



The Republic of Kiribati
Ministry of Education

National Infrastructure Standards

for **Primary Schools**





Forward by the Sec / D Sec of Education

The National Infrastructure Standards for Primary Schools represents the Ministry of Education's clear focus on achieving the Goals and Objectives of the Education Sector Strategic Plan and the need to align our school infrastructure with the key principles of the 'Child Friendly Schools Approach' developed by UNICEF.

This 3rd Edition of the National Infrastructure Standards (NIS) is the result of a comprehensive review of the infrastructure and equipment benchmark requirements of the NIS by the Ministry's Facilities Management Unit, with the assistance of the Kiribati Education Improvement Program (KEIP) funded by AusAID, UNESCO and UNICEF and implemented by Coffey International Development.

Contents

Introduction

Child Friendly Schools	1
Stakeholder Responsibilities	2
Categorising Schools	4
Types of Buildings	4
Condition Assessment	6
Accessibility	6

National Infrastructure Standards

1. School Grounds	7
2. Classrooms	8
3. Maneaba	9
4. Head Teacher Office	10
5. Staffrooms	11
6. Library	12
7. Storerooms	13
8. Teacher Housing	14
9. Classroom Furniture and Equipment	15
10. School Water Supply	16
11. Sanitation	17

Abbreviations

ESSP	Education Sector Strategic Plan
KEMIS	Kiribati Education Management Information System
MISA	Ministry of Internal and Social Affairs
MoE	Ministry of Education
MPWU	Ministry of Public Works and Utilities
NBC	Kiribati National Building Code
NIS	National Infrastructure Standards for Primary Schools



Introduction

The Kiribati Ministry of Education (MoE) has developed minimum infrastructure standards to be applied to all its primary school education facilities. Application of these standards will ensure that primary schools can provide an optimal and safe learning environment for students and teachers, a key objective of the Education Sector Strategic Plan (ESSP).

This document deals with the non-technical requirements of the MoE with respect to its primary school infrastructure, furniture and equipment and is to be referenced by all who are involved in the planning, procuring and monitoring of primary school infrastructure, and primary school construction and maintenance activities. The NIS has been developed to work hand in hand with the Kiribati National Building Code (NBC) which governs all the technical requirements for education infrastructure.

Child Friendly Schools

The MoE endorse the Child Friendly Schools approach, developed by UNICEF, which recognises that each child is a vital member of society, and that every child's education is the key to Kiribati's development. This approach to education strongly aligns with the theme underpinning the MoE's ESSP – **A quality and balanced education for all: Our Future**.

The Child Friendly Schools approach focuses on the following key principles to create an optimal physical environment for children, all of which have been considered in the development and review of the NIS benchmarks:

1. **Inclusive of all children** – respects diversity, guarantees opportunities and meets the needs of all children, regardless of their vulnerabilities, gender, location and ability level. Provide facilities appropriate to the separate needs of both girls and boys. Promote respect for others rights and dignity.
2. **Secure and protective of children** – promote the safety and wellbeing of students and their teachers.
3. **Healthy** – ensure proper hygienic conditions by providing adequate water and sanitation infrastructure and through the promotion of healthy practices.

4. **Effective with children** – enable good teaching and learning practices and the provision and storage of appropriate materials and resources.
5. **Community participation** – strengthen community engagement and develop collaborative relationships that promote the theme ‘Our children; Our schools; Our future’.

Stakeholder Responsibilities

The NIS can only be successful if all members of the education community and government work together to fulfill their respective responsibilities. These will include:

- **School Communities:** the school community is a key partner with their school in the education of their children. As such the school community will;
 - Support their Head Teachers;
 - Actively participate in School Committees, fundraising and maintenance activities etc. to assist the head teacher in the running of the school and the welfare of students;
 - Ensure the safety and optimal performance of the school site and school infrastructure and equipment by volunteering skills, labour and local materials for maintenance; and
 - Ensure the security of school staff and school property.
- **Head Teachers:**
 - Must develop a cooperative relationship with the school community and actively promote their engagement with school activities;
 - Be prompt and accurate in the completion of the annual MoE School Survey, in particular the section on school infrastructure;
 - Have a full understanding of the NIS minimum benchmarks for primary school infrastructure and the processes required to bring maintenance issues or other deficiencies at their school to the attention of the proper authorities.
 - Manage implementation of routine school maintenance to ensure that their school meets NIS minimum benchmarks and is healthy, secure and safe for students and teachers.
- **Senior Grade One Teachers (SGOT):**
 - Must develop a cooperative relationship with Head Teachers and other education stakeholders on their island;
 - Have a full understanding of their role and responsibilities in ensuring that school maintenance issues and other school infrastructure needs are addressed by the Island Council Maintenance Committee or brought to the attention of the MoE through the District Education Officer (DEO).

- **Island Councils:**
 - ☑ Ensure that local and national education priorities are given due consideration by the Island Council Maintenance Committee;
 - ☑ Work with local communities to maintain existing school buildings and build new teacher housing.
- **The Ministry of Education:**
 - ☑ Ensure that sufficient funds are budgeted each year for the upgrading and maintenance of primary school facilities in accordance with their approved plans and agreed responsibilities;
 - ☑ Ensure that the MoE Facilities Management Unit (FMU) is provided with sufficient financial, human and technical resources to efficiently and effectively carry out their agreed role and responsibilities;
 - ☑ Ensure that Kiribati Education Management Information System (KEMIS) infrastructure data is made available to all stakeholder ministries;
 - ☑ Ensure that sufficient funds are budgeted each year to allow DEO's to visit each island in their district and are tasked with checking that KEMIS data is accurate; and
 - ☑ Ensure that MoE infrastructure policies, priorities, and strategies are regularly reviewed and changes communicated to the FMU and appropriate stakeholder ministries.
- **The Ministry of Internal and Social Affairs (MISA):**
 - ☑ Ensure that sufficient funds are budgeted each year for the upgrading and maintenance of outer island primary school facilities in accordance with their approved plans and agreed responsibilities;
- **The Ministry of Public Works and Utilities (MPWU):**
 - ☑ Provide technical assistance to the FMU, in accordance with agreed roles and responsibilities, to ensure the timely implementation of MoE primary school rehabilitation and maintenance plans; and
 - ☑ Carry out upgrading and maintenance work of South Tarawa primary school facilities in accordance with their approved plans and agreed responsibilities.



Categorising Schools

To better assess and prioritise education infrastructure needs across the range of primary schools in Kiribati the NIS has adopted a number of categories which take into account MoE operational policies, enrolment size and school location. NIS benchmarks are interpreted and applied at each school in accordance with its category.

1. MoE Operational Policies:

Category	Requirement
Consolidated School	Schools designated by the MoE as Consolidated Schools will have (irrespective of its enrolment) a minimum of 6 teachers and at least six classrooms.

2. Enrolment:

Category	Requirement
Small	Schools with up to 90 students.
Medium	Schools with 91 and up to 180 students.
Large	Schools with more than 180 students.

2. Location:

Category	Requirement
Urban	Schools with access to piped water, town power and waste disposal services such as town sewer, septic pump-out and garbage collection. This category is limited to a number of schools on South Tarawa and Kirimati Island only.
Rural	All other schools.

Types of Buildings

There is no one best building type recommended for primary schools; buildings constructed in traditional materials, semi-permanent buildings and permanent buildings each have their advantages and disadvantages. Factors such as location, available building and maintenance skills, funding, school enrolment and the like will determine the most appropriate construction type. When making decisions about the most appropriate building type to use for a particular school, those involved in the planning and procurement of primary school infrastructure, will need to consider how each building type addresses local and national performance indicators, including those highlighted in the following table.

Performance Indicators to consider for each Building Type

- Legend:**
- Performs well
 - OK performance
 - Performs poorly



General Building Life Cycle Indicators

Economic Life Span	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Ease of maintenance	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ease of decommissioning or replacement	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Environmental Indicators

Embodied Energy	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of renewable materials	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Collection Capacity	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Construction Indicators

Durability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Fire Resistance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Water and weather resistance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Materials transport costs	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unit Cost of Materials	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speed of Construction	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construction Skills Available – Urban Locations	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Construction Skills Available – Outer Islands	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Maintenance Indicators

Materials available locally	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speed of Construction	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Construction Skills Available – Urban Locations	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Construction Skills Available – Outer Islands	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Operational Indicators

Solid (level) floor	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Heat Transmission	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Natural Lighting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Cross Ventilation	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sound Transmission	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Lockable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Vandal-proof	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Community Engagement

Construction skills available in the community	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides financial benefit to the community	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engenders continuous community engagement	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For each building type the NIS requires that new education infrastructure complies with the requirements of the NBC with regards to structure, fire safety, access, egress and mobility, natural lighting and airflow in and around buildings, health and amenity and other technical design issues.

Condition Assessment

The NIS requires that all school infrastructure, furniture and equipment be maintained in **good** condition. What does this mean?

In assessing condition the NIS adopts the same rating system used in the MoE School Survey – Good; Fair and Poor. Under this rating ‘good condition’ refers to buildings, furniture and equipment that are safe, secure, in good working order and are capable of carrying out their designated functions. For example a secure and water tight classroom provides an optimal and safe learning environment for students and teachers, a functioning water pump contributes to a healthy and safe school environment. Infrastructure in ‘good condition’ will only require regular basic maintenance to keep it in that condition.

By comparison infrastructure in ‘fair condition’ is still useable, but may not be optimal, safe or secure and requires refurbishment works, materials replacement or minor repairs to bring them back to ‘good condition’. For example a traditional classroom with holes in the roof which let in water and a rainwater storage tank with a broken or missing tap. Infrastructure in ‘poor condition’ may still be used, but they can be unsafe and do not provide an optimal environment for students and teachers. Infrastructure in ‘poor condition’ will require significant refurbishment and repairs, or even replacement, to bring them back to ‘good condition’

Accessibility

One of the key principles in the Child Friendly School Approach is the creation of an inclusive education system that caters for the special needs of children and teachers with disabilities and impairments. In support of this approach the goal of the MoE is to remove or minimise the physical barriers that will prevent people from fully engaging with the schools physical environment.

The NIS requires that new education infrastructure complies with the requirements of the NBC with regards to disabled access and mobility and that existing infrastructure be upgraded, where possible, to comply.



School Grounds

- 1(a) **School Site** - The minimum space provided for all purposes other than school buildings that is as a play area or school farm and garden, shall be at least 2.5 times the total of the space occupied by the school buildings of all kinds (classrooms, administration, storerooms, maneaba, toilets, teachers housing etc.).

For Example;

Total Area of School Buildings: 580m² (comprising 192m² for classrooms / administration, 243m² for teacher housing and 145m² for the maneaba)

Additional area required for the School Site: 580m² x 2.5 = 1,450m²

Total area required to meet the NIS benchmark: 580m² + 1,450m² = 2,030m²

- 1(b) **Condition of the School Grounds** - All schools will keep their school grounds healthy, secure and safe to create an optimal physical environment for students and teachers. The following minimum guidelines will apply:
- ☑ **Waste Disposal** - All schools are to be kept clean and tidy. Rubbish is to be regularly collected and disposed of in an acceptable manner, such as removal from the school site, composting, burning or burial.
 - ☑ **Shade** - All schools will provide shaded play areas for their children. Schools are encouraged to plant and maintain shade trees appropriate to their island / location.
 - ☑ **School Gardens** - All primary schools are encouraged to keep school gardens to support the primary school curriculum and to improve the visual attractiveness of the school grounds.
- 1(c) **Accessibility** – Easy and safe access will be provided throughout School Sites for people with disabilities and impairments.
- 1(d) **Security** - School Sites will be made secure in accordance with the following minimum guidelines:
- ☑ **Urban Schools:** provide appropriate galvanized post and mesh security fencing to surround the school grounds.



Classrooms

2(a) **Primary School Classroom Entitlement** - Classrooms must be comfortable, accessible, flexible and adaptable and provide sufficient space to promote successful learning outcomes. To allow this the whole school enrolment shall be multiplied by 1.6m² to establish their minimum required classroom area. Classrooms will then be provided in accordance with the following guidelines:

- ✓ **Consolidated Schools** - All schools designated by the MoE as Consolidated Schools will have, irrespective of its enrolment, a minimum of 6 classrooms. Consolidated Schools will utilize the minimum NIS entitlement when their classroom requirements exceed 6.
- ✓ **All other Primary Schools** – The whole school enrolment will be divided by 30 (the MoE’s preferred maximum class enrolment) to obtain the minimum number of classrooms (Note: fractions will be raised to the next whole number).

For Example;

School enrolment: 265 students,

Minimum Classroom Area Entitlement: $265 \times 1.6\text{m}^2 = 424\text{m}^2$,

Minimum Classroom Numbers: $265 \div 30 = 8.83$, which is raised to the next whole number i.e. 9 classrooms are required, having an area of at least 424m².

- 2(b) **Classroom Size Limitations** - Classrooms will conform to the following size limitations:
- ✓ **Maximum Size** – The maximum size of any primary school classroom will be 64m². Classrooms may be smaller than 64m² providing that at least 1.6m² is provided for the enrolment of any class.
 - ✓ **Minimum Size** – The minimum size for classrooms constructed in permanent and semi-permanent materials will be 48m² (1.6m² x 30).
 - ✓ **Multi-grade Classrooms** – New classrooms in permanent or semi-permanent construction to be used for multi-grade teaching will be 64m².
- 2(c) **Classroom Condition** - All primary school classrooms are to be maintained in good condition to provide an optimal and safe learning environment for students and teachers.
- 2(d) **Accessibility** – Easy and safe access will be provided to classrooms for people with disabilities and impairments. New classrooms should avoid steps (1:10 ramps are preferred). Doorways should be at least 900mm wide with doors opening out. Floors should be firm and level.
- 2(e) **Security** – All classrooms constructed in permanent materials will have solid lockable doors and security mesh to windows.



Maneaba

- 3(a) **Maneaba** - All schools are encouraged to seek the construction of a school Maneaba either through their local school community or through fundraising in accordance with the following minimum guidelines:
- ✓ **Small Schools** - Head Teachers should discuss the availability of alternative options with their School Community, such as utilising an existing Maneaba off the school grounds;
 - ✓ **Medium and Large Schools** - are encouraged to provide a Maneaba on the school grounds in accordance with 3(b)
- 3(b) **Maneaba Entitlement** – The school entitlement shall be guided by the requirements of the Kiribati NBC which currently requires 1m² per person. As a guide for their local communities schools will multiply their enrolment by 1m² to determine their minimum area entitlement.

For Example;

Case 1: School enrolment – 140, then the Maneaba should not be less than 140 x 1m² = 140m².

Case 2: School enrolment – 63, then the Maneaba should not be less than 63 x 1m² = 63m².

- 3(c) **Maneaba Condition** – All primary school Maneaba are to be maintained in good condition to provide an optimal and safe physical environment for students, teachers and the school community.
- 3(d) **Accessibility** – Easy and safe access should be provided to Maneaba for all people, not only people with disabilities and impairments, but also the elderly, pregnant women, small children and the like. Access and mobility considerations for Maneaba must take into account local customs and tradition practices.



Head Teacher Office

- 4(a) **Head Teacher Office Entitlement** – All primary schools must provide a work space for the head teacher which is centrally located, close to staffrooms, with good connection to / surveillance of the school grounds. An office shall be provided for the head teacher in accordance with the following minimum guidelines:
- ✓ **Small Schools** - Head teachers to utilise space within a classroom;
 - ✓ **Medium Schools** - Head teachers to utilise space within a storeroom or staffroom; and;
 - ✓ **Large Schools** - Head teachers provided with a separate office in accordance with the size limitations in 4(b).
- 4(b) **Head Teacher Office Size Limitations** - The minimum size of any primary school Head Teachers Office shall be 10m² and the maximum size shall be 15m²
- 4(c) **Condition of the Head Teacher Office** - All offices for head teachers and the buildings in which they are located are to be maintained in good condition.
- 4(d) **Furniture Requirements** – Furniture shall be provided for the Head Teacher Office in accordance with the following minimum guidelines:
- ✓ **Small Schools** - Head Teachers to utilise existing classroom furniture, but should have access to a lockable, waterproof cupboard or locker;
 - ✓ **Medium and Large Schools** - Head Teachers to have a desk and chair, a lockable, waterproof cupboard, a bookshelf and pin board.



Staffrooms

5(a) **Staffroom Entitlement** – All primary schools must provide a work and social space for teaching staff which is centrally located with good connection to / surveillance of the school grounds. Staffrooms shall be provided in accordance with the following minimum guidelines:

- ✓ **Small Schools** - Staff to utilise space within a classroom; and
- ✓ **Medium and Large Schools** - Staff provided with a separate staffroom in accordance with the size limitations in 5(b).

5(b) **Staffroom Size Requirements** – Staffroom will conform to the following size requirements:

- ✓ **All Schools** - The minimum size of any primary school staffroom shall be 10m^2 , this will be provided for a school with up to 5 teachers. For each additional staff member over 5 the minimum size will increase by 2m^2 per teacher up to a maximum size of 64m^2 .

For Example;

Case 1 – Number of teachers 4,

Staffroom Entitlement: To be at least 10m^2 ;

Case 2 – Number of teachers 12,

Staffroom Entitlement: To be at least $10\text{m}^2 + (7 \times 2\text{m}^2) = 24\text{m}^2$;

Case 3 – Number of teachers 33,

Staffroom Entitlement: $10\text{m}^2 + (28 \times 2\text{m}^2) = 66\text{m}^2$, this exceeds the maximum therefore 64m^2 provided;

5(c) **Condition of Staffroom** - All staffroom and the buildings in which they are located are to be maintained in good condition.

5(d) **Furniture Requirements** – Furniture shall be provided for the staffroom in accordance with the following minimum guidelines:

- ✓ **Small Schools** – Staff to utilise existing classroom furniture;
- ✓ **Medium and Large Schools** - Staffroom to have a table and sufficient chairs or benches to allow all staff to be seated.



Library

- 6(a) **Library** – All primary schools are encouraged to establish libraries in accordance with the following minimum guidelines:
- ✓ **Small and Medium Schools** - acceptable facilities would be library shelving in a secure and water tight classroom, store room, staff room or head teacher's office; and
 - ✓ **Large Schools** - should provide a separate library room attached to a permanent administration building or a classroom in accordance with 6(b).
- 6(b) **Library Size Limitations** – The MoE has not established minimum or maximum size requirements for library facilities, however the following guidelines will assist large schools in determining a library size appropriate to their needs:
- ✓ **Small Library** – 30m² constructed in permanent or semi-permanent materials, appropriate for the storage and display of library materials, limited reading and teaching capacity; and
 - ✓ **Large Library** – 48m² constructed in permanent or semi-permanent materials, appropriate for the storage and display of library materials along with designated reading and teaching areas.
- 6(c) **Condition of Library** – All libraries and the buildings in which they are located are to be maintained in good condition. It is crucial that buildings in which library books are stored and displayed are kept water tight.
- 6(d) **Accessibility** – Easy and safe access will be provided to library buildings for people with disabilities and impairments. New libraries should avoid steps (1:10 ramps are preferred). Doorways should be at least 900mm wide with doors opening out. Floors should be firm and level.
- 6(e) **Security** – All libraries constructed in permanent and semi-permanent materials will have solid lockable doors and security mesh to windows.



Storerooms

- 7(a) **Storerooms** – All primary schools must provide a safe, secure, lockable and dry storage space in a location that can be easily monitored by the head teacher or staff. Storage facilities shall be provided to all schools in accordance with the following minimum guidelines:
- ☑ **Small Schools** - appropriate storage facilities (shelving, cupboards, lockers and the like) can be located within a secure classroom or administration building; and
 - ☑ **Medium and Large Schools** - a separate storage room located within a secure classroom or administration building in accordance with 7(b).
- 7(b) **Storeroom Size Limitations** – The MoE has not established minimum or maximum size requirements for storage facilities, however the following guidelines will assist schools in determining a size appropriate to their needs:
- ☑ **All Schools** – separate storage rooms should be at least 15m².
- 7(c) **Condition of Storerooms** – All storerooms and the buildings in which they are located are to be maintained in good condition. It is crucial that buildings in which curriculum materials and other perishable items are stored are kept secure and water tight.
- 7(d) **Security** – All storerooms constructed in permanent and semi-permanent materials will have solid lockable doors and security mesh to windows.



Teacher Housing

- 8(a) **Teacher Housing** – All Teachers shall be housed in either traditional, semi-permanent or permanent accommodation, which shall provide kitchen, living, bedroom, and bathroom space for the Teacher and all members of their immediate family. The following minimum guidelines will apply:
- Rural Schools** – a house will be provided for each teacher on the school grounds.
- 8(b) **Condition of Teacher Housing** – All teachers are required to look after their housing and keep them in good condition by promptly alerting the proper authorities of maintenance needs.



Classroom Furniture and Equipment

9(a) **Student Furniture** – All students are to have a chair and a surface to write on, whether provided as a table or a desk. The following minimum guidelines will apply:



Grades 1 & 2 – acceptable classroom furniture for grades 1 & 2 grades would be floor mats and low tables.



Grades 3, 4, 5 & 6 – a chair and a surface to write on, whether provided as a table or a desk.

9(b) **Teacher Furniture** – A chair and a desk must be provided for every teacher.

9(c) **Classroom Furniture and Equipment** – The following furniture and equipment will be provided in each classroom:

- 1 x Blackboard** – standard size 2.4m x 1.2m
- Storage** – a locker, cupboard or bookcase.



School Water Supply

- 10(a) **Managing Water Resources** – All schools should offer students and teachers adequate access to safe drinking water and water for cleaning and hand washing.

It is recognised that for many primary schools in Kiribati having a reliable water supply of clean drinkable water is a problem. Piped water is only available to some urban schools; all other schools rely on wells, bore holes and rainwater water all of which rely on nature to replenish. It is very important that schools properly manage their available water resources and ensure that water collection and storage systems & equipment (wells, pumps, solar arrays, tanks, gutters and roofs) are clean and in good working condition.

- 10(b) **Rainwater Tanks** – The installation of rainwater tanks to provide an alternative water source is recommended at all primary schools in accordance with the following minimum guidelines:

- Minimum Requirements** –rainwater storage tanks can only be provided at schools with buildings and roofs capable of collecting rain water.
- Rural Schools and Urban Schools without access to piped water** – for drinking purposes schools should provide sufficient rainwater tanks to provide 2 litres a day for students and teachers for 60 school days i.e. 1 x 6000 litre tank for 50 people (students and teachers).
 If storage is also required for cleaning and hand washing then 1 x 6000 litre tank is required for 20 people (students and teachers).
- Urban Schools with access to piped water** – for drinking purposes schools should provide sufficient rainwater tanks to provide 2 litres a day for students and teachers for 20 school days i.e. 1 x 6000 litre tank for 150 people (students and teachers).
 If storage is also required for cleaning and hand washing then 1 x 6000 litre tank is required for 60 people (students and teachers).
- Installation of rainwater tanks** – the installation of rainwater tanks is to be carried out in accordance with the requirements of the NBC, Specification DFS 3 – Rainwater Storage.



Sanitation

11(a) **Legal Requirement** – The link between poor sanitation and poor health is well recognised. Improving sanitation facilities and hygienic practices throughout Kiribati is a Government of Kiribati priority and under the National Sanitation Policy and the Kiribati NBC it is a legal requirement that all schools are provided with safe and appropriate toilet and hand washing facilities. The following toilet / person ratios have been deemed appropriate for Kiribati conditions:

- ✓ 1 x toilet : 40 girls;
- ✓ 1 x toilet : 60 boys;
- ✓ 1 x urinal : 60 boys in urban schools with access to piped water only;
- ✓ 1 x toilet : 25 teachers in urban schools only (it is assumed that teachers in all other schools will have access to toilets at their quarters);
- ✓ Separate hand washing facilities should be provided for girls and boys.

11(b) **Appropriate Toilet Facilities** – The installation of toilet facilities is encouraged at all schools in accordance with the National Sanitation Policy and the following guidelines;

- ✓ **Rural Schools and Urban Schools without access to piped water** - are encouraged to provide ventilated pit or water sealed pit latrines in the ratios given in 11(a). Appropriate hand washing facilities should be located in close proximity to these toilets
- ✓ **Urban Schools with access to piped water** - should be encouraged to provide flushing or water seal toilets and urinals in the ratios given in 11(a) connected to sewer (if available) or septic tanks. Hand washing facilities should be incorporated with these toilets;
- ✓ The location and installation of all toilets should be carried out in accordance with the requirements of the NBC, in particular Specification DFS 1 – Latrines for areas where there is no piped water supply.

11(c) **Condition** – All toilets and hand washing facilities are to be maintained in a safe, healthy and good working condition.

11(d) **Accessibility** – Easy and safe access will be provided to toilet facilities for people with disabilities and impairments. New toilets should be appropriately sized and avoid steps (1:10 ramps are preferred). Doorways should be at least 900mm wide with doors opening out. Floors should be firm and level.

11(e) **Other Considerations** – the following will need to be considered:

Fencing – It is recommended that toilets and hand washing facilities in Urban Schools are securely fenced.

Privacy – It is recommended that toilets are located no more than 30m from the main teaching area, with that in mind toilet locations should respect local customs and traditional practices. This may mean the separation of boys and girls toilets and that entrances and exits are screened from public view.

The school community must be fully consulted during the location of new toilets or the relocation of existing toilets.

Older Girls – For older girls and female staff schools are encouraged to provide good facilities for washing and the discreet disposal of sanitary waste.