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GENERAL NOTICE

NOTICE 932 OF 2013

DEPARTMENT OF BASIC EDUCATION

SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996)

CALL FOR COMMENTS ON THE REGULATIONS RELATING TO MINIMUM UNIFORM NORMS AND STANDARDS FOR PUBLIC SCHOOL INFRASTRUCTURE

I, Angelina Matsie Motshekga, Minister of Basic Education, acting under section 5A(1)(a) of the South African Schools Act, 1996, and after consultation with the Minister of Finance and the Council of Education Ministers, intend making the Regulations set out in the Schedule.

All interested persons and organisations are invited to comment on the Regulations, in writing, and to direct their comments to –

The Director-General, Private Bag X895, Pretoria, 0001, for attention: Mr C Ledwaba, tel No. 012 3573719, e-mail Ledwaba.c@dbe.gov.za, fax No. 012 3239430.

Kindly provide the name, address, telephone number, fax number and e-mail address of the person or organisation submitting the comments.

The comments must reach the Department by 11 October 2013.



**ANGELINA MATSIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION**

DATE: 06/09/13

SCHEDULE

Definitions

1. In these regulations any word or expression to which a meaning has been assigned in the South African Schools Act, 1996 (Act No. 84 of 1996), has the meaning so assigned and, unless the context otherwise indicates —

"**administration areas**" means areas in a school, listed in the first column of Annexure C, that are used by the school management and staff for the day to day running of the school;

"**core education areas**" means critical teaching and learning areas in a school, listed in the first column of Annexure A, that are essential to carry out the core teaching and learning functions in a school;

"**education support areas**" means areas in a school, listed in the first column of Annexure B, that are not critical but are required to create a healthy, safe and conducive school environment and to support the core functions of a school;

"**school**" means a public school;

"**the Act**" means the South African Schools Act, 1996 (Act No. 84 of 1996);

"**Universal Design**" means the design of infrastructure, products, environments, programmes and services to be usable by all people, to address the diversity of learners and teachers with functional limitations.

Scope and Application

2. These regulations apply to all ordinary public schools and public schools for learners with special education needs.

Implementation of regulations

3. (1) Notwithstanding the provisions of these regulations, the norms and standards contained in the regulations –

(a) must, subject to subregulation (3) and as far as reasonably practicable, be applied to all schools of which the planning starts on or after the date of publication of the regulations; and

(b) as far as schools are concerned which exist when these regulations are published, must, subject to subregulations (3), (4), (5) and (6) and as far as reasonably practicable–

(i) with reference to the norms and standards mentioned in subregulation (6), be phased in over a period of 10 years from the date of publication of these regulations; and

(ii) with reference to all the other norms and standards contained in these regulations, be phased in before 31 December 2030.

(2) In implementing these regulations any reasonable possible avenue must be explored and alternatives considered to give effect to the norms and standards contained in these regulations.

(3) The implementation of the norms and standards contained in these regulations is, where applicable, subject to the resources and co-operation of other

government agencies and entities responsible for infrastructure in general and the making available of such infrastructure.

(4) A Member of the Executive Council must, within a period of 6 months after the publication of the regulations and thereafter annually on a date and in the manner determined by the Minister, provide the Minister with detailed plans on the manner in which the norms and standards are to be implemented as far as schools referred to in subregulation (1)(b) are concerned.

(5) In addition to the requirements contained in section 58C of the Act, a Member of the Executive Council must, in the manner determined by the Minister, report annually to the Minister on the implementation of the plans required in terms of subregulation (4).

(6) As far as schools contemplated in subregulation (1)(b) are concerned, a Member of the Executive Council must, with reference to subregulation (1)(b)(i), prioritize the norms and standards relating to the availability of classrooms, electricity, water, sanitation and perimeter security, and the plans contemplated in subregulation (4) must reflect such prioritization.

(7) Measures which are taken to comply with the norms and standards contained in these regulations must be funded through the budgetary processes for new facilities and the upgrading of existing facilities at schools.

Types of schools

4. (1) Schools are classified into primary and secondary schools.
- (2) Primary schools offer grades R to 7.
- (3) Secondary schools offer grades 8 to 12.

Universal access

5. (1) All schools are required to adhere to the requirements of Universal Design. This will apply to all buildings, access ways, indoor and outdoor facilities as well as any information, communications and other services in new schools as well as to additions, alterations and improvements to existing schools.

(2) In addition, over and above the provisions contained in subregulation (1), schools for learners with special education needs must comply with the requirements related to the nature of the specialised support programme offered at the school.

Site and identification of school

6. (1) The siting of schools should, as far as possible, recognise the need for appropriate topography and location related to access and demographic realities.

(2) A school site must contain a name board which is clearly visible to the public, indicating—

- (a) the name of the school;
- (b) the contact details of the school; and
- (c) the GPS coordinates and the National Education Management and Information System (EMIS) number of the school.

Categories of key school areas and their size

7. (1) An enabling teaching and learning environment in a school comprise of—

- (a) core education areas;
- (b) education support areas; and
- (c) administration areas.

(2) Subject to regulation 3 and to subregulation (3), and having regard to the curriculum of a school, the size norm for areas referred to in subregulation (1) required by a school, must be determined in accordance with Annexures A, B and C.

(3) As far as schools referred to in regulation 3(1)(b) are concerned, the size norms contained in Annexures A, B and C will serve only as a guideline.

Classrooms

8. (1) The average space in a school allocated for each learner must be as follows:

- (a) Grade R: 2m² to 2.6m²;
- (b) ordinary primary and secondary school classrooms: 1.2m² to 1.5m²;
- (c) for the teaching of specialised further education and training subjects and for laboratories: 1.5²m to 2m²; and
- (d) for learners with disabilities: 2.4m².

(2) The following are acceptable norms for class size:

- (a) Grade R: A maximum of 30 learners;
- (b) for all other classes: A maximum of 40 learners;
- (c) for specialised further education and training subjects: Not less than 25 and no more than 40 learners; and
- (d) for science laboratories: A maximum of 40 learners.

Electricity

9. (1) All schools must have some form of electricity which complies with all relevant laws.
- (2) The choice of an appropriate electricity supply must be based on the most appropriate source of electricity available for each particular school.
- (3) Forms of electricity supply could include –
- (a) Grid electrical reticulation;
 - (b) generators;
 - (c) solar powered energy; or
 - (e) wind powered energy sources.

Water

10. (1) All schools must have a sufficient basic water supply which complies with all relevant laws and which is available at all times for drinking, personal hygiene and, where appropriate, for food preparation.

(2) Sufficient water-collection points and water-use facilities must be available at all schools to allow convenient access to, and use of, water for drinking, personal hygiene and, where appropriate, for food preparation.

(3) The choice of an appropriate water technology may only be based on an assessment conducted on the most suitable water supply technology for each particular school.

(4) Sources of water supply could include -

- (a) a municipal reticulation network;
- (b) rain water harvesting;
- (c) mobile tankers;
- (d) boreholes; or
- (e) local reservoirs and dams.

Sanitation

11. (1) All schools must have a sufficient number of sanitation facilities, as contained in Annexure D, that are easily accessible to all, provide privacy and security and promote health and hygiene standards and that comply with all relevant laws.

(2) The choice of an appropriate sanitation technology may only be based on an assessment conducted on the most suitable sanitation technology for each particular school.

(3) Sanitation facilities could include –

- (a) water borne sanitation;
- (b) small bore sewer reticulation;

- (c) septic or conservancy tank systems;
 - (d) ventilated improved pit latrines; or
 - (e) composting toilets.
- (4) Plain pit and bucket latrines are not allowed in schools.

Library

12. (1) All schools must have a library facility or media centre facility or library stocks that are renewed whenever required and whenever circumstances permit.

(2) A library facility or media facility may consist of one or more of the following models:

- (a) A mobile facility;
- (b) a cluster facility;
- (c) a classroom facility;
- (d) a centralised school facility; or
- (e) a school community facility.

Laboratories for science, technology, mathematics and life sciences

13. (1) All schools that offer science subjects must have the necessary apparatus and consumables to make it possible to conduct experiments and scientific investigations.

(2) The apparatus and consumables contemplated in subregulation (1) may be housed in a laboratory, a mobile laboratory, a classroom or a safe container, as determined by the school.

(3) The apparatus and consumables contemplated in subregulation (1) must be stored in a lockable facility in accordance with safety standards.

(4) A laboratory for science, technology, mathematics and life sciences may, where practicable, be combined in one room.

Sport and recreation facilities

14. (1) All schools must have areas where sporting and recreational activities can be practised.

(2) The areas that are provided by a particular school for sporting and recreational activities will depend on the type of sporting and recreational activities undertaken by that school.

(3) Despite the provisions of this regulation a school may make use of the sporting and recreational facilities of another school or of a local community, in consultation with that other school or with the responsible officials of the community concerned, if it is not possible for the first mentioned school to provide such facilities.

Electronic connectivity at a school

15. (1) All schools must have some form of wired or wireless connectivity for purposes of communication.

- (2) The following communication facilities must be provided:
- (a) Telephone facilities;
 - (b) fax facilities;
 - (c) internet facilities; and
 - (d) an intercom or public address system.

Perimeter security and school safety

16. (1) Every school site, including school outbuildings and sporting and recreational facilities, must be surrounded by appropriate fencing to a height of at least 1,8 meters.

(2) School buildings must have some form of safety and security measures, such as the following:

- (a) Burglar proofing for all ground floor buildings and other built areas on ground level that are accessed by learners and educators;
- (b) a security guard arrangement; and
- (c) an alarm system.

(3) School buildings and other school facilities must conform to all laws relating to fire protection.

Design considerations for core education areas and education support areas

17. (1) (a) Natural day lighting should be exploited when designing classrooms, to minimize the dependence on artificial lighting.

(b) Glare should, as far as reasonably practicable, be avoided.

(2) Ventilation should be natural ventilation and should include permanent wall vents and windows with opening sections so as to promote healthy conditions and the reduction of the risk of the spreading of diseases.

(3) In the provisioning of windows, ease of operation, natural ventilation requirements and maintaining an adequate level of safety must be taken into account.

(4) Acoustic conditions should, as far as reasonably practicable, facilitate clear communication of speech between teacher and learner, and between learners, and should not impede teaching and learning activities.

(5) Background noise and reverberation should, as far as reasonably practicable, be reduced to a minimum.

(6) Flexibility of usage and assigning of multiple functions should be a consideration in designing core education areas and education support areas such as, but not limited to, libraries, media centres, special education support rooms and therapy rooms.

(7) Innovative design which is efficient, cost effective and appropriate to create an enabling and inclusive teaching and learning environment should be promoted.

Review of the regulations

18. (1) The Department of Basic Education must periodically review the norms and standards contained in these regulations in order to ensure that those norms and standards remain current.

(2) (a) An education department may within the parameters set by these regulations, adapt the norms and standards to best suit schools within the province concerned.

(b) Any adaptation contemplated in paragraph (a) may under no circumstances lead to a diminution of minimum norms and standards set by these regulations.

Short title

19. These regulations are called the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure.

ANNEXURE A

Size norms for core education areas		
EDUCATION AREAS	Unit size m²	
	Minimum	Optimum
Classrooms	48	60
Grade R facility	60	80
Science laboratory	60	80
Social sciences rooms	60	80
Computer rooms	60	80
Arts and culture room	60	80
Multipurpose	60	80
Technology room	60	80
School library/Media centre	60	120
Storage areas	12	15
Agricultural management practices room	60	80
Agricultural technology room	60	80
Agricultural sciences room	60	80
Dance studies room	60	80
Design room	60	80
Dramatic arts room	60	80
Music room	60	80
Visual arts room	60	80
Civil technology room	60	80
Electrical technology room	60	80
Mechanical technology room	60	80
Engineering graphics and design room	60	80
Hospitality studies room	60	80
Toilets	Annexure D	

ANNEXURE B

Size norms for education support areas		
EDUCATION SUPPORT AREAS	Unit size m ²	
	Minimum size	Optimum size
Food garden	15	20
Tuckshop	12	15
Kitchen	15	20
Nutrition center/Food storage	12	15
Dining room (Multipurpose)	60	120
Security room	3	6
General purpose hall	120	180
Parking bays(including parking and drop-off for the disabled)	Subject to size of school	
Caretaker room	12	15
Storage areas	12	15
Toilets	Annexure D	
Walk ways (covered)	Subject to school design	
Assembly area	Subject to school design	
Staff quarters (where there is a need)/living quarters	Subject to needs	
Hostels	Subject to needs	
Physiotherapy, occupational and speech therapy rooms	Critical in special schools	

ANNEXURE C

Size norms for administration areas		
ADMINISTRATION AREAS	Unit size m²	
	Minimum size	Optimum size
Principal's office	15	20
Deputy Principal's office	12	15
Administration office	15	20
Reception area	12	15
Storage areas	12	15
Strong room	6	10
Printing room	10	15
Staff room	48	60
Pastoral care room with sick rooms and counselling room	10	15
Head of Department offices	12	15
Kitchenette	12	20
Toilets	Annexure D	

ANNEXURE D

NORMS FOR SCHOOL SANITATION															
PRIMARY SCHOOLS															
Enrolment range	Enrolment range per gender	Girls' basins	Girls' WC	Boys' WC	Boys' urinals	Boys' Basins	Unisex Grade R Toilets	Grade R basin	Unisex Disabled WC & basin	Female staff WC	Female staff basin	Male staff WC	Male staff urinals	Male staff basin	Total toilets
135- 320	80 - 160	4	6	2	4	2	3	2	1	2	1	1	1	1	20
321 - 640	161 - 320	6	8	4	4	2	4	3	1	2	1	1	1	1	25
641 - 960	321 - 480	6	10	4	6	3	5	3	2	3	2	1	2	2	33
961 - 1280	481 - 640	8	12	6	6	4	5	3	2	3	2	1	2	2	37

SECONDARY SCHOOLS													
Enrolment range	Enrolment range per gender	Girls' basins	Girls' WC	Boys' WC	Boys' urinals	Boys' basins	Unisex Disabled WC & basin	Female staff WC	Female staff basin	Male staff WC	Male staff urinals	Male staff basin	Total toilets
200 - 400	100 - 200	4	6	2	4	2	1	2	1	1	1	1	17
401 - 600	201 - 300	6	8	4	4	2	1	2	1	1	1	1	21
601 - 800	301 - 400	6	10	4	6	3	1	2	1	1	1	1	25
800 - 1000	401 - 501	8	12	6	6	4	2	3	2	1	2	2	32
1001 - 1200	501 - 600	8	14	6	8	5	2	3	2	1	2	2	36

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