

Katinvuma Academies

Project Plan for the Construction of Uganda School of the Arts Academy

The challenges of
Our changing world
Require that education
Be availed to all citizens

Our objective is to build and administer a post-primary level academy in Namengo, Mbale District in Eastern Uganda. The site for the proposed academy – Uganda School of the Arts – is located in Namengo, Mbale District, Eastern Uganda. Namengo is 7.5 miles from Mbale City, the capital of Mbale District.



The school, Uganda School of the Arts, will chiefly serve the areas of Namengo, Namagumba, Namunsi, Nampanga, Mpogo, Sironko, Mafudu, Nakaloke, Namanyonyi, and other proximate neighborhoods. Participants from outside of this geographic area will also be admitted.

The reason we are choosing to build another Post-Primary Academy is that many young people in the region are still going without secondary education due to inadequate schools. At a glance, the provision of secondary/high schools in the region seems high for a single district. However, as pointed out by the inhabitants in the region, construction of more secondary schools is essential to providing access to quality higher education. I am not alone in the belief that when more people have access to secondary education, it becomes significantly easier for them to pursue

even higher levels of education if they choose to do so. They also have more opportunities for employment and are better positioned to participate in job creation.

The Culture to be Fostered

Completing upper **secondary education** increases long-term work participation and lowers health-related absence for young *people*, but **effects** diminish over time. Studies that have used shorter follow-up periods could be overstating the negative effects of dropout on labor-market participation...

Source: <https://bmcpublihealth.biomedcentral.com/track/pdf/10.1186/s12889-018-5420-y.pdf>

The culture of Uganda School of the Arts Academy will educate young Ugandans about the issues that enhance self-betterment and community cohesion. With guidance and leadership of professionals, students and staff at Uganda School of the Arts Academy will regularly organize and engage communities in participating in family-planning, soil-quality conservation, afforestation, reforestation and de-plasticization to conserve and regenerate the environment.

We will foster a unique approach to education. We will engage students in hands-on projects ranging from management of tourism to event management, masonry, culinary skills, hospitality skills, business management, solar panels installation, and many other practical skills relevant to the lifting up of their immediate community and the neighboring ones. Government mandated curricula will take precedence. We plan to train job creators since there aren't enough jobs to be sought. Students will graduate with tangible marketable skills applicable to their local environment.

Student Body: Besides catering to students from the areas outlined above, the proposed school in Namengo will also cater to students who live much further away from Mbale town than 8 miles. Currently, some students are said to be walking over 15 miles on foot to reach schools. This one school will not resolve access shortages to higher education, it however will contribute to providing more access.

What we have done so far: We have held planning meetings on a regular basis with the project leaders Rolf Bell and Seth Wachtel, and the team of University of San Francisco architecture students involved in the planning and intended construction, and some members of the community in Namengo, Mbale District, who gathered at the proposed building site.

We are in regular contact with our support team in Uganda who are facilitating the acquisition of extra plots of land adjacent to the primary plot. The process of land title acquisition for the primary plot is currently at the second-to-last stage of completion.

Most significantly, Professor Seth Wachtel and his team of University of San Francisco students, have completed the planning of the Uganda School of the Arts. Current phase is the quantification of related costs of construction and 1st two years of implementation. Below are some screenshots of the Plan.

School Plan

AERIAL AXONOMETRIC



After speaking with our community partner, it was understood that parts of the site would become available after land was purchased from local residents. Our site proposal takes these additions into consideration.



The site is located on a slight grade leading up to a hilltop. With this in mind, the team coordinated building types to meet the slope requirements and allow maximum circulation. Additionally ADA ramps were placed strategically to accommodate every need equally.

Ugandan Dancer Micheal Mpyangu is our community partner for the design of a High School for the Arts to be located near Mbale, Uganda. This region of the country has a rich history and deep connection to a full range of arts, including instrumental and voice music, dance, theater, painting, and sculpture. Even with this cultural and artistic strength, there is not a focused academy where teenaged youth can refine and master their chosen crafts. The goal of the project is to create a school that combines performing and visual arts with traditional learning of language, literature, history, math and science.

The design satisfies all of the programmatic needs described by our community partner, while also providing venues for the local, non-school age population to use the facility during after school hours, for performances in the amphitheater, and for gatherings in the indoor spaces and outdoor courtyards. The library's book collection and computer stations are designed to be shared with local elementary schools lacking these resources.

All school amenities such as classrooms, performance and practice spaces, garden and art rooms, kitchen and cafeteria, front office and community gathering spaces are provided for distinct needs, but each part is essential to the whole in the creation of a complete academy that serves both students and their community. Care is taken within the architecture to capture each space's individual nature and purpose. A range of the cultural beauty and wonder of Uganda is reflected in the building forms and open roof truss systems throughout the project. The school design also takes Uganda's equatorial climate into consideration, addressing the heavy monsoon season and hot summers, through natural ventilation and covered walkways to and from each building complex and space.

The site is located on a slight uphill grade from the road, so the natural slope guided the layout and design of the masterplan, allowing a natural flow throughout the campus among the various uses and spaces. Additionally, ADA access is available throughout the school for both students and the community at large. Most of the land for the school is secured and additional parcels are being added, so the design takes into account the full extent of the expected land area and shape.

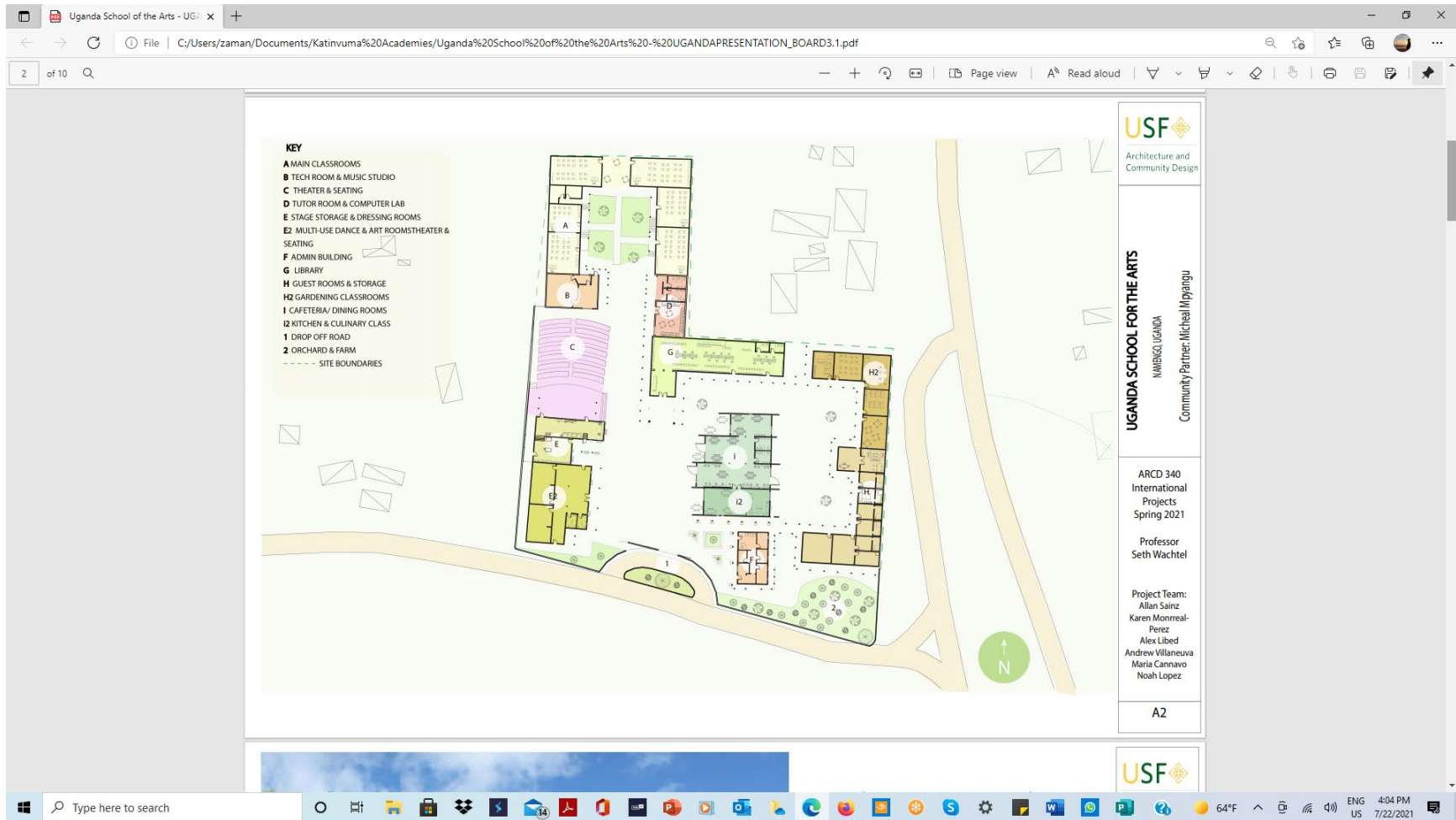


UGANDA SCHOOL FOR THE ARTS
 NAMIBIGO, UGANDA
 Community Partner: Micheal Mpyangu

ARCD 340
 International
 Projects
 Spring 2021

Professor
 Seth Wachtel

Project Team:
 Allan Sainz
 Karen Monrreal-Perez
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The rest of the school plan will be added to this brochure and formatted in a better way.

What remains to be done:

- Quantifying the cost of construction of the school
- Budgeting for 1st two years of running the school
- Preparing paperwork for licensing the school

Construction

We planned to build a single stream academy providing six classrooms for each grade: Senior 1 to Senior 6, (equivalent to 4 years of high school plus two extra years before university, as is the Ugandan education system). The most prominent features of the structures planned include a library to be shared with other schools in the region and two multi-purpose halls that will be used for both school and community activities. Central to the plan will be an amphitheater that will feature regular performances by students and staff, and visiting artists.

Due to anticipated high demand for admission, the school will run three shifts each school day and a fourth evening shift for the community. On weekends, some spaces will occasionally be rented out for meetings, performances, and other activities.

1st shift: 9 am to 12:30 pm

2nd shift: 12:30 pm to 3 pm

3rd shift: 3 pm to 6 pm

4th shift: 6 pm to 9 pm | Community and vocational sessions for all ages.

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A Case for Uganda School of the Arts

Schools in Mbale District: Mbale district has about 64 secondary schools spread over 23 sub counties, 116 Parishes and 902 villages. Of these, 25 are government owned, 27 private, and 12 owned by the communities. (A district in Uganda is equivalent to a county in the US. In terms of size from biggest to smallest, it goes from district, county, sub-county, parish, village).

64 schools could sound like plenty of schools in this one district. However, most of these schools have limited intake. This leaves many potential students unadmitted for secondary education. For context, 77% of Uganda's population range from 15 to 35 years of age. Approximately 7.3 million Ugandans are aged 15 – 25. The average Ugandan secondary school is much smaller than its American counterpart. Given these facts, 64 secondary schools with limited intake, in one of the most populous districts in the country, are inadequate. The extent of the need for higher education in particular is immense.

Related articles: https://en.wikipedia.org/wiki/Youth_in_Uganda, | <https://www.un.org/en/africa/osaa/peace/youth.shtml>.

Acreage of the land: 1.2 metric acres. We are looking to expand the size of the land available for the school. One of the neighbors is already in the process of selling an adjacent plot to increase the current size of the school site with 66% so far paid. We are in the process of talking to other neighbors.

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Cultural Conservatory | Attributes that Necessitate a conservatory in the Region: One other special attribute to the region is the initiation of young people into adulthood when they come of age. The ceremonies involve the candidates for

initiation traveling to all relatives with reasonable distance and inform them of the upcoming initiation. This specific type of initiation involves the candidates composing songs through which to convey personal messages to relatives and others. As a result, the Gisu tribe are prolific composers with unique rhythms and melodies, most of which go unrecorded and therefore unappreciated by the rest of the world.

Other neighboring tribes are Gwere, Nyole, Teso, Adhola, and Sabiny, all with rich musical and dance traditions worthy of conserving and sharing with the rest of the world.

Given the unique cultural attributes of the peoples of the region, students of the Uganda School of the Arts, will gain skills of conserving these unique cultures for posterity and to share with the rest of the world.

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Staff Upkeep: As part of a reduced-tuition-program, and to learn about collective responsibility, students at the school will form the core of the school's upkeep. All students and members of staff will play a role in the school's upkeep.

Leaders on the US Side: Rolf Bell, CEO of Green Living Builders, LLC Seth Wachtel, Program Director for the Architecture & Community Design program at the University of San Francisco Micheal Mpyangu, Coordinator for the Uganda School of the Arts Project.

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Partners: Pending

Budget: Pending

Community Partner: Micheal Mpyangu

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