



Fig 2.0 People in isolation, Collage, Author (2016)



2 Programmatic intent

2.1 The history of education in South Africa

The history of education in South Africa is discussed further in order to understand the policies and approach to education set forward by the DOE.

Pre colonial education in Africa

In pre-colonial African societies education was seen as part of daily life, where African children learned by experience from doing everyday tasks. African traditional education supported a *people's education* which helped develop a sense of belonging in the community and encouraged actively participative citizens. There were however weaknesses in the educational system as the learning environment became one of indoctrination where fear and punishment were used as a means of educating learners in order to produce obedient and submissive students who were loyal to the traditional African authorities and elders.

The boys learned how to distinguish useful grasses and dangerous weeds, how to stalk wild game, and how to stalk sheep and goats. ... All children were taught tribal history by oral tradition and were also helped to acquire the sacred cultural morals and attitudes as well as the modes of behaviour which were valued by their society. While the mothers prepared the evening meal after a long working day, the grandmother kept the children awake by telling fireside stories and by asking them to find answers to riddles and puzzles (Mathebula 2009:171).

Colonial rule

Schooling is there to serve the perceived wishes, hopes, interests and fears of those who rule the country, and to serve the creation and maintenance of a particular economic order (Mathebula 2009:176).

The history of South Africa's educational policies since the middle of the 17th century was to ensure dominance of the European colonists over the mass of native people of South Africa. Education was used as a tool to *civilize* the native people by firstly training them in disciplines of industrial and urban society. This was done by promoting compulsory education and manual work to drive student-slaves into positions of servility, turning them into efficient and obedient workers (Hunt 1974).

Secondly education was used to promote obedient citizens who were loyal to the Empire. In South Africa the idea of encouraging obedient citizens was introduced by means of religious instruction. In 1658 the first formal compulsory school for the Dutch East Indian Company's slaves was opened, Van Riebeeck confided in his diary that school attendance was made compulsory, *to stimulate the slaves to attention while at school and to induce them to learn the Christian prayers* (Horrell 1970: 3). The slaves resisted colonial compulsory schooling as it prepared them for inferior roles in society.

THE FUTURE IS OURS



The National Party

Under the National Party government, the white population was educated for an uncritical and supportive role and was assigned superior forms of citizenship (Mathebula 2009:170). This further widened class distinctions, encouraging a segregationist and supremacist ideology in society. The National Party Government took it a step further in 1953 when the Bantu Education act was passed which reaffirmed the educational practices of the past, encouraging segregation in society through education. This was done by racially separating educational facilities in order to increase the divide and inequality between black and white people. Education continued to promote obedient citizens, as both black and white children were educated to be submissive and loyal citizens of the Republic of South Africa. This idea that education was used to tame, as opposed to liberate its citizens, was bound to be resisted and rejected by the public (Mathebula 2009:198).

... the school that I went to was an overcrowded school, there were quite many of them in Alexandra that were overcrowded, there were not enough schools to take care of all of us so we used to share classes. There would be a morning class that goes up to 11 o'clock and then we'll go home and then other kids of the same grade will come after 11 o'clock up to 2 o'clock and therefore the teachers will then run two sets of class ... in some situations they will even use a tree in the schoolyard... We were around 70 to 80 [pupils in class] when I was in grade 1 and grade 2 (South Africa: Overcoming Apartheid Building Democracy).

In 1985 the National Education Crisis Committee (NECC) motioned for a *people's education* agenda which provided a vision for people's education for people's power. This initiative provided a participatory, community based approach to education in order to build a truly democratic South Africa.

The real struggle is to replace an undemocratic, coercive, ineffective and irrelevant education system with a democratic, participatory and relative alternative (Mathebula 2009:123).

Fig 2.1 The future is ours, Poster, populareducation.co.za (2016)

Post-apartheid: citizenship education

Post-apartheid education policy has had a great emphasis on the role that education plays in creating a more democratic and equal society. Consequently the educational curriculum is aimed at encouraging active and participatory classrooms in order to create more independent and critical thinkers.

It should be a goal of education and training policy to enable a democratic, free, equal, just and peaceful society to take root and prosper in our land, on the basis that all South Africans without exception share the same inalienable rights, equal citizenship and common destiny, and that all forms of bias (especially racial, ethnic and gender) are dehumanising (SA DOE 1995a:22).

However post apartheid educational policy does not embrace an updated *version of citizenship as a foundation for citizenship based education in schools* (Mathebula 2009:185). Citizenship in terms of practice can be defined as an *awareness of oneself as an individual living in relationship with others, participating freely in society and combining with others for political, social, cultural or economic purposes* (Osler and Starkey 2005:14). Where citizenship education aims to *foster active, critical and inquiring individuals who are able to contribute to the common welfare of society* (Mathebula 2009:235). Citizenship education is therefore a very important aspect to post apartheid educational policy as it supports the creation of an equal society by building social cohesion amongst learners, a political goal in post-apartheid South Africa. This notion was also supported by the NECC, during the apartheid struggle, who highlighted that a form of citizenship education (*people's education*) was the way forward in terms of replacing an *undemocratic, coercive, ineffective and irrelevant education system* (Mathebula 2009:123).

The freedom charter (1995) indicated that education for citizenship and democracy which is based on the *will of the people* will likely bring prosperity to its citizens which continued to be a guiding document in the anti-apartheid movement (Mathebula 2009:182). This concept was given legal status in South Africa's new Constitution of 1996 which states that; *everyone shall have the right: a) to basic education, including adult education; and b) to further education, which the state, through reasonable measures, must make progressively available and accessible* (1996: 14).

Sadly however policies in practice reflect a minimalist concept of citizenship education as the post apartheid South African education policy approach favored by the government was of a top-down, vertical nature which hampered radical ideas such as the NECC causing educational facilities to contribute to a physically and socially unequal environment . This will be discussed further by critiquing the policies set forward by the post-apartheid government.

The first White Paper on Education and Training (1995) sets out key aspects of what is to be achieved through the new educational system. The policy had emphasis on gaining human capital for more equal opportunities in society, through education, in an attempt to prevent unequal social and economic reproduction of apartheid to occur (Harber & Mncube 2011:234).

The South African Schools Act (SASA) of 1996 further emphasized gaining human capital through education by supporting educational decentralization which sees schools as *denizeen-commune spaces, defined as public places that have the potential to marshal the collective and public exercise of power for the good of pupils, teachers, schools and society at large* by encouraging active, participatory, community- based citizenship education (Mathebula 2009:124). According to Mathebula (2009:126) this is in line with the educational programme known as Trisano, a Sotho word meaning *working together*, the Trisano document perceives a school as a centre of community life, a public space *where there is a role ... for religious bodies, business, cultural groups, sports clubs and civic associations, both to serve their own requirements and to contribute to the school's learning programme both in and out of school hours* (SA DOE 2000: 1). The document then moved from a concept of *people's education* which emphasizes *civic participation* to the idea of introducing School Governing Bodies (SGB) as a solution reflecting a minimalist approach to community participation and involvement in South African schools.

The SASA introduced a form of democratically elected and representative structures which encouraged parents, teachers and learners to get involved in democratic forms of decision-making and school organization systems known as School Governing Bodies (SGB) and Representative Councils of Learners (RCLs) (Harber & Mncube 2011:235). Studies of the functioning of new governing bodies found that many stakeholders, *particularly principals and educators, do not necessarily value participation in itself or for advancing democratic participation in school. In their practices, such participation is little more than information sharing or limited consultation ...* (Grant Lewis & Naidoo 2006:422). The parents are disadvantaged by a lack of confidence and expertise, poor communication of information and the rural-urban divide causes transportation problems. Learner participation is reasonable but concentrates on fundraising, learner discipline and sports activities (Harber & Mncube 2011:239). Therefore in practice the SASA doesn't seem to maintain the vision of the current government which is to support a participatory democracy and active citizenship in schools.

The Outcomes Based Education Curriculum 2005 (C2005 1997) is intended to assist in more active and participative forms of learning in order to develop learners to become critical thinkers that are able to analyse and solve problems which arise in the classroom, school and society. This is a direct call for citizenship education that promotes an active learner and facilitating teacher approach as opposed to an authoritarian subject and teacher centered approach of the apartheid system.

C2005 has the desire to encourage citizens of South Africa to build social cohesion while promoting a democratic society. *Citizenship reflects the idea that citizens act in the public sphere, they contribute to, and shape the discourses which, in turn and in part, structure our society* (Caragata1999:270). Therefore C2005 does not only educate learners on how to become effective citizens in public life but also develops the learner's rational, moral and practical capabilities as future adults. However citizenship education is not a key component of the curriculum having very little status in post-apartheid South African schools (Mathebula 2009:130). This highlights the contradictions and tensions in the discussion on educational transformation between an ideal policy that is not yet adhered to in practice.

Even though the policies set forward have great intentions in supporting a democratic society the dominant model of schooling, with exceptions, is still authoritarian in approach (Harber & Mncube 2011:242) where government officials, head teachers and teachers decide what is taught, where it is taught and how it is taught and the learners, parents and community have no say in the role education plays in society. Thus the opportunity for teaching citizenship in schools is minimal despite being a very important aspect in supporting the creation of an equal society in South Africa.



Fig 2.2 Socially interactive environments, Hertzberger,
farm6.staticflickr.com (2016)

2.2 Alternative thinking

Community school/ extended school approach

Global trends in liberal democracies that support citizenship education state that citizenship education is most definitely not limited to a formal school curriculum and requires active community engagement (Mathebula 2009:241). Schools are seen as undividable from community engagement as learning and the gaining of knowledge happens in a range of forms. This is known as an extroverted rather than introverted approach to education as it encourages interaction with the community beyond school grounds (Quirk 2012). This allows learners to contribute to society, a notion that C2005 and the Trisano document intended in order to build social cohesion in society.

Educational facilities, as noted by the NECC under apartheid rule, remain undemocratic, coercive and ineffective facilities in society. A paradigm shift in the way that one thinks of learning is necessary which will lead to behavioral change and social change in society (Teisetd 2013:520) where goals are accomplished which would be impossible through more isolated learning efforts. 21st century learning must take place in contexts that *promote interaction and a sense of community [that] enable formal and informal learning* (partnership for 21st century skills :3).

The school become like a city with learning expanding beyond the school curriculum. It is important that our entire environment is educational just as continuing education is no longer confined to school hours, so with learning leaving the school territory and embracing the surrounding as a whole we can speak of boundless education. Then not only does the school become a small city but the city becomes an exceedingly large school (Hertzberger 2008:9).



Fig 2.3 Community school, diagram, Author (2016)



Fig 2.4 Components organised in extended school to form architectural unity, Diagram, Author (2016)

Community schools known as *extended schools* or community learning centers, reconsider education as a child centered endeavor where families and communities work to support the students' educational success in turn building stronger families and communities. Community schools develop partnerships with health, social services, nonprofit organizations that help strengthen the schools existence as a vital hub in the community (The Children's Aid Society's National ... 2013). The educational facility becomes a *sociocultural complex* (Hertzberger 2008:169) which serves many different multifunctional activities such as adult education. Thus public facility integration allows for cross discipline interaction between people, a principle supported in Gehl's (2010), Salat's (2011) and Alexander's (1977) theories of compact cities and heterogeneity where different activities take place in close proximity to one another creating a vibrant lived-in city.

Build houses into the fabric of shops, small industries, schools, public services, universities-all those parts of cities which draw people in during the day, but which tend to be non-residential. The houses may be in rows or hills with shops beneath, or they may be free-standing, so long as they mix with the other functions and make the entire area live -in (Alexander 1977:258).

The *de-schooling* process which was proposed by Ivan Illich (1973) considers a decentralized approach to learning as learning is encouraged through *learning networks* (Alexander 1977) of society. This concept supports the SASA Policy which sees schools as decentralized communal spaces. This is especially important for adolescents who are maturing and deciding what they want to do and be in this world. *Environments are needed that represent a microcosm of adult society* (Alexander 1977:417) . In order for this to be achieved a *high school* needs to be non-compulsory so that teenagers are able to participate in society. By reducing the size of schools the facility is able to become a part of society and formal learning must include opportunities to work as apprentices at local businesses (Alexander 1977:418).

People of all walks of life come forth, and offer a class in the things they know and love; professionals and workgroups offer apprenticeships in their offices and workshops, old people offer to teach whatever their life work and interest has been, specialists offer tutoring in their special subjects. Living and learning are the same. "(Alexander 1977:101)

Fig 2.5 Space that permits common use,
Diagram, Author (2016)



Fig 2.6 Components accessed from communal space
Diagram, Author (2016)



Fig 2.7 And take on the character of a central square
Diagram, Author (2016)



Vocational Education

Replace the high school with an institution which is actually a model of adult society, in which the students take on most of the responsibility for learning and social life... Provide adult guidance, both for the learning, and the social structure of the society (Alexander 1977:418).

The emphasis on gaining human capital through education, as policies set out to achieve, is explored further through vocational education and training. Improving learners success and achievement in high school has become one of South Africa's most challenging priorities (Stumpf & Niebuhr 2012 :1). Studies indicate that nearly one million young South Africans who had completed school up to grade 10 were unemployed and not studying (Stumpf & Niebuhr 2012 :1). It is clear that there is a huge transition gap between leaving school, after completing grade 10- 12, and getting a job: *The general lack of skills and employability among South Africa's youth is one of the perverse consequences of the poor quality of education received* (Spaull 2013: 45).

South Africa's general education prepares learners for life in general, as well as for higher education studies in knowledge based studies and forms the dominant role of school education. Further vocational education currently forms the domain for further education and training (FET) only and aims to produce adults who are useful in the work place immediately (Stumpf & Niebuhr 2012:2). However FET colleges remain limited as they have strict entry requirements and capacity constraints (Spaull 2013: 45). The need for technical and artisan skills in South Africa (Stumpf & Niebuhr 2012:2) suggests that the school education system needs to become more diversified in order to help learners find their niche in life. This can be done through vocationally-orientated education where the learner either continues with a general education system or a further education and training system. Vocational- orientated education offers an environment where learners are prepared on practical occupations and then further trained in a particular occupation before entering the work environment.

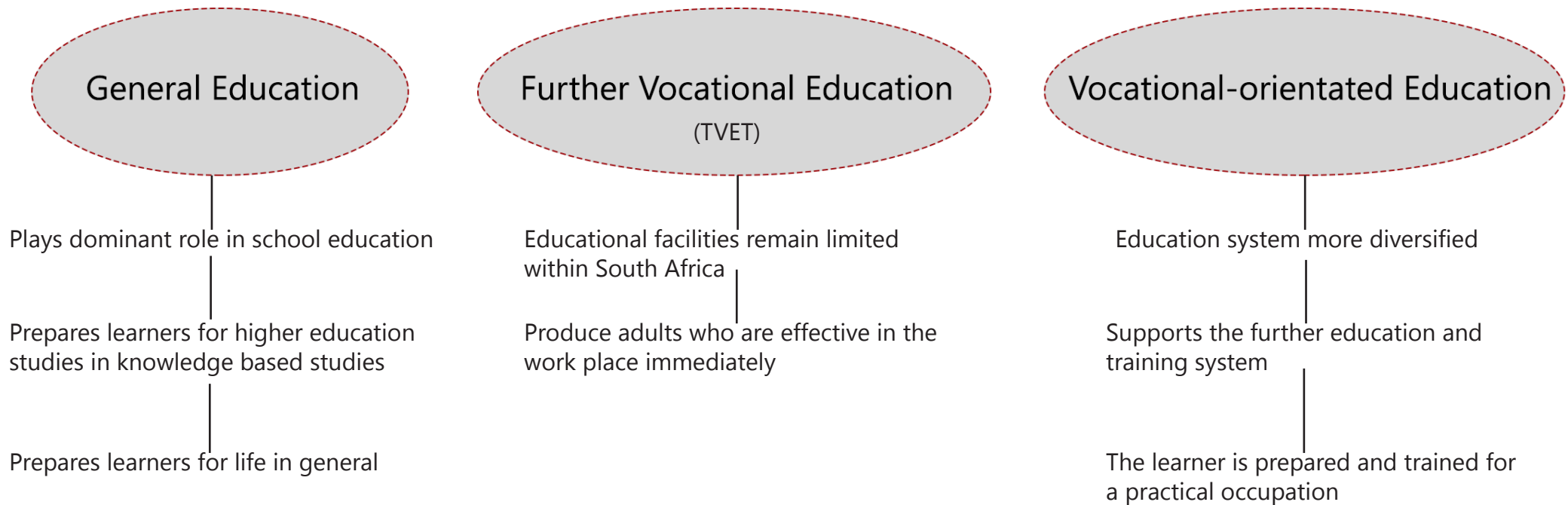


Fig 2.8 Types of education, Diagram, Author (2016)

2.3 Precedents

The following examples and precedents of educational facilities offer an alternative programmatic approach to educational facility design, encouraging citizenship education and a community school approach in the spatial development.

Soshanguve School Development Project (SSDP)

Community Involvement in School Development: Modifying School Improvement Concepts to the Needs of South African Township Schools, an article by Martin Prew (2009) tries to better understand the issues faced in reproducing inequality in educational facilities in South Africa. The article uses facts collected from a study of 96 schools involved in the Soshanguve School Development Project (SSDP).

The main issues highlighted indicate that educational facilities reflected a community that was segregated, violent, lawless and highly politicized (Prew 2009:826). An environment which is starved of resources, underfunding and poorly trained teachers results in low expectation of pupils, low teacher morale, weak management and poor results (Prew 2009:825).

The challenge in resource starved environments is to determine the general needs of the local community and society in order to come up with solutions that create more effective schools (Prew 2009:826). It is essential for schools to become more flexible and resilient in the developing world. This can be done by allowing the community to make decisions regarding the school which best fit its environment (Prew 2009:833).

The SSDP project acted as a means of encouraging the community to become involved in the schools productively (Prew 2009:833). This project is a reaction to a main issue experienced with educational facilities in today's society as they have become segregated and isolated entities in society. It therefore contributes to a socially corrosive environment where violence is prevalent. The SSDP Project highlights the need for an educational facility to become a part of the community, allowing the community to understand that they own the facility and that the educational facility is there to provide them with opportunities that they might not have had before.



Fig 2.9 SSDP Student teacher involvement, Photograph, cepd.org.za (2016)

Project name: Usasazo Secondary School 2004
Location: Khayelitsha, Cape Town, Western Cape
Architect: Noero Wolff Architects

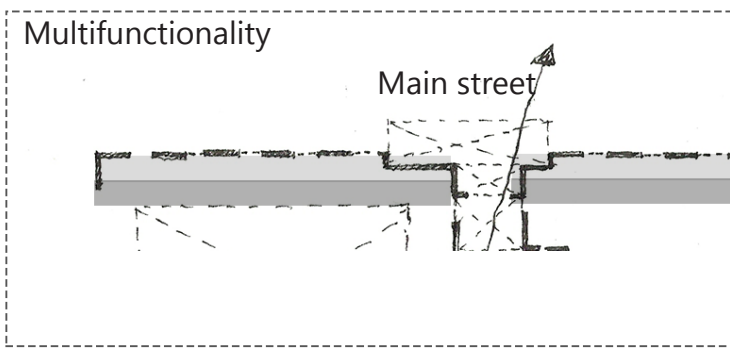
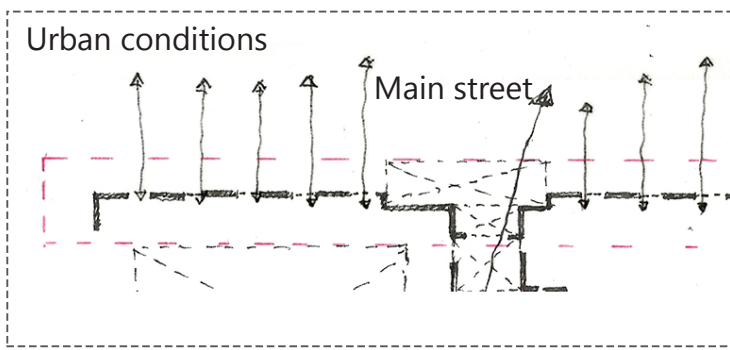
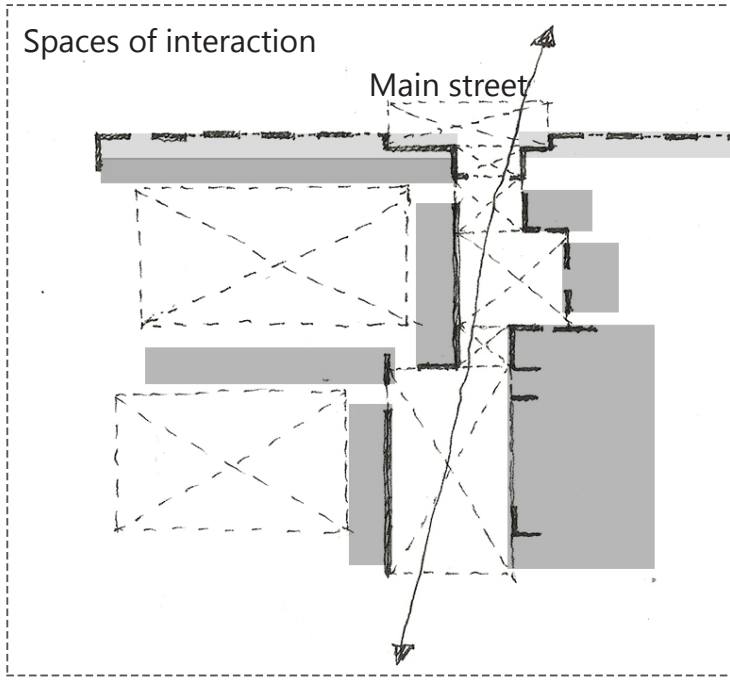
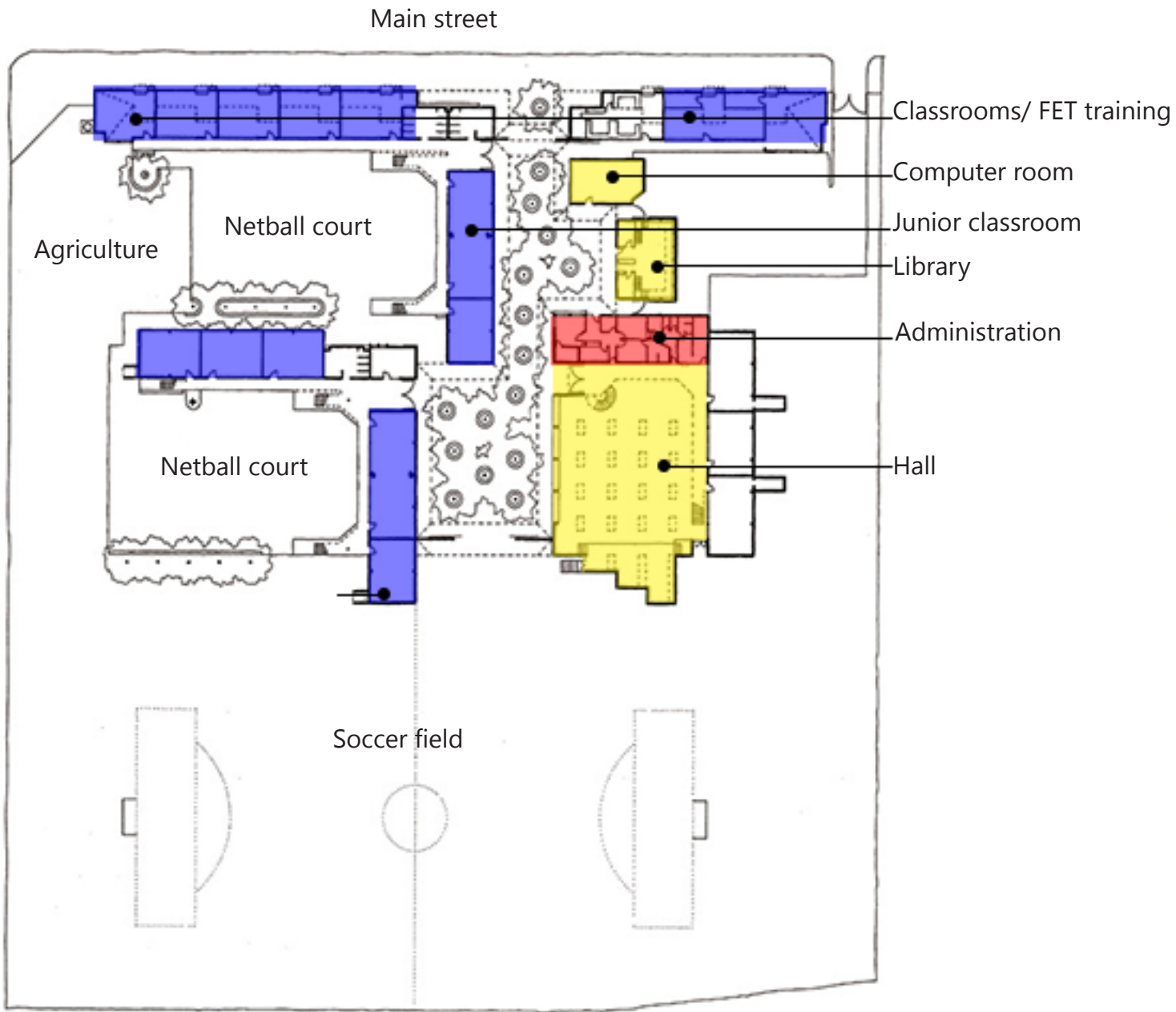
Background:

Noero Wolff Architects explores the impact an educational facility could possibly have in creating social change within the community of Khayelitsha. Programmatically the current school typology is adapted in order to include activities that allow for the educational facility to integrate within its environment. This is done by activating the edge conditions of the educational facility.

Programme:

- The Usasazo school includes 37 classrooms, a library, computer room, hall and administration section.
- The brief was expanded by the architects to allow the school to be adapted for Further Education and Training (FET) legislation which asked for more entrepreneurial training.
- Classrooms along the street edge can be spatially adapted in order to be used for entrepreneurial teaching as the classrooms open onto the street allowing interaction with the public. Subjects like car and appliance repair, hair care and food trade will use these classroom facilities.
- Programmatically the spaces encourage and allow for interaction to occur between learners, teachers and community.

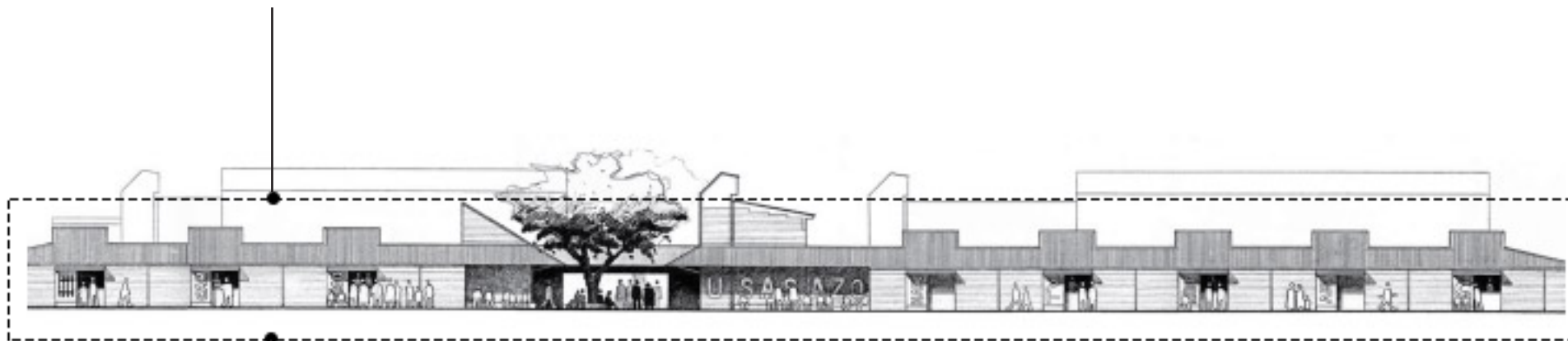
Fig 2.10 Street edge of Usasazo School, Photograph, Noero Architects (2016)



The programs frame spaces of interaction occurring in the negative space



The FET training programme responds to the main street



Can be adapted to be used as classrooms or as FET training facilities

Fig 2.11 Analysis of Usasazo School, Author (2016)

Project Name: Blurred Classroom Design team, Jiya
Community School
Location: Jiya, India
Architect: Open Architecture Network's Classroom of the
Future Challenge.

Background:

The community school questions how the permeability between a school and its community can become the key factor in overcoming inequality in society. The school challenges its significance in the community as it offers facilities that can be used by the community.

Programme:

- An Internet Cafe and Innovation Lab was introduced where people from the school and the community can collectively gather to work.
- The school focuses on connecting and extending both the physical space and learning opportunities to both students and the larger community.
- The school then becomes a part of the community, a facility that can be used by the community to their benefit, opening up business, learning a new skill or simply a place where people can interact with one another (Quirk 2012).

Fig 2.12 Jiya Community school, Quirk (2012)

The programmes allow for freedom in order for interaction to occur between learners and the community



The spaces are made accessible to the community by introducing local amenities that the community can benefit from

Fig 2.13 Jiya Community analysis, Quirk (2012)



Project name: Sra Pou Vocational School
Location: Cambodia
Architect: Rudanko & Kankkunen Architects

Background:

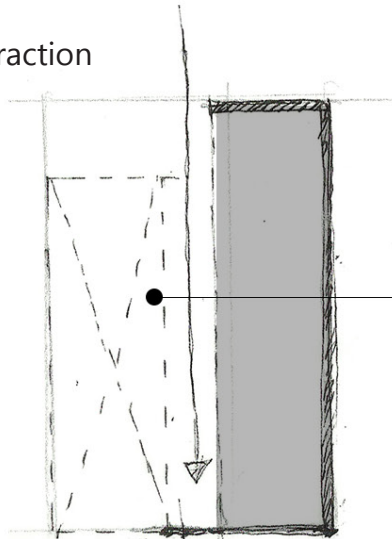
The Sra Pou vocational school serves as a business training centre and public hall. The school was built by the local community. They used hand-dried blocks from the surrounding soil. The aim was to teach people how to make the most out of the materials that are easily available so that they can apply the same construction techniques for their own houses in the future.

Programme:

- The purpose of the vocational training centre is to encourage and teach poor families to earn their own living.
- The new vocational school provides professional training and helps the people to start sustainable businesses together.
- It is also a place for public gathering and democratic decision-making for the whole community.
- A local Non Profit Organization (NGO) organizes the teaching (Dezeen.com 2011).

Fig 2.14 Sra Pou Vocational school, Photograph, Dezeen.com (2011)

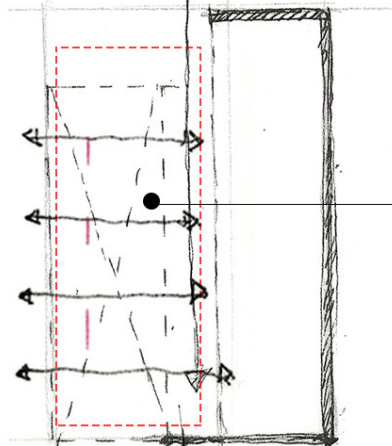
Spaces of interaction



The vocational training centre frames and defines an outside area which can be used for community meetings and gatherings.



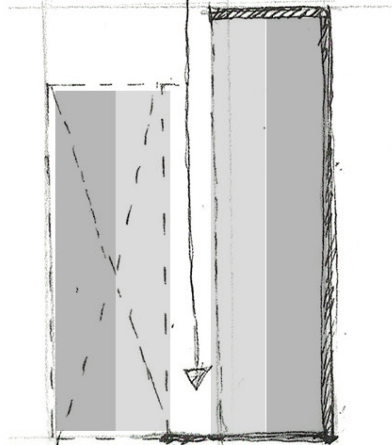
Urban conditions



This space acts as a public edge which is made accessible to the community, integrating the facility into its environment



Multifunctionality

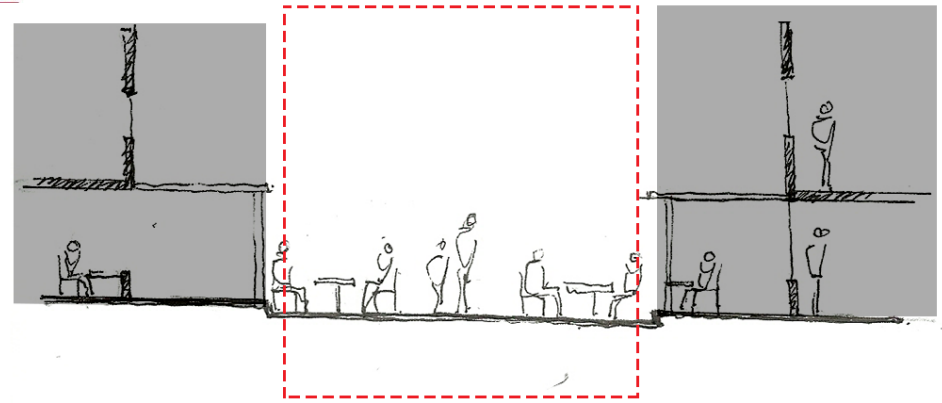
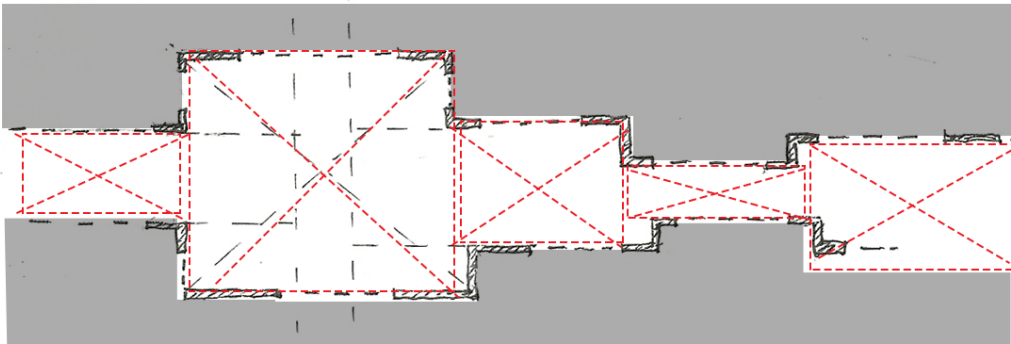


Programmatically the centre adapts to the needs of the user while catering for all age groups

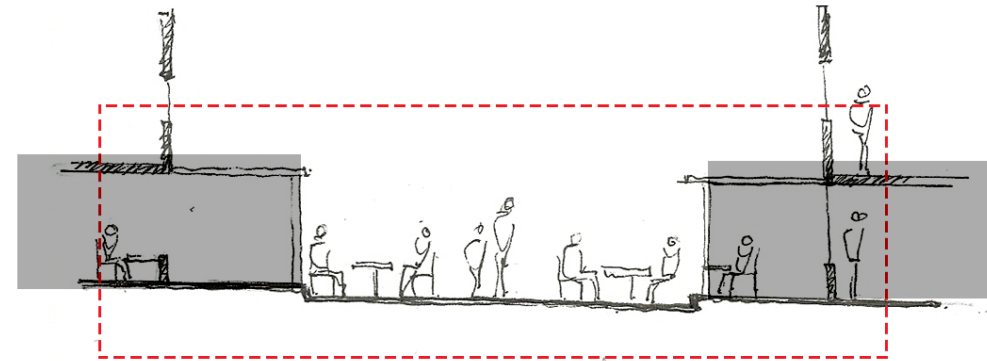
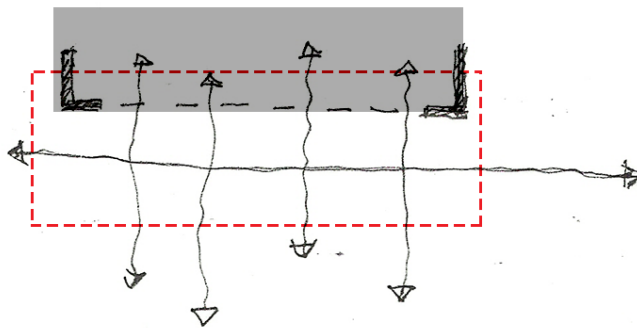


Fig 2.15 Sra Pou Vocational school analysis, Photograph, Denzeen.com (2011)

Spaces of interaction



Urban conditions



Multifunctionality

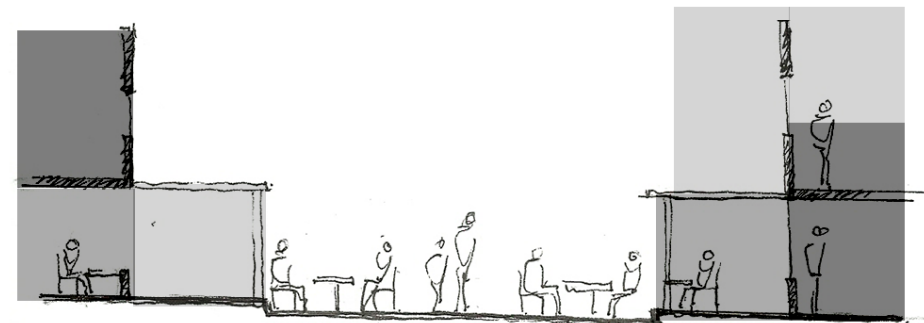
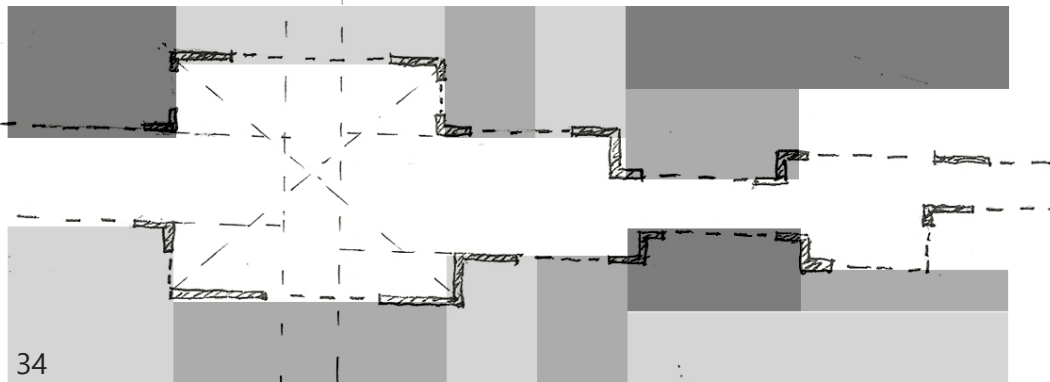


Fig 2.16 Programmatic conclusion, diagrams, Author (2016)

2.4 Programmatic conclusion

The programmes frame in-between space where interaction between the learners and community can take place

Local amenities are situated on the main axis in order to create an accessible environment which caters for the needs of the whole community

The programmes need to be able to be adapted and transformed in order to suit the needs of the community.

Conclusion

This dissertation supports a citizenship approach to education as it encourages social cohesion amongst people in post-apartheid South Africa, by educating learners to be active citizens in their community.

It is proposed that a Community Vocational Facility (CVF), which is seen as a community centre, is necessary in order to successfully implement the policy of citizenship education in practice. Therefore the following programme encourages:

- Spaces of interaction: The programmes support and frame the interaction and social exchange which occurs between the learners and community. This is essential when supporting more participative and active forms of citizenship in learning environments.
- Urban conditions: A decentralized model is suggested promoting that the facility be integrated into its environment and invested in by the community encouraging a variety of local amenities that are run for and by the community.
- Multifunctional: The CVF includes a range of multifunctional and generational learning activities. This will ensure that the space is used frequently and actively, keeping the space alive. Various activities also allow for cross discipline interaction between people to occur which could help build social cohesion in society.

These three elements; spaces of interaction, urban conditions and multifunctionality of the space are taken forward in the dissertation forming a hypothesis which is addressed programmatically as well as spatially. It is suggested that if these elements are addressed architecturally they may lead to spaces that promote a social paradigm shift with regard to citizenship education.