

DEPARTMENT OF BASIC EDUCATION

NO. 7798

6 August 2026

SOUTH AFRICAN SCHOOLS ACT, 1996

**REGULATIONS ON THE MINIMUM NORMS AND STANDARDS FOR PROVINCIAL TEACHER
DEVELOPMENT INSTITUTES AND DISTRICT TEACHER DEVELOPMENT CENTRES, 2026**

The Minister of Basic Education intends, in terms of section 61(1)(aD) of the South African Schools Act, 1996 (Act No. 84 of 1996), to make the Regulations set out in the Schedule hereto.

Any person who wishes to submit written comments or representation on the draft Regulations is invited to do so within 30 days from the date of publication of this Regulations—

- (a) posting such comments to the following address:
Private Bag X895
PRETORIA
0001;
- (b) delivering such comments by hand at the following address:
The Department of Basic Education
222 Struben Street
Pretoria
0001;
- (c) e-mailing such comments to the following address:
TeacherDevelopment@dbe.gov.za

Comments must be addressed to the Director: Legal Services and marked for the attention of Adv
Zukile Ntshwanti. Comments received after the closing date will not be considered.



SIVIWE GWARUBE, MP

MINISTER OF BASIC EDUCATION

DATE: 5 August 2026

SCHEDULE

Definitions

1. In these Regulations, a word or expression to which a meaning has been assigned in the Act bears the meaning so assigned and, unless the context indicates otherwise—

“Act” means the South African Schools Act, 1996 (Act No. 84 of 1996);

“administration spaces” means the administrative spaces contemplated in regulation 9;

“Centre” means a District Teacher Development Centre contemplated in regulation 4(4);

“Continuing Professional Teacher Development” means a planned, continuous and lifelong process whereby teachers develop their personal and professional qualities, and improve their knowledge, skills and practice;

“Institute” means a Provincial Teacher Development Institute contemplated in regulation 4(1);

“teacher” means an educator as defined in section 1(1) of the Act;

“South African Council for Educators” means the council contemplated in section 4 of the South African Council for Educators Act, 2000 (Act No. 31 of 2000);

“supporting spaces” means areas or facilities within an Institute or Centre that do not serve the core function directly but provide essential support to make the main activities performed in the Institute or Centre effective and sustainable;

“training spaces” means training spaces contemplated in regulation 8; and

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

Scope and application

2. These Regulations apply to all education departments, and to Institutes and Centres offering teacher development programmes.

Purpose

3. The purpose of these Regulations is to set norms and standards which are aimed—
 - (a) at institutionalising, standardising and strengthening the system for teacher professional development; and
 - (b) at ensuring that all teachers in South Africa receive ongoing, high-quality professional support aligned with national education priorities.

Institutes and Centres

4.(1) Institutes are physical sites that must have the minimum functional capacity to serve as provincial sites from which national and provincial priority Continuing Professional Teacher Development programmes may be coordinated and delivered.

- (2) Institutes must—
 - (a) provide suitable office and administrative spaces for provincial teacher development officials and other officials who deal with the support and development of teachers and teaching;

- (b) provide suitable facilities, which may include residential facilities where required, for the development of key personnel such as subject advisors, district officials and mentor teachers, to support the delivery of quality support to teachers in the districts; and
 - (c) be resourced and maintained in a manner that enables the Institute to meet minimum norms and standards contemplated in these Regulations.
- (3) Centres are physical sites—
 - (a) located in districts and reasonably accessible to teachers from schools in that district;
 - (b) from which curriculum and teacher development support may be provided;
 - (c) where teachers are able to access resources;
 - (d) where continuing teacher development courses may be delivered; and
 - (e) where teacher professional learning communities may share good practices.
- (4) Centres must, where applicable —
 - (a) be aligned with the relevant District Improvement Plans; and
 - (b) be linked to the Institute in the province for purposes of teacher development support.
- (5) A Centre must have appropriate arrangements for the maintenance and safekeeping of all equipment made available to the Centre.
- (6) District teacher development officials located at or supporting a Centre must, where applicable, assist teachers to access appropriate development opportunities by—

- (a) assisting teachers to participate in self-reflection activities, either online or paper-based, in a safe and non-threatening environment;
- (b) facilitating access to relevant content onto the available platforms for use by teachers;
- (c) assisting teachers, where applicable, to consider the outcome of self-reflection or assessment processes and to identify appropriate courses or programmes to address any development needs identified;
- (d) assisting teachers to apply for relevant courses offered by providers approved or endorsed by the South African Council for Educators, where applicable; and
- (e) providing information to teachers on available, lawful and applicable funding mechanisms for approved courses.

Access

5.(1) Institutes and Centres must—

- (a) ensure equitable and flexible use, accommodate diverse abilities, preferences and needs;
- (b) provide accessible buildings, routes, indoor and outdoor spaces;
- (c) provide information, communications and related services;
- (d) guarantee full physical and communication accessibility to enable equitable participation by all teachers, including those with disabilities; and
- (e) ensure that renovations and upgrades to existing Institutes and Centres prioritise removing barriers and creating inclusive environments that support diverse user needs.

- (2) A Centre's or Institute's infrastructure and facilities must align with the requirements of specialised support programmes, particularly those serving teachers with special needs.

Site and identification

6.(1) The site for an Institute or Centre must—

- (a) be determined based on suitable topographical conditions and the location must ensure convenient access taking into consideration the surrounding population and demographic factors; and
- (b) contain a name board which is clearly visible to the public, indicating—
 - (i) the name of the Institute or Centre, as the case may be;
 - (ii) the contact details of the Institute or Centre;
 - (iii) the GPS coordinates of the Institute or Centre; and
 - (iv) a universally accessible QR code on the name board.

- (2) When determining a location for an Institute or a Centre, consideration must be given to the following:

- (a) The number of schools in the area.
- (b) The population being served.
- (c) Other amenities and facilities in the vicinity.
- (d) Space requirements: there must be sufficient space for planned buildings and provision for future development needs.
- (e) Safety and security: the location must be safe and accessible for all users and staff, away from high crime zones.

- (f) Accessibility: the Institute or Centre must be easily accessible by road by persons with disabilities.
- (g) Gradient: the gradient of the land must not impede access to persons on wheelchairs, and for this purpose the maximum running slope of the curb ramp must have a slope ratio between 1:12 and 1:16, and ramps leading to the building must have a slope of 1:16 to 1:20.
- (h) The location must be appropriately situated for ease of access by public and private transport and pedestrian traffic.
- (i) There must be adequate, safe and convenient off-street parking for users' vehicles, designated parking bays for staff and parking for users with disabilities must be provided as close to the building as possible.
- (j) The location must also be environmentally safe in respect of winds, floods and low-lying areas susceptible to water logging.

Key areas

7. An enabling teaching and learning environment in a Centre must comprise —
- (a) minimum training spaces;
 - (b) additional training support spaces;
 - (c) optional focussed learning areas; and
 - (d) administration spaces.

Training spaces

8.(1) Every Institute and Centre must provide adequate and functional training spaces to support the effective delivery of teacher development programmes.

(2) Core training spaces must include, but are not limited to the following spaces:

- (a) Teaching and learning spaces, such as training rooms, meeting rooms, laboratories, and workshops;
- (b) storage areas for teaching and learning materials, and for the safekeeping of sensitive and high-value equipment; and
- (c) critical user spaces, including libraries, conference halls, recreational areas, and adequate toilet facilities for trainees and other users.

(3) The minimum average space, in an Institute and a Centre, allocated for a teacher must be as follows:

- (a) For the training in laboratories: 1.5m² to 2m² per teacher; and
- (b) for teachers with disabilities: 2.4m² per teacher.

(4) For theory classes, there must be no more than 30 teachers per trainer.

(5) The number of teachers for science and ICT laboratories must be aligned to the number of workstations or computers available in the laboratories.

(6) All training spaces must be designed and equipped to provide a safe, inclusive, and conducive learning environment that accommodates diverse modes of training and technology-enabled learning.

(7) The minimum standard for training spaces is as set out in Table A in the Annexure.

Administrative spaces

9.(1) Every Institute and Centre must include administrative spaces for the effective management, planning and functioning of the Institute or Centre as set out in Table B in the Annexure.

(2) Administrative spaces contemplated in subregulation (1) must include, but are not limited to—

- (a) offices for the Head of the Institute or Centre, subject advisors, specialists, information technology specialists, and programme coordinators;
- (b) support rooms, including storage rooms, printing rooms, meeting rooms, and staff rooms; and
- (c) care and support spaces, such as pastoral care rooms and sick bays, particularly within Centres.

(3) Administrative spaces must be adequately furnished, accessible and equipped with appropriate technology and resources to support management, coordination, and service delivery functions.

Supporting spaces

10. Every Institute and Centre must provide supporting spaces, as set out in Table C of the Annexure, to complement and enhance the delivery of training, administration and professional development activities.

Electricity

11.(1) All Institutes and Centres must have a power supply which complies with all relevant laws.

(2) The choice of an appropriate power supply must be based on the most appropriate source of electricity available for each Institute and Centre.

(3) The form of power supply contemplated in subregulation (1) may include—

- (a) grid electrical reticulation;
- (b) generator;
- (c) solar powered energy; or
- (d) wind powered energy sources.

(4) Institutes and Centres must be furnished with a power supply of such a nature as to make it possible to continue with its work during load shedding by the electricity service provider.

Water

12.(1) All Institutes and Centres must have basic water supply.

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

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

(4) The sources of water supply contemplated in subregulation (1) may include—

- (a) a municipal reticulation network;
- (b) rain water harvesting;
- (c) mobile tankers;

- (d) boreholes; or
 - (e) local reservoirs and dams.
- (5) No Institute or Centre may function without potable water.

Sanitation

13.(1) All Institutes and Centres must have proper and sufficient sanitation facilities that are accessible to all, provide privacy and security and promote health and hygiene standards that comply with all relevant laws.

(2) The choice of appropriate sanitation technology must be based on an assessment conducted on the most suitable sanitation technology for each particular Institute or Centre.

(3) The sanitation facilities contemplated in subregulation (1) may include—

- (a) water borne sanitation;
 - (b) small bore sewer reticulation;
 - (c) septic or conservancy tank systems; or
 - (d) composting toilets.
- (4) All sanitation facilities must meet approved health, safety, and environmental standards.
- (5) Plain pit and bucket latrines are not permitted in Institutes and Centres.
- (6) Institutes and Centres must provide sanitation facilities that ensure accessibility for teachers with disabilities and which must include ramps, handrails, accessible toilet facilities that

meet National Building Regulations, tactile signage, and visual aids in line with Universal Design and SANS 10400.

Library

14.(1) All Institutes and Centres must have a 21st-century educational library that—

- (a) merges print and digital resources;
- (b) is equipped with the latest technology; and
- (c) promotes an environment of collaboration and inclusivity to foster lifelong learning, creativity and critical thinking.

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

- (a) A mobile facility;
- (b) a cluster facility;
- (c) a training room facility;
- (d) a centralised Centre facility;
- (e) a community facility; or
- (f) an ICT based facility.

Laboratories for Practical Work Training

15.(1) All Institutes and Centres must be equipped with the necessary computers, workstations, display devices, apparatus and consumables to make it possible to conduct experiments and practical work.

(2) The apparatus and consumables referred to in subregulation (1) must be housed in a secure laboratory, a mobile laboratory, a classroom, workshop, storeroom or a safe container.

(3) The size of a storeroom in an Institute or Centre must be such that it is conducive for the safe storage of materials and equipment for practical work.

Technology and electronic connectivity

16.(1) All Institutes and Centres must be equipped with—

(a) ICT facilities with the required hardware and dedicated software, business intelligence tools and internet connectivity; and

(b) wired or wireless connectivity for purposes of communication.

(2) The following communication facilities must be provided:

(a) Telephone facilities;

(b) internet or intranet facilities;

(c) an intercom or public address system; and

(d) Information Communications Technology based solutions.

(3) Sufficient bandwidth must be provided to benefit all trainees.

Perimeter security and safety

17.(1) Every Institute and Centre site must be enclosed by appropriate fencing to a height of at least 1,8 metres.

(2) Institute and Centre buildings must be equipped with safety and security measures, such as the following:

- (a) Burglar proofing for all ground floor buildings and other built areas on ground level that are accessible;
- (b) 24-hour security guard protection; and
- (c) an alarm system.

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

Design considerations for training spaces and training support spaces

18.(1) Natural day lighting must be optimised when designing training rooms, in order to minimise the dependence on artificial lighting.

(2) Glare must, as far as reasonably practicable, be avoided.

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

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

(5) Acoustic conditions must, as far as reasonably practicable, facilitate clear communication of speech between trainer and teacher, and amongst teachers, and must not impede teaching and learning activities.

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

(7) ICT laboratories are specialised spaces and must not be utilised for any purpose other than their intended purpose.

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

Tools and equipment

19.(1) Tools and equipment are to be housed in individual laboratories, and no common storerooms and tool rooms are permitted.

(2) Inventory control and scrutiny must be conducted on a quarterly basis with a consolidation at the end of each academic year and a guideline for dealing with the inventory of consumable material must be provided.

(3) Tools and equipment must be reviewed regularly to identify items that are unserviceable or beyond economical repair.

(4) Before removal from use, such tools and equipment must be assessed for possible repair, safe reuse or redeployment in accordance with applicable asset management requirements.

Maintenance

20.(1) Preventative maintenance, which includes the regular painting of buildings and sealing of roofs, must be conducted regularly to keep buildings and equipment in good condition.

(2) Corrective maintenance, which includes replacing broken windows, doors and gutters, must be done when necessary in order to ensure that operations continue safely.

Furniture

21.(1) Each space within an Institute and a Centre needs to have adequate and suitable furniture for the purpose it serves.

(2) In acquiring educational spaces, consideration must be given to the suitability of furniture for adult use, for specialist rooms, such as science labs, computer labs and for libraries, all of which have specific requirements in terms of furniture.

(3) Administration spaces must include furniture suitable for a reception area.

(4) Education support spaces must consider the purpose for each space, which must guide the procurement of suitable furniture for both indoor and outdoor areas, the latter described as recreational spaces.

Linking of Centres with schools

22. A Centre must support schools within its location, wherein the training of teachers from these schools is delivered.

Short Title and commencement

23. These Regulations are called the Regulations on the Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres, 2026, and come into operation on the date of publication in the *Gazette*.

ANNEXURE

Table A: Training spaces

			Size norms per core areas m ²			
	Number		Institute		Centre	
	Institute	Centre	Minimum	Maximum	Minimum	Maximum
Training room	10	6	60	72	48	60
Lecture theatre	1	0	100	120	0	0
Library	1	1	60	72	60	72
Science / practical work laboratory	1	1	60	72	60	72
Life Science Lab	1	0	60	72	0	0
ICT / computer room	3	1	60	72	48	60
Server room	2	1	15	20	12	15
Multipurpose room	2	2	60	72	48	60
Technology room	1	0	48	60	0	0
Media centre	1	0	60	72	0	0
Conference room	1	0	100	120	0	0
LTSM store	1	1	60	72	60	72
Storage space	6	4	12	15	10	12
Ablution facilities, including accessible toilet facilities	Minimum 3 male and 3 female facilities, including facilities accessible to persons with disabilities, subject to applicable building and sanitation requirements	Minimum 3 male and 3 female facilities, including facilities accessible to persons with disabilities, subject to applicable building and sanitation requirements	2.2x2.2	-	2.2x2.2	-

For purposes of this Table, a multipurpose room may include meetings, workshop and recreational uses, where appropriately designed and equipped.

Table B: Administration spaces

	Number		Size norms per core areas m ²			
			Institute		Centre	
	Institute	Centre	Minimum	Maximum	Minimum	Maximum
Office for the Head	1	1	15	20	12	15
Deputy Head	4	1	12	15	10	15
Provincial/District official's office, including subject advisors, specialists, IT specialists and programme coordinators	4	15	10	12	10	15
Administration office	6	4	12	15	12	15
Reception area	1	1	12	15	10	15
Lounge	1	1	15	25	0	0
Boardroom / meeting room	1	1	24	36	48	60
Storage areas/spaces	6	2	12	15	10	15
Strong room	1	1	6	10	6	10
Printing room	4	2	10	15	10	15
Staff room	1	1	48	60	48	60
* Pastoral care / sick room	1	1	12	15	12	15
Kitchenette	1	1	12	15	12	15

Table C: Supporting spaces

	Number		Size norms per core areas m ²			
			Institute		Centre	
	Institute	Centre	Minimum	Maximum	Minimum	Maximum
Security room	1	0	6	10	6	10
Dining room/hall	1	1	60	80	60	80