

OPEN DOORS TO CHRISTIAN EDUCATION IN HAITI

February 24, 2014



Monday, February 24, 2014

GIVE3D INC
1032 E. Park Avenue
Vineland, NJ 08360-3331

Skeete Nalley, Managing Director
ugocgive.org
609-805-1810

**UNITED METHODIST
COMMITTEE ON
RELIEF DISASTER
RESPONSE
FUNDING REQUEST**

“But you are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that you should show forth the praises of him who has called you out of darkness into his marvelous light;”
1 Peter 2:9


United Methodist Committee On Relief

FOREWORD



The ubiquitous nature of our faith and the knowledge that emerges as a result of our alliances allow us to share our successes, becoming a model for innovative Christian educational solutions in an increasingly globalized world.

Upon moving to South Jersey a few years ago, I loved to explore the back roads and countryside with my wife. I began to appreciate the great contrast between the metropolitan cities with their extreme traffic and over population and the expanse that makes up South Jersey, creating that charming image of the "garden state". No matter where we traveled, I would spot a Methodist Church, whether it be a small, stately edifice sandwiched between a cemetery and a major highway, or a large, sprawling church surrounded by manicured lawns. One day I asked my wife, "Why are there so many Methodist churches in South Jersey?" She explained to me that John Wesley the founder of Methodism, sent Thomas Coke to America where he and Francis Asbury founded Methodism in America.

I learned that the movement thrived here in the 1800s, and in the very city in which we live, people came via train by the thousands to congregate in a place not more than a few blocks from our home and the office of GIVE3D INC. In fact, Bishop Matthew Simpson was the first Methodist leader to participate in that National Camp Meeting in Vineland. The bishop with his family, attended that immense gathering where his son, Charles, sought and found Christ as his personal savior. After the camp ended, the boy returned home where it was discovered a few months later that he was terminally ill. The final words Charles spoke constituted a lasting memorial to the work of the National Association: "Mother, I shall bless God through all eternity for the Vineland Camp Meeting." A few weeks ago, I drove the few blocks to view the rock that commemorates that significant moment in the history of the church when Methodism grew like a wildfire through every community and village in our small state.

Why do I recount this brief history? I know I am not a Thomas Coke or a Francis Asbury, nor would I compare myself to them but as I present this opportunity to you today, I can picture Francis Asbury on horseback, Bible and journal in hand, traveling the back roads and wooded paths to preach and proclaim a faith that had clearly gripped him. I believe the potential exists to create a new paradigm in Haiti for the greater good of humanity and a country terribly impoverished.



Through the university we can train students in new ventures, making them self-sufficient, enabling them to escape their present circumstances. We can educate them, providing opportunity for the youth of Haiti and that is clearly a noble cause and worthy of tremendous effort, but I propose we must do more.

In our great venture, as missionaries to another land, much like Francis Asbury, we are compelled to spread the good news. University GOC was established on June 7, 1980, its vision being to educate students in numerous fields by offering a rich and virtually limitless curriculum. Several generations of graduates now occupy positions in the workplace and more than 90% of their graduates have stated that University GOC met or surpassed their expectations. They have been successful not only in the local business market but also abroad, where they have obtained their master's and doctoral degrees. University GOC is recognized by the Haitian National Ministry of Education, as well as the best university centers overseas in North America and Europe.

Our plan is to offer students both an excellent academic and vocational education and an opportunity to become a part of a larger university campus, creating a hub for the Caribbean and beyond. It is wonderfully positioned to make a dynamic difference in the county of Haiti. Through this grant, an affiliation with the United Methodist Church is a must but I would like to suggest a greater affiliation for all the reasons presented above. I know UMCOR is changing its shift in Haiti. I believe this proposal meets the new definitions for successful mitigation and it is with humility that I applaud your effort. You will notice, we requested a fraction of the anticipated price tag for a venture of this magnitude. Upon receiving this grant, we will apply to other organizations to support this core endeavor, for added value. We may have been far reaching in that request or vice versa. We would have no way of knowing and we are suggesting we are flexible.

After reading our proposal, we ask for your prayerful consideration. It is difficult to traject what might be a vision to us so clear, to you so dim. I am reminded of that terrific ad that appears on TV from time to time, challenging, "What will your verse be? Each of us has something to share. A voice, a passion, a perspective - the potential to add a stanza to the world's story. What will your verse be?" Let me eagerly respond, "Our verse is dedicated to reaching a generation of youth with the gospel of Jesus Christ through education." We can change the bleak landscape of Haiti through efforts that may seem rather far-reaching but may I suggest, clearly attainable. The possibilities are limitless...



Skeete Nalley
Managing Director, GIVE3D INC





Université GOC

Rte Nationale No. 1
Titanyen, Cabaret HT6312
www.universitegoc.org

Phones : (800) 571-1474 ; (240) 535-3969 ; (509) 3400-3065

FOUNDED WITH A VISION FOR HAITI as a fully contributing partner in the development of the Caribbean, the mission of Université GOC has been to educate the leaders needed to assure Haiti's accomplishment of that role. Dr. Olivier, President of Université GOC received a doctorate degree at Wesley Theological Seminary and wishes to build on the foundation of that vision. GOC hopes above all to touch the lives of many with the gospel through the implementation of a church that will be the heart of the university. We have heard the Call to turn the hearts of our people to God by building upon a sustainable education that will make a difference and enlighten the world.

Since 1980, the University leadership recognized that the education of Haiti's citizens at the university level must be predicated upon the breadth of knowledge insured by a core of courses in the liberating arts and sciences. Such a core develops creative problem solving as it assures articulated communication of ideas. But to insure Haiti's involvement in the international economic and financial community, that education core must support the development of specialized knowledge and skills in fields, which contribute to Haiti's potential for continuing development.

Beginning with the first graduating class in 1985, graduates of GOC are prepared to pursue professional careers, which contribute to the stability of the country by attaining personal career performance.

The academic vision is intended to be available to all Haitians, Haitian American and other nationalities. The founders of the University exemplified by the President Dr. Fritz Olivier, intended that this education be eventually extended to those Haitian citizens academically prepared to undertake a course of instruction designed to prepare them for assuming their individual roles in the development of the country. Initially, the university has been able to support a limited number of individuals through scholarships and has held its fees at a level accessible to the middle class of Haitian economic society.

Université GOC is a recognized School by the Ministry of National Education since 1982 under two umbrellas of non-profit organizations. It has already prepared and equipped 27 generations plus of students with a 4 to 5 year program. Most of them occupy great position as productive members of the society and abroad. After the earthquake of 2010 that had destroyed the lives of many students and teachers, its seven-story building became rubble after 30 years of hardship and work dedication to hope for the youth of the country. Moving forward thereafter, Université GOC had to restart with almost nothing in hand but with a greater vision: building a physical campus that can accommodate 25,000 students on its 14 acres of land located about 18km of Port-au-Prince.

With the vision to fulfill its goals with this great task, GOC cannot by itself accomplish that mission unless the Université receives the help of those who share the goals of pursuing education for a better world.



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Universite GOC has done its best, but needs urgently water, electricity, classrooms, and many other infrastructures to reach out for many generations to come. We are praying that others may here that Call and say, "Here I am Lord, Is it I Lord? I have heard You calling in the night. I will go Lord, if You lead me. I will hold Your people in my heart."

Fritz Olivier, D.Min.

President of Universite GOC

February 20, 2014

Email: president@ugoc.edu.ht

Phones: (240) 535-3969; (509) 3400-3065



UNITED METHODIST COMMITTEE ON RELIEF DISASTER RESPONSE FUNDING REQUEST

Please type or print clearly. Return electronically to mcrutchfield@gbgm-umc.org or via facsimile to 212-870-3624. Receipt of funding request will be acknowledged via email.

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SECTION 1: BASIC INFORMATION

PROJECT NAME: Open Doors to Christian Education in Haiti (Give Hope 2 Haiti)

REQUESTED FUNDING AMOUNT (USD): \$2 million

NAME OF ENTITY MAKING REQUEST: L'Eglise Methodiste d'Haiti

PROPOSED PROJECT PERIOD:
04/01/2014-04/01/2016

NAME OF PRIMARY CONTACT: Skeete Nalley

EMAIL: skeete@skeetenalley.com

PHONE: 609-805-1810

PROJECT ADDRESS / LOCATION: Port-au-Prince, Haïti
Université GOC Rte Nationale No. 1 Titanyen, Cabaret HT6312

IMPLEMENTING PARTNER:
GIVE3D INC

AFFILIATION WITH UNITED METHODIST CHURCH (if applicable): First United Methodist Church, Millville, New Jersey

□

SECTION 2: PROPOSAL SUMMARY

DESCRIPTION OF SITUATION NECESSITATING REQUEST:

[Brief statement describing emergency situation. If statistics of impacted homes and people are named, please details include here.]

GOC survived one of the most violent, destructive and recurring forces of nature....a 7.0 earthquake!

Can you imagine what it is like to have a home, a place of business or the school you attend reduced to nothing but rubble in a matter of minutes? That is what happened to Université GOC. Students were at lunch when the earth shook and the building where they had just had classes a few minutes earlier, came crumbling down to bury most of them. Thousands of human lives and material goods were lost, destroying years of patient and tireless work, in a span of two minutes. There is no sector-educational, political, economical, communal-or other strata that were not impacted by this cataclysm.

The building that lodged Université GOC at the Alouette Impasse, Ave. Martin Luther King, collapsed. The professors, students and administrative personnel were crushed in the debris. It is a tragedy that overwhelms all of us to this day. Those who were killed—professors, students, intellectuals, government officials and professionals of all kinds, as well as farmers and the young from all walks of life—left a nation grieving for its loved ones. Also, in many cases, it ended the work that encompassed the vision for their dear Haiti, and the vision of all those men and women they cherished.

PROJECT GOAL:

[In brief, describe the goal of the project or use of funds.]

(See Appendix 1) Before a discussion of funding can take place our resolve to learn lessons from history must be confirmed in both thought and planning. It is incumbent upon us to plan future development, expansion and rebirth based on those painful, crucial lessons. Obviously, we cannot prevent the occurrence of phenomena such as an earthquake, but it is always possible to limit the destruction caused in the way we manage our environment and the manner in which we enact construction codes. As a university of stature, it is incumbent upon us to educate our people and organize community life.

The use of funds to implement the project are summarized in advancing the basic infrastructure necessary for any institution of higher learning to be functional in promoting their programs. There are several approaches that need to be explored to bring water and electricity to the university. Future possibilities include the construction of a University Campus for a capacity of 25,000 students; the erection of buildings, including a church with the capacity to seat 1,500 people, hosting space for 2,500 students with a number of rooms reserved for visiting professors, a state of the art library and technology center, and apprenticeships to assure our graduates of a successful future.

In addition to a church, new classrooms, the UGOC proposes to build several houses including: Home and administrative center of the pavilion of art and culture, state of the art modern library for scientific research, and dormitory buildings. The project will include a central parking for 600 cars and parking spaces in other strategic points of the plan. It will also include parking for at least a dozen buses that can facilitate the movement of students from one point to another from the capital and surrounding areas.

OBJECTIVES and SUPPORTING ACTIVITIES:

Describe in narrative the objectives and supporting activities of how the project goal will be reached (what you propose to do, how you will do it and where/who will benefit) (no more than 2 pages).

Université GOC's objective is to be both competitive and productive. Competitive nationally and internationally for the quality of education it provides; productive to meet the hopes and expectations of students through both technical instruction and academics to produce a qualified workforce in numerous specialized fields.

From its birth to the present day, the university has trained several executives including in the areas of Engineering, Architecture, Science and Administrative Law. Having trained to date 30 generations of graduates, the Université intends to offer in its new structure several other services in the following areas: Medicine, Theology, Agriculture, Environment, and Science education in its efforts to equip students to become productive members of their society.

- 1. All students at UGOC attend a university that has electricity, water and newly constructed classrooms.***
- 2. All students at UGOC have free access to a state-of-the-art library and the Internet. E-mail and discussion groups are available to all students on campus or at their place of residence. Students can also use the Internet to communicate with one another, their professors and university services. As a result, they will become familiar with up-to-date technologies of the***

workplace. **The university offers an educational environment that takes full advantage of new information technology and communication.**

3. **Apprenticeships facilitate transition to the workplace**, providing students a practical, “hands on” instruction during their studies. Several education programs offered at the university integrate on-site practicum programs. The importance of UGOC to use the campus development to foster community integration via the development of Sustainable Urban Villages (SUVs) outside the geographical confines of the main campus itself.
4. **Students and graduates also benefit** from a university-sponsored Placement Service while seeking employment. This service includes a team of 9+ people who: (1) process and arrange several employment offers and apprenticeships per student per year; and (2) provide an efficient and professional catalyst to the workplace.

How will we accomplish these goals:

1. **The Infrastructure:** We are seeking assistance from UMCOR to help us with the basic infrastructure for the university. Four years ago, that devastating 7.0 earthquake killed nearly 300,000 people and shattered the infrastructure of the entire country. Millions have been spent to help the government in meeting basic needs. Though this is admirable and the committal is certainly necessary to bring Haiti to this place in time, little has been done to identify or evaluate the plan in moving forward. What role will education play as Haiti moves out of darkness into light? What hope or help have we in rebuilding the infrastructure for the university? The work of accompaniment is not over. For the university it is just beginning. One of the biggest challenges in post-quake Haiti is building an affordable, sustainable Infrastructure. Although we know UMCOR’s strategy has changed in working with Haiti over the past year, UGOC would benefit from teams that could be sent from the United States to work alongside local Haitians as part of the team, empowering the Haitians to be a part of the rebuilding of the university as well as assisting them financially in being part of the team. (see Appendix 2)
2. **State-of-the-Art Technology.** We will seek funding from UMCOR for the technology initiative, although we have identified stakeholders in the United States who can assist us with state-of-the-art technology that can shape the Université GOC, creating a model for other universities in Haiti and the Caribbean. In fact, UGOC has the potential to pilot sustainable technology projects worldwide. Manage the IT sector to establish a robust IT and security apparatus for the entire site development layout. This effort shall include the full implementation of an integrated IT surveillance system for the campus and full connectivity to a U.S. based security support network.

Wikipedia tells us the cornerstone is first stone set in the construction of a masonry foundation and important since all other stones will be set in reference to this stone, thus determining the position of the entire structure. Technology is the cornerstone of sustainability and viability. It is the first stone in our plan for recovery and it will create a solid foundation upon which to build the future.
3. **Transition to the Workplace:** We have identified stakeholders in the United States who can assist us with distance learning programs to facilitate transition to the workplace. We would also like to work with UMCOR to bring teams of professionals to the university to assist in teaching both technical and professional skills, providing a practical, “hands on” instruction during their studies. The University wishes to be part of the avant-garde in scientific and philosophical research by calling upon the expertise of those whose experience and academic instruction can further the search for knowledge.
4. **The University-Sponsored Placement Service** will be continued and implemented by UGOC. The unemployment rate in Haiti stands somewhere between 50% and 70%. Here are some significant challenges associated with Haiti’s present work force:

- ✓ High illiteracy rate; Over 15 years old = 52% illiterate
- ✓ Unstable living conditions
- ✓ Limited pool of qualified trades people
- ✓ Poor retention rate of educated professionals
- ✓ Non-existent training and/or vocational programs
- ✓ Non-existent entrepreneurial class

UGOC's campaign is to encourage successful (degreed and/or uniquely qualified) graduates, to enter the workforce with the skills and trades necessary to create a new level of opportunity in Haiti to overcome the very real and substantive challenges young adults face.

DETAILS OF PROJECT:

[Summarize according to the following categories the details of your project:]

Targeted Beneficiaries (include numbers as appropriate):

[Who will benefit from the proposed assistance or project?]

Currently over a thousand and two hundred nineteen (1219) students are registered at the UGOC with a staff of fifty-three (53) teachers and fifteen (15) full-time employees. Future prospects are summarized in the construction of a University Campus for a capacity of 25,000 students; the erection of buildings to accommodate several new faculties, hosting space for 2,500 students with a number of rooms reserved for visiting professors.

Management:

[Who will be responsible for managing the project?]

If UMCOR accepts the challenge of this grant, GIVE3D, a knowledgeable United States team (see Appendix 1) will work with UMCOR in managing the project. There will be checks and balances, closely monitoring financials. The management team will work and coordinate activities with UMCOR on the ground in Haiti.

Staffing:

[Who will be working on the project?]

The team in the US has administrative staffing in place to help with this major project. (see Appendix 3) for the biographies of the members of the staff. If the project is approved, more staffing may be necessary.

Project Time Period / Duration:

[For projects lasting more than one year, please attach a work plan of activities according to date and staff responsibility.]

(see Appendix 4)

Other resources that will be utilized:

Accounting- GILLILAND & ASSOCIATES, P.C., a full-service CPA firm based in Northern Virginia dedicated to financial accountability and known for their superior knowledge of IRS tax regulations.

Website: Trusted Website Design and Marketing for website creation and maintenance.

www.ugocgive.org

□ **SECTION 3: EXPECTED RESULTS**

PROJECT INDICATORS:

[Referring back to the project goal outlined in Section 2, describe here how you will measure the effectiveness of your activities – indicators that will show if and how you are meeting the goal.]

Like any organizational activity, someone must be in charge of outcome measurement to make sure it proceeds smoothly and according to a timeline. We estimate that the team leader managing our evaluation will require about one day per week to accomplish the work. Outcome measurement does require resources. The categories below will give some idea of what we considered when planning our budget:

- ❶ Staff time
- ❶ Consultants
- ❶ Communication (e.g., postage and telephone)
- ❶ Supplies and equipment
- ❶ Printing

(see Appendix 5)

□ **SECTION 4: FUNDING REQUEST INFORMATION**

AMOUNT OF REQUEST: (USD) \$2 million

REQUIRED ATTACHMENT: SUPPORTING BUDGET FOR REQUEST

[Prepare a line item budget inclusive of all expenses. A template is available upon request. Use space here to describe a budget narrative. If project budget exceeds funding request, identify additional resources to fund project here.]

Although, the university has estimated the cost of a project of this magnitude at 40 million USD, we are seeking a fraction of that budget to achieve short-range goals and begin the process of rebuilding. We believe we can accomplish more with less. If the project looks unreachable, it will remain unreachable, perhaps for generations. Our goal is to create practical objectives, attainable through our joint effort.

For three years, Skeete and Beverly Nalley have worked to research, evaluate and attempt to fundraise for UGOC. They have not collected a salary but donated their time to move this immense effort forward. Due to lack of staffing and assistance, the time taken to reach our goals has been much longer than anticipated. We are flexible on the budget and very open to suggestions and guidance from UMCOR. We know we cannot go it alone any longer.

The story is told on our website of one of the students attending UGOC the day of the earthquake. She was buried alive for six days. Miraculously, she was rescued and emerged from that underground burial plot to survive, despite little hope of ever being found alive. She emerged out of darkness...into the light. Ironically, that is the picture we see in our heart and mind as we write this narrative today. Not only the picture of a lone survivor, but the picture of a university that was buried alive with little hope of emerging from a pit of darkness. Slowly, we can see that tiny space in the expanse of rubble that is letting in a small beam of light and it will only be a short time now until it emerges from the darkness into the light. In the words of that great sermon, "It's Friday, but Sunday's coming." For too long, UGOC has been kept buried in Friday's tomb of darkness, but we believe Sunday's coming.

We realize that you receive many requests and that there are many with great needs, and sometimes you have a tough job as it must be impossible to reach out to everyone who needs your help. If there is the

possibility that you could once again be moved to respond to the call in Haiti, it would be an important step in the rebuilding process of one university that is dedicated to educating Haitian youth in Christian principles and doctrine. We leave nation building to others, but we cannot help but believe that in educating the present generation, we can play an important role in changing the future of Haiti in our lifetime. Sunday is coming and there is enormous opportunity here to create a footprint in Haiti that will be felt for generations. "But you are a chosen generation, a royal priesthood, a holy nation, His own special people, that you may proclaim the praises of Him who called you out of darkness into His marvelous light." (1Peter 2:9)

Hear our shout:

It's Friidaaaay!

And may you respond:

But Sunday's Coming!

(see Appendix 6)

OTHER SOURCES OF FUNDING FOR PROJECT:

Including funding from Annual or Central Conference

DESCRIPTION OF PREVIOUS FUNDING RECEIVED FROM UMCOR or OTHER UMC AGENCY:

| PURPOSE OF FUNDING | AMOUNT RECEIVED | DATE |
|--------------------|-----------------|------|
| | | |
| | | |

NAME AND SIGNATURE OF REQUESTING ENTITY: _____

DATE: _____

NAME AND SIGNATURE OF PRESIDING BISHOP: _____

DATE: _____

OTHER SOURCES OF FUNDING FOR PROJECT:

Including funding from Annual or Central Conference

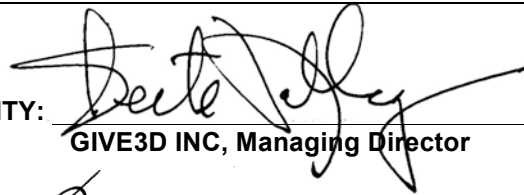
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|--------------------|-----------------|------|
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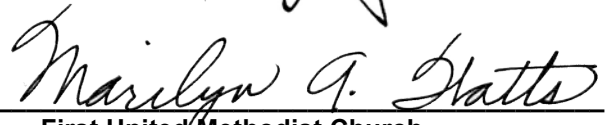
NAME AND SIGNATURE OF REQUESTING ENTITY: _____



Fritz Olivier, D.Min.
President of Universite GOC



GIVE3D INC, Managing Director



First United Methodist Church
Representative

DATE: FEBRUARY 24, 2014

NAME AND SIGNATURE OF PRESIDING BISHOP: _____

DATE: _____

Appendix 1

MANAGEMENT

**• SKEETE NALLEY [Administrative]****30 Years Experience Consulting Business Services****:: Product Development, Institute for Space Science Technologies**

Managing Director, Skeete Nalley has 30 years of consulting services. He began working with Continental United Properties, Orlando FL, in (1983-1989) and subsequently as the managing partner, raising \$9-million in initial funding for a major land development in East Orlando with Wimpy LTD, London, UK. He built the development from the ground up of 3200 homes, over 400 acres of lakes, with a golf course, all environmentally friendly. His work extended to Continental Capital Consultants, Orlando, FL. where he served as Partner and Managing Director, acquiring Woodfield Development Corp. Covington, GA for Continental United Properties for additional commercial and residential developments.

He consulted with ALPA (Airline Pilots Association) ATW (Airline Transport Workers) and IAM (International Association of Machinists), developing the first signed Alliance and Accordance Agreement between the above Unions in the history of Eastern Airlines for the employee purchase of Eastern Airlines. He was also consultant to IRIS Trust, Toronto, Ontario Canada to present. Investment Strategies. With a strong educational background in science, serving as consultant and advisor to the Institute for Space Science and Technologies, Gainesville, FL (Funding of new technologies developed through NASA or space programs) was a natural. Skeete's Consulting Services extended to the UK in representing Simon Sainsbury, London, UK with review and analysis of Trust held investments in the United States, to South Africa's Anglo-American, Johannesburg, SA, Boart International, in France to Orton Intentional, Opio France (Charles-Etienne Carton) Private Investment, and to the Hinduja Group, London, UK with the acquisition of specific companies in North America.

He continues working in developing solutions for mobile banking and stored value cards and the use of cell phones as personal ATMs and other mobile payment methods. Today Skeete continues to provide private Consulting Services, primarily providing Financial Analysis and funding services for start-up businesses. For the past five years, he has worked with 3D technologies and is at the forefront in leading the technological advances in virtual (distance) learning

- **CHARLES-ETIENNE CARTON [Administrative]**

- :: **BANKING BACKGROUND CEO, PRESIDENT OF ORTON INTERNATIONAL FAMILY OFFICE AND FINANCING SPECIALIST**

Managing Director, International; Charles-Etienne Carton is CEO and President, ORTON International, Sophia-Antipolis, France, a Financial and Management Consultancy firm based in the Technological Park of Europe between Monaco and Cannes, France. Previously; Managing Director & Head of Fixed Income Operations at Oppenheimer International Limited in London; Senior Vice President at Bankers Trust International in London, Head of Institutional Sales for Fixed Income and Derivative products; Managing Director Capital Markets and European Marketing at Riyadh Bank, London.

Mr. Carton is Co-Founder and was the founding President of IFWE, International Foundation for World Environment, Yverdon-les-Bains, Switzerland; The objective of this Foundation was to create a new Landmark site in Switzerland, a centre of excellence, promoting environmental understanding and research. Modernizing the image and public awareness of the environment and generating enthusiasm among young people, using education and commerce supported by entertainment and technology through the Creation of the World Environment Centre.

At Oppenheimer, Mr. Carton was responsible for building the London Fixed Income operation almost from scratch: Trading, Sales and Syndicated desks from 5 to 25 people. Covering Europe, the Middle East and the Far East. Trading USD as well as other leading European currency bonds for clients as well as a proprietary-trading desk. He created a syndicate desk for new issues and got involved in the derivative bond market and reported to the Head of Fixed Income in the USA as the company was trying to get involved in this sector of the Capital Markets.

At Bankers Trust, He was directly responsible for the institutional sales effort of the Bond department as well as a selective range of derivative products within Europe and the Middle East. Accounts included Corporate, Banks and Insurance Companies. Product focus was on the Fixed Income instruments, FRN's, Asset-backed and collateralized deals as well as derivative products on Debt, Equity, Commodities and Currencies. He was also responsible for devising the sales strategy for the institutional sales force which focused particularly on the derivative instruments.

At Riyadh Bank, Mr. Carton was responsible for activities and strategy for investments and trading of all negotiable assets in major currencies. He created and managed a portfolio of USD1.5 billion composed of Eurobonds, FRN's, FRCD's, ECP's, MTN's, Interest rate and cross Currency Swaps. Some of these funds were managed for private individuals. He initiated and set up operation for trading in Government Bonds. He Marketed Europe on traditional banking products to corporate, as well as bank correspondent to major European banks. The Achievement: Capital Markets composed of four individuals accounted for 25% of the bank's total income.

- **TO BE DETERMINED (TBD)**

- **CONSTRUCTION FOREMAN AND ADMINISTRATOR**

- **FRITZIE LEROY [Staff]**

- **UNIVERSITY GOC LIASON**

Fritzie is highly organized, innovative and detail-oriented IT professional. Skilled in training, researching, proposing and executing solutions to errors and systemic problems. She effectively built and maintain productive relationships with all levels of management, staff and end-users. Ms. Leroy brings more than 12 years of innovative experience in designing and developing training programs for Haitian government officials, students and professionals, with a specialty in E-Learning solutions. Her capabilities include planning and budgeting for on-site and distance-learning sessions. Her expertise is in leveraging technology, using the internet and emerging cutting edge technologies to position clients as creative, effective and state-of-the-art in their respective fields.

As an instructor, facilitator, trainer and coordinator she has planned, set up and led video conferences for international programs simultaneously in the Caribbean, Europe and Africa ranging from 5 to 100 participants dealing with a variety of IT subject matters.

As a small business owner, Ms. Leroy successfully helped more than 100 first-time entrepreneurs develop their leadership and business skills. Currently she is Division E Governor of District 36 -Toastmasters International -and a member of the Lewis Smith Toastmasters Club. She is past vice president of Compassion International's Advisory Committee for the leadership development program in Haiti. She is fully fluent in English, French and Creole.

- **BEVERLY WATTS-NALLEY [Staff]**

- **TEACHER OF THE YEAR, DISTRICT TECHNOLOGY COORDINATOR, GRANT RECIPIENT, WHO'S WHO IN EDUCATION**

With more than 20 years of experience in technology, Beverly worked directly with Apple engineers in 1994 to setup the district's first computer lab. As technology coordinator, she managed the district's network and received several grants to assist in building the network infrastructure. She has a strong educational background and in 1990, was selected as Teacher of the Year for Deerfield Township School. In 1996, she was inducted into "Who's Who Among America's Teachers." In 1998, she was honored by a special session of the New Jersey Legislation and Governor Christie Todd Whitman for her award-winning technology programs. A website designer for the past eight years, Beverly's portfolio demonstrates a variety of website designs and multiple solutions.

Beverly has been a member of First United Methodist Church in Millville, NJ for over 25 years. She created and maintains the church website along with websites for Central United Methodist Church, Linwood, NJ and the United Methodist Church of Cranbury, Cranbury, NJ.

• VICTOR BRUNGART [Staff]**30 Years Experience in Research and Development**

Vic's educational background is rich and varied. He received degrees and certificates from the University of Virginia, Pennsylvania State University, George Mason University, Jefferson College of Health Sciences, Florida Institute of Technology, 2000, and Harvard University Division of Continuing Education.

Vic's work history includes many accomplishments. He worked at Newport News Shipbuilding in the Product Development Department and was involved with the design of advanced electronics systems on aircraft carriers and submarines, including the Aircraft Carriers Enterprise (CVN-65) and John F Kennedy (CVA-67) and the Polaris submarine USS Simon Bolivar (SSBN-641). He was chosen to be on a small group of engineers that design Nimitz class super carriers, designing all electronic spaces aboard the vessel and the integrated functioning of all electronic systems.

Vic worked for Exxon Mobile Corporation from April 1968 to June 1980. His first assignment, after a brief familiarization tour through various Humble Oil Company departments in the greater Houston, Texas area, was the Creole petroleum Corporation in Venezuela. Among the Exxon Corporation subsidiaries and/or corporations with which Vic had assignments were: Esso Exploration Inc., Exxon Corporation Comptrollers Department, Exxon Corporation Long-Range Planning, Exxon Company International, Exxon Enterprises Inc. and various other departments within the Exxon Corporation "umbrella" of companies.

The Bradford Coal Company, was part of Vic's experience from June 1980 to December 1984. Vice-President of Corporate Planning and Marketing, Vic worked directly with the President C. Alan Walker and his father Ray S. Walker. During this time the sales revenue of Bradford coal company doubled and 23 months.

• MARILYN WATTS [Staff]**:: SCHOOL TECHNOLOGY COORDINATOR, TEACHER OF THE YEAR, WHO'S WHO IN EDUCATION**

Marilyn continued to teach until 2003, when she retired from public education. Throughout her teaching career, she taught 4th, 5th, and 6th grades as well as the Gifted and Talented students, becoming the Computer Lab Teacher.

In 1985, she was awarded the Governor's Teacher of the Year Award and the local Teacher of the Year in 1988. She was inducted into the "Who's Who Among America's Teachers" in 1992. In 1994, Marilyn set up the first PC computer lab in their school and managed the school's website. Assisting in developing the tech standards for the school's computer lab became a priority as she integrated most of the state content standards with computer projects.

Marilyn is a member of the First United Methodist Church in Millville and is active in their music ministry. She is also Chairman of the Stewardship Committee. She is the sister to Beverly Watts-Nalley and Rev. Ronald Watts, a former District Superintendent in the United Methodist Church and current pastor of Central United Methodist Church in Linwood, New Jersey.

COMPLETED IN YEAR 1



Work Plan: Open Doors to Christian Education in Haiti /GIVE3D

| Project Name / Goal: #1A Infrastructure - water | | | | | | | | | | | | | | |
|--|---|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Activities <i>What must be implemented to achieve the project goal?</i> | Responsible Parties <i>Who is responsible to implement activity?</i> | Measurable Outcomes <i>What will indicate activity was completed?</i> | Month <i>Shade in the cell to indicate the month the activity will occur.</i> | | | | | | | | | | | |
| | | | J | F | M | A | M | J | J | A | S | O | N | D |
| Community engagement | #1 | Site evaluation | | | | X | X | | | | | | | |
| Community education | #1 | Site evaluation | | | | X | X | | | | | | | |
| Installing – water Filing permits to install a well pump | #1 | Site evaluation | | | | | | X | X | | | | | |
| Installation of sealed well | #1 | Site evaluation | | | | | | X | X | | | | | |
| Education and follow-up | #1 | Site evaluation | | | | | | | | X | X | | | |
| Monitoring and Evaluation | #1 | Site evaluation | | | | | | | | X | X | X | X | |
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- #1 UMCOR
- #2 GIVE3D
- #3 UGOC

COMPLETED IN YEAR 1



Work Plan: Open Doors to Christian Education in Haiti /GIVE3D

| Project Name / Goal: #1B Infrastructure - Provide electricity | | | | | | | | | | | | | | |
|---|---|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Activities <i>What must be implemented to achieve the project goal?</i> | Responsible Parties <i>Who is responsible to implement activity?</i> | Measurable Outcomes <i>What will indicate activity was completed?</i> | Month <i>Shade in the cell to indicate the month the activity will occur.</i> | | | | | | | | | | | |
| | | | J | F | M | A | M | J | J | A | S | O | N | D |
| Complete an onsite evaluation of the electrical needs of UGOC | #1 | Site evaluation | | | | X | X | | | | | | | |
| Contact Haiti Solar Energy | #1 | Site evaluation | | | | | X | X | | | | | | |
| http://www.haitisolarenergy.com/contactus.html | #1 | Site evaluation | | | | | X | X | | | | | | |
| Fill out an evaluation form for them to assess the cost of the project | #1 | Site evaluation | | | | | X | X | | | | | | |
| Implement the services of Haiti Solar Energy if the project in inline with budgeting | #1 | Site evaluation | | | | | | X | X | X | | | | |
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- #1 UMCOR
- #2 GIVE3D
- #3 UGOC

YEAR 2



Work Plan: Open Doors to Christian Education in Haiti /GIVE3D

| Project Name / Goal: #1C Infrastructure - Provide classrooms | | | | | | | | | | | | | | |
|--|---|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Activities <i>What must be implemented to achieve the project goal?</i> | Responsible Parties <i>Who is responsible to implement activity?</i> | Measurable Outcomes <i>What will indicate activity was completed?</i> | Month <i>Shade in the cell to indicate the month the activity will occur.</i> | | | | | | | | | | | |
| | | | J | F | M | A | M | J | J | A | S | O | N | D |
| Construction of classrooms | #1 | Site evaluation | | | | X | X | X | X | X | X | X | | |
| Construction of church auditorium | #1 | Site evaluation | | X | X | X | X | X | X | X | X | X | | |
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- #1 UMCOR
- #2 GIVE3D
- #3 UGOC

YEAR 1



Work Plan: Open Doors to Christian Education in Haiti /GIVE3D

| Project Name / Goal: #2 Infrastructure - Provide technology | | | | | | | | | | | | | | |
|--|---|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Activities <i>What must be implemented to achieve the project goal?</i> | Responsible Parties <i>Who is responsible to implement activity?</i> | Measurable Outcomes <i>What will indicate activity was completed?</i> | Month <i>Shade in the cell to indicate the month the activity will occur.</i> | | | | | | | | | | | |
| | | | J | F | M | A | M | J | J | A | S | O | N | D |
| Local expertise, installation and support | #2.3 | Site evaluation | | | | | | | | X | X | X | | |
| Program design for UGOC integration and implementation | #2.3 | Site evaluation | | | | | | | X | X | | | | |
| Project management | #2.3 | Site evaluation | | | | | | | X | X | X | X | X | |
| Hardware and software recommendations and integration | #2.3 | Site evaluation | | | | | | | X | | | | | |
| Local area networking | #2.3 | Site evaluation | | | | | | | X | | | | | |
| Regional enterprise/carrier grade broadband networking | #2.3 | Site evaluation | | | | | | | | X | X | | | |
| Ongoing local support and maintenance | #2.3 | Site evaluation | | | | | | | | X | X | X | X | |
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- #1 UMCOR
- #2 GIVE3D
- #3 UGOC

COMPLETED IN YEAR 2



Work Plan: Open Doors to Christian Education in Haiti /GIVE3D

| Project Name / Goal: #2 Infrastructure - Provide technology | | | | | | | | | | | | | | |
|--|---|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Activities <i>What must be implemented to achieve the project goal?</i> | Responsible Parties <i>Who is responsible to implement activity?</i> | Measurable Outcomes <i>What will indicate activity was completed?</i> | Month <i>Shade in the cell to indicate the month the activity will occur.</i> | | | | | | | | | | | |
| | | | J | F | M | A | M | J | J | A | S | O | N | D |
| Integrate solutions for software, hardware, power, and connectivity | #2,3 | Site evaluation | | | | X | X | X | X | | | | | |
| Program design for UGOC integration and implementation | #2,3 | Site evaluation | | | | X | X | X | X | | | | | |
| Project management | #2,3 | Site evaluation | X | X | X | X | X | X | X | X | X | X | X | |
| Solar and battery-backup power design | #2,3 | Site evaluation | | | | X | X | X | X | | | | | |
| Procurement, on-site installation, and configuring | #2,3 | Site evaluation | | | | X | X | X | X | | | | | |
| Staff training | #2,3 | Site evaluation | | | | X | X | X | X | | | | | |
| Ongoing local support and maintenance | #2,3 | Site evaluation | X | X | X | X | X | X | X | X | X | X | X | |
| Distance Learning website | #2,3 | Site evaluation | | | | | | | | X | X | X | X | |
| Distance Learning internet connectivity | #2,3 | Site evaluation | | | | | | | | X | X | X | X | |
| Distance Learning lessons | #2,3 | Site evaluation | | | | | | | | | X | X | X | |
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- #1 UMCOR
- #2 GIVE3D
- #3 UGOC

STARTED AND COMPLETED IN YEAR 2



Work Plan: Open Doors to Christian Education in Haiti /GIVE3D

| Project Name / Goal: #3 Infrastructure - Transition to workplace | | | | | | | | | | | | | | | |
|---|---|--|--|---|---|---|---|---|---|---|---|---|---|---|--|
| Activities <i>What must be implemented to achieve the project goal?</i> | Responsible Parties <i>Who is responsible to implement activity?</i> | Measurable Outcomes <i>What will indicate activity was completed?</i> | Month <i>Shade in the cell to indicate the month the activity will occur.</i> | | | | | | | | | | | | |
| | | | J | F | M | A | M | J | J | A | S | O | N | D | |
| Gather necessary information | 2,3 | Report | | X | X | | | | | | | | | | |
| Secure appropriate commitments | 2,3 | Report | | X | X | | | | | | | | | | |
| Review team responsibilities | 2,3 | Report | | X | X | | | | | | | | | | |
| Recruit persons with specific skills if needed and are able to share technical skills with students in teaching them in areas such as Carpentry, Culinary Arts, and Plumbing. | 2,3 | Report | | X | X | | | | | | | | | | |
| Appoint team sub leaders as appropriate: task team leaders (medical, optometry, work crew, music, evangelism, etc.), documents custodian, shepherds. | 2,3 | Report | | | | X | X | X | | | | | | | |
| Gather/Purchase equipment needed. | 2,3 | Report | | | | X | X | X | | | | | | | |
| Coordinate teaching activities and opportunities with UGOC. | 2,3 | Report | | | | X | X | X | | | | | | | |
| Extend opportunities to distance learning in year 2 of plan. | 2,3 | Report | | | | X | X | X | | | | | | | |
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- #1 UMCOR
- #2 GIVE3D
- #3 UGOC

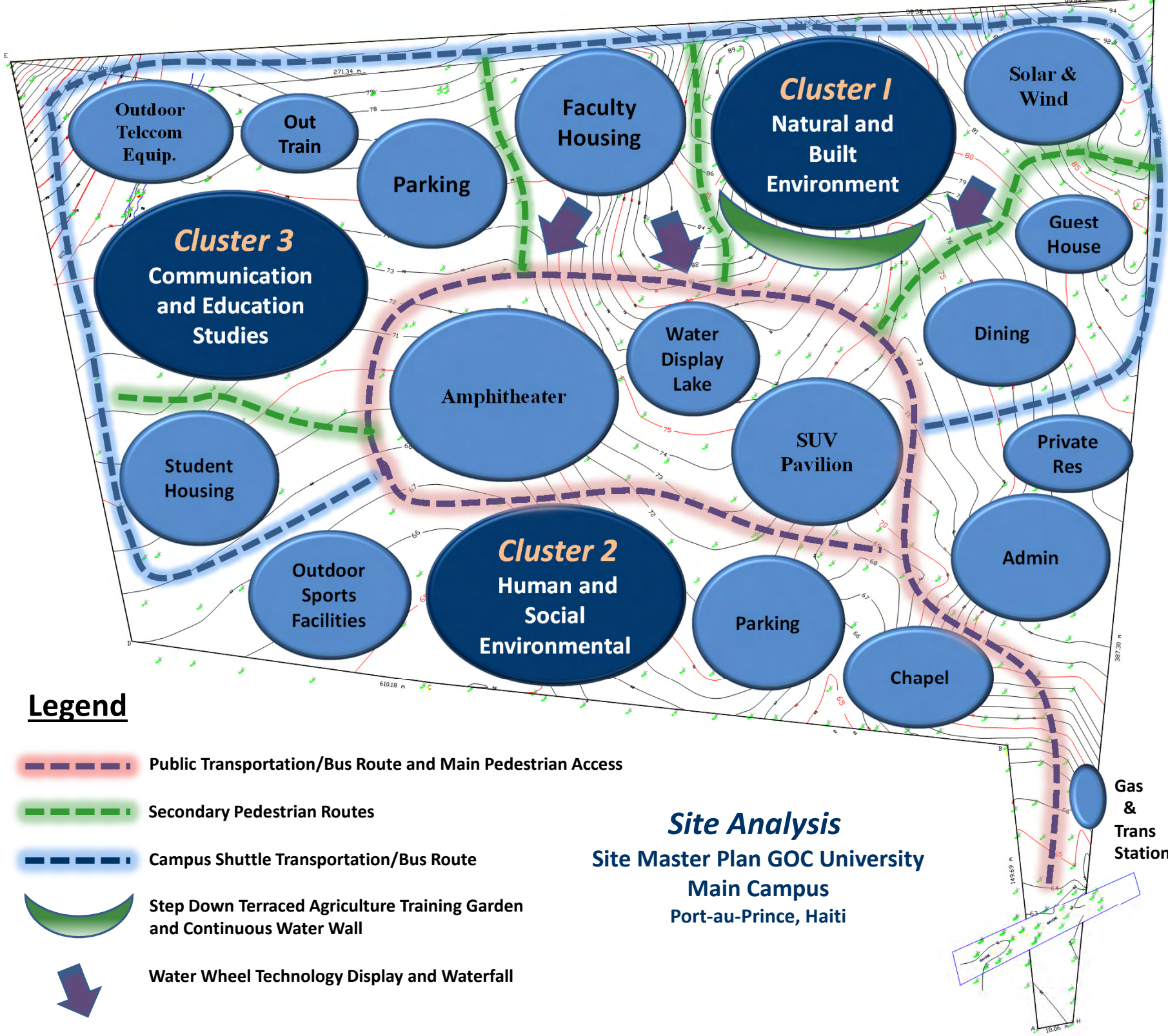
STARTED AND COMPLETED IN YEAR 2



Work Plan: Open Doors to Christian Education in Haiti /GIVE3D

| Project Name / Goal: #4 Sponsored placement service in workforce | | | | | | | | | | | | | | |
|---|---|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Activities <i>What must be implemented to achieve the project goal?</i> | Responsible Parties <i>Who is responsible to implement activity?</i> | Measurable Outcomes <i>What will indicate activity was completed?</i> | Month <i>Shade in the cell to indicate the month the activity will occur.</i> | | | | | | | | | | | |
| | | | J | F | M | A | M | J | J | A | S | O | N | D |
| Practices Implemented by UGOC for placement of students in the workforce. | #2,3 | Guidance | | X | X | X | X | | | | | | | |
| Encourage students to have regular meetings with supervisor(s). | #2,3 | Guidance | | X | X | X | X | | | | | | | |
| Teach students to tackle all tasks with enthusiasm and a positive attitude and to avoid negativity. | #2,3 | Report | | X | X | X | X | | | | | | | |
| Make it possible for students to participate in training workshops; and read all company materials. | #2,3 | Report | | X | X | X | X | | | | | | | |
| Instruct students to get as much exposure as possible. | #2,3 | Report | | X | X | X | X | | | | | | | |
| Encourage students to ask questions, to take the initiative and find a good mentor. | #2,3 | Report | | X | X | X | X | | | | | | | |
| Instruct students on how to network and leave with tangible accomplishments. | #2,3 | Report | | X | X | X | X | | | | | | | |
| Survey students to discover placement in workforce. | #3 | Report | | | | | | X | X | X | | | | |
| Survey students to evaluate effectiveness of program | #3 | Report | | | | | | X | X | X | | | | |
| On-going support for job placement of graduates | #3 | Report | | | | | | X | X | X | X | X | X | X |
| Technology application to evaluate job opportunities | #2,3 | Report | | | | | | X | X | X | X | X | X | X |
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- #1 UMCOR
- #2 GIVE3D
- #3 UGOC



APPENDIX 5

UGOC PROJECT

Program Description:

Open Doors to Education in Haiti (Give Hope 2 Haiti)

To enable Haitian youth to acquire the vocational and academic skills necessary to function in today's society so that they can benefit from the completion of university courses, improved employment opportunities, enhanced family life, community involvement and educational advancement.

| | Common Outcome | Program Specific Outcome | Indicator | Data Collection Strategy | Notes | Outcome Stage |
|----|---|---|--|---|----------|------------------|
| 1 | Project Team Mentoring and Training | The Project Team should understand the project objectives, goals, and opportunities. | The Project Team should ensure that the project organization has the knowledge and understanding to implement the work processes and corresponding measures. | Program records | 1 & 2 | Beginning |
| 2 | Establish the needed infrastructure | An office for the project team to meet and assess project goals and outcomes. | The infrastructure required for effective project management, included computers, internet connections must be established to support effective project management. | Program records | 2 | Beginning |
| 3 | Construction Needs Definition | Background Information is collected and disseminated to the team in developing an action plan. | Report of findings and completed action plan for construction at the conclusion of site visits. | Program records | 1,2 & 3 | Beginning |
| 4 | Construction Needs Definition | Establish duration of each phase of the construction project. | Project timeline for each phase of the construction project. | Program records | 1,2 & 3 | Beginning |
| 5 | Administrative Needs Relating to Construction Project | Arrangements of travel and hotel reservations, preparation of travel authorizations, processing requests for visas, identity cards and other documents for mission teams, suppliers related to the project; | Administrative efforts and key results have an impact on the success of achieving the outputs and the outcome of the project. | Program records | 1 | Beginning |
| 6 | Monitoring Results | Effective and efficient functioning of the project | Monitor project results frameworks and performance indicators to ensure progress, timely support and proactive oversight. | Program records | 2 | Beginning |
| 7 | Establishing Teams to begin construction project | Standardized work processes are implemented, and construction measures are tracked, monitored, analyzed, and reported. | During project execution, the work processes and measures established during project planning are implemented. Responsible individuals track, monitor, and analyze measures and provide periodic reports to the Project/Manager. | Program records | 1 | Intermediate |
| 8 | Increased Participation/Attendance | Increased enrollment in university courses. | Number of participants who enrolled in courses during project development. | Program records | 3 | Intermediate |
| 9 | Increase Graduation/Completion Rate | Course completion by program participants. | Number and percent of participants who complete the courses toward graduation. | Program records | 3 | Intermediate |
| 10 | Student Gain Skills/ Knowledge | Education improvement or gain. | Number and percent of program participants who complete or advance at least one educational level. | Program records | 3 | Intermediate |
| 11 | Student Gain Skills/ Knowledge | Improved education or achievement gain. | Average number of educational levels advanced per program participant. | Program records | 3 | Intermediate |
| 12 | Create Jobs/Employment Opportunities | Improved employment entry or retention. | Number and percent of program participants who obtain a job within 3 months of program completion. | Follow-up survey of participants; Unemployment insurance or wage records. | 3 | Intermediate |
| 13 | Create Jobs/Employment Opportunities | Improved employment entry or retention. | Number and percent of program participants who remain employed 12 months after program completion. | Follow-up survey of participants; Unemployment insurance or wage records. | 3 | Intermediate/End |
| 14 | Establish Network for Internet connectivity | Improve the students' ability to connect to the Internet for class work. | The infrastructure required for effective networking, included computers and internet connections that must be established to support effective classroom and research goals. | Program records | 1, 2 & 3 | Intermediate/End |

UGOC PROJECT**Program Description:**□ **Open Doors to Education in Haiti (Give Hope 2 Haiti)**

To enable Haitian youth to acquire the vocational and academic skills necessary to function in today's society so that they can benefit from the completion of university courses, improved employment opportunities, enhanced family life, community involvement and educational advancement.

| | Common Outcome | Program Specific Outcome | Indicator | Data Collection Strategy | Notes | Outcome Stage |
|----|---|--|--|---------------------------------|--------------|----------------------|
| 15 | Establish Distance Learning Capabilities | Improve the students' ability connect with classrooms in other places. | Plan and establish relationships with other universities for distance learning activities and course work. | Program records | 1, 2 & 3 | Intermediate/End |
| 16 | Student Satisfaction | Number and percent of student reporting being satisfied with the training courses/organization | Survey of students after program completion | Program records | 3 | End |
| 17 | Aggregate and analyze the reported data | Implement action plans to improve results | Recommendations for improvement are identified by responsible individuals and the project team. | Program records | 4 | End |
| 18 | Identify and prioritize improvement opportunities | Implement action plans to improve results | Recommendations for improvement are identified by responsible individuals and the project team. | Program records | 5 | End |

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- 1 UMCOR Initiates
 - 2 GIVE3D Initiates
 - 3 UGOC Initiates
 - 4 The cycle of plan is repeated over and over during project implementation.
 - 5 Continuing measures provide feedback on the effectiveness of the improvement plans.

Financial Management

After the loss of his seven-story building and all its equipment due to the earthquake in January 2010, UGOC was quickly moved to “Source Matelas”, 11 miles north of Port-au-Prince, on his property of 14 acres to start the excavation works and the building of classrooms including a temporary building for administrative and academic services.

➤ Funds needed in the short term.

The completion of UGOC will be realized in phases. For achieving Phase 1, UGOC will need 30,000 000 \$.

The estimate is calculated on the basis of cost per square meter. It reflects the price of the reality of field taking into account the distance and estimate of contract. Referring to the construction already underway and the next projection phase whose difference in estimates is almost similar in many ways, the picture of Phase 1 is as follows:

| | |
|------------------------------------|------------------|
| Construction Older site | 1,580000 |
| Construction at New site | 17,400000 |
| School and office furniture | 2,638500 |
| Technology | 3,415000 |
| Security | 225,000 |
| Transportation | 1,800000 |
| Advertising | 1,500000 |
| Project management | 1,330000 |
| Total | 29,888500 |

The future may contribute to pleasant surprises. All are entitled to education and all are also eligible for higher education since Education is one path to develop a country, a nation. Regarding UGOC, the big question is to know: 'What if the campus was completely finished and had a population of 25000 students?' Far from speculating or coming up with figures that may not reflect reality, nothing prevents us from conceiving a reasonable scenario that reflects the good will of the institution to promote a quality education that exceeds the current operation of the best overseas campus in the Caribbean.

➤ How UGOC will use the total funds

| Description | Unit price (\$ USD) | Number | Total |
|---------------------------------|------------------------|--------|----------|
| Construction Older site | | | |
| Class rooms: | | | |
| Ground floor 30'x40'=1200 sq/ft | 40,000. | 7 | 280,000. |
| Two story (same size) | 50,000. | 14 | 700,000. |
| Multi purpose rooms: | | | |
| Administrative spaces | 100,000. | 1 | 100,000. |
| Laboratories | 100,000. | 2 | 200,000. |
| Cafeteria (small) | 80,000. | 1 | 80,000. |
| Mechanical rooms | 60,000. | 1 | 60,000. |
| Other facilities | 80,000. | 2 | 160,000. |

| | | | |
|------------------------------------|------------|-------|--------------------|
| SUBTOTAL | | | 1,580 000. |
| Construction New site | | | |
| Class rooms: | | | |
| Ground floor 30'x40'=1200 sq/ft | 30,000. | 24 | 720,000. |
| Two story (same size) | 40,000. | 48 | 1,920 000. |
| Three story (same size) | 50,000. | 36 | 1,800 000. |
| Multi purpose rooms: | | | |
| Auditorium 1500 seats | 1,700 000. | 1 | 1,700 000. |
| Administration building | 1,200 000. | 1 | 1,200 000. |
| Educational resource center | 200,000. | 2 | 400,000. |
| Laboratories | 100,000. | 12 | 1,200 000. |
| Cafeteria | 1,700 000. | 1 | 1,700 000. |
| Mechanical rooms | 80,000. | 3 | 240,000. |
| Other facilities | 1,500 000. | 3 | 1,500 000. |
| SUBTOTAL | | | 12,380 000. |
| Dormitories | | | |
| Multipurpose rooms (1500 students) | 2,700 000. | 1 | 2,700 000. |
| Multipurpose rooms (250 teachers) | 350,000. | 1 | 350,000. |
| Other facilities | 750,000. | | 750,000. |
| SUBTOTAL | | | 3,800 000. |
| Sport facilities | | | |
| Outdoor: | | | |
| Soccer field | 850,000. | 1 | 850,000. |
| Basket | 80,000. | 2 | 160,000. |
| Volley Ball | 80,000. | 2 | 160,000. |
| Swimming | 370,000. | 1 | 370,000. |
| Tennis | 100,000. | 3 | 300,000. |
| Indoor: | | | |
| Multipurpose rooms | 400,000. | 1 | 400,000. |
| SUBTOTAL | | | 2,240 000. |
| Landscaping | | | |
| Street paving (Kilometers) | 667,000. | 3 | 2,000 000. |
| Artificial lakes | 375,000. | 2 | 750,000. |
| Grasses (60% of 14 Acres) | 1,200 000. | 1 | 1,200 000. |
| Trees | 350. | 1,000 | 350,000. |
| Parking space (number of cars) | 1,200. | 600 | 720,000. |
| SUBTOTAL | | | 5,020 000. |

| Description | Unit price (\$ USD) | Number | Total |
|------------------------------------|------------------------|--------|------------|
| School and office furniture | | | |
| Desks | 850. | 200 | 170,000. |
| Tables | 150. | 300 | 45,000. |
| Office Chairs | 200. | 200 | 40,000. |
| University Chairs | 125. | 10,500 | 1,312 500. |
| Folding chairs | 120. | 2,500 | 300,000. |
| Executive chairs | 600. | 50 | 30,000. |
| Filing cabinets | 300. | 500 | 150,000. |
| Whiteboards | 2,000. | 108 | 216,000. |
| Printers | 500. | 100 | 50,000. |

| Description | Unit price (\$ USD) | Number | Total |
|---------------------------------|------------------------|---------|-------------------|
| Scanners | 300. | 50 | 15,000. |
| Copy machines | 25,000. | 10 | 250,000. |
| Projector screen (large format) | 6,000. | 10 | 60,000. |
| SUBTOTAL | | | 2,638 500. |
| Technology | | | |
| Cameras | 2,500. | 10 | 25,000. |
| Software | 50,000. | 1 | 10,000. |
| Educational platform | 20,000. | 1 | 20,000. |
| Sound system | 50,000. | 1 | 50,000. |
| IT infrastructure | 500,000. | 1 | 500 000. |
| Computers | 1,000. | 2,500 | 2,500 000. |
| Course online management | 200,000. | 1 | 200,000. |
| Electronic Signs | 2,000. | 5 | 10,000. |
| Others... | 100,000. | 1 | 100,000. |
| SUBTOTAL | | | 3,415 000. |
| Security | | | |
| Indoor camera | 25,000. | 1 | 25,000. |
| Outdoor camera | 25,000. | 1 | 25,000. |
| Uniforms and equipments | 100,000. | 1 | 100,000. |
| Others supplies | 75,000. | 1 | 75,000. |
| SUBTOTAL | | | 225,000. |
| Transportation | | | |
| Buses | 100,000. | 12 | 1,200 000. |
| Trams | 100,000. | 5 | 500,000. |
| Others... | | | |
| SUBTOTAL | 100,000. | 1 | 100,000. |
| | | | 1,800 000. |
| Advertising | | | |
| Flyers | .80 | 500 000 | 400,000. |
| Booklets | .625 | 500 000 | 800,000. |
| Website | 100,000. | 2 | 200,000. |
| Others... | 100,000. | 1 | 100,000. |
| SUBTOTAL | | | 1,500 000. |
| Project management | | | |
| Architecture | 80,000. | 2 | 160,000. |
| Civil engineering | 80,000. | 3 | 240,000. |
| Mechanical engineering | 80,000. | 2 | 160,000. |
| Electrical engineering | 80,000. | 2 | 160,000. |
| Landscaping | 80,000. | 2 | 160,000. |
| Maintenance engineering | 50,000. | 3 | 150,000. |
| Others... | 150,000. | 2 | 300,000. |
| SUBTOTAL | | | 1,330 000. |
| Miscellaneous | | | |
| (N...) | 100,000. | 5 | 500,000. |
| ... | | | |
| SUBTOTAL | | | 500,000. |

| Description | Unit price (\$ USD) | Number | Total |
|--------------------|------------------------|--------|--------------------|
| | | | |
| | | | 36,428 500. |
| | | | 3,571 500. |
| TOTAL | | | 40,000 000. |
| Others | | | |
| GRAND TOTAL | | | |

➤ Timeframe

The UGOC new campus will begin his operations in the first week of October 2013.

Timeframe table : Project Phase 1

| September-2012 | October-2012 | November-2012 | December-2012 | January-2013 | February-2013 | March-2013 |
|----------------------|----------------------|------------------------------------|---------------|--------------------------------|--------------------------------|--------------------------------|
| -Project Elaboration | -Project Elaboration | -Project Presentation to Committee | -Fund search | -Fund search | -Fund search | -Fund search |
| -Fund search | -Fund search | -Fund search | | -Preparing Facility (Building) | -Preparing Facility (Building) | -Preparing Facility (Building) |
| | | | | | | -Ads Campaign |

| April-2013 | May-2013 | June-2013 | July-2013 | August-2013 | September-2013 | October-2013 |
|--------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------------|
| -Fund search | -Fund search | -Fund search | -Fund search | -Fund search | -Fund search | -Fund search |
| -Preparing Facility (Building) | -Preparing Facility (Building) | -Preparing Facility (Building) | -Preparing Facility (Building) | -Preparing Facility (Building) | -Preparing Facility (Building) | -Classes begins |
| -Ads Campaign | -Ads Campaign | -Ads Campaign | -Ads Campaign | -Ads Campaign | Ads Campaign | Ads Campaign |
| -Project Presentation to committee - | -Registration begins | | | | | |