

Karibu Kimintet Participatory Process

28th July – 1st August 2025



Photo by Valerio Rigamonti

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Context

The Karibu Kimitet Project

Since 2020, and formally since April 2023, when the organization officially registered, **A.PART has been working on “Karibu Kimitet – The School in the Savannah”, a sustainable architecture and rural development project** with the goal of upgrading the **Kimintet School** to facilitate and ensure access to quality education in suitable learning environments for all children in Kirindon.

The Kimintet School is located in the village of Kirindon, on the western border of the **Maasai Mara National Reserve**, in Narok County, Kenya. The first building was constructed in 1977 by an Italian priest, while subsequent implementations and additional constructions were carried out by the NGO World Vision over the years. The **governmental school**, in a degraded state, accommodates around 300 students, divided between the **pre-primary, primary and junior-secondary sections**.

Indeed, following the recent reform of the Kenyan education system, a “Junior Secondary School” classroom has recently been added to the school, turning Kimintet from a Primary school to a **comprehensive institute**.

Through the “Karibu Kimitet” project, A.PART aims to implement various specific interventions to improve not only the school conditions but also those of the entire community.

The first intervention at the Kimintet school took place in early 2024 with the complete renovation of the **school library**. Further interventions include the renovation of all classrooms and dormitories, creating outdoor play areas, an educational garden, building water collection and purification points and constructing new toilet blocks, a kitchen and a canteen.

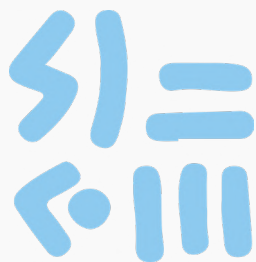


A.PARTs values and methodology

A.PART is a **non-profit organization** that pursues social solidarity and operates within the International Cooperation sector at the **intersection of the disciplines of architecture, design and law**.

Its main values are:

Especially rooted in the values of **Self-determination and Bottom-up Cooperation**, A.PART's methodology, followed to carry on its project and intervention, particularly reflects the interdisciplinarity that characterizes it.



SELF-DETERMINATION

We believe in autonomy of purpose and action, and we want to create the conditions for the communities we interact with to be self-determined, free from any form of external domination.



BOTTOM-UP COOPERATION & INCLUSIVITY

We believe in a non-welfare-based approach to International Cooperation, and we promote participatory processes and local capacity building, which ensure that every voice is heard and that decision-making power is distributed equally, with particular attention to the inclusion of the most vulnerable groups



SUSTAINABILITY



INTEGRITY

“Our method is rooted in principles of social justice and community participation.

Our approach is based on the convergence of different disciplines, including architecture, design thinking and project cycle management, which share similar **design phases**.

Starting from an analysis phase in which different possibilities are explored and the context is investigated, we move on to a convergent moment in which priorities are defined.

Subsequently, solutions are explored and tested, leading to the final project, which is implemented, monitored, and finally evaluated in terms of its effectiveness and impact.

At each stage, we use various analysis, design and community participation tools from our disciplines of reference, which are adaptable and effective.”



After a first intervention at the Kimintet school in early 2024, which saw the complete renovation of the school library, A.PART's aim is now that of **renovating the entire school**, including interior spaces, new constructions and its landscape. To do so while honoring A.PART's methodology, it was important not to design the future school development top-down, but to do so **together with the community** that the project will affect and benefit. The **participatory sessions** organized, and the specific techniques used to reach the shared, common vision for

the future of the school stem from the research started by A.PART's founding member Carla Procida, who began to research the intersection of community participation tools used in Service Design with architectural projects within the International Cooperation and Development section. This research has later on become the theoretical base upon which A.PART's methodology is generated by letting the processes, phases and tools of architecture, design thinking and project cycle management meet.

Theoretical Framework

Community Participation and its role in Development and Architecture

Participation in the International Cooperation and Humanitarian Sectors

Any work happening in the Humanitarian Sector, specifically because usually dealing with fragile communities, must follow strict protocols as well as being in line with specific principles. Some of the **principles of the Humanitarian Sector**, including Development as well as Disaster Risk Reduction (DRR) and Recovery are:

- Humanity
- Neutrality
- Impartiality
- Independence
- Resilience
- **Participation** and Inclusiveness
- Preparedness
- Governance
- Do-no-harm approach

“Participation and inclusiveness are two similar but distinct concepts. Participation is a contact of exchange between the designer/ architect and the users or target of the project/space and it can happen on many levels.”¹

The main **principles of Participation** are as follows:

- the end objective(s) of participation must be clear at the start of the process;
- participation must be **transparent** in terms of: purpose, tools, information channels, final decision(s) (especially when the decision is technical)
- participation must be **organized** in terms of: purpose, tools, stages (which must flexible to accommodate the community’s input);
- participation must be transversally **representative** (community, institutions, third sector, technical specialists);
- participation needs to let the **differences** emerge;
- participation needs to be **engaging** and spark an interest;
- when conflicts and power dynamics emerge, participation needs to **mediate** to reach a shared purpose.



Photo By Valerio Rigamonti

Levels of Participation

Community participation can happen at different levels, which let the community be more or less involved.

“The most famous article talking about the different levels is for sure **Sherry Arnstein’s “A ladder of citizen participation”** (Arnstein, 1969) ¹. The ladder introduced by Arnstein in 1969 is still the most referred to in design projects and it explains the many levels in which community participation can happen, from mere consultation to more **radical citizen control**, passing through more common forms of partnerships.

But participation can ever only be realized with a certain category of people inside the community.

This is why in the Humanitarian Sector it is particularly important to also match it with inclusiveness, which means to make sure that all the voices of the communities are heard, therefore without making a distinction because of gender, age, cast, etc...” ²

Keeping Arnestein’s ladder as a reference, within the Karibu Kimintet project **A.PART’s effort** in involving the community with the process of **co-designing the future of the school** can be placed between the levels of **“Partnership”** and **“Delegated Power”** avoiding any form of Tokenism. Partnership, in Arnestein’s definition, happens when **“power is in fact redistributed through negotiation between citizens and powerholders.** They agree to share planning and decision-making responsibilities through such structures as joint policy boards, planning committees, and mechanisms for resolving impasses” (Arnstein, 1969)¹, while in Delegated Power, the promoting entities still inform the agenda, but the community has the power and **obtains responsibility** over certain aspects of the initiatives or programmes.

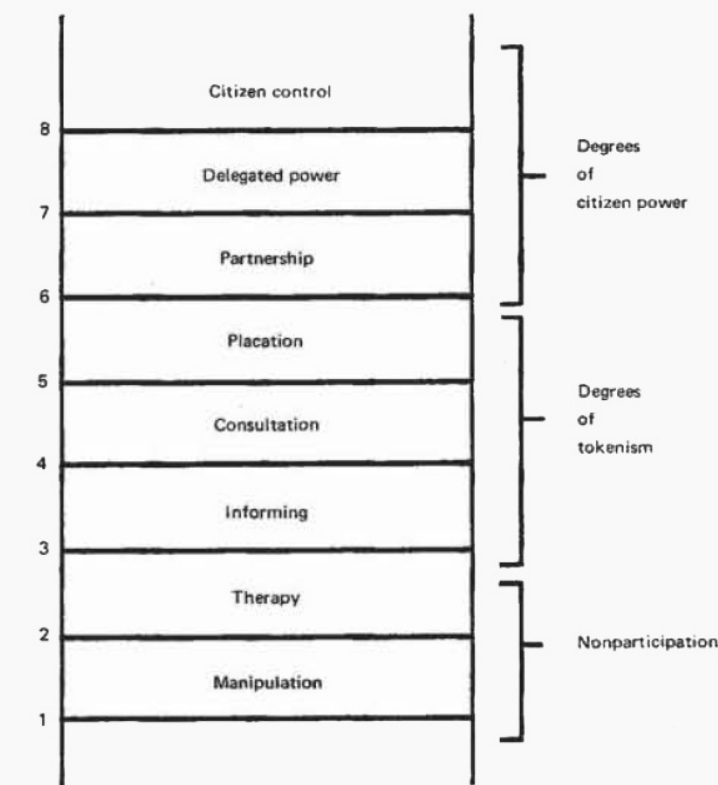


FIGURE 2 *Eight Rungs on a Ladder of Citizen Participation*

In particular, A.PART operates at a level of Partnership when the initiatives or interventions, and related decisions, are of particularly technical nature and therefore the desires expressed by the community need to be met with the **technical considerations** that A.PART entrusts its team of architects, designers, engineers and consultants for, while it operates at a level of Delegated Power for aspects where the necessity to mediate between different needs is reduced: this is specifically the reason why a shared vision for the future development of the school was of **primary importance**.

For example, in certain instances the school Board of Management (BoM) receives funds from the government and specifically from Narok County, funds which are later used in complete autonomy by the Board. A common idea of the future development of the school has the aim of better informing the Board on how to use the funds received **in line with this vision**, therefore contributing to the final project.



Participation in Architecture

It seems straightforward to assess that a traditional architectural process may not be indicated when designing a project within the Development framework, but would highly benefit from the **adoption of participatory approaches, techniques and tools** typical of other disciplines, such as Design Thinking, Service Design and Ethnology.

“In the book ‘*Architecture for Humanitarian Emergencies vol. 2*’³, author Jorge Lobos explicitly addresses this problem, specifying that ‘if our (architects’, n.d.r.) traditional mode of doing things is not socially efficient, we could attempt to **increase participation** of various subjects in project activities, and to use systems of analysis which have already proved to be effective – such as **ethnographic techniques** and feasibility possibilistic studies, rather than products already concluded and ready-to-deliver. This implies creating open, flexible and responsive systems which can be used to approach various social problems. [...] We do not know how a project will end, but **only assume a set of rules to guide the process** towards an indeterminate conclusion’.

Participation in architecture is obviously not a new concept, and especially humanitarian architects or architects working for marginalized groups in general pose a lot of attention in always designing in response to the real needs of the community and, more than often, to actively involve them in activities of co-design.

In this framework, it seems clear that the traditional position of the architect as the possessor of all reason and knowledge is no more sustainable. Architects that want to work in contexts of fragility and marginalization have to go through a **destabilizing process of redefining their role**. In this sense, **‘the architect ought to become more a facilitator**, a social and cultural activist, who creates systems which would pave the way for a more direct inclusion of individuals or groups of individuals who engage in these projects’, as expressed in the book ‘*Architecture for Humanitarian Emergencies vol. 2*’³ by Jorge Lobos, founder of Emergency Architecture and Human Rights.

Urban-Think Tank, the architecture-focused, interdisciplinary design studio led by Alfredo Brillembourg and Hubert Kumpner, expressed the same vision in one of its Slum Lab publications, affirming that “SLUMLAB would like to recast the role of the architect from a top-down type of authoritarianism to the architect as **interpreter and facilitator or the needs and desires of a particular community**” (Brillembourg & Klumpner, 2008)⁴. We find an analogous commitment expressed during the Design for Humanity Summit 2018: ‘Designing for Humanity does not mean creating ‘widgets’, but designing **systemic approaches grounded in community participation**’.”²

But **which is the role of a Facilitator** in participatory processes?

A Facilitator:

- guides the community, the institutions and the technical specialists;
- creates a common / shared language, and a common / shared vision;
- guarantees that the participation process is not piloted but transparent; can read the group;
- is empathetic;
- has problem solving skills;
- is neutral (does not decide, but guides towards a decision);
- masters different imaginaries, and can easily shift from a register to another based on the group.



Photo by Valerio Rigamonti

Participation techniques

Participation techniques include a variety of **tools, maps and systems** that can assure a **conscious, inclusive design process**.

Each one of these techniques and tools can have different purposes and can be used at **one or more of the different stages of a project**, which can be divided in:

- Research: desk or field research
- Analysis: an understanding and synthesis of the information collected during the research
- Concept generation: preliminary idea and general understanding of the user's experience within the project
- Iteration: concept check with the aim of identifying critical aspects and adjusting them
- Prototyping: prototyping phase to try out different options, as if the project was being implemented
- Project definition: final formalization of the project
- Monitoring and evaluation: keeping track of the project's impact on the users and the community, often using specific Key Performance Indicators (KPI).

Participation techniques need to be functional, adapted to the contexts and understandable from the participants. To simplify, they can be divided in the following **families**:

- Listening techniques
- Constructive interaction techniques
- Monitoring and Evaluation tools
- Conflict management/resolution techniques



Photo by Valerio Rigamonti

For the purpose of this report, we will focus on listening techniques and constructive interaction techniques.

Listening Techniques

Listening techniques are primarily used at the beginning of a participatory process, in order to **identify the stakeholders and include them** in

FOCUS GROUPS

A Focus Group is a technique used to discuss a specific theme or themes with a smaller group of participants (4-12 people) in order to stimulate a dialogue of the theme.

It is moderated by a facilitator who keeps track of the theme(s) and guides the different moments of discussion by asking specific questions on the theme(s). The moderator can offer a series of stimuli in the form of questions but also by using different tools that bring back to the main theme(s).

All the information gathered through a focus group needs to be elaborated and interpreted.

the process. They include all those maps and tools that help gather the stakeholders' instances on the theme, such as **data, problems, needs and desires**.

The application of these tools needs to be anticipated by a phase of **identification of the direct and indirect actors** that need to be involved in the process at different levels of proximity.

DIARY STUDY

A Diary Study consists in asking the end users of a project, in this case members of a community and specifically direct stakeholders, to write down specific information about their day and interactions with the project context, over a certain period of time.

The diary can be analog or digital, and the aim is to be able to analyze repetitive actions and daily behaviours of the end users of a project.

TRANSECT WALK

“A transect is a path along which one counts and records occurrences of the objects of study”. The aim of a Transect walk is to analyze a physical environment, identify its resources and problems related to them, and bring to the surface ideas and insights on the physical environment that is observed.

It is guided by one or more facilitators, and the participants may be split into different smaller groups, each of them to explore the environment in a different direction.

The aim is to capture all these impressions into maps to form a shared idea of the resources and issues of the environment that is as complete as possible.

COMMUNITY MAPS

Creating a community map is about discovering and capturing the spirit of a territory. It is a tool that allows the inhabitants of a given place to ‘represent’ and ‘recompose’ the heritage, landscape and knowledge with which they identify. Participants are asked to recognize and mark places relevant to the community and represent them collectively on a map.

INTERVIEW GUIDE

An interview guide is a tool that supports the facilitator or researcher into conducting interview sessions, and it consists of a list of questions and/or topics organized in sections.

ISSUE CARDS

Usually used as supporting tools during focus groups, issue cards are used to break the bigger objects of a project into smaller themes and guide a conversation around those themes.

“An issue card can contain an insight, a picture, a drawing, a feature, a keyword, a description, etc. based on the specific need. They act as prompts to suggest new interpretations of a problem and induce considering a different perspective” (servicedesigntools.org)⁵

Chapter 3 references:

1. Arnstein, S. R. (1969). *A Ladder Of Citizen Participation*. Journal of the American Institute of Planners.
2. Procida, C. (2019). *Urban Basic Services in Sub-Saharan Africa. Integrating Service Design tools into architectural process*. Politecnico di Milano.
3. Lobos, J. (2011). *Architecture for Humanitarian Emergencies*. Copenhagen: Royal Danish Academy Of Fine Arts, School Of Architecture
4. Brillembourg, A., & Klumpner, H (2008). *Active Urban Boundaries*. In *SLUM Lab 2: Grotão*. Alfredo Brillembourg & Hubert Klumpner, Urban-ThinkTank.
5. Service Design tools (servicedesigntools.org)
6. Anfossi, S., Larripa Artieda, A., Pierandrei, F., Remotti, S., & Vezzani, V. (2019). *Design for change in marginalized communities. A toolbook for NGOs, social entrepreneur and practitioners*. PACO media.

Constructive interaction techniques

These techniques support the participants with **mutual interaction in order to generate their own conclusions** on a theme.

CONCEPT WALKTHROUGH

A tool typical of Service Design prototyping, it can be easily adapted for the architectural world. Show a service idea to its potential users or providers through a step-by-step imaginary tour. It consists in low-fidelity, simple “mock-ups” of the final project that can be used to engage users and walk them through one or more ideas that the promoter wants to test, in order to let the user gain a first experience of the final project realization and give feedback.

PLANNING FOR REAL

Planning for Real is a technique that uses a model of the area in question, which the local community proposes its own suggestions on, using cards, small scale models or other tools to represent their proposals for the improvement of the area.

PROTO-ACTING

Similar to the prototyping technique “Concept Walkthrough”, Proto-acting is a similar tool that is role playing-based and used to test ideas before they are implemented or built, by engaging the community into playing specific roles that would happen in reality after the project has reached completion. (Anfossi et al. 2019)⁶



Photo by Valerio Rigamonti

Participatory activities for the Karibu Kimintet Project

Stakeholders analysis

With the aim of obtaining a **shared vision for the future development of the Kimintet school** and therefore of the Karibu Kimintet project (including renovations, new constructions and landscape work) and in line with its principles of inclusion and community participation, A.PART organized a week of **community involvement** at Kimintet School during late July 2025.

Before structuring the participation plan and organizing the different activities, it was fundamental to first carry on an analysis of the **project’s stakeholders**, who were divided into direct and indirect stakeholders with respect to their role, involvement and interest in the project and its results.

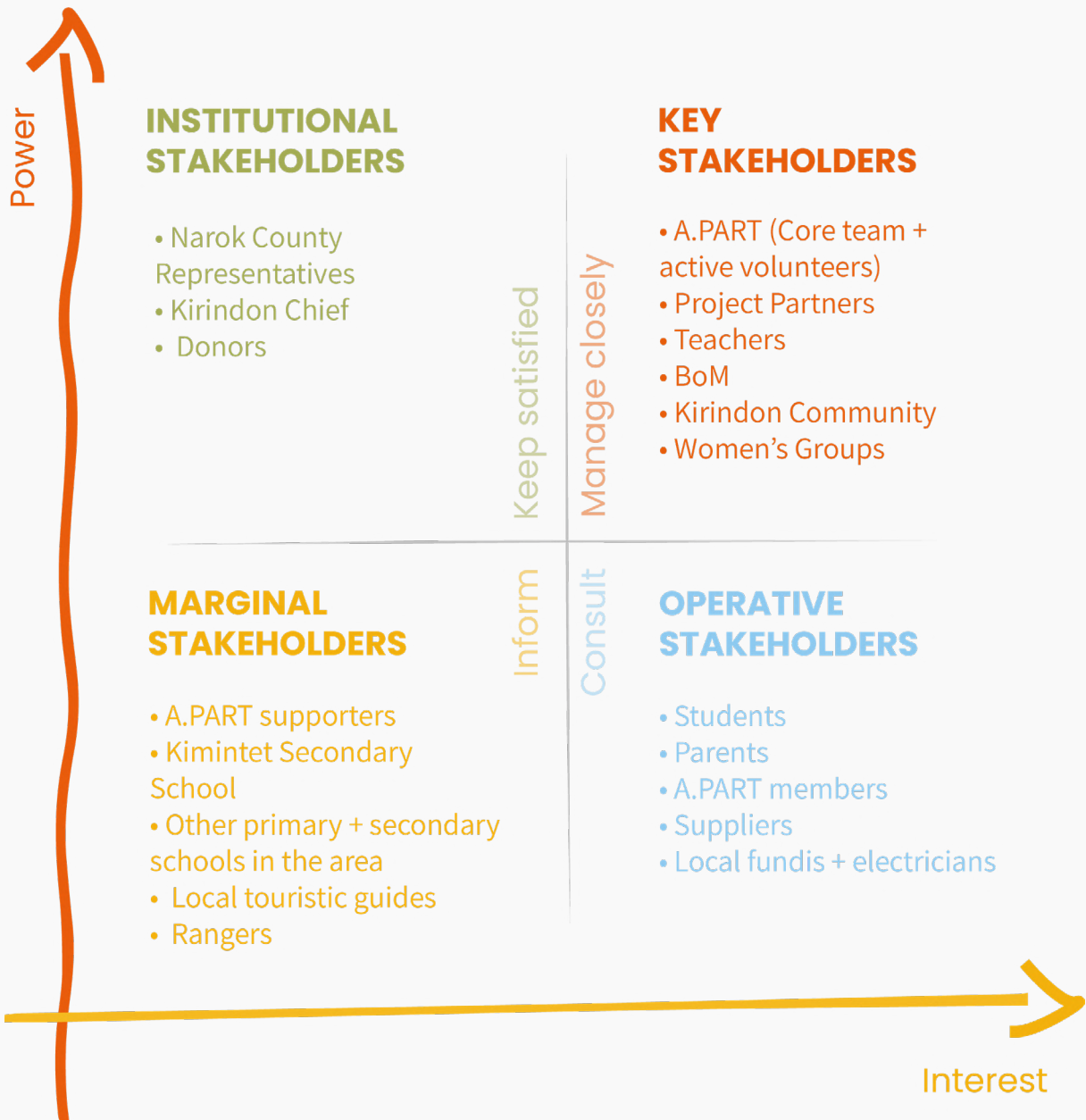
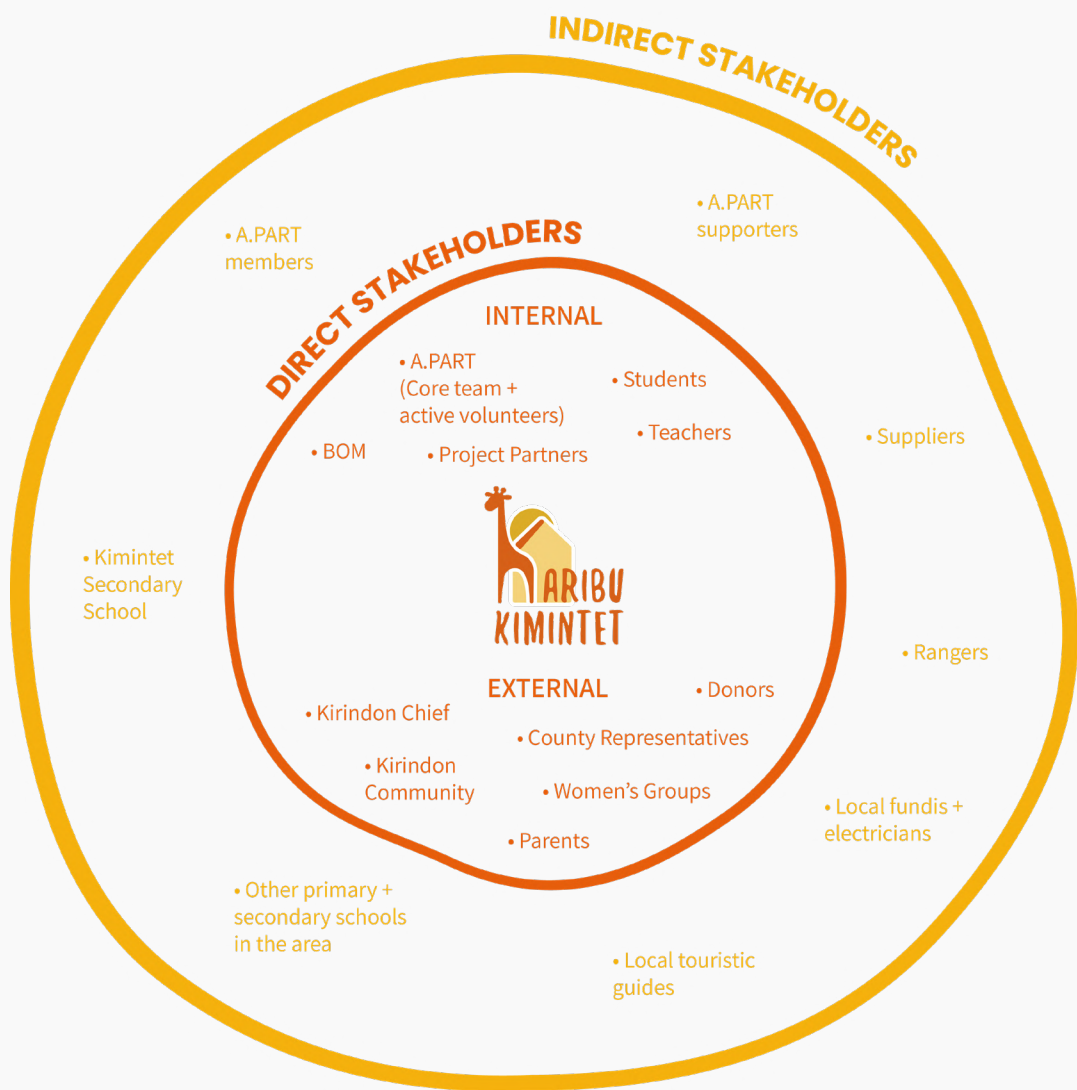


Figure 1 (left): Stakeholders map

Legend:

- Direct stakeholders: directly involved in and affected by the project
- Internal: part of the project and/or school community
- External: not directly part of the project and/or school community but still highly involved and affected by the process and the decisions
- Indirect stakeholders: Only marginally affected by the project, involved mainly through information

Figure 2 (above): Stakeholders matrix

After identifying all the actors at stake, we selected the **main stakeholders**, those groups and categories whose interest in the project is the highest and that as well have the power (or should have it) to determine the future of their school.

Participation Plan

• **Objective:** Obtaining a shared vision for the future development of Kimintet School

• **Phases:**

– Phase 1: Community engagement – Insights Collection

– Phase 2: Review meeting with BoM

– Phase 3: Restitution of ideas onto a school Masterplan for final approval

– Phase 4: Impact monitoring after the gradual implementation of each intervention

• **Themes:**

– Renovation of existing buildings (exterior + interiors)

– New buildings (new classrooms, teachers’ accommodation, kitchen and canteen) + new services (play area, water collection points, vegetable garden, toilet blocks, sports fields) Landscape (tree planting, nurseries, paving)

– School safety and security

• **Place:** Kimintet school – Junior Secondary Grade 7 classroom

• **Techniques:**

– Focus Group (Issue Card)

– School walk (Transect walk variation)

– Planning for Real variation

• **Process style (level of formality):**

Semi-formal (participants had formal introduction to each day’s activities, and were asked participation signatures. Depending on the day, activities were carried on more or less formally. The day 1 Focus Group was more formal, participants were asked to speak one after the other, raise their hands and parts of the discussion was officially translated from Maasai language to English. Day 2 and 3 activities were more informal, with open, back and forth discussions between participants and less “controlled” by facilitators to allow free flow of ideas).

• **Information Channels:** Whatsapp for original groups gathering (with the support of community representative Geoffrey Kamoye); in person announcement from Day 1 on.

Coordinating Team

• A.PART Core Team:
Carla Procida, Giulia Ciusani | facilitators and moderators

• A.PART Volunteers:
– Elisabetta Cipriani | support

– Valerio Rigamonti | photo/video documentation

The initial activities were structured as follows:

Monday 28th July | 9am – 1.15pm
–General introduction of the activities–

Aim: introducing the activities to be carried out on the following days, explaining the aim of the activities, explaining the limits of the process (what will be possible to do and what not).

Open to everyone, essential for teachers, students and BoM to take part.

Tuesday 29th July | 9am – 1.15pm
–Focus group with the use of the tool “Issue Cards”–

Aim: general brainstorming about the future development of the school, future interventions.

Group 1: Teachers, BoM, ideally also Parents of Kimintet students.

Wednesday 30th July | 9am – 1.15pm
–Focus group with the use of the tool “Issue Cards”–

Aim: general brainstorming about the future development of the school, future interventions.

Group 2: selected Primary school students, Junior Secondary Students.

Thursday 31st of July | 9am – 1.15pm
–School Walk–

Aim: visualizing the future development of the school and new interventions in person while walking around the school, following the map and making comments, expressing ideas and needs. Groups: Teachers, BoM, selected students.

Friday 1st August | 9am – 1.15pm + 2.15pm – 6.30pm
–Participative School Map (Planning for Real)–

Aim: visualize final development of the school and new interventions on the map, accounting for all the insights gained during the previous days
Group 1 (9am – 1.15pm): teachers, BoM
Group 2 (2.15 – 6.30pm): selected primary and junior secondary students

Saturday 2nd August / Monday 4th August

–Final meeting (Planning for Real)–

Aim: overview of all the inputs, ideas and insights gained on the previous days and activities, and agreement on the future development of the school, definition of the Masterplan–
Groups: BoM



Participatory activities for the Karibu Kimintet Project

ACTIVITIES	01. GENERAL INTRODUCTION	02. FOCUS GROUPS WITH ISSUE CARDS	03. SCHOOL WALK	04. PARTICIPATIVE MAP	05. OPEN DISCUSSION	06. INTERVIEWS
TOPIC	Overview on the activities of the week	Future development of the school Spatial needs / issues Solutions New interventions	Combining 2D and 3D vision of space Becoming familiar with 3d space and real dimensions Hypothesising the positioning of new buildings and spaces	Spatial development of the school	Analysis of previous activities' results Future interventions' list Final definition of priorities Masterplan definition	Future development of the school
GROUPS	Open to everyone	Junior Secondary Students Students Grade ?? (to agree with Mary) Teachers Parents BOM	Junior Secondary students Students Grade ?? (to agree with Mary) Teachers BOM	BOM Teachers Junior Secondary Students ??? Students Grade ?? (to agree with Mary)	BOM	Community members Parents
MATERIALS	Personal tags Program of the activities	Cards	A4 maps with itinerary	Maps on wooden support	A3 maps foglio da lucido	Question list
S	STUDENTS					
JSS	JUNIOR SECONDARY STUDENTS					
P	PARENTS					
BOM	BOM					
CM	COMMUNITY MEMBERS					
T	TEACHERS					

ACTIVITIES AND RESULTS	Mon 28		Tue 29		Wed 30		Thu 31		Fri 1					
	EM	LM	EM	LM	EM	LM	EM	LM	EM	LM			EA	LA
	9:00 11:00	11:15 13:15	9:00 11:00	11:15 13:15	9:00 11:00	11:15 13:15	9:00 11:00	11:15 13:15	9:00 11:00	11:15 13:15	13:15 14:15		14:15 16:15	16:30 18:30
1 GENERAL INTRODUCTION	OPEN TO ALL													
2 FOCUS GROUPS WITH ISSUE CARDS				T		S*								
to be coordinated by teachers				BOM		JSS								
				P										
3 SCHOOL WALK								T						
								BOM						
								S						
								JSS						
4 PARTICIPATIVE MAP										T	Lunch		S*	
to be coordinated by teachers										BOM	Lunch		JSS	
5 FINAL DISCUSSION AND PLANNING BOM (tbd)														

As we previously saw, the Participation Plan needs to be **flexible to accommodate the community’s input** as well as unforeseen events and changes.

Due to a lack of funds at government level, Kimintet School, among other schools, was closed for August holidays a week in advance, therefore on the 28th of July instead of the 4th of August.

The activities took into consideration the involvement of all available teachers and selected students from different levels to take part and share their ideas. With the anticipated school closing, the great majority of students were not present at the school from the week starting on 28th July, and some teachers (the ones who don’t reside in Kirindon) were also not in town.

Moreover, through the support of community representative Geoffrey Kamoye, the community expressed a need to carry out the activities in a shorter, more straightforward way and to anticipate the final BoM meeting. Finally, the 9am appointment was most times not suitable for everyone involved.

For all these reasons, the plan was changed to the following:

Monday 28th July | 11am – 3pm
–General introduction of the activities + Focus group with the use of the tool “Issue Cards”–

Participants: Teachers, BoM representatives, Parents of Kimintet students, community members

Tuesday 29th of July | 11am – 3pm
–School Walk–

Group 1: Teachers, BoM, Parent
Group 2: Selected students

Wednesday 30th July | 2pm – 4pm
–Participative School Map (Planning for Real)–

Participants: Teachers, BoM representatives, Parents of Kimintet students, community members

Friday 1st August / Monday 4th August
–Final meeting (Planning for Real)–

Participants: BoM

Day 1

Monday, **28th July 2025** – Kirindon , Kenya

Aim of Day 1 was to generally introduce the activities to be carried out on the following days, and carry out the first Focus Group with the participants.

The general introduction included an explanation of the end goal of the participatory process, therefore to reach a shared vision for the future development of Kimintet School. Moreover, the limits of the process were explicated, what will be possible to achieve and what not, welcoming all insights and expression of needs but making clear that the project won't

be able to fulfill all needs expressed but only those related to the school renovation.

The second part of the meeting was dedicated to a first Focus Group where Issue Cards were used to establish the main themes of discussion and guide the conversation.

Day 1 took place inside the Junior Secondary Grade 7 classroom within Kimintet school.



**KITCHEN &
CANTEEN**



**VEGETABLES
GARDEN**



**WATER
COLLECTION
POINT**



TOILET BLOCKS



**TREE
PLANTING**



**TEACHERS'
HOUSES**



**PLAYGROUND
& SPORTS
FIELD**



CLASSROOMS

ISSUE CARDS

Usually used as supporting tools during focus groups, issue cards are used to break the bigger objects of a project into smaller themes and guide a conversation around those themes.

“An issue card can contain an insight, a picture, a drawing, a feature, a keyword, a description, etc. based on the specific need. They act as prompts to suggest new interpretations of a problem and induce considering a different perspective”
(servicedesigntools.org)

Participants

On Day 1, 16 people took part in total, divided in:

- 3 BoM members
- 2 teachers
- 5 students' parents
- 4 community members
- 2 A.PART volunteers

In the following pages the results and insights gained for each theme are listed, where the ones highlighted in light blue are the input given by the young students. Each insight was later processed and categorized as general data, issues or desiderata.

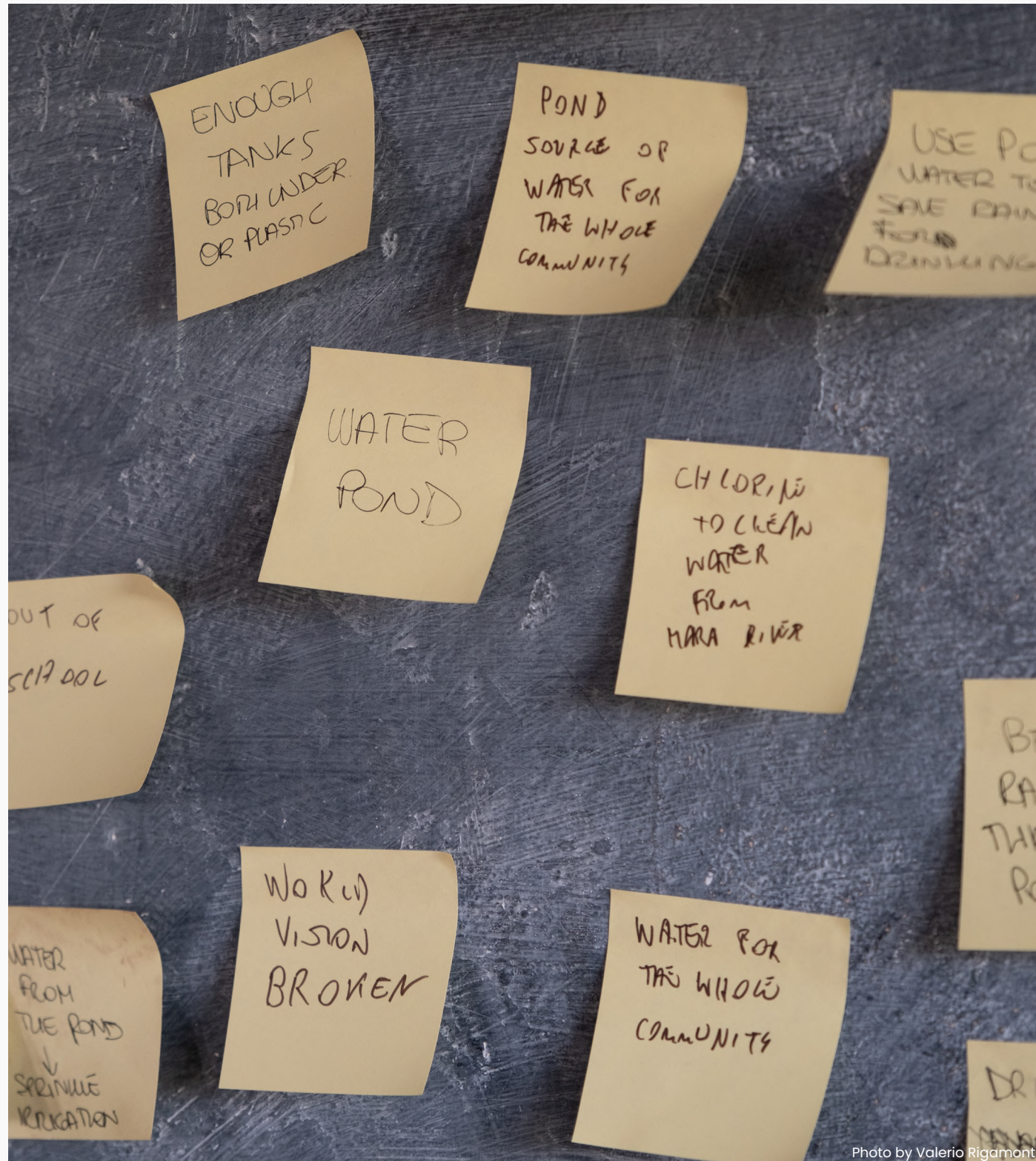


Photo by Valerio Rigamonti



Insights collected

KITCHEN & CANTEEN		
DATA	ISSUES	DESIDERATA
3 Meals per day (dinner only for boarding children)	Existing dining is too small for all the current and future student	Kitchen & Canteen in the same building
There is always a cook also to cook dinner	Current diet is unbalanced and nutrionally poor	Modern kitchen working both with firewood and with gas
Used to firewood Have to get used to gas	Students eat either on the grass or sitting on the floor somewhere	Accommodation for the cook
Nowadays they only use firewood	Breakfast is always porridge with ugali flour	A more balanced diet with the new kitchen
	Lunch is always ugali + githeri	Using biogas for cow dung to cook
	The kitchen within the dining room lacks a cimney so it's impossible to cook there	Open the roof in the dining room to create a chimney
	Current kitchen and canteen/dining are too distant	Kitchen to be positioned in the middle of the other services



Photo by Valerio Rigamonti

VEGETABLE GARDEN		
DATA	ISSUES	DESIDERATA
The Kenyan curriculum entails agricultural activities		Realizing a kitchen veg. garden
Students and boarders can take care of the veg. garden		Not just vegetables but also fruit trees
Money currently used to buy ingredients can be used to take care of the veg. garden		Fenced to protect it from the animals
		Veg garden to contribute to a healthier and more varied diet
		Vegetables can be sold and someone can be hired to take care of it when the kids are away
		Veg. garden should be inside the school fence
		Modern irrigation system - possibly sprinkle system
		It could constitute a natural border between the female dorms / classrooms and the teachers accommodation

Results for the themes of kitchen & canteen as well as vegetable garden are related to each other, as in the future vision for the school a kitchen vegetable garden is seen as one of the possible solutions to the current issues related to the kitchen and the inadequate nutrition of the students.

Currently, the kitchen is only a small space made of mabati (corrugated metal sheets), which is unsuitable construction material especially considering the predominant use of firewood as cooking method. A lot of the school’s money is spent on buying the raw ingredients for a cook to cook mainly ugali and githeri for all students during lunch, and for boarding students durin dinner, too. The diet seems to be inadequate, unbalanced and lacking in many nutrients, which contributes to the poor health status of many students. Moreover, in terms of space the school’s current dining area is too small for all the students who end up sitting on the floor of on the grass.

Considering the Kenyan school curriculum entails agricultural activities, the community suggests to realize a kitchen vegetable garden with fruit trees within the school to cultivate the raw ingredients to be later used in a newly built, modern kitchen using both firewood and gas for safety, which will ultimately make the student’s diet more varied and nutritionally balanced.

Insights collected

WATER COLLECTION POINT		
DATA	ISSUES	DESIDERATA
The buildings' roofs are big enough	The buildings' roofs are too rusty for water collection	Using the pond as water source only for flushing, handwashing and irrigation
There are enough tanks within the school, both concrete and plastic ones	Water from the pond is too dirty and needs to be treated with Dawa ya Magi (chlorine)	Possibly expanding the pond so the water collected through it can be used for the whole village and not just the school
Rainwater is the preferable source for drinking purposes	Water is not enough during the dry season	Using the pond water as to save the rainwater (drinking)
Pond water can be used for sprinkling irrigation	World Vision boreholes are broken	The water collection point to be positioned outside the school compound to serve the communtiy
Rainwater -> drinking / cooking Water pond -> washing + irrigation	In certain period of the year rainwater is unhealthy and kids get typhoid fever	Water pond to be fenced and water for cows to be separated
		Solar system to pump water from the pond
	Water must be rationed when it doesn't rain	Enough water storage in tanks for when it doesn't rain
	Tap of the rainwater tank near the classrooms has broken	

Regarding water and its collection and use, the participants express their preference to use rainwater for drinking and cooking purposes, and using water coming from a nearby pond for irrigation, washing and flushing, in order to capitalize on rainwater as much as possible.

Regarding rainwater, all the roofs covering the school’s buildings seem to be enough surface to collect water, but they are rusty and therefore would need to be substituted before they are used for water collection. Additionally, the school has enough tanks, but some are broken or not connected to the roofs, an issue that should be solved especially to have enough drinking water during dry season.

Regarding the pond, the participants suggest to expand it and to treat the water with Dawa ya Magi (chlorine). Additionally it should be fenced and some water should be directioned to a separate area where cows can drink from.

A water collection point should be positioned outside the school compound to serve both the school and the whole community.

TOILET BLOCKS		
DATA	ISSUES	DESIDERATA
	Kids are scared by the holes of the pit latrines	Turkish ceramic toilets (cannot see the hole going down, more hygienic) and urinals for boys
	Soft and sandy ground makes pit latrine collapse on themselves	Separare toilets and lavatories for ECD students (PP)
		Separate toilets for students in general and for boarders
		Flush system to septic tanks with bio exhausters to dissolve waste into the ground
		Teacher toilets near the classrooms
		For pre-primary students: 2 female toilets + 2 male toilets
		For primary and junior secondary: 4 female toilets + 4 male toilets
		Handwashing stations
		Toilet roofs to collect rainwater for handwashing

The main issue with the current pit latrines the school disposes of is the fact that they are not managed and properly emptied which makes them get full and eventually making the ground soft and sandy and making them collapse on themselves. Moreover, the experience of going to the toilet for children is uncomfortable because of the big holes of pit latrines that the students are scared of.

The wish for both teachers and students is to have urinals for male students and teachers, and turkish ceramic toilets for female students and teachers, both with flusing systems and connected to a septic tank treated with bio-exhausters that dissolves waste into the ground.

The toilets should also be separate for: teachers, Pre-Primary students, Primary and Secondary school students, and boarders. Lavatories are also essentials to be placed nearby each toilet block.

Insights collected

TREE PLANTING - LANDSCAPING		
DATA	ISSUES	DESIDERATA
Trees were planting near the football field but within the fence, to have a relax area		Shaded areas to relax
By next term they already planned to have pavings between buildings and latrines		

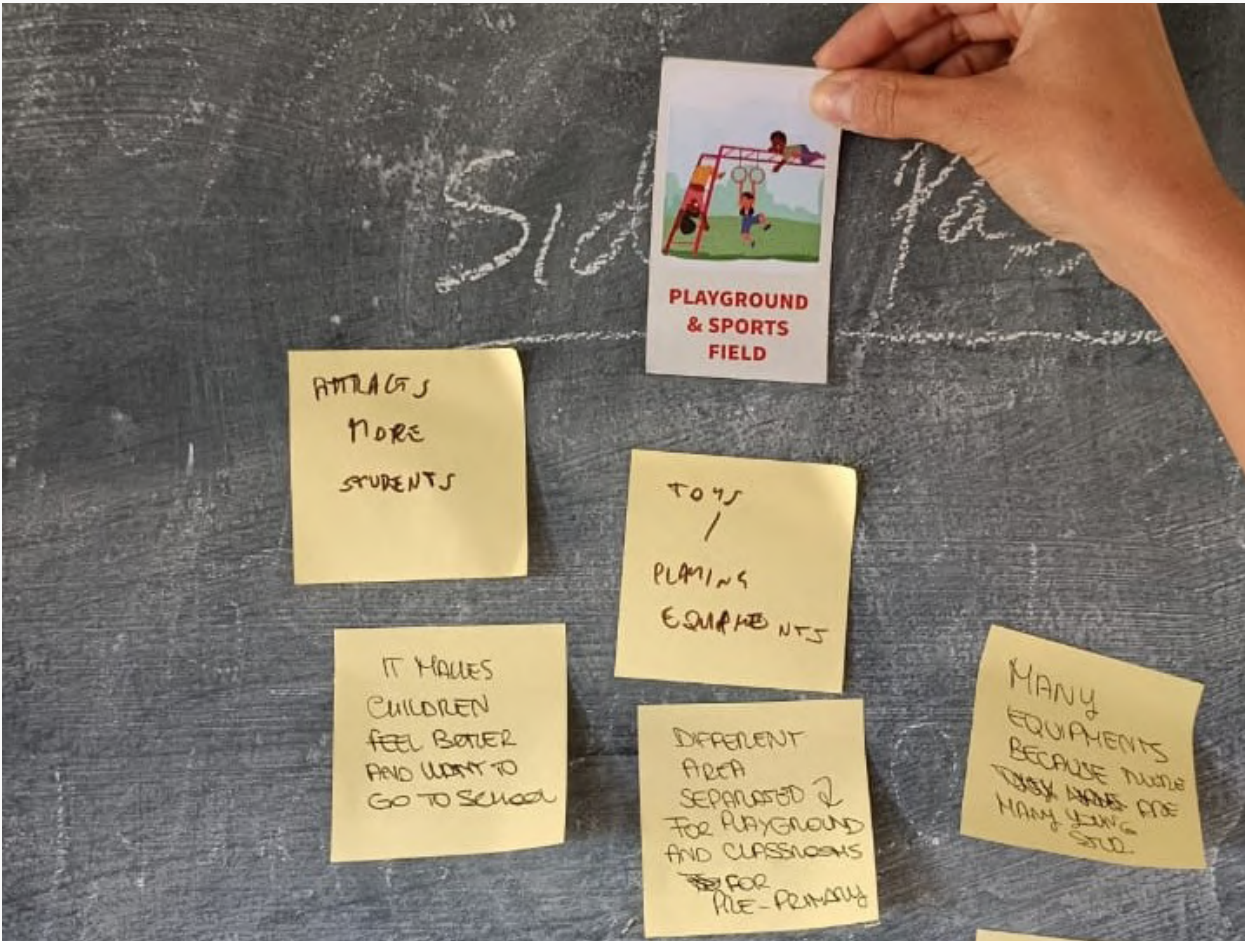
Regarding the school landscape and tree planting, the participants wish for trees to be planted near sports fields but within the school fence, to create a shaded relax area outdoors.

TEACHERS' ACCOMMODATION		
DATA	ISSUES	DESIDERATA
One teacher currently lives in the earth house	Existing houses are cracked and need to be demolished	Separate genders in different houses but same building
14 teachers in total (5 women + 9 men)	Lack of enough accommodation	New building
		House for 11 teachers + cook
		Houses need to host the teacher + his/her family
		Spacious interiors, self-contained houses
		Privacy

The two current teacher’s houses, one built with eart and the other with cement block, both present issues and crack that make them unsuitable for a comfortable and dignified accommodation, apart from being also insufficient for the current teachers needing to accommodate at the school.

Teachers present during Day 1 express the need to build a new accommodation block with separate, contained apartments (including a kitchen and bathroom), with a separation between the male accommodation and the female side. The apartments should be able to fit the teachers’ families too, as they often move to the school with their families alongside them.

PLAYGROUND & SPORTS FIELDS		
DATA	ISSUES	DESIDERATA
Very important especially for young students		PP playground separated from olders kids and next to PP classrooms
Playground and sports fields can attract new students		Sports fields (football, netball, volleyball)
Playground motivates kids not to skip schools		Inside the fence, in an open field, and not too far from classrooms
		Many playground equipments to avoid conflicts between children
		Handball field, football field goals



Playgrounds and sports fields for both Pre-Primary and Primary + Secondary school students can be a motivating factor not to skip school and to attract new students to Kimintet. They should be placed not too far from the classrooms and include many equipment too allow all children to play.

Insights collected

CLASSROOMS		
DATA	ISSUES	DESIDERATA
They only have frontal lessons	Not enough classrooms for ECD and JS grades	Books inside cupboards
300 total students - 50 boarding students	Not enough furniture inside classrooms	Fire safety measures
	Enviroment outside the classrooms distracts the kids	Protocol entails blurred glass for the first layers of windows to prevent looking outside
	Kids jump off the windows during class	2 separate child-friendly classrooms for pre-primary devided from the rest of the school, with separate washrooms, and an office for ECD teachers
	Classrooms are too cold	Emergency windows (requirement of the Ministry of Education)
	Cold classrooms for lack of windows	
	Government had already allocated money for Grade 8-9 of JSS, but the schools delayed in giving indications about the other two classrooms so now they don't know if they lost the money	

Classrooms are insufficient to host all the new students enrolling. The most pressing issue is the lack of two classrooms for the Grades 8 and 9 of Junior Secondary level, forcing students to move to other schools after passing Grade 7. Moreover, the Pre-Primary students share their classrooms with Primary students, while they should have two separate child-friendly classrooms.

Moreover, the classrooms are not equipped with enough desks, chairs and cupboards. The windows are mostly broken which makes the classrooms very cold in certain periods of the year. They are also not in line with current protocols that indicate emergency windows and with a first layer of glass to be blurred to avoid distractions from outside.



Photo by Valerio Rigamonti



Photo by Valerio Rigamonti

Insights collected

DORMS		
DATA	ISSUES	DESIDERATA
	Broken windows	Fire safety measures/exits
	Pipes connecting dorms latrines and septic tanks are broken and liquids go outside attracting insects	Emergency windows
		General renovations
		New furniture

Male and female dormitories for boarding students are generally degraded, lacking in proper furniture, lights and comfort. The windows are broken and have no glass and they do not follow safety measures.

IT ROOM		
DATA	ISSUES	DESIDERATA
Some teachers can use the computer but they need some additional training	No teachers to teach IT, the one that was there moved away	
Benefit for the whole community, even to do prints and photocopies		

An IT Room is set to be built in the room adjacent to the library that A.PART renovated in 2024.

When presented with this proposal, the participants agreed, explaining how it could benefit the whole community as well.

Students need to study IT and Computer Science as part of their curriculum, but for lack of a functioning IT Room the only teacher that had been hired for it left. Therefore, there is a need to hire a new one or additionally train some who can already use the computer on a basic level.

Insights collected

SCHOOL SECURITY		
DATA	ISSUES	DESIDERATA
	Electric fence doesn't work, to be repaired they only need a battery and some general cheap fixing	A security guard
	People and animals can enter freely and it is dangerous	

Regarding general security of the school, the compound fence is broken and allows external people and animals to freely enter the compound, which is not safe for students and especially for boarding ones. The participants wish to repair the fence and hire a guard.

OFFICES		
DATA	ISSUES	DESIDERATA
Waiting for the government funds to renovate them	Too small for all the teachers	
Renovation is a priority by the next term		

Offices for teachers, director and staff are too small to accommodate everyone comfortably. Moreover, the offices building is the first ever built at the school is 1977, and is currently in a degraded and unsafe state. Teachers would like to renovate the building entirely, but also expressed, during following days, a desire for a new office block to be built.

GENERAL		
DATA	ISSUES	DESIDERATA
	Too many mosquitoes near latrines and dorms	Mosquito nets
		Medicines dispensary

General additional needs expressed by the participants are related to health issues. Repairing some pipes connecting latrines and septic tanks that attract insects, especially mosquitoes, seems fundamental, as well as organizing a medicines dispensary within the school for the needs of the community and especially the boarding students.



Photo by Valerio Rigamonti



Day 2

Tuesday, **29th July 2025** – Kirindon , Kenya

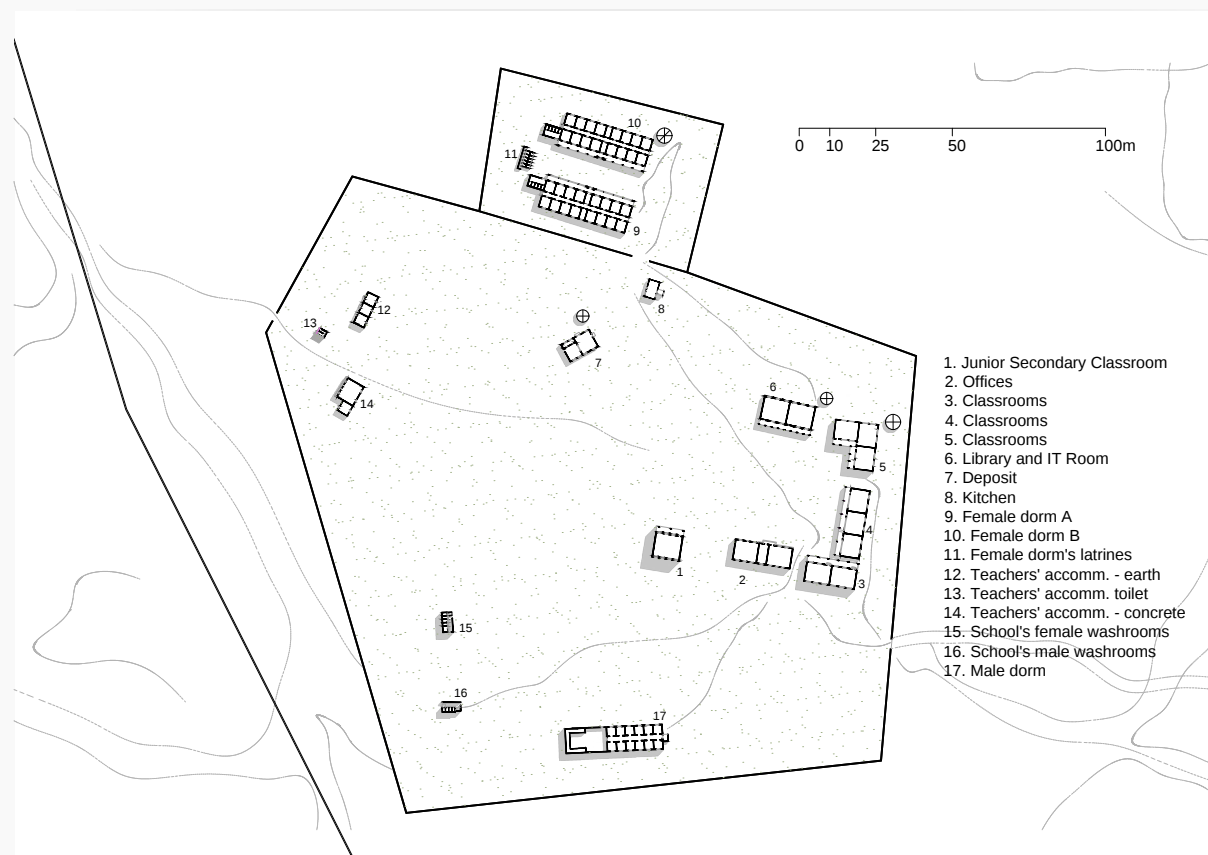
Aim of Day 2 was carry out a School walk, a variation of a Transect walk limited to the area inside the Kimintet school inner compound.

The School Walk aim was to visualize the future development of the school and new interventions in person while walking around the school, following the map and making comments, expressing ideas and needs.

One group, composed by adults (teachers, BoM members and community members) were

coordinated by Carla Procida, with the support of Geoffrey Kamoye, a community representative as well as a BoM member, while a second group composed by students was coordinated in the activity by Giulia Ciusani with the supporto of Elisabetta Cipriani, an A.PART volunteer and a teacher herself.

Participants were given pre printed maps of the school to follow during the walk, where they noted down issues, ideas and proposals which were later processed and listed.

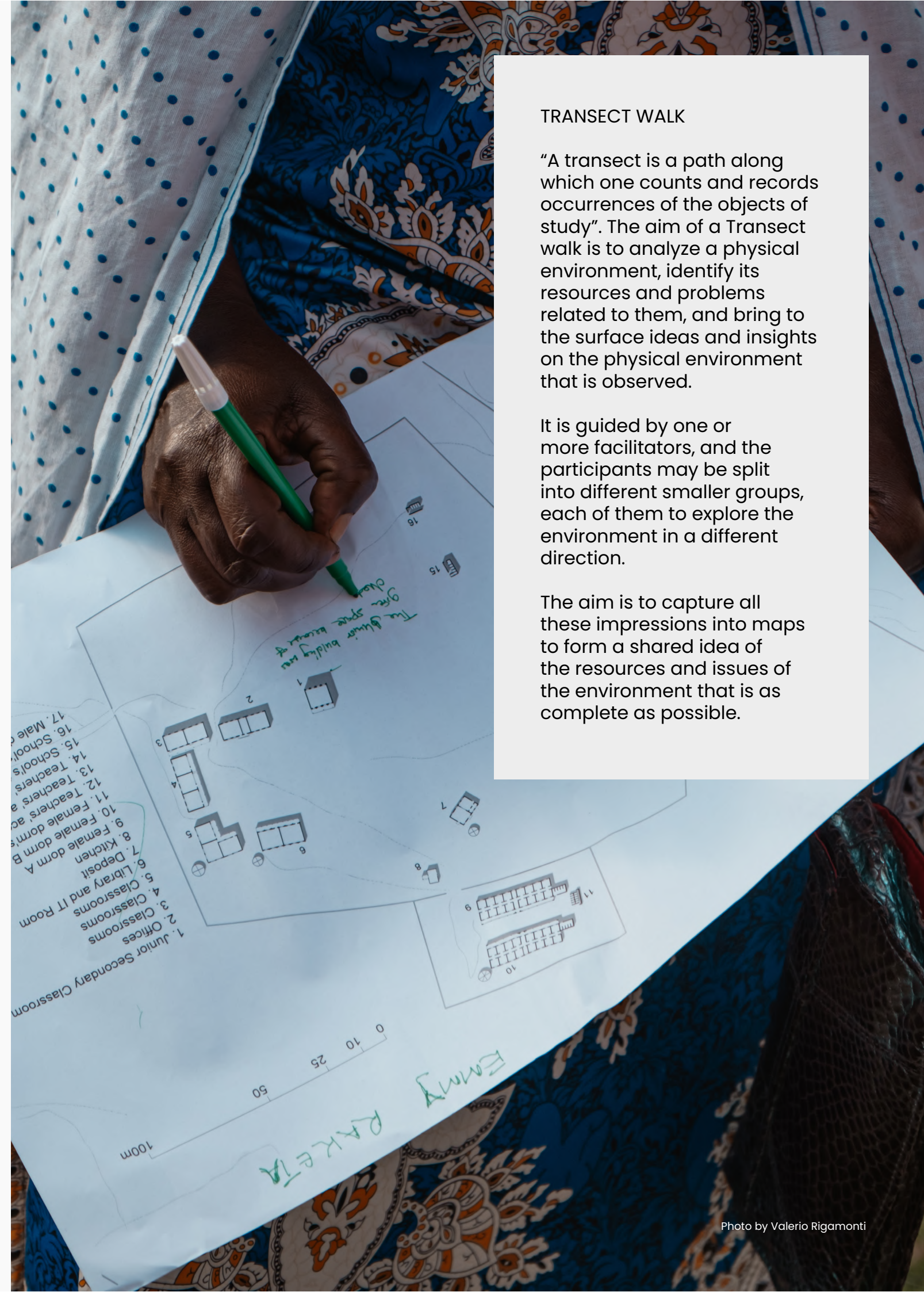


TRANSECT WALK

“A transect is a path along which one counts and records occurrences of the objects of study”. The aim of a Transect walk is to analyze a physical environment, identify its resources and problems related to them, and bring to the surface ideas and insights on the physical environment that is observed.

It is guided by one or more facilitators, and the participants may be split into different smaller groups, each of them to explore the environment in a different direction.

The aim is to capture all these impressions into maps to form a shared idea of the resources and issues of the environment that is as complete as possible.



Participants

On Day 2, 12 people took part in total, divided in:

- 2 BoM members
- 1 teacher
- 2 students' parents
- 6 community members
- 1 A.PART volunteer

Just like for Day 1, in the following pages the results and insights gained for each theme are listed, where the ones highlighted in light blue are the input given by the young students. Each insight was later processed and categorized as general data, issues or desiderata.



Photo by Valerio Rigamonti



Photo by Valerio Rigamonti

Insights collected

1. Junior Secondary Classroom (28 students)		
DATA	ISSUES	DESIDERATA
Distance from offices for acoustic isolation	Classroom between the offices and the JS class cannot be built because the soil in that area does not allow for foundations	Add new JS to West side attached to Grade 7 classrooms
Distance from Primary school for age		Electricity
		Lights

The Junior Secondary school classroom (Grade 7) is the latest classroom to have been built in Kimintet. Participants explained how it was built next to the offices but at a distance, for noise isolation purposed as well because of the soil next to the offices not allowing to build foundations. Indeed, participants suggest the new Grade 8 and 9 classrooms are built next to the Grade 7 classroom, opposite the offices position. Unfortunately, when Grade 7 classroom was built, an electric system was not provided, so there are no lights inside the classroom.

2. Offices		
DATA	ISSUES	DESIDERATA
	Roofing	Provide chairs and furniture for PP staff
		Demolish deposit area
		Renovate ceiling and flooring (tiles - Emmy) in the offices
		Renovate the whole building (Michael)
		Open office system with desk

As previously explained, being this the oldest building in the compound, it presents a series of safety and stuctural issues, such as a decading roofing system, a cracking floor, and a lack of adequate furniture.

3. Classrooms Grade 5-6 (students G5: 25; G6: 27)		
DATA	ISSUES	DESIDERATA
		General for classrooms: leave space on the masterplan for future expansion of classrooms
		Window glasses
		Tables, chairs and cupboards
		Walls to be re-painted
		Windows, yellow paint

4. Classrooms Grade 2-3-4 (students G3:19; G4:17)		
DATA	ISSUES	DESIDERATA
		Renovate flooring
		Add cupboards, chairs & tables
		Renovate windows
		Collect water from the roof
		Window glasses, more space on desks, more furniture, yellow painted walls

5. Classrooms PP1-2 + Grade 1 (students G1: 27)		
DATA	ISSUES	DESIDERATA
		Doors, windows, chairs, tables, cupboards
		Renovate floors
		Fix roof sheets
		Windows, more chairs

Existing classroom for Primary school students share common issues such as cracked floorings, broken windows, chipped wall paint and insufficient furniture.

Moreover, more classrooms need to be added in the future development of the school.

Insights collected

6. Library + IT Room		
DATA	ISSUES	DESIDERATA
		IT Room - renovation of computers, tables and chairs
		IT Room - New floors and desks
		New roofing sheets
		New Computers
		Renovate wall painting

The building hosting the library and future renovated IT Room mostly presents issues in the IT Room and on the exterior, since A.PART renovated the library in 2024. Exterior works should include the substitution of the roofing sheets, while the IT Room renovations need to include new computers and equipment.

7. Deposit		
DATA	ISSUES	DESIDERATA
		New tables & desks
		Could be used for new dining / kitchen area (Micheal)
		Repaint & clean
		Could be storage (Emmy) + build new deposit)

The deposit building has been left unused for a long time due to infiltration of animals between the roof and the fake ceiling, creating an unsafe environment for teachers and students. The general structure is solid, therefore a renovation could allow the building to still be used as either deposit or as a dining room, as it was previously used for.



Photo by Valerio Rigamonti



Photo by Valerio Rigamonti

Insights collected

8. Kitchen		
DATA	ISSUES	DESIDERATA
		Demolish
		New modern kitchen
		New kitchen table + new kitchen appliances
	Githeri is not appreciated by kids	Rice
		Concrete canteen, renovated kitchen

As already expressed during Day 1, the old metal sheet, firewood kitchen is not suitable, and a new gas kitchen with dining area is needed both for space and safety reasons, and also to allow to cook a better variety of meals including rice.

9-10. Female dorms (32 students sleep here)		
DATA	ISSUES	DESIDERATA
		Window glasses
		More beds
		Close fence with a gate
		Add electricity in B (10) dorms, repair electricity in A (9) dorms
		New tank
		New lockers and cabinets
		Fix ceilings
		More tanks to collect drinking water
		Security lights
	Beds are not enough	Lights near beds
	They sometimes need to share a mattress	Hanging lines
	It's cold inside	

Both male and female dormitories are nowadays not suitable and degraded. They lack privacy, basic furniture, lights and storage for boarding students. Glasses are broken, causing cold interior temperature. A general renovation increasing comfort and security is needed.

11. Female dorms latrines		
DATA	ISSUES	DESIDERATA
		Power inside toilets
		Floorings with tiles
		Instant showers & flush toilets
		New sewage system
		Lights because they are scared to go to toilet at night. A ceiling that connects the dorms to the showers so they don't get wet when it rains.

Latrines dedicated to the female dormitories are pit latrines lacking light and are not connected to the dorms to a ceiling, so arriving to them and using them is dangerous at night and when it rains. Students would like to have flushing turkish ceramic toilets and tile flooring inside.

12-14. Teachers' accommodation		
DATA	ISSUES	DESIDERATA
		One new building divided in self-contained houses, same size
		(12) demolish
		(14) renovate - new roofing, flooring and paint
		Fence to separate from school
		Grow trees around

13. Teachers' toilets		
DATA	ISSUES	DESIDERATA
		Self contained inside new houses
		Tiles finishing

Teachers expressed a need to build a self-contained houses block to host all teachers in need to accommodate at the school, to include bathrooms within each apartment. This block should be provided additional privacy and separation from the school area with by planting trees and installing a fence all around.

Regarding existing buildings, the earth building should be demolished, while the concrete blocks one could be retained and renovated.

Insights collected

15-16. School latrines		
DATA	ISSUES	DESIDERATA
		More latrines, modern ones
		Repair doors of existing latrines
		Repair roof for female latrines
		Rapair doors and new toilets for male latrines
		Septic tank system
		Build adults toilets
		Closer to classrooms

Existing latrines present general issues like being prone to collapse, an non-functioning septic tank system,

17. Male dorms + latrines		
DATA	ISSUES	DESIDERATA
		Window glasses
		More beds
		Modern ventilation
		Electricity
		Repaint
		Repair washrooms doors, rapaint them and make them larger
		Tile floors in washrooms
		Emergency windows
		Security lights
		Water pipes
		Lockers and cabinets
		New fence around the dorm

Male dormitories share similar issue with female dormitories, such as insuffi-
cient furnture, broken windows, lack of electricity and general security, while
their toilets as well are unsafe and lack proper flooring.



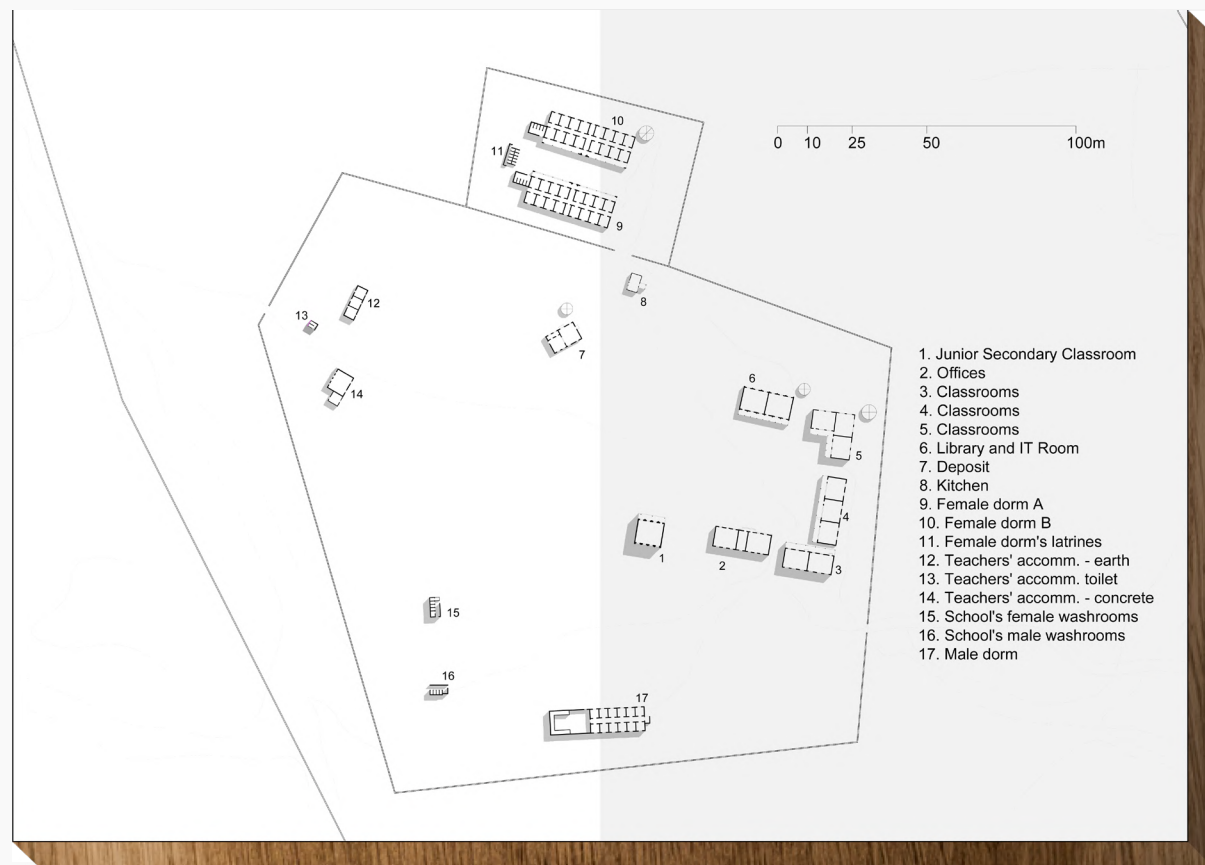
Photo by Valerio Rigamonti

Day 3

Wednesday, 30th July 2025 – Kirindon , Kenya

The aim of Day 3 was to visualize the final development of the school on a participative map, using a variation of the Planning for Real methodology, with a 2D map instead of a 3D model.

Participants gathered in one outdoor area of the school, with the map in the centre. A discussion naturally generated, and participants sketched and annotated their ideas onto the map with some colored markers.



PLANNING FOR REAL

Planning for Real is a technique that uses a model of the area in question, which the local community proposes its own suggestions on, using cards, small scale models or other tools to represent their proposals for the improvement of the area.

Participants

On Day 3, 12 people took part in total, divided in:

- 2 teacher
- 7 students' parents



Photo by Valerio Rigamonti



Vegetable garden
near the new kitchen

Dining room + kitchen
to be newly built

Area for **Primary school**
classrooms expansion and
new toilet blocks

Fencing and trees to
delimitate the area for
teachers' accommodation
to ensure privacy

New area for Pre-Primary
students, including new
washrooms, child-friendly
classrooms, offices for ECD
teachers and playground to
be built outside the current
fence (expanding the fence)

Junior Secondary
classroom Grade 8 and 9
to be added on the West of
the Grade 7 classroom



Day 4

Friday, 1st August 2025 – Kirindon , Kenya

The aim of Day 4 was to present all the insights and data collected on previous days to the school's Board of Management, and reach a version of the project that took all the inputs into consideration.

The BoM, whose members also participated in previous activities, reviewed all the ideas received and gave their opinion on their suitability and feasibility of those ideas, using some clean plans of the school.

After some tweaks and reviews, a preliminary but shared version of the masterplan was reached, set to become the base for further design stages by A.PART, and to be shared with the whole community.

Day 4 took place inside the Junior Secondary Grade 7 classroom within Kimintet school.

5 BoM members took part, including the Chairman and the P.A. Chairperson.



Photo by Valerio Rigamonti



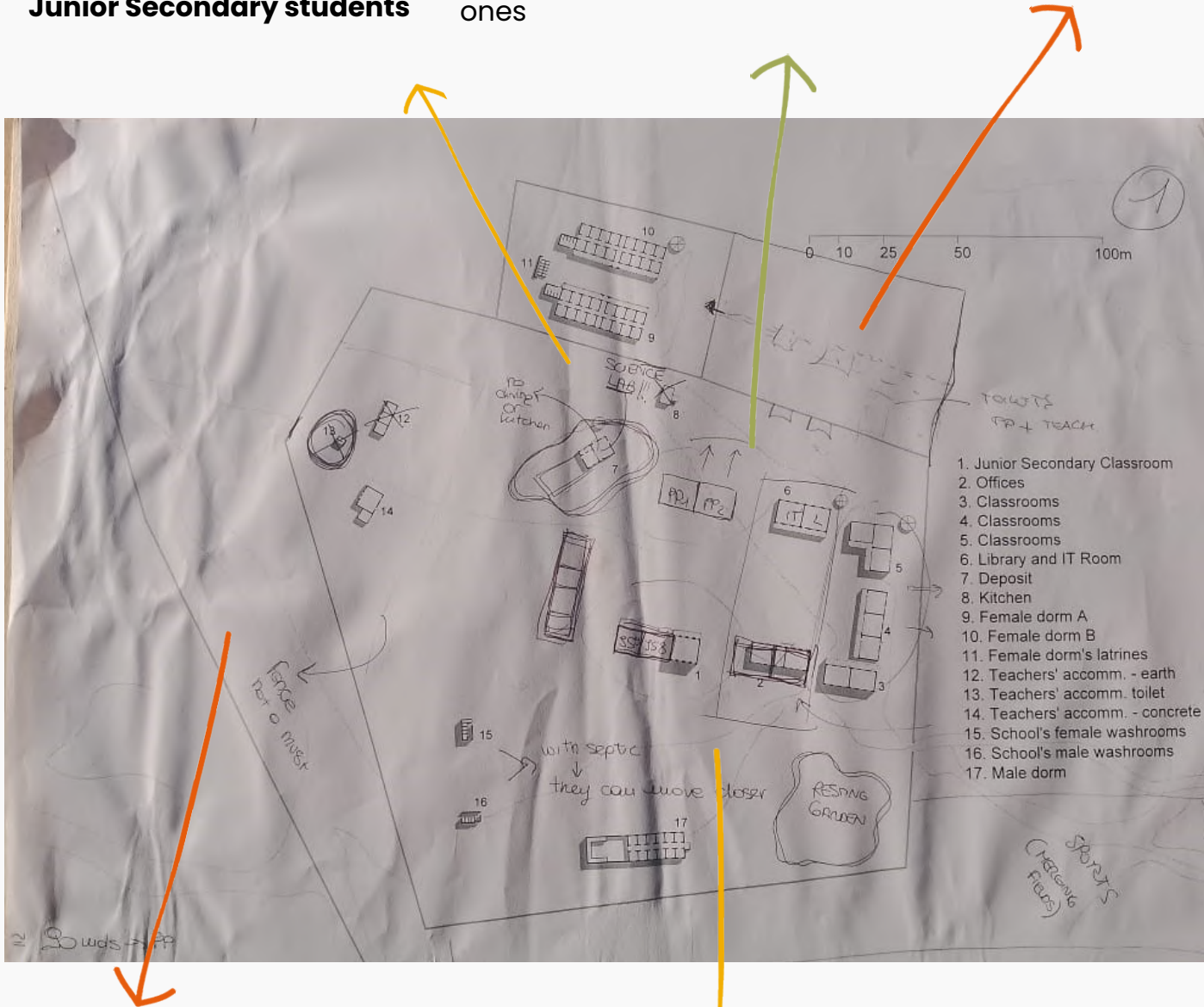
Photo by Valerio Rigamonti

A new dining and kitchen block could constitute an unexpectedly organic element to close the courtyard

Alternatively, the existing building could become a Science Lab, necessary for Junior Secondary students

The position of the IT Room and Library in front of the offices create a services axis. Similarly, if Pre-Primary classrooms could be built in front of the Junior Secondary classrooms to create a classrooms axis separating the primary ones

BoM also suggests creating a separate area on the Northern part of school, expanding the fence, for teachers' toilets as well as for Pre-Primary classrooms, playgrounds and toilets

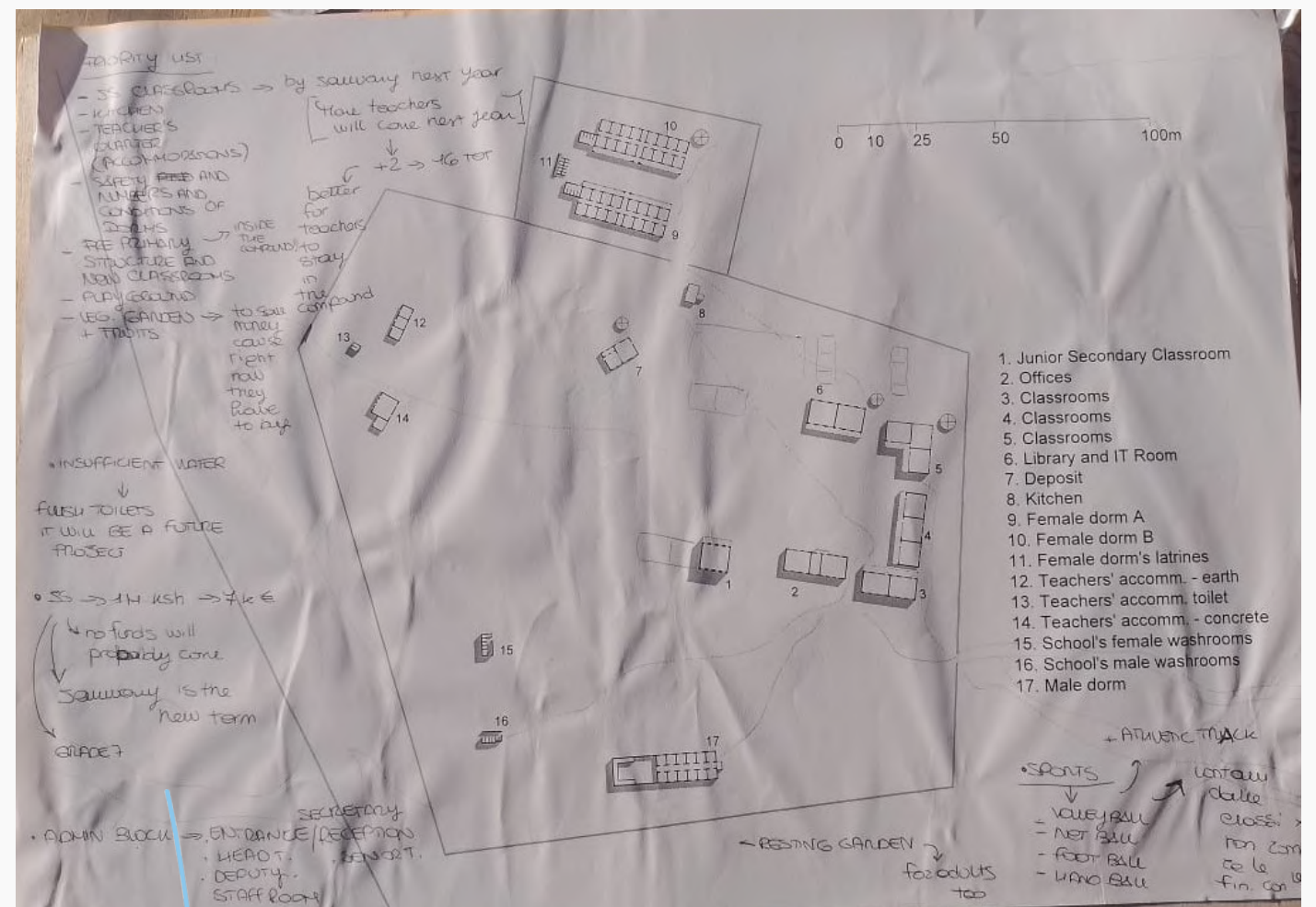


The existing earth teachers' accommodation should be demolished, as well as the teachers' latrine, and substituted by self-contained houses.

Male dorms' toilets should be closer to the dorm itself. On the free area adjacent the entry gate, a resting garden could be placed, while just outside of it sports fields could be set.



Photo by Valerio Rigamonti



During the meeting, the list of **priorities** was established, starting from the need to build the two classrooms for the Junior Secondary school Grade 8 and 9 levels, followed by the need to demolish and rebuild a safer, wider **kitchen**

for the growing number of boarding students, and the general **safety** and security of the dorms and the school overall.

Photo by Valerio Rigamonti



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