



Somaliland Community Learning Centers™

Concept Document

in partnership with Chrysalis Campaign, Inc.

May 3, 2014

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PROGRAM DEVELOPMENT

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This is a letter of intent to perform a Preliminary Assessment 10,500 USD grant for the purpose of developing a functional business plan and Internet prototype Internet to build Community Learning Centers in Somaliland with Somaliland University of Technology (SUTECH). The Preliminary Assessment for Chrysalis Community Learning Centers will provide a solid financial and operational model for the development of multiple Chrysalis Community Learning Centers in Somaliland. This Preliminary Analysis proposal is for four weeks in Hargeisa, Somaliland for needs assessment and one week to compile results.

During this once month Preliminary Analysis deliverables will be three functional documents: Strategic Plan, Business Plan and Adult Learning Template Tool Kit for launch center.

Phase one – Part One. Preliminary Assessment would create a functional specification/business plan of building, cost and operations for Community Learning Centers in Somaliland. During this time Richard C Close will be providing educational workshops on how to teach and solve community problem by leveraging Internet content and collaboration

Phase One – Part Two. Develop a prototype national Internet community for educators, tutors and mentors. This community will be linked to free educational resources and professional services training classes.

The purpose of SUTECH Community Learning Centers:

- Business community secure compound for centralized rental training and rental offices
- Full service location for business development with technology, Internet libraries, meeting space, and food service
- ICT classroom and curriculum support of public, private k-12 and family school.
- Safe place for Adult Learning programs and community development collaboration
- Safe single location were all NGOs, govt. agencies and organizations can work collaboratively
- A central way to handle country wide training programs with consistent quality
- Import over 10,000 free educational web sites from around the world into a K-12 children's library portal
- Provide central logistical location for emergency services
- Provide full UN Four Pillar Life Skills and community literacy education for free
- Coordinate business development events and education

The phase one investment is to fund the Preliminary Analysis:

- Functional strategic plan and budget (four weeks of consulting services)
- Recommendations for strategic partnerships and local markets for the Learning Centers
- Education technology and workshops

We feel confident that these centers will strengthen the country as a whole in small business creation, workforce competence, community development and healthier family relations.

Sincerely,
Dr. Saeed Sheikh Mohamed. President
Somaliland University of Technology (SUTECH)

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Note: This is a discussion document for the procurement of funds to develop a Business Plan for CCLCs. This is not a final document or represents contractual promises.

OVERVIEW

This proposal for a network of Somaliland Community Learning Centers™ of Somaliland is unique in that it offers a way for all of Somaliland NGOs, schools, TVET programs and agencies to work together in physical and electronically collaborative community centers.

This Somaliland Community Learning Center is a community and business collaborative project that:

- Creates a safe place for community meetings, training, events, and citizen research to take place
- Is an incubator for small business with rentals and centralized logistics
- Launches an inter-town-agency collaborative knowledge sharing between Somaliland in cities, towns and villages
- Provides comprehensive literacy, business, K-12, and community development programs that is integrated in business development
- Eliminates redundancies of NGO and government program and delivery approaches
- Builds a place where community leaders, providers, and businesses can safely collaborate on projects
- Is peace building through common goals

HOW

By leveraging safe Somaliland Community Learning Centers™, we will offer facilities, methods and technology that shatters the isolation of poverty. These centers will also facilitate small groups and inter-agency collaboration at the local level, thereby creating self-sustainable learning communities that will eliminate the redundancies of development projects and organizations.

NEW ORGANIZATION

This document is a proposal for a new not for profit organization startup to be established in Somaliland that would be built and called “SUTECH Community Learning Centers” with our selected investors. Property ownership community development and growth would be handled under a strategic partner during the startup launch phase. The Center’s internal operations, methods and Internet education systems would be out-sourced to Chrysalis Campaign, Inc. a non-stock holding U.S. company.

SOMALILAND COMMUNITY LEARNING CENTERS PARTNERSHIPS

SOMALILAND UNIVERSITY OF TECHNOLOGY (SUTECH)

Somaliland University of Technology (SUTECH) was initially started in the year 2000 as Hargeisa College of Applied Arts and Technology (Hargeisa CAAT). After eight years of successful operations, it became necessary to capitalize the success story of the College by transforming it to a full university in order to meet the new challenges that are imposed upon the socio-economic context of Somaliland.

While Hargeisa College will remain as a centre of excellence for vocational training, SUTECH shall provide an accessible and flexible study route to meet student career goals. SUTECH's lecturing staff are all appropriately qualified with considerable teaching experience.

SUTECH academic acclaim is built on curricula that provide top qualifications for careers. It provides high quality education that meets the evolving socio-economic development needs of our country. Our educational programs are skill-based and supported by facilities equipped with state-of-the-art technology.

SUTECH's success is reflected in the commitment of its faculty, and the achievements of its students.

MISSION STATEMENT

Our mission is to help build Somaliland economy and quality of life through technology based education that meets the evolving social and economic development needs of the communities we serve. We focus to enable our students to succeed in achieving their individual career and life goals.

HISTORY

Hargeisa College of Applied Arts and Technology (Hargeisa CAAT)

At the turn of the century, the situation in Somaliland was desperate. Prolonged civil war and instability made social and economic recovery painfully slow. The absence of education was contributing to the vicious circle of unemployment, poverty and violence. The Hargeisa College of Applied Arts and Technology (CAAT) was founded in response to this catastrophic situation as a non-profit institution. There were no functioning technical schools in the country and the CAAT was the only institution of higher education in Somaliland. It was focused on making education accessible to a war ravaged youth and to reduce poverty by increasing participation of College graduates in the economic development of Somaliland.

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Livingston, Zambia

Chrysalis Campaign, Inc. is a non-stock holding Incorporation in Connecticut, USA. We are applying for 501 C3 status with the U.S. IRS.



The methodologies of the Chrysalis Campaign are based on principles of the Global Learning Framework™ which are the processes of global collaborative learning and community development.

Richard C. Close has 25 years of experience in learning technology, management consulting and development programs



for companies such as IBM, Microsoft, Oracle and helped launch and consulted to a number of eLearning companies. He has published white papers and several books. He is an International conference speaker, industry strategist and developer of the Global Learning Framework at: <http://globallearningframework.ning.com>

From a UNESCO Power of Peace Network grant, Richard developed an African youth digital storytelling education social network and filed workshops. This program has expanded into webinar workshops to Uganda and Nigeria on “Community Development Through Digital Literacy.” The LinkedIn community for this and other Chrysalis Campaign programs exceeds 3,000 members. “I am Africa. This is my story...” can be viewed at <http://i-am-the-story.ning.com>.



In 1998, Chrysalis has developed Learning Centers and “Discover Your Gifts™” Adult Learning curriculum for U.S. Homeless Rescue Missions. Also created was a UNESCO WHO based Life Skills curriculum integrated with Web 2.0 methods.

Richard designed and built in the U.S. its first profitable Technology Center in New York City called the Netlan Technology Center. At the same time, he established the New York LAN Association of 12,000 Novell and Microsoft engineers.

During his mission to Africa, he developed two photographic writings books for Zambia and Kenya. He continues his work to show the mercy and the beauty of the poor by building web-based social communities, photo galleries, lecture and press for partnering organizations.

Global Learning Framework™, Chrysalis Community Learning Centers™, “Community Development Through Digital Literacy™” and principles are the trademarks and copyright of The Chrysalis Campaign. Inc. Background and global education community <http://globallearningframework.ning.com>

PROJECT DESCRIPTION

PROBLEM STATEMENT

This unique approach of a Community Learning Center is the collaboration with small community groups and the sharing of best practices between the towns within the country while tapping into the global knowledge of the Internet. This solves a series of critical problems:

1. Solves many quality, HR, logistics and reliability issues of running an Africa business and for startups
2. The significant localized competency gaps in Adult Learning that occur with standard school or university models
3. The need for business building and growth environment to create jobs by creating new businesses
4. Redundant, isolated, and expensive training programs that end when project funding stops
5. Poor (or no) cooperation between NGOs, schools, and government agencies on projects
6. Tighter integration between TVET programs and developing business
7. Poor best practice training with communities of interest such as small businesses, farms, or schools
8. Need for community unity in one public meeting place that is safe, positive, and filled with encouragement
9. The need for a national economic model for integrated development and education programs

Such a country-wide community learning model would eliminate what we often see as pockets of development success and failures from town to town. Small groups, education programs, and development programs could be established nationally with consistent quality and execution. Development groups would be more likely to team together such as habitat NGOs, school building, and teacher training programs. All would be working, training, and maintaining out of the same location for a fraction of their current costs.

GOALS AND OBJECTIVES

Because of universal use of the Chrysalis Community Learning Center the measurable goals and objective are wide.

- New business launched and people made employable
- Peace building by common goal projects and open doors to development resources
- Increase in Adult Learning literacy
- Increase in business and farming practice literacy
- Tighter collaboration between community, government, NGOs, and local leadership. In other countries this is very important to local chiefs.
- Create self-sufficiency from small group meetings and global Internet research and support
- Elimination of many redundant NGO and government costs

PROJECT SUSTAINABILITY

- Single project fund and organizations are always at risk because of the many points of failure and the funding running out. Chrysalis Community Learning Centers will be funded by a series of permanent rents and on-demand usage rents for Telecentre and classroom facilities.
- In addition, corporate sponsorships for signage branding provide other opportunities for expansion. Both cell phone and natural resource companies can benefit with these opportunities.

- The first key to sustainability is the use of the Learning Center by multiple organizations. The second crucial element is sustainability by the local community who takes ownership of the learning center as a public service. The third aspect is achieved with community development groups and volunteers that work within the centers.

COMMUNITY DEVELOPMENT WITH DIGITAL LITERACY

Business and community development go hand-in-hand. There are large competence gaps in the population between the ages of 14 to 35, because they are forced to survive on poverty wages and are stuck in their level of society. CCLS are designed to break these patterns.

JOB CREATION APPROACH TO COMMUNITY GROWTH

In our conversations with educational leaders in Africa, we are looking at a strategic shift from educating youth “for jobs” that are not available into a new strategy of: Educating youth “to create new jobs” by company and agriculture building. This strategy of “Learning for Job Creation” has many advantages.

- Curriculum to empower student to create job rather just apply for ones
- Having career placement and education taking place at the same time as training
- Infusing technology and Internet access into current small and medium size business practices
- Growing local business and the local economy with it
- “Zero waste curriculum” Efficiently training youth specifically for the jobs they are doing.
- Job expansion training but expanding the youth’s opportunities for learning and job placement
- Integrating the training process with the company building process

SMALL GROUP ADULT LEARNING METHODS

By leveraging small groups in specific industries of interest the Community Learning Center becomes a 100% relevant learning process. It would also have the youth working and learning side by side with elders in areas like fishing, farming, trucking and construction. Because of youth’s fearless approach to cell and Internet technology, they would become information resources to the local company and community growth.

Adult Learning principles hold that we train an individual at their literacy level and on the topics they are interest in. By their very nature, small groups will facilitate the relevance of the content to the Adult Learner. The center’s Web Education System will facilitate improving the literacy level of the individual. With over 10,000 free education Web sites divided into categories and literacy levels, any foundation needed for a specific job can be mastered at the center.

PUTTING THE PIECES TOGETHER

A small group of farmers may meet every other Tuesday night in the Community Learning Center with youth in training that work in their companies supported by Center staff Cyber Library interns and NGO aids. Those meetings could be to collaborate on issues, use the Internet resources to solve the community group’s issues or for an outsider to come in for training the group. In such a case, automatically all collaboration and training is 100% relevant. At the same time, youth are socially and financially integrated into the community.

The small group learning strategy is also a powerful way to bridge the community division we are plagued with such as: digital, social, gender, tribal and class divides. Project Based Learning PBL unites people in common purposes across those lines. Collaborative learning and building are powerful tools for peace building.

TARGET POPULATION

Community Learning Center targets the entire population of the town and any development organizations that work there. Because of the small group meeting and support strategy, the learning center has total local flexibility to meet the community's needs.

The deployment of the Community Learning Center would provide NGOs a business incubator for the development of new Country programs that would require office, internet, and classroom space to establish their organization or company. Even the courtyard model of the Chrysalis Community Learning Center can be used for local art and music. Small offices in the compound could also be used for small company startups.

TARGET FREE PUBLIC ACCESS GROUPS:

- General public
- Small and medium business groups
- Agriculture – farming, weaving, trucking, shipping groups
- Women's groups
- Youth Groups
- School Children
- Pre-School



TARGET REVENUE GROUPS

- ICT and Cell Companies
- NGOs
- Business products and services companies
- Oil and Oil service companies
- Youth work training programs
- Agriculture – transportation products and services companies
- Social entrepreneurial startups
- Healthcare organizations
- Emergency relief organization
- Faith-based education and development groups

Sometimes the type of training offered to African communities are disconnected with community practices and needs and cultures. Even though the course content and design may have been developed with excellent learning standards, it may not be relevant at a local level, or successful in all local community contexts. Farming and irrigation techniques vary greatly in different countries and climates. HIV Aids and healthcare courses vary due to tribal differences in the same town. The discrepancies of the content’s “context” from cultures or environments yield failures in the learning experience. In many ways, poor quality is more about relevance when it is matched with the local and individual needs of the community. *Chrysalis Campaign methods of small group Adult Learning literacy and business training is designed based on local needs.*



above Web Education System is a copyright of Bascom at www.BASCOM.com.

Chrysalis Community Learning Centers focus on the learning needs of a town’s small groups and then finds the information they need on the Internet to be delivered in a small group setting. This insures 100% relevance and zero wasted time. The learning center also publishes the best practices of their communities for others to learn from. In both cases the community experience mediates empowerment and ownership of their knowledge base. The by-product is learning that is 100% relevant to local community development. Quality is not measured by academic testing, but by the community impact it has. *The*

Chrysalis Community Learning Centers use Adult Learning and poverty learning developed in the Downtown Learning Center in Brooklyn New York. This remarkable center offered GED, ESOL, literacy, and health topics to over 800 people in classes at any given time. There are over 158 languages and every race and classes in this community. A YouTube video on this facility describes its dramatic community impact: <http://youtu.be/B6kwMU54HgM>.



Chrysalis Community Learning Center™ also uses the Web Education System developed by BASCOM that is used in public, private, and at-risk educational environments. Unlike a LMS, this system leverages content from over ten thousand educational web sites around the world into a collaborative lesson sharing environment and US grade child filter. This collaborative system allows center teachers, aids, and tutors to build short critical lessons on demand with little or no training. The strategy is to empower the local community in an African nation to create their own training practices and share that training with other African communities.

Chrysalis Community Learning Center can be integrated with collaborative lesson sharing and web content with Somaliland Technical University’s continuing education program.

Quality: Quality is measured by the transformation of the human spirit and the positive development of the community. The growing issue of African college graduates not finding college level jobs must be replaced by a strategy of company creation in the adult and youth communities.

COMMUNITY LEARNING CENTER ARCHITECTURE

Description: The Community Learning Center is contained in a safe/secure compound for the town to learn, meet and develop their community. It is a self contain environment that all strata's of the community can come together to solve problems and grow businesses by leveraging international knowledge, resources and collaboration.

The CLC is sustained by business storage rentals, training organization rentals and revenue from the paid cyber café. These revenues will pay for public access of the space for meetings, technology and staff.



SECURE COMPOUND

The compound will be surrounded by a strong high wall to provide a sense of security and to protect the technical assets of the facilities. This will facilitate learning by women and children. It will also facilitate local businesses transacting reliable business with resources such as DHL, technology and telecos in a safe high quality environment.

MEETING/TRAINING FACILITY

Core strategy of the Learning Center is the infusion of learning with solving local problems and the development of local business. Local leaders will be able to meet and leverage the global cyber library with the aid of university youth and NGOs mentors.

COMMERCIAL CYBER CAFÉ

The commercial cyber café will serve as a store for Telecos and place for truckers, NGOs and business field personal to go for 100 % reliable connectivity and business office services. The combination of high quality ICT environment with the training facility make it an ideal rental facility for NGOs and government agencies.

PUBLIC CYBER LIBRARY

The free Public cyber library is for locals with library cards and will filter out entertainment sites. Recourse center for small group cells of business, agriculture, etc..

SERVICES

The center can also have basic services such as clinics, daycare, cell technology and WiFi common meeting place for events.

STORES/FOOD

Stands for economical street food and beverages.

SYSTEMS

- Wideband or satellite Internet services long with new network technology in the Cyber Library, Cyber Café and Meeting space. Systems will be standardized between Community Learning Centers for consistency.
- System security will be high with stable generator backup power source.

- Collaborative Internet environment will be setup with filters and flexible cyber library portal.

SUSTAINABLE INCOME MODEL

Down Scaled Startup Model

Startup will be a scaled down version of this concept document. We may choose to rent two locations in buildings that can be modified to suite the operational model of the Community Learning Center. This will need to be done with grant funds because the larger model has rental revenue stream in it.

Partner Donations and Grants

- Corporate, NGO, and Government sponsorships
- Town donations in time and materials in construction and maintenance
- Volunteers for women’s daycare, cleaning, and center maintenance
- Tutors for business, Internet search, farming, women’s services, literacy, and counseling
- Communication discounts of branding sponsorships from cell companies
- College intern grants

Fixed revenue

- Office renters
- Store and booth renters
- Repeat renters (monthly clinics)
- Emergency preparation storage and center

Variable revenues

- Classroom- conference rentals
- Cyber- Café services
- Special events rental and services
- Webinar training rentals
- Special project grants (Literacy programs etc)



Livingston, Somaliland

K-12 AND FAMILY EDUCATION MODEL

The classroom, cyber library and meeting room of the facilities can be available to the community’s educational programs. The center functions the same way as a public library:

Access includes:

1. K-12 Public Schools
2. K-12 Private Schools
3. Family/home schooling
4. All races, tribes and religions
5. NGOs



Chrysalis Community Learning Centers™ are built in a compound that will rent facilities around the learning center for organizations that offer physical and technical logistics to the community's businesses and organizations. This will create convenience and reduced costs for startups and developing businesses. At the same time, businesses such as shipping, ICTs Cell companies will have safe, economical and reliable offices to work from.

Businesses renting and working in the Learning Center compound will have significant gains by placing their branch offices in the compound environment:

- Safe
 - Powerful community branding opportunity
 - On site comprehensive training for their staff in literacy, technical and life skills
 - Convenience in having logistic companies in the same place. A FedEx truck driver could walk 20 feet to purchase another phone card, coffee and sandwich for the road.
- NGO Trainers and medical teams would find complete and reliable logistics in the same compound they train in
 - Companies such as a tractor or seed companies can rent small secure offices for training and sales
 - Renter business can use the public training facilities with highly economical fees in the terms of donations
 - Tourists, missionaries and field trainers can have all cell and technology needs taken care of in one place
 - Quality, reliable and positive service experience

Easier way to do African business. Centralizing business services and education will allow Somaliland and multinational business a highly reliable experience in meeting local business owners and farmers about their products. When we built the Netlan Technology Center in New York City, vendors such as HP and Microsoft loved walking into a full room where everything was set up for them. It made many a sales representative a hero. The CCLC will share similar methods.

Balance of services. We will try to balance tenants with key anchor services such as cell technology, PC technology and business services (fax etc). We will also leave one office free as a clean office for medical services for outreach groups.

Architecture of the Learning Centers and office will be highly utilitarian yet classy, clean and consistent such as in a new strip mall. Internal build out allowed at the renters expense. Signage will be small, common color and equal ground. FedEx is on equal ground with a bicycle courier service.

Food: Local food and groceries will be sold by local businesses and farms. No food franchises will be allowed in the facility. There will be a courtyard for public meeting and eating including public sanitation.

Daycare: Many women and men cannot attend evening training or events because of young children or infants. We will look into day care as an option. Perhaps classroom training rental could contain an option to donate to child care and some food coupons. Again, we are striving for a convenient and safe educational service. This is also can be a benefit to the employers in the compound.

Community involvement. We want to leverage church and civic groups to volunteer time and funds towards daycare, cleaning and even maintenance. Everything is an opportunity for training the community.

PURPOSE OF GRANT

This is the first phase of a three part grant of a feasibility study, prototype Chrysalis Community Learning Center, and one cloned Chrysalis Community Learning Centers (discussed later).

1. Each Community Learning Center would be a walled compound containing a small business office rentals, Telecentre, Cyber library portal, public training center, public meeting rooms, small offices, and shops.
2. The Learning Centers would be collaboratively linked together with a national group-based social community that leverages lesson sharing, Adult Learning and small group development methods.
3. The main Chrysalis Community Learning Centers would be a community hub by sharing facilities for all schools, NGOs, agencies, and businesses for meeting, training, and global research.

PROGRAM METHODS

1. Building off of the compound based Chrysalis Community Learning Center.
2. Integration of collaborative Web Education Systems and countrywide development of a social network to share best practices.
3. Community development outreach to leverage all small groups, such as business farming interests and educators, with the resources of all NGOs, government agencies, schools, and businesses. These groups will meet and learn together for community development.

TOTAL PROJECT BUDGET

This project requirements and onsite Business Plan to identify fixed costs for land acquisition, building, and payroll. This is critical in defining realistic financial sustainability model and strategic relations. Requested Budget is in three phases:

Phase 1. Business Plan Study with Web Education System Prototype	20,500 USD
Phase 2. Community Learning Center (Estimate after study)	TBD USD
Phase 3. Community Learning Center (Estimate after study)	TBD USD
Phase 1. Grant requested	20,500 USD

LIST OTHER SOURCES OF FUNDING FOR THE PROPOSED PROJECT

Unlike most Telecentre and school business plans, the Chrysalis Community Learning Centers has both a revenue generating side and free public access side.

Revenue Model: The Community learning Center is structured to be both a technology business mall and a conference facility that is rented out to organizations that need it for training, meetings, and telecentre research. This group of NGOS, agencies, and commercial companies would pay at very low rates to use the facility to train and meet the community. In addition, small offices for NGOs or companies can be maintained and rented within the walls of the compound.

- **Free Public Access:** This will be granted with the use of a laminated library cards. This would give free access to the Cyber Library, Internet, and the Web Education System portal. They would also have access to a nationwide social community for small groups. Small groups on development topics such as microeconomics, farming, crafts, HIV/AIDs or education training can meet and use the facility for free.

Example: *An oil, mining or sugar cane company could pay to use the facility for safety pre-job training or an NGO could provide medical training for women. The organization would pay for the benefit of having a safe reliable environment and a place that the community is comfortable in. A small group or small businesses that meets for free on Wednesday nights could invite a bank in to train with them about small business finance.*

Free internet access for small groups: This would be a powerful tool for individuals to acquire education and resources on their businesses or outreach programs. For instance, a women’s craft group would get assistance on where to contact stores in the world that would buy their products or fish farmers could explore other best practices around the world.

PROJECT ACTIVITIES

PHASE 1

Business Plan and Web Education System prototype phase one is to both develop a fixed bid line-item business and architecture plan. In addition a fully operational Internet prototype Web Education System™ with Cyber library, collaborative lesson and education filter will be launched for training and demonstration purposes.

PHASE 2

Build a prototype Community Learning Center as a training platform for an additional center. Launch all system, education, facilities, and community outreach models. Develop all training models.

- Secure property building
- Deploy education systems
- Hire staff - Deploy training programs
- Deploy community outreach program

PHASE 3

Phase 3 includes the planting programs of additional community learning centers. Phase 3 also includes expanding the Community Learning Center education system into public and private missions.

- Build new Learning Center with the trained team that built the first one
- Expand Web Education System into public and private schools
- Team with current learning center partner to develop the new community

Systematically create an expansion process with community leaders

D. MONITORING & EVALUATION

PROVIDE A WORK PLAN FOR THE PROJECT

A concept architecture building plan and budget will be submitted with the phase 1 Business Plan. All collaborative Web system will be built and staff trained while the physical Learning Center is under construction. Phase 3 staff will be trained during the phase two process.

- | | |
|---|-----------|
| • Phase 1 Business Plan and Internet Prototype | 2 Months |
| • Phase 2 Build, Train and Deploy NCLC | 10 Months |
| • Phase 3 Additional NCLC (Concurrent Building) | 6 Months |

DESCRIBE HOW YOU PLAN TO ASSESS THE PROPOSED PROJECT

The Community Learning Center is easy to assess because of the layers of community impact it will have. There are two primary areas of positive impact:

SUBJECTIVE USAGE EVALUATIONS:

- Community Leadership and public response to the services of the center
- Small group leader and users evaluations of the Center's programs
- Renter evaluations from both permanent, Internet, and classroom renters

OBJECTIVE EMPIRICAL EVALUATIONS:

- P&L of the compounds rentals
- Business launched and people hired
- Statistics on community small group usage
- Usage reports of the Internet Café
- Usage reports of the Cyber Library
- Usage reports from the collaborative lesson system
- Sponsorships grants and awards

CLEARLY ARTICULATE HOW THE OBJECTIVES WILL BE ACHIEVED

There are two types of objectives to be met. First is the ability to deploy community based programs. Second, and more importantly, is the community using the center in small groups to acquire knowledge and training specific to their needs.

COMMUNITY DEVELOPMENT DEPLOYMENT

Providing a common ground safe place to launch programs depends on the quality of the program being launched and if its context fits within the needs of the community. Each one of these programs will have to justify its success based on the quality of that program. That being said, the measurement of the Learning Center would be based on how we "help/guide" that program to be successful and that would be in the community relationship with small groups, reliability, safety, and quality of the environment. In addition, the Community Learning Center will quickly develop a positive relationship with the local community and will help the success of any program using the center.

COMMUNITY USAGE

Safety, free usage, support staff, and global access will be free services that local community members will turn to the Community Learning Center for. In addition, it is crucial to use local volunteers utilizing detailed event programs to lead in literacy programs as well as business and farm mentoring. The Community Learning Center's ability to become a place where individuals and communities come together to acquire information, work in groups, and even volunteer is the real power and demonstrates that the centers are operating as they were designed. We feel this community feature center is the most important place.

WHAT ARE THE EXPECTED OUTPUTS?

Usage objectives will be obvious by some of these factors:

- Number of groups meeting at the center
- Number of mentors and volunteers
- Number of organization working in the center
- If a daycare is set up in the facility
- Organizations teaming together on the same projects
- Citizen requesting their own groups
- Teen and youth events attendance and tone
- Sense of community ownership
- A culture of encouragement kindness and love



WHAT ARE THE EXPECTED OUTCOMES?

In many ways the more tangible outcomes will be shared by the organizations using the facilities for development programs. If a women's microeconomics group was using the site, the success of the women's business is a shared success that will be reflected in the usage evaluations.

Historically in Learning Centers, evaluations have safety and love as the two highest factors for coming to the centers. These impressions are by-products of human encouragement without judgment and the free offering of knowledge that transforms someone's life. The two go hand in hand.

Example: In Brooklyn New York you might see a gang leader learn to read and write for the sake of his children. We watched one read his first letter in front of 4,000 people of every race who cheered as his children ran up to the stage. Poverty is cruel, isolating, and hopeless. Community Learning Centers are uniting, empowering, and filled with testimonies of success that may seem small to the outside world but are huge to the community. It is hard to put a number on that kind of outcome but it will be obvious on the faces of the community.

Our education director Joni Schwartz Ph. D. has developed learning centers in New York war zone culture with up to 158 languages. A video on [Downtown Learning Center Brooklyn New York](#) is perfect example of the outcome we are looking for.

The Chrysalis Community Learning Centers are based on proven methodologies used throughout the world. We are adding to that several other proven methods of learning and technology collaboration:

- NGO Leadership collaboration with community leaders

- Classic Community Learning Center structure and methods
- Mall – Conference center based financial structure
- Global Web Education System portal for free learning and searching
- Country social network system
- Community development practices that come with users of learning center
- Franchise style management structure for operational consistency
- Small group community growth program
- Adult Learning methodologies
- UNESCO Literacy framework

RISKS

Chrysalis Community Learning Centers are subject to failure from war, violence, and natural disasters as are any structures. Internal center politics can also damage the success of the learning center, or in some ways it make it even stronger.

- Internal politics between community personalities is tempered because the day-to-day operations, systems, and policies will be out-sourced to the Chrysalis Campaign, Inc. This will enable scheduling fairness, constancy in learning methods, technology consistency and budgetary control. We want the community to focus on the development side of the learning center and leave operations to the management company.
- Natural disasters such as earthquakes, floods and storms are another consideration. There are discussions of building sections of the facility that are mission critical in 40 foot contained and then placing them on sand and higher grounds. Some countries have seen these centers as doubling as emergency relief control rooms.
- War and violence. Many of the locations of the centers are subject to violence both tribal and political. The reason for placing the learning center in a substantial walled compound is to address these issues. In addition, the laminated citizen card system can even be used to track children in day care and keep a record of who is allowed to pick them up. These systems can even be matched with medical records tracking.

QUESTIONS AND INQUIRIES

ON EDUCATION, TECHNOLOGY AND METHODOLOGIES

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