

CHRYSALIS SECONDARY SCHOOL PROJECT PROPOSAL

Background to the Project

Uganda's educational system is recognised as one which performs well against a background of other educational systems in Africa. Many travel from neighbouring countries to study in Uganda. However, there are still a number of issues which have been hard for the Ministry to address moving forward:

1. While gradually improving, caning and teacher violence is still endemic with schools and this causes children often to fear their teachers and lose confidence in their abilities
2. Equipment is always in short supply, as there are a great number of children and too few resources for them. For example, computers are almost always seen only in secondary and they are of a low quality
3. Certain subjects are extremely rare amongst teachers in Uganda. Topics such as scientific and ethical issues, computer programming, social enterprise etc. are not seen in curriculum
4. Encouraging sports and fitness are important in a modern society. In Primary, sports are done only in one term, in secondary it may not appear at all within the curriculum.
5. Teacher training needs improvement and often teachers lack much knowledge around their subject or global issues for inquisitive pupils. As a result teachers often discourage questioning. Others are sexist and can discourage girls from learning.
6. Films are rarely used in schools, either in Primary or Secondary. Power is also rarely available in rural schools and so children do not have an opportunity to hear native English speakers.
7. Encouragement should be the norm; punishment the exception

We find that the above issues often mean that children cannot discover their talents at Primary level and cannot develop them at secondary. Fear in classrooms does not develop leadership or self confidence and the breadth of education is not as wide as it could be if utilising educational films. Knowledge of global culture can be extended if children were to become aware about life outside Uganda. All of these are very important for members of the Butterfly Project, where we expect children to become versatile and confident leaders, who can show vision and ability to create change.

Uganda is still amongst the poorest countries in the world and so visionaries are needed who can bring about social change and inspire new projects. Schools like our Chrysalis Secondary School can help form the minds of these young changemakers that are needed.

Introduction and Overview

The Chrysalis Secondary School is more than a school, it will be a centre for regional transformation and social entrepreneurship in Northern Uganda.

The project will incorporate the following elements:

1. Secondary School and accommodation – six classes
2. Farm and greenhouse centre for sustainability and training
3. Athletics track and headquarters for children's athletics in Northern Uganda
4. Cinema, Library and Training suite
5. Visitors Centre and Accommodation
6. Computer Training Centre

The site will be powered through solar and will be a showpiece for renewable energy.



What is the Butterfly Project?

The Butterfly Project trains young people from village and slum areas to be changemakers, teaching them a range of subjects, to help them learn to be international citizens. The aim is to help to find young people who can bring change and improved living standards to the most challenging parts of the country.

The school will play a very significant part in the Butterfly Project, providing a home for those children selected to become part of the project, a high quality educational institution, where they can learn the Ugandan school curriculum, a training centre for their training as social entrepreneurs and changemakers and a location where they can learn to manage their own social projects, working with local children and youth.

Members of the Butterfly Project will receive sponsored schooling (Monday to Friday) and our own specialist training (Saturdays). The sponsorship money will go directly into our own school, not that of a third party improving consistency of teaching and pupil safeguarding.

Butterfly Project members are recruited independently each year, a three stage process, involving recommendations from schools in the chosen location, initial interviews and then a specialist academic testing process, to discover individual talents and ensure ability to handle the fast track Butterfly curriculum. They would attend school alongside pupils recruited for the school who are not members of the Butterfly Project.

Participating Organisations

CYEN - A UK Charity reg. 1158392 that supports the development of youth in Uganda - conduit for funding for the project

Chrysalis Uganda - a Ugandan "foreign" NGO reg. 13175 - Managing the project implementation in Uganda

PEAS Uganda - a UK international NGO - helping Chrysalis with the school construction and appropriate school design to meet local authority standards. We may not construct the buildings through PEAS, so we can manage the expenditure more carefully, but we will take their advice on plans and local authority liaison. They have offered to work with us in other areas.

Abato Foundation - a Ugandan NGO, who have experience in building a school and whose founder was part of our teaching staff in the early part of the project. Abato are already working on a secondary school build this year and can provide us with competent builders and a foreman.

Navigate Partners - a UK-based public relations consultancy, who will be visiting the project when possible and helping us raise any additional money that is required. They are also helping us with developing a web-site, which will feature public information about the school project.

Opportunity

CYEN always has an annual shortfall for school fees and boarding, which takes away some opportunity for expanding the Butterfly Project numbers and activities and increasing staff. The Chrysalis Secondary School provides us with an opportunity to stabilise this issue year on year, have less reliance on finding new sponsors, support the local community and have a profit centre within Chrysalis that can improve the quality and consistency of education for all Butterfly members and other children who attend the Chrysalis School.

Local Market and Pricing

It is very important that there is a good market for a secondary school. The proposed location has a large number of surrounding Primary schools and no secondary school within 5km and multiple Primary schools nearby. We are also working with 5 or more of these Primary schools with our athletics and boardgaming projects, so it should be quite straightforward to recruit new students into S1 in 2021. However, it is a very price conscious area and the Local Commissioner has advised to charge no more than 300,000sh per term, preferably nearer 200,000sh for day pupils. Each local Primary has approximately 40 children in their last Primary year, so it would be reasonable to expect at least 20 children in 2021 in S1, probably many more.

We would also offer local children an opportunity to provide fees in-kind. They would provide bags of posho or beans in lieu or in part for school fees. This is a viable contra deal as our food costs for the school will be reduced.

We also aim to have high quality boarding places at the school, so children can travel from Gulu and Lira town. These places will be at a premium rate and will allow us to offer scholarships to some brilliant local children from the village areas.

Strategy

Construction

- We are going to utilise the donated brick-making machine to create bricks for the construction
- We will work with PEAS or Abato Foundation to help us manage the construction
- A plan will be drawn up in conjunction with the DEO (District Education Officer) for Omoro and/or Gulu. The school is located in Omoro, but higher level decisions are usually made in Gulu.

Team

Project Manager - Ben Parkinson, Director Chrysalis

Child Welfare - Grace Ayaa, Director Chrysalis

Teacher training and recruitment - Moses Kalanzi

Bursar and Finance - To be confirmed

Butterfly Training coordinator - To be confirmed

Head Teacher - To be confirmed - probably through discussions with District Education Officer.

Director of Studies - To be confirmed - probably through discussions with District Education Officer

8 x teachers - To be recruited in December/January

Marketing Plan

There are a number of key aspects of marketing to consider:

1. Recruitment of pupils
2. Recruitment of teaching and administrative staff
3. Marketing to fundraisers and other stakeholders
4. Awareness of services in local community

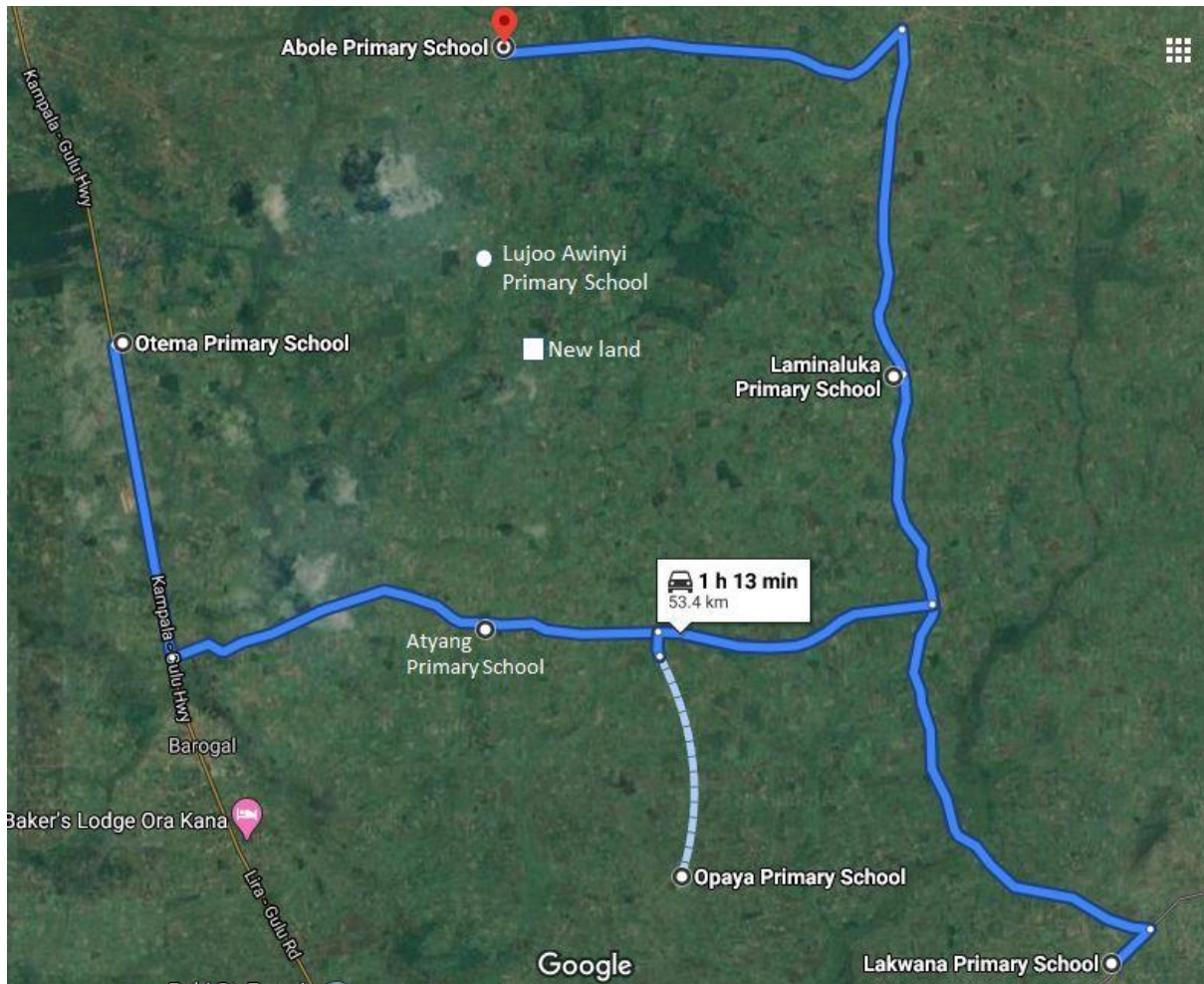
Pupil recruitment will focus on three specific target groups:

- a) Local children from the many Primary schools surrounding the proposed location.

Chrysalis already works with Atyang Primary, Laminoluka Primary, Lakwana Primary, Otema Primary, Palenga Primary and others, all of which are within 5km of the proposed area for construction of the school, most much closer. We will take time to visit all schools in the locale, setting up meetings with parents of Year 7 students. We would also intend to offer some bursaries to students who perform particularly well at their end of year exams. This will help us ensure we are able to meet with local school head teachers. School fees will be kept at an attainable level for local people.

Also, we will have an outreach to local areas, to find children completing Year 11, as these can be quite easily moved into Senior 5. In the first year of operation, we will have only classes of Senior 1, 3 and 5.

It is notable that, since there are no other local secondary schools in the area, then we will be the first choice for most primaries, since otherwise they would have to move into costly boarding facilities.



b) Butterfly members

The school will enable us more easily to recruit children into the Butterfly Project, as we will not fear having to pay for school fees to external schools. It is planned to recruit our sixth cohort in November this year, who will go directly into Year 1 at the school. Chrysalis has considerable experience in recruiting sponsors for Butterfly members and we will be charging sponsors £360 per year for sponsors (£30/month) to cover school fees, food and training.

A special process occurs to ensure we recruit the very best Butterflies in the area we choose. This help ensure we find sponsors, who know that our recruitment process identifies those children in the villages most likely to become social entrepreneurs.

- c) Recruitment of boarders. Most of the boarders recruited will be from either Gulu or Lira and might likely be the children of local officials or large business owners. We plan to offer an enhanced service to these boarders, similar to that we offer to Butterfly members. We will recruit them through visiting schools in Gulu and Lira and offering a leaflet or brochure.

Recruitment of Teaching and admin staff

We need to work on a document for proposed teaching staff laying out the benefits of working at the Chrysalis Secondary School. This should include teaching methods, the seven interventions (our methods for empowering children), our running track, extra-curricular activities, the teacher's accommodation and staff room, training and staff development, school rules etc.

We would enlist the assistance of the local authority in teacher recruitment, but also utilise local newspapers to advertise our need for teachers. We would allocate a week for teacher recruitment interviews in December. It might also be possible to include qualified international teachers in the school staffing over time.

Marketing to Funders and other stakeholders

A brochure would be made available to funders and fundraisers, to help bring money into the project. Also a web-site will be drawn up to reflect the contents of the brochure and more. Brochures can be sent out to funders or fundraisers to help support the project development.

Operational Plan

- Teacher training and new curriculum
- Bursar and fees collection
- Timetabling
- Child welfare and Protection Strategy
- Record-keeping, teacher assessment and administration
- Liaison with local authority and Ministry of Education
- Regular recruitment of new pupils
- Saturday Butterfly training
- Extra-curricular activities
- Boarding facilities and matron
- Age strategy - maximum age per year
- Scholarships
- Food provision
- Governance

Teacher Training and New Curriculum

A few years ago, we developed a training programme for Ugandan teachers, to encourage them to adapt the way they taught to give students more opportunity to show their capabilities and talents, with a focus on gifted and talented children, who, in our experience, can perform significantly worse in Ugandan schools. In addition, we see it as central to our schooling to teach children the importance of empathy.

The seven interventions are:

1. Ten praises to one criticism

2. Encourage questioning
3. Low-performing children matter
4. Tackling the development of gender stereotyping
5. Personal development skills during class
6. School is not all
7. Remove fear from the classroom

In addition to the above, the Ugandan curriculum has recently seen quite a radical change. We are seeing less actual school time, more homework and a very marked focus on practical skills not seen before. Many teachers and schools are struggling to adapt to the new curriculum and we believe that there is an opportunity to utilise our new school, which will most likely be the best equipped in the District, as a training centre for teachers for the new curriculum.



Bursar and Fee Collection

We will be utilising Quickbooks to record income and expenditure for the School, so that we can access the school records remotely from any location.

We will need to maintain some cashflow, to purchase school uniforms, as these will not be paid for ahead of time, in most cases.

We will also need a careful stock management system for school food, if children are going to be allowed to bring posho and beans in lieu of school fees, otherwise we will see significant shrinkage and not see the benefit of the food brought in reduction of costs.

Much of the school income will come through sponsorship fees and I believe this will increase significantly after the school is built. We will also set up a special bank account through Centenary Bank for the school. Parents will be expected to pay directly into the bank if possible and bring bank slips into the school to confirm payment. We will leave ourselves less financially exposed if we reduce the level of cash payments to a minimum.

Ideally payment for school fees will be made up front, but many sponsors pay on a monthly basis. Local people might find it difficult to pay all fees up front, hence the plan to allow in kind fees.

Timetabling

The school will be significantly different to most secondary schools in Uganda, though still compliant with Education Ministry priorities.

1. Sport will be included, most specifically athletics, as we will have a training track
2. A variety of extra-curricular activities will be included
3. Preps will be optional for students, preferring to engage in new research
4. Science teaching will include many educational films
5. During evenings a variety of films will be shown, to help improve English and other personal development skills
6. School clubs will be very prominent, especially relating to world issues, such as global warming, leadership
7. There will be a higher degree of liaison between students and staff, with an opportunity for students to feed back on teaching styles.
8. MORE TO COME

Child Welfare and Protection Strategy

Most of our focus as a school will be in developing the self confidence of children at the school. Creating change requires confidence and so a culture within the school of speaking up, questioning authority and activism is needed.

Caning will be forbidden and teachers will be trained to use alternative non-demeaning punishments for disciplinary matters. Detailed references will be sought for all teachers from previous schools.

Chrysalis has a Child Protection Policy, which will be instituted at the Chrysalis Secondary School.

Record Keeping, Teacher Assessment and Administration

The Director of Studies will have the responsibility of maintaining accurate records of pupil performance and will have a team working to ensure that efficient records are kept. Ugandan schools are moving more towards a “continuous assessment” process, which will require a more intensive ongoing assessment than the current examination system.

Record-keeping will not be restricted to school subjects, but also to sports, personal development attributes, Butterfly Project topics, English-speaking, ICT ability, greenhouse entrepreneurship and social projects implemented.

An important part of record-keeping will also be teacher assessment. We are looking for visionary teachers, ready to work differently in the school and adapt to a changing and developing project. Teachers will also be assessed by pupils continuously, as this will help them shape and improve themselves and try to become more pupil-centric.

Liaison with Local Authority and Ministry of Education

It is our intention to ensure that the school is a blessing to Ugandan education and shows other schools how to work with pupils to create positive change in Uganda. We will visit the Ministry, as

soon as we have confirmed funding and then at an early stage liaise with District Education Officers, to ensure that we can complement their own strategies.

Regular Recruitment of New Pupils

It will be important to continue the recruitment of new Butterfly Project members and having our own school will enable this to happen annually, when currently we recruit every two years. This should mean that sponsors for the Butterfly Project come on board more regularly and this will help the ongoing sustainability for the social entrepreneurship training work.

We will also be able to regularly recruit from local Primary schools each year, giving a means-tested scholarship to some, who achieve good results. This will capture the attention of local schools and also help raise the profile of the school locally. Giving scholarships to gifted and talented children is also a strategy for this project as a whole, as we believe that we can find more talented Butterfly members, through working with these local schools.

Butterfly Saturday Training

In year one, the Butterfly Project will have three groups at the school - Cohort 4 (in Senior 4), Cohort 5 (in Senior 2) and Cohort 6 (in Senior 1). The sixth cohort has yet to be recruited. If schooling does not take place this year, due to the coronavirus, this plan may change.

Merely studying at the school will not give membership of the Butterfly Project. We expect 12-15 children each year to formally become part of the Project and receive the separate Butterfly training programme on 20 Saturdays each year. However, the school will be a recruiting ground for Butterfly members and some may be added, if they meet the membership criteria.

Butterfly Training includes the following topic areas:

1. Ethics and empathy
2. Leadership
3. World Citizenship
4. ICT and future technology
5. Project Management
6. Social Enterprise
7. Problem-solving
8. Modern agriculture including topics like permaculture
9. Film learning and English language
10. Vision development

Extra-curricular activities

Chrysalis is uniquely placed to provide extra-curricular activities for students at school, as we have been delivering such activities for ten years now in Uganda and lead the country in certain areas, such as boardgaming, which gives excellent educational benefits to children, such as interactive skills, good planning and use of resources, English language and Maths skills, to name a few.

Extra-curricular activities are very rare in most schools, instead trying to entice parents to send pupils by a disciplinary “study only” approach. While we recognise the sense in ensuring that a pupil performs well in crucial exams, this leaves pupils little opportunity to discover their talents, especially in sports, music or art. We will also be working closely to discover those good at coding, with a view to developing a software house.

Chrysalis is a pioneer for children's athletics and recently founded the Uganda Kids Athletics Platinum League, which aims to discover Olympians from Ugandan villages and slum areas. The track will become the centre for kids athletics in Omoro district and pupils will have an opportunity to participate in either the Junior (12u) or Senior (15u) teams.

We will move a piano to the school and will start to develop music teaching there.

Chrysalis has a very large library of board games of all levels and subject matter. We also have a large number of youth trainers, who can teach the games. We also have ten or more local board game clubs near Atyang, which will see the schools as a hub to swap in new games to keep their club members enthused with new games. At the school, we would expect to run board gaming at least once per week. The school will also be the location for the Uganda Village Board Game Convention, which takes place every year.

Chrysalis has a large number of talented artists amongst its members. We would hope to discover many new talents from pupils and the surrounding children, through offering art sessions regularly at weekends.

We also believe strongly in the importance of dance - both traditional and modern - and drama. We hope to encourage the performance of written plays as well as improvisational theatre and will include a space for performance at the school.

Boarding facilities and matron

We hope to spend some effort to provide excellent boarding accommodation at the school, as comfortable sleep makes a significant difference to children many of whom have until now spent their lives sleeping on the floor.

Staff members will be allocated to look after boys and girls independently at the school and there will be a sick bay, which will be stocked with a variety of medication, including anti-malaria. All beds will have mosquito nets. Boarding facilities will include tables for board games and relaxation areas, where films can be watched comfortably.

The role of the matron will be to manage the welfare of all students boarding at the school, including our Butterfly Project members.

Age strategy - maximum age per year

We are assessing the possibility of setting a cap of the age for each year. Many schools in Uganda suffer from having children of widely differing ages in the same class. At the moment we are proposing a cap of 15 years for Year 1 of Secondary, though this may limit incomers at the start.

Scholarships

It will be beneficial in a number of ways for the school to offer scholarships for some pupils, where they have a specific talent either:

- a) Academic
- b) Sporting
- c) Artistic

Not every one of these can become a Butterfly member, as that is often more to do with mindset. However, it will enable international sponsors to support the school and its facilities directly. Finding sponsors is not always easy, but sponsored day pupil places can be a further form of income

for the school, increasing numbers and including a support cost for the school in the sponsorship. It will also encourage children to come and take part in activities, when they are in Primary - either in athletics, boardgaming or any other pursuits we are involved in. Local people will be keen to have a chance at a scholarship for their talented child.

Those achieving these scholarships, would have a chance to wear a slightly different uniform, with a sewn-in Butterfly logo to encourage others to achieve.

Food Provision

Basic food will be provided, so that parents can provide usable food in lieu of school fees and also to keep costs down generally. School lunch will be an optional extra for day pupils and will be provided at cost.

Governance

The school governors would likely include the following:

1. A Senior representative from Chrysalis Uganda
2. The Local District Chairman (LC2) who lives nearby
3. A parent from the Butterfly Project members
4. A parent from the non-Butterfly members
5. The head teacher

The school would produce regular reports to the CYEN Board, as Chrysalis Uganda does. We are still working on the strategic issue of whether the school comes within Chrysalis Uganda or should be a separate NGO.

Financial Plan

The financial plan shows that the school is forecast to become profitable by Year 3, without other profit centres being taken into consideration, such as the greenhouse and teacher training.

See attached spreadsheet documents.

We would need finance to move forward in May 2020, to firstly acquire the land and title, then money for clearing the land, which is expected to take some time.

Then gradually we would need funding, as the school building progresses and to cover security costs. Lastly, we would need support for the fittings, most likely in December/January, as desks will need to be made and this will take time. We need the building open for school starting in February 2021 (S1, S2, S3, S4 and S5).

We will find separate funding for the 2021 costings.

All costings include 15% contingency allowance, to help cope with any currency devaluation or problems along the way.

Construction of Buildings

The Chrysalis School requires by law to have the following buildings:

1. Classrooms 8m x 8m for each class being taught
2. Latrines and bathing areas, which are separate for boys and for girls

3. An Administration block, to include a space for Bursar, Head teacher, Administrator and Director of Studies
4. Two laboratories, though it is possible for one lab to cover both Chemistry, Computing and Biology initially
5. A kitchen and eating area for the provision of lunch
6. A library, though this could be moved into Phase 2 (2021)

In addition to this, we plan to build the following:

1. A Director's House and garage - necessary, so that it will be possible to keep close focus on the school and its development
2. Teacher's accommodation - also necessary, as there will likely not be any teachers of suitable calibre living near the school
3. A covered refectory/theatre and stage
4. A greenhouse (moved from Koro)
5. A 400m athletics track - to act as the centre for athletics for the district
6. A model farming area - we may need to build a silo or granaries for good grown here.

We do not yet have a site layout, as the land has not yet been acquired, so we are not yet aware of the geographical features. However, the plan below is a template regularly used for secondary schools and one which would be accepted by the local authority.

Other buildings, which are non-standard, will cause this plan to change. Also, we hope to improve the aesthetics of the site, to pay tribute to the local traditions, using local art and craftsmanship within the construction, if possible. The phasing in the drawing is for guidance only.



Purple-shaded buildings are likely to be in Phase 2 of the project.

USEFUL INFO

Web-site - under development - <http://www.chrysalisschool.org>

Project Manager - Ben Parkinson - socentafrica@gmail.com

CYEN Telephone number (UK) - 0121 430 8980

Uganda contact number - 0774 527024 - Alex Obeki

Facebook: <http://www.facebook.com/chrysaliscentre>

Blog site: <http://chrysalisuganda.wordpress.com>

APPENDIX A - Objectives of the school

1. To become a recognised school for excellence for all of Northern Uganda
2. To provide high quality teaching for local residents at an affordable price
3. To provide high quality boarding and teaching for Butterfly Project members and residents of Gulu, Lira, Arua, Kitgum and Kampala at an unsubsidised price
4. To be a headquarters for the Butterfly Project in the North of Uganda, providing the Butterfly training programme up to fifteen students each year from remote rural children
5. To host, train and enact a Climate Change Action and Awareness Programme for all of Northern Uganda
6. To host athletics events for Northern Uganda and provide a training base for all youth athletes in Omoro District through its good quality track provision and trained coaches
7. To provide a stopping point for visitors to Northern Uganda, as they reach out into Lamwo, Agago, Kitgum and Gulu tourist locations
8. To provide training courses for local farmers interested in learning about food security and drought-resistant crops, helping to prevent food shortages during difficult weather patterns.
9. To show English-subtitled films to help local children improve their English ahead of crucial end of Primary exams

APPENDIX B - Phasing

Phase	Dates	Actions	Costings	Involved
I - Design and plan inc. land acquisition		Assess net connectivity in the area; Assess proximity of local schools Lujoo, Otema, Atyang, Laminoluka, Lakwana, Palenga; Acquire land; Survey and acquire title;	Need some early finance for research (£500); Need finance for land and title – c. £8,000	Ben – outline plan, business plan and briefing; Christopher – presentation; Richard – Oversee business plan PEAS – advise on school content and implementation costs
II - Site management		Work on plan: Build site office and accommodation; Build track; Solar power; Internet; Water provision; Fencing	Need finance for drawing up new plan – c. £2,000; Office building 1 (4 room - bedroom, guest room, lounge and bathroom; Office building 2 - security guard office; Water tank; Fencing of living area; £2,000 for track; £2,000 solar	Ben to move with team to Site office after the Boardgame Convention and, wherever it is located

			TBC water	
III – Build	Aug-Dec 2020	School buildings – S1, S3, S5 Admin Library Lab 1 Dormitories x 4 Training centre Teacher’s accommodation	TBC for buildings;	
IV – Establish	Dec – Jan 2021			
Va – Limited Open	Feb – Nov 2021	School operations	TBC for buildings	
Vb – Further buildings		School buildings – S6 and second classes for S1.2.3.4		
VI – Fully open	From Feb 2022			
VII - Expansion		Consider double- sizing school		