

**DEPARTMENT OF EDUCATION**  
**NOTICE NO OF 2009**  
**SOUTH AFRICAN SCHOOLS ACT 84 of 1996**

**THE NATIONAL MINIMUM UNIFORM NORMS AND STANDARDS FOR SCHOOL  
INFRASTRUCTURE**

I, Angie Motshekga, Minister of Basic Education after consultation with the Council of Education Ministers and in terms of section 5A of the South African Schools Act,1996(Act No 84 of 1996), hereby publish the National Minimum Uniform Norms and Standards for School Infrastructure, as set out in the Schedule.

Copies of the documents are available from the Department of Education:

123 Schoeman Street

PRETORIA

001

The document may also be obtained at: [www.education.gov.za](http://www.education.gov.za)

**ANGIE MOTSHEKGA, MP**  
**MINISTER OF BASIC EDUCATION**  
**DATE:**

# **NATIONAL MINIMUM NORMS AND STANDARDS FOR SCHOOL INFRASTRUCTURE**

## **VOLUME 1**

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## ABBREVIATIONS AND ACRONYMS

BMP	Basic Minimum Package
CEM	Council of Education Ministers
DoE	Department of Education
ECD	Early Child Development
GET	General Education and Training
FET	Further Education and Training
HEDCOM	Heads of Education Committee
MEC	Member of the Executive Council
NEIMS	National Education Information Management System
ETSDS	Education, Training and Skills Development system
NCS	National Curriculum Statement
UI	Utilization Index
Hs	Total school hours per week
nS	Number of spaces
VUI	Verification of index
TWHLA	Total weekly hours by learning area

## Introduction

1.1. Equality of educational opportunity is one of the principles enshrined in our Constitution. The Department of Education (DoE) interprets this principle as entailing equity of both education resource inputs and thus education outcomes. The historical heritage of South Africa's Education, Training and Skills Development System (ETSDS) has been one of institutionalised inequalities. Just before the democratic transition in 1994, the per capita spending on a white child was 350 percent more than on a black child. Consequently, the distribution of key resource inputs that are known to facilitate teaching and learning were skewed.

1.2. Since the democratic transition of 1994, the DoE has endeavored to redress the stark historical inequalities in the distribution of education resource inputs and outcomes. By 2006, the per capita spending on a white child had declined to 22 percent more than what is spent on a black child. This differential is mainly due to fees and other private contributions that are outside the control of the system. While progress is being made, the racial composition of schools still remains a major explanatory factor for learner learning outcomes (as evident in the matriculation pass rates) after controlling for socio-economic background and school inputs.

1.3. Historically, one of the most visible forms of inequalities in the provision of resource inputs has been the physical teaching and learning environment; the key elements of which include infrastructure, basic services, equipment, furniture, books and instructional materials. As with other areas of provision, substantial effort has been made to redress these inequalities. This effort notwithstanding, key elements of the physical teaching and learning environment remain insufficient and inequitable across schools. For instance, by 2006, 17 percent of schools were without electricity, 12 percent were without a reliable water source on site, 68 percent were without computers, 80 percent without libraries or library stocks, 61 percent without laboratories and 24 percent had overcrowded classrooms (45 learners or more). To date, there is still a significant backlog of schools that are run in unacceptable and even unsafe physical facilities.

1.4. During 2007, the DoE developed a *National Policy for Equitable Provision of an Enabling School Physical Teaching and Learning Environment (policy document)* to guide sufficient and equitable provision of key elements of the physical teaching and learning environment. These National Norms and Standards follow a formal approval of the national policy by the Council of Education Ministers (CEM) and Cabinet. It comprises Volume 1 of the National Norms and Standards which focuses only on school infrastructure and basic services. Norms and Standards for other elements of the physical teaching and learning environment will be prepared at a later stage.

## Legal, Policy and Institutional underpinnings

### *Policy underpinnings*

1.5. The National Norms and Standards presented in this document are underpinned by the above referred *National Policy for Equitable Provision of an Enabling School Physical Teaching and Learning Environment*. The policy comprises 6 strategic and 2 operational policy statements. The first of the 6 strategic policy statements calls for the development of National Norms and Standards for equitable provision of an enabling physical teaching and learning environment as an urgent priority. The national policy further states that National Norms and Standards will be developed during 2008, fully adopted by the end of 2009, and implemented by 2010. This document is therefore the first step toward the operationalisation of the national policy. It presents National Norms and Standards approved and adopted at a national level that will enable the creation of an equitable and enabling physical teaching and learning environment. As a national instrument, National Norms and Standards will apply to **ALL** public ordinary schools (excluding hostels) that operate in South Africa, regardless of ownership. Also, in the process of registering of independent schools, the MEC will ensure that such schools conform to the minimum norms and standards as indicated in this document. In terms of existing independent schools, DoE will liaise with sectors to ensure that such schools conform to these norms and standards. These norms and standards do not apply to special schools.

### *Strategic underpinnings*

1.6. The current sector strategic plan (**2009/2013**) identifies the development of National Norms and Standards for the provision of school infrastructure. These National Norms and Standards are therefore also the first step toward the implementation of the Strategic Plan.

### *Implementation of the norms*

1.7. These norms will be fully adopted by the end of the 2009/2010 financial year and will be implemented in a phased manner during the 2010-2014 Strategic Plan period. All additional construction from uncommitted and additional funds on approval of these norms shall conform to these norms.

Norms and Standards will be introduced in the following three-stream approach:

- 1: Norms and Standards will be phased into the planning and budgeting of new educational facilities determined by space backlogs.
- 2: Norms and Standards will be applied to existing education facilities to determine all those facilities that fail to meet the Basic Safety and Minimum Functional provision or Basic Minimum Package (BMP) of resource inputs. A failure to meet these levels of provision will constitute backlogs that will need to be funded through a budget comprising both new and upgrading facilities backlogs.
- 3: All planned and budgeted for educational facilities will not in the immediate term be necessarily be subjected to the new Norms and Standards, since all PEDs are already busy with their respective infrastructure plans and only some of them have begun to introduce the new Norms and Standards. However, this does not prevent PEDs from applying these Norms and Standards in cases where the introduction of these Norms and Standards do not impede delivery.

A backlog will be defined as those educational facilities that do not meet the Minimum Functional Norms or “Basic Minimum Package” of resource inputs.

### *Legal underpinnings*

1.8. The National Norms and Standards entailed in this document find their legal underpinning in the South African Schools Act of 84 of 1996 as amended which designates the Minister of Education the authority to prescribe National Minimum Norms and Standards for the physical teaching and learning environment, after consultations with the Council of Education Ministers (CEM).

1.9. In operational terms, these National Norms and Standards will also impact other relevant national legal frameworks such as the National Education Policy Act 1996(Act No 27 of 1996) and all other relevant legislation.

### *Institutional framework*

1.10. The current institutional framework accords the DoE the responsibility for policy development and the monitoring of policy implementation by provinces. Consistent with the current institutional framework, the DoE will retain the responsibility for policy development and for the development of national instruments that facilitate policy implementation of these National Norms and Standards. The DoE will also retain responsibility for periodic review of the National Norms and Standards to ensure currency and contextual responsiveness. As provided for in the national policy, The DoE will oversee and ensure effective implementation and compliance with the National Norms and Standards. This

includes the monitoring and evaluation of the implementation of the National Norms and Standards as well as the assessment of their intended impact and outcomes. To best execute its role, the DoE will assess its delivery capacity and that of the Provinces. Based on the results, a capacity development programme will be developed and implemented alongside with the implementation of the National Norms and Standards. A key part of the capacity strengthening initiatives will entail the establishment of a new Unit dedicated to the provision of elements of the physical teaching and learning environment. The Unit will report directly to the Director General. Provinces must adapt National Norms and Standards to their specific contexts within parameters set by the DoE. For instance, the proposed norm for the size of a regular classroom is 48 to 60 square meters. Within this set range of the norm, PEDs must select a suitable class size. Provincial adaptation of National Norms and Standards will, under no circumstance, lead to a diminution of the minimum norm.

1.11. All other departments that are responsible for National Norms and Standards for the provision of basic services ( water, electricity, sanitation, transport, etc.) as well as for construction standards will also support the implementation of these norms through integrated planning

### **Rationale for National Norms and Standards**

#### *Responsiveness to sector policies*

1.12. One of the key challenges that prompted the development of the National Norms and Standards is that current provision does not provide a physical teaching and learning environment required to sufficiently support the implementation of core sector policies. As elaborated in Chapter 2 of the national policy, the National Norms and Standards entailed in this document are therefore meant to better facilitate the implementation of core sector policies whose success depends on the adequacy of the physical teaching and learning environment. They are also meant to facilitate the actualization of key sector policy tenets—such as equity, quality, relevance, efficiency, values—as elaborated in Chapter 3 of the national policy document.

#### *Responsive to curricula and pedagogy*

1.13. The current physical teaching and learning environment was also found to be inadequate to facilitate effective delivery of curricula, co-curricula activities, progressive pedagogy implied in National Curriculum Statement (NCS), effective learning, and community needs. Learners and educators are therefore prime clients, while communities are secondary clients whose needs are to be responded to through these National Norms and Standards.

#### *Systematization of priority setting and identification of backlogs in provision*

1.14. The previous lack of National Norms and Standards was identified among key constraints to a systematic and strategic prioritization of needs regarding core elements of an enabling environment. Lack of clear priorities, constrained the creation/articulation of a nationally consensual definition of backlogs in the provision of all elements of an enabling teaching and learning environment. Lack of consensus on what constitutes priority needs and backlogs in provision risked the attainment of equity in provision. Consensual definitions of priorities and backlogs are particularly critical in the context of South Africa where levels of provision vary substantially and where equity and strategic considerations have to be carefully balanced.

#### *Ensuring equity of provision*

1.15. In order to ensure equity of provision and to aid the setting of priorities, the national policy provides for a gradation of Basic Safety, Minimum Functional, Optimum Functional and Enrichment Norms and Standards. This gradation of a functional level of provision of resource inputs will be used as benchmarks for adequacy of provision further down the line during the planning stage for the

intended levels of provision. According to this gradation, schools will be classified as meeting Norms and Standards of different levels of functionality (See Diagram 1 in Annexure 1 for a breakdown of the continuum of norms and standards). During strategic planning, the DoE will determine a target date by which schools will need to meet each level of provision with an ultimate aim of having **ALL** schools reach an optimum level of provision for the physical teaching and learning environment by 2030, or earlier. Schools that do not meet *Basic Safety* norms will not be tolerated and will need to be prioritized for immediate attention failing which they could be subjected to closure in accordance with Section 33 of the South African Schools Act. *Basic Safety* Norms and Standards are therefore regarded as emergency norms and all efforts will be made to not have any school at this level beyond 2012-2013 Financial Year.

1.16. Collectively, schools that do not meet the package of *Basic safety* and *Minimum Functionality Norms and Standards* will be considered as comprising a “backlog” in provision. A “backlog” is therefore operationally defined as entailing schools that do not meet *basic safety* and *Minimum Functionality* norms. It should be pointed out that existing schools may fail to meet some aspects of the National Norms and Standards. In such cases, such aspects will be retrofitted into a school to ensure that it fully meets the Minimum Functional Norms and Standards or BMP as it is referred to.

1.17. As development imperatives may dictate, schools may be selectively provided for beyond the optimum functional level of National Norms and Standards to provide an enriched level of functionality. The policy allows for this, and refers to this level of provision as *enrichment Norms and Standards*. It is expected that from time to time, the nature and mix of inputs that constitute an enriched environment may change depending on strategic needs that the DoE must respond to. It is also expected that the proportion of schools requiring enriched environments will be strategically decided on by the Minister of Education, following the normal departmental consultative processes. These special schools fall outside the label of public ordinary schools which comprise the scope of and targets for these National Norms and Standards.

1.18. Current examples of schools that meet enrichment norms include Dinaledi schools which focus on science, mathematics, and technology; language arts focus schools, and the proposed sports academies. Detailed articulation of Norms and Standards for such schools will be elaborated on, and adopted as an addition to the national norms as needs arise.

1.19. These National Norms and Standards presented in this document recognise that non-public schools may often go beyond the Optimum level of provision in the Norms and Standards to provide elements of enriched environments. An enriched learning and teaching environment is where the Optimum Functional level of provision in the Norms and Standards has been exceeded to meet a specific objective or set of objectives. This will continue to be encouraged. The DoE and Provincial Education Departments (PEDs) will intervene where a non-public schools falls below the gradation of provision set to be reached by **ALL** schools within a set period of time.

#### *Responsiveness to planning requirements*

1.20. Because good planning requires a clear sequencing of priorities, the previous lack of National Norms and Standards also significantly contributed to the weak planning for the provision of core elements of the teaching and learning environment. A lack of National Norms and Standards also made it difficult for South Africa to improve equity in resource inputs and the associated education quality. It is for this reason that the national policy proposes a gradation of levels of provision of the teaching and learning environment which will be used to set provision benchmarks and targets to be reached over time.

#### *Responsiveness to cost management and resource efficiency requirements*



1.21. The previous lack of National Norms and Standards has been found to also make it difficult for the DoE and PEDs to effectively control and manage the costs of provision and to facilitate efficient use of resources. These National Norms and Standards will therefore enhance cost management and resource efficiency as elaborated under Policy Statement No 4 of the policy document. They will guide the development of standardised designs, which in turn will guide the development of cost maps across the diverse contexts of South Africa

### **Nature and construct of the norms**

1.22. These National Norms and Standards are developed from two perspectives. The **first perspective** addresses a set of architectural design specifications which must respond to the needs of the education and training system. Education needs are derived from a range of factors including: teaching spaces defined after a detailed analysis of learner enrolment projections, subject matters and learning areas that constitute curricula of different levels of the system, specific activities to be conducted under different subjects, diverse co-curricula activities, etc. These architectural design specifications will guide the actual designing of required “spaces” by architects who will be contracted by the DoE on a competitive tender basis.

1.23. Part of the role of the DoE would be to develop a Design Manual by the end of the 2009-2010 financial year which will elaborate on the design specifications for each unit of teaching and learning space/accommodation in detail. Architects will use the design manual to guide the development of school designs in accordance with Policy Statements # 4 and # 5 of the *National Policy on Equitable Provision of an Enabling Physical Teaching and Learning Environment*.

#### *Architectural norms: Perspective 1*

1.24. Examples of architectural norms that should guide architectural designs include: minimum and maximum number of learners per classroom in a mono-grade and in a multi-grade teaching context, minimum area per learner that allows for dynamic pedagogy and the related movement of learners, furniture and equipment, minimum space per specialized teaching room to allow for safe and effective use of equipment, materials, as well as learner movement, materials and sensitive equipment storage facilities in teaching rooms, minimum lighting, ventilation, distance from chalkboard to allow for comfortable sight by learners, acoustics, access for people with special needs, solidity and durability of construction, etc. These design specifications are essential for an architect to design the physical spaces for teaching and learning.

#### *Planning norms: Perspective 2*

1.25. The **second perspective** is that these norms constitute a planning guide. They comprise key aspects which should be taken into account when planning for the provision of the physical teaching and learning environment.

1.26. Examples of *planning norms* include the maximum walking distance that learners are required to travel or the distance from a school to the extremity of its catchment area, alternative means of bringing schools close to learners such as hostels and or learner transportation, location of a school relative to other facilities such as fire stations, bars, shopping centres, hospitals etc, characteristics of land that may serve as a school site, maximum size of a school for purposes of efficient provision and effective management, etc.

### **Process**

1.27. The National Norms and Standards presented in this document were developed in a consultative and participatory manner. In order for them to be responsive to the main client—learners and educators—a large base of curriculum, pedagogy specialists, national and provincial officials as well as physical planners and other infrastructure technical experts were consulted and given a chance to operationally define what in their view, constitutes an enabling environment to effectively teach their

subjects and to facilitate learning by learners.. With these inputs taken into account, these National Norms and Standards were approved for public comment by the CEM on 06 October 2008 and by Cabinet on 30 November 2008.

1.28. The revised National Norms and Standards have now been finalised and will once approved be published as regulations

1.29. The following section presents the methodology in the form of five steps, which was used to generate the National Norms and Standards, specifically to estimate space requirements.

### Overview of current school types

2.1. In any given country, schools may be classified in a range of ways based on the organization of curricula, levels of schooling, ownership, sponsorship, size, location, etc. These possible classifications can sometimes generate a complexity of school types, and make general regulatory instruments such as National Norms and Standards difficult to articulate and implement.

2.2. As in other countries, public ordinary schools in South Africa are organised and categorised in a rather complex and overlapping manner. In terms of levels of schooling, they are classified as:

- **GET foundation phase**-----grades R to 3
- **GET intermediate phase**-----grades 4 to 6
- **GET Senior phase**-----grade 7 to 9
- **FET phase in schools**-----grade 10 to 12

2.3. When expressed in terms of sub-sectors, the above phases change and overlap in a different manner. The respective sub-sectors are organised as follows:

- **Primary education**-----grades R to 7
- **General education and training or combined schools**----grades R to 9
- **Secondary education or combined schools** -----grades 8 to 12.
- **Further education and training**-----grades 10 to 12

Another category of schools is best described as **combined and incomplete schools**. The reality on the ground is that there are schools that offer an unlimited combination of segments of the phases and sub-sectors outlined above. For instance, there are schools that offer an endless range of combination of grades within the primary school cycle, some offer an endless range of combined primary and secondary school grades, and others offer some combination of GET and FET grades.

2.4. In terms of size the following types are found:

- **Ultra micro schools**----- (1 - 30 learners; 1 teacher)
- **Micro schools**----- (31 - 50 learners; 1 to 2 teachers)
- **Small schools**----- (51 – 120; up to 2 to 3 teachers)
- **Medium schools**----- (121 – 240; up to 4 to 6 teachers)
- **Medium to large schools**----- (241 – 720; up to 7 to 18 teachers)
- **Large schools**----- (721 – 900; up to 18 to 23 teachers)
- **Mega schools**----- (> 900; 23+ teachers)

2.5. As shown in Table 1, the proportions of the above school sizes relative to the 25,043 ordinary public schools captured by NEIMS are not insignificant. In total, 8 percent of schools have an enrollment of up to 50 learners. Another 15 percent has up to 240 learners. The predominance of ultra micro schools (1 to 30 learners) fall within the primary education phase. Even further, 51 percent of them are in Free State. At the same time, the Free State has the third largest number of mega schools.

The two largest and richest metropolises (Gauteng and the Western Cape) accommodate 56 percent of mega schools.

Table 1: Ordinary public schools by province and size									
Schools offering any combination of primary school grades									
Province	Schools	Learners	% 1-30 Learners	% 31-50 Learners	% 51-120 Learners	% 121-240 Learners	% 241-720 Learners	% 721-900 Learners	% >900 Learners
Eastern Cape	2442	593234	9	7	21	29	28	3	4
Free State	1170	315329	51	9	6	3	12	6	3
Gauteng	1345	1014915	0	0	2	5	40	19	3
Kwa Zulu Natal	3770	1594081	2	2	7	19	54	8	7
Limpopo	2561	1002246	5	2	7	19	56	6	6
Mpumalanga	1230	551195	8	5	13	10	41	9	13
North West	1048	401827	7	6	12	18	40	7	10
Northern Cape	354	122778	9	9	21	17	27	6	11
Western Cape	959	516055	5	7	12	11	31	11	23
<b>Total</b>	<b>14879</b>	<b>6111660</b>	<b>9</b>	<b>4</b>	<b>10</b>	<b>17</b>	<b>41</b>	<b>8</b>	<b>11</b>
Schools offering any combination of secondary school grades									
Province	Schools	Learners	% 1-30 Learners	% 31-50 Learners	% 51-120 Learners	% 121-240 Learners	% 241-720 Learners	% 721-900 Learners	% >900 Learners
Eastern Cape	846	405988	1	1	8	18	49	9	13
Free State	231	185316	0	0	0	2	42	18	38
Gauteng	503	571088	0	0	0	1	13	15	72
Kwa Zulu Natal	1494	898993	0	0	3	13	50	12	22
Limpopo	1320	666271	0	0	3	16	59	10	11
Mpumalanga	426	322669	0	0	0	4	47	17	32
North West	292	189974	0	0	4	11	47	12	27
Northern Cape	104	63895	0	2	4	9	47	19	21
Western Cape	311	297897	0	0	0	1	26	16	57
<b>Total</b>	<b>5527</b>	<b>3602091</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>11</b>	<b>47</b>	<b>13</b>	<b>26</b>
Schools offering any combination of both primary and secondary school grades									
Province	Schools	Learners	% 1-30 Learners	% 31-50 Learners	% 51-120 Learners	% 121-240 Learners	% 241-720 Learners	% 721-900 Learners	% >900 Learners
Eastern Cape	2442	1039609	0	0	2	16	71	6	4
Free State	288	144630	3	1	10	13	45	13	15
Gauteng	146	106196	0	0	1	10	40	19	30
Kwa Zulu Natal	573	281462	0	1	5	15	58	8	11
Limpopo	128	50490	4	5	18	14	45	7	8
Mpumalanga	277	160102	0	1	5	13	51	12	18
North West	426	162270	3	4	12	23	44	5	9
Northern Cape	154	75805	0	3	10	12	51	10	14
Western Cape	203	128031	2	0	2	7	56	10	22
<b>Total</b>	<b>4637</b>	<b>2148595</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>15</b>	<b>61</b>	<b>8</b>	<b>9</b>

Source: 2006 NEIMS

2.6. Overlaying the school types set out above, schools are classified by location as being urban, **peri-urban or rural**. The very classification of these locations (i.e., what is urban vs what is peri-urban) is in itself contentious, making a consensual classification of schools along this dimension problematic.

2.7. Schools are also classified in terms of quintiles in terms of the National Norms and Standards for School Funding.

2.8. The current multiplicity of school types within the country, presents a serious challenge to any effort to develop National Norms and Standards that can be applied in a systemic, equitable and transparent manner. Yet, both quality and equity imperatives dictate that a mechanism(s) for ensuring adequacy and equity of provision is developed.

2.9. In addition to the existing range of school types, the range in school size also presents a daunting challenge in the application of National Norms and Standards. In particular, the scale of micro primary schools (13%) makes the application of National Norms and Standards financially unviable, without raising the unit cost of these schools to an untenable level. While sufficient and equitable provisioning for these schools is not financially viable, learners who attend them have an equal right to equity of resource inputs and of potential learning outcomes.

2.10. On the other extreme, and although outside the scope of this document, the scale of mega primary schools (11%) and mega secondary schools (26%), places the effective management of these schools at risk. While it is financially viable to sufficiently resource these schools, their potential mismanagement may weaken efforts required to mobilize and convert resources into learning outcomes. At the end of the day, adequate provisioning of both micro and mega schools may be resource inefficient, although, for very different reasons. These tensions constitute only one of the challenges confronting the implementation of National Norms and Standards.

### **Creating school prototypes: Step 1**

2.11. The Norms and Standards provide for a narrow range of school prototypes that will accommodate all existing school types against which sufficiency and equity of provision will be addressed over time. The development of a menu of prototypes is **Step 1** and is referred to in *paragraphs 4.95 and 4.96 of Policy Statement #4 of the National Policy on Equitable Provision of an Enabling Teaching and Learning Environment*.

2.12. Like all prototypes, the prototypes created herein will, as the National Norms and Standards are implemented, represent the majority of South African schools. As the name suggests, they will become prototypical schools. These prototypical schools will become a point of reference, which is currently lacking, for determining minimum and optimum functional National Norms and Standards for the provision of elements of an enabling physical teaching and learning environment. When a strategy for their implementation is developed, they will become base-lines against which to benchmark levels of provision to be attained over time. They will also provide base-lines for benchmarking efficiency of resource provision and utilization.

2.13. As in all life contexts, there will be outliers from these prototypes. However, the policy stance is to keep these outliers to the bare minimum as indeed outliers should be. In rare cases where such schools are unavoidable, their establishment and/or retention will be a matter of a deliberate and strategic decision and not haphazard as it is now the case. Such establishment and/or retention will be made at the discretion of the relevant Provincial Member of the Executive Council (MEC ) who will for each case report to the Minister motivating why such a decision was made.

2.14. Most countries classify schools into three prototypes, primary, middle and secondary schools. This may sound the best option in general. However, such a classification would lead to an overlap of the primary and secondary school levels which ordinarily, require very different types and levels of resources. It may also lead to duplication of resources provided for the secondary level as the upper end of middle schools and secondary schools may require similar resources such as laboratories, specialized workshops, library stocks, etc. It may also lead to underutilization of specialized secondary level teachers who would have to be deployed to both the upper end of middle schools and to secondary schools.

2.15. In order to allow for resource pooling and optimum resource efficiency, schools will be classified into two **prototypes, primary and secondary schools**. These two prototypes are overlaid with school size, ensuring that a typical school has a threshold of size that makes it financially viable and that assures learners equity of resource inputs. On the upper end, a limit of school size is set, that should ensure effective manageability, and better chances of mobilizing resource inputs into expected outcomes. As outlined below the overlay of level and size of school generates 6 school types but not necessarily, 6 substantive levels of provision. For instance, a small primary school will have the same resources as a large primary school. What will differ will be the scale of provision (e.g. the number classrooms, toilets, size of administration block etc.) and the mode of provision (eg., while a large

primary school may have a library, the small one will have a multi-media room, in the rare event there is a micro school, it will have library stocks in class or delivered by a mobile library periodically). In essence, the substantive provision will remain equitable and sufficient across board.

2.16. All teaching spaces will be for mono-grade teaching. The establishment and/or retention of multi-grade schools will be made at the discretion of the relevant Provincial Member of the Executive Council (MEC) who will for each case report to the Minister motivating why such decision was made.

2.17. The following will be the types of schools:

*Primary school prototype offering grades R – 7 (age group 5-12)*

- Small primary school with minimum capacity of 135 learners and maximum capacity of 310 learners with 1 class per grade.
- Medium primary school with a minimum capacity of 311 learners and a maximum capacity of 620 learners with 2 classes per grade.
- Large primary school with minimum capacity of 621 learners a maximum capacity of 930 learners with 3 classes per grade.

*Secondary school prototype offering grades 8 – 12 (age group 13-17)*

- Small secondary school with minimum capacity of 200 learners and a maximum capacity of 400 learners with 2 classes per grade.
- Medium secondary school with a minimum capacity of 401 learners and a maximum capacity of 600 learners, with 4 classes per grade.
- Large secondary school with minimum capacity of 601 learners and maximum capacity of 1000 learners with 5 classes per grade.

2.18. . For those reasons already stated, National Norms and Standards do not include multi-grade schools. However, the norm of mono-grade schools does not preclude the use of multi-grade teaching as a pedagogical approach.

2.19. In defining the prototypes, the **urban/rural** classifications were deliberately excluded because of the fundamental belief that, all things being equal, and in the name of equity, there should be no differences in the level of provision across urban and rural locations.

2.20. Combined schools and intermediate schools will also be phased out in terms of the introduction of new prototypes. The establishment and/or retention of such schools will be made at the discretion of the relevant Provincial Member of the Executive Council (MEC) who will for each case report to the Minister motivating why such decision was made. DoE will develop guidelines for process and procedure to guide PEDs.

2.21. Very large schools (beyond 1000) and very small schools (below 135) shall also be phased out in terms of the new prototypes. The establishment and/or retention of such schools will be made at the discretion of the relevant Provincial Member of the Executive Council (MEC) who will for each case report to the Minister motivating why such decision was made. DoE will develop guidelines for process and procedure to guide PEDs.

2.22. All schools will be provided with a certificate showing the capacity of the school in terms of size and prototype. The certificate will be issued by the HOD of the respective province. DoE will develop clear guidelines and procedures for expansion and declining of school capacity that will guide PEDs

2.23. As part of its oversight role, the DoE will monitor changes in the learner enrolment at schools. PEDs will in turn, develop and circulate to schools, clear procedures for expansion and declining of school size to which principals should oblige. Such procedures will ensure that no school expands beyond a level that begins to threaten compliance with the National Norms and Standards. Clear procedures for reporting significant declines in school size will be developed and circulated to schools.

#### Defining types of spaces required in a school: Step 2

2.24. The first step in the methodology was to identify and analyse the spaces required by each school. The **second step** in the methodology was to create categories of key spaces required by each school. These spaces are categorised as *core education spaces*, *education support spaces*, and *administration spaces*. A detailed description of these spaces is presented in Table 10, 11 and 12 under space norms.

##### *Core education spaces*

2.25. Core education spaces refer to teaching spaces like classrooms, laboratories, workshops, storage areas for teaching and learning materials and equipment, etc., and critical spaces that are essential for the use of learners like toilets, libraries, and playgrounds.

##### *Administrative spaces*

2.26. These refer to all spaces for direct use by a school administration and educators such as school principals' offices, storage rooms, printing rooms, staff rooms, etc. They also refer to spaces that are meant for learner use but fall under the management of a school professional staff and/or educators. Examples are pastoral care centres and sick rooms.

##### *Support education spaces*

2.27. Support education spaces are those that are also for the learners' usage, but are not critical for the core functions of a school to progress smoothly. Examples include food gardens, sports fields, assembly halls, school kitchen, etc.

#### **Estimating core education space requirements by prototype**

2.28. As noted, the National Norms and Standards presented in this document are intended to create a physical teaching and learning environment that facilitates effective delivery of curricula and co-curricula activities. The NCS organizes the GET curriculum into learning areas and the FET curriculum into subject groups such as natural sciences, language, economic and management sciences etc. The list of subject groups and learning areas in the NCS is presented in Table 2 and is essential in estimating the teaching and learning space requirements of the national curriculum.

2.29. The NCS classifies FET subjects groups into core and electives. All learners have to enroll for 4 core subjects (2 languages, mathematics/numeracy, and life orientation) and 3 electives. All electives account for 12 contact hours or 4 hours per elective. To avoid multi-counting of hours for elective subjects, Table 2 and 3 below shows hours for only 3 electives and zeroes thereafter.

2.30. National Norms and Standards are also meant to facilitate the execution of specific activities used to deliver the broad curriculum presented in Table 2. Such activities may include direct whole class lectures, individualised instruction, group work, peer teaching, laboratory experiments, independent learning etc.

*Current time allocations across curricula and grades: Step 3*

2.31. For the **third step**, we consider the time allocations across curricula. The combined knowledge of the curriculum, time allocations and school size will later be used to estimate space requirements and rate of use. Table 2 and 3 therefore also presents current time allocations across curricula and grades.

<b>Table 2: Time allocation by grade and subject group/learning area for primary schools</b>										
Subject group and learning area	Grades									
	R	1	2	3	4	5	6	7	8	9
	Weekly time allocation (hours)									
Literacy / Language	9	9	9	10	7	7	7	7	7	7
Numeracy / Math	8	8	8	9	5	5	5	5	5	5
Life Orientation	6	6	6	6	2	2	2	2	2	2
Natural Sciences	0	0	0	0	3	3	3	3	4	4
Social Sciences	0	0	0	0	3	3	3	3	3	3
Technology	0	0	0	0	2	2	2	2	2	2
Economic / Management	0	0	0	0	2	2	2	2	2	2
Arts and Culture	0	0	0	0	2	2	2	2	2	2
Breaks, Assemblies, Extramural	12	12	12	10	9	9	9	9	8	8
<b>Total hour per week</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>

<b>Table: 3 Summary of time allocation for subjects offered for the NCS Grades 10 – 12 (general)</b>	
Subject	Time allocation( hours per week)
Language	4,5
Language 2(LOLT)	4,5
Mathematics and Mathematical Literacy	4,5
Life Orientation	2,0
Group B Subjects (3 x 4hours)	12,0
<b>Total</b>	<b>27,5</b>

**Estimating education space requirements by grade and curricula activities: Step 4**

2.32. In developing National Norms and Standards, curricula experts and pedagogues were invited to provide a detailed analysis of the most common activities they use to deliver their respective subjects / learning areas. Detailed descriptions of the types of spaces, facilities, and equipment and learning materials required for effective delivery were also provided. It should be noted that the estimates of time allocated to activities will need ongoing refinement.

2.33. The **fourth step** develops a generic matrix for estimating the nature and number of education spaces required per subject group/ learning area by grade. The matrix also estimates the time per week spent in each type of learning area and the utilization index for each space. Figure 1 presents the matrix.

*Example of an application of a matrix to estimate core education space requirements per prototype below.*

**Table 4: Number of Education Spaces for a Primary School (Grades R - 7)**

										Streams	Groups	Learners per Class per Grade	Enrolment	Grades												
Grade R Learners										3	3	30	90	1												
Grade G1-G7 Learners										3	21	40	840	7												
Total											24		930	8												
Grades										Types of Education Spaces																
R	G1	G2	G3	G4	G5	G6	G7	R - 7		General Classroom	Grade R Facility	Science Laboratory	Media Center/Library	Computer Room	Multimedia Center	Multipurpose Classroom	Open Area									
Foundation Phase				Intermediate Phase			Senior Phase	Primary School																		
Learning Areas										Weekly Hours by Learning Area by Grade									Weekly Hours by Education Space							
Literacy/Language	27	27	27	30	21	21	21	21	195	163.5	27		4.5													
Numeracy/Math	24	24	24	27	15	15	15	15	159	135	24															
Life Orientation	18	18	18	18	6	6	6	6	96	64.5	18					13.5										
Natural Science	0	0	0	0	9	9	9	9	36	12			12			12										
Social Science	0	0	0	0	9	9	9	9	36	36																
Technology	0	0	0	0	6	6	6	6	24	0				12		12										
Economic/Management	0	0	0	0	6	6	6	6	24	24																
Arts & Culture	0	0	0	0	6	6	6	6	24	6						18										
Breaks, Assemblies, Extramural	36	36	36	30	27	27	27	27	246	0			5	5			23									
<b>Total Weekly hours:</b>	105	105	105	105	105	105	105	105	840	441	69	0	21.5	17	0	55.5	23									
Hrs per Week	Total School hours per week (excl breaks):									30	30	30	35	35	35	30	35									
Estimated utilization index (UI):	Intensity of Space Usage (usually 70-90%):									0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7									
Calculated Number of spaces (nS)	nS = Total Weekly hours/hrs per week/UI:									21.00	3.29	0.00	0.88	0.69	0.00	2.64	0.7									
Rounded Number of Spaces (RnS)	Use the rounding function or type an integer:									21	3	0	1	1	0	3	1									
Actual utilization index (UI):	Shows the effect of rounding on the est. UI:									0.70	0.77	0.00	0.61	0.49	0.00	0.62	0.96									



## Defining levels of provision: Step 5

2.34. The **fifth** and last **step** in the methodology was to define levels of provisioning that make a school a *safe, minimally functional*, or optimally functional teaching and learning environment.

2.35. They also recognize that for strategic reasons, schools may be provided for beyond the optimum level to reach an enriched level of provision. The circumstance within which this may happen, and attendant caveats are spelt out in the policy document and not subject to elaboration here. For this document, suffice it to note that a consensual and operational definition of levels of provision is critical for ensuring equity, enabling strategic planning, budgeting and target setting, and to facilitate monitoring and evaluation of the implementation of National Norms and Standards.

2.36. Because as stated, basic *safety* norms are the bare minimum allowable for a school to remain open, and this level of provision is not meant to be sustained beyond the current strategic plan period, this document does not define the BMP for *safety*. Suffice it to say that schools not meeting the basic safety level of provision are schools possibly experiencing characteristics like: caving-in structures that pose a danger to learners, structures without roofing, temporary structures that do not meet South Africa's health standards, total lack of a water source, lack of ablution blocks that meet South Africa's health standards, etc.

2.37. Because *enrichment* norms are not where we intend an ordinary GET and FET school to be in terms of provision, and because the appropriate level of provision for these schools will be on a case-by-case basis, these National Norms and Standards also do not define a BMP for this level of provision.

2.38. Norms and standards for a functional level of provision are minimum tolerable levels of provision. Conceptually, the *functional* level of provision is that which allows the core functions of a school to run without undue interruption or inconvenience. Or, one could say, it is the level of provision without which a school would be regarded as dysfunctional. Examples of dysfunctionality that arises from insufficient provision include: excessive overcrowding that results from inadequate teaching spaces, and that render teaching and learning very difficult, lack of staffrooms which makes it difficult for teachers to work during school hours when classes are in session or which lead teachers to 'chase' learners from classrooms if staff meetings have to be run within teaching hours, lack of administration blocks where school principals can sit and work while school in session, lack of kitchen or cooking space which lead to learners being 'chased' out of classes if cooking has to proceed during rainy seasons, etc.

2.39. A key criterion for defining the minimum level of provision for *functional* provision was that it should include all elements without which core functions of a school would be disrupted and, for which there is no substitute. For instance, a school may not have a science laboratory, but a science kit could be used as a reasonable substitute to facilitate teaching. There may be no library, but learners could visit a close-by community library, or classrooms may have a section where library stocks are kept and are reasonably accessible to learners. A school with a functional level of provision may not have a science laboratory but it must have an alternative way of providing learners with an experience as similar to that of a laboratory as possible. Examples of such substitutes could be science kits and, as a last resort, virtual laboratories. Another way to look at it is that a *functional* level of provision affords the system time to plan without dramatically risking the core principle of equal educational opportunity.

2.40. The *optimum* levels of provision comprise additional facilities that would optimise learning. Its minimum level of provision would entail all necessities that constitute a functional level of provision plus what is required as optimum provision.

2.41. The following chapter presents the National Norms and Standards for core education spaces as well as for all other elements of the physical teaching and learning environment described earlier. The section also details the minimum level of provision for the *minimum functional* and *optimum functional National Norms and Standards*.

## Planning Norms

### *Catchment area*

3.1. A catchment area is a planning term used to define the area to be served by a school. It defines the distance between a school and the community it is serving. At full implementation of the Norms and Standards, every school will be required to have a catchment area with a radius of up to 3 kms. A total walking distance to and from school will then be 6 kms. Learners who reside outside the set catchment area will be provided with either transport or hostel accommodation on a progressive, phased and pro-poor basis. To this end, the DoE will need to finalise the scholar transport policy as well as develop a school hostel policy.

### *School Site*

3.2. School site refers to the actual physical location of a school. It also entails the total space required for a school to adequately accommodate all its facilities. This includes both covered and uncovered areas. The geographical location of a school should also be part of the set of considerations for locating a school site. Other considerations should include environmental factors such as: air temperature, air humidity, air movement and temperature of the surrounding surfaces. Wherever possible, primary schools should not be multi storey buildings.

### *Size of school site*

3.3. The minimum site will be 2.8ha for primary schools including sports fields and 4.8ha for secondary schools also with sports fields. The MEC may deviate below the minimum level of provision but will need to motivate how this will not impact on the attainment of acceptable learning and teaching environments. Such a deviation will be reported to the Minister indicating the reason for the deviation.

### *Location of a school site*

3.4. School sites will not be located immediately adjacent to cemeteries, business centers, railway stations, taxi ranks, sewage treatment plants, and hostels and next to busy roads unless **adequate preventative measures** are undertaken to ensure the safety of the learners. The location of the school should ensure easy accessibility to roads, sewage lines, basic services etc.

### *Identification of school site*

3.5. School sites will have a name board indicating the name and contact details of a school, its GPS coordinates and whether the school is a fee charging or no fee school

### *Other characteristics of a school site*

*These should include but not be limited to:*

3.6. The slope of the site should not exceed 15 degrees.

3.7. A school should be situated within a radius of 3km of the community it serves.

3.8. Sites with servitudes must be avoided but if a servitude exists or is imposed, the buildings and sports fields should be planned in such a way that the servitude will not affect normal school activities.

3.9. School sites should preferably be rectangular with the longest sides facing North and South.

3.10. In the case where a school is located next to a river, measures to avoid the impact of a 1:100 year flood should be taken and a scientifically determined floodline should be placed on the school site and relevant layout plan and sufficient ground should be available above the flood line for the erection of school buildings.

3.11. In the identification of new sites, it is strongly recommended that at least 50% of the perimeter of a school site should be fronted by a street and should not be adjacent to sites that in the opinion of the planner in conjunction with members of the SGB are likely to present a threat to the learners and educators.

3.12. Soil conditions should be such that the buildings and sports field may be provided at minimum cost. Turf, clay dolomite and rocky soil should be avoided. Excavated areas and areas formerly used as refuse sites are all unsuitable as sites for schools.

*School size*

3.13. School size refers to the minimum and maximum number of learners that a school can accommodate. The National Norms and Standards propose the minimum number of learners in a primary school as 135 learners with a maximum number of 810 learners. For secondary schools a minimum number will be 200 and maximum will be 1000 learners. This means that a school cannot admit learners more than its set capacity. The table below shows the allowable minimum and maximum size per prototype.

<b>Table 5: Minimum and maximum capacity of a school</b>			
<b>Prototype</b>	<b>Prototypes</b>	<b>Minimum size</b>	<b>Maximum size</b>
PRIMARY SCHOOL	Small	135	310
	Medium	311	620
	Large	621	930
SECONDARY SCHOOL	Small	200	400
	Medium	401	600
	Large	601	1000

3.14. In cases where a school falls below and above the norm strategic intervention will be taken by the MEC to either merge or divide a school for viability and efficiency. Mergers and sub divisions will be subject to consultation. An alternative solution like learner transport or hostels will be used to facilitate the compliance with size norm. The establishment and/or retention of schools below and above the norm will be made at the discretion of the relevant Provincial Member of the Executive Council (MEC) who will for each case report to the Minister motivating why discretion was exercised. The DoE will develop criteria and procedures to guide PEDs.

*School safety and security*

3.15. At a bare minimum a school will be provided with appropriate fencing around it, its outbuildings and sports field to a minimum height of 1.8m.

3.16. School buildings will be provided with some form of security. The basic minimum will be burglarproofing in all ground floor and easily accessible educational spaces. The optimum level of provision will be an alarm system and a security guard arrangement.

3.17. School buildings will have a fire rating which conforms to regulations in accordance with the National Building Regulations (this to be understood as the minimum time before partial collapse of the structural elements takes place).

3.18. Fire extinguishers will be provided at a ratio of at least one for every 150 m<sup>2</sup>. This ratio will be increased to one every 50m<sup>2</sup> in laboratories and similar areas. The provision of fire extinguishers will conform to national as well as international regulations on the provision, maintenance and replacement of such.

*Basic services*

3.19. *Sanitation:* All schools will be provided with adequate sanitation facilities that promote health and hygiene standards that comply with the National Building Regulations and Water Service Act, 1997

(Act 108 of 1997). The choice of appropriate sanitation technology will be made after all environmental assessments have been made. Plain pit and bucket latrines will not be acceptable.

**Table 6: Norms and Standards for School Sanitation**

<b>NORMS FOR SCHOOL SANITATION</b>													
<b>PRIMARY SCHOOLS</b>													
Enrolment range	Girls WC	Girls Basins	Enrolment range per gender	Boys WC	Boys Urinals	Boys Basins	Disabled WC & Basin/staff	Female staff WC	Female staff basin	Male staff WC	Male staff urinals	Male staff basin	Total toilets
301-340	6	4	150-170	2	2	1	1	2	1	1	1	1	15
581-620	8	6	290-310	3	3	2	1	2	1	1	1	1	19
901-940	12	8	450-470	5	5	3	2	3	2	1	2	1	30
<b>SECONDARY SCHOOLS</b>													
Enrolment range	Girls WC	Girls Basins	Enrolment range per gender	Boys WC	Boys Urinals	Boys Basins	Disabled WC & Basin/staff	Female staff WC	Female staff basin	Male staff WC	Male staff urinals	Male staff basin	Total toilets
381-420	6	4	190-210	2	2	2	1	2	1	1	1	1	15
581-620	8	6	290-310	3	3	2	1	2	1	1	1	1	19
981-1020	12	8	490-510	5	5	3	2	3	2	1	2	1	30

3.20. *Water*: All schools will be provided with minimum/basic water supply as stated in Section 3 of the Water Service Act, 1997 (Act 108 of 1997). As in case of sanitation the choice of appropriate water technology to be used will be made after all environmental assessments have been made. No school is allowed to function without potable water.

3.21. *Electricity*: All schools will be provided with some form of electricity in accordance with the National Building Regulations. In this case the choice will need to be made of an appropriate source of electricity.

3.22. *Connectivity*: All schools will be provided with some form (wired or wireless) of connectivity for communication purposes. The following communication tools will be provided, telephone, fax, internet access, intercom reticulation/public address system.

## Architectural Norms and Standards

### *Size of education spaces*

3.23. Table 7 to 9 provides the minimum and optimum size of education and administration spaces. Spaces indicated are only internal spaces and other spaces like walls and circulation will be addressed in the design manual. The size of these spaces will be the same across all prototypes.

<b>Table 7 : Size norms for core education spaces</b>		
<b>Core Educational spaces</b>	<b>Unit size m<sup>2</sup></b>	
	<b>Minimum</b>	<b>Optimum</b>
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
Media Centre	60	120
Ablution facilities for learners	1.2	1.8
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 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

<b>Table 8: Size norms for administration spaces</b>		
<b>ADMINISTRATION SPACES</b>	<b>Unit size m<sup>2</sup></b>	
	<b>Minimum size</b>	<b>Optimum size</b>
Principal's office	15	20
Deputy Principals office	12	15
Deputy Principal 2 office	12	15
Administration Office	15	20
Reception area	12	15
Ablution facilities for educators	1.2	1.8
Storage Areas	12	15
Strong room	6	10
Printing room	10	15
Staff room	48	60
Pastoral care room with sick rooms and counseling room	10	15
HODs offices	12	15
Kitchenette	12	20

<b>Table 9: Size norms for educational supporting spaces</b>		
<b>Education supporting spaces</b>	<b>Unit size m<sup>2</sup></b>	
	<b>Minimum size</b>	<b>Optimum size</b>
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
Soccer/ rugby	60 X 80	60 X 100
Netball/volleyball	16 X 31	
Parking bays(including parking for the disabled)	Subject to size of school	
Caretaker Room	12	15
Storage Areas	12	15
Toilets	1.2	1.8
Walk ways (covered)	Subject to design guidelines	
Assembly area	Subject to design guidelines	
Staff quarters (where there is a need)/living quarters	Subject to need	
Hostels	Subject to need	

Staff quarters will be provided in accordance with applicable Public Service Regulations.

*Space Norms and Standards by prototype and level of provision*

Tables 10 and 11 provide minimum functional and optimal functional space Norms and Standards by prototype and should be read in conjunction with Tables 7-9. Spaces indicated are only for internal spaces, other spaces like circulation spaces, walls etc are to be addressed in the design manual.

<b>Table 10: Summary of National Norms and Standards for primary schools</b>						
	<b>Small Primary school</b>		<b>Medium Primary School</b>		<b>Large Primary School</b>	
<b>Education spaces required</b>	<b>Minimum Functional quantity</b>	<b>Optimum Functional quantity</b>	<b>Minimum Functional quantity</b>	<b>Optimum Functional quantity</b>	<b>Minimum Functional quantity</b>	<b>Optimum Functional quantity</b>
<b>Education spaces</b>						
Classroom	7	7	14	14	21	21
Grade R facility	1	1	2	2	3	3
Multimedia centre	1	1	1	1	0	0
Multipurpose classroom	0	1	0	1	1	2
Science laboratory	1	1	1	1	1	1
Computer room	0	0	0	0	1	1
Library centre	0	0	0	0	1	1
Toilets for learners	As per Table 6 (Including toilets for the disabled)					
Storage area	0	0	1	1	1	1
<b>Administrative space</b>						
Principal's office	1	1	1	1	1	1
Deputy Principal's office	0	0	1	1	1	1
Administration office	1	1	1	1	1	1
Reception area	0	0	0	1	1	1
Toilets for teachers	As per Table 6 (Including toilets for the disabled)					
Storage area	0	1	0	1	1	1
Strong room	1	1	1	1	1	1
Printing room	0	1	0	1	0	1
Staff room	1	1	1	1	1	1
Pastoral care / counseling room	0	1	0	1	1	1
/ sick room	1	1	1	1	1	1
HODs office	0	1	2	4	2	4
Kitchenette	0	0	0	1	0	1
<b>Education Supporting spaces</b>						
Food garden	0	1	0	1	0	1
Tuck shop	0	1	0	1	1	1
/ kitchen	1	1	1	1	1	1
Nutrition centre / Food storage	0	1	1	1	1	1
/ dining room	0	0	0	1	0	1
Security room	0	1	0	1	0	1
General Purpose Hall	0	1	0	1	0	1
Sports grounds	As per Table 9 above					
Parking bays						
Caretaker room	0	1	0	1	0	1
Storage areas	0	1	0	0	1	1



**Table 11: Summary of National Norms and Standards for secondary schools**

	Small Secondary school		Medium Secondary School		Large Secondary School	
	Minimum Functional quantity	Optimum Functional quantity	Minimum Functional quantity	Optimum Functional quantity	Minimum Functional quantity	Optimum Functional quantity
<b>Education spaces required</b>						
<b>Educational spaces</b>						
Classrooms	10	10	15	15	25	25
Computer room	1	1	1	2	1	2
Media centre	0	1	0	1	0	1
Multipurpose classroom	0	1	1	2	1	2
Science laboratory	1	1	1	1	1	2
Social science room	0	1	1	1	1	1
Toilets for learners (no of toilets seats)	As per Table 6 (Including toilets for the disabled)					
Storage area	0	1	0	1	1	1
<b>Administrative space</b>						
Principal	1	1	1	1	1	1
Deputy principal	0	0	1	1	1	1
Deputy principal	0	0	0	0	1	1
Administration office	1	1	1	1	1	1
Reception area	0	1	0	1	1	1
Toilets for teachers	As per Table 6 (including toilets for the disabled)					
Storage areas	0	1	0	1	1	1
Strong room	1	1	1	1	1	1
Printing room	0	1	0	1	0	1
Staff room	1	1	1	1	1	1
Pastoral care 1: counseling room	0	1	0	1	1	1
2: Sick room	1	2	1	2	2	2
HODs offices	1	2	2	4	3	6
Kitchenette	1	1	1	1	1	1
<b>Supporting spaces</b>						
Food garden	0	1	0	1	0	1
/ kitchen	1	1	1	1	1	1
Nutrition centre / food storage	0	1	1	1	1	1
/ dining room	0	1	0	0	0	0
Security room	0	1	0	1	1	1
General purpose hall	0	1	0	1	0	1
Sports grounds	As per Table 9 above					
Parking bays						
Caretaker room	0	1	0	1	0	1
Storage area	0	0	0	0	0	0

*Classroom size*

3.24. This denotes the total capacity a class can hold. The norms for a classroom size will be as follows:

- Grade R ..... 30 learners
- For all other prototype ..... 40 learners
- For specialized FET subjects..... 25 – 40 learners
- For science laboratories ..... 40 learners

*Average space per learner*

3.25. Sitting space denote the square meters each child will occupy within different types of teaching space.

- Grade R ..... 2.6m<sup>2</sup>
- Ordinary primary and secondary schools ..... 1.2- 1.5m<sup>2</sup>
- For specialised FET subjects and labs..... 1.5- 2m<sup>2</sup>
- For learners with disability ..... 2.4m<sup>2</sup>

*Lighting*

3.26. Lighting includes artificial and natural lighting required in all type of spaces for effectiveness. This is measured in lux. Lighting norms will be as follows:

- Artificial illumination (the amount of light falling on a surface) should be:
  - for classrooms, libraries and offices.....200 lux
  - For art rooms and other specialized areas.....300 lux
- The lighting level above any given surface must be controllable (i.e. variable from 200 to 700 lux).
- The area within which a given level cannot be varied (the light-zone) shall not be larger than 50 sq.m.
- Individual light sources capable of providing 150 to 500 lux must be available for specific activities (power outlets should be available at least every 10 sq.m).

*Acoustics*

3.27. Acoustics refers to noise level within a set space. The following will be norms for noise levels.

- An "open space" should not be smaller than 300 square metres.
- In relation to the size of the space, the extent and quality of the absorbing surfaces must be designed with the objective of providing a general background noise of 40 to 50 decibels db (with the space fully occupied).
- Reverberation (echo) must be dealt with, in relation to the volume of the space and the quality of the surrounding surfaces. Too "live" spaces must be avoided and a rather low reverberation time achieved: approx. 0.6 to 0.7 seconds.
- Classrooms should not be juxtaposed immediately adjacent to a sports field.

*Comfort levels*

3.28. All school facilities will need to respond to the needs and requirements of learners with a disability and will also facilitate access and functionality in accordance with the White Paper 6 on Inclusive Education.

*Sports facilities*

3.29. All schools will be provided with the basic minimum space for soccer/rugby and a space for netball or volley ball. The basic level of provision will be a leveled compacted earth field. A minimum functional norms level of provision is one sports field for soccer or rugby and one for netball/volleyball. The field size to be provided should be large enough to accommodate an athletics track. Provision must be made on all facilities provided that there is suitable accessibility for persons with functional limitations with regard to access, view and meaningful use of such facilities.

## Annexure 1: NORMS AND STANDARDS CONTINUUM

Basic Safety (Emergency)	Minimum Functional	Optimum Functional	Enriched as per Objective
<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Basic mix of safety resource inputs</div>       <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">All schools to meet this standard by 2012-2013</div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Basic mix of safety resource inputs</div> <div style="text-align: center; font-weight: bold; font-size: 1.2em;">+</div> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Basic Minimum Package (BMP)</div>     <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">All schools to meet this standard during 2010-2014</div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Basic mix of safety resource inputs</div> <div style="text-align: center; font-weight: bold; font-size: 1.2em;">+</div> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Basic Minimum Package (BMP)</div> <div style="text-align: center; font-weight: bold; font-size: 1.2em;">+</div> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Additional resource inputs</div>  <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Target for 2030-31 or earlier</div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Basic mix of safety resource inputs</div> <div style="text-align: center; font-weight: bold; font-size: 1.2em;">+</div> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Basic Minimum Package (BMP)</div> <div style="text-align: center; font-weight: bold; font-size: 1.2em;">+</div> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Additional resource inputs</div> <div style="text-align: center; font-weight: bold; font-size: 1.2em;">+</div> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Additional resource inputs for specific objectives</div>

