ASIAN UNIVERSITY FOR WOMEN

TERMS OF REFERENCE (ToR)

For Design Consultancy Services for Community School Project

Asian University for Women (AUW) - Arefin Nagar

1. Background

Asian University for Women (AUW) is developing its permanent campus in Chattogram to support academic, social, and community outreach initiatives. As part of this development, AUW intends to establish a **Community School Facility** within the campus to serve surrounding communities and provide a safe, inclusive, and child-friendly educational environment.

AUW seeks to appoint a qualified Architectural Design Consultancy Firm to provide comprehensive professional consultancy services for the planning, design, coordination, and documentation of the proposed Community School Project.

The project aims to create a compact yet innovative educational environment integrating academic spaces, outdoor learning, and community engagement within a climate-responsive and sustainable campus framework.

2. Objectives of the Assignment

The objectives of this consultancy assignment are to:

- Develop a functional, child-friendly, and sustainable architectural design for the Community School
- Translate the programmatic requirements of AUW into an efficient and buildable design.
- Ensure integration of indoor and outdoor learning environments
- Prepare coordinated architectural, structural, and MEP documentation suitable for tendering and construction.
- Ensure compliance with applicable codes, safety standards, accessibility requirements and environmental considerations.
- Support AUW in achieving high-quality institutional infrastructure aligned with international standards.

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3. Community School Project – Functional Requirements

Space Category	Specific Requirements
Academic	• 6 classrooms (KG to Class 5), each for 24-25 students (flexible layout, multimedia-ready) • Library , IT, Music & Drama Room / Arts & Craft Space
Amenities/ Facilities	• Dining • Assembly Area • Roof Space Utilization (learning/play/activity use)
Teacher/Admin	• Teacher Resource Room • Head Teacher's Office • Administrative Office • Meeting Room(s) • Reception & Waiting Area
Support & Community	• Parent/Community Engagement Space • Outdoor Play Area • Gardening / Green Learning Areas
Sanitation & Accessibility	• Separate Male & Female Student Toilets (Age Specific Groups) • Staff & Parent Toilets • Wash Basins & Feet-Wash Facilities (as required) • Main Entry/ Security Checkpoint

Proposed Zoning Strategy

The project site is envisioned as a **three-zone integrated campus**, distributing functions across Sites A, B, and C to ensure clarity, safety, and efficiency. These three sites must be interlinked through pedestrian pathways or bridges to ensure safe and seamless internal accessibility.

Site Views:

Google Earth


Site View

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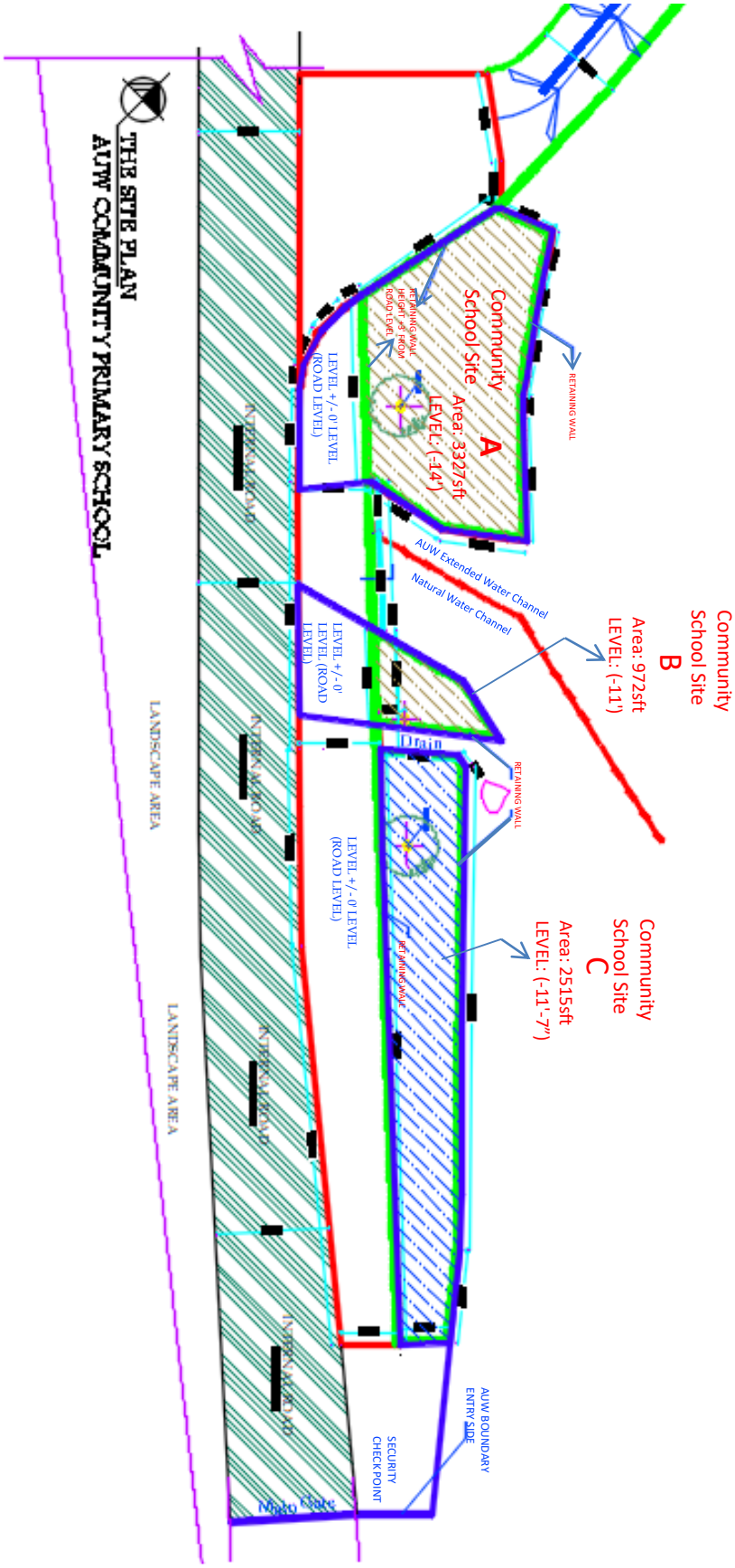
Site Plan:



4. Detailed Scope of Services

The consultant shall undertake a comprehensive analysis of the project site and develop initial design concepts.

4.1: Site Analysis and Conceptual Design

Key Activities

- Review the **project brief and functional requirements**
- Conduct **site analysis** including:
    - Access and circulation
    - Topography and drainage
    - Climate and environmental context
    - sun/shadow orientation
- Develop **design concepts and spatial planning options**
- Prepare **preliminary layout plans and massing studies**
- Identify **functional zoning and circulation**
- Prepare **initial sustainability strategies**
- Conduct **preliminary cost considerations**
- Prepare **MEP layouts** (electrical, plumbing, drainage, fire protection).
- Coordinate **architectural, structural, and MEP designs** for integrated solutions.
- Produce **coordination drawings** to resolve spatial/service conflicts.
- Ensure compliance with **local codes, safety regulations, and engineering standards**.
- Provide **3D visualizations and presentation drawings**.
- Prepare **material specifications, finishing schedules, cost estimates, and preliminary BOQ**.
- Assist the **Client with required authority approvals**.

Deliverables

- Concept design report
- Conceptual layout drawings
- Preliminary floor plans

- Concept sketches and diagrams
- Massing Studies
- Initial material/finish concepts
- Preliminary sustainability strategies
- Concept approval presentation
- Preliminary Cost Assessment.
- MEP Layout Drawings (electrical, plumbing, drainage, fire protection).
- Integrated Design Coordination Drawings (architectural, structural, and MEP).
- 3D Visualizations and Presentation Drawings.
- Initial Material & Finish Concepts

4.2: Schematic Design

The consultant shall translate the approved concept into schematic architectural designs.

Key Activities

4.2.1 **Develop schematic architectural drawings, sections and elevations**

4.2.2 Define building form, scale, and spatial organization

4.2.3 Coordinate conceptually with:

4.2.3.1 Structural engineer

4.2.3.2 MEP engineer

4.2.3.3 Civil engineer

4.2.4 **Develop preliminary material palette and systems**

4.2.5 Prepare **3D visualization models**

Deliverables

4.2.6 Schematic Plans, Sections & Elevations

4.2.7 Schematic Site Layout

4.2.8 3D Visualizations

4.2.9 Preliminary material palette

4.2.10 Updated Cost Estimate

4.3 : Design Development

The consultant shall develop the schematic design into a detailed, coordinated architectural design.

Key Activities

4.3.1 Prepare detailed **architectural plans**

4.3.2 Prepare **elevations and sections**

4.3.3 Develop **3D models and visualizations**

4.3.4 Coordinate with engineering consultants including:

- 4.3.4.1 Structural
- 4.3.4.2 Mechanical
- 4.3.4.3 Electrical
- 4.3.4.4 Plumbing
- 4.3.4.5 Fire safety
- 4.3.4.6 Sustainability

4.3.5 Prepare **door and window schedules**

4.3.6 Develop **material and finishing specifications**

4.3.7 Conduct **building code and safety compliance review**

4.3.8 Prepare **cost review and value engineering options**

Deliverables

4.3.9 Detailed architectural design drawings

4.3.10 Detailed plans, elevations, and sections

4.3.11 Door and window schedules

4.3.12 Outline specifications

4.3.13 3D visualizations

4.3.14 Updated cost estimates

4.3.15 Coordination drawings

4.4 : Authority Approval Drawings

The consultant shall prepare drawings required for approval from relevant authorities.

Key Activities

4.4.1 Prepare drawings required for local authority approvals

4.4.2 Support submission to relevant regulatory bodies

4.4.3 Address comments and revise drawings if required

Deliverables

4.4.4 Authority submission drawing package
4.4.5 Revised drawings based on authority feedback

4.5: Construction / Working Drawings

The consultant shall prepare complete construction documentation for project implementation.

Key Activities

4.5.1 Prepare complete **construction drawing sets and documentation**
4.5.2 Prepare architectural details for construction
4.5.3 Coordinate all engineering drawings
4.5.4 Prepare schedules and documentation

Deliverables

Complete construction drawing package including:

4.5.5 Site plan
4.5.6 Floor plans
4.5.7 Roof plan
4.5.8 Elevations
4.5.9 Sections
4.5.10 Architectural Details
4.5.11 Door/window schedules
4.5.12 Finishing schedules
4.5.13 Basic landscape design
4.5.14 Coordinated MEP interface drawings
4.5.15 AutoCAD and PDF files (soft and hard copies)
4.5.16 Structural design drawings and calculations

4.6 : Construction Support Key Activities

4.6.1 Site visits and design clarification
4.6.2 Review contractor shop drawings

4.6.3 Respond to RFIs

4.6.4 Monitor design compliance

4.6.5 Prepare progress reports

Deliverables

4.6.6 Site observation reports

4.6.7 Meeting minutes

4.6.8 Design clarification notes

4.6.9 As-built drawing documentation

4.6.10 MEP Layout Drawings (electrical, plumbing, drainage, fire protection).

4.6.11 Integrated Design Coordination Drawings (architectural, structural, and MEP).

4.6.12 Material Specifications and Finishing Schedule.

4.6.13 Preliminary Cost Estimate and Bill of Quantities (BOQ).

5. Deliverables Summary

The consultant shall provide:

Drawings

- Site layout plan
- Floor plans
- Roof plan
- Building elevations
- Sections
- Detailed architectural drawings
- MEP Layout Drawings
- Approval drawings
- Landscape concept
- 3D visualization

Documents

- Design reports
- Material specifications
- Design coordination drawings
- Cost estimates
- As-built drawings

- MEP Layout Drawings (electrical, plumbing, drainage, fire protection).
- Integrated Design Coordination Drawings (architectural, structural, and MEP).
- Material Specifications and Finishing Schedule.
- Preliminary Cost Estimate and Bill of Quantities (BOQ).

6. Functional Planning Requirements

The design shall incorporate the following key planning principles:

- Child-safe and inclusive environment
- Clear zoning between academic, outdoor, and public/community functions
- Safe pedestrian connectivity between Sites A, B, and C
- Climate-responsive and naturally ventilated spaces
- Flexible and future-adaptable learning environments
- Integration of outdoor learning opportunities
- Controlled entry and campus security

7. Eligibility Criteria for Consultants

Firms must meet the following minimum requirements:

7.1 Legal Status

7.2 Registered architectural consultancy firm

7.3 Valid trade license

7.4 Valid tax registration and VAT registration

7.2 **Experience**

7.2.1 **10 years' professional experience** in architectural consultancy

7.2.2 At least **3 similar projects** completed in the last **7 years**

Similar projects include:

7.2.3 Educational buildings

7.2.4 Institutional buildings

7.2.5 Campus facilities

7.2.6 Community infrastructure

8. Technical Capability Requirements

The consultant must demonstrate expertise in:

Architectural Design

- Institutional / school building design
- Climate-responsive design
- Functional space planning
- Sustainable design strategies

Technical Documentation

- Construction drawings
- Detailed architectural specifications
- Coordination drawings
- Building code compliance

Digital Capability

Consultants must be proficient in:

- AutoCAD
- Revit / BIM (preferred)
- SketchUp / 3D modelling
- Rendering software

8 Required Project Team

The consultant must propose the following minimum team:

8.2 Lead Architect / Project Director **Minimum 10 years' experience** Experience in institutional projects

8.3 Senior Architect / Design Architect **Minimum 7 years' experience**

8.4 Architectural Draftsperson / BIM Specialist

8.5 Coordination Engineers (as needed)

8.5.1 Structural consultant

8.5.2 MEP consultant

9. Evaluation Criteria

Criteria	Weight
Firm Experience	25%
Key Personnel	20%
Methodology and Work Plan	20%
Relevant Project Portfolio	20%
Financial Proposal	15%

Total = **100%**

10. Expected Duration

The expected duration of consultancy services is:

- **2 months for design and documentation**

11. Submission Details

Please submit the ToR along with all supporting documents to
Email: tender165@auw.edu.bd

Deadline: 23 June 2026 (12:01PM) (GMT +6)

Note: Proposals should be submitted **ONLY** to the following email address: tender165@auw.edu.bd
Please ensure that no other AUW email addresses are included in the TO, CC, or BCC fields. Any proposal submitted in violation of this instruction may be disqualified from consideration.

Shortlisted firms will be invited for technical discussions and the subsequent selection process.

Contact Information
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12. Annexure I: Concept and Design Development

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Annexure I

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AUW Community School

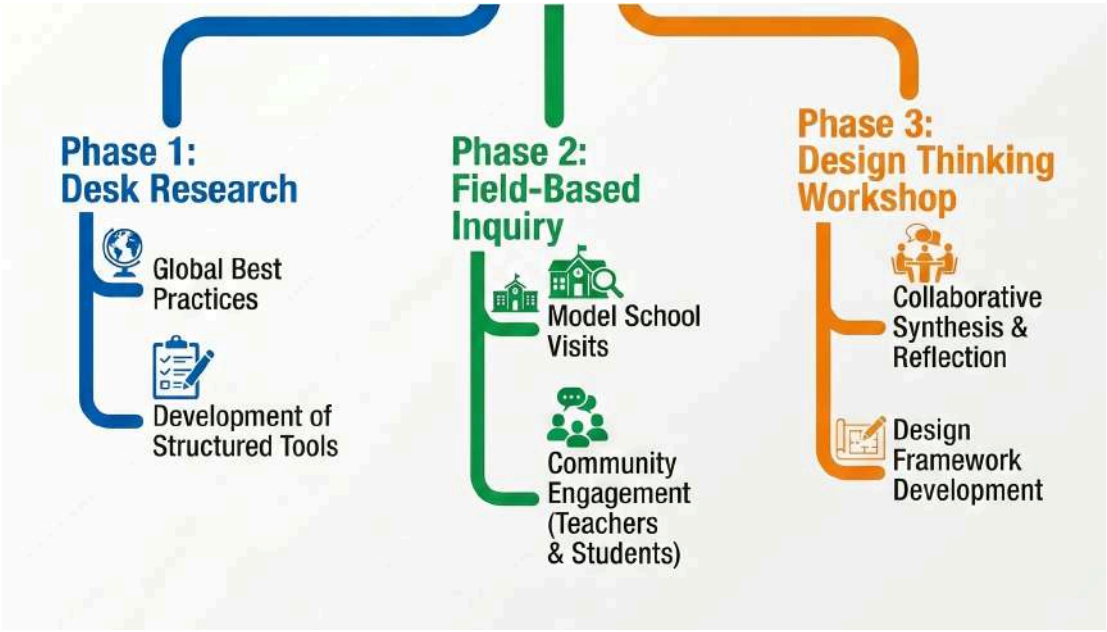
Concept and Design Development Report

April 2026

This report presents the conceptualization and facility design development of the AUW Community School, an initiative of the Asian University for Women (AUW). It documents a structured, student-led process through which research, field engagement, and collaborative design were used to inform the planning of the school's physical and learning environment.

The proposed school is envisioned as an inclusive and innovative learning space for children from underprivileged communities, while also serving as a practicum and training site for AUW's Master of Arts in Education students. Planned for Kindergarten through Grade 5, the school aims to accommodate approximately 125–150 students annually within a holistic and child-centered learning environment. The focus of this report is on the development of school facilities and learning spaces. It outlines how evidence from global best practices, local school observations, and community engagement was synthesized through a design thinking approach to generate a consolidated framework of proposed facilities for the AUW Community School. This study follows a design thinking approach in education, which emphasizes a human-centered and iterative process of understanding user needs, generating ideas, and refining solutions through collaboration and feedback.

Methodology and Development Process



The development of facility designs for the AUW Community School followed a three-phase, student-led process integrating research, field-based inquiry, and collaborative design synthesis. In the first phase, students conducted desk research on global best practices in community school design and learning environments. This informed the development of structured tools, including school observation checklists and community engagement instruments. In the second phase, these tools were applied during

field-based inquiry, which consisted of two parallel activities: (i) structured visits to three model schools in Chattogram, and (ii) community engagement with local teachers and students from surrounding areas. This phase enabled students to gather both observational and lived-experience data on school infrastructure, pedagogy, and learner needs. In the third phase, findings from both the literature review and fieldwork were synthesized through a collaborative Design Thinking Workshop led by Dr. Stefanie Panke. This session enabled students to collectively analyze patterns across datasets and translate insights into an initial framework for school design and facilities planning.

The sections below present the key findings emerging from this process.

Key Findings and Design Insights

1. Insights from Desk Research

As student teams engaged with research on innovative school design and community-based education models, key studies (Barrett et al. 2019; Biag and Castrechini 2016; Fehrer and Leos-Urbel 2016; Galindo and Sanders 2019) highlight that effective community schools are not just instructional spaces, but integrated environments supporting learning, well-being, and community engagement. The literature consistently emphasizes flexible and child-centered classroom design, where traditional fixed seating is replaced by adaptable spaces featuring movable furniture, multi-use arrangements, and large interactive surfaces such as full-wall whiteboards, supporting collaboration, creativity, and active participation (Fehrer and Leos-Urbel 2016; Manca et al. 2020). It also highlights the role of makerspaces and experiential learning, showing that low-cost, hands-on environments using locally available or recycled materials can enhance critical thinking, creativity, and STEAM engagement (Manca et al. 2020; Provinzano et al. 2018), suggesting the inclusion of craft corners, creative labs, and multi-purpose innovation spaces within the AUW Community School.

The literature further underscores the importance of strong infrastructure, noting that overcrowded classrooms, poor sanitation, and unsafe environments contribute to dropout rates, while adequate space, reliable water supply, and hygienic sanitation systems improve learning continuity (Barrett et al. 2019; Debasu and Yitayew 2024). Closely linked to this, WASH facilities, including separate toilets for boys and girls, menstrual hygiene management, and accessible handwashing stations, are critical for improving attendance and ensuring gender equity (Biag and Castrechini 2016; Herrmann 2016). Beyond infrastructure, findings emphasize safe and inclusive environments with clear visibility, controlled access, and support for students with disabilities, alongside psychosocial support features such as quiet spaces, peer mediation, and emotionally supportive classrooms (Bohnert et al. 2022; Widyana and Hriday 2024). The research also positions schools as community-integrated spaces, incorporating parent areas and shared facilities to strengthen trust and engagement (Biag and Castrechini 2016; Fehrer and Leos-Urbel 2016). Finally, sustainability and context-responsive design-through natural lighting, ventilation, local materials, and outdoor learning spaces-along with scalable technology integration such as shared devices and offline resources, are identified as essential for creating cost-effective, inclusive, and contextually relevant learning environments (Manca et al. 2020; Nordstrom and Jung 2022).

2. Insights from Model School Visits in Chattogram

Frobel Academy and William Carey Academy are regarded as some of the most academically strong learning environments for children in Chattogram, Bangladesh. Both institutions also operate community-focused schools: Burhani BSRM School and William Carey Free School, respectively. As student teams visited Frobel Academy, Burhani BSRM School, and William Carey Free School, a deeper understanding was gained in terms of what school environments look like in practice, and what leading community schools in Chattogram offer in terms of facilities, learning conditions, and educational approaches.

Students observing and documenting during model school visits.

A key insight from these observations was that spatial design directly influences teaching and learning quality. In well-resourced environments such as Frobel Academy, classrooms were intentionally designed with spacious layouts, organized arrangements, and access to furniture, storage, and digital tools, supporting both teaching flexibility and student interaction. This is important because more constrained layouts and limited instructional tools observed in other schools were seen to reduce teacher mobility and restrict opportunities for active student engagement.

Across schools, sanitation and water facilities were generally available, with separate washrooms for boys and girls and access to drinking water. Notable positive practices included some inclusive sanitation designs that supported students with disabilities. At the same time, important design considerations emerged from the observations, such as ensuring reliable hygiene systems (soap, handwashing facilities, drainage) and carefully planning washroom placement so that it remains accessible while maintaining a comfortable learning environment free from odor disruption. Similarly, structured dining or canteen spaces with seating, water access, and basic hygiene support emerged as important elements for supporting student routines and well-being.

Dedicated bag storage hooks at William Carey Free School for organized student belongings.

Outdoor student meal and seating setup near the playground at Frobel Academy.

Another key insight showed that having proper storage systems such as designated bag areas have reduced clutter. Play and outdoor spaces such as playgrounds, sports courts, and shaded areas were also observed as valuable for physical activity and social interaction. Designated spaces for meals and snacks also emerged as important for supporting students' daily routines and well-being. Learning environments varied in terms of resources, with some schools offering computer labs, libraries, projectors, and specialized learning spaces that enabled more interactive and hands-on learning. Teachers' space and facilities also emerged as a critical area.

Finally, observations around safety, inclusion, and community engagement highlight important design directions. While some schools demonstrated basic supervision and open layouts, stronger systems for emergency preparedness, inclusive accessibility features such as ramps and pathways, and environmental safety were limited.

Similarly, parent engagement spaces and structured community interaction areas were not consistently developed, although cultural elements such as student work displays and co-curricular spaces were present in some contexts.

3. Insights from Community Engagement

Community engagement was a central component of the fieldwork. Interviews with a female teacher and students from the surrounding community generated important insights that were crucial to shape a design process grounded in community needs.

The Teacher emphasized the importance of creating a supportive and well-designed learning environment where classrooms are spacious, well-ventilated, and equipped with adequate furniture,

lighting, and access to clean drinking water and separate washrooms for boys and girls. She also highlighted the need to expand school facilities beyond core academics by including IT and science labs, spaces for technical education, playgrounds, and areas for arts and crafts. Inclusion was a key concern, with a strong emphasis on ensuring accessibility for students with physical disabilities, along with suggestions for a school-based health or wellness space. In addition, the teacher stressed the importance of integrating practical skill development such as sewing, cooking, crafts, and basic disaster management into the learning experience.

Students engaging with community children, with guardian consent, and a local teacher to understand their perspectives and experiences of school facilities.

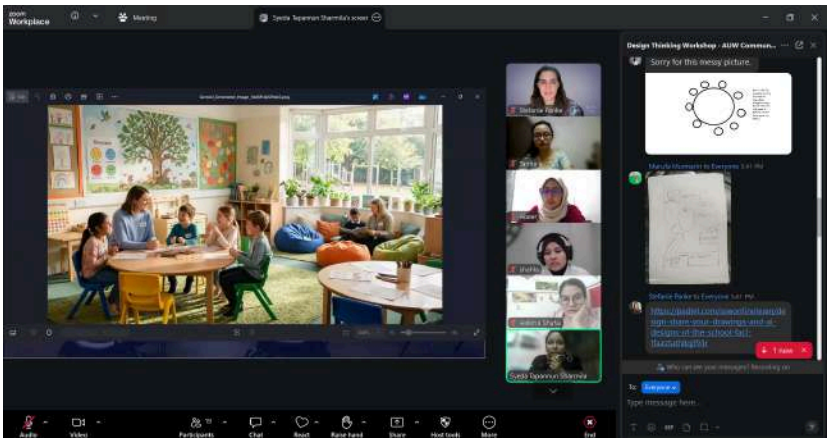
The students(children attending school in the area), on the other hand, shared both challenges and aspirations based on their lived experiences. Many reported long and sometimes unsafe journeys to school, with attendance becoming especially difficult during the rainy season and bad weather. They also highlighted gaps in basic school facilities such as clean drinking water, functional washrooms, and playgrounds, which affect comfort and daily engagement. The students expressed clear aspirations for improved school environments, including clean and well-ventilated classrooms, playgrounds, computer labs, libraries, creative spaces, medical support, green environments, and transportation facilities. They also showed strong interest in extracurricular activities, clubs, and shared spaces where they can interact, learn, and relax.

Overall, the findings show that while education is highly valued by both teachers and students, it is constrained by interconnected challenges related to infrastructure, safety, accessibility, and socioeconomic conditions. These insights strongly point toward the need for a more inclusive, flexible, and skill-oriented school environment that not only supports academic learning but also addresses well-being, equity, and long-term student retention.

4. Design Thinking Synthesis and Co-Design Workshop

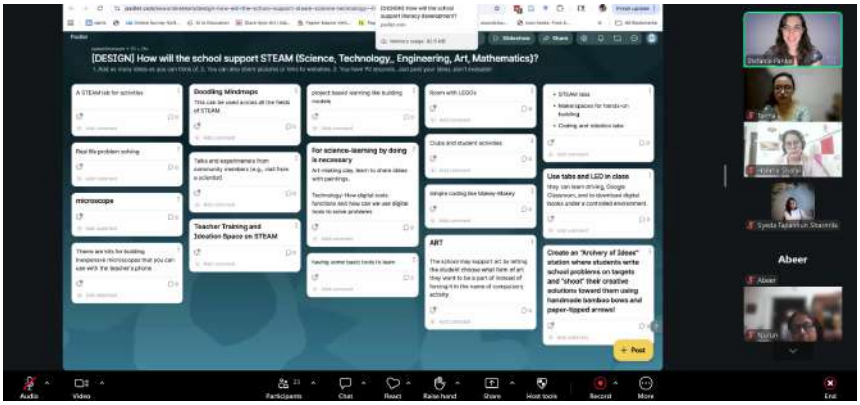
Following the completion of desk research, model school visits, and community engagement activities,

the MA in Education students participated in a two-hour Design Thinking Sprint Workshop facilitated by Dr. Stefanie Panke, an educational technology specialist at the University of North Carolina at Chapel Hill, USA, and a faculty member in the MA in Education program at AUW, where she teaches courses on Design Thinking in Education and Education Technology for Strong Schools.



Students sketching, sharing, and refining design ideas.

The workshop served as a critical synthesis stage in the overall process, enabling students to move from fragmented field insights toward a more integrated understanding of school design needs. Bringing together findings from different student groups, the session created a structured space for collaborative reflection, discussion, and idea generation. During the workshop, student teams first shared key insights emerging from their respective research and fieldwork. This was followed by guided design thinking activities that encouraged participants to identify patterns, overlaps, and tensions across different datasets. Using digital collaborative tools such as virtual post-it boards, students organized their observations under emerging thematic areas. Through iterative discussion and peer exchange, students were able to critically reflect on each other's findings, challenge assumptions, and refine their understanding of what an effective community school environment should include.



Students posting their ideas on a padlet board and discussing them.

The workshop marked a shift from individual data collection to shared design ownership, resulting in a consolidated and prioritized framework of proposed school facilities. These outputs directly informed the design directions presented in the following section.

Proposed Facilities for AUW Community School

This section presents the integrated set of design proposals and facilities for the AUW Community School.

Learning Environments and Classrooms

- Movable and foldable furniture (tables, chairs, joint desk-seating units)
- Furniture tailored to children's body sizes (different sizes across grade levels)
- Student desks with built-in storage compartments
- Bag storage racks inside or outside classrooms
- Large interactive writing surfaces (extended whiteboards)
- Flexible seating arrangements for group work, storytelling circles, and activities
- Bright, colorful, and child-friendly classroom design
- Adequate lighting, fans, natural ventilation, and airflow

Clustered seating arrangements.

Height-appropriate desks and chairs for student comfort and posture.

Clustered seating arrangements can be used for Grades 0–2, with table and chair heights appropriately matched to children's size for comfort and proper posture. Each table can accommodate four students comfortably in a cluster. When two or more tables are joined, the arrangement should remain spacious enough to ensure ease of movement and effective group interaction.

Built in storage feature inside desk.

For Grades 3–5, individual seating can be provided, with table and chair heights appropriately matched to students for comfort and proper posture. Each desk can feature a lift-up lid with built-in storage inside, allowing students to keep their books and materials organized and easily accessible. These chairs and tables should be movable to conduct group activities.

Library and Literacy Spaces (The Reading Haven)

A welcoming and accessible space to nurture reading habits and curiosity.

- Low-height, child-accessible bookshelves
- Comfortable reading corners with cushions or soft seating
- Storytelling and group reading areas
- Audiobook and listening stations
- Small digital learning setup (tablets, projector, screen)
- Display areas for books, posters, and student work

Frobel Academy's storytelling corner.

Reachable and accessible bookshelves for children.

Innovation and Makerspaces (The Makers' Lab)

MA in Education students generated an AI visualization of the school's makerspace.

This space is a hands-on, creative workshop environment where students learn by building and experimenting.

- Makerspace with craft and design corners
- Open creative lab for problem-solving and experimentation
- Basic science experiment lab setup for 0-5 grade students
- Skill development equipment (sewing, crafts, recycling etc.)
- Introductory disaster preparedness learning opportunities (fire, earthquake etc.)
- Storage for tools, materials, and student projects
- Flexible layout for multi-purpose use

Digital Learning and Technology Hub

A structured space for guided technology use and digital literacy development.

MA in Education students created an AI visualization of the school's digital learning hub.

- Desktop computers
- Projector or screen for guided instruction
- Offline learning resources (preloaded content, handout with instructional materials)
- Colorful visual guides and posters explaining device usage
- Secure storage and charging stations for devices

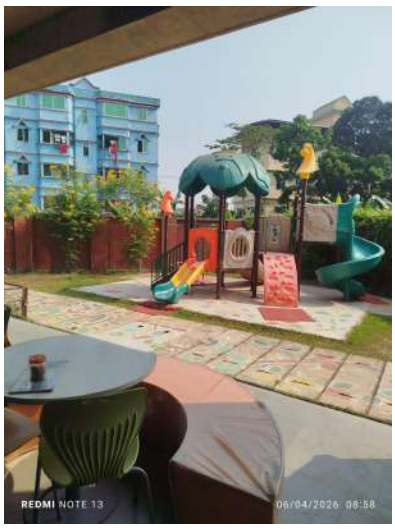
Performing Arts Center

A vibrant space for creativity, performance, and self-expression.

- Multipurpose auditorium with stage
- Noise-controlled walls for music and dance practice
- Music instruments
- Space for rehearsals, performances, and school events

Physical Education Arena

Spaces that promote physical development, play, and teamwork. This space can be a combination of an outdoor playfield and a semi sheltered indoor space.

Physical play and gym activity space for children at Frobel Academy.

- Outdoor playground with safe, age-appropriate equipment
- Open field for sports, assemblies, and group activities
- Shaded semi indoor physical education room (e.g., beginner karate or movement training)
- Shoe rack/storage area near activity spaces
- A shaded drinking water filter station near the playground

Meal taking corner and sitting arrangement for children near outdoor playground.

Shaded drinking water station in the playground.

Meal/Dining Area for Students

A clean and organized space supporting student nutrition and hygiene. This could be an indoor area space that connects to the outdoor playground area.

- Meal/dining area for students
- Kitchen and food preparation space
- Serving area with staff support
- Nearby handwashing stations and filter for drinking water

Indoor resting space adjacent to the outdoor playground at Frobel Academy.

The Green Learning Garden (Outdoor Learning & Nature Space)

MA in Education students generated an AI visualization of a green learning garden.

A space connecting children with nature and experiential learning. This could be an extension of or a designated corner in the outdoor playground space.

- Garden for planting, gardening, and environmental learning
- Small shallow fish pond (e.g., koi pond for safe ecosystem learning)

The Health & Well-being Center

Supporting students' physical health and emotional well-being.

- Health/medical room for first aid and basic care
- Counselor's room for emotional and psychological support to young children
- Quiet/reflection/sensory spaces for emotional regulation
- Comfortable, safe, and calming environment design with play materials

The Educators' Hub (Teachers Room)

A functional and comfortable space for teachers to work, collaborate, and recharge.

- Workstations and shared desks
- Lockers for teaching materials and assessment records
- Storage for classroom resources
- Space for lesson preparation and collaboration

Administrative Spaces

- One office room for the Principal
- One administrative office for admin staff (Operational staff, Coordinators, IT, finance, maintenance personnel etc.)

Operations & Care Unit (Maintenance Support)

Ensuring cleanliness and smooth daily operations.

- Janitor's room for cleaning staff
- Storage space for cleaning materials and supplies

Shared Teacher & Staff Space

- Shared common space for teachers and staff to eat and relax
- Resting area with couches
- Pantry extension with fridge, drinking water filter, microwave, and dining table

Parent–Teacher Meeting Space

- Private meeting room for parent-teacher discussions
- Seating arrangement for small group conversations
- Quiet and confidential environment for sensitive discussions

- Can also be used for student progress meetings

Waiting & Reception Area

- A welcoming and well-organized space at the school entrance
- A reception desk and comfortable seating for visitors.
- The area should be easily accessible and clearly visible from the main gate, ensuring smooth entry and guidance for parents and guests.

Clean & Care Facilities (Sanitation & Hygiene Spaces)

Safe, accessible, and well-maintained sanitation infrastructure.

- Separate toilets for boys and girls
- 3 girls' toilets and 3 boys' toilets (for ~125 students)
- At least one disability-friendly toilet
- 3 staff toilets (at least one inside the teachers room)
- Menstrual hygiene management facilities (pad station inside girls' washroom)
- Handwashing stations with soap arrangement (minimum 2: playground, dining area)
- 4 Drinking water filter stations with filtration systems (outside classrooms, in the dining space, beside the playground, inside teachers and staff common room)
- Proper drainage and regular cleaning systems along with bins allocated in each space
- Safe distance from classrooms to washroom

Inclusive Access Features (Accessibility Infrastructure)

Ensuring all students can fully participate in school life.

MA in Education students created an AI visualization of the school's inclusivity.

- Ramps, wide pathways, and handrails
- Wheelchair-friendly movement throughout the campus
- Smooth and non-slip flooring
- Accessible classrooms and washrooms on each floor
- Inclusive design across all facilities

Security & Transport Facilities

Ensuring a secure and well-managed school environment.

- Boundary walls and controlled entry/exit points so young students do not get lost in the AUW campus
- Security room with attached washroom
- CCTV coverage throughout the campus
- Fire extinguishers installed at strategic and accessible points across all floors
- Clearly marked emergency exits and evacuation routes
- Basic fire safety signage and instructions displayed in classrooms and common areas
- Shaded waiting area near entrance
- Designated transport arrangements (school vehicle/parking space)

EcoSmart Design Features (Sustainability & Environment)

Environmentally responsive and context-sensitive design elements.

- Natural lighting and cross ventilation (through big windows, semi shaded areas etc.)
- Climate-responsive building orientation
- Use of local and sustainable materials
- Green spaces and tree plantation
- Waste management and proper drainage systems

AI-generated image by MA in Education students visualizing the AUW Community School with sustainable features, including rooftop solar panels, green spaces, natural lighting, and enhanced airflow.

The final design framework reflects key priorities identified across all phases. As the project moves forward, the MA in Education program will continue to engage its students in contributing to the ongoing development of the AUW Community School, ensuring that the school continues to evolve based on learning, feedback, and community needs.

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