



Trustees Peter Clegg and Mike Kironde at Mike's school in Bombo, Uganda. Mike is explaining that to meet increased space needs he is planning to take the roof off the school in the coming holiday and add another storey to building.

Our calculations show that Uganda needs an additional 150,000 classrooms over the next five years to provide adequate space for primary education.

James Wetz, one of our founding trustees has written:

Schools are 'Learning Communities' which provide the safe and secure settings to support the intellectual and social development of each child. The school experience should enable each individual to develop necessary skills and competences, understandings, and knowledge which they can use in their adult lives. They are also an environment which should stimulate imagination, curiosity and artistic expression. Finally, schools should be Learning Communities within which young people can acquire the values by which they will lead their lives, helping them to build a sense of selfworth, well being and resilience. Putting Relationships at the heart of the organisation and design of schools will make this a possibility, as well as creating settings where young people feel safe and secure, enabling them to respond positively to the challenges that are implicit in all learning.

The principle strands of our work at the Feilden Foundation are in the provision of school spaces for education in East Africa, alongside an understanding of the needs of the educational system. This twin track approach is the focus of our two major developments this year. The first is a new version of the Uganda school Design Guide that we first published as a small booklet more than ten years ago.

The second is the completion of our Community of Practice project in the Kabale region alongside one or potentially two new start ups based on the same principles - helping schools to help themselves in terms of improving the relevance of the curriculum and the need for education to support each individual child on their journey from early infancy to young adulthood.

In both these strands of work we are supporting local initiatives. The design guide is co authored with architects and engineers based in Uganda and alongside universities who will use it as a teaching tool. The Community of Practice is firmly rooted in empowering groups of schools to share ideas around professional development through cooperation rather than competition.

Peter Clegg, Chair of Trustees

Expanding Educational Opportunities

Since 2005, the Feilden Foundation has been partnering with schools and organisations in East Africa to design and build quality educational facilities with minimal use of resources. Now, we see a need to aid and equip the new generation of architects and designers in the region, and so have begun the research and development of an East African Schools Design Guide. To kick this off Trustee Peter Clegg recently completed a trip to Kampala and Kigali with field officer Meg Collin to visit exemplar schools and meet with project collaborators.

In presenting our proposal to Uganda’s Ministry of Education and Sport, they gave us the measure of the challenges they face:

- Uganda has a population of around 45.8 million, increasing at 3.2% each year, of whom over 45% are under 15.
- Every year 2.2 million children enrol in primary, but only 35% of these complete P7, 28% enrol in secondary education* and only 13% make it to GCSE equivalent.
- In order to increase secondary enrolment and ensure no child needs to walk more than 10km to school, a programme of building 259 ‘seed’ secondary schools is well underway. It’s funded by the World Bank, but the budget is restricted to \$700 000 per school.

As architects, our aspirations are for high-quality learning environments that encourage and inspire pupils to fulfil their potential. We want to promote the use of low-carbon materials and use strategies for climate-responsive design. We seek to design spaces for alternative teaching techniques and extra-curricular activities. Balancing what we think is best with what might be affordable presents a serious technical challenge.

We think there are opportunities to save money: if standard designs are adapted to each site it will reduce the need for large earth movements; the retention of trees can enhance the external environment; ramps can be rationalised to reduce concrete; a phased masterplan can ensure funds are spent more wisely in the long run; and careful choice of materials and good workmanship can reduce lifetime costs of maintenance and repair. But there isn’t much leeway. How do you calculate the economic cost of lost learning time in noisy and overheating classrooms?

We’re not the first to come across these challenges and it was inspiring to learn about how architects and educators are already coming up with economical solutions to elevate the standard of educational facilities in the region. We’re excited to be embarking on this project and are optimistic as to where it might lead.

This work is funded with help from The Peter Cundill Foundation and a legacy from Dr Jennie Walker.



COMMUNITY OF PRACTICE (COP) + WASH SYSTEMS, KABALE

New funding needed to build on the success of our Educational Offer to schools in Uganda.

Can you help us to contribute to our funding target of £15k? So far we have commitments for £5.5k and are seeking support for a further £9.5k over the next three years.

The Evaluation Conference Report of Phase 1 of the Community of Practice is available on our website [here](#) and sets out the impact of the programme over the past three years.

The Steering Group for the project in Kabale wishes to take the project forward and embed the achievements gained in the Phase 1 schools and involve a further 10 schools – with this programme making a unique contribution to the regional and national development of education in Uganda.



The central aim is to build on the success of Phase 1 and create an exemplar model of schools working collaboratively to improve education standards across Uganda.

The underlying argument is that where schools have Safeguarding and non-violent Behaviour and Relationship Management practices in places, children will be more positive and less fearful about attending school, teacher pupil relationships will improve, and fewer children will drop out of school. When this is aligned with the Government’s National Programme for Active Teaching and Learning, academic attainment and standards will improve.

The next phase has been made possible with a generous donation from our Trustee Mike Kironde. However, additional funding would be gratefully received to cover all future aspects of the programme.

Funding priorities for which help is being sought and how your contribution will help.

1. A renewed emphasis on **Safeguarding** and **Child Protection Training** in all 20 schools, ensuring the schools are safe environments for all children to learn in, with Safeguarding Leads (male and female) established in each school.
2. **Positive engagement with parents** and communities to share the new approaches to behaviour management.
3. **Washlot stations** in 10 Phase 2 schools to provide clean drinking water and improved sanitation creating safer environments for children’s health. These can be installed for just £750 per school.
4. Provision of 1,000 **reusable sanitary pads/towels** with training for girls on how to make these pads to impact on dropout rates among girls from poor socio-economic backgrounds.
5. **Annual Conference** for three years for all Stakeholders to come together to celebrate achievements and evaluate progress.

If you would like to make a donation please visit: <https://www.feildenfoundation.org.uk/contact> and click the **DONATE** button!



As part of the School Design Guide work, the Feilden Foundation has partnered with the Faculty of Architecture and the Built Environment at the University of Rwanda, to provide mentorship to final year architecture students on the theme of sustainable school design.

This programme was kick started in July 2023, with a two-day workshop with the students in Kigali led by Feilden Foundation Field Officer Meg Collin, Student Gracious Muzamhindo and FCBStudios Architect Nathan Fairbrother.

The two-day workshop was hosted at the School of Architecture in Kigali and included discussions on the fundamental principles of school design. These sessions encouraged the students to reflect on their own experiences of school and share their dreams for schools of the future.

Presentations on the theme of landscape design outlined the broad principles of sustainable landscape and the importance of an integrated landscape strategy. Following the talk, the students were asked to break into groups and sketch out landscape proposals for a chosen school and share their ideas with their colleagues.

The students were encouraged to present their own unique 'manifesto' idea on the theme of School Design

with the intention that this would guide their specific research for their own school proposal.

They presented research they had completed on Rwandan schools to the whole group which was encouraged to be an 'open forum' for ideas to be shared and debated. Every student was given the opportunity to speak and receive feedback on their work. This model allowed for open dialogue and reflection on both sides, and therefore became an opportunity for knowledge transfer between the two groups. As well as being beneficial to the students, it enabled the Feilden Foundation team to deepen their understanding of educational facilities from the students' experiences of attending school in Rwanda.

Cross-cultural mentoring and knowledge sharing came with its own unique challenges, however the benefit of in-person workshops and building personal rapport meant that these barriers were quickly dissolved. The value of being in-person rather than online meant the students were engaged and asked the team many questions to inform their learning. The team were also able to give valuable feedback as well as learn from the students themselves. Informal conversations were had at various interludes during the day, as well as being able to share experiences over lunch at the school canteen.

This work continues our long-standing international relationship with the University of Rwanda, as well as creating new local networks of both students and faculty. We hope to strengthen our ties with the University and other international institutions as we look towards how we promote quality and sustainable school design in the developing world.



As always we extend our gratitude to you - our friends and entire support network, for your continued interest in FF activities - your support is hugely appreciated.

FCBStudios kindly support our administrative activities, but we rely on the abundant time and expertise given by our volunteers in addition to donations made generously by our long-standing supporters to carry out the breadth of work we do in East Africa. 100% of donations received go towards building projects or supporting education for African children. We're sure you agree the impact for local communities and children is worthy. If you would like to make a donation, please visit our website, or contact us at:

info@feildenfoundation.org.uk

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