

# Proposal For

## COBURWAS International Leadership Academy (CILA)



CIYOTA

P. O. Box 37403, Kampala

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## **Executive summary**

**COBURWAS International Leadership Academy (CILA)** a boarding secondary institution for exceptional talented youths from African countries and around the world. CILA will be located in the outskirts of Hoima municipality, Western Uganda. CILA founded in 2010 by CIYOTA leaders Daniel Muhwezi, Joseph Munyambanza and Benson Wereje with the mission to transform communities in Africa by developing and creating a network of extraordinary visionary leaders who are able to solve the complex problems that have affected the continent of Africa for decades. CILA would provide students with top-notch education and would strengthen leadership and entrepreneurial skills necessary to help transform Africa. Follows a rigorous, dynamic, and innovative curriculum designed to develop critical, questioning minds. Awaken the minds of African youths, and encourage them to have passion for Pan-Africanism. It will also be a priority of CILA to integrate and promote pride for each student's cultural heritage, thereby achieving a caring, supportive school community. CILA is expected to be officially opened in February 2016 with an inaugural class of 50 comprised of an equal admission of females and males (25; 25). The target student body will be 100 students; the goal is to expand to this number within 5 years. The average class size will be 10 students with a faculty of 16-20 and a staff of 12-15.

## **Introduction**

CIYOTA (COBURWAS International Youth Organisation to Transform Africa) is a Non-profit organization, which was founded in December 2005 in Hoima district of Uganda by students from Congo (DRC), Burundi, Uganda, Rwanda and Sudan (COBURWAS) studying from schools around Hoima town. Most of the founders were faced with critical challenges such as poverty, lack of quality education, and lack of responsible leaders who could cultivate a sense of renewed hope for the youth of Africa. After several meetings and discussions the youths founded CIYOTA because they realized that to truly create sustainable solutions to the problems faced by African, access to quality education and opportunities to cultivate leadership skills were imperative. CIYOTA united the youths in Uganda, regardless of nationality, to combat the shared hardships and work together for positive change. In just one week, their ranks grew from 12 to 300 members, illustrating the need for such an organization. CIYOTA's inception set members on a path to transform the lives of youth and give hope for the future.

## **CIYOTA Success**

Over the next 6 years, CIYOTA began making significant strides towards attaining these goals and successfully implemented many life-changing programs. CIYOTA is well known and respected in the districts of Hoima, Kibale, Kyegegwa in Uganda and some communities of Kenya and Democratic Republic of Congo for their accomplishments and motivation to transform Africa. In the last five years of operation, CIYOTA has successfully turned stumbling blocks into stepping-stones for hundreds of children in refugee camps and local communities throughout Uganda. It has become evident for founders that there is a need for the opportunity to continue education beyond secondary school. Presently, students hoping to attend University do not have access to an outstanding Advanced Level school, which would increase their chances of being accepted into top Universities. It is the philosophy of CIYOTA to provide functional education that is above and beyond the standard; therefore, CIYOTA aims to build the COBURWAS International Leadership Academy (CILA). This academy would provide students with top-notch education and would strengthen leadership and entrepreneurial skills necessary to help transform Africa. In light of CIYOTA's overwhelming success over the past 6 years, the opportunity to build a world-class Advanced Level school in the region may now be realized.

## **Problem Statement**

Since gaining independence, the continent of Africa has been plagued by successions of unprincipled or ineffective leaders only interested in their own personal status and wealth, breeding an environment of corruption and doing little to solve pressing social issues. This has caused most Africans both young and old to experience such problems as absence of peace, abject poverty, poor education, and high death rates.

CIYOTA believes that in order to begin to resolve these problems, education is crucial and a key part in bringing about real and lasting change and transformation to Africa. Most children from low income families lack access to education and the few students who have access to it are not taught problem solving skills; they are simply expected to repeat what the teachers have told them and they never learn to think for themselves. This style of rote learning renders the students unsuccessful and exploitative later in life. CIYOTA also believes that social entrepreneurship is required to tackle the most pressing social problems in communities in Africa. CILA seeks to awaken the minds of African youths, encourage them to have passion for Pan-Africanism, and create a network of extraordinary leaders who are able to solve the complex problems that have affected the continent of Africa for too long.

## **CILA Philosophy**

The goal of the COBURWAS International Leadership Academy is to equip each student with the knowledge and practical experience they need to become successful, critical-thinking, extraordinary visionary leaders of the next generation. Our students will receive an exemplary education, learning not only from our highly qualified academic faculty, but also from distinguished guest lecturers with varied local, regional, and international experience.

### **Our Mission**

To transform communities in Africa by developing and creating a network of extraordinary visionary leaders who are able to solve the complex problems that have affected the continent of Africa for decades.

### **Our Vision**

CILA support the development of a new generation of extraordinary visionary, entrepreneurial, and socially responsible leaders. This generation will lead to long lasting peaceful and prosperous Africa.

### **CILA Core Values**

CILA has adopted a clear set of values by which students, teachers, parents, mentors, guest speakers and leadership pledge to live at all times: Honor, Team, Excellence, Always Try Again, Responsibility, Humility and Diversity. Our faculty, leaders, mentors and parents will live by these values and model them for our young scholars. CILA students will be prepared to uphold these values go to and through their life time.

### **Honor**

Honor in its purest form is the ability to recognize the goodness in each individual and to respect oneself and others. Honor also encompasses integrity, honesty, and making decisions that are self-evident and appeal to a higher moral code. At CILA, students will learn to honor each other, the school, their families, their community, and themselves. Faculty will model honor by treating students, families, and one another with respect. In addition, teachers will model self-worth by dressing and conducting themselves professionally.

Students will honor each other by treating all members of CILA's team and family with respect and courtesy. For example, during CILA's daily all-school morning meeting, teachers and students will honor their teammates by recognizing the outstanding deeds of their teammates in front of the entire school. Teachers will formally honor one student per grade who has exemplified the school's values with the Scholar award. Students may thank another student for help on lifework, or a teacher may applaud a student for hard work. Along with pictures of students and student work, the school hallway may have a "Scholars Today. Leaders Tomorrow" bulletin board upon which students and teachers may post names of students who have in some way exemplified the school's values.

Students will also learn to honor themselves. Students will learn to take accountability for their actions and to do the right thing even when no one else is watching. By doing so, they will be true to themselves and maintain integrity even when others around them do not. While honoring themselves, their teachers and their community, students will remain humble and remember that with all their success they are never too important to remember who they are and the responsibility they have to their community.

## **Team**

The saying "team beats individual" is central to the culture of CILA. The concept of team is much larger than teamwork. While teamwork suggests that teammates work together to help one another, team implies that every student and staff member must always remember that s/he is an active member of one or more teams. Engaging in teamwork sometimes is not good enough; instead, students and staff members will always be encouraged to make decisions that will benefit the entire team. Students will work together as teams to plan and complete community service projects.

Teachers will work closely together so they may all achieve the mission of the school. For example, teachers will collaborate with other teachers to evaluate student work and maintain a common standard for student writing across all subjects. In addition, much of the school's discipline and reward system will be public, taking place with the understanding that the school is one team and one family. Teammates will be expected to help each other through difficult times, support one another, and help everyone maximize their learning potential.

## **Excellence Everyday**

Students, teachers and staff will strive for excellence in both academics and character. Students will be expected to develop the critical thinking skills, desire, discipline, and attention to detail to do their best

work. This means that students will complete 100% of their class work and lifework, with special care taken in neatness and lifework turned in on time. When students have yet to meet these standards, they will be asked to redo their work.

Teachers will be vital in modeling excellence to their students. Teachers will embody thoughtful lesson planning, creative and innovative instruction, and a strong focus on academic results. Teachers who demonstrate excellence in these areas will be recognized during all-school assemblies. Students and staff will share personal testimonies of the ways in which a teacher has demonstrated excellence and the other school values. In addition, teachers will be further praised through the individual written reflections of their students.

Similarly, students will be honored for their academic and behavioral excellence daily. Students with perfect lifework and those who went above and beyond to serve a teammate will be praised in their afternoon meeting.

## **Always Try Again**

Students will embody determination and relentless pursuit in the face of the economic, social, and political obstacles they face each day. Each day, students will set academic and leadership goals that they will strive to meet. One of the school's mottos is "make mistakes and brainstorm solutions." Students will spend time in the afternoon meeting reflecting on these goals- celebrating their successes and making an action plan for the next day. When a student is struggling, she or he will be supported and encouraged to remember the importance of perseverance—that dreams can be realized with hard work and by asking for help.

## **Responsibility**

Service and taking ownership for making positive change every single day is at the core of CILA's mission. Students will take responsibility for their own learning, for their own actions, and for helping their teammates to ensure that everyone learns and succeeds. All students will use their hard work and responsibility to complete all of their class work and lifework, to actively participate in class, to think critically about what they are learning, and to work with their teammates to challenge each other and get better every day. For example, when the school has added more grades, 5th grade students will mentor incoming kindergarteners and take responsibility for their younger teammates.

CILA will establish a culture where students also take responsibility for helping their peers. For example, a struggling student's lifework buddies may call him/her every night or another child may check the student's agenda at the end of the day to ensure the child has his/her lifework. In addition, students will learn the importance of making small and large positive changes every day, such as saying thank you to someone who helps them.

## **Humility**

We are appreciative for our opportunities and mind so much of our limitations.

## **Diversity**

At CILA every one is respected and we believe and celebrate difference among all people.

## **The Five Pillars**

CILA's educators and administrators, with the support of volunteers, will help cultivate impeccable student character by modeling and demonstrating six pillars of success. These pillars will foster a cohesive and collective sense of purpose and a safe, orderly environment where learning and character development take precedence.

The six pillars supporting this vision are: Community Involvement, Functional Education, Social Entrepreneurship and Sustainability, Responsible Leadership, Gender Equity, and Capacity Building.

CILA understands that to create great leaders and entrepreneurs without character can be detrimental, but also teaching character without leadership and entrepreneurship would leave the current and next generation of leaders unprepared to face the responsibilities and opportunities to make Africa a better place.

## **The CILA Campus**

CILA will be located in the outskirts of Hoima municipality (known locally as the "oil city") in Western Uganda, which is located about 10 kilometers northeast of Hoima and 220 Km, four hours drive from Kampala, the capital city of Uganda. Hoima was a prime candidate for CILA for many reasons—large reserves of oil have recently been discovered there and have yet to be tapped. Thus, Hoima is growing rapidly in infrastructure which increases the demand for resources like schools. Due to this growth, it has

become increasingly evident that the Advanced Level school options in Hoima are disturbingly limited. Most of these schools do not have adequate resources to allow students to excel academically or be prepared for University.

CILA's mission is to acquire the resources that will allow students to go above and beyond the norm of other schools in the region. One of the many ways that the CILA curriculum will set it apart from the other Advanced Level schools around Hoima is by offering the Cambridge International Curriculum. There are also several logistical reasons for building CILA near the Hoima municipality; because the school will be on the outskirts of the town, it will be a private and quiet space for students to learn. Additionally, there are power lines that pass directly over the campus, providing reliable electricity, and there is also an abundance of drinking water in the area.

## **The Students**

The initial student size will be 50 students comprised of an equal admission of females and males (25; 25). The target student body will be 100 students; the goal is to expand to this number within 5 years. The average class size will be 10 students with a faculty of 16-20 and a staff of 12-15. This small class size will award students the ability to create meaningful relationships with their teachers and will also encourage individual interactions, which will aid the student in their personal development.

## **Facilities**

Spanning 14 acres, the campus will offer a safe, nurturing and beautiful educational and residential environment for learners. All buildings will be designed with learners in mind and built with natural material, to maintain the architectural integrity of the surrounding community. These natural materials will also be purchased locally which will create low environmental impact for the surrounding communities.

CILA will be well equipped with state-of-the-art computer centers, science laboratories, world language labs, a media center, dining hall and modern dormitory facilities. To support learning beyond the classroom, CILA aims to offer a computer lab, 10,000-volume library, 600-seat auditorium including a multifunctional stage, music practice rooms, sports fields, gymnasium, and wellness center.



# **Admission Process**

## **Selection criteria**

CILA students will undergo a rigorous application process in order to determine the students who meet our admission criteria. Students will be admitted based on merit but they must also demonstrate Passion for Africa, Leadership potential, Entrepreneurship spirit, Academic achievement and good moral character. Certain students will qualify for financial aid and scholarships based on their socioeconomic status and eligibility. CILA has a goal to provide excellence in education to students from all backgrounds and seeks to provide opportunities to those who are worthy, regardless of their financial standing.

## **Application process**

CILA's application process has two steps. The call for application will always be open in June and closes September. In the first week of December the semi-finalists are named and invited in to attend in March a week long week-long entrepreneurship, leadership and introduction to CIYOTA philosophy. During the workshop our admission team will be able to identify the finalists to become CILA students. The unsuccessful semi-finalists will go with the skills which they will use to take their ventures to new heights.

## **Academics**

### **Curriculum**

CILA follows a rigorous, dynamic, and innovative curriculum designed to develop critical, questioning minds. It will also be a priority of the school to integrate and promote pride for each student's cultural heritage, thereby achieving a caring, supportive school community. Upon graduation, our students will be prime candidates for scholarships to some of the top universities in the world.

The curriculum is based on Uganda's national standards, and offers both arts and science classes. Additionally, CILA aims to offer a robust world-languages program that includes English, French, and Chinese. CILA's interdisciplinary academic curriculum will be modeled on the best practices of global college-prep studies, including the International Baccalaureate and the Advanced Placement programs. In addition, it will incorporate these four factors:

- Involved and connected learning community
- Proficient and inviting curriculum-driven setting
- Flexible and sustainable learning environment
- Cross-curriculum integration of research and development

CILA also aims to offer the Cambridge International Curriculum (CIC) into the classrooms as an alternative course of study to the Ugandan national standards. The CIC uses a partnership approach to learning and some key benefits of the CIC are: guaranteed high assessment standards, training and professional development, and access to high quality resources. In this program the student has the capacity to choose the courses of study that play to his or her strengths. The CIC Advanced Level curriculum is one of the most respected qualifications around the world, and it demonstrates the student's academic ability for entry into Universities worldwide.

### **Extra-Curricular Activities**

CILA students will participate in sports such as football, basketball, rugby, netball, tennis and track and field. Other activities such as yoga, dance, choir and musical groups, and social clubs will also be available for the students.

## **Alumni Network**

It is the goal of CILA to encourage a strong alumni network among the graduated students, as the importance of creating these connections is paramount to the future generations attending the school. Some major ways CILA plans to connect future alumni include: e-mail exchange, creating an alumni link on the CILA website, and encouraging group get-togethers in certain districts. CILA also plans to establish alumni offices in every country represented by the student body. Such a strong alumni base has the power to not only promote and advertise the school to potential students, but to also help current students raise money for University.

## **Mentorship Program**

CILA will host individuals representing a variety of professions including law, finance, biotechnology, information technology, education, and politics in the for-profit, nonprofit, and governmental sectors of the community. These professionals will range from state legislators to prominent sports figures to corporate executives who engage in an interactive and reflective dialogue with students to help them understand the possibilities for their future.

The CILA teachers will serve as the primary mentors to the students. They will be highly skilled at promoting the core values of the school and creating valuable connections with their mentees. Experts within the community outside of CILA will also be matched to students, who will receive opportunities to shadow their mentors in a professional setting. Mentors will meet on a monthly basis to ensure that they are doing the best job possible in assisting the students.

Candidates interested in filling mentor roles will be required to undergo rigorous application procedures, as CILA aims to work with the brightest, most capable community members who are interested in enhancing young minds. The number of applicants will determine the student-mentor ratio; the goal is two students to one mentor. Students who return to the community after University will also be encouraged to become mentors themselves.

## **Operational plan**

### **Stage of development**

CILA is still in the very beginning stages of development. Currently, CIYOTA has received a donation of 14 acres of land on which to build the school and all the facilities. Additionally, CIYOTA has a team of administrators and teachers who are good candidates for the positions at the school once it has opened.

There has been interest in CILA from many members of the community and it is highly supported initiative locally. CIYOTA has been approached by certain organizations that are eager to invest in and/or donate toward the project. However, many of the details are still being arranged as more information becomes available.

## **Production process**

### **General**

Students will start their classes for the day at \*\*\*8am\*\*\* and will be dismissed at \*\*\*4pm. \*\*\* there will be a nondenominational church on campus where students can pray; there are also many churches in and around Hoima. At the CILA church, there will be spiritual guides for each religion. During the holidays and between terms, the school will close down and the students will have the opportunity to go home. If students cannot afford to make these journeys, there is limited room at the COBURWAS office in both Kampala and Kyangwali.

The school year will be from February to December and will be broken up in traditional Ugandan fashion: The first term will be from February until May, the second term June until August, and the final term September until December. A one month break will occur between the first two terms and a two month break will occur in December and January.

## **Facilities**

Because CILA is still in the developmental stages, the facility needs of the school are great. Following is an outline of the facilities CILA will need to meet the proposed standards of excellence.

### **Buildings and structures**

Sixteen (16) classrooms, 5-7 square meters each

Four (4) science laboratories total for computer, biology, chemistry, and physics, 8-21 square meters each

A library, 8-14 square meters

A dining hall, 8-12 square meters

An auditorium, 10-30 square meters

Student residence: 25 rooms each room 4x6 meters

Teacher's quarter: 20 houses for teachers wishing to live on campus

Fence: there will be a fence surrounding the compound. Height?Structure?Materials?

Swimming pool: one 25-meter indoor lap pool

Sports field: one regulation-sized sports field on the property

### **Furniture**

Four hundred (400) chairs;

Seventy (70) tables;

Cupboards

Shelves

One hundred (100) standard single beds

### **Hardware**

100 computers for the science labs

## Proposal for COBURWAS International Leadership Academy (CILA)

Printers, projector, photocopier, Fax machine

TV set

Music system

### **Transportation**

Van

Lorry

Bus

Tractor

### **Logistical information**

25 males and 25 females initially, which will grow to 50 males and 50 females over the course of 5 years

Boarding school only; no day students

Target school size is 100 students

Class size will be no more than 10 students per class

Dormitory size will be 2 students per room

Teachers hired: between 16 and 20

Other staff: 12-15

### **Teachers**

Two teachers per subject are needed for the following: Biology, chemistry, physics, and math

One teacher per subject is needed for the following: History, geography, economics, literature, entrepreneurship, fine arts and music, leadership, and agriculture

### **Non-teaching staff**

Non-teaching staff will include: An accountant, a nurse, four caterers, two gatekeepers, two security guards, five janitors, and drivers.

### **Risk**

Inherent risks: changes in regulation of government

Social and economic risks: visas for students, inflation

Logistical risks:

## **Budget**

Detailed analysis on how to raise money and where it will be spent based on each calendar month is still being worked on.

## **CILA Leadership and Governance**

CILA will set up a governance structure that includes a CIYOTA Board of Directors, CILA Board of Governors, and the Board of Advisors.

### **CIYOTA Board of Directors**

CIYOTA is a registered non-profit organisation that supports the COBURWAS International Leadership Academy. The CIYOTA Board of Directors is the supreme policy-making governance organ that delegates oversight role to the various organizations' management.

### **Board of Governors**

The Directorate implements decisions of the CIYOTA Board of Directors; carries out activities in the CILA strategic plan, provides support, and monitors the operations of the various school activities/programs. Have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a critical friend. It monitors performance through review of monthly reports from the Academy's administration.

### **Advisors**

CILA Board of Advisors is composed of international luminaries in business, leadership development, secondary education, and social entrepreneurship. The Advisory Board provides strategic input and guidance to the academy's management team.