

Groutville High School

Vocational Education Campus

Business Plan

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1. EXECUTIVE SUMMARY

Strategic Imperative

KwaDukuza youth unemployment exceeds 44%. Six in ten unemployed young people have no work experience. The matric certificate — the endpoint for 90% of learners — does not unlock employment. A credentialled, employer-linked vocational campus at Groutville High School is the most dependable lever available to change this.

This business plan sets out the strategic rationale, operational framework, capital investment programme, and five-year financial model for the establishment of the Groutville High School Vocational Education Campus (the Campus). The Campus will add three NQF Level 2–4 vocational curriculum streams — Automotive, Construction, and Hospitality — to Groutville High School's (GHS) existing academic programme, creating a diversified three-stream school that serves all learners and the surrounding KwaDukuza economy.

1.1 What the Campus Will Deliver

By the end of Year 5 (2031), the Campus will:

- Enrol 450 vocational learners per annum across three tracks at NQF Levels 2, 3, and 4.
- Graduate learners with QCTO-registered occupational qualifications directly linked to local employer demand.
- Place more than 60% of graduates into employment, apprenticeship, or further study within 12 months.
- Contribute an estimated R28 million per annum in direct and indirect economic value to the KwaDukuza local economy.
- Serve as a replicable pilot model for iLembe District and broader collaboration school scaling and knowledge generation.

1.2 The Opportunity

Groutville High School occupies a uniquely advantageous position. It sits in a peri-urban community with deep historical roots and extraordinary civic heritage — the community of Chief Albert Luthuli, Africa's first Nobel Peace Prize winner — adjacent to South Africa's fastest-growing coastal development corridor (Ballito/Dolphin Coast). The construction boom, Club Med development, expanding hospitality sector, and growing automotive services cluster represent a live employer-demand pipeline within 20 km of the school gate.

The Campus is designed to bridge the Groutville-Ballito economic divide by equipping Groutville's youth with employer-recognised credentials that will qualify them to capture benefit from the formal employment being created in the adjacent growth corridor and take early advantage of entrepreneurial opportunity within their communities and the broader locality.

1.3 Plan at a Glance

Project name	Groutville High School Vocational Education Campus
Location	Groutville, KwaDukuza Local Municipality, iLembe District, KwaZulu-Natal

Lead organisation	Lodestone Edsupport NPC (School Collaboration Partner)
School partner	Groutville High School — SGB and School Management Team
Regulatory framework	SASA 1996; NQF Act 2008; QCTO; Umalusi; DHET; DBE CAPS three-stream policy
Vocational tracks	Automotive (NQF 2–4) Construction (NQF 2–4) Hospitality (NQF 2–4)
Target enrolment (Y5)	450 vocational learners + continuing academic cohort
Total CAPEX	R237 million (phased over 2026–2028)
Funding model	CSI / philanthropy (60%) DHET infrastructure grants (25%) SETAs (15%)
Break-even (OPEX)	Year 5 (2031) with employer levy co-funding and fee income
Commissioning date	Academic Year 2029 (Grades 9 and 10 intake)

2. STRATEGIC CONTEXT AND RATIONALE

2.1 2.1 The KwaDukuza Economic Landscape

KwaDukuza Local Municipality is the dominant economic node of iLembe District, stretching 50 km along the KwaZulu-Natal coast and 14 km inland across 735 km². Its economy — the fastest growing in the district — is led by trade (21%), manufacturing (18%), community services (16%), and a rapidly expanding construction and hospitality sector (12% and growing). The R2.6 billion Club Med development, continued Ballito residential and commercial growth, and the King Shaka International Airport/Dube Trade Port corridor are transforming the region's employer landscape.

Yet, the economic dividend has not reached Groutville and the broader peri-urban hinterland. Total district unemployment is 32%; youth unemployment reaches 44.3% in KwaDukuza. The July 2021 civil unrest — centred on Groutville, Shakaskraal, and the KwaDukuza CBD — was the visible expression of an economic system generating growth without inclusion.

2.2 The Education Gap

Indicator	National	KwaDukuza / iLembe	Implication
Youth unemployment (15–34)	45.1% (Q1 2025)	44.3% (KwaDukuza)	Credential not converting to employment
NEET rate	45.1%	Est. 48%+ (peri-urban)	Lost generation without pathway
Matric holders unemployed	47.6%	Similar / higher	Matric signals nothing to employers
TVET reduces unemployment to	37.3%	Below 30% with quality VET	Strong case for vocational credentials
University degree	23.9% unemployed	Limited local access	Academic pathway serves very few
Grade 1 to university graduate	~4%	Lower in quintile 1–3 schools	Systemic pipeline failure

2.3 Why Groutville High School

GHS has shown, against all odds, academic results well above the national no-fee school average. This track record of institutional determination — rather than starting a new institution — is the asset the Campus will leverage. The school's established, committed, SGB, parent body, and community credibility are prerequisites that cannot be bought or built quickly.

The school's location — peri-urban, adjacent to the fastest-growing coastal development corridor in KZN — positions it as the ideal institutional bridge between community need and employer demand.

Groutville's own history (Chief Albert Luthuli, the Abase Makholweni tradition of self-determination and civic leadership) provides authentic community legitimacy that no external programme can replicate.

2.4 International Evidence Base

The business model draws deliberately on proven international approaches:

Country	What Works	Adaptation for GHS Campus
Germany	Dual system: employer-paid apprenticeships + school theory. Chambers enforce standards and certify trainers. Mittelstand SME clusters absorb graduates.	MERSETA / CETA / CATHSSETA as chamber equivalents. Ballito employer cluster as Mittelstand analogue. QCTO as standards body.
Finland	School-based VET with compulsory workplace modules. Career guidance from Grade 8. Equity focus — no learner written off.	Embedded workplace learning from NQF 2. Career guidance integrated into GHS Grade 8–9. Inclusive design for neuro-divergent learners.
Australia	TAFE as regional anchor. Short-cycle micro-credentials. National competency frameworks (AQF). Employer incentive payments.	Campus as KwaDukuza anchor institution. SETA skills programmes as micro-credential entry. NQF as AQF equivalent. Learnership grants as employer incentive.
South Korea	Universal foundational education first, then VET scale-up. Anchor employer employment guarantees before graduation. Meister schools co-designed with industry.	GHS academic base as foundational precondition. Employer MoUs with construction/hospitality firms before first intake. Curriculum co-designed with KwaDukuza employers.

3. VISION, MISSION, AND STRATEGIC OBJECTIVES

VISION	MISSION
<i>Coming together was the beginning, staying together progress, working together our success.</i> <i>Groutville youth who are employed, entrepreneurial, and community-rooted — equipped by world-class vocational education to lead the KwaDukuza economy from within it.</i>	From Blissful Bubble to a Longer Table <i>To deliver QCTO-accredited vocational education in Automotive, Construction, and Hospitality — embedded in employer partnership, community ownership, and measurable employment outcomes — as the catalyst for socio-economic transformation of iLembe District and replicated by model for iLembe District.</i>

3.1 Strategic Objectives

Objective	Year 1- 2026	Year 2 - 2027	Year 3 - 2028	Year 4 - 2029	Year 5 - 2030
Regulatory approval	QCTO, ETQA, Umalusi, DBE three-stream registration approvals in principle complete	All accreditations confirmed	Operating under full accreditation		Renewal and expansion

Planning Compliance	EIA, Hydrology, Site Survey, Zoning, SPLUMA, Building Approval		N/A	N/A	N/A
Infrastructure	Site plan, Detailed Drawings BoQ, funding secured		Construction complete	All three workshops and hospitality cluster operational	Maintenance cycle established
Enrolment	Curriculum development; employer MoUs; Teacher & Artisan recruitment		Pilot: 60 learners (NQF 2)	150 learners (NQF 2–3)	450 learners (NQF 2–4)
Employer partnerships	5 anchor employers MoUs signed		15 employers; workplace learning placements	30 employers; learnership contracts	50+ employers; hiring pipelines established
Graduate employment	N/A	N/A	Work placement continuous enrolment	NQF 2 leavers 55% employment / progression rate	NQF 3 55% employment / progression rate
Funding sustainability	Planning & Approval (R11,4m)	Infrastructure R172,4m	Workshop Equipment (R65m) & Curriculum Implementation	Operational Support - Workshops (R6,5m) - Curriculum (R7,8m)	
	CSI /DPW/ DFI/ philanthropy contributions secure		CSI/ SETA learnership grants	Fee income + employer levy funds 40% of OPEX	OPEX break-even

4. CURRICULUM ARCHITECTURE AND QUALIFICATIONS

4.1 Three-Stream Model

GHS will operate a context relevant demand driven three-stream school within a single institution. Learners select their stream for Grade 9 entry, with structured career guidance from Grade 8. All streams lead to nationally recognised qualifications. The academic stream continues unchanged — vocational streams are additive, not substitutive.

Regulatory Foundation

All vocational qualifications will be registered on the National Qualifications Framework (NQF) via QCTO (Occupational Qualifications Sub-Framework) and Umalusi (General and Further Education and Training Qualifications Sub-Framework). Delivery will comply with CAPS three-stream policy. Educators will hold SACE registration and relevant trade or occupational certification.

4.2 Automotive Stream — NQF 2 to 4

QCTO Qualification (NQF 2)	Occupational Certificate: Motor Vehicle Service Technician (entry)
QCTO Qualification (NQF 3)	Occupational Certificate: Motor Vehicle Service Technician
QCTO Qualification (NQF 4)	Occupational Certificate: Motor Vehicle Mechanic (light vehicles)
MERSETA alignment	Motor Industry SETA — learnership and skills programme funding
Core curriculum modules	Engine systems; electrical / electronics; brakes & steering; transmission; diagnostics; workshop practice; health & safety; customer service; entrepreneurship
Workplace learning	Minimum 30% of programme in employer workshop environment (auto dealerships, independent workshops, KwaDukuza municipality fleet)
Key local employers	Toyota dealerships (Stanger/Ballito); Motus Group; Independent workshops; KwaDukuza municipal fleet department
Infrastructure required	Fully equipped motor workshop (3 vehicle bays); diagnostic equipment; engine lab; electrical fault trainer; tool store

4.3 Construction Stream — NQF 2 to 4

QCTO Qualification (NQF 2)	Occupational Certificate: Construction Craftsperson (General Building)
QCTO Qualification (NQF 3)	Occupational Certificate: Bricklayer / Carpenter / Plumber (specialisation choice)
QCTO Qualification (NQF 4)	Occupational Certificate: Construction Supervisor (Building)
CETA alignment	Construction Education and Training Authority — learnership funding
Core curriculum modules	Bricklaying and plastering; carpentry and joinery; plumbing fundamentals; concrete and steel; site safety (OHSA); reading building plans; quantity surveying basics; site supervision; SMME construction entrepreneurship
Workplace learning	Minimum 35% on active construction sites — tied to KwaDukuza construction boom (Ballito residential; Club Med; infrastructure)
Key local employers	Wilson Bayly Holmes; WBHO; ARCIS, Balwin, local SMMEs; KwaDukuza municipality capital projects; Lodestone-facilitated employer consortium
Infrastructure required	Covered building practice yard (800 m ²); carpentry workshop; plumbing lab; materials store; PPE and tool allocation system

4.4 Hospitality Stream — NQF 2 to 4

QCTO Qualification (NQF 2)	Occupational Certificate: Hospitality and Catering Services (Food Preparation)
QCTO Qualification (NQF 3)	Occupational Certificate: Chef / Front Office Agent (specialisation) Body, nail, and hair technician
QCTO Qualification (NQF 4)	Occupational Certificate: Food and Beverage Supervisor / Accommodation Supervisor Body, nail, and hair technician
CATHSSETA alignment	Culture, Arts, Tourism, Hospitality and Sport SETA — learnership funding
Core curriculum modules	Food preparation and hygiene; kitchen operations; bakery and confectionery; front office operations; housekeeping; events management; tourism and guiding; heritage tourism (Luthuli / Zulu Kingdom); hospitality entrepreneurship; financial literacy
Workplace learning	Minimum 40% at employer premises — Ballito hotels; Club Med; Zimbali; King Shaka area; Luthuli Museum and heritage tourism
Key local employers	Club Med KwaDukuza; Zimbali Coastal Resort; Fairmont Zimbali; Balwin Properties hospitality; iLembe District tourism operators; Luthuli Museum
Infrastructure required	Commercial teaching kitchen (20-station); front office simulation suite; dining room service area; laundry and housekeeping training room; computer lab (reservations software)

4.5 Progression and Articulation Pathways

A core design principle is permeability — no learner reaches a dead end. The following progression map applies:

Entry	NQF 2 (Grade 9)	NQF 3 (Grade 10–11)	NQF 4 (Grade 11–12)	Post-school options
All streams	Foundational trade skills + academic core	Specialisation + workplace modules	Supervisory skills + entrepreneurship	Employment; learnership; TVET college NQF 5; RPL entry to university
Automotive	Workshop assistant competency	Certified service technician	Qualified mechanic — MERSETA registered	Dealership employment; own workshop; motor industry management
Construction	General building craftsperson	Qualified bricklayer / carpenter / plumber	Site supervisor — CETA registered	Contractor employment; CIDB registration; own SMME
Hospitality	Food prep / front office assistant	Qualified chef / front office agent	F&B / accommodation	Hotel employment; own catering

			supervisor — CATHSSETA registered Wellness: Body, nail, and hair technician	business; TVET NQF 5 management
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5. GOVERNANCE AND ORGANISATIONAL STRUCTURE

5.1 Legal and Governance Framework

The Campus will operate within the existing legal structure of Groutville High School as a Quintile 4 public school under the South African Schools Act 84 of 1996. No new legal entity is to be created. Governance authority is with the elected SGB. Lodestone Edsupport NPC with the established Service Level Agreement is the School Collaboration Partner (SCP) providing technical, operational, and resource mobilisation support.

Organisation	Framework
GHS School Governing Body	Ultimate governance authority. SGM Resolution to add vocational campus, approved reframing strategy, budget, and SLA. Established Campus Sub-Committee for vocational programme implementation and oversight.
GHS Principal and SMT	Professional management of the school including the vocational campus. Accountable to the SGB and the KZN DBE.
Lodestone Edsupport NPC	School Collaboration Partner; plans, organises, leads, and coordinates establishment of vocational campus; mobilises funding, manages CAPEX programme, coordinates employer partnerships, supports regulatory approvals, and provides operational coaching and M&E.
Campus Sub-Committee (SGB)	SGB sub-committee including SGB members, Education, learner and Lodestone representative, meets at least quarterly and as needed to review vocational programme performance.
Collaboration Guidance Council	Representatives from iLembe Department of Education, Enterprise iLembe, Education, iLembe Chamber of Business, NASCEE and FEDSAS as advisers on curriculum alignment, collaboration, and employment pipeline intelligence, and potential for scaling.
KZN DBE iLembe District	Statutory oversight. Facilitates convergence of public sector resources. Approves three-stream registration and educator posts. Provides per-learner subsidy for accredited vocational enrolments.

5.2 Campus Management Structure

The school Principal is the Executive Head of both school campuses. A dedicated Campus Deputy Principal (vocational) will be appointed by Year 3, reporting to the principal. The extent to which the KZN Department of Education commits to the initiative will influence funding. This uncertainty may may need

the role to be donor funded until OPEX sustainability is achieved (Year 4), then transferred to the school's fee/employer operations.

Note: Lodestone, as School Collaboration Programme has, as a qualified and experienced QCTO, Sector SETA, SAQA, and DHET specialist in the core team that is committed to coach and support the establishment and operationalisation of the vocational campus.

Official	Responsibility
Campus Deputy Principal (Vocational)	Overall management of three vocational streams; employer relations; QCTO and SETA liaison; budget management; M&E reporting.
Head of Automotive (NQF trade cert)	Curriculum delivery; workshop safety; employer workshop placements; MERSETA learnership administration.
Head of Construction (NQF trade cert)	Curriculum delivery; site safety (OHSA compliance); CETA learnership; contractor relations.
Head of Hospitality (NQF qualification)	Curriculum delivery; kitchen management; CATHSSETA learnership; hospitality employer placements.
Workplace Learning Coordinator	Manages all employer placement agreements; learner placement tracking; POPI-compliant data systems.
Career Guidance Counsellor	Integrates with academic stream Grade 8–9 career guidance; manages learner stream selection; tracks graduate outcomes.
Administrative Support (2 posts)	Learner records; QCTO/Umalusi submissions; SETA claims processing; financial records.

6. REGULATORY APPROVALS AND ACCREDITATION ROADMAP

Regulatory approval is the risk attributable critical path item. The following sequences will be started at once and actively managed. Lodestone Edsupport will assign proper regulatory liaison for this process.

6.1 Academic Approval Sequence and Timeline

Step	Body	Process	Target Date	Responsible
1	GHS SGB	Formal SLA for Lodestone Collaboration	Complete Oct. 2025	SGB
1	GHS SGB	Formal SGB resolution approving three-stream vocational model and Campus development	Complete Dec. 2025	SGB AGM
2	GHS Parent Body	AGM presentation and community approval of Campus plan		
3	KZN DBE iLembe	Formal notification and confirmation of intent for three-stream school registration amendment under SASA	August 2026	LES / SMT

4	Umalusi	Formal notification and confirmation of intent for Registration as accredited assessment centre for GFETQSF qualifications	September 2026	LES/SMT
5	QCTO	Formal notification and confirmation of intent for accreditation as Skills Development Provider for QQSF occupational qualifications (all three tracks)	October 2026	LES/SMT
6	MERSETA	Formal notification and confirmation of intent for accreditation as training provider; learnership programme approval; levy grant application	November 2026	LES/SMT
7	CETA	Formal notification and confirmation of intent for accreditation and learnership approval for construction qualifications	November 2026	LES/SMT
8	CATHSSETA	Formal notification and confirmation of intent for accreditation and learnership approval for hospitality qualifications	November 2026	LES/SMT
9	KZN DBE	Formal notification and confirmation of intent for educator post approval and SACE-registered vocational educator recruitment	January 2027	GHS Principal
10	QCTO / Umalusi	Final compliance audit and confirmation ahead of first learner intake	October 2027	LES / Campus Director

Risk: Regulatory Delay

QCTO and ETQA accreditation processes can take 12 months. The plan builds in a 6-month buffer before first learner intake (February 2029). Lodestone has engaged a specialist QCTO accreditation consultant to manage and support this timeline proactively. The KZN DBE collaboration agreement (already in place) reduces the risk of provincial objection.

7. INFRASTRUCTURE DEVELOPMENT AND CAPITAL INVESTMENT

7.1 Site Assessment and Development Principles

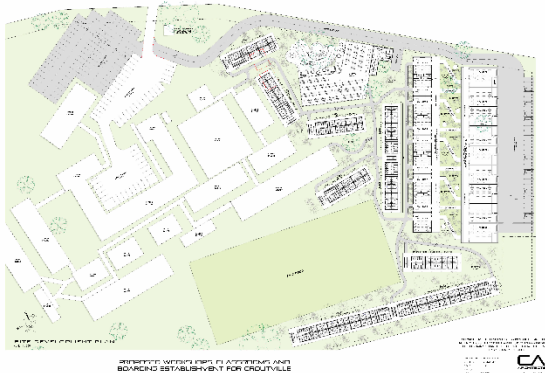
The GHS has been assessed for available land, potential workshop and classroom positioning, and the building of 250 bed female and male hostels targeted for in the first quarter of 2028. Infrastructure development will prioritise:

- Separation of vocational workshops from academic classrooms for safety and operational independence.
- Universal access design for learners with physical disabilities.
- Energy efficiency — solar PV for workshop power; rainwater harvesting for kitchen and ablutions.
- OHSA and SANS compliance for all workshop environments.
- Phased construction to minimise disruption to the existing academic programme.

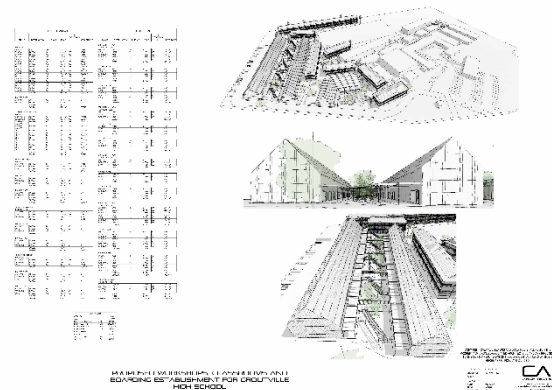
7.2 Preliminary Scale, Scope, and Layout

The attached graphics are architect conceptual drawing at scale to show coverage, layout, and configuration of workshops, classrooms, dormitories/ hostel, and the hospitality cluster. They are compliant with operational requirements set out by vocational school policy and procedure and accurate enough to estimate the building requirements and costs.

The scale is final however the layout and workshop configuration will need to be finalised with engagement of the DoE Vocational Advisor and the relevant QCTO regulatory authorities.



Campus Preliminary Layout



Campus Preliminary Configuration

7.3 Estimated Capital and Operational Funding Summary

Cashflow Estimates for Planning, Building, and Commissioning of the Vocational Campus							
Amounts in SA Million Rand and exclusive of VAT							
Budget Item	2026	2027	2028	2029	2030	2031	Total
Establishment & Commissioning							
Propect Preparation and approvals	12,5	0,0	0,0	0,0	0,0	0,0	12,5
Capital Expenditure	0,0	172,4	0,0	0,0	0,0	0,0	172,4
Workshop & Kitchens Equiping	0,0	65,1	6,5	0,0	0,0	0,0	71,6
Curriculum Development and support	0,1	3,9	2,6	2,6	2,6	0,0	11,8
Total Capital	12,6	241,4	9,1	2,6	2,6	0,0	268,3
Capital Sources							
CSI / Donors @20%	6,3	48,0	2,0	0,6	0,6	0,0	57,5
Philanthropy @ 30%	6,3	72,0	3,0	0,9	0,9	0,0	83,1
Dept Public Works @10%	0,0	24,0	1,0	0,3	0,3	0,0	25,6
RSA Development Finance 40%	0,0	98,0	4,0	1,2	1,2	0,0	104,4
Targeted Investment	12,6	242,0	10,0	3,0	3,0	0,0	270,6

7.4 Preliminary Cost of Compliance and Submission

Item	Rate	Scale	Project Preparation Cost	On Site Cost	Total Value
Building Cost - Total	R20 000,00	7500 SqM	R -		R 150 000 000
Workshops and Classrooms		3250 SqM		R 65 000 000	
Residences		3285 SqM		R 65 700 000	
Hospitality & Kitchen		965 SqM		R 19 300 000	
Architect / Project Management		5%	R 4 312 500	R 3 187 500	R 7 500 000
Engineer		3%	R 3 652 544	R 2 035 360	R 5 687 904
Quantity Surveyer		2%	R 1 500 000	R 1 500 000	R 3 000 000
Environmental Assessment			R 200 000	R -	R 200 000
Hydrology and Landscaping			R 25 000	R 25 000	R 50 000
Site Survey			R 25 000	R -	R 25 000
Zoning Certificate			R 500	R -	R 500
SPLUMA Application			R 75 000	R -	R 75 000
Building Plan Fees			R 250 000	R -	R 250 000
Sub Total Fees			R 10 040 544	R 156 747 860	R 166 788 404
Contingency		10%	R 1 004 054	R 15 674 786	R 16 678 840
Operational Budget			R 11 044 598	R 172 422 646	R 183 467 244
VAT		15%	R 1 506 082	R 23 512 179	R 25 018 261
Total Infrastructure Budget			R 12 550 680	R 195 934 825	R 208 485 505

7.5 Capital Cost of Buildings and Equipment

Note: Estimates are an average cost based on combination of new and second hand equipment with maintenance @10%

Item	Deliverable	Initiation Cost	Establishment Cost - Year 1	3 Year Operational Support
Equiping Smart Class Rooms @ R120000 each	18 Classes		R 2 160 000	R 216 000
Equiping Workshops @Average of R3,8m Each	8 workshop		R 30 400 000	R 3 040 000
Fully equiped commercial kitchen & 50 seats	Hospitality Centre		R 3 500 000	R 350 000
Equiping Bording Establishment - Accomodation	2 x 200 Boarders	R -	R 8 000 000	R 800 000
Equiping Bording Establishment- Communal Space & Kitchen		R -	R 8 000 000	R 800 000
Subtotal			R 52 060 000	R 5 206 000
Contingency	10%		R 5 206 000	R 520 600
VAT	15%		R 7 809 000	R 780 900
Total			R 65 075 000	R 6 507 500

7.6 Cost of Curriculum Development and Ongoing Support

Item	Deliverable	Preperation Cost	Establishment Cost - Year 1	3 Year Operational Support
Training model, programme portfolio, and operational Plan	Training focus and programme offering	R 10 000	R 900 000	R 2 700 000
Curriculum & qualification framework	Specific curricula and qualification delivery	R 30 000	R 900 000	R 900 000
Accreditation and regulatory roadmap	Accreditation requirements	R 30 000		
3 x Technical Specialists	Training, Compliance, MERL	R -	R 1 740 000	R 3 480 000
Funding Proposal	Investor ready presentation	R 5 000		R -
Funding Processes Requirement	Tender ready documentantion	R 30 000	R -	R -
Disbursments	IP, Digital Registration, and Procurement Provision	R -	R 25 000	R 40 000
Sub Total		R 105 000	R 3 565 000	R 7 120 000
Contingency	10%	R 10 500	R 356 500	R 712 000
Total	Opportunity cost	R 115 500	R 3 921 500	R 7 832 000

7.7 Cashflow Estimates for Vocational Campus Operations

Cash Flow Estimates for Operation of the Vocational Campus							
Amounts in SA Million Rand and exclusive of VAT							
Years	2026	2027	2028	2029	2030	2031	Total
No. of Learners	0	0	60	250	450	450	450
Estimated Income							
DBE per-learner subsidy (vocational) @ R1754	0,0	0,0	0,0	0,1	4,4	7,9	12,4
Staff Salaries as per norms and standards	0,0	4,1	4,1	8,9	9,6	10,4	37,1
School Fees & R1000				0,3	0,5	0,6	1,4
SETA learnership grants (MERSETA / CETA / CATHSSETA)	0,0	0,2	0,2	1,8	3,6	3,6	9,4
Employer training contributions / fees	0,0	0,0	0,0	0,6	1,2	1,2	3,0
Section 12H SETA levy return	0,0	0,0	0,0	0,5	0,9	0,9	2,3
Programme / CPD fee income	0,0	0,0	0,0	0,2	0,4	0,4	1,0
Income	0,0	4,3	4,3	12,4	20,6	25,0	66,6
Estimated Expenditure							
Salaries	0,0	4,1	4,1	8,9	9,6	10,4	37,1
Administration	0,0	0,2	0,2	0,4	0,5	0,5	1,9
Consumables	0,0	0,6	0,6	1,3	1,4	1,6	5,6
Sub-total	0,0	4,9	4,9	10,7	11,5	12,5	44,5
Contingency @ 5%	0,0	0,2	0,2	0,5	0,6	0,6	2,2
Expenditure	0,0	5,2	5,2	11,2	12,1	13,1	46,7
Net Surplus / Deficit	0,0	-0,9	-0,9	1,2	8,5	11,9	19,8

8. EMPLOYER PARTNERSHIP AND WORKPLACE LEARNING STRATEGY

Employer co-ownership is not a 'nice to have' — it is the central mechanism that transforms a vocational curriculum into an employment guarantee. The Campus adopts the German-inspired principle: employers who co-design and co-deliver the programme own the output and hire from it.

8.1 Employer Engagement Tiers

Tier	Commitment	What They Receive	Target Number (Y5)
Anchor Employer	MoU committing to minimum 5 learner placements p.a.; curriculum co-design participation; exam panel representation; hiring pipeline commitment	First-access hiring; tax Section 12H learnership deduction; employer branding in campus; MERSETA/CETA levy return	8–10 anchor employers
Placement Employer	Workplace learning placements (1–3 learners p.a.); OHSA-compliant workplace; designated mentor	Learner labour contribution; SETA grant reimbursement; hiring preview before graduation	30–40 employers
Community Employer	Local SMMEs providing informal exposure; entrepreneurship mentors; guest instructors	CSI recognition; first access to graduates for project-based work	20–30 businesses

8.2 Sector Employer Target List (Year 1–2 Priority)

Sector	Potential Employers
Automotive	Toyota Motor Company; automotive dealerships (Ballito, Umhlali, Stanger); independent workshop owners; KwaDukuza municipal fleet.
Construction	WBHO; Group Five; local CIDB-registered contractors; KwaDukuza capital projects office; Club Med construction consortium; Ballito residential developers
Hospitality	Club Med KwaDukuza (pre-opening and operational); Zimbali Coastal Resort; Fairmont Zimbali; iLembe District tourism SMMEs; Ballito retail food and beverage.

8.2 Learnership Framework

SETA learnerships provide the financial mechanism that makes employer participation affordable and sustainable. Each registered learnership generates:

- Section 12H tax deduction for employers (R 60 000 per learner for NQF 1–6 completion).
- SETA grant reimbursement to Lodestone/GHS for training costs.
- Employer Skills Development Levy (SDL) return for qualifying employers.
- Structured, legally protected learning contract for the learner.

9. FIVE-YEAR PROJECT IMPLEMENTATION PROCESS

Gantt Chart | Q2 2026 – Q1 2032 | Quarterly Progress View

Trigger Points

[illegible]

Philanthropy @ 30%	6,3	72,0	3,0	0,9	0,9	0,0	83,1
Dept Public Works @10%	0,0	24,0	1,0	0,3	0,3	0,0	25,6
RSA Development Finance 40%	0,0	98,0	4,0	1,2	1,2	0,0	104,4
Targeted Investment	12,6	242,0	10,0	3,0	3,0	0,0	270,6

10.2 Funding and Revenue Model (R '000 per annum)

Financial Estimates for Operation of the Vocational Campus							
Amounts in SA Million Rand and exclusive of VAT							
Years	2026	2027	2028	2029	2030	2031	Total
No. of Learners	0	0	60	250	450	450	450
Estimated Income							
DBE per-learner subsidy (vocational) @ R1754	0,0	0,0	0,0	0,1	4,4	7,9	12,4
Staff Salaries as per norms and standards	0,0	4,1	4,1	8,9	9,6	10,4	37,1
School Fees & R1000				0,3	0,5	0,6	1,4
SETA learnership grants (MERSETA / CETA / CATHSSETA)	0,0	0,2	0,2	1,8	3,6	3,6	9,4
Employer training contributions / fees	0,0	0,0	0,0	0,6	1,2	1,2	3,0
Section 12H SETA levy return	0,0	0,0	0,0	0,5	0,9	0,9	2,3
Programme / CPD fee income	0,0	0,0	0,0	0,2	0,4	0,4	1,0
Income	0,0	4,3	4,3	12,4	20,6	25,0	66,6
Estimated Expenditure							
Salaries	0,0	4,1	4,1	8,9	9,6	10,4	37,1
Administration	0,0	0,2	0,2	0,4	0,5	0,5	1,9
Consumables	0,0	0,6	0,6	1,3	1,4	1,6	5,6
Sub-total	0,0	4,9	4,9	10,7	11,5	12,5	44,5
Contingency @ 5%	0,0	0,2	0,2	0,5	0,6	0,6	2,2
Expenditure	0,0	5,2	5,2	11,2	12,1	13,1	46,7
Net Surplus / Deficit	0,0	-0,9	-0,9	1,2	8,5	11,9	19,8

Note: As a current no fee school and potential transition to fee paying public school with vocational education now a priority it can be expected that the Department of Education will contribute to the operational cost of the new campus and curriculum application according to the prescribes norms and standard.

Note on Year 1–2 Deficit

The Year 1 and 2 deficits reflect the investment phase — regulatory approvals, curriculum development, employer relationship building, and trial programme delivery — before SETA learnership grants and employer fee income mature. These deficits are funded from the CAPEX envelope (philanthropic grants). Year 4 represents near-break-even as the first full cohort generates SETA grants and employer contributions. Year 5 shows a modest operating surplus that begins to fund model replication.

11. LEARNER SUPPORT, INCLUSION AND WELLBEING

The focus is primarily on setting up and operating the vocational campus however this must be seen in the context of the overall school reframing and functionality. When a school does not address the social determinants of dropout it will replicate the failures of the system it is trying to improve. The following learner support structures are design features, not optional extras for whole school reframing and not only the vocational streaming.

11.1 Career Guidance and Stream Selection

- Formalised career guidance programme for all Grade 8 and 9 learners — academic and aptitude profiling.
- Industry exposure visits (automotive workshops, construction sites, hotels, and kitchens) in Grade 8.
- Stream selection process with consideration of learner preference, aptitude profile, parent consultation, and teacher input.
- Emphasis that no stream is a 'last resort' with the primary academic stream and all three vocational streams carrying equal marketing and institutional status.

11.2 Inclusive Education and Neuro-Divergence

- Practical, hands-on curriculum inherently reduces barriers for learners with dyslexia, ADHD, and executive processing differences.
- Educator training includes differentiated strategic response to and instruction for neuro-divergent learners (partnership with SACE and inclusive education NGOs).
- Reasonable accommodation protocols for assessment — QCTO allows alternative assessment formats.
- Dedicated learning support educator that is shared with academic stream to identify and support at-risk learners.

11.3 Digital Literacy

All four streams will be supported to introduce and incorporate digital tools relevant to their sector. This will extend to blended learning applications, diagnostic software (automotive); CAD/BIM basics (construction); hospitality management systems (hospitality).

12. MONITORING, EVALUATION, RESEARCH, AND LEARNING (MERL)

The pivotal community-level shift is the conversion of the school from a government facility within a community to a community institution that the community owns, protects, and invests in. This shift is not cosmetic — it is structural. It manifests in the SGB composition, in community fundraising, in alumni giving, and in the willingness of community members to hold school leadership accountable for performance. Once achieved, this ownership makes the programme self-sustaining.

The monitoring, evaluation, research and learning (MERL) approach and process are a foundation of the Lodestone Edsupport approach and for outcomes of the Groutville High School pilot project to be tracked, evaluated and then publicly accessible as a community of practice for replication and scaling.

The Campus will be held accountable for outcomes — not activities. The MEL framework monitors all elements of the theory of and measures what really matters at the impact level - employed school graduates, productive academic progression, enterprise development, community economic contribution, and learner wellbeing.

12.1 Key Performance Indicators

What Success Looks Like: Years 5+
✓ Network of ≥6 collaboration schools serving iLembe District
✓ Annual cohort of 500+ learners with documented post-school pathways
✓ Local employment rate for CS graduates 60%+ within 12 months
✓ NEET rate in CS school catchment areas ≥15pp below district average
✓ iLembe employers reporting local skills supply meeting 30%+ of artisan demand
✓ CS alumni network contributing funding, mentorship and governance annually
✓ iLembe CSP cited as national model; DGMurray Trust replication documentation complete
✓ Enterprise iLembe economic inclusion metrics show measurable improvement in CS areas
✓ Fiscal impact analysis documents return on public and private investment > 3× cost
✓ Communities surrounding CS schools show structural improvement in economic participation

12.2 MERL Systems and Reporting

- Lodestone Edsupport will maintain a POPI-compliant learner cohort by cohort outcomes database tracking system.
- Quarterly internal review by Campus Sub-Committee.
- Annual external evaluation by independent assessor (Year 2 onwards).
- Annual public impact report published by Lodestone — shared with KZN DBE, DHET, CSI funders, and employers.
- Graduate tracking survey at 6 months and 12 months post-completion (phone/WhatsApp-based, administered by Workplace Learning Coordinator).

Learning and Adaptation

The MERL framework is explicitly designed for learning, not just accountability. The results and learning, both its success and failings will be publicly accessible on the Lodestone Website as the foundation for replication and scaling. Where outcomes fall below target — activities and outputs do not meet expectations and particularly dropout rates or unrealised employer satisfaction — the root causes will be analysed, approach adapted, or reconfigured. The Groutville model is a pilot; its value, in addition to fundamentally reframing the education provided, is precisely its capacity to be improved and replicated.

13. RISK REGISTER AND MITIGATION

Risk	Likelihood	Impact	Mitigation
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Regulatory delay (QCTO / Umalusi accreditation)	High	High	Specialist accreditation consultant from Month 1. 6-month buffer built into commissioning timeline. Trial programme (non-certified) in Year 2 while accreditation finalised.
SADTU / union resistance to vocational expansion	Medium	High	Vocational educators employed under standard PERSAL posts. No existing teacher displaced. Union briefed at SGB stage. SADTU high court precedent (Western Cape) confirms legality of collaboration model.
CAPEX funding shortfall	Medium	High	Phased construction reduces single-year exposure. Phase 1 (Hospitality + Construction) proceeds with confirmed funding; Phase 2 (Automotive) conditional on Phase 1 donor confirmation.
Employer withdrawal or insufficient workplace placements	Medium	High	Minimum 3 anchor employers per stream before first intake (de-risked). Lodestone employer relations manager active from Year 1. SETA financial incentives reduce employer cost. Consortium model — no dependence on single employer.
Low learner enrolment in vocational streams	Medium	Medium	Career guidance from Grade 8 — demand creation. Community marketing campaign emphasising employment outcomes. No stigma design: equal institutional status for all streams. Hospitality and construction are growth sectors with visible local demand.
Key personnel departure (Campus Director)	Low	High	Succession plan from appointment. Lodestone provides institutional continuity. Knowledge management systems (curriculum, employer contacts, regulatory files) are institution-owned, not individual-held.
Curriculum-employer mismatch	Low	Medium	Employer Advisory Panel reviews curriculum annually. QCTO qualifications updated by sector; Campus adapts. Short-cycle module refreshes possible without full re-accreditation.
Political / governance interference	Low	High	SGB governance remains intact and committed to three-stream education. Collaboration model legally reviewed. Community legitimacy (Luthuli heritage, SGB community ownership) is the strongest protection. Lodestone operates transparently with published financial reporting.
Data and privacy breach (learner records)	Low	Medium	POPI-compliant data systems. No learner data held by external parties. Annual data governance audit by Lodestone's retained attorneys.

14. COMMUNITY AND STAKEHOLDER ENGAGEMENT

Chief Albert Luthuli understood that education and community are inseparable. The Campus is designed not as an institution imposed on Groutville but as an expression of the community's own determination to claim and benefit from the economic growth happening on its doorstep.

14.1 Community Engagement Plan

Phase 1 — Awareness (2027 Q1–Q2)	Community information sessions in all Groutville wards. School open days. WhatsApp community group. Parent information packs in isiZulu.
Phase 2 — Consultation (2027 Q2–Q3)	Focused workshops with parents of Grade 8–9 learners. Community Q&A on vocational streams. Engagement with traditional authority, ward councillors, local churches.
Phase 3 — Co-design (2027 Q3–Q4)	Community members invited to employer advisory sessions. Local SMME owners involved in hospitality and construction curriculum review. Alumni of GHS engaged as mentors and champions.
Phase 4 — Ongoing (2028 onwards)	Quarterly community newsletter. Annual Campus open day and graduate employment showcase. Community volunteer programme for workshop maintenance and security.

14.2 Heritage and Cultural Integration

- Enterprise iLembe as District Local Economic Development agency leverages The Luthuli Museum and King Shaka heritage Routes as catalysts for the community Hospitality stream partner for heritage tourism module, guided tour training, and community guide certification.
- Campus values charter will reference Chief Luthuli's legacy of self-determination, dignity of labour, and community solidarity.
- isiZulu as a language of workplace learning instruction (alongside English) — respecting the community's primary language.
- Annual Albert Luthuli Vocational Excellence Awards — community celebration of graduate achievement.

15. REPLICATION STRATEGY AND POLICY INFLUENCE

Lodestone Edsupport's strategic purpose is not one school — it is a proven and replicable model for the iLembe District and, through policy advocacy, for the national three-stream school agenda. The Campus at GHS is the pilot that proves the model.

5.1 Replication Roadmap

Year 3 (2029)	First external evaluation published. Knowledge documentation of regulatory pathway, curriculum, employer model, and financial structure.
Year 4 (2030)	Lodestone identifies second iLembe District school for replication. Site and community assessment. Employer landscape mapping.
Year 5 (2031)	Second school Campus planning commences. Lessons from GHS applied. Regulatory pathway accelerated (precedent established).
Year 6+ (2032+)	Third school. Engagement with KZN DBE for provincial programme. DHET policy engagement for national three-stream scaling framework.

15.1 Policy Contribution

- The Campus will generate the first evidence base in KwaZulu-Natal of a public school operating a QCTO-accredited three-stream model under a School Operating Partner collaboration agreement.
- Annual impact reports will be submitted to the KZN DBE, DHET, and the Parliamentary Portfolio Committee on Basic Education.
- Lodestone will engage the National Plan for Post-School Education and Training (NPPSET) process to position the GHS model as a contribution to national three-stream school policy.
- The model addresses the systemic failure identified in the Education Pathways case study (Lodestone, 2025): an education system that produces credentials without employment. The Campus inverts this — employment outcomes drive curriculum design.

16. ANNEXURES

16.1 South African Legislative and Regulatory Framework

- Constitution of the Republic of South Africa, 1996 — Section 29 (Right to Basic Education).
- South African Schools Act 84 of 1996 (as amended by BELA Act) — especially Chapter 3 (School Governing Bodies) and Section 39 (Fee exemption).
- National Qualifications Framework Act 67 of 2008 — NQF architecture, QCTO, Umalusi.
- Skills Development Act 97 of 1998 — SETA framework, learnership structures, employer levies.
- Skills Development Levies Act 9 of 1999 — SDL mechanism and SETA funding.
- Further Education and Training Colleges Act 16 of 2006 — TVET articulation provisions.
- Occupational Health and Safety Act 85 of 1993 — Workshop and workplace safety compliance.
- Income Tax Act 58 of 1962, Section 12H — Learnership tax incentive for employers.
- DHET National Plan for Post-School Education and Training (NPPSET) — 2030 TVET expansion targets.
- DBE Three-Stream Model Policy — Curriculum and Assessment Policy Statement (CAPS) Grades 9–12.
- QCTO Accreditation and Certification Policy, 2021.
- Protection of Personal Information Act 4 of 2013 (POPIA) — Learner data governance.

16.2 Research and Reference Sources

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16.3 Collaboration Schools Abbreviation Directory

AQF	Australian Qualification Framework
BCEA	Basic Conditions of Employment
BoQ	Bill of Quantities
CAPEX	Capital Expenditure
CAPS	Curriculum and Assessment Policy Statement
CATHSSETA	Culture, Arts, Tourism, Hospitality, and Sport Sector Education and Training Authority
CETA	Construction Education and Training Authority
CoP	Community of Practice
CPD	Continuing Professional Development
CSI	Corporate Social Investment
DBE	Department of Basic Education
DFI	Development Finance Institutions
DGMT	DG Murray Trust
DHET	Department of Higher Education and Training
DOCRA	Dolphin Coast Residents and Ratepayers Association
EIA	Environmental Impact Assessment
ETQA	Education and Training Quality Assurance
GDP	Gross Domestic Product
GHS	Groutville High School
ICC	iLembe Collaboration Council
ICCI	iLembe Chamber of Commerce Industry & Tourism
IDoE	iLembe Department of Education
IDP	Integrated Development Planning
KZN	KwaZulu Natal
LES	Lodestone Edsupport NPC
M&E	Monitoring & Evaluation
MEL	Monitoring, Evaluation & Learning
MERL	Monitoring, Evaluation, Research, and Learning

MERSETA	Manufacturing, Engineering, and Related Sector Education and Training Authority
MoU	Memorandum of Understanding
NASCEE	National Association of Social Change Entities in Education
NEET	Not in Employment, Education or Training
NEPA	National Education Policy Act
NPC	Not for Profit Company
NQF	National Qualification Framework
OECD	Organisation for Economic Co-operation and Development
OHS	Occupation Health and Safety
OHSA	Occupational Health & Safety Act
OPEX	Operational Expenditure
PAYE	Pay as you Earn
PBO	Public Benefit Organisation
PFMA	Public Finance Management Act
PPP	Public Private Partnership
PV	Photovoltaic solar energy
QCTO	Quality Council for Trades and Occupations
QLTP	Quality Learning and Teaching Campaign
QS	Quantity Surveyor
RoI	Return on Investment
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SANS	South Africa National Building Standards
SASA	South African Schools Act
SCP	School Completion Programme
SDG	Sustainable Development Goals
SETA	Sector Education and Training Authority
SGB	School Governing Body
SGB-SPT	School Governing Body – Special Project Team
SIP	School Improvement Programme
SLA	Service Level Agreement
SME	Small and Medium Enterprise
SMT	Senior Management Team
SOP	School Operating Partner
SPLUMA	Spatial planning and land use management
UK	United Kingdom
UPS	Umdlali Preparatory School
USA	United States of America
VAT	Value Added Tax
VET	Vocational Education and Training