

CHAPTER 1

A briefing in Community development.

1.1

THE CHALLENGE

In context of an RDP settlement characterised by both formal and informal urban housing fabric, host to 350 000+ people faced with restricted economic growth haunted by the apartheid regime spatial development policy, deprived of adequate civic and social facilities.

Faced with rapid informal unplanned sprawling to the east. See figure 3(pg5),5,6.

Shadowed by the presence of a tertiary knowledge incubator yet starved of educated people and finding itself faced with 60% illiterate, unskilled, impoverished, unemployed people.

A community left to develop in a state of lost identity and place making, stripped of culture and history. Today they bare the effect of past political segregated ideology.

“Until you can rediscover your cultural identity, until you can have confidence in your own capabilities, which have been proved for certain historical epochs you will always be dominated.”

Thus the challenge lies not in what the physical problems are, but it lies with the perception of the people engaging with these problems.

1.2

A SOLUTION

To interact with a community one needs to be a part of the community. To propose engaging with communities one needs to be both transparent and partial to all communities.

This dissertation proposes:

A transformation of perception, a re-definement of tertiary requirement in a developing township and subsequent reprogramming by integrating social, civic and education functions. The resultant:

A proposal to an African architectural design methodology and typology by cultural and social theory through community engagement that could result in a catalyst of societal transformation; aimed at community equity and sustainability.

One must mix: “social, culture and commercial in order to create a resource base for the future”.

1.3

ATTEMPTING THE NEED

A break down of tangible possibilities that will and could catalyse in societal and community development

The evaluation of social identity and disparate image of this identity by the users and the community of the University of Pretoria Mamelodi campus and Mamelodi.

1.3.1

Breaking the boundaries of “apartheid” architecture symbolism and social zoning still evident in the selected site but not within the context

1.3.2

Introducing new views on social and related education through introducing community engagement at both a scholarly level of research as well as at a community interaction level.

1.3.3

To change the image of tertiary education in context to its user.

Primary education _ School leaver

Secondary education _ Under graduate

Tertiary education _ Post graduate.

This aims at realising that a tertiary education is a means to assisting less educated people. Bettering oneself can not be compared to tertiary education and hence the dilemma this campus and area faces. Thus this praxis is aimed at both an urban and site approach.

1.3.4

Incorporating sustainable living and sustainable communities, Introducing green architecture and energy efficient design with resource efficient construction and living demand. Integrated to all levels of design from programming to resolution.

1.3.5

Introduce civic functions, that are urgently required for a growing community and in doing so creating a facilitatory platform for the community in partnership with the University, Government, local councils, and NGO's and business council.

1.4

THE SUB SOLUTIONS, RESOLVING THE NEED

1.4.1

SUB SOLUTION 1

In order to develop this engaged community one needs to cross the boundary of old to new and redefine the University of Pretoria Mamelodi campus to its context. This would require a new identity that would speak to the people of the community and the people of South Africa. Through architecture intervention this is possible.

✦ Karel. Teige
1929

“ Instead of monuments, architecture creates instruments”

1.4.2

SUB SOLUTION 2

Resolve the physical engagement of campus and community thereby transforming the perception of UP with in its local community the social shareholders thus allowing for economical benefit to all parties.

1.4.4

SUB SOLUTION 4

A silent road a silent building with no interaction leads to urban sprawl and lawless action. To incorporate the edge and that which is the boundaries of ones site allows positive social interaction and fosters positive image and engagement with the user on the inside as well as the community on the outside.

“Isolated buildings are symptoms of a disconnected sick society”

C. Alexander
[A Pattern Language]
1977

1.5.1

SUB SOLUTION 5

To accommodate nodal interchange within ones sphere of influence is to accommodate the life blood of a city, a community a township. Thus incorporating the parts that fills the whole will evolve in making the whole new again.

1.6.1

SUB SOLUTION 6

It is only by research that one can develop an informed society, it is only by engaging with the communities that make that society that one can transfer this knowledge and it is only then that one can develop a better community and South Africa for everyone. Thus it is imperative that a link is found to develop this predicament in developing Africa.

“Through wisdom a house is built, and by understanding it is established; By knowledge the rooms are filled with all pleasant and precious riches.”

NKJV; Holy Bible
[Proverbs 24:3,4]
NA

Figure. 4
Tswane developing
Township settlements



Figure 5.
Mamelodi
Formal_
In formal
context

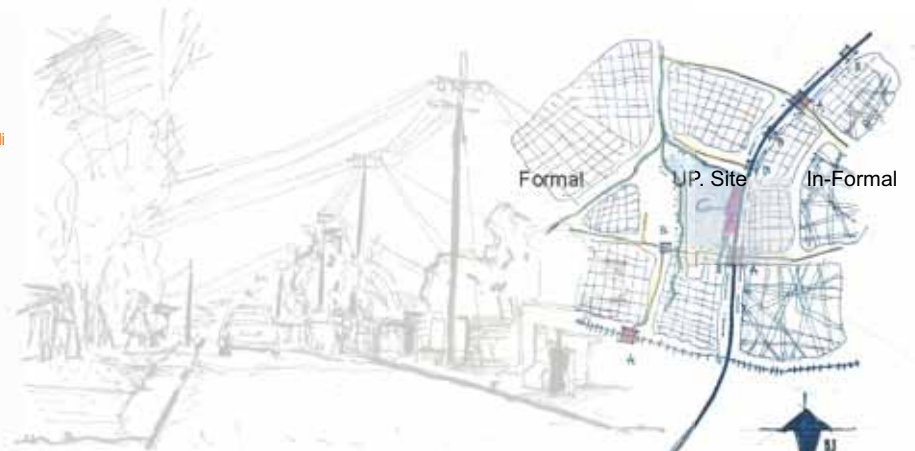
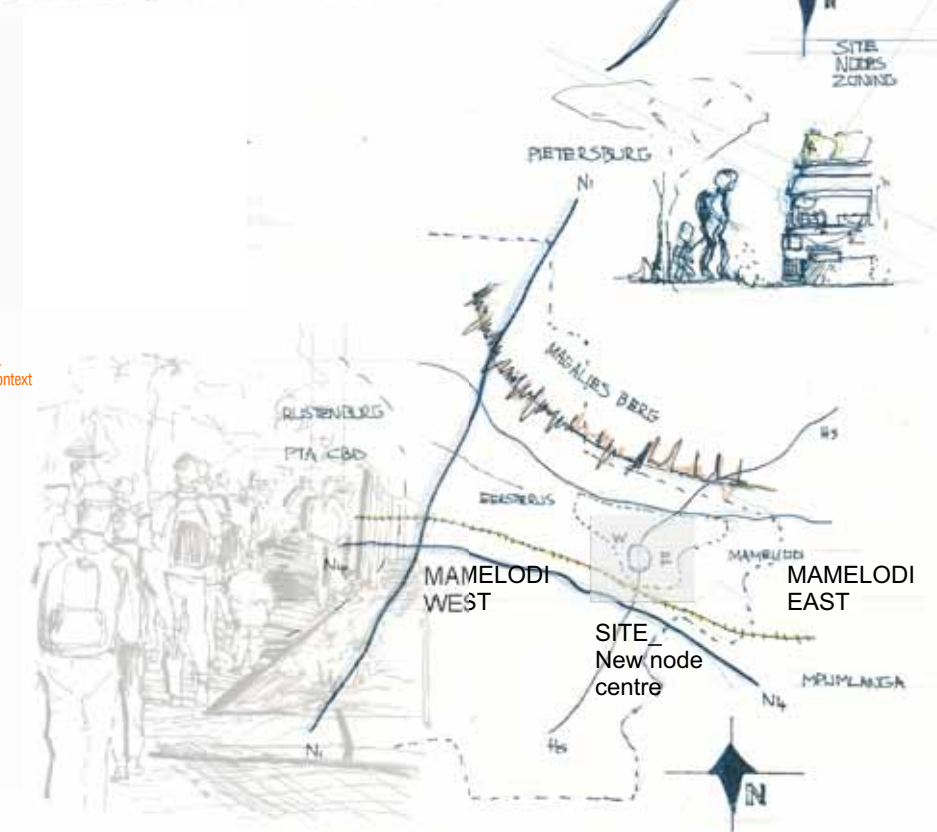


Figure. 6.
Macro context



CHAPTER 2

Glossary of discourse terms and definitions

2.1

TERMS

2.1.1

Permeable Architecture:

A spatial division that allows access and equitable experience of facilities and place by all people, a formal design that allows one to pass through but not restricted by formal association.

2.1.2

Social design

The Architecture of organisation of people and space

2.1.3

Cultural reproduction

is the transmission of existing cultural values and norms from generation to generation. Cultural reproduction refers to the mechanisms by which continuity of cultural experience is sustained across time. Cultural reproduction often results in [social reproduction](#), or the process of transferring aspects of society (such as class) from generation to generation.

2.1.4
C. Hillier and Hanson
1984

Space Syntax

"A technique for description and analysis of space in settlements. It is a representation of spatial patterns or configurations in settlement and buildings, one can represent, quantified and interpret."

2.2

DEFINITIONS

2.2.1

Community:

A body of people living in one place sharing similar interest, history, culture etc. prevalent in society or public. The body of African people living and studying in Mamelodi East, informal and formal section.

2.2.2

Engagement:

To occupy or involve. "a reciprocal process whereby communication and interaction effectively lead to a shared perception of social issues and concerns, engagement moves beyond the level of service and allows the opportunity for societal response to help redefine the nature of the problem itself and perhaps forge new solutions"

2.2.3

Sustainable:

is a characteristic of a process or state that can be maintained at a certain level indefinitely.

2.2.4

Alienation

The individual subject's estrangement from its community, society, or world.

2.2.5

Diachronic

A technical term for something happening over time.

2.2.6

Rurban

A place between rural and urban development with an identity of its own

2.2.7

Archetype

is a generic, idealized model of a person, object, or concept from which similar instances are derived, copied, patterned, or emulated. In psychology, an archetype is a model of a person, personality, or behavior.

2.2.8

Communication Coding

Refers to a framework for communication in a given speech community. As an academic discipline, it explores the manner in which groups communicate based on societal, cultural, gender, occupational or other factors.

2.2.9

Communication

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in [intrapersonal](#) and [interpersonal](#) processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond.

2.2.10

Culture

Generally refers to patterns of human activity and the symbolic structures that give such activities significance and importance. Cultures can be "understood as systems of symbols and meanings that even their creators contest, that lack fixed boundaries, that are constantly in flux, and that interact and compete with one another. most commonly use the term "culture" to refer to the universal human capacity and activities to classify, codify and communicate their experiences.

2.2.11

Gestalt

To refer to a concept of 'wholeness'.

2.2.12

Institutions

[Structures](#) and [mechanisms](#) of [social order](#) and [cooperation](#) governing the [behavior](#) of a [set of individuals](#). Institutions are identified with a [social purpose](#) and permanence, transcending individual [human](#) lives and intentions.

2.2.13

Language

A system of visual, auditory, or tactile [symbols](#) of [communication](#) and the rules used to manipulate them. Language can also refer to the use of such systems as a general [phenomena](#).

2.2.14

Perception

Perception is the process of attaining awareness or understanding of [sensory information](#), Passive Perception (PP) and Active Perception (PA).

2.2.15

Socialization

The process of learning one's culture and how to live within it.



SOFT SERV



- * BIBO
- * MAYO
- * TAKE 5
- * ICE CREAM
- * ICE BLOCK
- * MAPOPOTANE