

FUTURE SCHOOL OF BUCHA

get-to-know meeting - workshop

2022-12-21

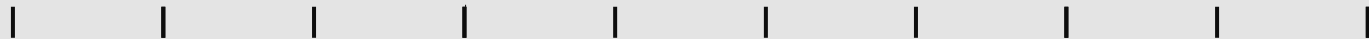


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CONTENT

- 00 About the project
- 01 About the workshop
- 02 Process
- 03 Results



00

About the project

What are we building?



Plot size 2.5 ha



720 students (6-18 year old)



29 classrooms



Kindergarten for 150 children



Gym, stadium, running court



Kitchen and eating area for 220 people.



Computer classrooms, workshops



Library and reading rooms, hall for events

- The aim of the project is to help Ukraine to rebuild its destroyed infrastructure and set a replicable standard for faster execution in other municipalities of Ukraine.

- Pilot project to develop a school in Bucha aims to create education infrastructure at no cost to distressed Bucha municipality.

- To achieve the full cost coverage, there is a need for in-kind donations of equipment and necessary materials (HVAC equipment, windows, doors, furniture, etc.) for school construction as well as monetary donations to cover construction workers salaries that would be raised via dedicated school project account owned by Bucha municipality.

- Current status:

- Design task received from Bucha municipality.
- Land plot required for school construction was provided by BT Invest (<https://www.btinvest.lt/98/Projects>).
- School design team led by 2L architects started design process.
- Estimated start of construction in 2023.
- Estimated start of operations in 2025.

01

About the workshop

Why do we do this?

Users knows best! This means that kids are the best designers of playgrounds, teachers of classes and parents of parking lots.

Nowadays, school is not only second home for students – it is a hub for everyting and everyone – sports, leisure and events. So **for best results everyones' in the school community needs has to be heard!**

In collaboration with Bucha municipality design team, administration members, Bucha school heads and teachers, investors, and coordinators of the project gathered to think about new type of school fo Bucha. **All participants** were divided into 4 groups and **had to reflect on the problems and posibilities in existing schools.** Their **insights will be used to define main tasks, challenges and needs for the further steps of the design process.**



02

Process of the workshop



02.00

PROGRAM

- 00** Introduction, welcoming words from Bucha municipality and guests
- 01** Development of schools, financing models
- 03** Good practices of creating modern schools
- 04** Workshop on existing situation in school in Bucha
- 05** Presentation of results and school
- 06** Discussion



02.01

Development of schools, financing models

Examples of four different educational projects in Lithuania and Poland were presented to showcase the options of possible different financing models and successfully managed projects.



Queen Morta school in Vilnius
Size-7.431 sq. m.
Students-800



3 schools and swimming pool in
Kaunas district
15-year PPP agreement
Students-450



Schools renovation in Mielno, Poland
8-year hybrid PPP agreement



The British school of Vilnius
Size-4.230 sq. m.
Students-400





02.02

Good practices of creating modern schools

Problematics of outdated, old schools were presented and some examples of workshops, renovation projects and good initiatives were presented to open creativity for participants.



CREATING SCHOOL(S)

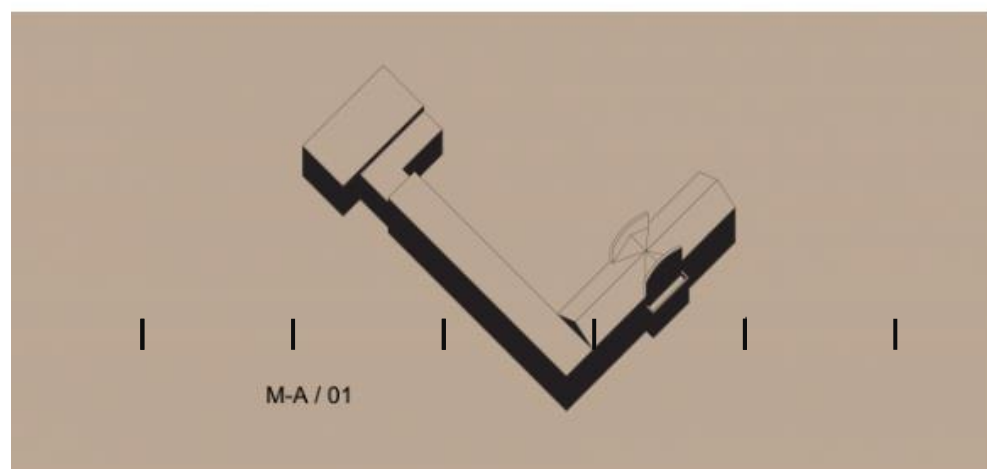
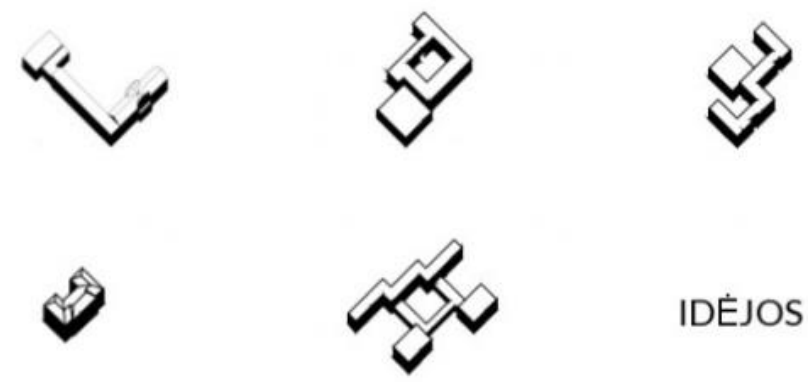
Lithuanian recipe: INVOLVE THEM ALL IN THE PROCESS





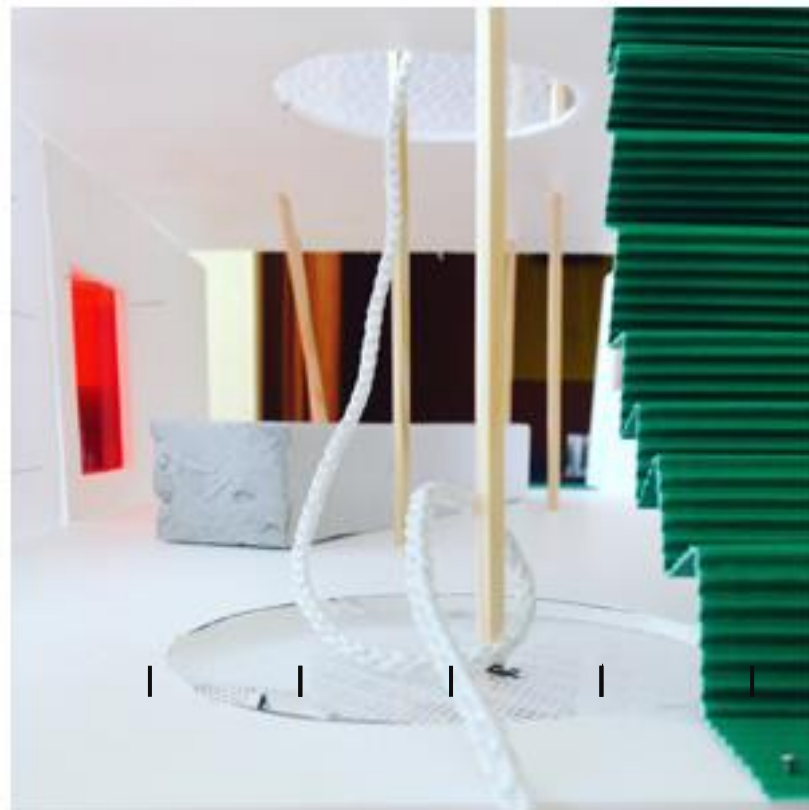
Problematics of outdated schools

Typical schools with typical problems

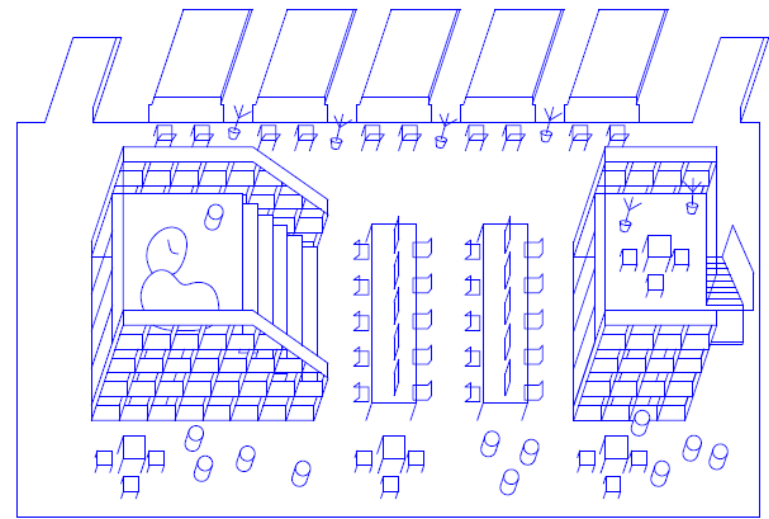
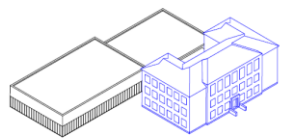
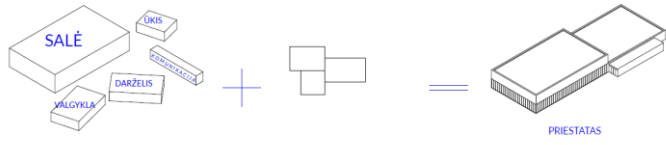


Project: **PLAYGROUND 2016**

1. Analysis of existing situation
2. Workshops with kids and teachers/ parents
3. Proposals for renewal



Project: PLAYGROUND / *Aikštelė* 2016



02.03

Guidelines for new schools in Vilnius:

1. Availability of services
2. Attention to individual goals and capacity
3. Emotional health
4. Physical activity
5. TBA (Система муніципальних рекомендацій школам, що постійно вдосконалюється)



**Project: KAD
(Keliaujančios
architektūros dirbtuvės)**

Engages kids in planing and building spaces for themselves



10 principles for quality architecture in Vilnius



1. Respect urban context (or, if needed, make creative changes) Повага до навколишньої забудови



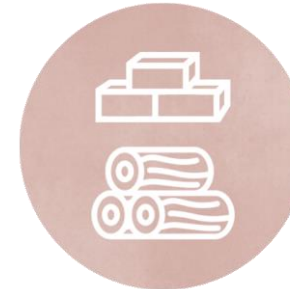
2. Separate public and private spaces
Розділення приватного та публічного простору



3. Bring life into the streets (pedestrians over transport) Пішоходи важливіші за транспорт



4. Create contemporary architecture
Створення сучасної архітектури



5. Use natural local building materials
Використання природніх будівельних матеріалів
Місцевого походження



10 principles for quality architecture in Vilnius



6. Convert and adapt (better to save than destroy)
Адаптація та зміна (збереження важливіше за руйнування)



7. Preserve and reuse the heritage Збереження та повторне використання спадку



8. Protect and enhance the greenery of the city
Захист та збільшення озеленення міста



9. Organize architectural competitions
Створення конкуренції в архітектурі



10. Take the priority of the content over the form
Пріоритет змісту над формою



EXISTING SCHOOLS AND KINDERGARTENS



02.04

WORKSHOP: EXISTING SITUATION

GOAL Evaluate schools from different perspectives

METHOD Roleplay of STAKEHOLDERS
20 minutes + presentations



02.04

TASK

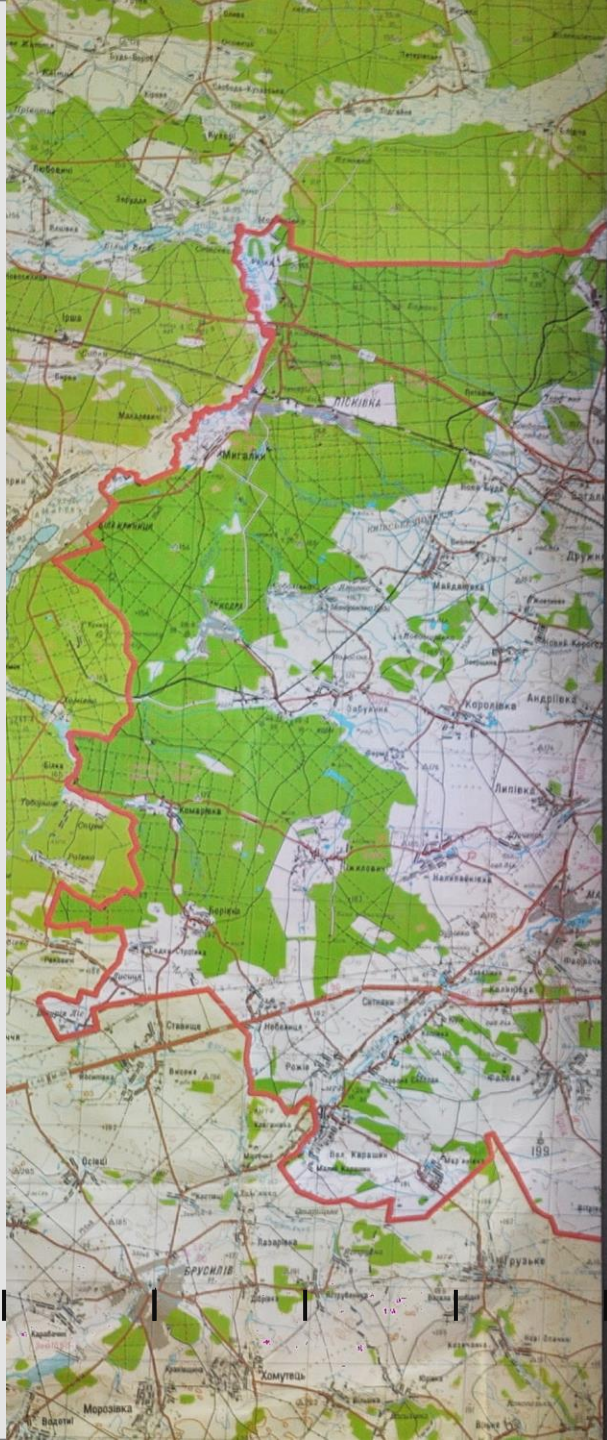
1. Name and occupancy
2. Describe **your group** and its' impact for the school
3. Write down **+ and -** of existing public schools from **your group** point of view
4. Name suggestions to improve

WORKSHOP: EXISTING SITUATION

GROUPS/ STAKEHOLDERS

1. Students
2. Teachers, Administration
3. Parents, Community
4. Operators, Investors





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03

Results





TEAM 1. Students

1. 30 children in a classroom is too many - teaching staff does not have time to pay attention to everyone;
2. Working in one shift only is more productive - it allows to teach extracurriculars, to create optimal teaching groups;
3. A variety of meals offered in the canteen;
4. Modern sports halls and playgrounds should be designed in the school territory for various sports, with a variety of sports equipment;
5. Spaces to spend time during breaks, area for rest and leisure are necessary;
6. Spaces to conduct lessons in open indoor and outdoor areas;
7. Arrangement of drinking fountains, or other types of easily accessible water;
8. Opportunity to learn playing musical instruments in music lessons;
9. Equipped classrooms for physical labor (sewing, woodworking workshops, cooking);
10. Classes of financial literacy, sexual education, IT.



TEAM 2. Teachers and Administration

1. Creating a safe space, enclosed territory, access system;
2. Implementation of electronic diaries and communication links;
3. Supply of healthy, good quality food;
4. Active parents who are involved in the school life of children;
5. Increasing funding of institutions;
6. Good engineering of all premises;
7. Reduction of children in classes, training in one shift;
8. High-quality recreation area for staff;
9. Improving the qualifications of teachers, additional training;
10. Provision alternative types of energy.



TEAM 3. Parents and Community

1. High-quality common areas, their accessibility and modernity (dining room, sports areas, assembly hall, library);
2. Possibility to have a bomb shelter;
3. Alternative types of energy;
4. Modern classrooms;
5. Modern equipment of IT classrooms.



TEAM 4. Operators and Investors

1. Creating a safe space, enclosed territory, access system;
2. Implementation of electronic diaries and communication links;
3. Supply of healthy, good quality food;
4. Active parents who are involved in the school life of children;
5. Increasing funding of institutions;
6. Good engineering of all premises;
7. Reduction of children in classes, training in one shift;
8. High-quality recreation area for staff;
9. Improving the qualifications of teachers, additional training;
10. Provision alternative types of energy.



03 RESULTS

KEY POINTS



Independent energy supply, automatic systems



Good food and water quality, variety of choices



Safety – transformable shelter, gated school territory



Qualified, always improving staff, spaces for teachers



Multifunctional indoor and outdoor spaces for children; recreation areas for teachers; variety of sports activities



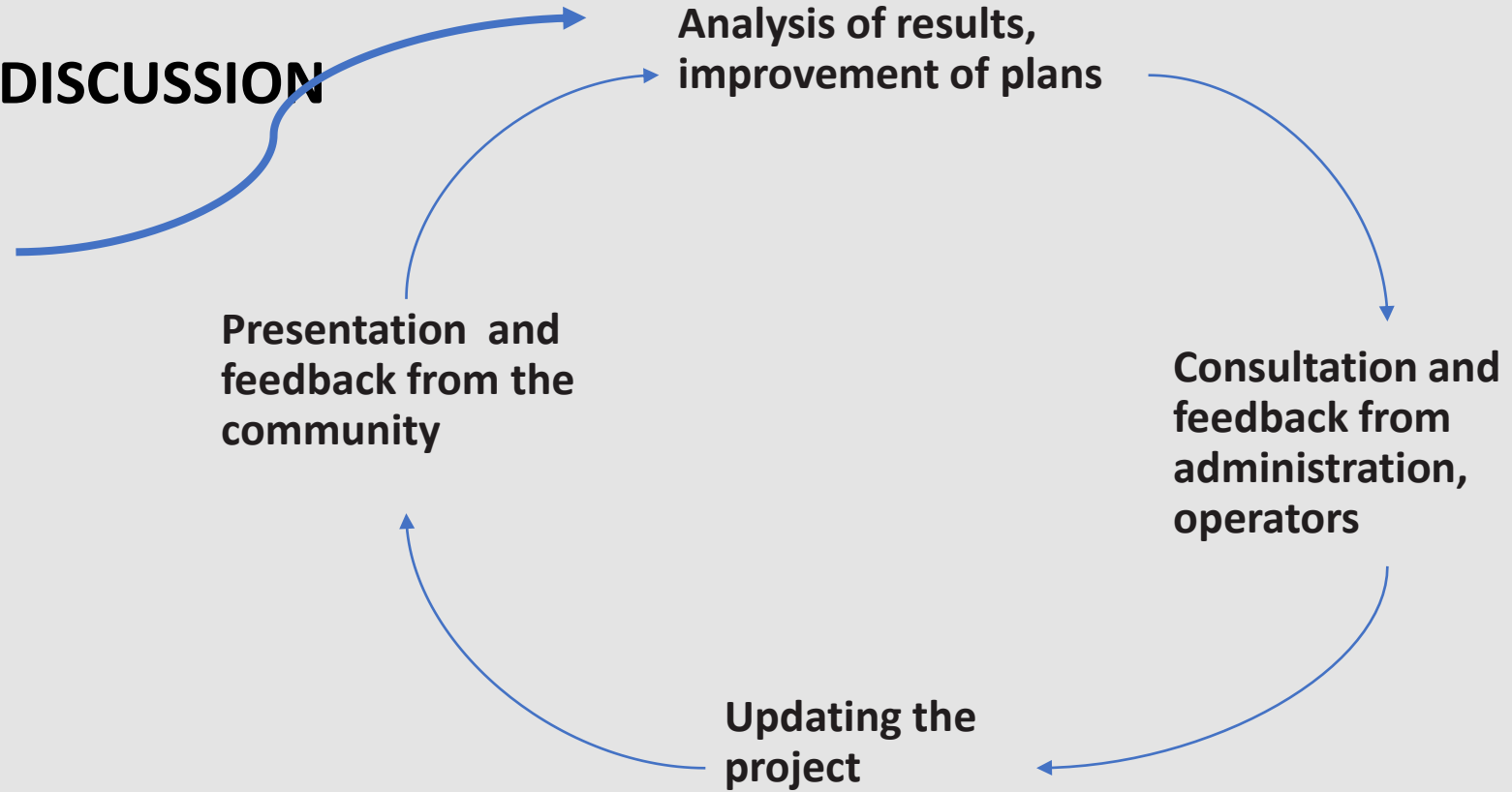
Variety of classes and activities (during and after school)



04

DISCUSSION

What's next?





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Мій рідний край, моя земля

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