

3. INTRODUCTION

3.1.1. Real world problems:

World:

Education is essential for positive change in children's lives. Yet for millions of children, as well as adults, in developing countries, education is beyond their reach.

The children are the future and their education should be seen as an investment into the country's future.

South Africa:

Through education, South Africa will be able to reach economic prosperity. Through economic prosperity quality of life increases allowing for an opportunity to develop a peaceful, productive and democratic nation.

'Children are the major repository of South Africa's potential human capital for the future. The fact that children are the workers, scientists, parents, leaders and civil society participants of tomorrow means that their survival, health, nutritional and educational progress are key issues for Reconstruction and Development today.' Nelson Mandela (Goldstone 2004: 2).

Johannesburg:

The following information is summarized from *'Children in Johannesburg'* by Dr Cheryl Goldstone, 2004.

Johannesburg is located within Guateng, South Africa's smallest, but most densely

populated province. Johannesburg is one of the most urbanised, densely populated and fastest growing cities in the world. The city is home to 1 049 175 households and 3.2 million people.

Almost one third of the City of Johannesburg is made up of children. This means that around 1 million children between the ages of 0 and 19 years are found in Johannesburg alone.

Over half of Johannesburg's households earn less than R1600 per month and are considered to live in economic poverty, it can therefore be concluded that half of Johannesburg's children live in poverty. In 2001 there were 997 356 children aged 19 or younger in the City of Johannesburg.

'Together, the increases in poverty and inequity in Johannesburg in recent years represents one of the most serious challenges to ensuring that children in the City lead healthy, happy and productive lives.' (Goldstone 2004: 10)

The City of Johannesburg is currently focusing on three main aspects that will greatly affect the lives of these children in the City of Johannesburg.

'Firstly the ECD is to provide the best start for children in their early years. Secondly, safe study environments for children of school going age when they are out of the classroom will be provided and thirdly, the

creation of a support that will allow for the guidance for adolescents in navigating the sensitive transition to adulthood.' (Goldstone 2004: 10)

Through the implementation of new interpretations of the requirements and the functions of safe study environments, public study areas have the potential to be solutions to the educational problems that the country currently faces.

'Not all of us have the same opportunities to access these reserves of experience information. Science, technology, art, political and social life is the privilege of a few.' (Arquine 2007: 15)

3.1.2. Problem Statement:

Major:

The Public Visual Information Centre will allow for 'education through the aid of film' to benefit learners (adults and children), thereby using film to raise the level of education, within the City of Johannesburg.

Minor:

Through the introduction of additional services, the Public Visual Information Centre will breathe life into these cultural heritage buildings, thereby enriching the value of the Newtown Cultural Precinct and, in turn, affecting the City of Johannesburg.

3.1.3. Sub - Problems:

'Education through film':

How the concept of 'learning through film' (i.e. tele-learning) can benefit learners in Johannesburg will be investigated.

The way in which film can be implemented into classrooms, as a study aid, will be investigated. How teachers can get involved in this process and be trained to use this study aid effectively will also be looked at.

How film can be used as a tool to encourage learners to get excited about learning must be considered in the design. Allowing the educational facility to be seen as an entertainment facility is vital.

Different ways in which films are viewed will be considered. Whether it is beneficial to be used individually or in groups, or with or without the presence of a teacher must be taken into consideration.

Heritage Buildings:

The buildings original functions, as well as its adjusted functions, will be analysed to find the strengths and weaknesses of the building and the success of these adjustments.

The existing interior space will be analysed to see how the building was physically altered, as well as how these alterations are able to show the history of the building.

Heritage sites that have been successfully altered will be studied. How new and existing building styles can be connected will be considered.

The heritage of the building will have to be treated according to the Heritage Acts legal documents and regulations.

Facilities:

Through the introduction of additional services, the Public Visual Information Centre will activate life back into these buildings of cultural heritage.

A Public Visual Information Centre:

The Public Visual Information Centre, will house educational film material, viewable within the facility.

What film material is available and which film material is recommended according to the national curriculum will be considered.

The needed equipment for viewing the material will be investigated. As well as considering how the facility will be able to adjust according to technology advances that will be experienced throughout the life of the Visual Information Centre.

The needs of the learners while viewing will be studied. Whether to allocated group study stations or independent study stations will have to be considered

according to learners study needs and the design needs for each will be considered.

Cinema:

Certain educational film titles will be chosen according to the learner's age and academic needs.

Leading scholars, filmmakers and media literacy experts will be involved in the drawing up of lesson plans in culture, geography, history, arts and language, media literacy, and film viewing.

The chosen films will be introduced by the librarian, who will be running the course and the learners expected outcomes will be discussed.

The lesson plan will be given to the students before the viewing at the facility allowing teachers an opportunity to go through the expected outcomes with the learners. This allows the students an opportunity to know what areas are to be focused on before the viewing, allowing better absorption of the content of the film.

The auditorium's equipment needs will have to be considered, as well as the layout being designed for viewing, the writing of notes and a discussion room.

For optimum utilisation of the facility, the auditorium will be used as a cinema showing independent 'art and culture films'

3. INTRODUCTION

for the adult group. The way in which this space is able to adapt will be investigated.

Monthly themes will be implemented, with the films being discussed by film critics, directors etc to allow the viewers to have a better understanding of the themes running throughout the film.

Multifunctional Exhibition Space:

The multifunctional gallery space is a venue where individual's film work can be viewed by the public.

Students, or individuals, films will be shown within weekly or monthly themes depending on the interest and number of viewers.

How this multifunctional space can be designed to be flexible and easily adapted to the specific films or exhibition requirements will be considered.

Outdoor Cinema:

Weather permitting, films will be projected in the interior courtyard in the evenings, allowing the venue to maximize its optimal utilisation and draw in interested users into the facility.

This furthers the aim for the facility to be used as a South African art and culture film facility.

Museum:

The museum, situated within the existing museum wing, will depict specific aspects of Johannesburg's history that is not focused on solely in other Gauteng Province museums, through the use of film.

History will be depicted by a multitude of South African director's documentaries. Through the use of film, viewers will be able to connect to the past.

The strengths and weaknesses of the museum situated in that existing building will be taken into consideration.

Institutes that make use of media to depict history will be studied with a focus on identifying media that catches and maintains a viewer's attention.

Café and Bar:

The cafe makes up a part of the commercial aspect of the site that allows the facility a measure of financial viability.

How the three artisan houses that are physically connected can be adapted to perform as a cafe and bar area must be considered.

How the commercial part of the facility encourages a connection between the public spaces surrounding the site and the Visual Information Centre must be considered.

How the café will be seen as a day and night time facility and ways in which the design is able to draw in as many users as possible will be considered.

3.1.4. Definitions:

Placed in alphabetical order for easy use.

'Adaptation' - modifying a place to suit the existing use or proposed use.

'Art and Culture Film' – a serious, noncommercial, independently made film that is aimed at a niche market rather than a mass market.

'Connection' - a central point of interest or activity that focuses on education through the viewing of film media.

'Conservation' - all the processes of looking after a place so as to retain its cultural significance.

'Cultural Significance' – an object that has an aesthetic, historic, scientific, social or spiritual value that is preserved for past, present of future generations.

'Edutainment' –education being implemented in an entertainment environment.

3. INTRODUCTION

'Film' - a medium that combines images with narration and music to form an information resource.

'First Film' - operates primarily as a commodity and is dominant culturally and industrially.

'Interactive' –communication between elements.

'Intimacy Gradient' – a gradient system ranging from communal, busy areas through to private, quieter areas.

'Light Architecture' - seemingly weightless structures rather than a calculation of relative weight.

'Node' – gathering area where a specific function will take place.

'Outcomes Based Education' – the learning process whereby the end 'products' that need to be achieved are called 'outcomes'. The learning process involves how these outcomes are achieved.

'Platooning' - optimal utilisation whereby a space is used in the morning to perform a specific function and then in the evening performs a different function.

'Second Film' – alternative to the 'first film', emphasising the importance of national cultural expression from middle

class perspective. Art cinema committed to the notion of the directors artistic vision.

'Third Film' - addresses popular audiences but on political subjects who are part of historic processes rather than consumers. Places great emphasis on cultural expression and identity.

'Visual Information Centre' – learning facility whereby one is able to view films of varied educational topics.

'Youth' –children of a school going age.

3.1.5. Delimitations and

Assumptions:

Film education:

'*Connection*' will not include the education of film making or film techniques. The main media will be film and other media that is incorporated in film and therefore will not be a design concern for this project.

The facility will not be a school for learners (i.e. education through teachers) but rather a facility of educational aid. It is assumed that it will mostly be used by the youth during the daytime.

Multi-Media Library:

The facility will not adhere to the regular library standards and regulations as it is not a regular library. Only specific subjects will be available to be studied. These subjects will be aimed at a specific market.

The multi media library will be assumed to be aimed mostly at the youth.

Individuals will not be able to take films out of the facility. Schools will be able to rent films from the facility on a contractual basis.

'Large Screen Viewing':

The films screened will not be linked to Ster-Kinekor and Nu-Metro so their regulations will not be followed.

Purely entertainment films will not be shown so the screening is open to view any film deemed appropriate. The large screen viewing is not a typical cinema therefore cinema standards and regulations differ.

The large screen viewing will use different technology, not just 'black box cinema', therefore the standards don't apply.

History Through Film Museum:

The film museum is not a typical museum therefore museum rules and regulations do not apply.

The history related to Newtown will be displayed, not global history.

The film museum will not show any history of film making. No other media will be used in the museum other than film.



3. INTRODUCTION

Parking and Transportation:

It is assumed that the learners will be transported from their schools to 'Connection' by their own means. The donation of a minibus by Blue IQ, the Education Department or Sanlam would be a possibility.

Parking is available next to the site and will be assumed to be adequate with the correct layout.

Present Day Newtown:

The proposal is designed according to what is physically found within Newtown at present. Future proposals for the Newtown Precinct will be mentioned. However, for the design proposal; it is assumed that Newtown will remain in its present condition.

The Design Proposal:

The proposal focuses on the design of certain spaces within the site. Spaces that were deemed to be of most value to the functions of the site have been chosen. The proposal allows spatial layout and concepts for the other spaces within the site. It is assumed that these would be designed in more detail if not for constraints in time due to the large sized site.

3 INTRODUCTION

3.2.1. User Background:

The children in the Johannesburg area are the target users of the facility. 'Connection' is a solution to schools that currently don't have the infrastructure to allow children to benefit from the information resource of film. However, this educational facility is beneficial and open to all those wanting to better their education.

Relevant points have been summarised from the article 'Children in Johannesburg' by Dr Cheryl Goldstone.

Children in Johannesburg:

'I think that if we want to say that life is changing for the better, that there is an improvement, that we are better off today than we were yesterday – I think that must show in the children.' President Thabo Mbeki, Commonwealth Summit on Children (Goldstone 2004: 12).

In South Africa, the next generation is the potential human capital for the future. Children are the workers, scientists, parents, leaders and civil society participants of tomorrow, which means that their survival, health, nutritional and educational progress are key issues for the Reconstruction and Development of the country and its future.

'However meeting the basic needs of children is more than a developmental issue. It is also a question of the Rights of the Child – the moral obligation of society

to its children. These are expressed in the UN Convention on the Rights of the Child which we ratified on June 16, 1995' (Nelson Mandela, Children, Poverty and Disparity Reduction, May 1996.)

Poverty and Children:

'Together, the increases in poverty and inequity in Johannesburg in recent years represents one of the most serious challenges to ensuring that children in the City lead healthy, happy and productive lives, and that children's rights are entrenched.' (Goldstone 2004:10)

In Johannesburg the rate of unemployment has increased bringing with it the increase of households without an income. These drops have led to the levels of poverty and inequity in Johannesburg increasing.

'Should these trends indicated persist, existing problems of child poverty in Johannesburg are likely to escalate in years to come, in terms of depth, scale and chronicity. As a result the City will face the concomitant social, health and environmental challenges in relation to children, and society at large'. (Goldstone 2004:9).

Principals to Reach the Children's Needs in Johannesburg:

'Resource constraints associated with unemployment and reduced livelihood options effect children's life expectancy, risk of injury and disability, growth, health,

well-being and education.' (Goldstone 2004:18)

The Mayor of Johannesburg, Councillor Masondo, finds that Johannesburg's two main problems that it faces are firstly fighting poverty and secondly HIV and AIDS.

'These two aspects directly affect the children of Johannesburg and these issues create the difficult situations that the children in the city find themselves in. If Johannesburg's children are protected from the hostile urban environments, then intergenerational poverty, violence and social exclusion could be reduced in the present and in the future.' (Goldstone 2004:14)

In May 2002 the UN General Assembly Special Session on Children found four priorities that were to be focused on regarding the children of the country:

- 1) Promoting healthy lives
- 2) Providing quality education
- 3) Protecting against abuse, exploitation and violence
- 4) Combating HIV and AIDS

The mayor is concentrating on the improvement of the inequality and the disadvantage that children living in vulnerable poverty groups experience through the introduction of safe play areas as well as their nutrition. (Goldstone 2004:54)

'Our country needs teachers and books, clean water and clinics. Billions spent on fighter aircraft should be spent on the upliftment of the people.' Archbishop Desmond Tutu (Goldstone 2004: 5).

3.2.2. State of Education in Johannesburg: The History of Educational System within S.A:

Hendrik Verwoerd, a former prime minister of South Africa, in the 1950' and 1960's, is regarded as the chief architect of the Bantu education system that was used up until the new educational system was implemented after the termination of apartheid.

'The policy of Bantu (low level or gutter) education was aimed to direct black or non-white youth to the unskilled labor market, to ensure white control and prosperity. All of the above was carefully orchestrated and implemented in the name of "God" by the powers to be. By controlling the media they convinced the white electorate that the cause was "just" and it would greatly benefit blacks in South Africa. Black political organizations reacted with anger at the new law. Thousands of parents vowed, they would rather have children roaming the streets, than to be subjected to Bantu Education.' (Rebirth 2000:1).

Bantu education corrupted the country and its people. The South African education

system has had to go through dramatic changes to correct the inequalities of the past.

'Many of the problems still remain, however, and are not going to disappear conveniently if ignored.' (National Government 1994: 1)

The background to this educational crisis is the destruction of 'black' education under Apartheid, the resultant appalling teacher practice and lack of intellectual curiosity and a dominant tradition of 'classical' schooling that spoon-feeds children.

Government has now moved to 'Outcomes Based' education to introduce the exploration of reality in the lives of children.

Problems Facing Education in South Africa:

The following statistics are taken from the *'National State of Education in South Africa 2004'*.

There are two main gaps in South Africa's education system. 60% of South Africa's children do not reach the final matric school year.

Some 4.7 million and 9.6 million South Africans aged 15 and over have had no schooling or did not reach grade 7. This means that some 32% of the adult population, or 14.3 million, may be regarded as functionally illiterate.

Another serious matter is that many matriculants, despite being taught maths and english, underachieve in these subjects due to literacy levels. How then does one help millions achieve functional literacy and numberacy outside of the formal education system and to so restore their belief that they can move upwards and within their dominant formal economy?

The lack of education amongst parents/ carers of children means that 'between 80% and 90% of the people looking after the children are women – and the literacy level among women in the areas surveyed (KwaZulu Natal, Eastern Cape and Limpopo) is only 70% or less.

65 % of the children interviewed reported that no one in the house was sufficiently 'educated' to help them with their homework.

Paying fees becomes a problem when unemployment is above 40%, when most families live in townships and rural areas that continue to be 'non-working' local economies with 80% local economic inactivity, are still highly dependant upon the state and the modern economy, and are characterized by massive child hunger and a rising number of HIV/AIDS orphans.

11 million of 30 million adults have never had a formal job. Parents in poor communities often say that their greatest sadness is that they are 'bad parents'.

3. INTRODUCTION

The Constitution supports their call for assistance to become better parents but it clearly places the responsibility for children with parents. The state may only step in if there is a break down. Communities are seeking self-management and self-sufficiency, they are looking for ways to involve parents with their children so that both gain the confidence to proceed with education and schooling, and the upliftment of poor teachers are key education issues.

Learning Environment Technology:

In a vast amount of South African schools there is a lack of required materials and equipment needed at Primary and Secondary levels. Tertiary institutes are found to be more equipped due to the fact that they are high fee institutes.

It is often found that when materials and equipment are donated, the problem of security is then raised.

A solution to this security problem is a defensive thinking design that incorporates enclosed/ gated facilities and surveillance, which is often too costly for the schools to implement.

Untrained Staff:

Certain facilities that have been designed for use in education are found to be under-used due to the lack of trained skilled staff. These facilities cannot be maintained as no

one is using them and this eventually leads to theft of the equipment.

Communication Networks:

Communication networks in the rural areas are either lacking or too primitive. Copper wires used for the telephone lines are stolen when the communication networks are put in place.

Alternate technology can be implemented in this situation; however it is expensive in the initial set up stages. These alternate technologies are often difficult to operate and maintain.

Adult Classes:

There is a need for adult classes where skills and literacy are taught. Illiteracy levels are high, which reduces the ability to 'learn and earn' as well as increasing the risk of falling back onto crime.

Facilities need to house adult education or 'continuing education'. The facilities need to be flexible in order to adapt to teaching of a variety of skills as well as multi- use of the structure.

The value of adult education needs to be addressed and emphasized to loose the negative attitudes.

'Only time and an emphasis on the reward inherent in education will induce a change in attitude.' (National Government. 1994:2)

Re-adaptation of Existing Structures: Short and Long Term Solutions:

The educational departments do not have the funds to build the facilities that are required within the near future or to even modify what is existing to meet the new standards.

'In many areas schools have been burned, vandalised or razed to the ground, as an often mindless protest action. Here, both short and long term solutions are needed. Where the facilities exist, they may be inappropriate since norms and standards as well as educational direction, are in a state of flux.' (National Government. 1994:2)

Short and long term solutions are needed for the lack of building structures in education. The solutions will involve compromise while using the existing premises but with modification and upgrading.

'Present research into "what exists, what is needed, and how to fill the gap" suggests that simple and pragmatic options exist.' (National Government. 1994:2)

The long term plan is that by 2013 all schools are to have sufficient facilities and resources to operate completely.

Norms and standards in the education department need to be readdressed as the new education system direction is different. The past norms and standards are generally unaffordable and new space planning guidelines need to be created.

Existing Buildings in Private Sector:

Using existing building stock is seen in the private sector in private colleges occupying floors in office blocks.

Community Education Centres:

Community centres are not new ideas, however, the educational system has changed, eg. incorporating more group interaction and self study into the classroom. The community centres need to adapt to these changes to smooth the transition from school time to homework time.

The centres will be an education facility that has followed an appropriate brief. The private sector will have to provide funds towards 'community education centres'.

In the meantime the Community Centres are a short term solution. They can be owned by the community but must have a feasibility study carried out as is done for commercial projects for the project to be viable.

'New, community owned and State subsidized facilities – one of the "quick fix" routes being followed – are not always

sustainable. In the short term, this may be because no feasibility studies were prepared.' (National Government. 1994:3)

Maintenance:

Maintenance of existing structures needs to be considered. Low cost solutions must be implemented to allow these buildings to adjust to their new functions. These low cost solutions need to be low maintenance.

'There is a lack of maintenance of existing facilities. Paradoxically, the older buildings were built to a higher standard and are often in better condition than newer, low cost buildings.' (National Government. 1994:2)

Community Involvement:

In the building of the facility there is the possibility of employing locals into the process to aid the employment levels of the local community. This, however, adds to the cost of the project. Training of the workers can cost the project up to 3% of the total, and increases the time it takes to complete the project.

Solutions:

'There is not just one solution, but a number of options, related to planning, erection, staffing and maintenance, and affected by outside issues of policy, support and finance.' (National Government. 1994:3)

'Reconstruction and Development Plan':

This plan drawn up by the ANC is a statement that shows their intent on dealing with education and training on all levels in South Africa.

'While this does not necessarily guarantee action, it at least provides evidence of a real concern and support for the issues involved.' (National Government. 1994:3)

Funding:

Many educational initiatives are supported by the private sector. The support of this sector has led to the supply of teachers training, books, literacy programmes and outreach actions.

The universities of South Africa as well as large research groups are involved in the investigation of the concepts of tele-teaching, team teaching, and a variety of electronic aids that can help the system.

Existing Facilities:

Existing facilities are available throughout South Africa. These facilities however need to be modified to perform their new specific function.

In urban areas the townships are densely populated. This is increased even further by the learners coming from rural to the urban areas in search of a better education. This leads to overcrowding of the existing education facilities. More

3. INTRODUCTION

facilities can be utilised by making use of other facilities that can be adapted.

To accommodate the need for more school facilities numerous private 'cram' colleges, schools and business training institutes have sprung up. These are taking advantage of the widespread needs of the disadvantaged. Many of these are uncoordinated.

Community Participation:

New schools are being built that are based on the new pattern for education by the local community themselves. These schools are fiercely protected by the members of the community who own them. This contributes to a better and more freely available education.

Community Ownership:

The 'dual management system' was implemented in a rural area where the community discovered an indirect system of lease back or buy back so that an initial donor's money becomes seed money for school after school.

Converting Existing Building Stock to Fill Needs:

Central Johannesburg buildings are converted to provide more education at various levels. Low cost buildings that are converted allow for fees to be more affordable.

Grade C office space found in densely populated areas can be converted for educational use.

Economies of Cost, Scale and Usage:

Low cost alternatives in building materials are always being developed.

The cost of running a school will overtake its capital cost within a three to four year period. The way to overcome this is for high utilisation of everything in the school, operating 12 hours a day, seven days a week if possible.

New Types of Educational Facilities:

Schools are now changing to be 'centres for education' where high usage, high tech areas – science, library, resources, information, craft and music centres – with playing fields and classrooms for all age levels clustered around these functions.

'A global view of all schools in the country might, it seems, show that the concept of "what a school is" may be due for revision. The development of "centres for education" which could supplement, if not supplant, some conventional schools, is being investigated by one of South Africa's larger industrialists.' (National Government. 1994:4)

Design for Flexibility and Adaptability:

Buildings need to be designed (or converted) to be flexible in use, adaptable to changes in educational policy and

teaching methods and appropriate to their function related to a wide range of users.

3.2.3. Education Facility:

The following summary is taken from the interview of Mr. Henry Parsons, headmaster with Scotborough High School, KZN, taken in April 2007.

The following points on the educational system, which is experienced within the schools themselves, allow insight into the current situation teachers and pupils are facing within South Africa.

It allows one to analyse the concerns and recommendations of a person who is experiencing the current education system first hand.

Outcomes Based Education:

'OBE starts with the philosophy that all learners can learn. From this starting point, OBE clearly defines the knowledge, understanding, skills, attitudes and values that learners are to learn. Thus it is clear that the end products of the learning process are called outcomes. And that when we decide, before learning takes place, what the end products of the learning process must be, we say that a system is outcomes-based.' (Millar 2001:2)

The system has been implemented into South Africa too soon, due to the fact that for this system to work pupils need to have

4. DESIGN APPROACH

4.1.1. A Solution to the Current Educational Problem:

The educational facility 'Connection' will allow the learners an opportunity of using the media film as a learning tool for the benefit of their education.

There are many programmes currently being discussed with the aim to reach out to the underprivileged communities and supply them with needed infrastructure, specifically through the introduction of technology into South African schools.

These programmes, however, take years for the plans to be implemented. Learners therefore, have to wait until the programmes reach their schools. In some cases pupils are not given the opportunities to reach their academic potential while they wait for these programmes to reach them.

Education facilities need to be set up where learners will have access to a public facility where the educational programmes are already up and running, bridging the gap between the governments intended proposals and the pupil's current needs.

What is Tele-learning?

The definition of tele-learning is "making connections among persons and resources through communication and technologies for learning related purposes." (Hitchen 1994:56)

Tele-learning systems in the design proposal need to benefit the individuals wanting to raise their education level as well as teachers wanting to incorporate tele-learning into their lessons

Individuals Wanting to Raise their Education Level:

Education in Johannesburg schools is not all on the same academic levels, in that there is no way of maintaining equal and fair amounts of resources available to learners, in their schools or in their homes for that matter. Certain pupils have access to more resources than others.

A facility is needed to allow the learner, as an individual, to raise their level of education, thereby allowing communities to be empowered through education, and individuals to be in control of their own future.

Through the aid of multimedia, in this case film, these differences in learning levels can be narrowed, with tele-programmes that are readily available i.e. educational films.

The proposed educational facility will allow the benefits of tele-learning to:

- Uplift learners in Johannesburg, by improving education levels through the use of the supporting multimedia aimed at the personnel, social, cultural and economic development made possible

through the availability of contextually relevant educational material.

- Be made available with an already equipped facility with the required infrastructure such as PC's, video recorders, televisions, satellite dishes and decoders.

- To bring the world into the classroom, through film, and allow the learners have experiences that they would not otherwise be able to have.

'A good video documentary, accompanied by a variety of other learning resources can provide this feeling of being there while still being in the classroom, and is one of the major motivations for television.' (Hitchen 1994: 64)

- Enhances thinking skills in learners, such as those needed for enquiry and analysis of multiple forms of information and is a stimulus for problem solving activities.

- Provides learners with an opportunity to consolidate new knowledge or skills through follow up activities.

4. DESIGN APPROACH

4.1.1. A Solution to the Current Educational Problem:

The educational facility 'Connection' will allow the learners an opportunity of using the media film as a learning tool for the benefit of their education.

There are many programmes currently being discussed with the aim to reach out to the underprivileged communities and supply them with needed infrastructure, specifically through the introduction of technology into South African schools.

These programmes, however, take years for the plans to be implemented. Learners therefore, have to wait until the programmes reach their schools. In some cases pupils are not given the opportunities to reach their academic potential while they wait for these programmes to reach them.

Education facilities need to be set up where learners will have access to a public facility where the educational programmes are already up and running, bridging the gap between the governments intended proposals and the pupil's current needs.

What is Tele-learning?

The definition of tele-learning is "making connections among persons and resources through communication and technologies for learning related purposes." (Hitchen 1994:56)

Tele-learning systems in the design proposal need to benefit the individuals wanting to raise their education level as well as teachers wanting to incorporate tele-learning into their lessons

Individuals Wanting to Raise their Education Level:

Education in Johannesburg schools is not all on the same academic levels, in that there is no way of maintaining equal and fair amounts of resources available to learners, in their schools or in their homes for that matter. Certain pupils have access to more resources than others.

A facility is needed to allow the learner, as an individual, to raise their level of education, thereby allowing communities to be empowered through education, and individuals to be in control of their own future.

Through the aid of multimedia, in this case film, these differences in learning levels can be narrowed, with tele-programmes that are readily available i.e. educational films.

The proposed educational facility will allow the benefits of tele-learning to:

- Uplift learners in Johannesburg, by improving education levels through the use of the supporting multimedia aimed at the personnel, social, cultural and economic development made possible

through the availability of contextually relevant educational material.

- Be made available with an already equipped facility with the required infrastructure such as PC's, video recorders, televisions, satellite dishes and decoders.

- To bring the world into the classroom, through film, and allow the learners have experiences that they would not otherwise be able to have.

'A good video documentary, accompanied by a variety of other learning resources can provide this feeling of being there while still being in the classroom, and is one of the major motivations for television.' (Hitchen 1994: 64)

- Enhances thinking skills in learners, such as those needed for enquiry and analysis of multiple forms of information and is a stimulus for problem solving activities.

- Provides learners with an opportunity to consolidate new knowledge or skills through follow up activities.

4. DESIGN APPROACH

Teachers Wanting to Incorporate Tele-learning into their Lessons:

'While South Africa has many dedicated teachers there is a desperate shortage of those that teach maths and science. So much so that almost 30% of learners are taught math's by teachers with no qualifications in math's and almost 40% of learners are taught science by teachers with no qualifications in science.' (Lamont Citichat 2003)

Within many Johannesburg classrooms, teachers give lessons without the aid of technology, excepting an overhead projector.

In some cases there are computers available in the school's computer room but a lot are not connected to the internet.

Facilities need to be implemented to demonstrate to teachers how tele-learning can be used as a teaching aid. These lessons need to be given continuously as well as refresher courses. Motivational talks need to be given to encourage the teachers to update and raise their teaching skills wherever possible.

The teacher may wish to enrich their lessons and their outcomes within the classroom through technology, by learners experiencing a range of options and ideas beyond those of their teacher and the textbook. For example, the teacher may give the students a handout to accompany

a lesson that includes information the teacher obtained from various film footage. Teachers can access information from education programmes on the television. As well as gather lesson ideas from these programmes through viewing which are successful methods of teaching certain aspects of subjects.

Tele-learning allows qualified teachers in all subjects to be available at all times to the students, through recorded lessons, based on the national curriculum. This can be a great teaching aid to teachers in areas that they themselves battle to understand as well as helping teachers to address the dull, difficult and dangerous topics

Tele-learning can be easily implemented into the classroom as:

- Television is a familiar form that is widespread and well established throughout the world
- Advances in transmission and video processing have made it possible for schools to own a television
- It can easily be integrated with other learning activities, through careful preparation by the teacher.

Television programmes or clips must be included by the teacher, meaning that the programmes are not merely just played,

but rather the teacher and the learners interact with the lessons in order to make it a useful teaching tool.

The teacher must:

- Preview the specific outcomes
- Prepare the video and television equipment
- Explain unknown terminology (vocabulary) or concepts to the learners
- Inform the learners what is expected of them whilst watching the video. They must make notes, look up certain facts etc.

Adult Learning Classes:

Tele-learning can also benefit the adult group that can be educated during evening classes in the facility. Tele-learning for the adult groups allows adults the opportunity of learning skills that will benefit them, years after attending school.

What is Film?

'Film is a medium that combines images with narration and music to form an information stream. The medium is ideal for situations where a visual component is required for optimal understanding.' (Sardar 2006: 75)

4. DESIGN APPROACH

The uses of film would be for the following purposes:

- education – (information videos, lectures, training, pedagogical documentaries)
- news (happenings, events, announcements, analysis)
- entertainment (where the content is distinct from the normal fare of television, e.g. Short films)
- discussions (interviews, panel discussions, interactive programming)
- local sports coverage

Film, as summarized from 'Introducing Media Studies', by Sardar 2006, can be divided up into the four main types of uses that it performs:

- diversion – which is the emotional release to avoid problems or work
- Personal relationship – which it provides company when one is alone and becomes a subject of discussion with others.
- personal identity – assesses and locates our own selves against the social world
- Surveillance- provides information about issues and events.

'On average, we spend over 15 years of our waking lives just watching television. Films, videos, newspaper, listening to music, surfing the net – means that we

spend one third of our lives immersed in the media' (Sardar 2006 : 78).

Why Use Film?

'The purpose of filming is to 'render an approximation of actually in an interesting and visually pleasing way.' (Hadland 2006 : 15)

'Films are more brilliant and wiser, more complete, patient and generous than their directors. Film makers put the best of themselves into their work. They have time to think about what they film, research, compare their information and ideas with those of others, to polish their words, which is to say polish their thought and their mode of expression.' (Sardar 2006: 80)

The following points are summarized points, found relevant to the project, from the following books: Introducing Media Studies, Re-visioning Television and Tele-learning.

Television has the ability to communicate with activities at local level which makes it a powerful tool.

Many people are already using film for arts, raising awareness, training as well as for creative pleasure.

Television Can Reach People Across the Globe:

Through mediation (human communication put into material form – words, gestures,

songs, pictures, writing), we communicate across space and time with as many people as possible. Film has the ability to reach a vast number of people, in all areas throughout the world.

See Other People's Experiences:

Film teaches us that others have experienced doubts, suffered losses, confronted obstacles, and sought answers. Films allow us to experience other times in detail

Improve Democracy:

It is assumed that improved access to more diverse media is good for democracy, development and empowerment in a country. Everyone has the right to communicate, the right to equality and dignity and to linguistic and cultural expression i.e. the right of access to media and access to information.

Improve Access to Materials:

One of the problems faced by students in South Africa is access to materials, which may be costly. Issues of access have made media the only way in which the educational needs of certain groups can be met.

Through film the course materials can be discussed and made easily and more cheaply available. A main advantage is that there is not only one book, as the group can participate in watching and discussing the films at the centre.

4. DESIGN APPROACH

Education films are made and distributed easily through digital technology.

Digital technologies drive down barriers to entry, meaning in the future more people will become video producers and their ability to contribute to television programming will be limited by their skills, imagination and ability to use the medium rather than new technology and costs. This makes television more available for both viewers and producers.

'Digital technologies are also lowering the barriers to entry for video producers, enabling people to produce material at a good level of technical quality at the beginning of the production-transmission chain. This allows more films to be made' (Sardar 2006: 4).

Digital information has further benefits; it does not decay during its passage through the production-transmission chain as analogue information. Digital is more readily manipulable and accessible during production. Digital can be transmitted over multiple channels and stored by the end-user on multiple devices. This allows educational films to be circulated over the world with ease.

The quality of video over data networks does not need to be as high as that required for television because:

- the video is not subject to the limitations of transmission over the airwaves
- it need not be shown full screen, full motion video
- the information value of the content is of greater than the value that the clarity of the accompanying images.

For these reasons, low-end consumer video cameras can be used allowing educational films to be made cheaply and therefore more often.

Why is Film Good for South Africa?

The following is the summarized points found in Re-visioning Television South Africans Television Audience Analysis:

- Television reaches 68 % of the total population. The highest penetration is in the Gauteng and KZN regions, with 20 % of the TV viewers in these provinces.
- Of the population amount that TV does not reach, (approximately 30% of the total population), 90% are in the lower LSM categories. However in the last five years the number of lower LSMs access to television has grown by 200 per cent.
- Television reaches over 40% of households in South Africa.

The highest penetration of households is in Gauteng.

In South Africa there is a great disparity between poor and affluent groupings, which are overlaid by racial divides, lack of electricity, low TV ownership levels and a lack of access to production skills and facilities.

There is a current under-utilisation of media facilities in the community, and the huge need to disseminate information and to reach within and between communities.

The structure of the past has left its imprint on the demographic profile of the population, which when viewed in terms of economic, social and political factors reveals wide disparities that yet reflect the racial inequities of the apartheid and colonial years. (Hadland 2006: 37)

Media, like other sectors of society, have a role to play in its readjustment to the current objectives of racial parity within the overall economic framework.

In Johannesburg there are huge gaps between the First and Third World economies within the country. There are attendant populations of information rich and information poor, meaning not all people have the same access to film. Although most watch television few realise the potential that it has of educating one.

4. DESIGN APPROACH

Why is There a Shift from Books to Film?

The following is the summarized points found in 'Introducing Media Studies' by Sardar, 2006.

Education through the media film allows tradition to be disrupted with the new media, therefore the social and cultural environment are reshaped.

'Television reconnects the senses that were fragmented by print. Electronic media is taking society back to a kind of preprint state of harmony.' (Sardar 2006:65)

What are the Possibilities of Film in the Future?

The following is the summarised points found in Introducing Media Studies by Sardar, 2006.

The Combination of Film and Internet:

Television is no longer a stand-alone medium but rather one that is merging into information and communications technology (ICT) networks.

In the future as digital technology progresses and bandwidth availability increases, so television will become more available. It will also cease to be a passively received medium, but rather become more interactive allowing audiences to interact with the film.

The internet can be used as a distributing channel, allowing the viewers the option of seeing archived TV programmes at their digression.

Video Conferencing:

Video conferencing allows round-table discussions using the webcam hook-ups. This allows audience participation through chat rooms and the telephone.

In South Africa providers have extended broadband connectivity speeds through their various fixed-line and wireless products. This means that high speed internet is more affordable. Through its ADSL line, Telkom has provided television broadcasting distribution. Subscribers can download video streams. This allows the multicast stations reach to include rural areas and could be used to aid the empowerment initiatives in these areas.

Newspapers:

In the future Print newspapers will disappear leaving newspapers that are tailor-made to our needs to arrive on screens in the morning.

4.1.2. Film material

The nine learning areas that need to be covered according to the 'Outcomes Based Education Teachers Manual'

There are eight learning areas within the schooling system that replace the subjects

of the previous system. These learning areas are:

- Language, Literacy and Communication;
- Mathematical Literacy; Mathematics and Mathematical Sciences;
- Natural Sciences;
- Technology;
- Human and Social Sciences;
- Economic and Management Sciences;
- Arts and Culture;
- Life Orientation.

Educational films and programmes that will be available to be viewed in 'Connection', will be related to these nine learning areas

4. DESIGN APPROACH

In many schools of architecture around the world, architecture has sought connections with other fields of art; the most recent interest is cinema.

Cinema is studied for the purpose of discovering a more subtle and responsive architecture. Many architects today, such as Bernard Tshumi, Rem Koolhaas and Jean Nouvel, have used the influence of cinema in their approach to architecture.

The similarities that exist between cinema and architecture make up the theoretical reasoning behind the design decisions of the visual information centre.

4.2.1. Architecture and Cinema

The following points are summarized from the book *'The Architecture of Image: Existential Space in Cinema'* by Juhani Pallasmaa, 2000, and shown how it is interpreted into the design of the educational facility.

Architecture and Cinema show an Image of the Life at that Time:

Cinema is the art form which is closest to architecture due to both using current affairs and spatial structures. Images of culture and a particular way of life are created and remembered by cities and buildings.

'Both cinema and architecture mediate comprehensive images of life.' (Pallasmaa 2000:5)

Cinema is able to capture a scene and life situation of a city during a certain time as well as creating that life experience.

How can it be Shown in the Design Proposal?

Images of life can be shown through the combination of contemporary architecture with heritage architecture.

This contrast draws the user's attention to the history of the building and the timeline of the alterations.

The contrast can be seen clearly through the introduction of contrasting materials, contrasting styles of architecture, and where the contemporary buildings are positioned within the site.

Movement and Sequences:

'To erect a building is to predict and seek effects of contrast and linkages through which one passes. In the continuous shot/sequence that a building is, the architect works with cuts and edits, framings and openings like the director.' (Pallasmaa 2000: 3)

Movement

'Architecture exists, like cinema, in the dimension of time and movement.' (Pallasmaa 2000:4)

Sequences

'One conceives and reads a building in terms of sequences.'

(Pallasmaa 2000:4)

How can it be Shown in the Design Proposal?

The sequence of the functions taking place in a building determines the layout of building. Users of the building follow certain sequences that determine the essence of the design.

Certain sequences are more important than others and through the design users can be shown which sequences are of primary importance while others are viewed to be secondary sequences within the building.

The Emotion Felt in a Room, Created by the Architect and the Director:

'Houses are built in the world of Euclidian geometry but lived space always transcends the rules of geometry.' (Pallasmaa 2000:2)

Lived space resembles the structure of the unconscious, organized independently of the boundaries of physical space and time. One finds that one unconsciously feels more comfortable in certain rooms than in others.

How is this Shown in the Design Proposal?

A lived space is filled with emotion rather than perfect geometry.

An educational facility structurally needs to perform certain functions. However, the way users feel leading up to, entering, walking through a building and within the individual spaces, will be due to the emotional feel of the spaces, not their geometry.

The emotional feel that is created in spaces and within the facility overall can be created through the manipulation of:

- Different heights within the spaces,
- Whether spaces are open up to the outside or more confined.
- Whether the furnishings in the spaces are soft or hard.
- Whether the lighting is harsh or dimmed.
- Whether the space is flexible or more rigid.

The Individual's Experiences of Architecture and of Cinema:

Lived space is always a combination of external space and inner mental space, 'actuality and mental projection'.

'We do not live separately in material and mental worlds, these experiences are fully intertwined. We live in mental worlds, in which the experienced, remembered and imagined, as well as the past, present and future are inseparably intermixed. The modes of experiencing architecture and cinema become identical in mental space.' (Pallasmaa 2000: 5)

How is this Shown in the Design Proposal?

The users past experiences, whether imagined or remembered, will be combined with the facility, as it is creating a mixed reaction to the educational facility.

The question of whether film is viewed as an educational facility or an entertainment facility, as well as whether watching educational films is considered learning or entertainment will be determined by the users mental state.

This mental state will be determined by their past experiences, in other educational facilities, and what they imagine the facility to be.

The design can challenge these ideas by the education facility being seen as an entertainment facility.

The users will come with a mental idea of a 'library' due to past experiences that they have remembered. The challenge of the design is to change these mental negative connotations through a new interpretation of a 'library' and learning.

This idea can be achieved by:

- the incorporation of more commercial elements not usually found in an educational facility
- the design of more playful, relaxed spaces not associated with a more

formal educational facility that is more institutionalized.

Human Interaction with Architecture and Cinema:

'Architecture is eternalized in matter, whereas cinematic images are only an illusion projected on the screen. Both art forms define frames of life and situations of human interaction.' (Pallasmaa 2000:11)

Although the situation of viewing a film turns the viewer into an observer, the illusory cinematic space gives the viewer back his/her body, as the experiential haptic and motor space provides powerful kinesthetic experiences.

How is this Shown in the Design Proposal?

The users experience the building physically through the walking in and around the building.

The design allows cinema to be experienced by it being 'physically' projected onto the walls of the structure itself.

Users will experience the cinema physically by walking through the film that is being projected on the walls, allowing users silhouettes to collide with the cinema itself.

4. DESIGN APPROACH

Restructuring and Articulating Time in Cinema and Architecture :

Restructuring and articulating time – re-ordering, speeding up, slowing down, halting and reversing – is as important in cinema as in architecture.

'Architecture is not only about domesticating space, it is also a deep defense against the terror of time.'
(Pallasmaa 2000:7)

How is this Shown in the Design Proposal?

The design is able to manipulate time by creating spaces that one is to experience differently.

Certain spaces in the building are meant to be experienced slowly, while others are meant to be experienced more quickly.

Through the designing of how one walks through the different spaces, and how comfortable these experiences are made to feel, will allow the design to manipulate time.

Buildings and Emotions in Cinema and Film:

'Scenes and buildings reflect a somewhat naïve life. Different buildings create different feelings and effects throughout the film, changing from day to night time. The very same architecture can turn gradually into a generator and container of fear.' (Pallasmaa 2000: 12)

How is this Shown in the Design Proposal?

The way the building is experienced at different times of the day and night is influenced by how the design is able to adapt to the needed functions at these different times.

Through the multifunctional-use of a space, a different function can occur in the daytime and a different function in the nighttime for optimal utilization.

By allowing the design to adapt to these changes, the facility is able to change from being one of education to one of entertainment.

This can be created through:

- The design introduction of lighting.
- Through the inclusion of projections onto the building at nighttime
- Through opening and closing of the different entrances in the facility at different times during the day and night.

People's Emotions Placed onto the Building and Film:

'Buildings are also devoid of emotion. A work of architecture, in the same way as literature and cinema, places our emotions into it.'

The buildings of Michelangelo do not mediate feelings of melancholy, they are

buildings fallen into melancholy, or more precisely, we confront our own melancholy in them'. (Pallasmaa 2000: 15)

Cinema and architecture, as in all art, function as projection screens for our emotions. A building cannot be sad. Our ideas and emotions are projected onto the building.

'The value of great film is not in the images projected in front of our eyes, but in the images and feelings that the film creates.'(Pallasmaa 2000:15)

How is it Shown in the Design Proposal?

'A great building makes us experience gravity, time – experience old and new and – ultimately – ourselves, in a strengthened and meaningful way'.(Pallasmaa 2000:14).

The feeling of sadness and doom is currently projected onto these building, due to the hostels reminding people of Apartheids past.

The buildings themselves are not sad and are not buildings of doom. These negative connotations are placed onto these heritage buildings through people's emotions.

The designs challenge is for users to have a positive emotion projected onto these buildings, allowing the building to project the emotion of hope for the future.

The design can achieve this by:

- Making the target market the future, i.e. the children.
- Not concealing what happened on the site in the apartheid years but rather openly displaying it and letting people learn from the mistakes of the past.

4.2.2. Connection

Connect Definition: to come or bring something together or into contact; to join

- to associate or link somebody with somebody.
- To think of different things or people as having a relationship to each other.

Connection Definition: 'point where two things are connected; a thing that connects:

(Oxford Advanced Learners Dictionary)

'Connection' forms the seed idea for the design proposal. Through the connection of elements, mainly the buildings themselves and their functions, a link is created between the education system in place in South Africa today, and the introduction of the proposals for the future education system slowly being implemented into South Africa.

The connection of the following elements within the proposal design and its functioning came into consideration.

The Connection to Education: The Connection of Learners to a Needed Information Resource.

Information in the form of the media film is available and can be found in a variety of topics and at a wide range of levels.

The problem we face in Johannesburg and in South Africa as a whole, is making this information available to all those who are interested in empowering themselves with knowledge.

Knowledge will be obtained by the users of this facility through the centre being the missing connection between information and knowledge.

Through the provision of the educational facility '*Connection*', the media film will be able to be used as a study aid to the learners, and be one of the solutions to the following concerns:

- How are children able to improve their knowledge without access to the internet or any other information resources other than their teacher?
- Educational tapes are aids for children that are having difficulty understanding certain school subjects. How are these tapes benefiting the poorer students that have no access to televisions and DVD's players or the tapes themselves?

- Educational shows are broadcast in the mornings on SABC during the week days. How are these shows benefiting the group that they are aimed at, when the children are in school at the time they are broadcast?
- How are school lessons, in many schools kept up to a standard level?
- How are teachers able to improve their lessons, with regard to making lessons more enjoyable for the students, maintaining their attention and keeping the subjects up to date?
- Where are teachers able to go for help with regard to subjects they don't understand themselves?
- How can children from a multitude of backgrounds be educated so that they can all understand? What is a universal media that is common to all?
- How is a child able to improve their education level without money?
- How can education be made more interesting and be seen as something more recreational and fun?

4. DESIGN APPROACH

The Connection of the Educational Proposals, namely plans for 2013, and the Present Situation.

The education minister aims to have necessary resources available in every school in Gauteng by 2013.

What is to happen in between now and the next six years? Too many school goers will pass through the system without having the necessary resources for them to be able to reach their full potential.

Facilities need to serve the needs of these children within these 'in-between' six years. These children caught in these 'in-between stages', will have an opportunity of empowering themselves with the necessary resources.

In the future, i.e. after 2013, the facility will still be an after school education resource facility that becomes an additional aid to the schools themselves, as well as still serving the users out of school.

The Physical Connections within the Site: The Connection of the Previous Functions of the site to the Proposed Functions.

The aim of the previous alteration was to alter the building's functions to be a facility of empowerment used by those wanting to gather knowledge but unable to reach it alone.

The proposal will include these goals of the past alteration, i.e an empowerment tool but will be adapted to suite the needs of the users today, as well as considering what the futures needs might be.

The Connection of the Past to the Future (i.e. the children).

'They are the core focus of perhaps the most destructive social engineering of the country's history, the migrant labour system, and clearly show the part played by spatial designers, including architects, in creating a divided, oppressive and eventually violent society.' (Cooke 2007: 54)

What happened in the past in the Apartheid Era cannot be ignored and swept under the rug. Children in South Africa need to know what happened in this significant heritage building in the Apartheid years, or else they will never learn from the country's past mistakes.

The facility will allow for the opportunity of connecting the past, in the use of the existing building, with the future, which will be the users benefiting from this information resource, to better their futures.

The Connection of the 'Black' and 'White' buildings of Apartheids Past.

The site is one of tragedy and violent Apartheid crimes. The three buildings on

the site are therefore all marked for heritage sites.

The four artisan houses in the front were owned by the mines and housed the white managers of the black mining workers.

The Miners Hostel behind the artisans' houses was where the black mine workers were housed. These three buildings were constructed at the same time and were all involved within the mining scene, but have been vastly separated both literally and figuratively.

They have clearly remained symbols of the Apartheid Era still to this day. The buildings are still separated by a fence and a wall and are clearly still separated in people's minds.

The proposed designs additions allows the proposed function to connect to the existing building. Additions will form the physical connection of these three significant buildings, as well as additional required spaces to perform the facility's proposed functions.

By physically connecting them, one gets rid of the segregation that is still evident, both physically and mentally.

The facility's functions will continue this connection with the centre being open to the public, ie anyone wanting to learn.



4.3. Goals of the Design:

The outcome of the design of 'Connection, A Public Visual Information Centre' should challenge the traditional idea of watching educational films as a form of learning, rather allowing it to be viewed as a form of entertainment while learning.

Challenge the institutionalized ideas of what an educational facility should feel like with a new interpretation of an educational facility that aims to make users feel:

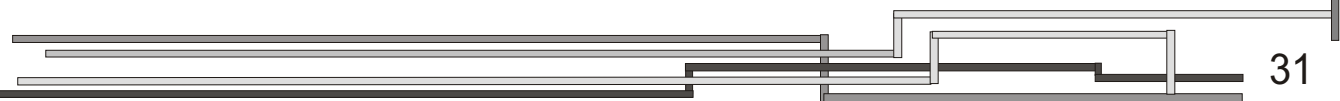
- Comfortable, instead of rigid,
- Part of a whole, instead of isolated,
- Welcome instead of intimidated,
- An individual instead of one of the majority.

Challenge the negative connotations associated with the workers hostel and the artisan houses through the design of a site that is viewed as the hope for the future.

Challenge the idea that a building is either an educational facility or an entertainment facility but rather allowing the site to be both, but at different times during the day and nighttime, through optimal utilisation of the facility.

Challenge the idea that the three separated buildings on the site cannot be connected together, to literally and figuratively, connect their separated past and functions, so they are able to function

as a whole.





4.3. Goals of the Design:

The outcome of the design of 'Connection, A Public Visual Information Centre' should challenge the traditional idea of watching educational films as a form of learning, rather allowing it to be viewed as a form of entertainment while learning.

Challenge the institutionalized ideas of what an educational facility should feel like with a new interpretation of an educational facility that aims to make users feel:

- Comfortable, instead of rigid,
- Part of a whole, instead of isolated,
- Welcome instead of intimidated,
- An individual instead of one of the majority.

Challenge the negative connotations associated with the workers hostel and the artisan houses through the design of a site that is viewed as the hope for the future.

Challenge the idea that a building is either an educational facility or an entertainment facility but rather allowing the site to be both, but at different times during the day and nighttime, through optimal utilisation of the facility.

Challenge the idea that the three separated buildings on the site cannot be connected together, to literally and figuratively, connect their separated past and functions, so they are able to function

as a whole.

5. PHYSICAL OVERVIEW

5.3.1. Site Position

The site is located between busy pedestrians routes and busy vehicular routes so it can be seen by foot and by road. All the buildings are situated on the large stand, RE-599.

It is positioned opposite Miriam Mabeka Street (formerly Bezuidenhout) and the busy one way Jeppe Street.

Mary Fitzgerald Square is considered to be the heart of Newtown meaning that all activities within Newtown are surrounding the Square. Most activities then will force people to see the facility.

The site forms the link to the two largest open public grounds in Newtown, namely Newtown Park and Mary Fitzgerald Square. Activities take place in these open lands all the time meaning that the site is visible from both these areas.

It is situated right next to a large parking lot. Parking lots in Newtown are scarce and future plans want Newtown to be mostly a pedestrian area with a few parking lots. The fact that the parking lot is right next to the site allows it to be a facility that can be used at night and can be easy for parents to drop their children off right next to the site and watch them walk into the site.

The available parking lot that is adjacent to the structure will function as parking for the site.

Students and children will not have to cross over a road, making it a safe venue. Buses will be able to park directly outside the building allowing schools to use the facility with ease. The parking lot is accessed from a less busy road and will be easily accessible.

Tourists will notice the site as it is situated near all the restaurants that are popular around Newtown Park.

The site is surrounded by greenery which is not common so close to the CBD. The park as well as all the fully grown trees surrounding the site, creates a study environment that is surrounded by nature.



Fig. 5.3.1. Inner City

5. PHYSICAL OVERVIEW



Fig. 5.3.2. Newtown



1. Mary Fitzgerald Square
2. Newtown Park
3. Parking lot

Fig. 5.3.3. Site

5. PHYSICAL OVERVIEW

5.3.2. Vehicular and Pedestrian Movement

The site is situated between major vehicular and pedestrian routes. The northern side faces onto Jeppe Street, a busy one way vehicular route for taxis and buses. The busy vehicular route is the route used by most taxis leading to and from the Metro Mall positioned to the north- western area of the site.

The southern side faces onto the pedestrianized area of Newtown Park, which has pedestrian routes leading to all facilities surrounding the park.

The site forms the link between the vehicular area of Newtown and the pedestrianized area of Newtown.

Tourist taxis are positioned on the one way street linking to Jeppe Street. This street is hardly used by vehicles, allowing it to be occupied by pedestrians and the yellow taxis.

A parking lot, adjacent to the site to the east, is used by buses and as parking for the visitors to Sci-Bono and the surrounding facilities.

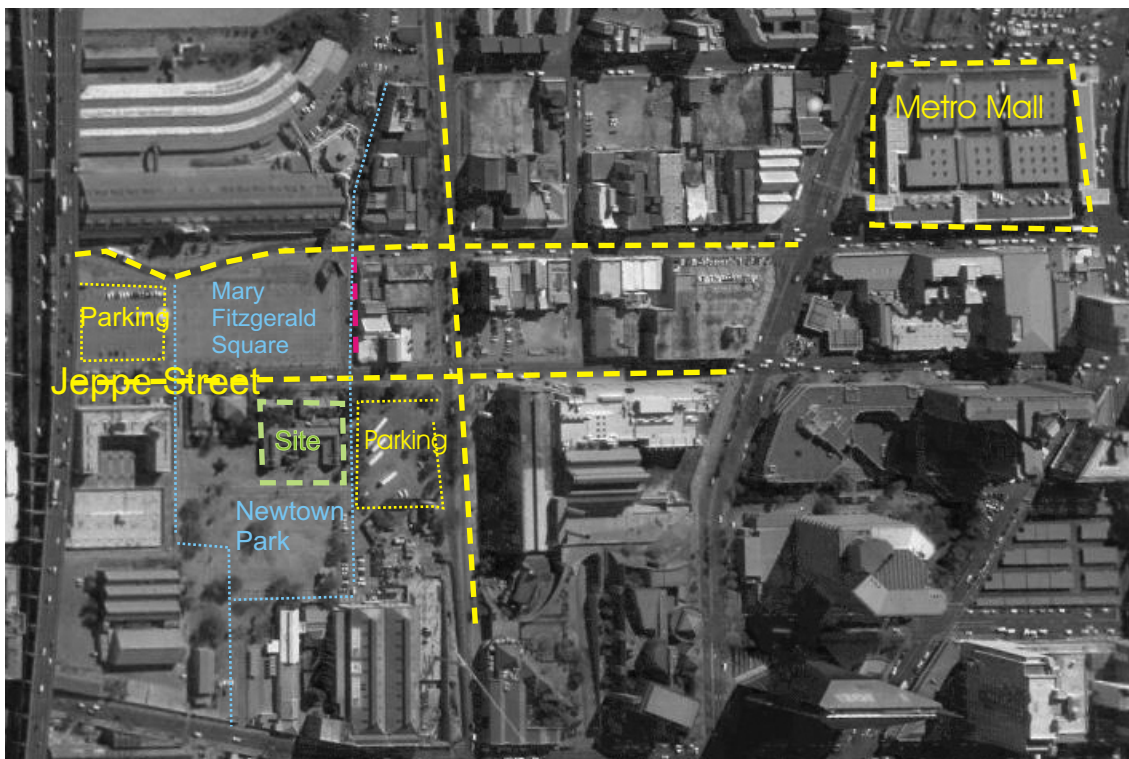


Fig. 5.3.4. Movement near site

- Vehicular Routes
- Yellow Cabs
- Pedestrian Routes

Fig. 5.3.5. Mary Fitzgerald Square



5.3.3. Mary Fitzgerald Square

To the north of the site Mary Fitzgerald Square. This public open ground is a major pedestrianized area surrounded by two busy one way vehicular routes.

Mary Fitzgerald Square is the busy hub of Newtown, with most activities taking place on the weekend within the Square from sports events, concerts to flea markets, making this the heart of Newtown.

Large pedestrian pathways lead people through the square, with lighting and water fountains positioned in the busiest areas.

A security presence is felt in the Square with surveillance cameras as well as security guards on foot and motor bikes.

The square acts as the central hub of Newtown with large signposts showing the Newtown Cultural Precinct.



Fig. 5.3.6. Large Screen



Fig. 5.3.7. Surveillance Cameras



Fig. 5.3.8. Information Boards



Fig. 5.3.9. Public Seating



Fig. 5.3.19. Lighting

5. PHYSICAL OVERVIEW



Fig. 5.3.20. Open land



Fig. 5.3.21. Drinking Fountains



Fig. 5.3.22. Pathways



Fig. 5.3.23. Security as Artwork

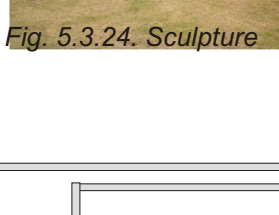


Fig. 5.3.24. Sculpture



Fig. 5.3.25. Newtown Park

5.3.4. Newtown Park

The Newtown Park is situated to the southern side of the site. This area is the only green open space in Newtown.

The large open grass area is a popular space for people working in the area to have their lunch under the trees as well as students in the area.

The pedestrianised area has many pedestrian pathways leading to all the facilities surrounding the park. The facilities surrounding the park are mostly of an educational nature, causing it to be occupied by many children in the daytime.

The Newtown Park is a quiet area with no cars posing a threat to the pedestrians walking in and around this area.

Art, in the form of wooden sculpture heads, a car sculpture as well as live dance performances by the dance school adjacent to the site, create a relaxed, enriched experience as one walks through it.

Newtown Park becomes a large pedestrian link between Newtown's facilities that are accessed by road and the pedestrian routes that link all the educational facilities.



Fig. 5.3.26. Pedestrian Walkway

5.3.5. Pedestrian Walkways

A large pedestrian pathway is situated to the east of the site. This pathway is covered by large palm trees that create a shaded, rest area for the pedestrians in the area.

Concrete seating is found along this route, encouraging pedestrians to sit and catch their breath in the shade.

The pathway is positioned next to the parking lot, which is used mostly by the buses of group outings to the area.

The pathway becomes the link from the busy, vehicular side of the Mary Fitzgerald Square to the quiet, pedestrianized side of the Newtown Park.



Fig. 5.3.27. Palm Trees



Fig. 5.3.28. Road Blockade



Fig. 5.3.29. Benches



Fig. 5.3.30. Security



Fig. 5.3.31. Adjacent to Parking

5. PHYSICAL OVERVIEW

5.3.6. Education Facilities within Newtown

The site is surrounded by educational facilities and within walking distance, in a safe pedestrian environment. The area should be seen as an educational hub instead of a stop over on the way to other educational day outings in Johannesburg. The educational facilities within the area, can therefore, feed off each other. The Newtown Cultural Precinct has many educational facilities. Most of these are situated around the Newton Park area and the Mary Fitzgerald Square.

The educational facilities are used by children mostly during the day with the adult group using them during the evenings and on weekends.

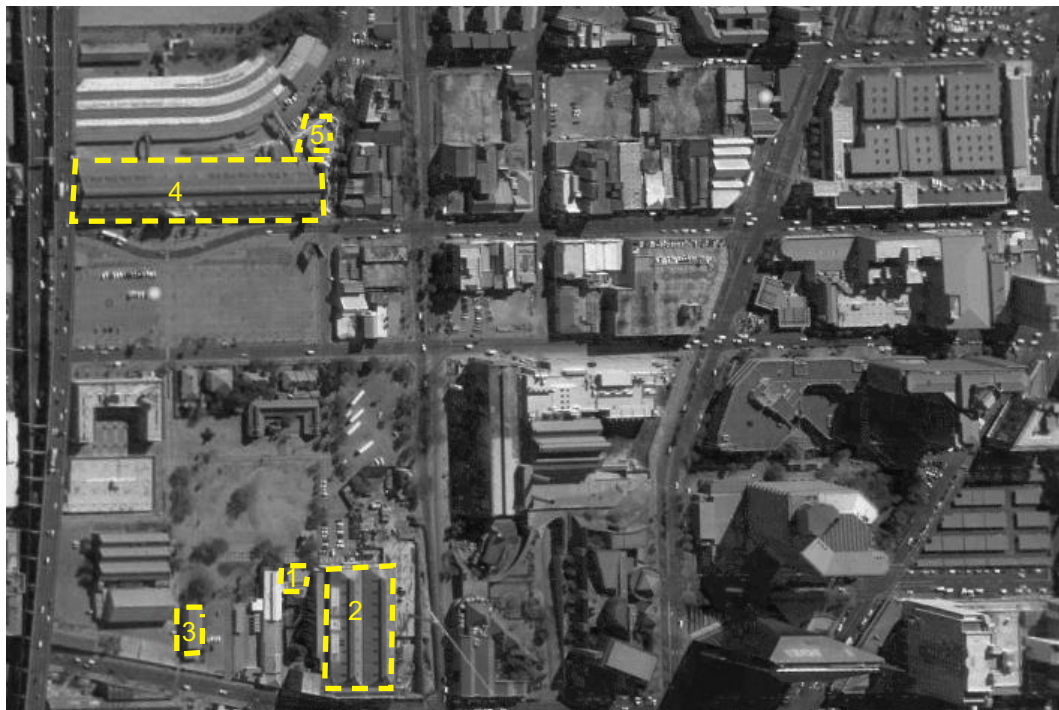


Fig. 5.3.32. Newtown Cultural Precinct

1. The Youth Computer Centre
2. Sci-Bono
3. Moving into Dance
4. Museum Africa
5. Market Theatre
6. National Design and Craft Centre

5. PHYSICAL OVERVIEW

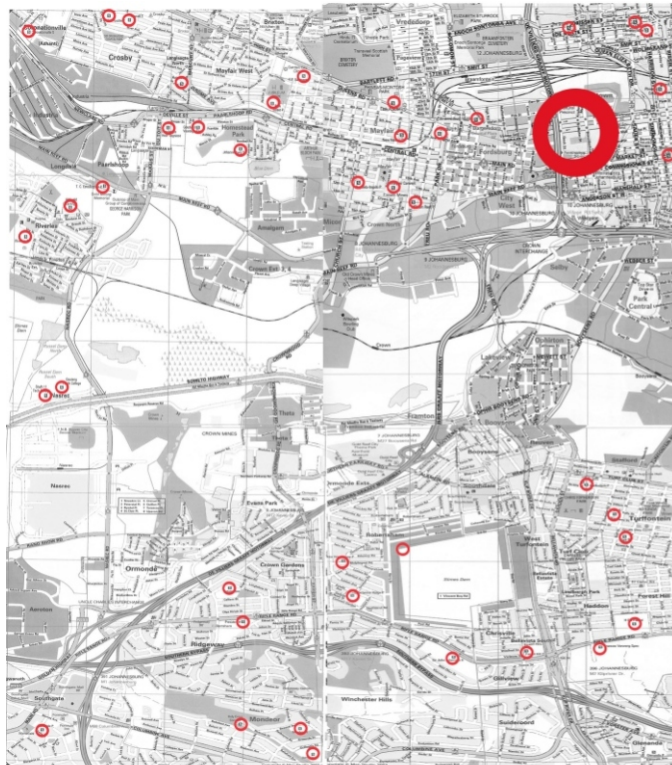


Fig. 5.3.33. Surrounding Schools

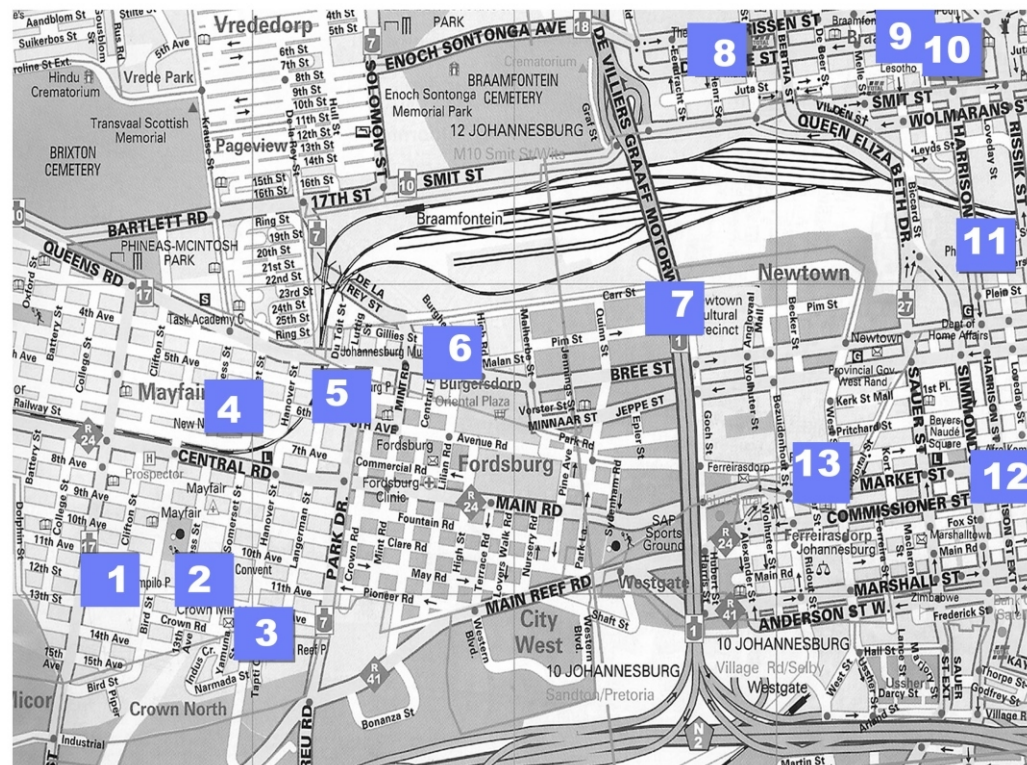


Fig. 5.3.34. Schools in Nearby Area

- 4. New Nation College
- 5. Fordsburg Primary School

- 6. Johannesburg Muslim School
- 7. Bekezela College
- 8. The Star School
- 9. Studywell College
- 10. Damelin/ Eden College
- 11. Phoenix College
- 12. Afro Combs College
- 13. Ferreira Primary

5. PHYSICAL OVERVIEW



Fig. 5.3.35. School children at Bephele-Impilo School



Fig. 5.3.36. Crown Reef Primary School



Fig. 5.3.37. Classroom at Crown Reef Primary School

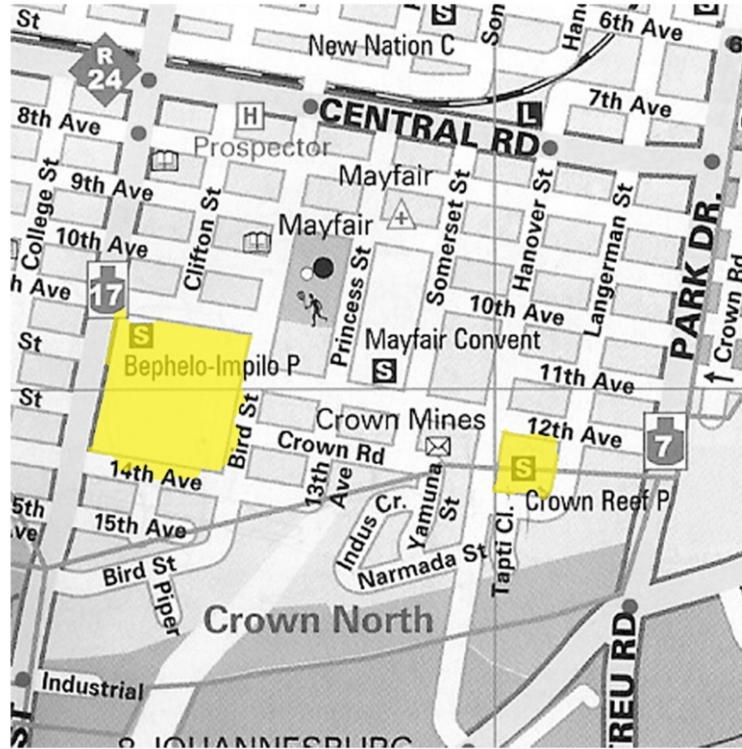


Fig. 5.3.38. Map showing location of Bephele-Impilo School and Crown Reef Primary School.

The school of that was studies is to the western side of the Newtown Precinct.

Bephele-Impilo School:
Grades: Grade R-Grade 12
Number of students: 591
Boarders: 300

Computers: 12 but computer room closed for the last year due to no teacher being available to teach computer skills.

Internet: No
Students per class: Grade R – Grade 7: 30 pupils
Grade 8 – Grade 12: 40 pupils
Number of TV's in the school: 1

Newtown's identity has changed and is now aiming at the incorporation of the youth as one of the main target groups.

The past Workers Library and Museum aimed at groups of people who were the workers and laborers in today's society. This older generation would use the workers rights books. The Workers Library benefited the workers target market.

'The demand on public resources for the basics of housing and health and education mean that Newtown Cultural Quarter must also conceive itself as a fundamental resource for schools in the delivery of the National Curriculum (via Sci-bono, the crafts centre and Museum Africa), a gateway to further and higher education and a stimulus to adult learning' (JDA 2006: 46)

Cultural Centre:

'Newtown is fully aligned with relevant existing policies for the inner city, the economy, education, training and culture. There is a particular synergy with Johannesburg 2030, with the plans for Guateng to be the 'smart Province' (JDA Business Plan 2004, 35)

Newtown's new proposal aims at it becoming the "Cultural Capital of Johannesburg". All large investments into the Cultural Precinct are aimed at encouraging people to visit Newtown to

experience the cultural richness of South Africa, Johannesburg specifically.

'There is a need to establish Newtown as a national centre for professional workplace based training in the Creative Industries with a special emphasis on management training for the sector and the support and development of creative enterprises.

This must be done with a specific focus on achieving the economic empowerment of previously disadvantaged individuals.

It must be a "laboratory" for the identification of talent and for the transfer of the "craft" and management skills and knowledge necessary to ensure its sustainability in the market, a nationally important centre for work place based learning and training in the Creative Industries and an "Incubator" for creative enterprises' (The Greater Newtown Business Plan 2004).

Technology:

The Workers Library and Museum did not incorporate any technology into the existing building, except in a room that was only used by the administrative staff of the building.

It was, therefore, not made available to all users. There were no systems that allowed the users to get used to technology skills needed in today's society.

Technology is an essential part of children's education and needs to be accessible to everyone. Libraries and museums must keep up with the rest of the world and include technology to keep the users interested.

Opportunity to Further Yourself:

The Workers Library provided information resources in the rights and regulations of workers. The library did not provide the resources for the users to learn new skills or allow an opportunity for the users to further themselves.

Continuously Changing:

The Workers Museum and Library remained a static building in that the contents never changed. Once visitors had been and seen the museum wing, there was no need to return to the museum.

By continuously changing and bringing in fresh new films and ideas into 'Connections', it will create a constant flow of users and visitors to the centre to experience something new on a regular basis.