



GUIDELINES

FOR THE PROVISION OF BOARDING FACILITIES IN PUBLIC ORDINARY SCHOOLS



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222 Struben Street
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For enquiries

Mr R Mafoko
Director: Physical Resources Planning and Rural Schooling
Telephone: 012 357 4315/4318
mafoko.r@dbe.gov.za
[website: www.education.gov.za](http://www.education.gov.za)

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ACRONYMS AND Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
DBE	Department of Basic Education
CCTV	Closed circuit television
DVD	Digital video disc
GPS	Global Positioning System
HIV	Human Immunodeficiency Virus
HVAC	Heating, ventilation and air conditioning
MECs	Members of the Executive Council
NEPA	National Education Policy Act
NNSSF	National Norms and Standards for School Funding
NBR	National Building Regulations
NCNP cost	Non-capital non-personnel cost
N & S	Norms and Standards
PAM	Personnel Administration Measures
PSCBC	Public Service Co-ordinating Bargaining Council
PEDs	Provincial education departments
SABS	South African Bureau of Standards
SASA	South African Schools Act
SGBs	School governing bodies
TV	Television
WSA	Water Services Act

1. Introduction

- 1.1. The former Department of Education developed the National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment. The purpose of this policy is to provide strategic direction in the equitable provisioning of school infrastructure, including boarding facilities, with the aim of improving access to quality education.
- 1.2. The development of the guidelines for the provision of boarding facilities follows the approval of the National Policy for an Equitable Provisioning of an Enabling School Physical Teaching and Learning Environment.
- 1.3. Lack of access to schools by learners, more especially in rural areas, was identified as one of the challenges that impacted on the provision of quality education and learner achievement. This resulted in learners from rural and farm areas leaving school before the end of the compulsory phase of education; absenteeism; and late arrival at schools due to the distances they have to travel to and from school. In addressing these challenges, learner transport or boarding facilities are provided as an alternative to improving learners' access to schools.
- 1.4. Some of the key challenges relating to the provision and management of boarding facilities relate to a lack of funding for boarding facilities; sufficient space to accommodate all needy learners; health, safety and environmental issues surrounding boarding facilities; and the management and maintenance of these facilities.

2. Rationale for providing boarding facilities

- 2.1. **Access to education:** Boarding facilities provide access to education for learners from remote rural areas and farming communities. Boarding facilities also provide learners with exposure to the world beyond the confines of their community. They provide a solution for learners living in areas where the state cannot provide schools, thus eliminating the difficulties of transport across significant distances, including cost, the dangers involved in it and the time being consumed. Boarding facilities also allow access to a *choice* of education (type and quality), and access to *further* education for learners whose local schools are limited to the lower grades.
- 2.2. **Curricular and language needs:** Boarding facilities allow learners to pursue particular specialised curricular directions (such as technical and agricultural fields), not necessarily available to them at their local schools. Integrated hostels encourage language and cultural tolerance and respect.
- 2.3. **Academic and other forms of supervision:** The advantages of academic supervision and of a disciplined environment constitute an important reason for providing boarding facilities. The benefits of such an environment for learners from, for example single-working-parent families, families in which the parents are compelled to travel extensively, or families which are unable to provide after-school supervision for learners. Boarding facilities create the space, time and conditions that are conducive to studying. Learners in boarding facilities have increased contact time with educators, academic support and are offered extra classes.
- 2.4. **Improved living conditions and opportunities:** Boarding facilities provide learners with increased opportunities, facilities and resources. Boarding facilities also provide many disadvantaged learners with an opportunity to enjoy better living conditions (and sometimes better care) than they would experience in their home environments – and that the relatively inexpensive living costs, as well as bursaries and subsidies awarded to some learners, make this possible. Access to basic amenities, such as electricity and shelter, as well as to more sophisticated facilities, such as television, computers and media centres in some schools,

facilitates some of the benefits gained by learners in these facilities. Related to the issue of improved living conditions, is that boarding facilities provide better nutrition than some learners might receive at home.

- 2.5. Extra-curricular activities:** By staying in boarding facilities, learners are able to participate in extra-curricular activities, including sport and cultural activities. Learners therefore receive a more holistic education as a result of living in these facilities.
- 2.6. Safety, stability and care:** Boarding facilities provide a relatively safe environment for children (and many of whom are at risk) living in informal settlements and townships and/or being without supervision for much of the day. They also provide a stable environment for children from “broken” homes or families with social problems, as well as to children whose home environments are less than stable. This could include orphans, including HIV/AIDS orphans.
- 2.7. Personal development:** Boarding facilities also facilitate positive social development and the ability to accept others from different social or cultural backgrounds. The boarding facilities environment inculcates independence, self-discipline and the ability to work as part of a team in learners.
- 2.8. Cost:** Provision of boarding facilities can be a cost-efficient measure in small, sparsely populated rural and farming communities. The cost of running small schools can be minimised by accommodating learners in a central place of learning. In most cases, the schools in these areas have low enrolment figures and sometimes there are multi-graded classrooms that make teaching and learning difficult. Small schools and non-viable schools could be merged to reduce the running and maintenance costs of facilities.
- 2.9. Learner pass rate:** Better living conditions, which boarding facilities provide to disadvantaged learners or learners from rural areas, who have to travel long distances to school, provide learners with conditions that are conducive to learning and, resultantly, they facilitate an improved pass rate.
- 2.10. Learner drop-out rate:** Learners who have to travel long distances to school and back home are exposed to all kinds of challenges, like arriving late for school, being absent from school or being tired due to the long hours they have to spend on the road. Accommodation of learners in boarding facilities will eradicate all these challenges and reduce the drop-out rate at schools.

3. Objectives of the guidelines for the provision of boarding facilities

- 3.1. The main objective of the guidelines is to provide guidance in the provision of boarding facilities to learners for whom education is, or may become inaccessible in the future, and also to allow the authorities to adopt a more uniform approach on the management of boarding facilities at schools.
- 3.2. The detailed objectives of the guidelines are to:
 - 3.2.1. provide guidance with regard to the equitable provision and management of boarding facilities at schools;
 - 3.2.2. provide a systematic and strategic prioritisation of needs regarding the core elements of an enabling environment for boarding facilities at schools;
 - 3.2.3. enable provincial education departments (PEDs) to effectively control and manage the cost of such provision and to facilitate efficient use of resources in the boarding facilities;

- 3.2.4. enable PEDs to regulate the provision of infrastructure in boarding facilities; and
- 3.2.5. implement guidelines for the monitoring and evaluation of boarding facilities operations.

4. Principles underpinning the guidelines

- 4.1. The principles underpinning the guidelines emanate from the National Policy on an Equitable Provisioning of an Enabling School Physical Teaching and Learning Environment. They are the canons of the national and sector policies, namely:
 - 4.1.1. Broad-based access
 - 4.1.2. Equity and redress
 - 4.1.3. Quality and effectiveness
 - 4.1.4. Functional relevance
 - 4.1.5. Efficiency
 - 4.1.6. National values as explained in the policy.

5. Legal framework

- 5.1. The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996).
- 5.2. The National Education Policy Act, 1996 (Act No. 27 of 1996).
- 5.3. The South African Schools Act, 1996 (Act No. 84 of 1996).
- 5.4. South African Bureau of Standards: National Building Regulations and Water Services Act, 1997 (Act No. 108 of 1997).

6. Scope and applications of the guidelines

- 6.1. The guidelines will apply to all public schools with boarding facilities in South Africa and the Members of Executive Council (MECs) will ensure that all schools with boarding facilities conform to the guidelines as indicated in this document. The guidelines do not apply to boarding facilities at Special Schools.
- 6.2. The admission of primary school learners in a boarding facility or the establishment of a primary school boarding facility should only be done when all the alternatives of providing access to the school have been explored/exhausted.

7. Implementation of the guidelines

- 7.1. Implementation of the guidelines will commence after approval by the Minister of Basic Education. Where applicable, the guidelines will be implemented in all existing boarding facilities that do not meet the guidelines' criteria, as well as to all newly established boarding facilities.

8. Roles and responsibilities of the Department of Basic Education (DBE) and the Provincial Education Departments (PEDs)

8.1. Department of Basic Education (DBE)

- 8.1.1. Develop guidelines for the infrastructure.
- 8.1.2. Develop guidelines for functional boarding facilities.
- 8.1.3. Organise site visits to monitor the functionality of the boarding facilities in the provinces.
- 8.1.4. Report on the state, conditions and management of boarding facilities in the country.
- 8.1.5. Oversee and monitor the implementation of policies and guidelines pertaining to the management of boarding facilities.

8.2. Provincial education departments (PEDs)

8.2.1. Provincial offices

- (a) Provide adequate funding for boarding facilities.
- (b) Conduct site visits to monitor the functionality of the boarding facilities in the districts.
- (c) Develop an admission policy and provincial monitoring tools for boarding facilities.
- (d) Compile provincial reports on the conditions and management of boarding facilities.
- (e) Implement national policies and guidelines pertaining to the management of boarding facilities.
- (f) Support boarding facilities on a regular basis.
- (g) Report on the wellbeing of learners using boarding facilities.
- (h) Recommend improvements for the optimal functioning of boarding facilities.

8.2.2. Circuit/District offices

- (a) Conduct site visits to monitor the functionality of the boarding facilities in the circuit/districts.
- (b) Compile district reports on the conditions and management of boarding facilities in the PED.
- (c) Implement national policies and guidelines pertaining to the management of boarding facilities.
- (d) Support boarding facilities on a regular basis.

- (e) Report on the wellbeing of learners in boarding facilities.
- (f) Recommend improvements for the optimal functioning of boarding facilities.
- (g) Support schools in the development of policies on boarding facilities and monitor the implementation thereof.

9. Establishment of a boarding facility

- 9.1. Physical planners should do an analysis of what would be the most appropriate alternative to promote access to learning facilities between learner transport and providing a boarding facility.
- 9.2. The provision of a boarding facility should be taken only after all the possible alternatives have been explored/ exhausted and a cost analysis has been undertaken.
- 9.3. With the establishment of a primary school boarding facility, the social development and best interest of the child should be considered, after all the alternatives of providing access to the school have been explored/ exhausted.
- 9.4. A PED shall decide to establish a boarding facility for:
 - 9.4.1. focus schools with specialised curricular needs;
 - 9.4.2. learners from remote rural areas and farming communities; and
 - 9.4.3. where there are learners living in areas where a school cannot be provided and learner transport is not a cost-effective option.

10. Boarding facility environment

- 10.1. In terms of the Constitution, the Bill of Rights, Section 24, everyone has a right to an environment that is not harmful to their health or wellbeing. Section 28 (1)(b) further stipulates that every child has the right to family or parental care or to appropriate alternative care when removed from the family.
- 10.2. A boarding facility at a school serves as an alternative care centre for learners who have been removed from their homes – willingly or unwillingly. These facilities should provide learners with an environment that:
 - 10.2.1. is safe and secure, meets the needs of learners and supports them in raising problems and issues that are of concern to them;
 - 10.2.2. protects privacy, promotes the welfare of learners and provides them with the opportunity to develop positively within reasonable boundaries; and
 - 10.2.3. promotes a positive link with local communities, provides access to people whom they can trust and confide in and have ready access to; and a degree of choice about health and other personal services they may require.

10.3. The following spaces must be accessible to all learners:

- 10.3.1. Sufficient personal space for sleeping in and for their belongings, with suitable furniture, of sufficient size for the number of learners, as well as appropriate separation between gender and age groups.
- 10.3.2. A space to study and do homework.
- 10.3.3. A space for dining.
- 10.3.4. A space for entertainment and recreation where learners can pursue their own individual interests.
- 10.3.5. A space to meet with friends, family and significant people, in private, without disrupting others.
- 10.3.6. Bathroom and washing facilities that ensure maximum privacy of learners, as well as personal hygiene. Bathrooms, showers and toilets must be designed in such a way that staff is able to open them from the outside in case of an emergency.
- 10.3.7. A space for health-care, such as sick-rooms/bays with an appropriate first aid kit, and ample space for mobile clinic services if these are made available to the school. Alternatively, the school should incorporate health services into the school programme.
- 10.3.8. In addition, a primary school hostel must have a safe and secure space for playing in, appropriate to the learners' age, and where access is monitored at all times

10.4. Primary school learners should be housed in units of ten to promote easy and intensive individual care. The learners should be housed in units that resemble their home environment as far as possible. The caregiver: learner ratio for primary school learners in Grade R to 3 should be 1:10.

11. Admission criteria for boarders

11.1. Criteria shall not discriminate on grounds of gender and race, and will not deny access to learners from disadvantaged communities. Admission should be done in such a way that it does not compromise access to learners who are staying in the feeder areas. The following criteria will apply to accommodate equitable access:

- (a) Learners who have to walk 10km or more to and from the nearest school.
- (b) Learners whose transport time to the nearest school amounts to one-and-a-half hours or more.
- (c) Learners whose parents cannot afford to pay boarding fees or who are low-income earners.
- (d) Learners who are orphans.

11.2. Upon admission, learners who are admitted, especially those who are admitted out of choice, must be offered pre-admission counselling to explain the reasons for being separated from their families.

11.3. Where possible, admitting a primary school child to a boarding facility should be regarded as the last option, when all the alternatives of providing access to a school have been explored/exhausted, as this could have a negative social impact on both the learner and the parents.

- 11.4. The provincial offices must develop an admission policy for boarding facilities that is in line with the school admission policy, taking into consideration the criteria indicated above to guide school governing bodies (SGBs).
- 11.5. The SGBs could admit learners who do not comply with the above criteria and charge them fees. Such learners will not qualify for boarding bursaries and learner transport as discussed in points 12 and 13 below

12. Boarding subsidy/Bursary criteria

- 12.1. The PED must, in turn, set aside a budget item for boarding (hostel) subsidies. Schools with boarding facilities will be paid pro rata out of this budget for each of their learners:
- (a) who have to walk 10km or more to and from the nearest school;
 - (b) whose transport time amounts to one-and-a-half hours or more;
 - (c) if there are no available places in a school near the learners' parents' place of residence; and
 - (d) Learners whose parents cannot afford the per-child cost.
- 12.2. The PED may adjust these criteria in order to ensure that the subsidy per learner is sufficient, while recognising the fact that this may decrease the number of learners that could be assisted and therefore requires a tightening of the targeting criteria.

13. Learner transport for boarders

- 13.1. Learner transport should be made available to transport learners to their homes on terms or during intervals that have been agreed upon. The terms should be decided in conjunction with the parents. Learners admitted in terms of point 11.5 shall not qualify for learner transport.
- 13.2. PEDs should budget for transportation of learners to and from boarding facilities.
- 13.3. The PEDs, in collaboration with the provincial Department of Transport, will be responsible for the planning and implementation of learner transport for qualifying learners in boarding facilities.

14. Infrastructure guidelines for boarding facilities

These guidelines refer to the provision of the necessary spaces, facilities and equipment required to make the environment conducive to learning. These guidelines are described in four perspectives, namely planning guidelines, architectural requirements, equipment requirements and design guidelines.

14.1. Planning guidelines

Planning guidelines identify key elements that should be taken into consideration in the provision of infrastructure for boarding facilities. They are:

14.1.1. *Classification and capacity of boarding facilities: Prototypes*

Classification ranges from primary, secondary and any combination that have an impact on the provision of facilities and the determination of guidelines/requirements. In addressing these for the purpose of equitable provisioning, boarding facilities will be classified as primary and secondary school boarding facilities. This is consistent with the classification of schools as described in the Guidelines for Planning for Public School Infrastructure.

- (a) A primary school boarding facility will accommodate learners from Grade R to 7, from a minimum of 60 to a maximum of 100 learners.
- (b) Secondary school boarding facility will accommodate learners from Grades 8 to 12, from a minimum of 60 to a maximum of 300 learners.

14.1.2. *Average space per learner in a bedroom/dormitory* refers to square meters that each learner will occupy in a bedroom or dormitory. The space per learner in a bedroom will range from a minimum of 3.5m² to a maximum of 6m².

14.1.3. *Size of the site of a boarding facility:* The minimum site size will be four hectares for secondary schools' boarding facilities, excluding sporting fields.

14.1.4. *Location of the site of a boarding facility:* Where possible, boarding facilities should be located adjacent to the schools they are serving. The sites of boarding facilities will not be located immediately adjacent to cemeteries, business centres, railway stations, taxi ranks, sewage treatment plants and community hostels, nor bordering on busy roads, unless adequate preventative measures are taken to ensure the safety of the learners. The location of the boarding facilities should ensure easy accessibility to roads, sewage lines, basic services etc.

14.1.5. *Identification of the site for a boarding facility:* School sites will have a name board, indicating the name and contact details of the school, its Global Positioning System (GPS) coordinates and whether the school is a fee-charging or no-fee school. Where the boarding facility is separated from the school, a separate name board will be required.

14.1.6. *Sporting facilities:* Learners must share sporting facilities with the school. The specifications/guidelines for sporting facilities will be the same as contemplated in the Guidelines for Planning for Public School Infrastructure.

14.1.7. Basic services

- (a) *Sanitation:* All boarding facilities 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 No. 108 of 1997). The choice of appropriate sanitation technology may only be based on an assessment conducted on the most suitable sanitation technology. Plain pit and bucket toilets will not be acceptable. The number of toilet seats, basins, showers, baths and urinals should be provided in accordance with the National Building Regulations: SABS 04000-1990. Provision should be made for people and learners with disabilities.
- (b) *Water:* All boarding facilities will be provided with minimum/basic water supply as stipulated in Section 3 of the Water Service Act, 1997 (Act No. 108 of 1997). The choice of the appropriate water technology may only be based on an assessment conducted on the most suitable water technology. No boarding facility will be allowed to function without running water.
- (c) *Electricity:* All boarding facilities will be provided with some form of electricity in accordance with the National Building Regulations (NBR). In this case, the choice made will need to be an appropriate source of electricity. All boarding facilities should have generators as a contingency measure in cases of power failures.
- (d) *Connectivity:* All boarding facilities will be provided with some form of connectivity (wired or wireless) for communication purposes. The following communication tools will be provided: a public telephone, a facsimile machine, internet access, an intercom reticulation/public address system.

14.1.8. Safety and security (of boarding facilities)

- (a) As the barest *minimum*, a boarding facility will be provided with appropriate fencing around it and all outbuildings, to the height of 1.8m.
- (b) The buildings of a boarding facility will be provided with some form of security. The basic minimum will be burglar-proofing in all ground and easily accessible hostel spaces, as well as a security guard. The optimum level of provision will be an alarm system and closed circuit television (CCTV) cameras. The final choice will depend on the availability of funding.
- (c) Natural surveillance should be optimised by designing landscaping that minimises places hidden from view and all areas should be observable from inside the building.
- (d) The buildings of a boarding facility will have a fire rating that conforms to regulations in accordance with the NBR. (This to be understood as the minimum time before partial collapse of the structural elements takes place.)
- (e) Fire extinguishers will be provided at a ratio of at least one for every 150m². The provision of fire extinguishers will conform to national, as well as international regulations on the provision, maintenance and replacement of such fire extinguishers.
- (f) There should be visible signage indicating emergency exits in the buildings.

14.2. Architectural requirements

Architectural requirements define the spaces that are required in a boarding facility to make it an enabling, supporting educational environment. Spaces are identified in terms of the activities they house and their size. Space size is defined in terms of minimum and optimum sizes. (Refer to Annexure A: Table 1.) The spaces required in boarding facilities are:

- 14.2.1. Bedrooms/dormitories.** These are areas where learners sleep or stay when they are not engaged in learning, studying and extramural activities.
- 14.2.2. Staff quarters.** Staff quarters are areas where the staff members responsible for the management of the facilities and for taking care of learners are housed. Hostel managers, matrons and support personnel occupy these spaces.
- 14.2.3. Administration space.** This is an office in the boarding facility for administration matters, such as the manager's office.
- 14.2.4. Lounge.** This is an area, perhaps situated in the reception area, that could be regarded as a waiting area for parents.
- 14.2.5. Nutrition centre/Kitchen.** This space is used for different activities, which include preparation of food, cooking, food and crockery storage, a scullery and a control room for management purposes.
- 14.2.6. Dining hall.** This is a space where meals are served.
- 14.2.7. Laundry.** The laundry refers to an area where learners' clothes and linen are washed, dried and ironed. The laundry comprises the washing area, the ironing area and a drying or hanging area.
- 14.2.8. TV room.** This is a room that is dedicated for boarders watching television (TV) during their leisure time, without disturbing others.
- 14.2.9. Entertainment room.** This is a room in which learners can participate in other leisure activities, such as indoor sport, dancing, playing games etc.
- 14.2.10. Computer cubicles.** These are spaces that are designated for computer usage where there may be internet connections.
- 14.2.11. Study area.** This is an area that learners use to study in the evenings and over weekends in cases where there are no study areas in the dormitories.
- 14.2.12. Parking spaces.** Parking spaces are used by staff members and parents when they drop off and pick up learners.
- 14.2.13. Ablution blocks.** These refer to toilets spaces, showers, wash basins and baths.
- 14.2.14. Pastoral care.** This space usually houses a sick-room and/or a room for a psychologist.
- 14.2.15. Telephone booths.** These refer to a cubicle or a room for public phones that should be located centrally, so as to be accessible to all boarders.

14.3. Equipment requirements

These requirements define the specific unit space in terms of specific equipment. They are:

- 14.3.1. Bedrooms.** A bedroom will comprise a single bed, a desk for studying, a chair and a wardrobe/locker.
- 14.3.2. Bathrooms.** A bathroom will comprise a basin, a bench, a toilet, a bath and/or a shower.
- 14.3.3. Nutrition centre.** It will be equipped with stoves, tables, basins, shelves, cupboards, a sink, freezers, etc.
- 14.3.4. Laundry.** A laundry will comprise basins, washing machines, tumble dryers, washing lines and ironing boards.
- 14.3.5. TV room.** A TV room will contain a TV, a digital video disc (DVD) player and chairs.
- 14.3.6. Entertainment area.** The entertainment area will contain indoor sporting equipment, such as table tennis tables and chairs.
- 14.3.7. Computer cubicle.** It houses tables, chairs and plugs to which computers may be connected.
- 14.3.8. Pastoral care spaces.** These will comprise - beds in sick-rooms, a table and chairs and a telephone (for emergency purposes).
- 14.3.9. Administrative spaces.** These include the offices of the hostel manager, the supervisors and the administrator. They will have a central printer, a facsimile, a photocopier, a computer, office desks, chairs, telephones and filing cabinets.
- 14.3.10. Telephone space.** This space will contain public telephones, telephone directories and chairs.
- 14.3.11. Staff quarters.** These will comprise cupboards, fitted kitchens and bathrooms. Staff will provide the beds and bedding themselves.

14.4. Design specifications

These specifications define the minimum design criteria that will determine the design of the buildings. These will be used by architects, physical planners and relevant stakeholders during the design phase of projects.

Design specifications will describe criteria that should be considered for each space, as indicated in the architectural specifications. The application and consideration of all criteria should be in line with NBR. Design criteria should be guided by the following principles:

14.4.1. Design principles

- (a) **Accessibility:** Designers should provide facilities that can be used by all people without disregarding the needs of people and learners with disabilities.
- (b) **Flexibility:** Designers should consider the fact that future renovations, additions and expansions of the facilities are likely to take place.

- (c) **Aesthetics:** Aesthetics refers to the physical appearance and image of building elements and spaces, as well as the integrated design process.
- (d) **Cost-effectiveness:** This refers to selecting building elements on the basis of life-cycle costs (weighing options during concepts, design development and value engineering), as well as basic cost estimations and budget control.
- (e) **Operational:** This refers to functional programming, namely spatial needs and requirements, system performance, as well as durability and the efficient maintenance of building elements.
- (f) **Productive:** This refers to the occupants' wellbeing, both physical and psychological comfort, including building elements such as air distribution, lighting, workspaces, systems and technology.
- (g) **Secure/Safe:** Facilities should provide safety from natural disasters and accidental or deliberate acts of man by means of the use of particular construction material, as well as attention to standard designs, building management and risk assessment. Areas of concern include fire protection, disaster management, controlling hazardous substances, as well as other ways of promoting personal and material security.
- (h) **Sustainable:** This refers to the environmental performance of building elements and strategies. It also refers to the choice of materials, energy saving/sustainable systems, and siting – i.e. management in an environmentally friendly way, as well as design that reduces environmental impact.
- (i) **Fitness for purpose:** This refers to facilities that support the learners' educational needs, serve as an enabler for the well-being of learners, are built to optimise investments and are operated and maintained efficiently.
- (j) **Energy saving designs:** This refers to the design, material and technology used should lead to a reduction in energy and resource consumption and create improved human and natural environment.

14.4.2. Design criteria

14.4.2.1. Lighting

All spaces will be provided with a means of lighting that will enable people to use them without compromising the health and safety of users – in accordance with the NBR.

Lighting includes artificial and natural lighting that is required in all types of spaces for effectiveness. This is measured in lux. Lighting requirements will be as follows:

- (a) Artificial illumination (the amount of light falling on a surface) should be a minimum of 200 lux.
- (b) The lighting level above any given surface must be controllable (i.e. variable between 200 and 700 lux).

- (c) The area within which a given level cannot be varied (the light zone) shall not be larger than 50m².
- (d) Individual light sources, capable of providing 150 to 500 lux, must be available for specific activities. (Power outlets should be available at least every 10m².)
- (e) Appropriate fire doors, in accordance with building regulations, must be installed in boarding facilities.
- (f) Emergency lighting must illuminate passages and exit routes.

14.4.2.2. Acoustics

Acoustics refers to the noise level within a set space. The following are the requirements for noise levels:

- (a) An “open space” should not be smaller than 300m².
- (b) 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 (with the space fully occupied).
- (c) Reverberation (echo) must be dealt with in relation to the volume of the space and the quality of the surrounding surfaces. Spaces that are too “noisy” must be avoided and a rather low reverberation time achieved, namely approximately 0.6 to 0.7 seconds.

14.4.2.3. Heating, ventilation and air-conditioning (HVAC)

All spaces will be provided with heating, ventilation and air conditioning (HVAC) that meet that the demand of the building and, at the same time, are necessary for the comfort of occupants and users. Designers should consider an integrated HVAC system that will cost less, use less energy and will run more efficiently over time.

14.4.2.4. Visual comfort

Visual comfort refers to the acceptable level at which all occupants or users of a building are in the position to perform visual tasks without compromising the visual level of people suffering visual impairment. Designers should create an environment that provides visual comfort for all users. Integration of natural and artificial lighting should be taken into consideration to ensure maximum level of visual comfort. The following are recommended:

- (a) Take the amount of daylight entering each room into account when designing the artificial lighting system for each room.
- (b) Provide controls that turn off lights when sufficient daylight exists.
- (c) Balance the quantity and quality of light in each room.

14.4.2.5. Thermal comfort

Thermal comfort refers to the temperature of, and relative humidity in a room. It is affected by heat conduction, convection, radiation and evaporative heat loss. The design of the building should allow the temperature and humidity levels to remain within the comfort zone at all points in an occupied space. The standard amount of insulation required to keep a resting person in a windless room is 21.1 °C.

14.4.2.6. Signage

There should be signage boards, indicating different types of buildings, directions, parking bays, emergency exits, etc.

15. Management of boarding facilities

15.1. The management of boarding facilities will be the responsibility of the SGB. The SGB should establish a subcommittee on boarding management, which will be responsible for overseeing the management of the boarding facility (hostel).

15.2. Constitution of the SGB Subcommittee on boarding management

The subcommittee shall be elected by the parents of the boarding learners during a meeting and shall comprise the following members:

- (a) The chairperson of the subcommittee, who must be an SGB member and a parent component
- (b) Learner representatives
- (c) Parent representatives
- (d) PS staff representatives
- (e) Educator representatives

15.3. All representatives should include at least one member from the boarding facility (hostel).

15.4. Term of office of the SGB Subcommittee of the Management of a Boarding Facility

15.5. The term of office will be in line with the term of office for the school SGB and the same procedures will apply to this subcommittee.

15.6. Roles and responsibilities of the SGB Subcommittee of the Management of a Boarding facility are:

- (a) To oversee and monitor the overall management of the boarding facility.
- (b) To advise the head of an institution on all matters concerning the boarding facility or deliberate on matters referred to the boarding facility's council by the head of the institution.
- (c) To exercise general supervision over the maintenance of the grounds, buildings, furniture and equipment of the boarding facility.

- (d) To manage the boarding facility's funds and ensure that proper procedures are in place and financial management guidelines followed.
- (e) To determine boarding fees after consultation with the parents of learners.
- (f) To determine a Code of Conduct for the boarding facility in a joint operation with the learners.

15.7. The PEDs must ensure that the boarding facilities are managed in accordance with written policies and written operating procedures. The SGB must develop boarding facility policies that are in line with the relevant laws. The policies must address the following aspects:

15.7.1. Emergency evacuation plan

Schools should have evacuation plans and an assembly area for all possible emergency situations. Learners should know all the emergency exits and must undergo fire drills every term. All new learners in boarding facilities must undergo fire drills and be taught school boarding facility safety measures as part of their orientation programme. Prefects/learner representatives may be trained as evacuation officers to assist during emergencies. All the necessary fire-fighting equipment must be in a working condition at all times.

15.7.2. The use of electrical appliances

It is strongly recommended that learners should not be allowed to bring appliances, such as heaters, hot plates, kettles, fans, etc. into boarding facilities. Only irons that are in a working condition may be allowed. No other electrical appliance should be permissible in a boarding facility, unless prior permission has been given by the school principal or any person delegated to do so. The use of candles and other gas-operated lights should be avoided at all cost.

15.7.3. Electrical mains

Learners must not touch the electrical mains or use any electrical appliances that are not properly wired. All electrical repairs must be done by a qualified electrician. Learners should be encouraged to report all electrical-related problems, or any object that might be harmful to other boarders, to the prefects or the house mothers or house masters.

15.7.4. Public address system

It is strongly recommended that boarding facilities should have a public address system/ intercom that will be used to read announcements out loud and to issue an emergency notification should the need arise.

15.7.5. Orientation programme for new learners

All new learners, accommodated in school's boarding facilities, must undergo an orientation programme at the beginning of the first school term, to assist learners in getting familiar with the boarding rules and routines. Each new learner must have a copy of the Code of Conduct, which must be explained to all learners, parents and staff members.

15.7.6. School property

All learners are expected to treat school property with respect. No vandalism directed at any school property will be tolerated. Learners who destroy school property must be disciplined in accordance with the sanctions stipulated in the school's Code of Conduct for Learners. All areas that are out of bounds to learners should be indicated as such and brought to the attention of all boarders.

15.7.7. Learners' property

Learners should respect other learners' property. Stealing is a serious offence and should be discouraged. It is strongly recommended that learners be discouraged from bringing expensive appliances or large amounts of money into the boarding facility, as schools cannot be held accountable for any learner's lost property.

For primary school learners, the house managers may opt to secure pocket money for learners and hand it out when requested. Proper written records should be kept when a school opts for this measure. Maintenance staff, doing minor repairs in boarding facilities, should always be accompanied by a house staff member and the repairs should preferably be done during the school hours.

15.7.8. Learners' privacy

Learners' privacy must be respected at all times. Access to dormitories is strictly reserved for learners. Learners must be accommodated in boarding facilities, separating them by using gender and age appropriateness as criteria. Learners from widely differing age groups should not use the same boarding and ablution facilities.

Learners may be allowed to personalise their sleeping areas with suitable family photos, birthday cards and posters. Writing on the walls, however should not be allowed.

15.7.9. Clothing

Learners' clothing should be clearly marked to avoid any loss of clothing. Only age-appropriate and decent clothing should be worn in boarding facilities.

15.7.10. Class attendance

Class attendance is compulsory. No learner should be allowed in the boarding facility during teaching and learning time. Suspended learners may not serve their term of suspension in the boarding facility, but the suspension will only commence after a formal disciplinary hearing has taken place. Suspended learners must be fetched by their parents on the day agreed upon by both the school authorities and the parents.

15.7.11. Study times

All learners will attend supervised compulsory study sessions in the evenings on weekdays. Each school will decide on the number of hours that each study session should last. A maximum of a three-hour study session per day is recommended for secondary school learners and two hours for primary school learners.

For maximum benefit, learners should study quietly during this time, using either their designated study rooms or class-rooms. Additional study sessions and group discussions may be organised for learners who need more time towards and during examinations times.

15.7.12. Meal times

Schools should determine suitable times for meals and state where these meals will be served, as well as the designated areas where learners may eat. Except for light snacks and drinks, food should not be allowed in the dormitories. Cooking food in the boarding facility is strictly prohibited.

All learners must be provided with suitable food. Withholding of food should never be used as a disciplinary measure. Meals must be of good quality and well (nutritionally) balanced, and boarders with special dietary requirements must be accommodated. Learners must have access to sufficient, safe drinking water. The scullery and all utensils must always be kept clean. To avoid food poisoning, precautionary measures, such as regular training of food handlers in hygiene, are essential.

15.7.13. Medical and health issues

No unauthorised persons, other than a medical practitioner, may administer or prescribe any medication to a learner. Learners who have medical conditions that require prescribed medication should be assisted by the boarding master or matron after consulting a medical practitioner.

The boarding master or matron must have all contact details of staff members who can provide assistance during emergencies. The quarters of the boarding master or matron should have a fully equipped first-aid kit to deal with minor medical emergency situations, and these staff members should be competent in doing so. Each school must have local emergency numbers for all unforeseen emergency incidents. The school should also enlist the services of a local general practitioner for medical emergencies.

Learners who fall ill during school hours should be cared for in the sick-bay/rooms by authorised staff members. Learners who fall seriously ill should be hospitalised and their parents must be contacted immediately. Learners who suffer from any communicable diseases may be given temporary leave until they have fully recovered. Such learners must be assisted in making up for lost time.

15.7.14. Counselling

Learners should be afforded the opportunity to have personal, private counselling sessions. The hostel staff must have at least the minimum basic counselling skills. It is recommended that schools should enlist the services of the local social workers to visit the school at least once a week in the afternoons to assist learners.

15.7.15. Visits

No outside visitors may be allowed in the boarding facilities. Schools should have organised visits that allow parents and guardians to visit learners. Parents and guardians must respect visiting hours. It is recommended that parents should fetch learners when schools close or arrange safe and reliable transport for them.

15.7.16. Telephones

It is recommended that each hostel have a public telephone where learners can communicate with their parents and other family members. The use of the public telephone should be limited to specific hours. Telephones should not be used after lights-out time, including learners' personal cellular phones. Learners must be allowed to write and receive letters. Helpline contact details should be made available to learners so that they may contact outside assistance should they wish to do so.

15.7.17. Leave and time off

When learners leave the school grounds for whatever reason, all reasonable precautions should be taken to ensure their safety. Free-time visits to local shops or supermarkets should be done in turns and be supervised at all times, and learners should be in full school uniform. Schools should have clear procedures for entering and leaving boarding facilities, which must include the use of control registers. Learners must always have a school telephone number that they can call in case of an emergency.

15.7.18. Use of common rooms

Learners should have access to TV programmes, newspapers and magazines that are age-appropriate. Each school must determine the rules and the functions of the TV/common rooms.

15.7.19. Enrichment programmes

All learners must be exposed to a wide variety of enrichment programmes. All enrichment activities must be sufficiently supervised. Learners should be encouraged to take part in at least one sport code per term, as well as in other school's social clubs. A school inter-house league system, to ensure maximum participation by all learners, is strongly recommended. First-aid equipment must always be available at all sport-related events.

15.7.20. Entertainment

It is recommended that each school should establish an entertainment committee that comprises teachers and learner representatives. The main function of the entertainment committee would be to schedule an entertainment programme for the year, as well as organise and stage activities for boarders. Entertainment activities must not interfere with teaching and studying times and must be suitable for learners of school-going age. It is recommended that Saturday afternoons or evenings be used for entertainment activities.

Learners may be allowed, after receiving permission from the school authorities, to have portable radios in their dormitories, but these must be operated sensibly without disturbing other learners. Headphones must be used.

15.7.21. Public holidays

When scheduling programmes for learners in boarding facilities, such programmes must take into consideration holidays that occur during the normal school week. School functions, such as special awards and prize-giving ceremonies may be organised on holidays that occur during the week.

15.7.22. Birthdays

Small groups of learners wishing to celebrate a birthday may do so in designated areas, after seeking permission from the designated school authorities. Strictly no big groups or outsiders must be allowed, except the parents of the learner who celebrates a birthday. Parents may be involved during normal visiting hours. The school should decide on a permissible number of learners who may attend such birthday sessions, but they should not exceed the number of the learner's class-mates.

15.7.23. Serious offences

The school's Code of Conduct shall include offences that take place in boarding facilities, as well as the relevant sanctions thereof. Schools must always be alert that learners do not carry drugs, illegal substances, weapons and any other material or objects that are not allowed in schools. The following must be viewed as serious misconduct:

- (a) Breaking a law of the country.
- (b) Being guilty of theft; vandalism; assault or bullying; verbal or physical intimidation; being under the influence of illegal substances; and dealing in, supplying others with, or being in possession of illegal substances.
- (c) Drinking alcohol on the school premises.
- (d) Bringing alcohol onto the school premises.
- (e) Being on the school premises after consuming alcohol.
- (f) Consuming alcohol while officially representing the school (e.g. on tour) or at a function where their presence is due to their membership of the school.
- (g) Being repeatedly guilty of a less serious offence (e.g. truancy) but, by repetition, be seen as challenging the authority of the school.
- (h) Failure to respond to warnings with regard to such a pattern of behaviour could result in the matter qualifying for the procedures pertaining to a serious offence.
- (i) Bringing the school into disrepute by their behaviour outside the school – i.e. when they are the responsibility of their parents.
- (j) Learners should always exhibit behaviour that is decent and cordial to other learners, staff members and visitors.

15.7.24. Cleanliness

It is the duty of all learners in hostels to keep their dormitories clean at all times. Learners must make up their beds every morning and sweep the floors. The cleaning staff will be responsible for cleaning and maintaining the boarding facilities in general. The younger primary school learners may be assisted with certain tasks, but older learners must be allocated less demanding chores to assist in keeping their rooms clean.

15.7.25. Prefects/Representatives

Each boarding house should have elected prefects or representatives whose function must embrace both the welfare and discipline of learners. Boarding house prefects should provide leadership and also play an active role with regard to learners' needs and assist in emergency situations. Boarding house prefects must not replace the house mothers/matrons or house masters, but rather assist them in maintaining order and discipline.

Boarding house prefects, preferably at secondary schools, should be afforded the opportunity to contribute to the daily operation of the boarding facility. Learners may complain formally to the representative council. All roles and responsibilities that the school assigns to prefects should be stated in the school policy and prefects should be trained in these roles and responsibilities.

15.7.26. Protection of boarders against abuse

Schools must ensure that learners are not abused in any way while accommodated in boarding facilities. All staff members assigned the responsibility of caring for children must perform these duties to the best of their ability. Younger primary learners, accommodated in boarding facilities, should not be victims of neglect in these boarding facilities and regular parental visits should be encouraged.

16. Maintenance of boarding facilities

- 16.1. The SGB will be responsible for the day-to-day maintenance of boarding facilities out of funds appropriated for this purpose. The PED will be responsible for planned maintenance, rehabilitation and renovation. These will be provided in accordance with the school maintenance guidelines. The National Norms and Standards for School Funding (NNSSF) will also apply to the boarding facility. The funding for the boarding facility will, however, be calculated according to different formulae.
- 16.2. Routine maintenance and cleanliness, such as the removal of litter; maintenance of the playgrounds; minor painting and repairs; and the replacement of light bulbs, as per Section 114 (a) of the NNSSF will be the responsibility of the SGB. The annual allocation may not be used for day-to-day repairs to boarding facilities.
- 16.3. The PEDs must allocate maintenance funds for boarding facilities per capita and per poverty ranking. The funds must be ringfenced for maintenance of facilities and transferred in accordance with paragraph 121A of the NNSSF.
- 16.4. In as far as the maintenance of equipment is concerned, the management of the boarding facility should set aside an amount of their annual day-to-day maintenance allocation for the maintenance of equipment.

17. Staff

- 17.1. Each boarding house will require an adequate staff component to perform the necessary functions. Staff members will include educator and non-educator staff.

17.2. The following staff members will be required in a boarding facility:

- (a) The boarding facility manager, who is the school principal and who oversees the overall management of the school, and he/she will be referred to as Supervisor Level I.
- (b) House mothers and fathers, who are teachers who manage the boarding facility complex, and who will be referred to as Supervisor Level II.
- (c) Supervisors, who are teachers who supervise learner activities, such as homework and sport, and who will be referred to as Supervisor Level III.
- (d) Caregivers for primary school learners and house mothers and fathers, who will be taking care of learners after school in all activities, need not necessarily be teachers.
- (e) An administrator clerk who will administer and manage all boarding facilities records.
- (f) General workers, who will be responsible for cleaning, laundry, gardening, etc.
- (g) A chef to do the cooking.
- (h) An assistant chef.
- (i) A dietician.
- (j) A food inspector for each district office.

18. Post establishment for a boarding facility

Table 1: Post establishment for a boarding facility

	Staff Category	Number of Posts
1	Boarding facility manager	1 per hostel
2	House mother/father	1 per hostel complex
3	Supervisors	1 per 50 learners
4	Caregivers	1 per 10 learners
5	Groundsman	1 per 100 learners
6	Cleaners	1 per 100 learners
7	GW (general worker) for laundry	1 per hostel complex
8	Chef	1 per hostel
9	Assistant chef	1 per 100 learners
10	Dietician	1 per district office
11	Food inspector	1 per district office
12	Foreman/Security staff	1 per 12-hour shift

19. Remuneration and responsibilities of staff members

- 19.1. The appointment and remuneration of supervisors and support staff should be done in compliance with the policies and procedures of the Department of Public Service and Administration.
- 19.2. Roles and responsibilities of supervisors and staff members supervising learners will perform their roles as stipulated in Chapter D of the Personnel Administration Measures (PAM) document. The roles cover four areas, namely general, educational, economic and administrative work. Supervisors will be remunerated in accordance with the roles they are performing. The roles per level are as follows:

19.2.1. Supervisor Level 1

Normally, the head of the educational institution (e.g. the principal of the school) is classified under Level 1 and he/she is in overall control of all matters relating to the boarding facility.

General duties

- (a) Responsible for every aspect of the boarding facility's activities in accordance with the relevant department's policy.
- (b) Determines policy in respect of the educational, economic and administrative matters within the framework as prescribed by the department concerned.
- (c) Exercises the necessary control to ensure that the policy is implemented.

Educational duties

- (d) Exercises overall control in respect of the discipline and spirit in the boarding facility, including the welfare, studying and recreation activities of boarders.

Economic duties

- (e) Controls the economic function in accordance with the policy of the department and bears the final responsibility. Responsibility is therefore accepted for the compilation of the budget, the obtaining of certain tenders and the control and management of all supplies in order to ensure the most efficient and economic utilisation thereof.

Administrative duties

Responsible for all administrative duties that are necessary for the efficient running of a boarding facility. This includes, *inter alia*, and where applicable, the following:

- (f) Recommendations in respect of the appointment of staff.
- (g) Periodic reports on, and recommendations in respect of buildings, equipment, etc.
- (h) General management of staff.
- (i) Handling of applications for admission of boarders.
- (j) Collection of boarding fees.
- (k) Compilation of duty sheets for staff members.

19.2.2. Supervisor Level II

General

- (a) Practically implements the educational, economic and administrative policies as determined.

Educational

- (b) Responsible for the spirit and discipline in the hostel in respect of the welfare, studying and recreation activities of boarders.

Economic

- (c) Responsible for the controlling of supplies, accounts, bookkeeping, registers, the obtaining of tenders and all other duties pertaining to the post.

Administrative

Responsible for all administrative duties necessary for the efficient running of a boarding facility, including, *inter alia*, the following:

- (d) Recommendations in respect of the appointment of staff.
- (e) Periodic reports on, and recommendations in respect of buildings, equipment, grounds, etc.
- (f) Management of staff.
- (g) Handling of applications for admission of boarders.
- (h) Collection of boarding fees.

19.2.3. Supervisor Level III

The number of persons that are utilised at this level is directly related to the number of boarding facility enrolments. Those persons concerned perform educational and other duties, such as:

- (a) Executing the education programme.
- (b) Maintenance of general discipline in the boarding facility, as well as the neatness of boarders, their rooms, the buildings and the grounds.

19.3. Remuneration for boarding facility supervisors

Section XXIV of the Public Service Co-ordinating Bargaining Council (PSCBC) Resolution No. 3 of 1999, stipulates allowance criteria for supervision in boarding facilities. Remuneration of, or allowances for staff members will be done in terms of Resolution No. 3 of 1999, as follows:

19.3.1. Basis for remuneration

Payment is in the form of a non-pensionable allowance, based on a specific percentage of the basic payment (salary position plus any pensionable allowance) of the educator concerned. The percentages paid are as follows:

Table 2: Remuneration in percentages

Supervisor Level	Hostel Enrolment			
	0 – 60	61 – 120	121 – 300	301 +
1. Head (Supervisor Level 1)	12.5%	13.5%	14.5%	15.5%
2. Superintendent (Level 2)	12.5%	13.5%	14.5%	15.5%
3. Supervisor (Level 3)	12.5%	12.5%	12.5%	12.5%

The basic remuneration in respect of Levels I and II must be reduced by the following percentages in those cases where not all the functions mentioned above are performed:

Table 3: Reduction in percentages

Function	Percentage Reduction
Educational	50%
Administrative	25%
Economic	25%

An educator who performs supervisory duties at a boarding facility may be remunerated for duties performed at only **one** of the above-mentioned three levels of duties.

19.3.2. Remuneration of other staff members

The appointment, remuneration and benefits of support staff, explained in point 17.1, will be done in terms of the Public Service Act.

20. Lodging and boarding fees for staff

Supervisors residing in the quarters made available by the boarding facility management shall pay boarding fees for themselves and their families, as determined by the boarding facility management team, in accordance with terms mutually agreed upon.

21. Funding of boarding facilities

21.1. Funding and budgeting for the non-capital non-personnel (NCNP) cost of boarding facilities are regulated by Paragraphs 146 to 150 of the NNSSF, as amended in the *Government Gazette* No. 29474 of 14 December 2006.

21.2. These paragraphs provide the criteria with regard to aspects such as record-keeping by schools, the determination of boarding fees, exempting learners from payment of boarding fees, as well as subsidies to learners in boarding facilities.

- 21.3. The funding norms also provide criteria for determining the eligibility of learners to be subsidised, namely learners
- (a) whose transport time to school is more than one-and-a-half hours;
 - (b) for whom there are no available places in schools near the learners' parents' place of residence; and
 - (c) learners whose parents cannot afford the per-learner boarding fees.
- 21.4. Although the funding norms provide for boarding facility subsidies, this subsidy will obviously not be sufficient to cover the entire running costs of a boarding facility. The chief source of income therefore remains boarding fees.
- 21.5. Paragraph 147 of the NNSF provides for the school to charge each learner staying in the boarding facility a fee equal to the average running cost per learner in the boarding facility. This paragraph further allocates power to an SGB, wishing to exempt specific learners from hostel fees; and to do so by recording the necessary bookkeeping transfer.
- 21.6. It therefore remains important that the total running cost be determined by means of accurate planning, budgeting and cost estimations. Running costs include all the recurrent costs incurred by a boarding facility in its normal operations, namely catering, municipal services, day-to-day maintenance and laundry amongst others. Running costs exclude personnel costs, capital costs, such as scheduled maintenance, and infrastructure costs.

ANNEXURE A: Table 1

Description of spaces		Estimate minimum size/m ²	Estimate optimum size/m ²
1. Learners bedrooms			
1.1. Ordinary sleeping space		3m ²	3.75m ²
2.1. Head girls'/boys' sleeping space		3.75m ²	7.5m ²
2. Bathroom			
2.1. Shower space		1.2m ²	1.8m ²
2.2. Toilet space		1.2m ²	1.8m ²
2.3. Bath space		1.8m ²	2.5m ²
2.4. Basin space		1m ²	1m ²
3. Nutrition centre/Kitchen			
3.1. Cooking space		15m ²	20m ²
3.2. Food preparation space		15m ²	20m ²
3.3. Food storage space		12m ²	15m ²
3.4. Chemicals storage space		12m ²	15m ²
3.5. Dish-washing space		15m ²	20m ²
3.6. Control office		12m ²	15m ²
3.7. Dining hall		90m ²	120m ²
3.8. Cold storage place		12m ²	15m ²
4. Laundry			
4.1. Washing space		8m ²	14m ²
4.2. Drying area			
4.3. Ironing space		8m ²	12m ²
5. TV room		60m ²	80m ²
6. Entertainment room		60m ²	80m ²
7. Computer cubicle (1 per 20 learners)		3.5m ²	4m ²
8. Pastoral care spaces			
8.1. Sick-room		7m ² /9m ²	15m ²
8.2. Counselling room		9m ²	15m ²

Description of spaces	Estimate minimum size/m ²	Estimate optimum size/m ²
9. Administrative spaces		
9.1. Hostel manager's office	12m ²	15m ²
9.2. Secretary's office	12m ²	15m ²
9.3. Supervisor's office	12m ²	15m ²
9.4. Office for support staff	12m ²	15m ²
10. Telephone space	1.2m ²	1.5m ²
11. Store-room	12m ²	15m ²
11.1. Housekeeping equipment space	12m ²	15m ²
11.2. Garden equipment store	12m ²	15m ²
11.3. Gas cylinder & coal storage places	12m ²	15m ²
12. Staff quarters		
12.1. Hostel manager: 3-bedroomed house		
12.2. Supervisor: 2-bedroomed house		
12.3. Support staff: 1-bedroomed flat		

Notes

