



# final presentation

nehelano  
voorlegging



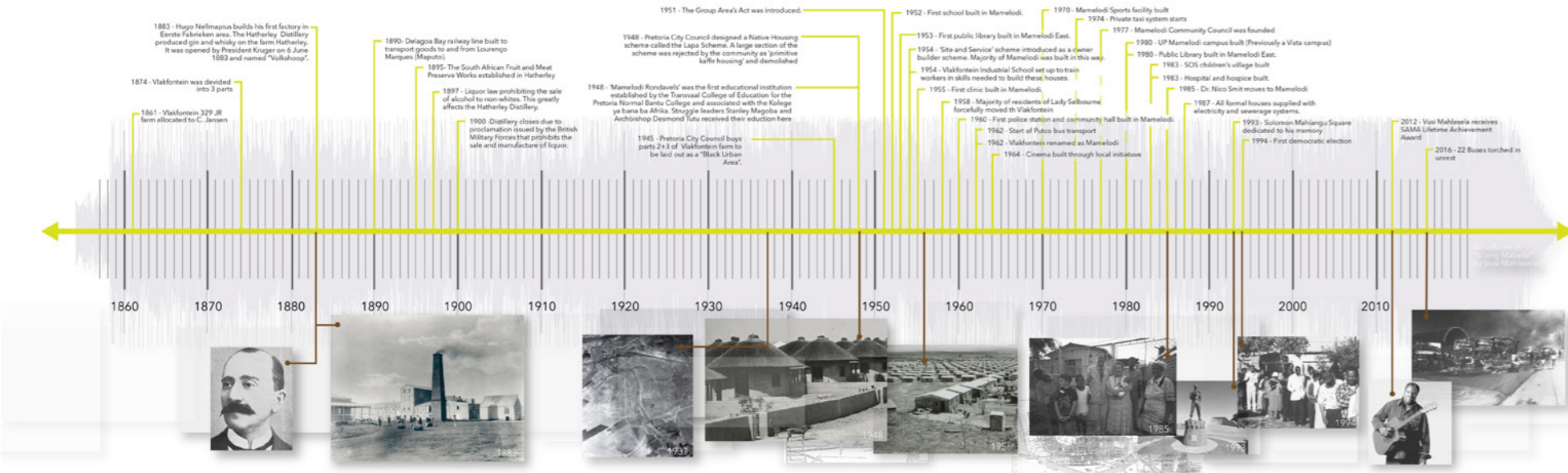


Figure 8.1 Context Poster (Author, 2016)



Figure 8.2 Context map (Author, 2016)



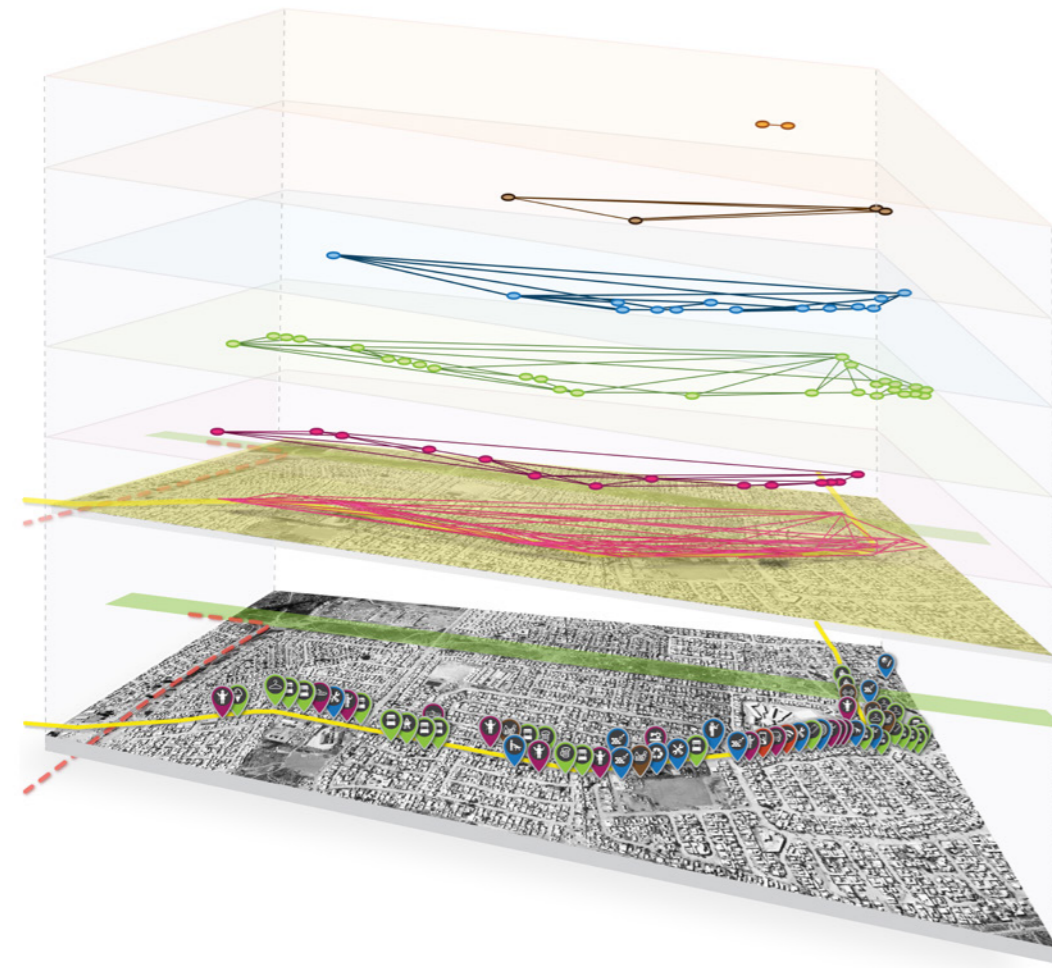


Figure 8.3 Hector Pieterse - Street of Skills (Author, 2016)

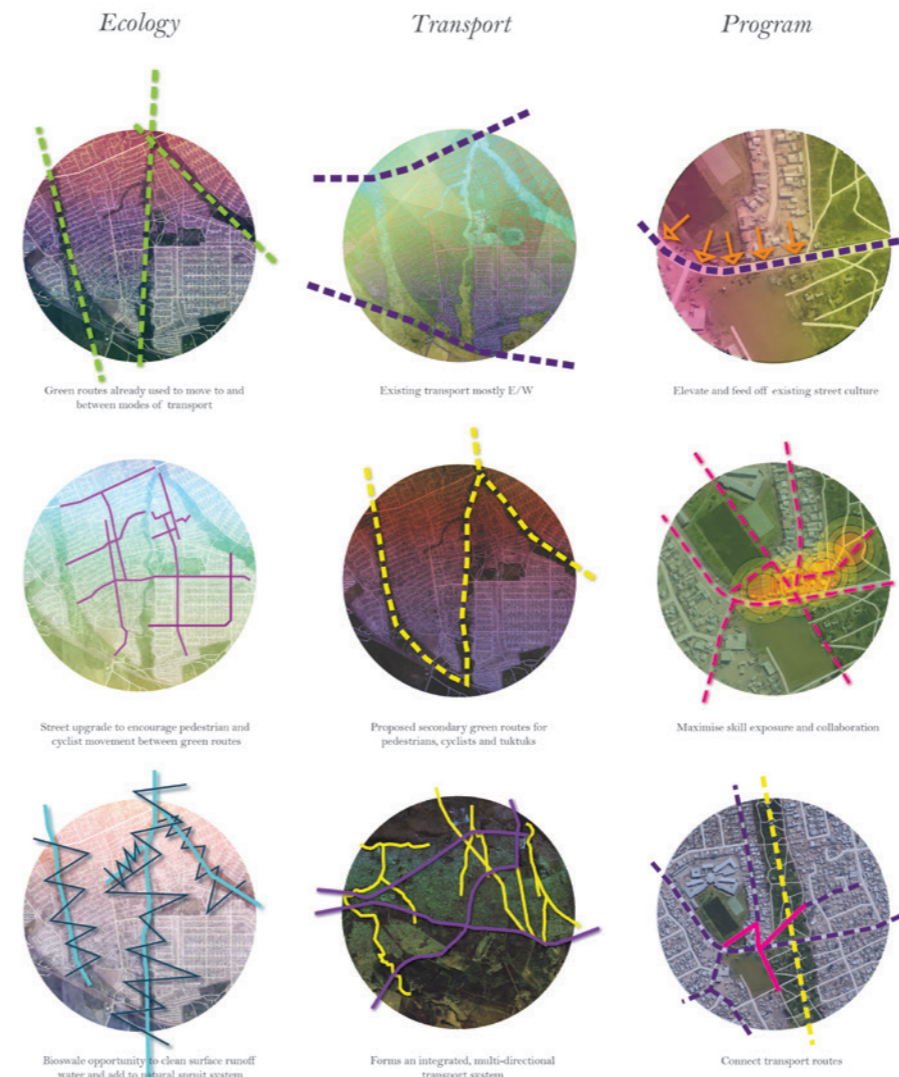


Figure 8.4 Analysis poster (Author, 2016)



Figure 8.5 App proposal poster (Author, 2016)



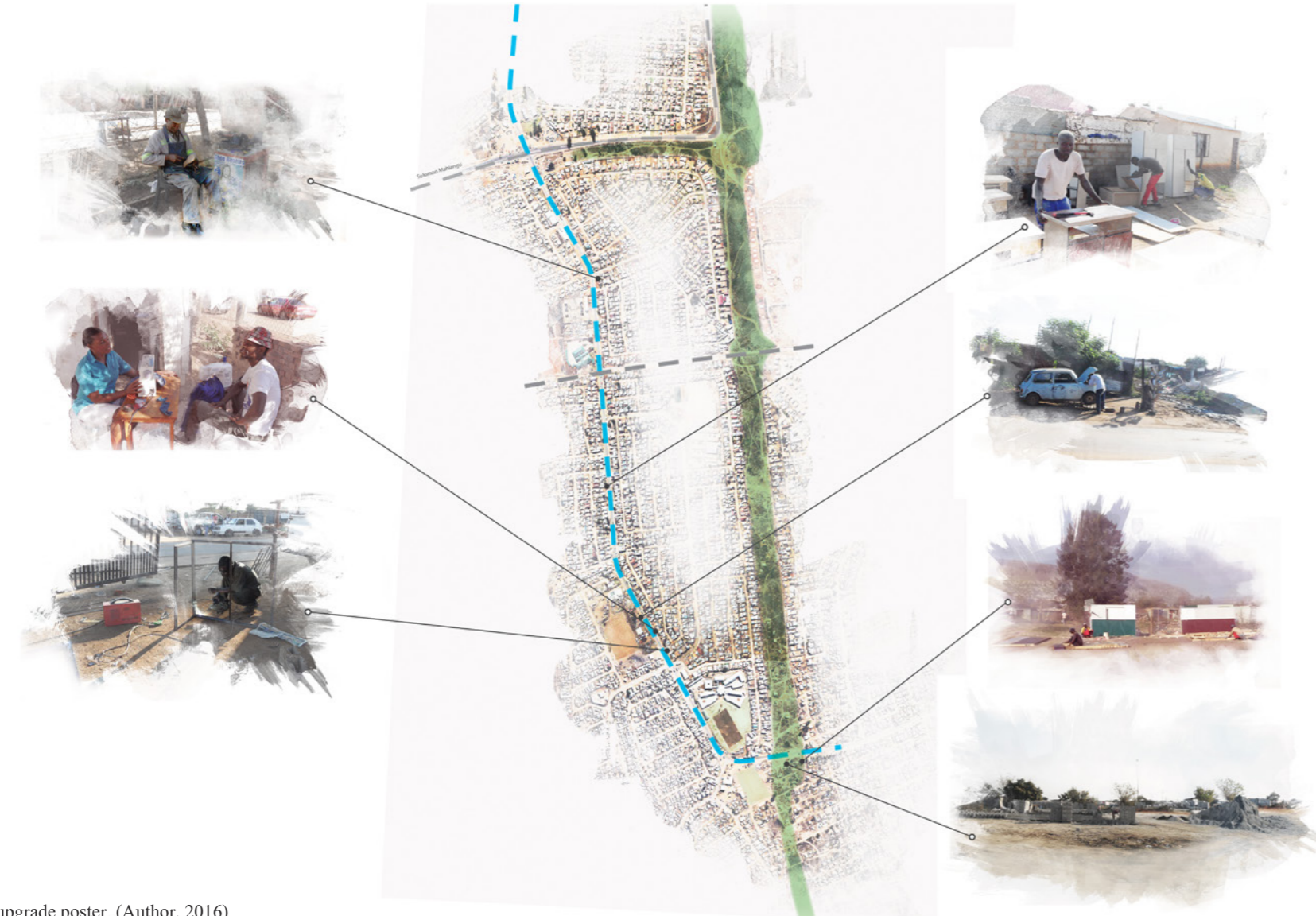


Figure 8.6 Infill-upgrade poster (Author, 2016)



Figure 8.7 Green route view (Author, 2016)





Figure 8.8 Residential street view (Author, 2016)

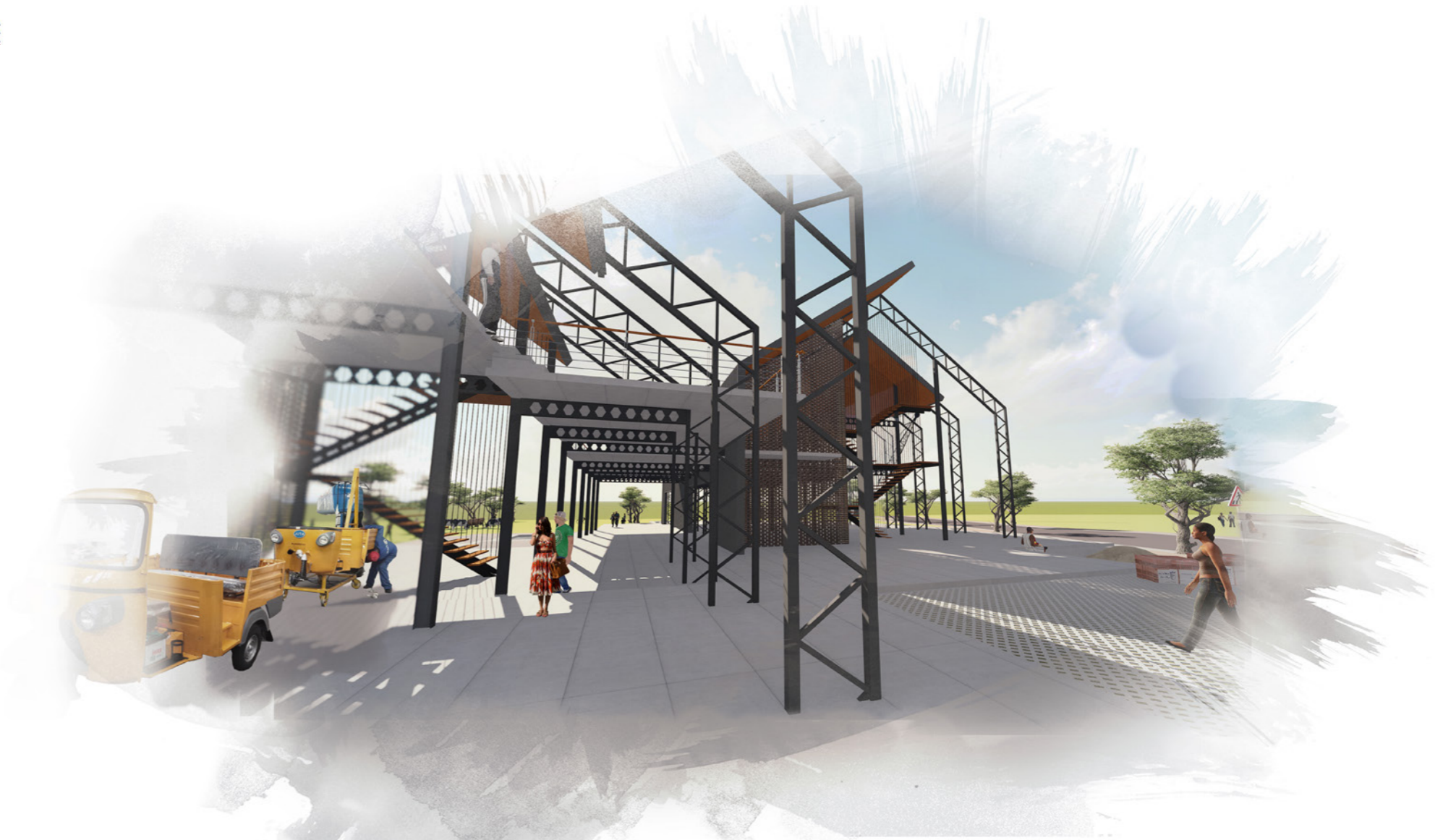


Figure 8.9 Collaboration corridor (Author, 2016)





Figure 8.10 Mathane Road perspective (Author, 2016)

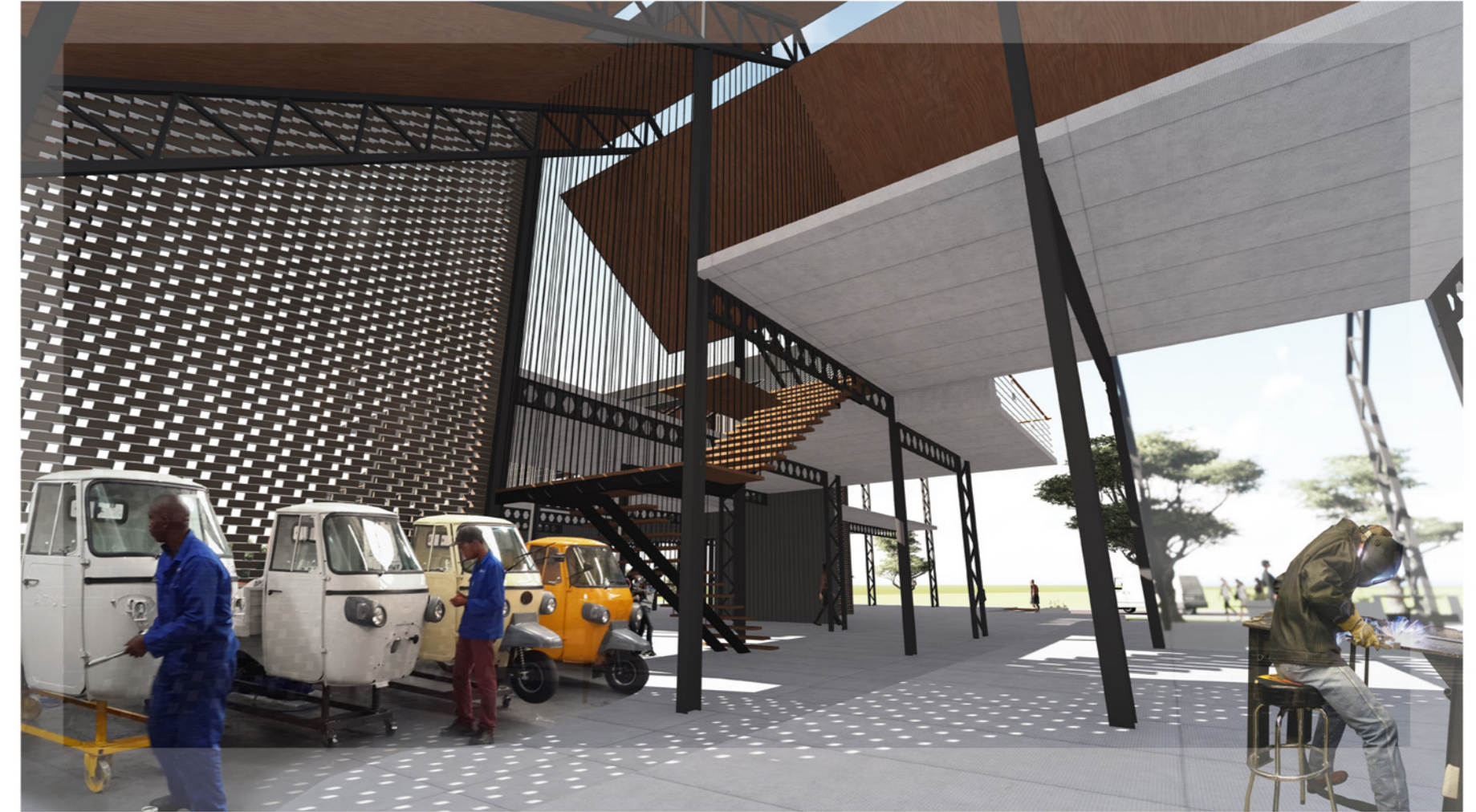


Figure 8.11 TVET-college as Tuktuk factory (Author, 2016)



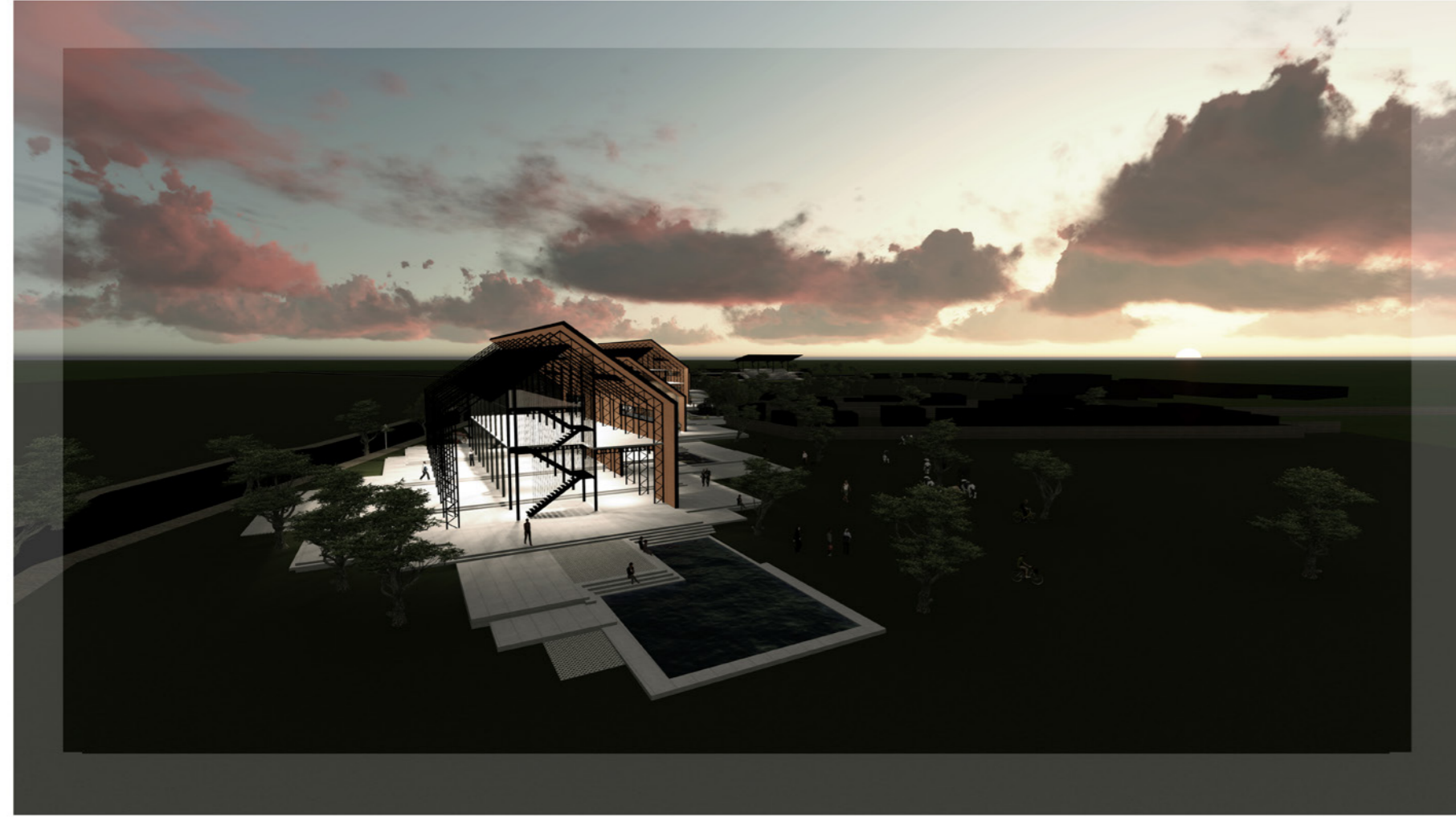


Figure 8.12 Light beacon (Author, 2016)

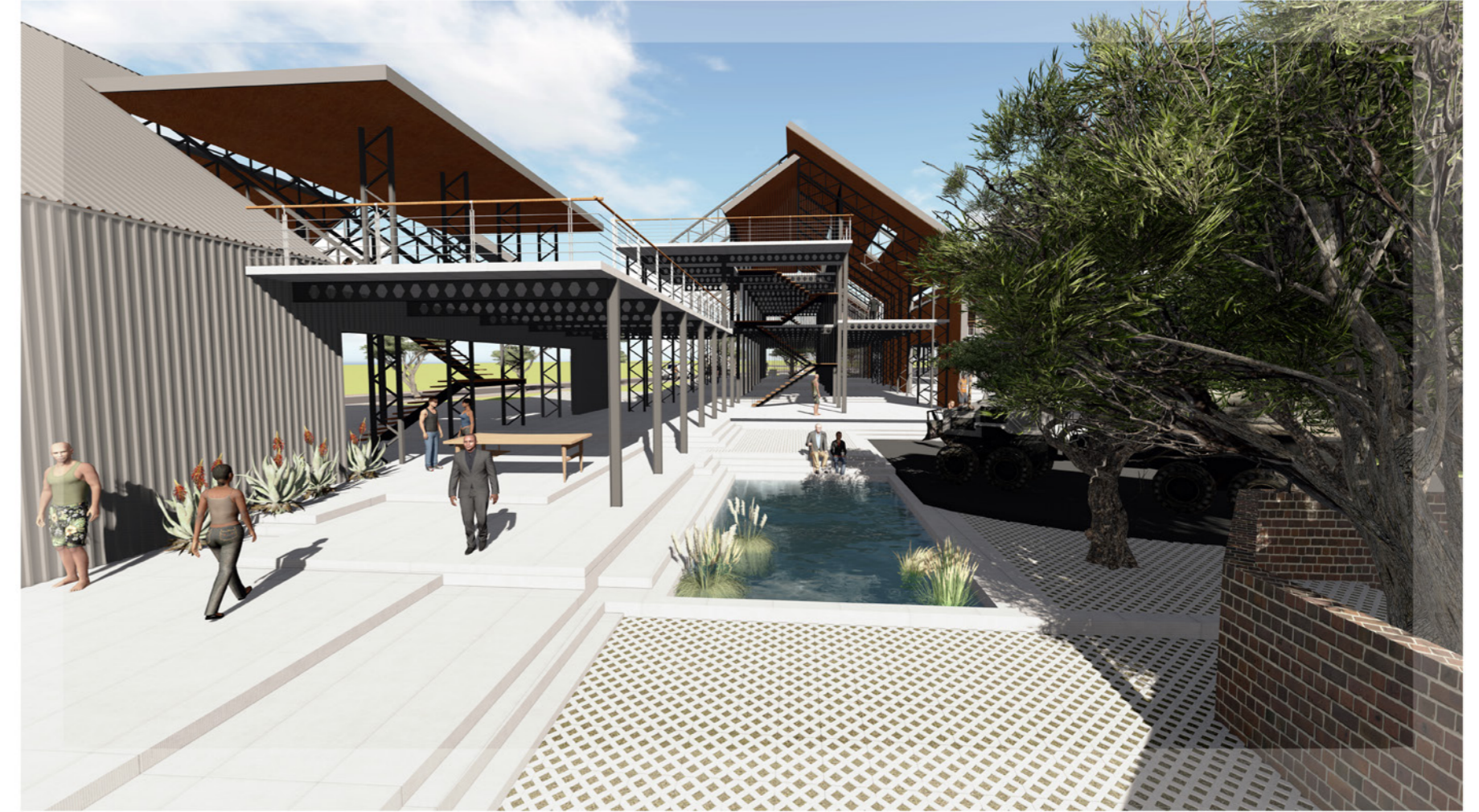


Figure 8.13 Outside Collaboration Spaces (Author, 2016)





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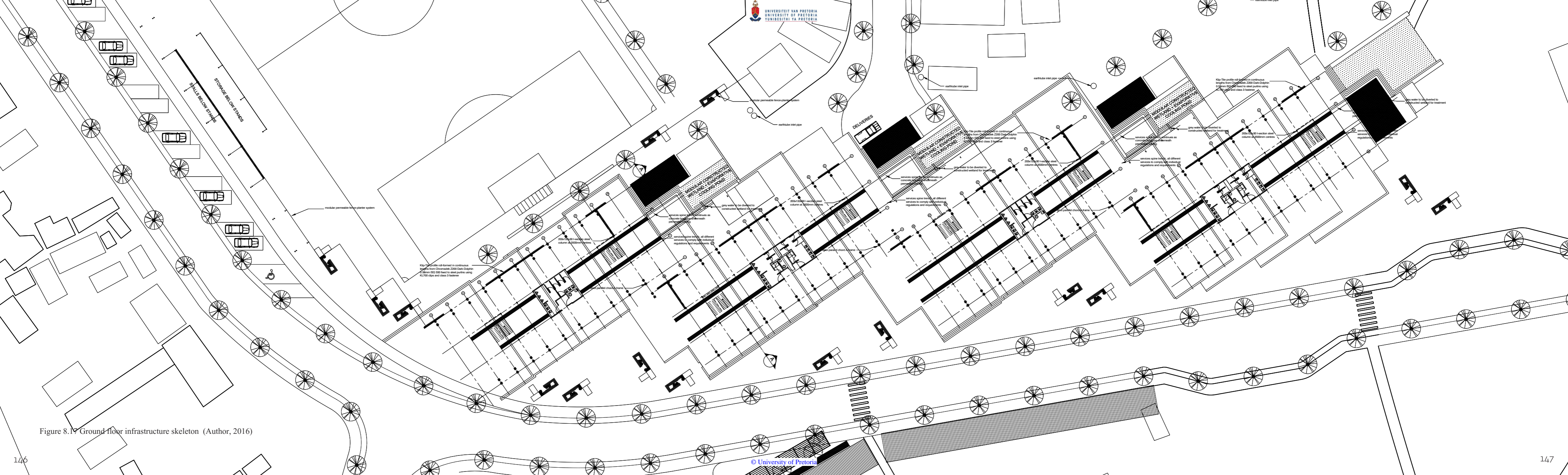


Figure 8.17 Ground floor infrastructure skeleton (Author, 2016)



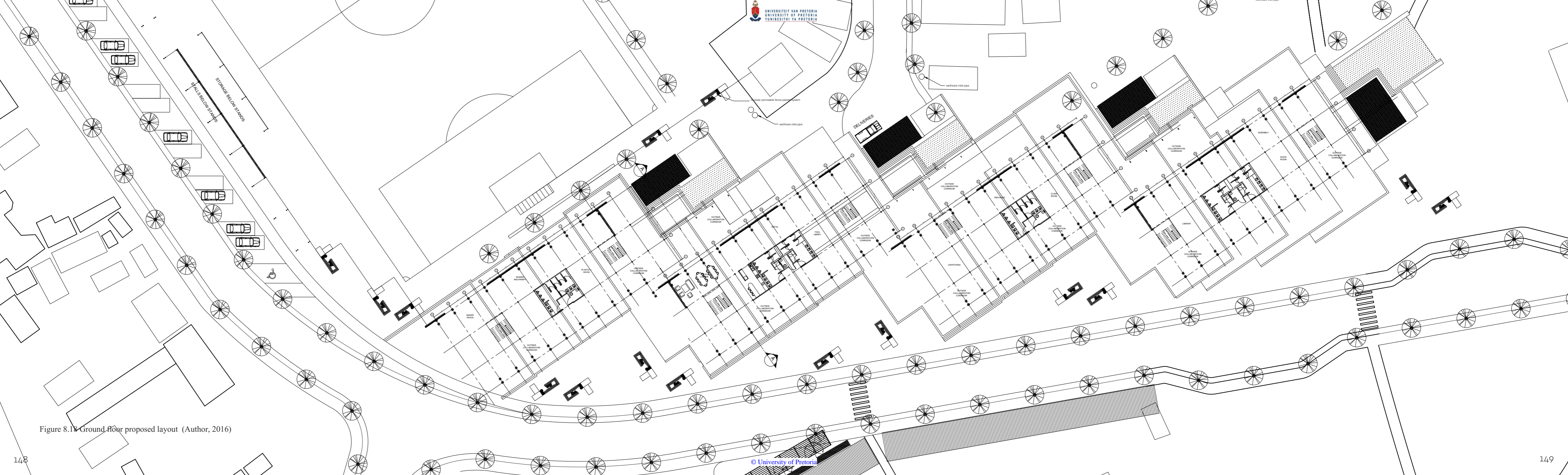


Figure 8.18 Ground floor proposed layout (Author, 2016)





Figure 8.19 First floor proposed layout (Author, 2016)



Figure 8.20 Second floor proposed layout (Author, 2016)



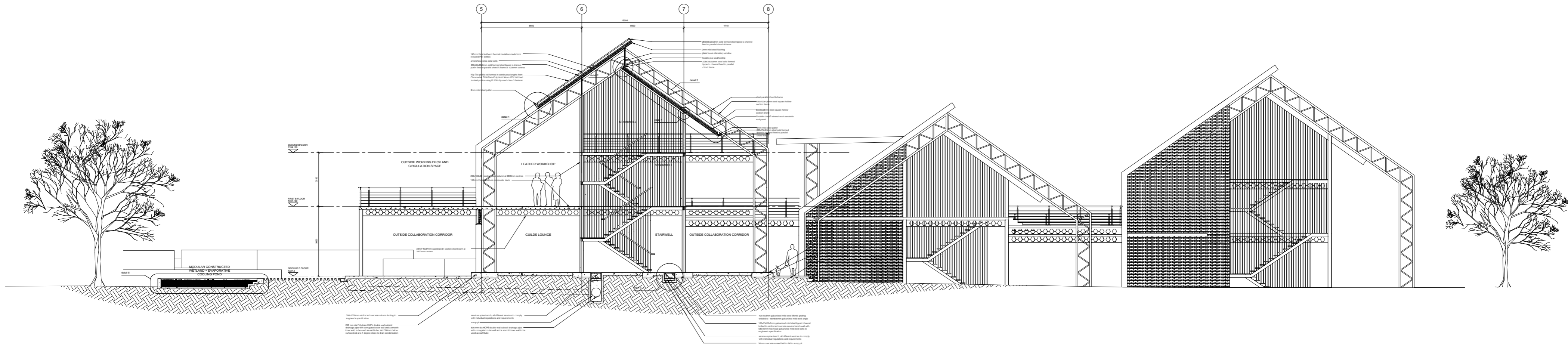
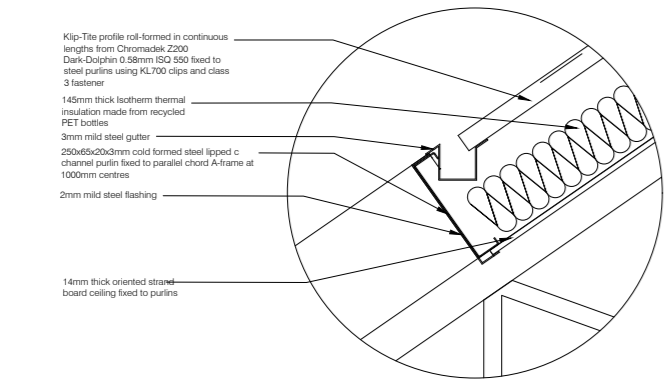
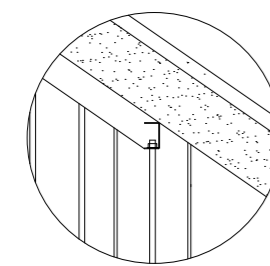


Figure 8.21 Section A-A (Author, 2016)

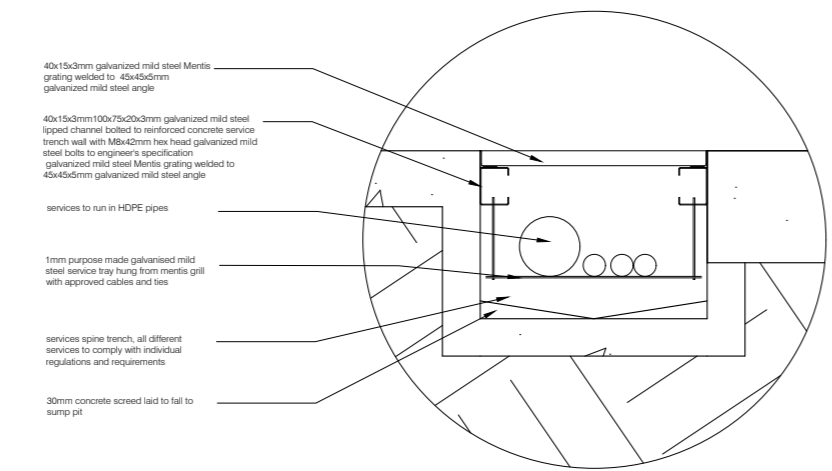




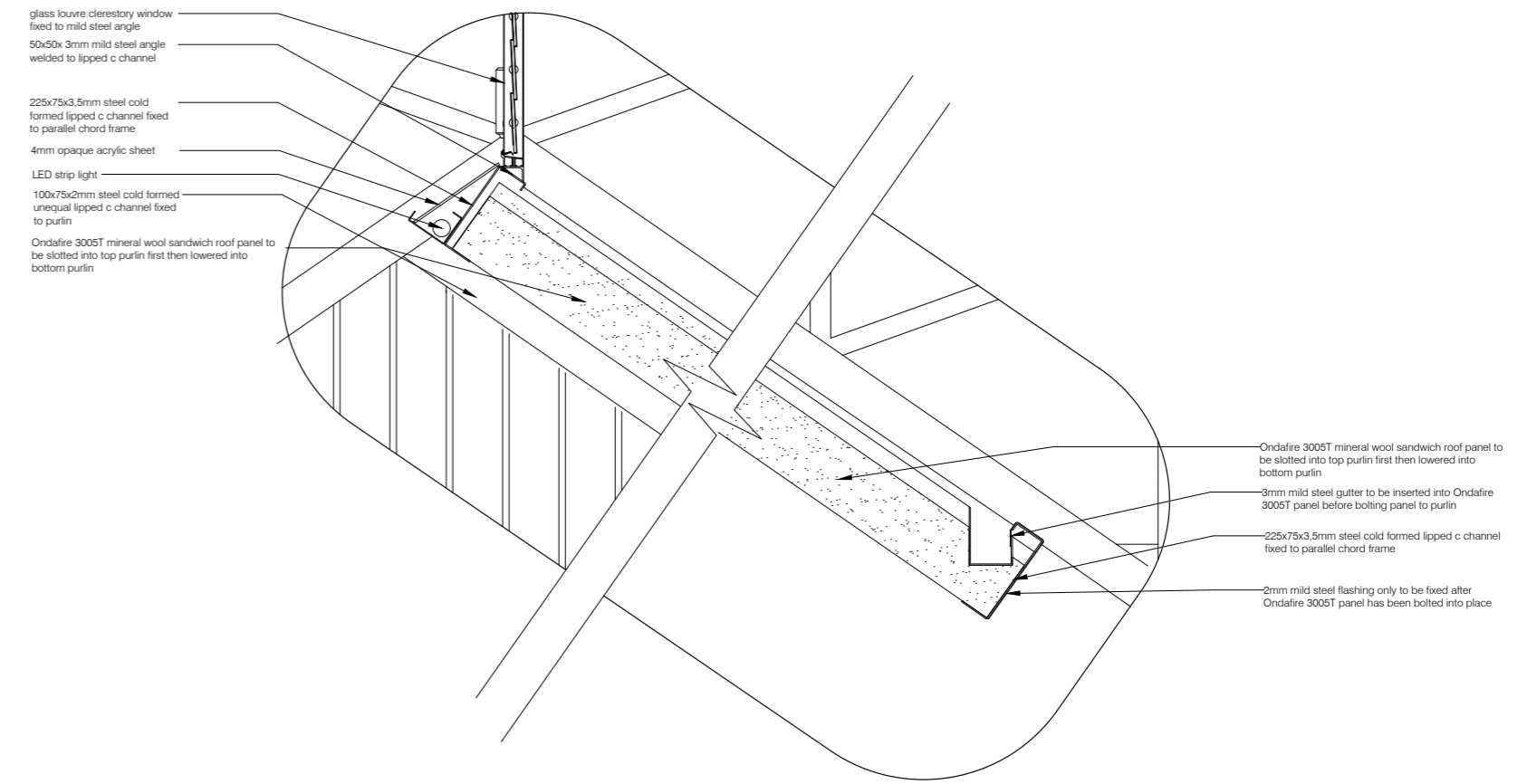
detail 1 1:5



detail 3 1:5



detail 2 1:5



detail 4 1:5

Figure 8.22 Details (Author, 2016)





Figure 8.23 Final Presentation (Author, 2016)



Figure 8.25 Final Model (Author, 2016)

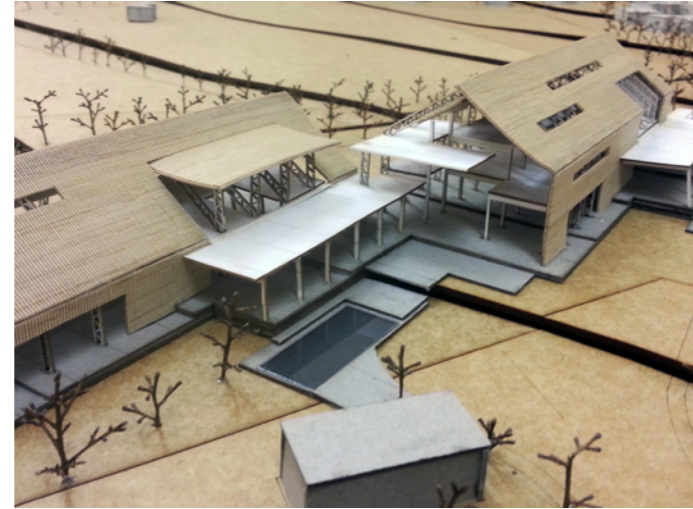


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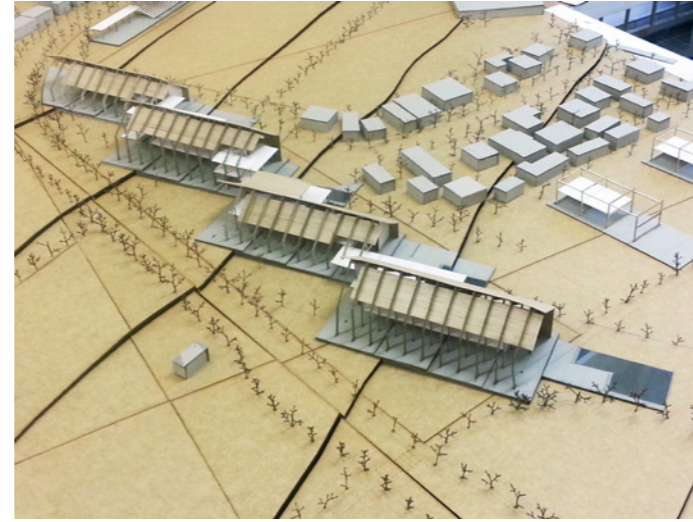


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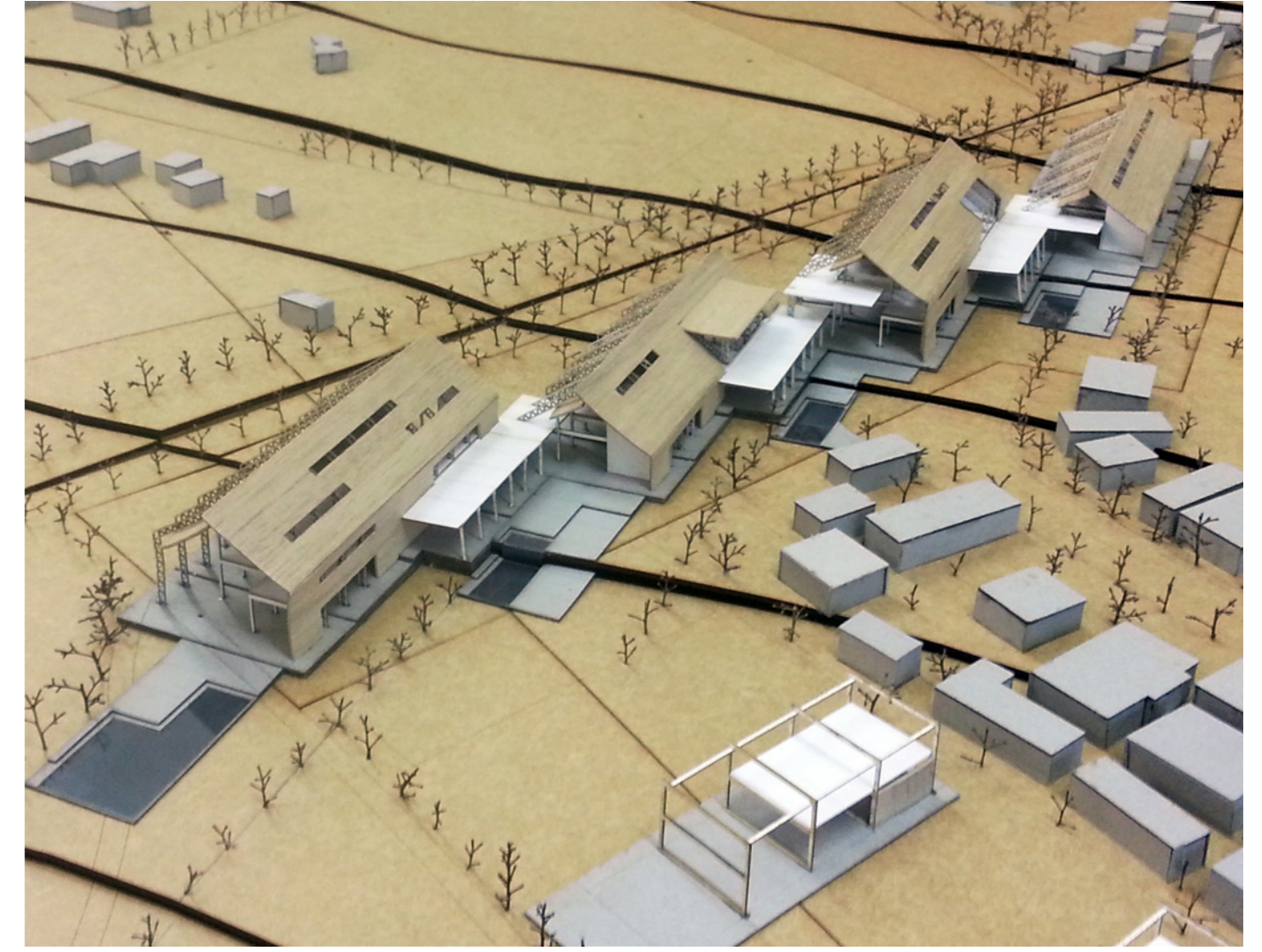


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**conclusion**  
critical reflection

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# Conclusion

This dissertation explored the potential of a decentralised TVET college as a catalytic architectural intervention. The proposed programme succeeds in strengthening the existing network of skills and trades by allowing for collaboration and skills development. The broader set of architectural skills was used to generate design solutions which did not always manifest as physical built forms. The virtual intervention did however lay the foundation for the 2 phases that were to follow. A fractal design approach can prove to be more in tune with the ever-changing conditions of informal settlements.

By focussing the educational component around collaboration, building components and tuctucs are by-products of education that have an added positive impact on the community. This improves both the issues of daily pendulum migration and placelessness.

A more thorough investigation could have been done on the long term negative effects of vocational workspaces. The adaptation of an industrial school typology into a more public market space has promising opportunities but special attention has to be given to the safety of children. Many patterns of Alexander et al.(1977) are already existing within the community and can further be strengthened to improve the quality of life of residents. These patterns prove to still be relevant.

The building's adaptability further strengthens its role as a catalyst in an environment of flux. This adaptability that is needed has shifted the focus from a final building design, to designing a system of building, catalytic spaces and positive edge conditions.



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