The African SOUP — Campus Master Plan

The African SOUP
School Master Plan

March 2023
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The African SOUP Mission

To empower communities through national primary education change, informed by our community development programming.

The African SOUP Vision

A Uganda with equipped teachers, engaged learners, and empowered communities.
01
Master Plan
Vision
Your Goals
Our Process
Our Collaboration
The African SOUP

Founded in 2009, The African SOUP is an educational organization that works with the community of Nabikabala, Uganda to address its most vital needs. In addition to operating a successful nursery and primary school, The SOUP provides wraparound services to families whose children are suffering from acute malnutrition, provides scholarships to students pursuing secondary education, and leads a national education reform initiative focused on active learning. In order to develop a truly model school and better support the community, The African SOUP has acquired additional land which will allow it to grow and develop. This campus master plan will provide a future vision for the campus and a guide to capital investment. Development of the plan offers the opportunity to design a campus with active learning as its animating principle. Perkins&Will has agreed to partner with The SOUP to develop a preliminary campus master plan, including evaluation of existing site information, site inventory, site analysis, and campus planning.

The new campus master plan is centered around a common green space that serves as a dynamic space for outdoor learning, gardening, play, community gathering and group activities. This space will serve as an outdoor learning lab that will put all facets of active learning on display for teachers and students.

Our Process

**Master Plan Vision:**

If nothing else, The African SOUP Campus Master Plan must celebrate the whole child and further active learning to be successful.

**Partnership**

Perkins&Will is delighted to partner with The African SOUP to design its first-ever master plan, which will guide the future development of the campus. Since 1935, Perkins&Will has been a leader in client collaboration around the world to create healthy, sustainable, and inspiring learning environments. We share in The African SOUP’s commitment to transform lives through the power of education, promote student-centered learning, and empower Ugandan leadership.

We are stewards of the designs we produce for our clients and of the value we create for our clients as a result of those designs. Ensuring a positive, world-class experience for our clients – from start to finish – is paramount. The Perkins&Will Atlanta team is honored to be stewards of The African SOUP’s mission and vision, to build upon its accomplishments, and facilitate a master plan design that will fulfill the goals of the organization.

The planning process began with and continued to be informed by client engagement that included learning about the organization, its stakeholders, the site, and campus programs. These conversations led to a translation of this knowledge into a series of framework plans, growth scenarios, and a flexible campus plan to serve the organization for years to come.
Our Collaboration

Engagement

Client Kick Off
The design team conducted a kick-off meeting with The African SOUP Board and Ugandan staff members to discuss scope of work, mission, vision, goals, and deliverables.

Meeting 1 - Learning
The team met to discuss the campus plan vision and goals, existing site conditions, site analysis, existing and planned program and future growth scenarios.

Meeting 2 - Growth Scenarios
Three campus framework alternatives were developed and discussed. Each plan paid attention to key drivers identified by Uganda staff members. The meeting concluded with selecting the alternative that best serves the SOUP’s mission and vision.

Master Plan Evaluation
After review and input from the board of directors, Ugandan staff members and pupils, a final master plan was developed to guide the organization in its future planning.
The school property is located in rural eastern Uganda. Generally, most settlement happens along major road intersections, creating what is typically known as a trading center. Beyond the trading centers, human settlement is sparse with households having to walk for a few miles to reach the trading center to buy daily household goods.

With subsistence farming being the major economic activity in this region and across the country, land parcels are linear to help drain water from the highlands to the swampy lowlands. This configuration also makes it easier to cultivate the land without the use of mechanical tools. Rice is the most common crop grown in this region because of the wet soils available in the lowlands.
The school is located on a high point and gently slopes south. Because of the elevation, the current 5-acre site is not prone to flooding. However, the southernmost tip of the new 21-acre site may experience occasional pooling of water because it is located at a lower elevation. It will also probably remain wet throughout the year. This could be a good place to do farming on the school property.
Climate Study

Since Uganda is located on the equator, there is not much variation between the winter months (Dec-Feb) and summer months (Jun-Aug). In order to reduce severe sun exposure in building interiors, eastern and western window shades would be ideal. The buildings are sited to allow adequate cross ventilation across the site and though the classrooms for improved comfort.

LEGEND

- Existing Building
- Existing Pathway
- Open Space
- Existing Garden

1. Sun Path
2. Prevailing Wind
3. Gatehouse
4. Office
5. Latrine
6. Classroom
7. Kitchen
8. Computer Lab
9. Boys Dormitory
10. Girls Dormitory
11. Teacher Housing
12. Guest House
13. Nursery
14. Chicken House

Shade trees on site to be preserved.
Site Opportunities

Site Access Points
Currently, the main entrance to the school is on the southern side through the main gate. Once the nursery section is built, having another access point directly across from teacher housing will allow for a separate entrance to the nursery school that can operate independently from the primary school entrance.

Four Clusters
The school is currently organized around three major program clusters - primary school, kitchen and gathering, and nursery. With the planned dormitory cluster on the northern portion of the site, the school can be organized in primary, gathering, nursery and boarding clusters connected by a network of green spaces.
Teacher Housing Site

Once the teacher housing site is redeveloped, direct access into the school property will be vital. This new access point will serve teachers and allow the nursery section to function independently if required by the Ministry of Education and Sports.

Central Gathering Location

The open area in front of the kitchen and the girls dormitory serves as the main gathering and play area for the school. This idea of a common gathering area shared by all clusters is reinforced by the common green space in the proposed master plan. This will become a space for school functions, play and outdoor learning.
"At the African SOUP School, teachers are well-trained. Pupils learn through sharing ideas with others. The SOUP has helped me gain skills in debating and grow more confident. You can become a member of Parliament through active learning or even President."

Judith Nabirye, Student at the African SOUP School

**Future Campus Improvements**

The African SOUP sees the opportunity to re-imagine facilities on the campus through a combination of renovation, expansion, and new construction to better serve students and teachers. Priority projects include:

- Build improved housing to better retain talented teachers
- Construct a dining hall/pavilion that will provide shelter from the elements and offer space for school assemblies and community events
- Upgrade the kitchen to include new stoves, chimney, flooring, and a wash room
- Construct additional primary classrooms to ensure an optimal learning environment
- Construct additional nursery classrooms and a playground to better serve the needs of our youngest learners
- Build new girls and boys dormitories to serve more students and improve residential life
- Expand the library to allow for a larger collection of books, a reception area, a classroom, and a reading area for children
- Construct a new administrative building to include teacher and staff offices, a workspace with printers/copies, and an active learning resource room

**Current Facilities**

<table>
<thead>
<tr>
<th>Space</th>
<th>No. of Spaces</th>
<th>No. of Students/staff</th>
<th>Area (SQ. Meters)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen</td>
<td>1</td>
<td>-</td>
<td>52</td>
<td>Needs to be expanded and relocated.</td>
</tr>
<tr>
<td>Nursery Classrooms</td>
<td>1</td>
<td>206</td>
<td>440</td>
<td>Currently in one building.</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>30</td>
<td>54</td>
<td>Office block to be replaced.</td>
</tr>
<tr>
<td>Teacher Housing</td>
<td>2</td>
<td>22</td>
<td>121</td>
<td>Will be replaced with expanded housing.</td>
</tr>
<tr>
<td>Boys Dorm</td>
<td>1</td>
<td>30</td>
<td>128</td>
<td>Currently serves 25 pupils. To be eventually replaced.</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>1</td>
<td>30</td>
<td>17</td>
<td>Will be upgraded with new equipment.</td>
</tr>
<tr>
<td>Gate House</td>
<td>1</td>
<td>-</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Girls Dorm</td>
<td>1</td>
<td>42</td>
<td>115</td>
<td>Designed for 20 students, but houses 42 girls.</td>
</tr>
<tr>
<td>Guest House</td>
<td>1</td>
<td>-</td>
<td>45</td>
<td>Guest House for volunteers.</td>
</tr>
<tr>
<td>Outdoor Latrines</td>
<td>1</td>
<td>670</td>
<td>21</td>
<td>-</td>
</tr>
<tr>
<td>Primary Classrooms</td>
<td>10</td>
<td>449</td>
<td>557</td>
<td>Consider window, ceiling and furnishing upgrades.</td>
</tr>
<tr>
<td>Chicken House</td>
<td>1</td>
<td>-</td>
<td>173</td>
<td>Structure to be demolished.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>1,731</strong></td>
<td></td>
</tr>
</tbody>
</table>
“The SOUP School is a center for innovation and excellence for active learning teaching practices. Our vision is to bring teachers from across Uganda to our campus to witness how the learning process is transformed.”

Rebecca Mirembe, Head of School & Director of the Active Learning Project
Site Design Strategies

Linear Pattern
From the cluster of four buildings, the school is organized in a linear pattern with buildings pushed to the edges of the site boundaries. This already existing framework is the foundation of the new master plan. This strategy helps to maximize land usage and leave room for a central green space.

Central Green Space
The new master plan is centered around a common green space that serves as a dynamic space for outdoor active learning, play, gardening and gathering. All buildings will be facing the green space. A series of smaller green spaces strategically placed across the site also help to create smaller intimate courtyards for play and learning.
Program Clusters

Similar to how the current school is organized, the new master plan organizes the school into primary, gathering, nursery and boarding clusters. The network of green spaces helps to connect all of the clusters in a seamless way, making them blend with each other but remain separate programmatically.

Looking to the Future

The master plan blends new and expanded facilities with existing buildings. Careful phasing will ensure that current buildings in good condition are maintained as long as possible while making room for new buildings. The master plan looks at how the School could be transformed over the coming years and allows flexibility to anticipate future needs.
“The School grounds represent a safety net and a place of hope for the students and the community. There isn’t a place on the grounds where I haven’t witnessed service. Making our mission visible in this space is very important.”

Michael Kaidhiwa, SOUP Co-Founder & Executive Director


Buildings to be Addressed

The master plan execution will be a phased process and will optimize the use of all existing buildings while allowing for flexibility in creating a campus that will serve the SOUP well into the future.

**LEGEND**

- Buildings to be removed
- Buildings to be removed in future phase
- Buildings to remain

1. Office
2. Latrine
3. Primary Classroom
4. Kitchen
5. Computer Lab
6. Boys Dormitory
7. Girls Dormitory
8. Teacher Housing
9. Guest House
10. Nursery Classroom

**Offices**

The current office block will be replaced with a new administrative building.

**Primary Classroom Block**

This building had new terrazzo flooring installed in 2022. It will remain serviceable for many years and will not be removed in the near term.

Kitchen and Girls Dormitory
Boys Dormitory
This dorm was constructed in 2019 and is still in good condition. When a new boys dormitory is constructed, this building can be re-purposed.

Guest House
This structure was constructed in 2019 and is in good condition. It could be re-purposed in a future phase as the need arises, and a new guest house could be located on the 21-acre site.

Kitchen
A new kitchen will be constructed adjacent to the future dining hall/pavilion.

Teacher Housing
Current teacher housing will be replaced in a phased approach with new construction.
## Proposed Campus Improvements

<table>
<thead>
<tr>
<th>Space</th>
<th>No. Of Spaces</th>
<th>No. of Students/staff</th>
<th>Current (SQ. Meters)</th>
<th>Proposed (SQ. Meters)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen Expansion</td>
<td>1</td>
<td>11</td>
<td>52</td>
<td>69</td>
<td>Locate adjacent to dining hall.</td>
</tr>
<tr>
<td>Future Nursery Expansion</td>
<td>4</td>
<td>206</td>
<td>440</td>
<td>667</td>
<td>Plan includes 4 building for a total of 667 sqm. for future expansion.</td>
</tr>
<tr>
<td>Office</td>
<td>4</td>
<td>30</td>
<td>54</td>
<td>188</td>
<td>Includes teacher and staff offices, workroom and active learning resource room. Plan has 175 sqm. additional capacity for future expansion beyond currently planned 188 sqm.</td>
</tr>
<tr>
<td>Dining Hall</td>
<td>1</td>
<td>450</td>
<td>0</td>
<td>620</td>
<td>Will be designed as open-air dining pavilion with moveable seating to serve nursery (206) and primary (449) students. Space will also be used for assemblies, debates, school functions, community events, and exams. Includes 80 sqm. of storage.</td>
</tr>
<tr>
<td>Teacher housing</td>
<td>10</td>
<td>10 (Families)</td>
<td>121</td>
<td>653.9</td>
<td>48 sqm. per unit and 18 sqm. for outdoor latrines.</td>
</tr>
<tr>
<td>Boys dorms</td>
<td>2</td>
<td>100</td>
<td>128</td>
<td>936</td>
<td>2 blocks, totaling 183 sqm. and 50 students per block. Each includes a matron and lounge room totaling 25 sqm. plus 202 sqm. of outdoor latrines.</td>
</tr>
<tr>
<td>Nursery Playground</td>
<td>1</td>
<td>206</td>
<td>0</td>
<td>695</td>
<td>Dedicated playground for the nursery section.</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>655</td>
<td>0</td>
<td>665</td>
<td>1000 volumes currently; expand to 10K volumes. Includes storage (14 sqm.), reception/book drop off (14 sqm.), classroom for 30 pupils and a teacher (77.25 sqm.), office and workroom (14 sqm.).</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>1</td>
<td>-</td>
<td>17</td>
<td>0</td>
<td>Structure to remain.</td>
</tr>
<tr>
<td>Gate House</td>
<td>1</td>
<td>-</td>
<td>8</td>
<td>0</td>
<td>Structure to remain. May need future upgrades.</td>
</tr>
<tr>
<td>Girls dorms</td>
<td>2</td>
<td>100</td>
<td>115</td>
<td>936</td>
<td>2 blocks, totaling 183 sqm. and 50 students per block. Each includes a matron and lounge room totaling 25 sqm. plus 202 sqm. of outdoor latrines.</td>
</tr>
<tr>
<td>Guest House</td>
<td>1</td>
<td>-</td>
<td>45</td>
<td>139</td>
<td>Guest House for volunteers.</td>
</tr>
<tr>
<td>Outdoor Latrines</td>
<td>3</td>
<td>655</td>
<td>21</td>
<td>132</td>
<td>Each latrine is 44 sqm. with 12 toilets stalls.</td>
</tr>
<tr>
<td>Planned Green Space</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>8262</td>
<td>A series of green spaces that serve as dynamic space for outdoor learning, gardening, play, community gathering and group activities. These spaces will serve as an outdoor learning lab where active and experiential learning can be enjoyed by students and teachers.</td>
</tr>
<tr>
<td>Primary Classrooms</td>
<td>7</td>
<td>44</td>
<td>557</td>
<td>588</td>
<td>Plan includes additional 391 sqm. for any future expansion beyond the currently planned 588 sqm.</td>
</tr>
</tbody>
</table>

**TOTAL** | 1,731 | 14,395

**Notes:** 8,172 sqm. of outdoor play areas is planned but **not included in current 5-acre plan.** To be located on 21-acre site. This includes a football pitch (105mx68m), netball pitch (30m x 15m), volleyball court (18m x 9m), and basketball court (20m x 15m). Assume each court has areas for seating to host district competitions.
Program Comparison

The Campus Master Plan makes possible the following enhancements:

- Increased number of nursery classrooms and designated playground for young learners.
- Planned area of expansion for primary classrooms.
- Enlarged office space to include more work and resource spaces for teachers and staff.
- New open-air dining pavilion to provide a comfortable space for meals, school functions, and community events.
- Expanded and relocated kitchen to serve the new dining pavilion.
- Expanded teacher housing.
- New dormitories with capacity to serve four times the current number of boys, and over double the current number of girls.
- New library to hold over 10 times the amount of books as well as a classroom, reading area, and reception desk.
- Over 8,000 sqm. of green space for learning, gathering, gardening, and play.

Teacher Housing Phasing

Phase I
Keep existing housing and build 3 new units and new outdoor latrines.

Phase II
Build additional 4 units and keep existing buildings.

Phase III
Build additional 3 units and remove existing original buildings.

<table>
<thead>
<tr>
<th>Space</th>
<th>Space Description</th>
<th>No. of Spaces</th>
<th>Net Each (SQ. Meters)</th>
<th>Net Total (SQ. Meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(10) 2 Bedroom units</td>
<td>10</td>
<td>28</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>Bedrooms</td>
<td></td>
<td>10.50</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Living Room</td>
<td></td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Kitchen</td>
<td></td>
<td>48.50</td>
<td>485</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td></td>
<td>57.5</td>
<td>503</td>
</tr>
<tr>
<td>2</td>
<td>Outdoor Latrines</td>
<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td></td>
<td>63.05</td>
<td>653.9</td>
</tr>
<tr>
<td>Total GSM: 1.3 Grossing factor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New School Entry
Re-imagined school entry and parking area framed by new office and classroom blocks.

Central Green Space
The green space is anchored by two new buildings - a library and a dining hall/pavilion.

Living Cluster
New boys and girls dormitories are separate but each have courtyards for play and outdoor activities.

Nursery Cluster
The master plan envisions creating a more defined area of campus dedicated to our youngest learners with additional classrooms to relieve overcrowding and improve the teacher/student ratio.
Campus Master Plan

Entry Portal
New classroom block will have an entry portal that leads to the heart of the primary school cluster and into the central green space.

Sustainability
Utilize new large roof areas to install solar panels and water collection systems to reduce dependency on unreliable electric power and village water.

LEGEND
1. Gatehouse
2. New Office
3. New Latrine
4. Primary Classrooms
5. New Primary Classrooms
6. New Kitchen
7. Computer Lab
8. New Boys Dormitories
9. New Girls Dormitories
10. Teacher Housing
11. New Guest House
12. Nursery Classrooms
13. New Library
14. New Dining Hall
15. Loading/service area
16. Playground
17. Common Green Space
18. Outdoor Pavilions
19. Future Nursery Expansion
20. Future Primary Expansion
21. Future Office Expansion
**Learning Pavilions**
A series of pavilions provide spaces for outdoor learning, shade and gathering spaces for students and teachers. These are sized to accommodate at least one classroom at a time.

**Connected Clusters**
Major pathway connects the primary, gathering, nursery and boarding clusters but ensures that primary and nursery students enjoy separate enclaves and provides more privacy for the boarding community.

**Teacher Housing**
New teacher housing better utilizes available land and can serve 10 families per floor. Outdoor space allows teachers an area for rest and relaxation where their children can play.
“Active learning is where pupils learn creatively, ethically and with a lot of practice. I have also learned gardening skills because we were part of the demonstrations where we learned how to plant maize, soy beans and vegetables at the school garden. And I know how to use a computer, which I know can help me get a job in the future. Debating and sharing freely in groups with my fellow learners has improved my confidence. I have learned to respect the ideas of my fellow students.”

Mary Karungi, Student at the African SOUP School
We can learn from projects around the region that are both thoughtful and contextual.

Kamwokya Community Centre
Kampala, Uganda

Architects: Kéré Architecture and j.e.nsubuga & associates
Client: Ameropa Foundation, Binningen, Switzerland & Kamwokya Christian Caring Community (KCCC)
Size: 1600 Square Meters
Completion Date: 2022
Contractor: Soleco Construction co Ltd
Photo Credits: Jaime Herraiz and Iwan Baan

The Kamwokya Community Centre is the fruit of a partnership between local non-profit Kamwokya Christian Caring Community, which runs sports, leisure and artistic activities in one of the poorest areas of Uganda’s capital, Kampala, and the Ameropa Foundation, which works internationally on projects that aim to improve the lives of marginalized communities. The playground provides a more conducive space for the activities already happening on site, such as sport training and matches, spontaneous gatherings, community events, workshops, music and dance classes.
Recognizing the considerable gaps in academic infrastructure that the Ministry of Education identified, their first project was to support the curriculum, teachers, and infrastructure of Mubuga Primary School in the Musanze District. The new design sought to address challenges facing many schools in the district, such as overcrowding, poor daylight, poor acoustics, and access to washrooms, while remaining within the Ministry’s financial and material constraints. The new campus consists of five educational buildings housing thirteen classrooms, a resource room for teachers, an administrative office, library, community pavilion, and bathrooms.

Mubuga Primary School
Ruhengeri, Rwanda

Architects: MASS Design Group
Client: M2 Foundation, Rwanda Ministry of Education and District of Musanze
Size: 1000 Square Meters
Completion Date: 2015
Photo Credits: Iwan Baan
Ruhehe Primary School
Ruhehe, Rwanda

Architects: MASS Design Group
Client: M² Foundation
Size: 560 Square Meters
Completion Date: 2018
Photo Credits: Iwan Baan

Ruhehe Primary School is a public school that serves 1,120 students from pre-primary to grade six, with the help of 20 teachers and maintenance staff. This project aims to prove that design interventions across a school campus can improve learner outcomes, increase satisfaction among students and teachers, and increase student retention rates. The new Ruhehe campus is laid out as a necklace, with the classrooms as pendants along the chain. These pendants are surrounded by a perimeter wall that protects students and reduces distraction from their studies.

“It’s Not Because You Are Limited in Resources That You Should Accept Mediocrity” Francis Kéré, 2022 Pritzker Winner
“We are establishing a purposefully-designed learning space that enhances children’s imagination and creativity.”

Kenneth Agaba, Project Manager, Active Learning Project