique Selling Point 1

Tech-ED allows second & third level students to learn Microsoft Tools in a friendly & fun classroom environment. With our pricing plan it offers schools ways of teaching students key skills that will improve our work prospective once they have left school or for attending third-level colleges.



# Analyse Competitors

Below you will find our competitor analysis of our three main rivals ECDL, GCF Global - Microsoft Office & New Horizons Ireland regarding what we believe that they do well & what we believe they do poorly.



# Analyse Competitors

## Competitors

## What they do well?

## What they do badly?



ECDL  
(European  
Computer  
Driving  
Licence)  
Course

ECDL is a the number one computer course in Europe and is a standard staple for basic computer skills. It teaches a huge array of Microsoft skills including Excel, PowerPoint & Word. It also includes skills such as using the computer & managing files and Web Browsing & Communication in it's seven different modules it offers.

ECDL can be very costly to students who wish to take part in the course. Firstly must purchase a skill card to take part in the course which cost €40 on top of a registration fee from the company which could be between €25 - €50 depending on who is carry out the course. On top of this students must pay for each test at the end of each individual modules costing between €20 - €25 ( €140 - €175). Overall this could cost students upwards of between €205 - €265 which some students cannot afford in the current climate.



GCF Global -  
Microsoft  
Office

GCF Global's Microsoft office site is a brilliant source to learn Microsoft Tools for free. This easy to use site is helpful as you have the ability to learn skills on Access, Excel, PowerPoint & Word at your own pace through helpful YouTube videos & easy to follow documentation accompanying these videos.

However, there are some things that GCF Global does poorly. Firstly, there is no way of testing the material that you have already learned. This is a huge disadvantage as you do not know if you are actually learning anything and not being tested in a situation on it. Secondly there is no teacher to help you along the way and advise you on how to do things more quickly e.g. right-clicking text & clicking copy instead of highlighting and pressing CTRL + P.



New Horizon  
Ireland

New Horizon Ireland offers a range of different experience in using Microsoft tools on there website including Access, Excel, Outlook, OneNote, PowerPoint, Project, Publisher, Teams, Visio & Word. New Horizon Ireland has a big advantage as their courses are offered online over video link for the current climate and offers full qualifications in Microsoft Certificates such as Microsoft 365 Certified Fundamentals or Modern Desktop Administrator.

However, New Horizon Ireland has some pieces that it does poorly such as doing the courses over video link. The reason for this is that it is good in the current climate but people may struggle with communication issues or software issues when taking part in these classes. Another huge issue is the pricing plans that New Horizon Ireland has in place. For example if you were to have purchase a Microsoft Office Specialist - Expert - Office 365 (Access, Excel & Word) costs altogether a huge €2950 which is very costly sum for anybody.





# Customer Relationships

Below you will find the ways we plan to get customers to use our service, how we plan to keep these customers using our product, how we plan to grow our existing customers and how we plan to implement referrals for these customers.



# Customer Relationships



Get

## Contacting Second-Level Schools

Contact second-level school via both email and over the telephone to talk them through Tech-Ed and explain our product and how it will benefit their students. This will help us to get schools to use our product as it will create a personal connection between us and them the reason being is that when people have a personal connection with a brand and have a face to put to the company they would be more likely to purchase the service.

## On-Site Demonstration Workshops

This would consist of a member of the Tech-Ed team going into second-level schools and demonstrating to teachers how classes would operate and what students would learn from the service. The reason for choosing this is that by giving teachers a live demonstration of the service they can ask question about different aspects and see how students will learn. This is an appropriate method as it helps to explain more aspects of our service compared a list of items written down on a document which teachers would be viewing otherwise.

## Radio Advertisement

This method would consist of us paying to local Cork radio stations a fee to send out a quick radio advertisement early in the morning when kids are going to school and in the afternoon when kids are returning home explaining our company and the service we would be offering. This reason for choosing this method is that both teachers and parents( parents on board of management or parents committee) would hear the advertisement and would suggest it to principals or board of management committee resulting in them contacting us regarding the service. This will help us to build our public image resulting in an increase in our business.



# Customer Relationships



Keep

## Maintain Good Customer Service

This strategy is that we maintain good customer relationships with our customers and they have the ability to contact us whenever they have any questions regarding the service. The reason for this strategy is that we can maintain existing customers who are loyal to our service resulting in them not leaving to join one of our competitors (ECDL) resulting in coming back to use our service the following year for next years students.

## Course End Surveys

This will consist of members of the Tech-Ed team sending surveys to teachers and students regarding the service at the end of the course to gather feedback of their experience. The reason we picked this is because we can implement any suggesting regarding the service resulting in customers having a better experience the following year. This is appropriate as it give the customer a say on how the service will be delivered the following year for the next years students.

## Free-Workshops

Another strategy which will result in us keeping existing customers is to offer them a free-workshop sessions towards the end of each course consisting of them not needing to pay for these sessions but getting the same level of work done in these sessions. The reasons for choosing this is because by offering schools a free service then they are more likely to return to use our service. The reason why this is appropriate is that from our primary research we have seen that most school have very little funding so they will pouch at the opportunity for free sessions



# Customer Relationships



## Grow

### Offer New Payment Structures

One way in which we can grow existing customers is by offering them different payment structures for our service e.g. weekly or monthly. The reason we have chosen this method is that it is more flexible for our customers for paying what they owe us spread out over a number of weeks or months rather than at the start of each school year. The reason why this is appropriate is that school may find it hard to pay out a large amount of money at once where as if they can spread payments out they can pay when needs be e.g. 30 students at a price of €60 is €1800 at the start of the year where as if this was divided among a school year (September-May) is only €200 a month.

### New Versions of Programmes

This strategy consist of us offering school new level of programmes every two-three years depending on changes to Microsoft programmes or updates to software systems (Windows 10 to Windows 11). These programmes could go by the name of for example "Tech-ED Microsoft 2021" to "Tech-Ed Microsoft 2024" for updates. The reason for this growth strategy is that it offers us the chance to keep our service fresh and changing with the times and also offers schools changes to the ever changing computing landscape. The reason it is appropriate is that it give customers new versions of existing products resulting in them learning new skills.

### Cross-Selling New Programmes

Another method of growing existing customers is by Cross-Selling new programmes that we are offering for example if you are learning "Tech-ED Microsoft 2021" we will offer a programme dealing with basic Microsoft Visual Studio coding or Google Applications( Docs, Sheet, Slides, Forms) with this programme when you purchase it. This will benefit us as we will see increase sales of our products and will help keep loyalty with our existing customer base. This is appropriate as our customers are learning more than what they were already learning for the service we were selling.



# Customer Relationships



## Referrals

### Discounts for School Referrals

This strategy will consist of certain schools who are existing schools getting discounts on their service ( free workshops or discounts on price) for the following year when they refer another school Tech-Ed who then purchase our service. This would be done by the new school stating the school who referred them to the service. The reason for this method is similar to that of an employee referral system seen in some businesses as employees will be rewarded for referring new employees, school will receive an award for referencing new school to our business. The reason for this is that we will gain new schools to our ever expanding customer base.

### Social Media/Website Reviews

This will consist of people who have used our service leaving reviews of our service on our Facebook/Twitter/Instagram pages or our review section in our website about how they found the service. This is a tried and tested method as it will give potential customers of the service they can expect and how it will be conducted. The reason for this method is that it will recognise how good the service we are offering is gaining us more public recognition

### Case Studies for our Website/ LinkedIn

This would consist of us having case studies on our website/LinkedIn on either schools or individuals who have greatly benefitted from our programme and how it has helped them in a teaching or career capacity e.g. student who participated in the course in 4th year who done our "Tech Ed Microsoft 2021" and "Microsoft Visual Studio" programme who is now doing computer science in MTU. The reason for this is that this information can spread to different individual or school who may decided to use Tech-Ed in the future.



## Channels

These are the different channels we plan to sell our product through.



### Direct Selling to School

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#### Channel Strategy

This will consist of our team contacting schools directly and selling to them over email and if this doesn't work then through telesales. This will be done from Tech-Ed base and will see us form strong relationships with our customers.



### In-Person Demonstration of our Product

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#### Channel Strategy

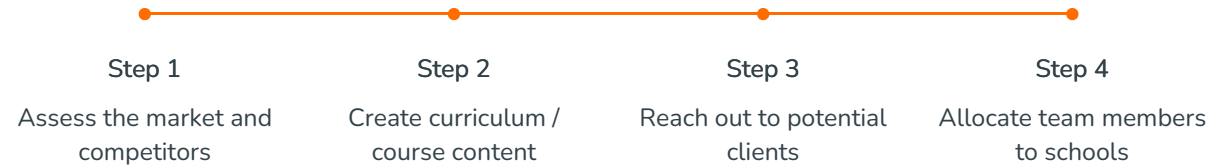
This will consist of one of the Tech-Ed team going into schools and arranging one to one meetings with school principals or workshops of our product with teachers. This will help us form a deep connection with our school and result in them getting a full experience of our product compared to what would be written on a piece of paper, on our website or over the phone.



# Key Activities, Resources & Partners

In this section we will go through our key activities, key resources and our key partners

## Key Activities





# Key Activities, Resources & Partners

In this section we will go through our key activities, key resources and our key partners

## Key Resources

- Individuals with the knowledge and experience of the course content being delivered. Its important for the teachers to be prepared for anything with regards to the service being provided.
- Proficient presentation skills to optimize the learning for the students. This will enhance the learning experience for the students and allow them to engage fully.
- Suitable platform for content delivery to ensure all course content is covered.
- Insight into the current market trends and the demand of close substitute services to prepare for any changes that may have to occur as time goes on.
- Skilled team to arrange course curriculum prior to delivery
- Efficient marketing plan to engage more people and potentially broaden Tech-ED's target market

## Key Partners

- Second Level School Staff
- Higher Level Education Staff
- LinkedIn
- The Department of Education
- Program Developers



# Viability

In this section we will run through our Finances, Costs and Sustainably



# Finance

## Financial Model

### Revenue Strategy

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### Unit Economics

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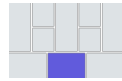
Product Name	Unit	Unit Cost	Sale Price	Gross Profit	Gross Margin
				0	0%



# Finance

## Financial Forecasts

Cash In	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10	MONTH 11	MONTH 12
	0	0	0	0	0	0	0	0	0	0	0	0
Total Cash In	0	0	0	0	0	0	0	0	0	0	0	0
Cash Out	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10	MONTH 11	MONTH 12
Fixed Cost	0	0	0	0	0	0	0	0	0	0	0	0
Variable Cost	0	0	0	0	0	0	0	0	0	0	0	0
Total Cash Out	0	0	0	0	0	0	0	0	0	0	0	0
Balance	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10	MONTH 11	MONTH 12
Monthly Cash In/Out	0	0	0	0	0	0	0	0	0	0	0	0
Cumulative Balance	0	0	0	0	0	0	0	0	0	0	0	0



# Sustainability

These are the UN Sustainability Goals we meet.



## Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



## Decent Work and Economic Growth

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



## Reduced Inequalities

Reduce inequality within and among countries

### SDG

### Social/Environmental Problem

### Social/Environmental Value



In the world we live in IT literacy skills are vital for the world of work as these skills are now essential for any office job or job in a multinational corporation. However, the IT Education taught in second-level schools across Ireland is completely inadequate for what people will need for the world of work.

With Tech-Ed we plan to bridge the gap when it comes to second-level computer literacy skills by offering schools fun and friendly learning workshops for their students to learn computer skills that can help serve them for later roles in college or in the world of work.



In recent year especially since the Covid19 pandemic we have seen a huge decrease in the number of people losing their jobs either from their industries closing down during the pandemic or their jobs ceasing to exist due to changes in technologies e.g. AI. This has resulted in a lot of people not having the necessary qualification to enter get certain jobs.

We believe that the service we offer will help our economy to grow as we will be training the next generation of the workforce the skills they need to help them to become more educated resulting in them going to college. This in turn will result in the economic growth resulting from this.



A huge problem that we saw throughout our research is the huge gap between schools who can afford to teach their students IT Education and those who could not particularly DEIS second-level schools. This has created huge inequality between students who were able to get a formal IT Education and those who could not.

With Tech-Ed we plan to to reduce the gap between IT education in DEIS second-level schools by offering school the opportunity for us to teach their students at a much lower price compared to the market leaders ECDL. This will help as it will reduce the inequality gap between students who can afford the service and those who cant.

# Contact us

Contact us via our emails [adam.m.hurley](mailto:adam.m.hurley@mycit.ie), [andrew.maher@mycit.ie](mailto:andrew.maher@mycit.ie), [basit.saleem@mycit.ie](mailto:basit.saleem@mycit.ie), [conor.ogorman1@mycit.ie](mailto:conor.ogorman1@mycit.ie) & [michael.lynch4@mycit.ie](mailto:michael.lynch4@mycit.ie)

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