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**THE ROLE OF ARCHITECTURE IN PROVIDING PHYSICAL & SOCIAL  
WELLBEING FOR THE YOUTH:  
A PROPOSED YOUTH CENTRE IN WENTWORTH, DURBAN.**

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## **DECLARATION:**

Declaration of originality:

This is to certify that to the best of my knowledge the content of this thesis is my own work and original research.

This thesis has not been submitted for any other degree or any other purposes.

I certify that the intellectual content of this thesis is the product of my own work and that all the assistance received in preparing this thesis and relevant sources utilized have been acknowledged.

.....  
Signed

.....  
Date



## ACKNOWLEDGEMENTS:

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***“Show me your friends and I’ll tell you who you are.”***

*(Mexican Proverb)*

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## **DEDICATION:**

I dedicate this dissertation to my father, Lord and Saviour, Jesus Christ. Your kind words and mercy have helped me persevere.

You are my rock, my fortress and my deliverer, without whom I would not be where I am today.

*“I have the strength to face all conditions by the power that Christ gives me.”*

*(Philippians 4:13)*



## **ABSTRACT:**

Youth Centres have been proven to promote physical and social wellbeing amongst modern youth. Previous research has proven the importance of architecture in community empowerment as mediator between user and surrounding environment. Offering great potential in economic, cognitive, physical and social development for disadvantaged youth. This research will explore the potential of a youth centre in the Wentworth Township. Situated in the industrious back of port South Durban Basin.

The lush natural environment, thriving petro-chemical industry, lack of basic health amenities and excessive crime rates present interesting and challenging discussions for research. The overburdened low-income youth are challenged with great social deterrents however offer unwavering potential in their local interests. Limited government aided skills development and youth facilities have resulted in current negative socio-economic activities amongst Wentworth youth. The research to follow will engage scarce youth spaces and related popular peripheries. Exploring existing local and international literature for proposing the design of a youth centre that pro-actively participates in the lives of the youth. Stimulating local youth culture, economic empowerment and holistic development through architectural design.

Limited local research carried out in South African youth centre typologies present potential for development of a local framework for inspired and appropriate youth spaces. Dealing with the specifics of the township and greater South African context. Engaging unemployment, hopelessness, scarce basic amenities, skills development, substance abuse and other related social dilemmas that exist because of poverty.

The research to follow will analyse the social and built environment within a context specific theoretical and conceptual framework. Determining the role of architecture in youth wellbeing by establishing specific architectural design principles, for designing youth spaces in Wentworth. Place, culture and empowerment theories form a framework for analysing the local urban and social fabric. Concepts of youth culture, proactive design strategy and dreamscaping will orientate methods of response to potentials, and challenges established based on relevant case studies. Incorporating qualitative analysis of both primary and secondary data for the support of outcomes.



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**PART ONE:**  
**CHAPTER 1: INTRODUCTION:**

**1.1. BACKGROUND:**

The importance of recreation facilities in promoting physical and social wellbeing is gaining continued recognition in modern society. Collective and individual development of youth participating in sporting and educational recreation activities has become a positive catalyst for disadvantaged community upliftment.

Architecture of recreation facilities can act as a bonding agent between the youth and the environment. The growing trends in environmentally responsive design offers mental, physical and social rehabilitative possibilities for inhabitants participating in various recreational activities. In the case of South African townships such as Wentworth, these ideas could aid in mobilized youth campaigns against numerous and persistent social and environmental ills prevalent in marginalised communities such as substance abuse, crime, pollution and high HIV/AIDS rates.

Originally planned as an army barracks with a surrounding industrial node. Wentworth is the home of a large industrial node and one of SA's largest petrochemical refinery. Producing approximately sixty percent of South Africa's petroleum (Peek, 2000).

Limited government aided skills development and youth recreational facilities have resulted in current negative socio-economic activities amongst Wentworth's youth. The scarcity of recreational spaces and inadequate public school facilities force youth interaction to dangerous township peripheries, exposing them to negative social norms (ENCA, 2016). This research aims to explore the potential that youth spaces have in stimulating a healthy lifestyle that tends to the specific needs and interest of youth in Wentworth.

**1.2. MOTIVATION AND JUSTIFICATION OF THE STUDY:**

Extensive research has been carried out in the areas of youth delinquency, crime, drug and substance abuse rehabilitation. However limited architectural research is available for the local



South African township context, more commonly explored in social geographical studies. Presenting potential for manifesting social change through architecture into Wentworth's built environment.

The purpose of this research is to explore the architect's role in bridging the gap between social intervention and applied architectural design. Exploring youth development factors such as identity, empowerment and sociology. Investigating the influence of the South Africa's socio-political context and its projection on modern youth. This research proposes a context specific framework for the design of an African appropriate youth centre typology. Influencing youth development, class, gender, race and subcultural identity discourses in Wentworth.

Based on the findings of previous research conducted separately on each of these factors this project will investigate range of factors that influence youth lifestyle, with the intent to design a youth centre that offers holistic development for disadvantaged youth.

"At-risk" communities are categorised by their social-wellbeing challenges (Sprouse & Klitzing, 2005). This paper will suggest informed solutions to these difficulties through the analysis of previous theoretical research and interpretation of collected empirical data. A local contextual response will be formalised to successfully facilitate the workings of modern youth development programmes.

Prestigious recreational accomplishments in past years placed local sports clubs, icons, and artists as ambassadors of Wentworth's youth assets (Desai, 2017). Forming Wentworth community centres and public forums around popular sports fields and street hangouts. Characteristics of many South African townships.

This research's primary motivation is to empower the youth by utilizing existing assets and pro-actively creating a sustainable urban environment for the youth and greater community.

### **1.3. OUTLINE OF THE PROBLEM:**

Current lack of youth facilities do not respond to the needs and interests of youth in the community, contributing to negative utilization of abandoned spaces in the area. The absence



of accessible positive leisure activities and adequate space for youth have resulted in frustrated lifestyles. Inhibiting the development and overall wellbeing of youth.

There is a need for a youth facility that stimulates youth culture education, participation and interest. Supporting activity that will aid in the development of a range of skills fulfilling prosperous adult trajectories.

#### **1.6. RESEARCH QUESTION:**

How does architecture influence physical and social wellbeing of youth?

#### **1.7. SUB QUESTIONS:**

What are the physical & social needs of youth in the area?

What are the characteristics of the existing social, natural and built environment in Wentworth?

What facilities influence positive integration and community empowerment for the youth?

What are the principals for the design of a sustainable youth centre in Wentworth?

#### **1.4. AIMS & OBJECTIVES:**

##### **1.4.1 AIM OF STUDY:**

To explore the role of architecture in youth physical and social wellbeing towards the establishment of an appropriate architectural design response.

##### **1.4.2 OBJECTIVES OF STUDY:**

To provide spaces that respond to the needs and interests of youth.

To design spaces that respond to its context and the lifestyle of the youth.



To explore the empowering potential of youth sport and recreation facilities.

To suggest a guideline for designing sustainable recreation spaces that are youth specific.

### **1.5. DELIMITATION OF RESEARCH PROBLEM:**

Youth wellbeing covers a broad range of topics proven to present significant recommendations for consideration in the design of youth specific facilities. This paper briefly explores these relevant topics placing emphasis on addressing immediate needs to create opportunity for further development. Exploring a broad spectrum of practical development concepts, focusing on economic upliftment and skills development as a means of proactive life change. Investigating holistic youth wellbeing through concepts that relate to the assets and interests of the youth in Wentworth. Previous literature and research undertaken in the area discusses, identity, culture and various other areas of social ecology, little of which is youth specific. This youth centre is a catalyst for further research that may interrogate specific philosophies highlighted in greater depth.

This study has a few data collection limitations in terms of sample size and data collection. Interviews only consist of youth related respondents within the Wentworth area. Visiting youth that contribute to the youth population are informed through available existing qualitative and quantitative data.

This research being of a social nature posed ethical challenges in retrieving information from respondents that are minors. Therefore indirect engagement through adult community youth representatives provided relevant primary data on the specific challenges and lifestyles of the youth in Wentworth. This is analysed and compared to secondary data to address biased conclusions.

### **2.6 THEORETICAL & CONCEPTUAL FRAMEWORK:**

#### **2.6.1 CULTURE THEORY AND ‘YOUTH CULTURE’:**



Culture Theory is a very broad field of research incorporating all aspects of human behaviour, social practices, art, ritual, religion, and technology found in society. Hegel (Marques, 2015) establishes culture and historical understanding as imperative for sustainable urbanisation. This philosophy is concurred through Rapoport (1969) analysis of the built environment and human behaviour from a cultural lens. Analysing the function and form of the built environment, which addresses human behaviour from a cultural lens. Exploring function and form of the built environment through architectural and urban pattern (Rapoport, 1969). Modern architects such as Hertzberger (1991) and Tezuka (Gregory, 2007) use this philosophy to design youth spaces. Hertzberger uses concepts of the collective and individual to provide holistic cognitive and social development in school environments (Hertzberger, 1991), whilst Tezuka reinterprets Japanese Edo period courtyard form to design culturally relevant learning environments for kindergarten youth (Gregory, 2007). Aravena uses co-operative planning (Watkins, 2014) to apply culture theory in similar disadvantaged community development, presenting great empowering outcomes that address cultural and political agendas through economically and socially driven solution. Critical in producing efficient public spaces amidst our post-apartheid South African context (Narunsky-Laden, 2008).

Youth culture refers to the presence of a sub-culture autonomous of collective community culture, describing youth interest, values, practices and lifestyle. Coleman (1961), Bourdieu, and O'Connor establish and argue this concept from contrasting perspectives (O'Connor, 2004). Coleman and Erikson's (1968) psychological theory suggest youth culture as a product of segregation through the modern school system, crisis of identity and pursuit of independence, whilst Bourdieu perceives youth culture as an active response to social and cultural circumstances. O'Connor explores these two perspectives on class and hegemony highlighting the establishment of cultural capital through 1970's 'punk rock' sub culture, which provided economic cultural commodity, status and self-identity for inundated post WW2 middleclass youth (Navarro, 2006). This research will consider youth culture as a combination of popular cultural capital theory and individual psychosocial development theory to explore for both the collective and individual. The background, pillars and permanence of youth culture described by Brown & Lohr (1987) will also be explored through elements of status, imagery and brand identity that exist amongst Wentworth youth (Kawasaki, 1994).



### 2.6.2 PLACE MAKING THEORY AND ‘THE DREAMSCAPE’:

Lefebvre defines space by its social, political, and contextual identity of which theorises space as both physical and abstract (Lefebvre, 1991). Jacobs (1965) and Gehl (2010) define place making theory as a both a process and philosophy of planning, designing and managing public spaces to capitalize on local community assets. Incorporating metaphysical notions of place attachment, identity, and sense of place (Najafi & Shariff, 2011). Creating unique spaces that promote community wellbeing and sustainable urban living (Kaymaz, 2013). Place making is practiced through specific processes of designing public spaces combined from various contributing place making theorists (PPS, 2017). In the context of this research place making theory will be referred to as a complete model with special attention given to tactical proactive strategy and creative place making. Since place making theory can be categorized into different goal driven typologies (Wyckoff, 2010). Markusen & Gadwa (2010) creative place making and tactical place explained through Lydon et al (2015) and Reynolds (2017) refer to the two main concepts of place making for socially uplifting goals. Driven by proactive short-term need driven interventions that catalyse long-term urban change. In Wentworth this has the potential to establishing cultural commodity, urban integration and trade the community as theatre for economic empowerment.

Dreamscaping is a concept that will be explored to discover the abstract production of space, combining the philosophy of Lacan (Menard, 2012), Soja (1996), Foucault (1984) and Derrida (Leach, 1997). This will inform a framework for abstract place making. Since this research will highlight local youth, cultural imagery, identity and lifestyle expression will be pursued through architectural metaphor, and functionally oriented case studies. Surrealist, deconstructive and surrealist art and architecture will be examined to celebrate philosophic notions, establishing a building that redefines form and function of youth spaces in a way that youth seek the avant-garde.

### 2.6.3 EMPOWERMENT THEORY AND ‘PROACTIVE DESIGN’:

Empowerment theory is a broad theory exploring community’s social, economic, infrastructural, and well-being self- sustaining capabilities. Zimmerman (1992), Warschausky and Rappaport (1984) describe empowerment as both the orientation and theory for working



in the community, understanding process and outcome (Zimmerman, 2000). Architecture of empowerment emphasizes the process and philosophy of managing development, such as scope, modification and processes of architecture in order to address the specific needs of the poor in communities (Serageldin, 1997). Dealing with various methods of stakeholder collaboration, from concept design through to construction to achieve specific community goals. In the context of this research community empowerment is secondary to youth empowerment, since upliftment of the community will occur through effective development of the youth. This will be explored in parallel with culture and place making principles, establishing skills developing programs that are supported in the design of spaces, discussed in place making literature. Gardner (2015), Robinson (2010), Leadbeater (2010) and Freire (2015) suggest interesting concepts in dealing with cognitive development of disadvantaged youth, through fun-first, discovery and practically orientated learning models.

Proactive behaviour involves acting in advance of a future situations, requiring control strategy and outcome determination. This concept was explored as an early psychological concept to describe a person who took responsibility for his or her life, despite existing circumstances (Frankl, 1946). In the context of this research the concept of proactive design strategy will refer to the specific role of the architect in socially uplifting architecture. Co-operative, intelligent, and sustainable architectural design concepts will be explored with the use of relevant case studies to determine a framework for conducting the design of a youth centre in Wentworth. . Informing design response and decisions to operate the youth centre in a productive, economical and convenient manner. Proactive strategy requires the establishment, and the process of establishing objectives to produce the desired outcomes, this will be made possible through thorough case studies to follow.

## **1.8. RESEARCH METHODS:**

### **1.8.1 DESIGN OF THE STUDY:**

The purpose of this research is to explore how architecture and space influences youth physical and social wellbeing through the design of recreational spaces for the youth. It must incorporate the use of primary data in the form of interviews and observations; which will provide comparative analysis data- to the secondary data collected in existing academic research on the



topic, theories and concepts discussed in the literature review. This comparative analysis will then inform a design response that highlights principles for designing a youth centre in Wentworth. Specific to the cultural identity and lifestyle of youth in the community.

#### 1.8.2 QUALITATIVE & EXPLORATORY APPROACH:

The approach to this research will be a qualitative one, seeking an understanding of experience, perceptions and culture of the youth in the existing public spaces in Wentworth. Due to safety, culture and various social challenges, large numbers of youth do not always make use of public park spaces. An effort to capture them in other social environments is important to gain a true reflection of the youth within the community. It is required that the researcher must be immersed in the urban spaces and cultural organizations- where these youth are present, to seek an understanding of their social culture, wellbeing and interests in order to respond appropriately through design. The central point for accessing these youth is through the Wentworth Youth Council. This board consists of youth leaders and community youth group representatives who operate under the supervision of the Ethekwini Ward-68 councillor, Mr. Aubrey Snyman. Qualitative interviews with these members and recommended adult youth respondents will provide primary data. In addition, observations at various intervals of the week and day must be conducted in public spaces to gauge the behaviour and needs of the youth in the community.

These observations will provide exploratory approaches that inform popular youth activities and interests in existing public youth spaces within the community such as, soccer fields, streets, parks, public pools, public library and other public suburban peripheries (indicated in attached observation schedule). This exploratory approach will be used to form an understanding of the youth culture and social behaviour in unsupervised public youth spaces. Providing phenomenological data that will be compared with primary interview findings from youth representatives and board members. Address any biased agendas.

#### 1.8.3 SAMPLING:

A sample of random community youth representatives and board members will be recruited from the Wentworth Youth Council organization as interview respondents. These board



members are active in youth development programmes and initiatives within the community. There are seven members on the board, of which three will be interviewed using the attached interview schedule. They may be able to elaborate on the social and physical wellbeing of youth as well as critical information of the needs and interests of the youth within this community. Their experiences and direct involvement may also suggest locations for observations and influential adult youth respondents.

The Wentworth Youth Council is supported by local municipality but managed and facilitated privately, the interviews conducted with these board members will take place in private spaces owned by members of the board, to their convenience. All of these interviews and observations will take place, under the supervision of the chair of the Wentworth Youth Council, Mr. Earl Wilkinson and Councillor Aubrey Snyman. Located at the Wentworth Community Hall (6 Percy Johnston Rd, Wentworth). The names of these interview respondents are Earl Wilkinson, Dorothy Maharaj, Patricia Dove and Councillor Aubrey Snyman.

#### 1.8.4 DATA COLLECTION:

**Interviews:** This research calls for an in depth understanding of the youth experiences and perceptions within their social recreation environments. The interviews will be semi-structured and conversational in order to help clarify the research experiences during observations. This method of interviews will enable participants to be comfortable, therefore evoking conversation to extract the desired data. Open-ended questions will be used, to avoid biased responses.

**Observations:** In order to establish how the youth of Wentworth socialize, the researcher will spend time participating in activity within public youth spaces; observing the recreational interests and behaviour of youth in their natural public social environments (parks, streets, soccer grounds, swimming pools), in order to share the experiences of the youth and extract first-hand experience of their social culture. This will also be analysed in comparison to interview data. The observations of youth behaviour in non-adult governed spaces and how their recreational activities are affected by the existing public infrastructure will be compared to the information gained from youth leaders to test for discrepancies in interview data that may not be in the interests of the youth. This will enable the researcher to identify environments



that have positive and negative effects on the wellbeing of the youth.

#### **1.8.5 DATA ANALYSIS & STORAGE:**

The primary data collected will be compared, analysed and used to create themes which will be compared with secondary data. The primary data will consist of hand written reports and voice recordings, for which will be made available in electronic format.

### **1.9 CONCLUSION:**

This research intends to highlight that the built environment, of Wentworth, does not adequately attend to youth wellbeing. Through analysing the youth via various contextual, collective and individual development concepts, the study aims to express and aid in their overall wellbeing. The literature and theories to follow will develop an argument combining several appropriate themes that contribute to designing spaces for the youth in Wentworth. Interpretation of secondary data outcomes will be supported through qualitative primary data exploration. Chapter 2 and 3 will inform the method and perspectives of primary data collection carried out in chapter 4. Lastly chapter 5 will analyse and synthesise findings to inform the design framework, which will produce an architectural intervention supported by the conclusions of this research document.



## CHAPTER 2: LITERATURE REVIEW:

### 2.1 INTRODUCTION:

Providing holistic wellbeing for the youth is a multifaceted concept. Incorporating elements of physical, environmental, cognitive, spiritual and social wellbeing. Miller's (2010) definitions suggest extensive research can be conducted in each variable of wellbeing.

In catalysing this kind of architectural research in this community, the literature to follow will indirectly engage with these wellbeing variables through a practical lens. Setting a starting point for further specialised research. Prioritising a response to the immediate needs of the youth that occur as a result of poor wellbeing.

The literature will explore the social, cultural, and built environmental to highlight concepts that can be translated into context specific architectural design.

#### 2.1.1 THE ROLE OF THE YOUTH CENTRE:

Recreation activities play a vital role in human wellbeing and the building of healthy society. Ancient civilizations developed amid thriving community building facilities, which made provision for activities of leisure such as theatre performances, athletics and forms of entertainment.

*“One of the most popular recreational areas in Rome was the Campus Martius, a vast floodplain that acted as a playground for the youth of Rome.”*  
(Fife, 2012)

Outley et al (2011) proves that public community youth facilities improve negative social challenges, by contributing to physical, social, emotional, and intellectual development of youth. Shifting focus from a fun-and-games mentality to a deliberate strategy that places value on the development of the community as a whole, in addition to individual wellbeing. Holistic youth centres must capitalize on the potential assets that exist in each community and encouraging vital stakeholder participation in community empowerment (Outley et al, 2011).



*“The starting point in developing a concept for any public space agenda should be to identify the talents and resources within the community — people who can provide historical perspective, insights into how the area functions, and an understanding of what is truly meaningful to the local people. Tapping this information at the beginning of the process will help to create a sense of ownership in the project that can ensure its success for years to come.”*

*(PPS, 2017)*

Architecture has proven to be an important driver of behaviour in civil society, and in the lives of youth. Since ancient times, the culture, definition and role of youth have changed significantly. Youth culture today, is an ever-changing global identity. Youth culture has become a contextual mirror of all that is cool, different, challenging and inspiring in the lives of youth. The relevance of the architect and architecture in these times demands new thought in the design of spaces for youth. Understanding and applying architectural design principles through concepts of space-politics, architecture-programme, culture and self-identity (Maseko, 2015).

#### 2.1.2 RELEVANCE OF THE YOUTH CENTRE:

Maseko (2015) supports the notion that the digital media and internet realm greatly influences the culture of South African youth. Responding to a 2015 statistical report in a bid to understand youth lifestyle and culture in South Africa. Reflecting specific trends in the interests of local youth namely; “personal brand differentiation”, “fear of being irrelevant”, “spending behaviour”, “socio-economic interest”, “media habits”, “visual domination”, “e-commerce”, “retail”, “reality TV and “music”. These trends challenge the relevance and permanence of architecture with that of the ever developing and changing virtual world (Mesch, 2009).



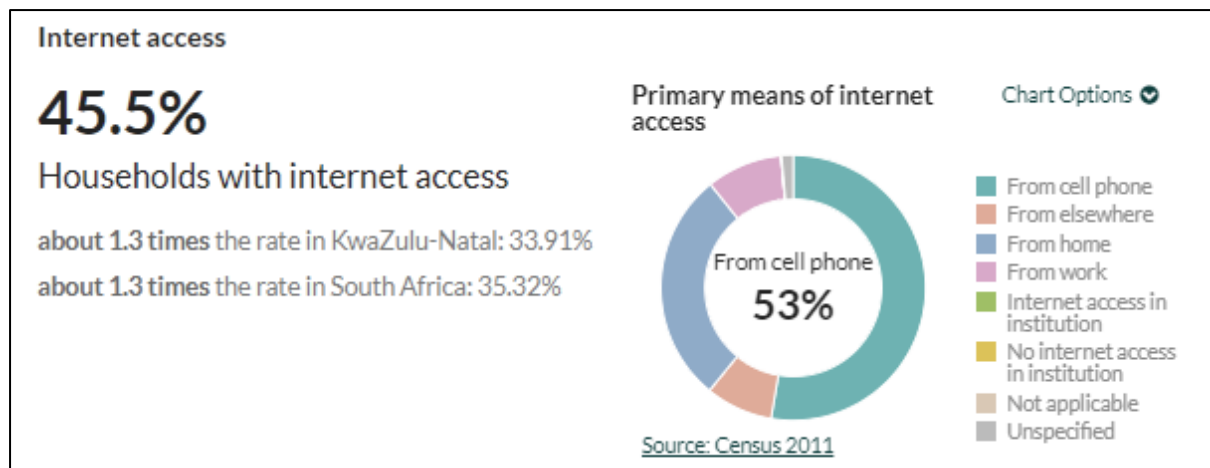


Figure 1- Internet access statistics in Wentworth. Source:  
<https://wazimap.co.za/profiles/ward-59500068-ethekweni-ward-68-59500068/>

In underprivileged areas such as Wentworth, conflict between virtual and physical space, presented through digital cell phone media and the internet. Offering an escape from reality that is far more accessible than their physical living boundaries. This desire for a fabulous life is often an escape from their mundane reality. Fulfilling their desire for an improved lifestyle and the immediate need to survive, through negative lifestyle choices.

*“...the phenomenon of mobile phone based media access, and particularly so in South Africa, where increasingly widespread access to more capable phones has provided low-income urban youth with a personal and highly accessible gateway to access online media and other services on the Internet.”*

*(Kreutzer, 2009 p.20)*

Prostitution, drug trading and criminality provide a means to and end for many Wentworth youth, providing great social and cognitive challenges, in their development. Despite these adversities, the youth present great empowering potential, through their desire for independence, self-reliance and purpose. Youth entrepreneurial initiatives such as strength based economic and community service projects catalyse youth social rehabilitation by directly responding to the economic endeavours of youth (Chari, 2008).



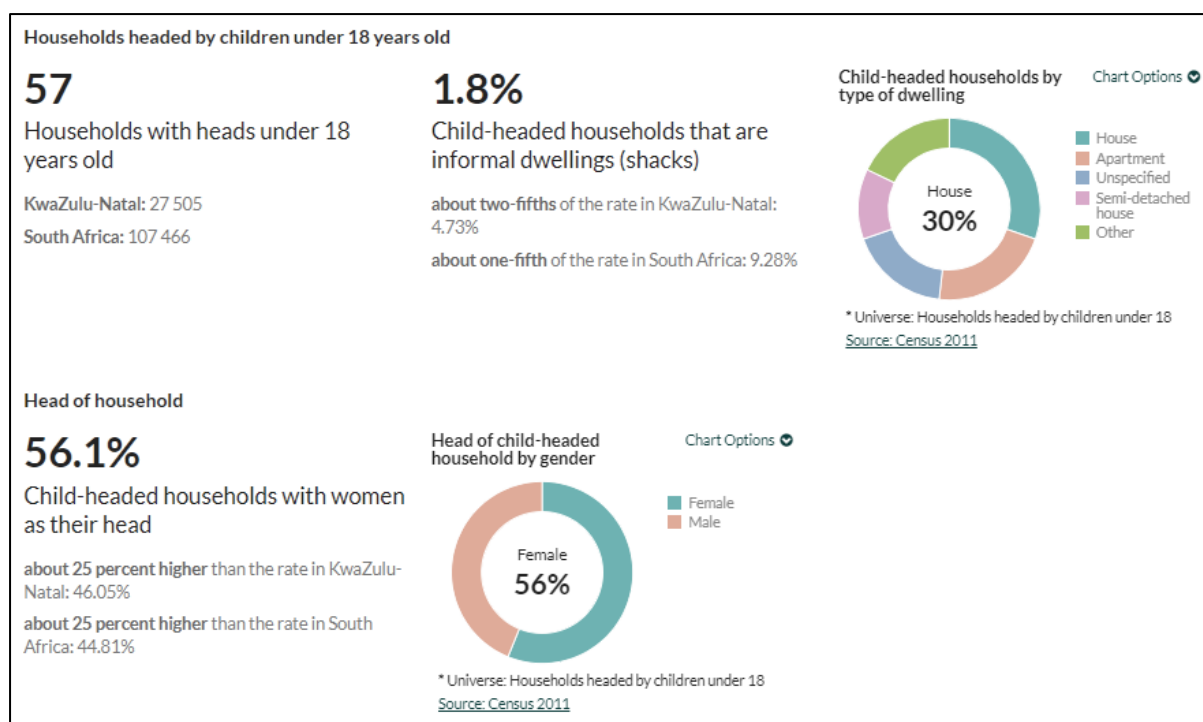


Figure 2- Child headed household statistics in Wentworth. Source: <https://wazimap.co.za/profiles/ward-59500068-ethekwin-ward-68-59500068/>

### 2.1.3 WENTWORTH YOUTH AND GLOBAL YOUTH CENTRE TREND:

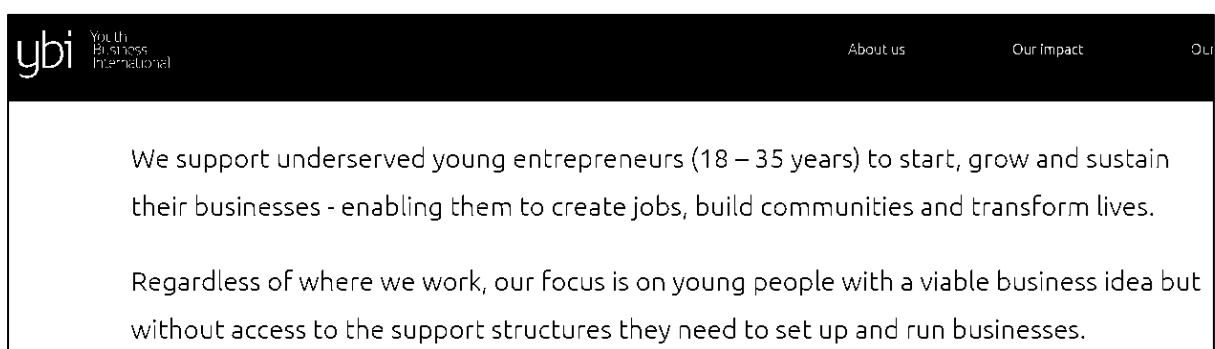
Youth programs in various contexts such as South America, Europe, USA and Asia have been explored in detail. Placing emphasis on practical skills, development through cultural exchange and motivating partnership. In South Africa this is still a growing study, since the involvement and ideas of youth influence in civil society is still developing in the post- apartheid democratic context. In her article, Glanvill (2012) emphasizes the need for a new way of empowering youth and encouraging them to make an active change in their world. She suggests that the classroom should be a place for empowerment and proactive youth inspiration. In this sense, the youth centre as a place of development could be seen as a new classroom model, challenging the outdated or rigid process of school education. Maseko (2015) and Mesch (2009) suggest the classroom has shifted for many modern day youth. Digital media trends and cell phone usage prove that youth spend lots of time learning on their phones and computers. This presents the potential for classrooms to broaden further than the limited four walls to cater for more diverse and specific strengths and interests of youth.





*Figure 3 – Above depicts the youth's intense attraction to the virtual world through social media and the internet. Source: <https://m.news24.com/SouthAfrica/News/cellphone-addiction-rife-among-teenagers-20160503>*

The high number of youth led homes in Wentworth provide opportunities for youth entrepreneurial development. This could provide the impetus for economic, social and broader environment development through indirect family engagement, from the youth that use the centre (YBI, 2016). Youth centre partnership programmes have the potential to challenge the efficiency of school education, accommodating immediate economic needs and empowering extensive self-dependent adult trajectories (NYDA, 2011).




*Figure 4 – Above is captured from the Youth Business International website, describing the goals of the organisation. Source: <https://www.youthbusiness.org/>*







Program Partners			
Access Community Health Network	After-School All-Stars Chicago	Antonio's Response	Chicago Park District
Chicago Police Department	Chicago Public Library	Common Threads	The Community Builders at Oakwood Shores
Construction CAD Solutions	DePaul University	The Field Museum	First Tee
Free Spirit Media	Future Farmers of America	Greater Chatham Initiative	LeadersUp
Moneythink	Money Locker	MPAACT	New Life Covenant Church
Noble Network of Charter Schools	Northwestern University Medill School of Journalism	Park Journeys	The People's Music School
The Pritzker School of Medicine at UChicago	Project Syncere	School2Life	The School of Social Service Administration at the UChicago
Skills for Chicagoland's Future	South Shore Drill Team	Thrive Chicago	UCAN Chicago
University of Chicago Hospitals	University of Chicago Neighborhood Schools Program	Year Up	Yellowstone Park Association
Youth Job Center			

*Figure 6 - Above is captured from the Gary Comer Youth Center website, listing the extent of partnerships with local community and government stakeholders. Source: <http://www.garycomeryouthcenter.org/>*

Children's re-creation of life events during play, stimulates the mind, body and emotional capacity. Mainella (2011) proposes indoor and outdoor-based play programs as essential for physical, mental, cognitive, socioemotional health and development of youth. Ellis (2000) highlights a necessary relationship between imaginative pedagogy and visualization of architectural recreation spaces. Encouraging a deconstructed approach to spaces and program design abandoning inherent symbolism and logic, to visualize unseen potential through self-learning and multi-purpose functionality.

'Sport for development' is widespread concept associated with youth development programmes, interrogated by ineffective and counterproductive outcomes due to inadequate skills and knowledge of most facilitators in disadvantaged areas (Hartman, 2011). In Wentworth 'sports for development programmes' are out shadowed by the daily economic needs of youth, requiring a paradigm shift tailored towards the existing social, economic and infrastructural circumstances of Wentworth. Coakley (2011) proposes these programs need to adapt to the economic needs of youth, boycotting the ambiguous 'car wash effect' assumption.



‘Street sport’ culture allows for greater social ecology, cultural commodity and broad skills development for ‘at risk’ youth intertwining the playground with the communities’ urban context. Red Bull’s (2017) various universal recreational events stimulate existing infrastructural, art and cultural recreational assets of disadvantaged communities, by eliminating elitist, gender, age and capitalist segregating agendas associated with ‘main stream sport’, catering for greater community involvement and social cohesion between youth (Vest, 2013).



*Figure 7 – youth participating in recreation activities in an informal environment at the Red Bull Neymar 7's street soccer event. Incorporates concepts of gender equality, career efficacy and social cohesion. Source: <https://www.redbull.com/za-en/>*

Miller, (2010) discusses various definitions and conceptualizations of well-being. Describing it as the ability for one to creatively adapt in all aspects of life, to maintain a healthy lifestyle. Some of the key dimensions of these concepts are climate, economic, cultural, environmental, occupational, spiritual, intellectual, social, psychological and physical wellness. Amusa (2012) adds to this observation highlighting the potential recreation interests have in promoting holistic wellbeing for youth. Almusaed (2006) expands the role architecture plays on human health and the functions of spaces. Linking environmental quality and dimensions of user



wellbeing with common sustainable or ‘green’ architectural concepts such as lighting and ventilation. Suggesting that designing with nature in mind can improve performance of activities and function of recreational spaces. Improving their cognitive capacity for crucial education, skills and healthy balanced lifestyle development required in Wentworth.

Gillin (1914) and Henderson (2012) propose that the sociological complexity of recreation can improve the social ecology of the environment by strengthening community bonds. Proven by extensive history of sporting and creative excellence in Wentworth recognised through various literature (Durbanite, 2015 & Rice, 2010).



*Figure 8 - Local musician Ernie Smith is SAMA Award winning musician. Source: <https://chordify.net/chords/ernie-smith-performs-lonely-live-and-unplugged-on-kaya-fm-kaya-fm-good-music-good-friends->*



*Figure 9 – 1972 Leeds United FC, former local top tier professional football team from Wentworth, which competed against the like of Orlando Pirates, Kaizer Chiefs and Mamelodi Sundowns FC. Source: <https://www.iol.co.za/mercury/news/strike-of-the-green-mamba-is-deadly-11603031>*



## **2.2 UNDERSTANDING THE USER:**

### **2.2.1 DEFINING THE TERM 'YOUTH':**

Youth is defined as a time of progress from the reliance to adulthood's independence (UNDESA, 2013). The United Nations defines 'youth' as those persons between the ages of 15 and 24 whilst the SA national Youth Policy defines youth as any persons between the ages of 14 and 35 years old. The definition of youth is broad and exposed to an argument of vulnerability and dependence. This suggests that youth are defined not only by age but also by the exploratory mind-set of which one still learning or in a state of development. In the context of this research the term youth will refer to UN standards as many young adults in the area make career decisions by the age of 24 (SARPN, 2008). In Wentworth, this age group consists of employed youth, college students, unemployed young adults, and primary and high school learners. The focus of the youth centre is to influence youth during the uncertain developmental stages of life (Erikson, 1963). In Wentworth, this includes many venerable young adults.

According to statistical data captured in 2011, Wentworth consists of a population of English speaking residents of majority coloured ethnicity. The youth population of 87% between 15 to 18 years old attend high school, whilst an alarming 9% make it to matric before surpassing the stage as a legal minor. This statistical data raises shortcomings in the public school system, due to the socio-economic challenges faced by youth in Wentworth. The statistical data raises a number of conflicting topics. Most alarmingly, the high amount of child headed homes of an equal gender and unemployment rates of a skilled labour force (Wazimap, 2011). Suggesting marginalised access to employment opportunities of skilled artisans, in a community that's surrounded by economic nodes. The derelict congested urban fabric of Wentworth is often unnoticed, in comparison to the usual informal township environment.





Figure 10 – Image extracted from Google Maps of derelict living conditions in Wentworth.  
Source:

[https://www.google.co.za/maps/@29.9418287,30.9783186,3a,60y,297.55h,88.16t/data=!3m6!1e1!3m4!1skFW\\_UKFAY6d0x5yZGJlCuw!2e0!7i13312!8i6656](https://www.google.co.za/maps/@29.9418287,30.9783186,3a,60y,297.55h,88.16t/data=!3m6!1e1!3m4!1skFW_UKFAY6d0x5yZGJlCuw!2e0!7i13312!8i6656)

Community frustration is evident through the high statistics of the underhanded economy, lack of employment, school dropout rate in the area (Writer, 2015).

*“In a national consensus approximately 10% of individuals reported that education was useless.*

*The top reasons why kids aged 7 to 18 drop out or do not attend school are:*

- *No money for school fees – 23.5%*
- *Cannot perform academically at school – 17.7%*
- *Have too many family commitments – 11.6%*
- *Suffer from illness and/or disability – 10.4%*
- *See education as being useless – 9.4%*
- *Completed education to the level they wanted – 7.8%*
- *Working at home – 6.7%*
- *Struggle getting to school – 0.5%*

*12.3% of individuals cited other, unspecified reasons.”*

*(Writer, 2015).*

## 2.2.2 IDENTIFYING THE ‘YOUTH’ IN WENTWORTH:

The Coloured identity and culture of Wentworth’s youth is a transforming phenomenon and



must be explored in its historical-politic context as Erasmus et al explains in Palmberg (1999). Houston (2012) notes that the Wentworth community is distinctly separate of the Coloured community of South Africa in language, culture and ethnic make-up.

Adhikari (2005) in his book “not black enough, not white enough” proposes coloured people in South Africa were descendants of European settlers, Cape Slaves and other native populations from the Cape. Suggesting that the coloured culture shares the sentiments of both native and European ethnicities. However Appiah (2009) says the coloured identity of post-apartheid South Africa has transformed greatly and re-classified its cultural identity in light of the complex social discourses of past. This constant change in cultural identity and developing ethnic complexity is predicted as inevitable and forever present in modern multicultural society (Nunn, 2008). Making the cultural identity of Wentworth difficult to classify into one simple single entity.

Whilst there is a fair amount of progressive youth in the community the vast majority of youth face the reality of contributing to the 60% unemployed adult population in the near future (Wazimap, 2011). The lack of equal opportunity and power of youth in the community feed into the negative drug, prostitution, and criminal economy in the area. The idolization of gangsters and drug dealers amongst youngsters are also leading negative developmental trajectories amongst idle youth (ENCA, 2016).



*Figure 11 – Above displays local youth gang affiliation, a growing admiration amongst the local youth culture. Source: <http://www.mahala.co.za/music/resurrecting-t-r-o/>*



UNHABITAT (2007) emphasizes how the design of public spaces and cities can contribute negatively to the criminal economy of disadvantaged communities such as Wentworth. Rodgers (2009) explains that the majority of people affected by this tend to be marginalized, poor communities due to rapid growth and overcrowding of these communities. Urban vulnerability of obsolete facilities and insufficient amenities need to be dealt with in order to propose social changes in Wentworth.

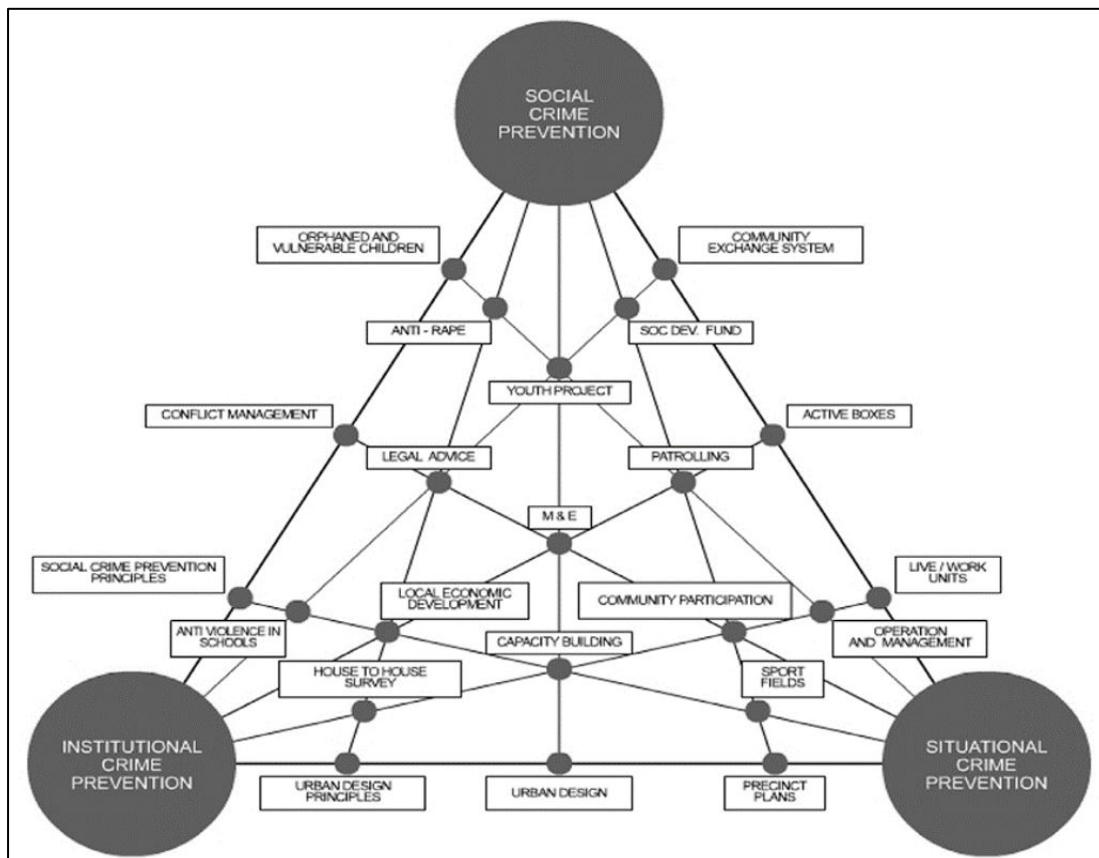


Figure 12 - Violence Protection through Urban Upgrading Strategy. Source: <https://umusama2015.wordpress.com/2015/04/11/vpuu/>

### 2.2.3 YOUTH CULTURE IN WENTWORTH:

Fasick (1984) describes youth culture as the global cultural manifestation of youth interest, values, practices and lifestyles. In most cases youth culture theory suggests that the culture of youth is separate to the culture of the rest of society. The relevance of this concept is argued in great depth from opposing perspectives as temporary and permanent influence on adult life trajectory.



*“...separate subculture (which) exist right under the very noses of adults- with languages all their own, with special symbols and, most importantly, with value system...that lead away from those goals established by the larger society.”*

*(Coleman, 1961 p.9)*

Wentworth youth have predominantly adopted a Western youth culture closely associated with mainstream media culture, music, western dress and communication. The presence of several recreational youth activation groups in the area are testament to this. The “Dance Movement” has become a community youth ambassador in the arts and culture scene of Durban, hosting the annual Durban Dance festival. Forging partnership for Wentworth in the arts and culture industry through university funding and performing arts exchange programs (ACT, 2013). Initiatives such as this and local soccer development competitions have instilled a sense of ambition through the recreational practices of youth in the area (Engen, 2013). However, the lack of adequate facilities and diversity in these activities restricts opportunities for the greater majority of the youth in the area, especially for those who are not sports inclined or have other interests.



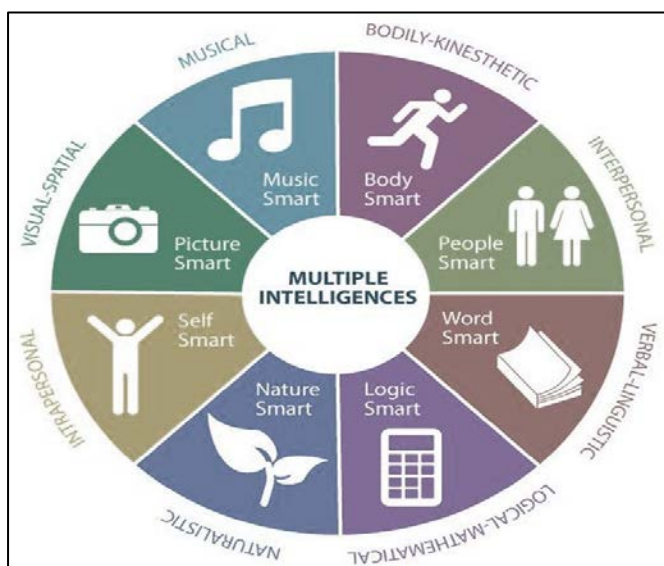
*Figure 13 – Local rappers performing on the streets in Wentworth. Source: <http://www.mahala.co.za/music/wenties-super-emcee>*





*Figure 14 – Youth led Dance Movement Company rehearsing in preparation for an international tour in Europe. Source: <https://risingsunchatsworth.co.za/129095/help-dance-movement-keep-doors-open/>*

Wentworth youth have traditionally exhibited a keen affinity for arts and sports in their recreational social practices. There is however, a considerable divide between the amounts of intelligence stimulated through informal recreation and conventional school education. Suggesting that perhaps wider youth development can happen through flexible youth recreational programs that cater to their preferred intelligences. Gardner (2015) and Mainella (2011) propose youth development based on individual strengths, skills and intelligences can help develop life skills, personality, preferences, talents and positive career trajectories. Challenging the effectiveness of existing conventional classroom school learning in Wentworth.



*Figure 15 - Howard Gardner's theory of multiple intelligences. Source:*



Robinson (2010) complements this awareness stating that modern society makes very poor use of their talents calling it a crisis of human resources, as critical as global warming. Pointing existing education responsible for dislocating people from their natural talents. Dividing the world into “those that enjoy what they do for a living” and “those that count down to the weekend.” He goes on to say education needs to be transformed into an entirely new model to allow for optimum human potential. He says youth living in a digital world are able to decipher education through everyday technology and experience. Gardner (2015) and Mainella (2011) support the notion that the linearity of conventional schooling kills creativity and interest in the youth.

*“Life is not linear, it’s organic. We create our life symbiotically as we explore our talents in relation to the circumstances they help to create for us”.*

*“We have built our education systems on the model of fast food.”*  
(Robinson, 2010)

#### 2.2.4 POTENTIAL OF YOUTH SUBCULTURAL STIMULATION:

This idea challenges society’s norms of youth development and education stating “fast food education” is impoverishing our spirits and energies as fast food does to the body. Suggesting that youth development must adhere to local standards and circumstances.

Leadbeater (2010) recognizes this tailored youth development method through the “El Sistema” learning system in Venezuela, which makes use of a “Pull” method of education rather than conventional western “Push” methods. Often youth in Venezuelan slums drop out of school at early ages to meet daily living needs or escape the boredom of school education. “El Sistema” uses a violin music project to draw learners to participate in their interests first. Running recreational youth music lessons and performance programs, to generate an interest for further skills development. This interest and short-term financial reward of performances develop into professional performing arts careers. In many cases this model of self- exploration and peer learning lead to formal academia and other professional career trajectories (Kessler,



2011). This could be seen as a modern approach to responding to theories of youth sub-culture and disadvantaged community learning (Freire, 2015).



Figure 16 - Diagram showing the structure of Robinson (2010) and Leadbeater (2010) fun first education. Source: Author

Punk rock sub cultures and American black jazz culture is a youth response to the boring working class youth trajectory. In the UK punk rock, youth culture created an empowering means of economic gain and status for poor working class youth. The evolution of this culture produced a global artistic industry for youth expression and empowerment, favouring underprivileged youth as global brand in rock music. O'Connor (2004) explains how sub genres of this movement developed such as Indie Rock, as more affluent university drop outs conformed to the punk brand in creation of their own sub-genre. In the same sense Wentworth's youth cultural affinity for sports and the arts could generate cultural and economic commodity to trade with the world and more affluent immediate contexts. This will aid in extrinsic motivation for youth to participate in social entrepreneurial programs that can actively change the community.



Figure 17 – Local clothing brand established by rapper 'Jet Wentworth', highlights the



*presence of local youth culture, brand affinity seen in popular 'hip hop' and 'punk rock' culture. Source: <https://www.facebook.com/Crown-Design-267972230412746>*

Perhaps the Wentworth Youth Centre can become the new youth development school model in disadvantaged communities, as it has a distinct impact on the peer diversity and pastimes of youth influencing socio-economic class distinction (Aguila et al, 2012).

Youth culture is in rebellion to mainstream culture, it is an attempt to adopt self-identity that deals with this conflict. Distinctive elements of this phenomenon can be seen in the way adolescents live, and the norms, values, and practices they share. These take form in particular emphasis on clothes, popular music, sports, vocabulary, and peer association giving them a distinct sub-culture of their own. Erikson (1963) and Parsons (1951) theorized that the major conflict of adolescence is a result of temporary identity crisis, a role confusion, determining who they are and become later as adults.

## **2.3 UNDERSTANDING THE URBAN FABRIC:**

### **2.3.1 THE URBAN CHARACTERISTICS OF WENTWORTH:**

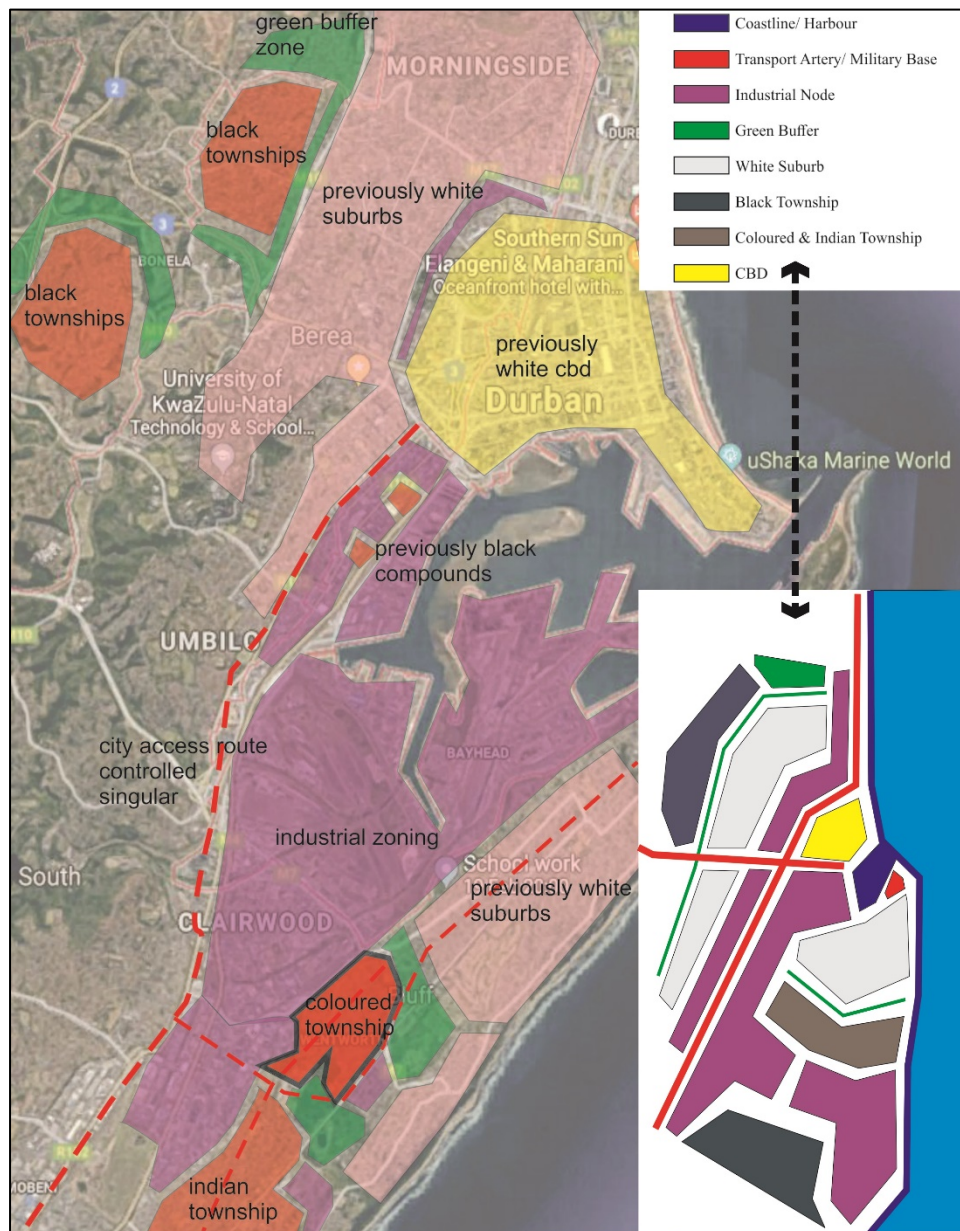
The Wentworth urban environment is a reflection of the socio-cultural and politic context of the area. In order to discover the growth potential of the area an understanding of the community culture, history and urban fabric is required (Rapoport, 1969). Apartheid planning played an instrumental role in the development of the Wentworth area, combinations of township housing and railway army barrack housing form the urban character of Wentworth. Described as “white green neighbourhood housing” and 1950s sterile “matchbox” township housing (Findley & Ogbu, 2011). Resulting in limited urban growth due to restricted transport connections, low-rise infrastructure, limited commercial development and inadequate community leisure spaces.

*“The house is an institution not just a structure, created for a complex set of purposes. Because building a house is a cultural phenomenon, its form and organization are greatly influenced by the cultural milieu to which it belongs.”*

*(Rapoport, 1969 p.28)*



Low-rise sparsely planned townships such as Wentworth were not meant to grow, as would formal conventional cities. The lack of public community orientated planning and central civic nodes created scattered development in abnormal sub-urban peripheries. The ineffectiveness of this incidental evolution became victim to lots of territorial spatial gang politics in the area. In most cases, these territories are directly related to the spaces that youth gather (Jacobs, 1965).



*Figure 18 - Google map above & diagrams display the close similarity between segregated city apartheid planning and current urban pattern challenges of Wentworth. Source: Author*



### 2.3.2 URBAN CHALLENGES AND POTENTIAL OF PUBLIC SPACES:

The urban identity of Wentworth can be analysed from two distinct perspectives, the socio-political context and built urban- infrastructural environment. The social fabric is distinctly characterized by the presence of social politics of public spaces. In an eNCA (2016) report the recent state of public spaces exposed to youth were described as a “warzone” due to the threats of the lucrative drug trade. The conflict between gang territory and public space shows the presence of dual political conflict between the state and local underworld governance. Lefebvre (1991) highlights the presence of the social, political and phenomenological spheres of space that exist within the built urban environment.

*“Space is not a scientific object removed from ideology or politics. It has always been political and strategic. There is an ideology of space. Because space, which seems homogeneous, which appears as a whole in its objectivity, in its pure form, such as we determine it, is a social product.”*  
(Lefebvre, 1991)

Jacobs (1965) and Gehl (2010) proposed, “Place making” as sustainable method to the planning, design and management of public spaces. Capitalizing on community assets, interests, and potential, with the intention of creating public spaces that promote people's health, happiness, and well-being. The practice and theory of place making deals with the socio- political context of place. Establishing a relationship between the identity and program of architectural design. Place making literature by Jane Jacobs, Whyte, Lynch and Durkheim combines strong concepts of sustainability into health, well-being and economic empowerment impacted by the local context and available opportunities. Strydom & Puren (2016) describes this concept as a harmonious balance of sustainability, economic, environmental, and social upliftment goals. Recommending effective use of available resources to achieve specific envisioned practical goals. Avoiding ambiguous use of sustainability phrases so often thrown around in political spheres like “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” (WCED, 1987).





*Figure 19 - Captured from Viva Rio campaign website shows how place making and sustainable theory can be used to derive specific practical goals that can improve the built environment. Source: <http://www.vivario.org.br/>*

In Wentworth the physical environment lacks the sustainability and infrastructural service amenities required for good democratic public spaces. The lack of public infrastructural development as Lefebvre (1991) would describe is still a reflection of the oppressive apartheid state.

*“The townships still lack the commercial diversity, both dense and distributed, that characterize thriving urban centres. What was once a racial divide has now become a class divide — although, of course, the two are linked in South Africa by racism and limits on education and social mobility.”*

*(Findley & Ogbu, 2011)*

Wentworth like many areas of the Cape Flats is firmly informed by apartheid planning logic. It was initially developed as a dumping ground for the 1950s forced removals and was separated from the inner city and surrounds by large infrastructure corridors and industrial nodes. The busy bordering roads, and industrial zone, ensure economic and social isolation. Abandoned and vandalized public spaces and ill-maintained green spaces form inadequate commercial and community services. A large portion of the population live in monotonous run-down public housing that are relics of apartheid planning (VPUU, 2016).



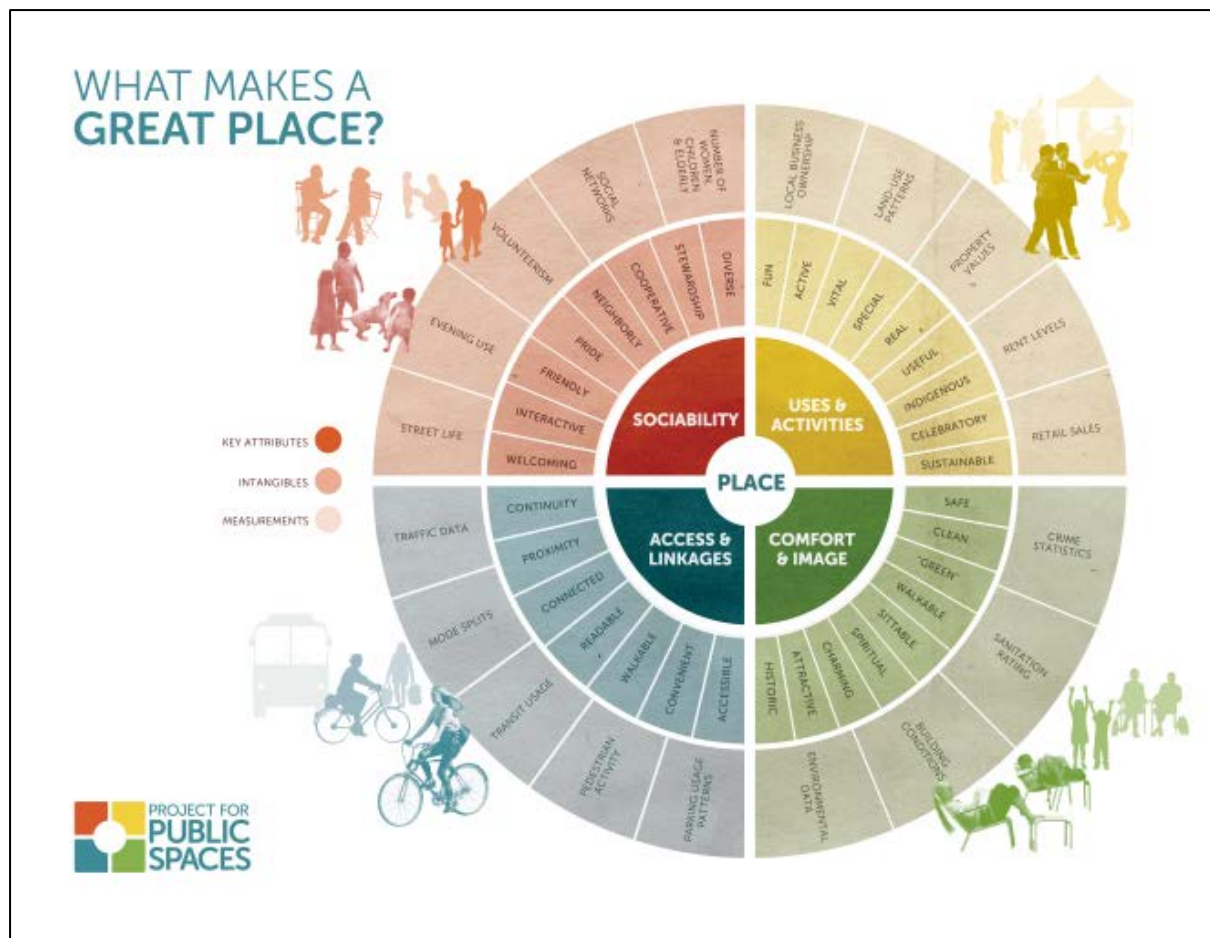


Figure 20 - Lists basic place making amenities that are required for sustainable public spaces. Source: <https://www.pps.org/article/grplacefeat>

Venkatesh (1997) notes in a discussion of the gang interactions with public officials of the Chicago Housing Authority that:

*“...the ways in which residents and gangs move about their neighbourhoods are conditioned by attributes of the build environment, including the density of buildings, the layout of streets and alleys, and the placement of parks and public spaces. However, by laying claim to certain turf (i.e., by symbolically appropriating spaces, policing areas, and monitoring the behaviours of strangers) and offering services such as protection for residents, the gang effectively imposes onto this formal space a symbolic map that residents of the neighbourhood are aware of and use to guide their travels.”*  
 (Venkatesh, 1997 p.90-91)



### 2.3.3 APPLYING PLACE MAKING THEORY IN WENTWORTH:

Successful place making development in gang dominated areas similar to Wentworth, such as Brazils “Favelas” and Cape Towns “Cape Flats”, have seen dangerous spaces being transformed into vibrant safe zones (VPUU, 2016). The proposal of active community corridors for neglected crime nodes propose conversion of dangerous areas into valuable nodes of township cultural and economic commodity (Open Streets, 2018). Through constant movement and diverse public usage public spaces are liberated from gang domination. Utilizing place making planning concepts in conjunction with local community and government involvement to achieve goals for well-designed safe public spaces (Viva Rio, 2017). Disadvantaged areas of Brazil and Haiti, similar to Wentworth, are able to sustain dual political control and harmony through three pillars: citizenship (with its rights and duties), solidarity (which highlights common interests and translates into collective action) and pragmatic rationality (when defining problems, finding their solutions). Engaging multiple stakeholder partnerships to eradicate the social, economic and physical boundaries of spaces through wider community involvement (Gaspar Pereira, 2016). Place making of both physical and metaphysical environments of local community youth.



Figure 21 - Alana Foundation campaigns held at the Sao Paulo Youth Centre show how place making theory can be incorporated into youth centre youth activities. Source: <https://alana.org.br/en/>





Figure 22 - VPUU Cape Town's involvement strategy prioritises place making interventions tailored to the South African context. Source: <http://vpuu.org.za/strategy/>

Youth that use these safe zones, are safe guarded from local social pressures and able to find refuge in a liberating youthful environment, whilst being exposed to a wide range of developmental opportunities. Expanding their dull physical realities, exposing them to a wider global space (youth culture), empowering self-expression, interests and local youth culture (Zia, C & Lever, N, 2011).

#### *Benefits for the Organization:*

##### *Youth Involvement in Prevention Programming: Advocates for Youth:*

- *Fresh ideas, unshackled by the way things have always been done*
- *New perspectives on decision making, including more relevant information about young people's needs and interests*
- *Candid responses about existing services*
- *Additional data for analysis and planning that may be available only to youth*
- *More effective outreach that provides important information from peer to peer*
- *Additional human resources as youth and adults share responsibility*
- *Greater acceptance of messages, services, and decisions because youth*



*were involved in shaping them*

- *Increased synergy from partnering youth's energy and enthusiasm with adults professional skills and experience*
- *Enhanced credibility of the organization to both youth and advocates.*

*In a published study on the impacts of youth on adults and organizations, the Innovation Center found the following positive effects on the organization when youth are engaged:*

- *Youth involvement becomes the organizational expectation*
- *Young people clarify the organizational mission*
- *Organizations become more connected and responsive to youth in the community*
- *Organizations place greater value on inclusivity and representation*
- *Organizations are more appealing to potential funders*
- *Organizations reach out to the community (community advocacy, policy-making and service) benefits for young people*

*Youth Involvement in Prevention Programming. Advocates for Youth.*

- *Increased status and stature in the community*
- *Improved competencies and increased self-esteem*
- *Stronger skills and experience as leaders*
- *Greater knowledge and understanding of other cultures*
- *Increased self-discipline and schedule management*
- *Greater appreciation of the multiple roles of adults*
- *Broader career choices*

*(Zia, C & Lever, N, 2011 p.3-4)*

## **2.4 DESIGNING EMPOWERING SPACES FOR YOUTH:**

### **2.4.1 THE APPLICATION OF EMPOWERMENT THEORY IN YOUTH SPACES:**



In designing spaces for the youth it is important to reflect their identity, considering ways of sense of place has proven to generate public place attachment and pro-environmental attitudes of inhabitants (Najafi & Shariff, 2011). Quality of the environment and integrity of youth's lives is proven to be maintained through a sense of place. Norberg-Schulz (1980) says to "to dwell means to belong to a given place", Steele (1981) adds to this by saying place attachment is more than an emotional and cognitive experience, and includes cultural beliefs and practices. It is important then to keep in mind that the youth in Wentworth whilst often uninspired in the mundane physical spaces in which they dwell are still very much part of it. Therefore attention must be paid to not alienating them, with entirely new ways of living alienating them in their environment. The youth centre must be a place where they experience a reflection of their cultural identity and lifestyles.

Auge (1995) highlights the importance and loss of identity in modern urban environments. In a period where youth are in search of identity and excitement modern urban environments are often places of boredom and despair. Usually, locations for youth rebellion are present in graffiti lined subways, street hangouts and shopping mall peripheries. These transient spaces are defined as 'non- places'. Relevant to the transient existence of youth who dwell in the '3<sup>rd</sup> space', between child-adulthood and physical reality-abstract existence. Suggesting the need to reclaim lost or negative urban spaces as youth nodes.



*Figure 23 – Wasted railway spaces in Marseille France capture the ownership of 'Non Places' by local youth. Forming a canvas for local youth expression and culture. Source: <https://joeleriksson.com/marseille-city-guide-what-to-see-plus-the-best-bars-restaurants-and-hotels-travel-the-guardian.html>*



Lehmann (2016) associates Brazilian modernist urban environments with sustainability, closely intertwined in the challenge of creating better places for youth to live and work. He suggests that existing built fabric can represent a good social, economic and environmentally sustainable resource. Places rich in cultural and historical value, which may contribute to the identity of youth.

*“Adaptive re-use refers to the process of reusing an old existing building or site for a purpose other than which it was built or designed for.”*

*“Thus, the most sustainable building is the one that already exists.”*  
(Lehmann, 2016 p.183-184)

Wentworth’s Coloured cultural diversity and lifestyle is engraved in the youth’s colloquial language, dress, arts and social interests (George, 2016). Dorca (1997) highlights similar elements to the Brazilian community that formed during modern urbanisation, which was a multi-cultural society built of various cultures. In Brazil this socio-cultural phenomenon was celebrated in Brazilian modernist movements influenced by the socio-cultural context, climate and vernacular. Forming a sense of national pride and cultural commodity through art and architecture (Lehmann, 2016). These concepts could be used in Wentworth, as spaces are still reflective of the apartheid past. Colquhoun (1997) proposes new methods of design discussing the relationship between construction, place, and architectural identity to empower the community.

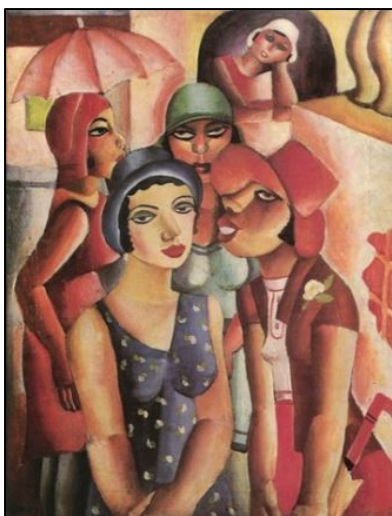


Figure 24 - Emiliano di Cavalcanti, 1930 painting of ‘Five ladies from Guaratingueta’



*depicts multicultural Brazilian women. Spearheading Brazilian modernist art that resonates in samba music and architecture. Questioning the norms of society, structure and aesthetics. Source: [https://post.at.moma.org/content\\_items/310-modernism-and-concretism-in-brazil-impacts-and-resonances](https://post.at.moma.org/content_items/310-modernism-and-concretism-in-brazil-impacts-and-resonances)*



*Figure 25 - Lina Bo Bardi, 1947 'Museum of Art of São Paulo Assis Chateaubriand' expresses Brazilian modern art through architectural design. Defying gravity through a floating concrete structure, a contrast to the previous colonial urban fabric. Source: [https://www.reddit.com/r/brutalism/comments/5o5jjs/s%C3%A3o\\_paulo\\_museum\\_of\\_art\\_mu\\_seu\\_de\\_arte\\_de\\_s%C3%A3o/?st=jpdexn0t&sh=eb7e77d3](https://www.reddit.com/r/brutalism/comments/5o5jjs/s%C3%A3o_paulo_museum_of_art_mu_seu_de_arte_de_s%C3%A3o/?st=jpdexn0t&sh=eb7e77d3)*

Zimmerman (1992) defines empowerment using three main themes, personal control, self-efficacy and ecological empowerment. Personal control as the ability to dream and persevere beyond adversity. Self-efficacy through a combination of verbal experience, task-reward competency, emotional support and vicarious experience. Ecological empowerment of their surrounding environment through participation in community organizations, self-help groups, and other aspects of community life. This idea of “architecture for empowerment” shared in Serageldin (1997) requires the youth centre to be specifically designed for the challenges and potentials of Wentworth and motivated by the achievement of specific goals of improving the lives of youth. Limited mentorship, skills development and economic opportunity for the youth hamper current youth programs due to critical living needs.

*“Empowerment is viewed as a process: the mechanism by which people, organizations, and communities gain mastery over their lives,”*  
*(Rappaport, 1984 p.1-7)*

Leadbeater (2010) suggest that the youth centre should provide “fun-first profit based” entrepreneurial, art, educational and skills development programmes as the primary goal.



Secondary recreational and social activities that are provided in the centre should act as an enhancement to the primary goals, generating a positive lifestyle amongst youth that is a sustainable and self-generated brand.



*Figure 26 – Skinny jeans, Mohawk hairstyles, bomber jackets and Dr. Marten’s boots characterised ‘UK punk rock sub-culture’. Forming cultural trading commodity for middle class youth through music bands and fashion brands of the 1960’s. Source: <https://therake.com/stories/style/how-dr-martens-became-iconic/>*

Hoffmann (2014) and Kawasaki (1994) discusses the importance of brand establishment in mobilising millennial youth campaigns. Emphasising notions of personal affinity, liberation, expression, progression, enlightenment and popular interest. Eastern youth centre models are brand orientated focused on exchanging unique eastern- western cultural interest as youth centres are complimented with traveller’s hostels and interesting youth exchange programs (ICYE, 2017). Zamba & Guadalupe (2017) and VPUU (2016) recommend the establishment of practical skills based partnerships programs such as the NYDA (2011) and YBI (2016). Informing methods of community engagement, management and function of the youth centre to a global scale.

## Global Entrepreneurship Week 2019

During one week each November, thousands of events and competitions in 170 countries inspire millions to engage in entrepreneurial activity while connecting them to potential collaborators, mentors and even investors. Powered by the Kauffman Foundation, the initiative is supported by dozens of world leaders and a network of more than 15,000 partner organizations. GEW 2019 will be held November 18-24, 2019.

*Figure 27 - Clipping from the NYDA Global partnership & exchange campaign that could be facilitated in Wentworth. Source: <http://www.nyda.gov.za/news/Pages/NYDA-Celebrates->*



## 2.4.2 PROACTIVE DESIGN AS A STRATEGY FOR YOUTH SPACES:

Proactivity is term widely associated with empowerment planning and development, first used in psychological literature to describe the courage, perseverance, and responsibility taken regardless of situation or context to determine and achieve a desired future (Saez, 2016). In developmental planning proactive strategy refers to an ideal model of actively controlling the future outcomes of developments. Proactive strategy characteristically shapes the future, rather than reacting to get ahead of unexpected events (Farrell Review, 2015). Proactive design can be interpreted into many aspects of youth centre design, such as the working and outcome of youth programs as well as infrastructure development. Laukkanen (2015) discusses the use of proactive planning in sustainable design informing planning, amenities management, regulations, construction technology and social response to the desired sustainable visions.

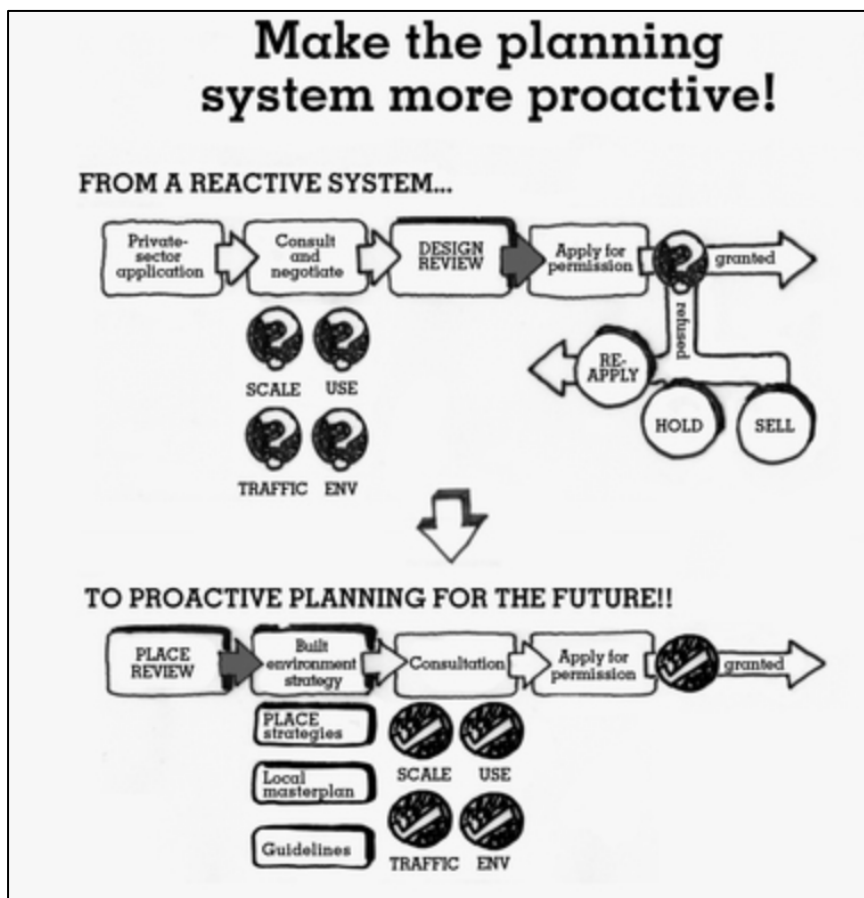


Figure 28 - Explains how a 'Proactive' models can be used in development planning. Source: <http://www.farrellreview.co.uk/explore/design-quality/2A.1>



Intelligent architecture is a concept used to describe buildings that proactively anticipate future environmental, social and infrastructural conditions. Consisting of envelopes that change physical form to address an array of contextual challenges or the prospects of future development (Parkes, Poupyrev, & Ishii, 2008). In considering the design of youth centre Shanks (2016) stresses an importance on the buildings need stay relevant to the changing needs of youth and progressive lifestyles.



Figure 29 - Aravena translates 'proactive' strategy to architectural design. Creating a framework for predicted future growth of social housing in Chile. Source: [http://www.social-life.co/blog/post/architecture\\_aravena/](http://www.social-life.co/blog/post/architecture_aravena/)

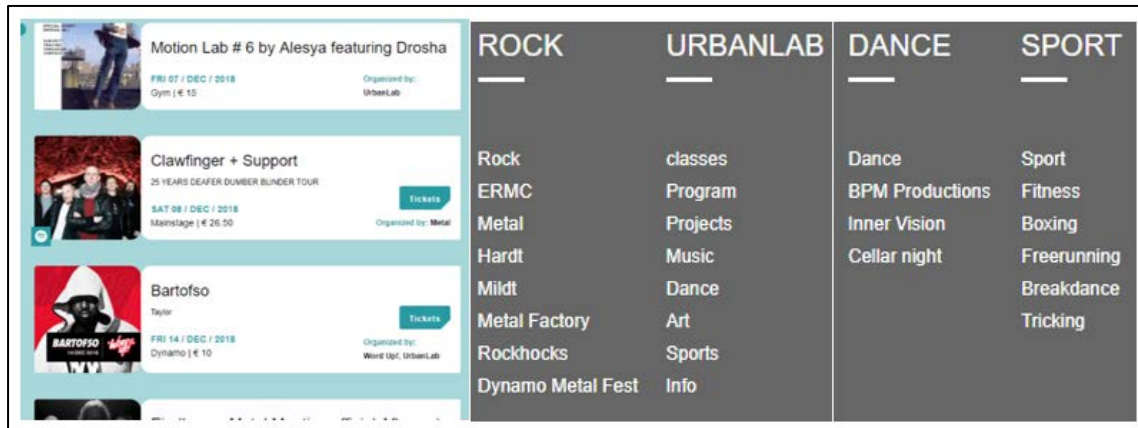
*“The architect’s response must be to create something now—something that can be edited and deleted, that can evolve and be mobile. Architecture can no longer be based on a perceived increase in returns from our established givens. Instead, it needs to exist for the sake of an actual increase on what people desire out of life.”*

*(Shanks, 2016)*

In areas similar to Wentworth such as Sao Paulo youth centres are designed in relation to the proactive youth programmes that are offered. South American youth centres are geared towards short term economic gain due to the absence of basic living necessities faced by youth. The programmes and building design is modelled around practical skills development, community engagement and extended goal orientated partnership (Jovchelovitch, S. & Priego-Hernandez, J, 2015). In European contexts the youth centre is a place of youth cultural stimulation. The centre acts as an engine for existing advanced youth culture, developing a unique brand and lifestyle of the youth in the city. Focusing on directing fervent adult career trajectories in an



already sophisticated specialised society (Lumens, 2017). Ingels (2014) says “users are the experts in using buildings”, therefore modern youth centres are modelled on engagement with the youth and relevant representatives.



*Figure 30 - Dynamo Youth Centre programs functions as a hub for Eindhoven youth culture. Functioning as both a resource centre and events venue. Source: <https://www.dynamo-eindhoven.nl/>*

The role of the architect is to creatively understand the context and the needs of the user (Nouvel, 2014). Aravena (2014) & Marschall (1998) prove the success of context specific design, combining elements of co-operative user engagement, and intelligent responsive architectural design as sustainable strategies.

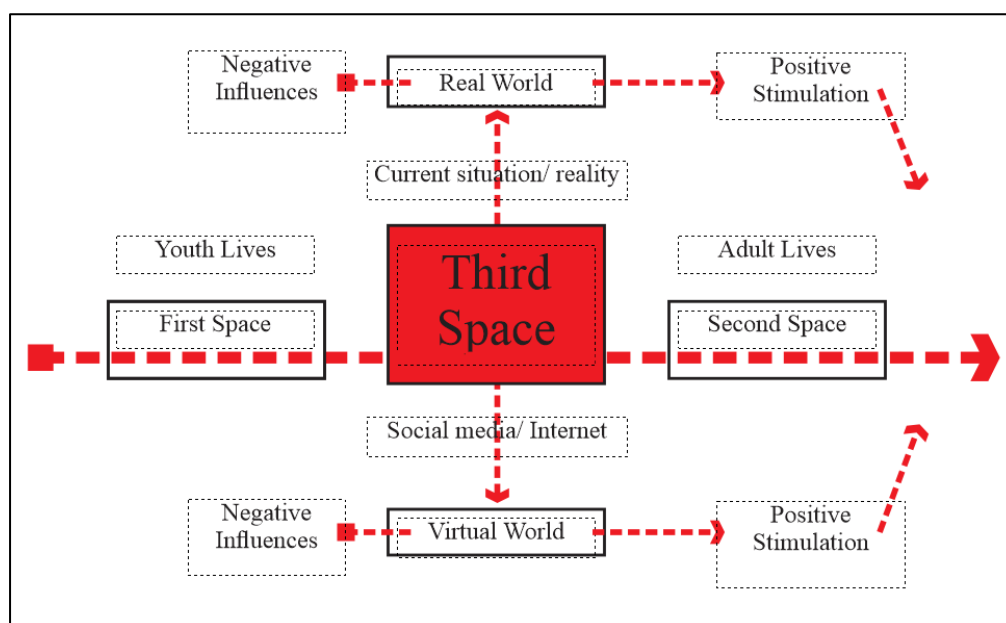


*Figure 31 - Takaharu Tezuka uses Japanese Edo period-courtyard planning as a cultural driver of form for youth spaces. Creating socially inclusive and defensible spaces for youth recreation. Children can roam freely around the classroom and playground. Appealing to various learning strengths. Source: <https://www.archdaily.com/office/tezuka-architects>*



### 2.4.3 ENGAGING THE YOUTH THROUGH ABSTRACT SPACE:

Coleman (1961) and Erickson (1963) describe youthfulness and adolescence as a transitional phase of one's life. The third space is a concept describing this phenomenon, as the space between who youth are presently and who they are becoming (Soja, 1996). The third space is a concept that refers to both the physical and metaphysical presence of youth, suggesting that youth in disadvantaged communities are disembodied from their chaotic physical realities, as the third space presents the possibility for a better future (Fraser, 2013).



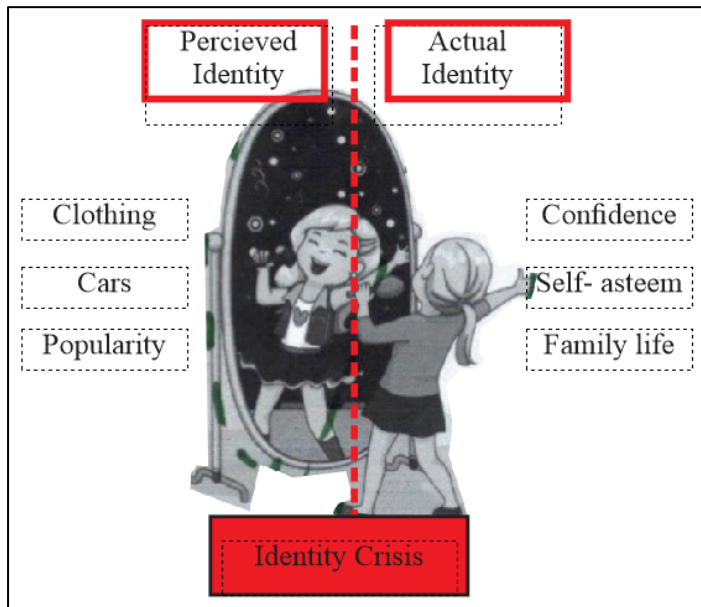
*Figure 32 - Diagram explaining the youths conflicting existence in the third space, in order for youth spaces to remain relevant to youth it must have a relation to both the digital and physical context. Source: Author*

Cyberspace allows the youth to fantasize about their desired futures through the internet, social media and popular culture. Allow youth to fulfil their future roles through a transitional metaphysical environment (Laura, 2007). Digitally handicapped youth in Wentworth often find the 'streets' as a third space, engaging in positive street recreation (street sport, dance, music) or negative activities that present in the community (substance abuse, prostitution, gangsterism).

Lacan in Menard (2012) supports this concept through psycho-analytical philosophy, theorising that youth live in a constant identity crisis. Dealing with the conflict of their personal



identity, desired social identity and perceived social identity created through their self-constructed symbolism through fashion, music and other social preferences. The streets (suburban peripheries) offer a canvas for symbolic preference and physical creation of the third space, presenting ungoverned liberation, identity expression and a transforming abstract space.



*Figure 33 - Lacan's theory of youth identity crisis describes the constant conflict between youth social perception and self-image, evident in Township youth culture. South African township 'Izikhothane' youth base their self-image on deliberate wasteful habits and expensive clothing, a stark contrast to their underprivileged working class backgrounds. Source: Author*



*Figure 34 - Soweto's 'Izikhothane' youth. Source: <https://roadsandkingdoms.com/2014/soweto-style/>*

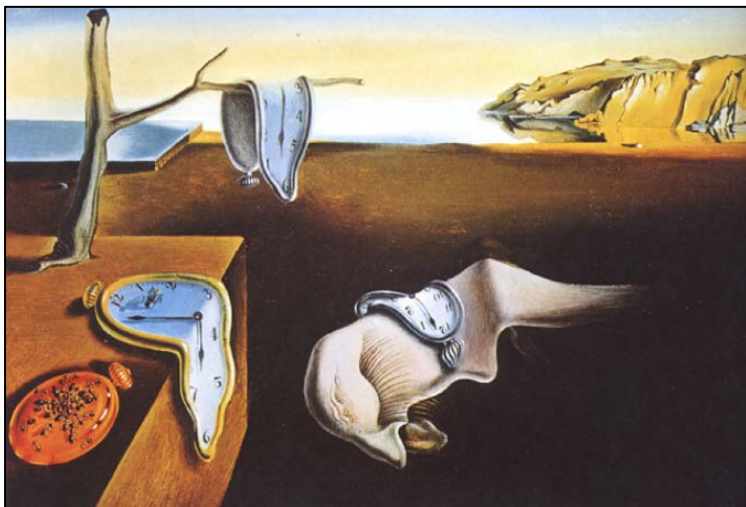
Foucault (1984) describes these spaces of non-hegemonic conditions as heterotopic



environments. In Wentworth many successful sports, music and entrepreneurial role models emerged from these environment, often producing a unique professional identity due to their diverse heterotopic upbringings (George, 2016). Youth in Wentworth exist in heterotopia, the socio-economic challenges and lack of opportunities of their daily lives limit the chances of inspiring a prosperous future, despite the opportunities that post-apartheid democratic South Africa presents.

If youth are believed to be present both in physical and abstract presence a youth centre should be a representation of this reality. Spaces should be inspiring and abstract expressing the concepts of change and diversity, whilst also responding to the dual political constricts of its context. In Wentworth youth spaces are dominated by gang territories preventing integration, Zamba and Guadalupe (2017) suggest that the youth centre must be reclaimed through proactive governance, integrative partnership and community participation.

The physical representation of abstract space is well articulated in Surrealist art. The Spanish artist Salvador Dali well known for experimental and provocative painting, used art to question the constructs of rationality and society. The experimental nature of his artwork, allows the audience to take refuge in an imaginative landscape similar to deconstructive architecture, which questions the rational of space and structures. This euphoric voyage is compared to the metaphysical place making that frustrated youth experience when participating in drug use. Demonstrating art as a place of refuge and alternative to drug use.



*Figure 35 - Salvador Dali, 1931 'The Persistence of Memory' distorts reality depicting a landscape that questions time and his self-image through abstract compositions of human*



*form. This dream voyage conveyed in his artwork work is explained in his own words “I don’t do drugs. I am drugs.” Suggesting art as a form of self-expression offering a positive alternative to the euphoric liberation experienced by distressed drug use. Source: <https://www.theartstory.org/artist-dali-salvador.htm>*



*Figure 36 – Frank Gehry, 2010 ‘Lou Ruvo Center’ celebrates the complex discourses of neurodegenerative diseases. Combining surrealist art and deconstruction to sculpt spaces that liberate patients and offer a memorable experience for visitors to support mental health awareness. Source: <https://www.widewalls.ch/deconstructivism-buildings/>*

#### 2.4.4 CONCEPTUALISING THE ‘DREAMSCAPE’ AS A DESIGN GENERATOR:

The term “dreamscape” is often used as artistic terminology to describe abstract environments. Constructed of two stems, “dream” and “scape”, the term makes reference to the physical and metaphysical creation of space, often portrayed in surrealist avant-garde art, sought to inspire unconscious perspectives (Cardona, 2007). Derrida in Leach (1997) examines this concept of surreal space in deconstructive philosophy, translating the abstractness and uncertainty of life (“aporia”) celebrated in experimental deconstructive architecture. Glusberg (1996) and Wigley (1993) describe deconstructive architecture through interrogative design concepts, drawing close similarity to the metaphysical presence of youth. (Robinson (2010) suggests that alternative learning models require alternate learning spaces, exploring the dilemmas of the youth. Requiring the youth centre to act as a landscape of youth culture and dreams.

Nouvel (2014) explores these notion by drawing inspiration from the physical and non-physical elements of its context. Dematerialisation is a concept that combines the construction, function,



form, materiality (physical) with the historical, environmental, spiritual and social qualities (non-physical) of the context to conceptualise an architectural composition (Nouvel, 2014). Eisenman shares these notions about architectural design stating “architecture is a locus of the metaphysics of presence” in Hartz (2012), emphasising the role of the architect is not to impose his own values and sensitivities on a place but rather analyse and respond to the context creatively. Nouvel (2014) uses this idea to express the surrounding context and culture, translating traditional Islamic patterns in the façade of the building.



*Figure 37 - Shows how dematerialisation dramatizes the perception of volume, context and abstract expression of space. Source: <http://www.jeannouvel.com/en/projets/>*



*Figure 38 –Jean Nouvel’s facade treatment of Islamic tapestry on the urban fabric dematerialises the mass in a reflection of surrounding culture and physical context. Source: <http://www.jeannouvel.com/en/projets/>*



Dematerialisation in architecture is proven to present sustainable capabilities associated with the economic and construction management of buildings. Brown & Lutz-Carrillo (2009) state that in architecture, dematerialization means reducing the quantity of material resources used to meet society's needs. Defining "dematerialisation" as a way of examining the sustainability of buildings in terms of "flexibility", "durability" and "deconstruct-ability". Specifically pertaining to the materials, manufacturing resources and operation of a particular building. Presenting potential for local skills and economic empowerment during the construction and maintenance of the youth centre (Brown & Lutz-Carrillo, 2009).

## **2.5 CONCLUSION:**

The literature proposes youth centres and programmes can be successful if they respond to the identified interests and needs of the youth. The various elements of youth wellbeing, prove that the complexity and personality of youth demand a well-rounded and unique outlook on youth spaces. Orientated towards multi-use infrastructure that can respond to the diverse strengths, interests and backgrounds of each individual.

Since wellbeing refers to the economic, cultural, environmental, spiritual, intellectual, social, psychological and physical state of youth. Concepts of the third space, youth culture, and abstract world must be incorporated into architecture to respond to the dilemmas of youth. Ensuring the youth centre spatial functionality and architectural language remain relevant to the rapidly developing lives of modern youth.

This requires spacial functions and architecture that can respond to time, technology and physical transformation that youth environments are often exposed to. In order for the youth centre to remain relevant to all sub-culture present in Wentworth the building must a physical canvas for expression and representation of the youth.

The Wentworth Youth Centre is must facilitate programs that contribute to economic empowerment, recreational interests, and skills development of the youth. The centre must accommodate fun-profit first programs that enable youth to contribute to their living environments economically and develop the aptitude to fulfil a proactive adult life.



Emphasising the role of the architect to understand the context and identify the diverse needs of the youth. It is therefore further emphasised in the next chapter that urban, social and organisational structure must be considered when conceptualising the design of a youth centre.



## **CHAPTER 3: CASE & PRECEDENT STUDIES:**

### **3.1 INTRODUCTION:**

Secondary literature proves architecture and the urban context influence the lifestyle of the youth. YMCA youth centres instituted during the industrial revolution offered young men emotional and spiritual well-being as they left their small town homes for big city prospects. Since then youth face challenges of varied complexities as youth have become more influential in modern society (Eltvik et al, 2012).

The case and precedent studies of this chapter will explore this notion. Analysing urban interventions and youth centres of similar social, economic and urban environments to Wentworth. Discussing global youth culture, exchange and sustainable image potential anticipated for the future urban environment. Significant elements to be considered in proposing a youth centre in this context.

The following chapter will highlight built form and program facilitation as the main themes of comparison. Gathering ideas from contrasting local or similar developing nations and advanced western contexts. Ensuring continued relevance of the proposed youth centre. The case study of Chatsworth youth centre will be used as the basis analysing the precedent studies to follow. Emphasising design potentials and shortcomings to be considered for data collection and design recommendations to follow.

### **3.2. CASE STUDY OF CHATSWORTH YOUTH CENTRE (DURBAN, SOUTH AFRICA):**

**Architect:** Sue Clark Architects

**Location:** Chatsworth, Durban

**Project area:** 6,000m<sup>2</sup>

**Project year:** 2003

**Concepts:** Youth recreation, community empowerment, spatial relationships and quality.

**Background:** The Chatsworth youth centre is located in the South Durban Chatsworth area,



consisting of the Indian minority group of South Africa. Much like Wentworth, Chatsworth is a product of the apartheid township segregation, hosting an array of urban development constraints leading to social and economic difficulties of the present day. The youth centre was established as a local government response to repeated tragic youth events that have crippled the community. Acknowledging a need for development of youth who inevitably presented the highest substance abusing statistics for Durban. The primary agenda of the centre was to provide activities of recreation and development to youth as an alternative to negative temptations present in the community (Chetty, 2016).

The centre's primary functions offer sporting and recreational activities for the youth and community. Providing a multi-use sports hall that local sports clubs and competition participation. Whilst the resource centre and supporting indoor and external leisure spaces, propose safe socialisation during and after school hours and community empowerment services. The youth centre serviced through local public administration, however administrative staff are predominantly volunteering community members (Equilibrium Studio Architects, 2008).

#### **Youth Programs:**

- Recreational node for the youth: Pool tables, music studios, coffee shop & counselling facilities.
- Educational resource centre: Youth, staff and community accessible to generate self-sustaining income.
- Indoor and outdoor sports facilities: Competitive basketball, netball, volleyball, tennis, martial arts etc. spaces for integrative potential.
- Administration facilities: Local N.G.O's, child welfare organisations and counsellors for youth victims of abuse, HIV/AIDS etc., contributing to primary funding and centre administration.

The centre situated on Chatsworth Circle, is closely located to the commonly utilized urban amenities of Chatsworth Shopping Centre, R.K. Khan Hospital, Chatsworth Police Station and various other municipal buildings. Providing vehicular access on the top of the four meter (4m) descending slope. Presenting destination value and multiple pedestrian access from both the lower and upper end of the site for youth in the community.



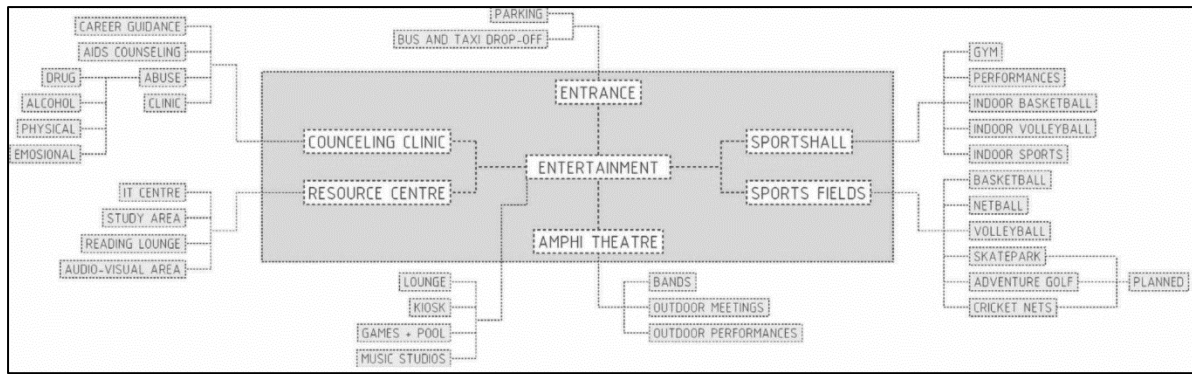


Figure 39 - Chatsworth youth centre building program. Source: [http://media.wix.com/ugd/9c5554\\_b659fe3121b44780bedc64bf935a83ba.pdf](http://media.wix.com/ugd/9c5554_b659fe3121b44780bedc64bf935a83ba.pdf)

**Design primer:** Primary importance of the centre as explained by the architects Sue Clark was to develop a design language unlike the school, ensuring a sense of excitement and interest amongst youth (Chetty, 2016). Placing recreational facilities at prime nodes of the building, engaging in the recreational interests of youth and ensuring a sense of liberty. The centre host facilities such as pool tables, arcade games, computers and sporting amenities in a well-lit and collective environment. This was in an effort to establish an alternate hangout for youth, often found loitering and socialising in dangerous streets. Administrative, educational and counselling activities in the centre supplement secondary spaces, providing empowering aid for youth (Equilibrium Studio Architects, 2008).

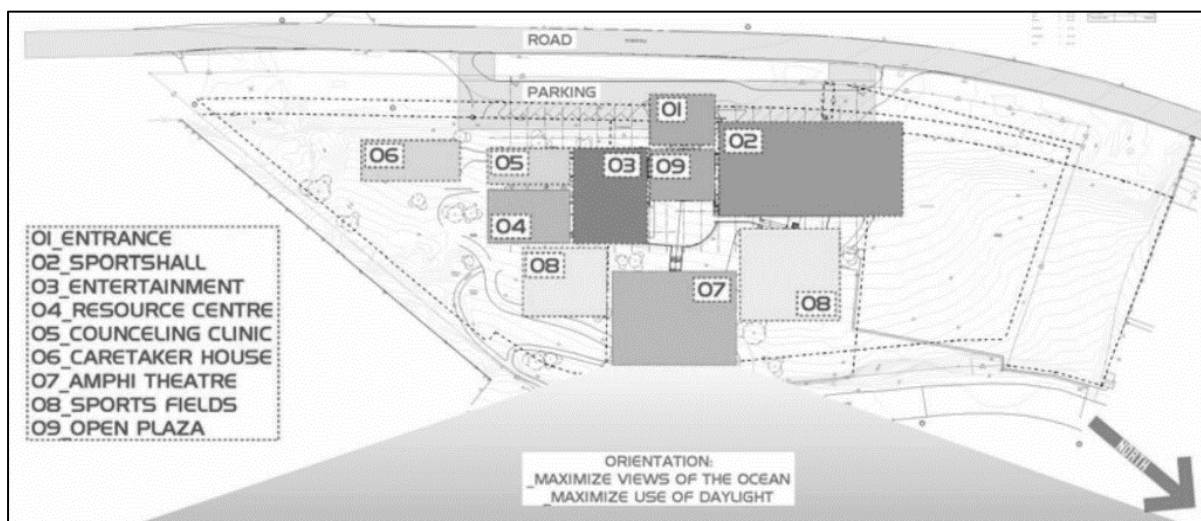


Figure 40 – Chatsworth youth centre site planning arrangement. Source: [http://media.wix.com/ugd/9c5554\\_b659fe3121b44780bedc64bf935a83ba.pdf](http://media.wix.com/ugd/9c5554_b659fe3121b44780bedc64bf935a83ba.pdf)

**Design Analysis:** The design of the building arranged around the main recreational spaces ensure functionality of main design primers. Visibility, access, flexibility, safety and collective



space forming what seems to be the main design initiators of planning for the functions set out in the brief.

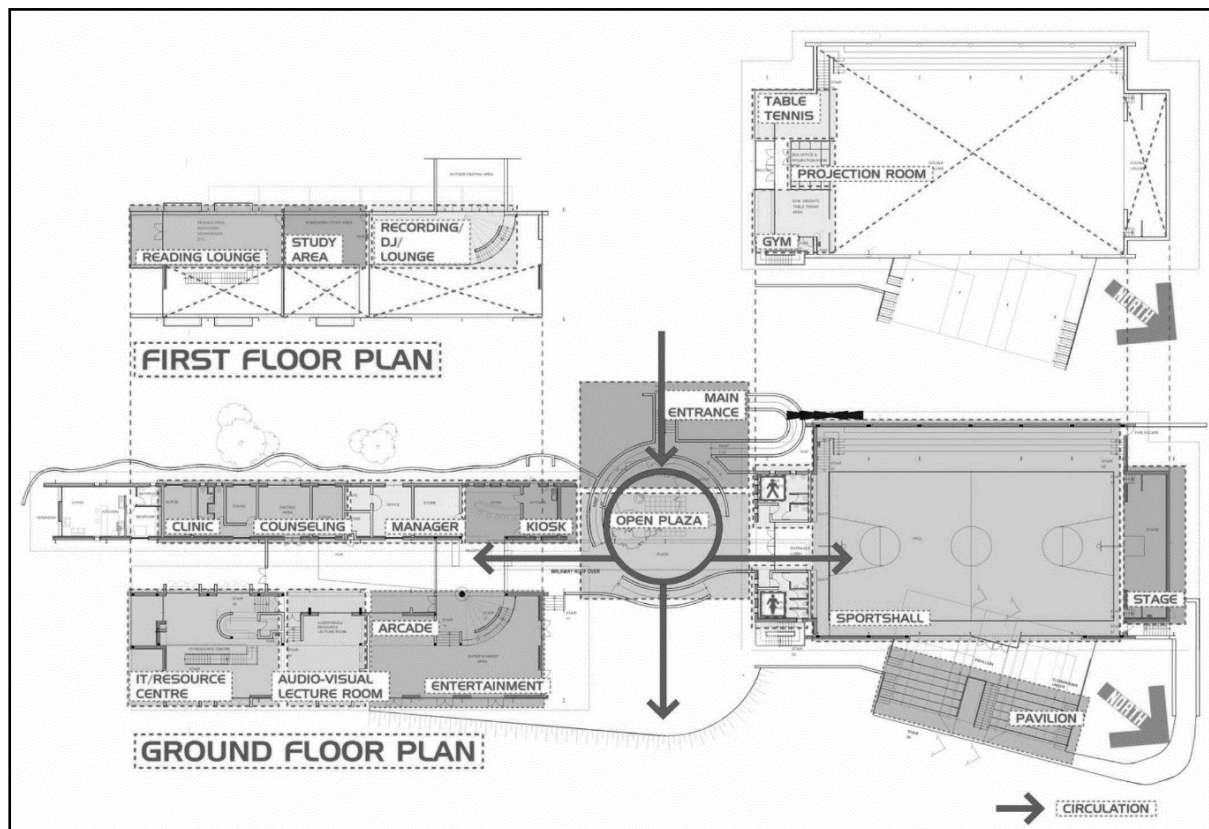
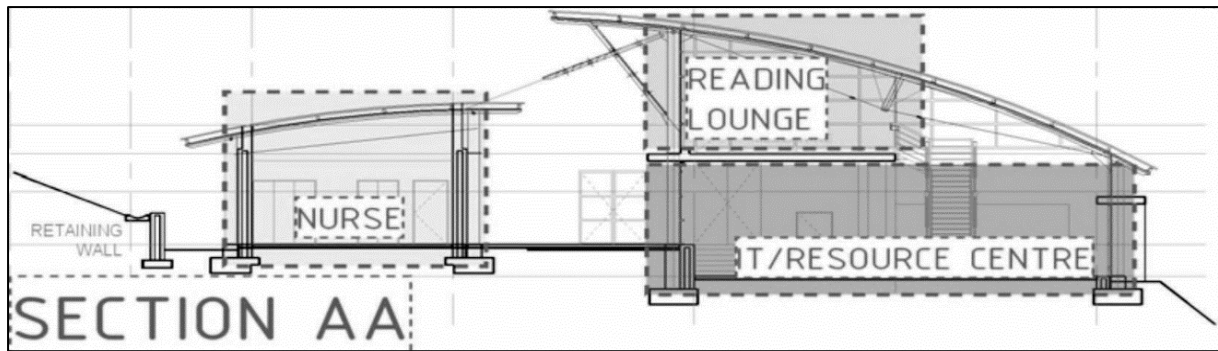


Figure 41 - Chatsworth youth centre floor plan arrangement and spatial relationships.

Source: [http://media.wix.com/ugd/9c5554\\_b659fe3121b44780bedc64bf935a83ba.pdf](http://media.wix.com/ugd/9c5554_b659fe3121b44780bedc64bf935a83ba.pdf)

The mild steel structure connects the open aired space to the site creating a natural amphitheatre, used for outdoor performances or concerts. The multi-use concert hall utilized as a sports facility for basketball, volleyball, netball, table tennis or wrestling are flexible to allow efficient functionality of these uses. Constant surveillance and collective arrangement of the internal courtyard spaces, enhancing passive lighting and ventilation. Producing natural environmental quality (Equilibrium Studio Architects, 2017).





*Figure 42 - Chatsworth youth centre section demarcating spatial uses and separation of functions along the central axis. Source:*

*[http://media.wix.com/ugd/9c5554\\_b659fe3121b44780bedc64bf935a83ba.pdf](http://media.wix.com/ugd/9c5554_b659fe3121b44780bedc64bf935a83ba.pdf)*

Although a sense of community and social interaction are primary concepts, safety and security is major concern in this facility. Gates and burglar-bars installed around valuable spaces like the resource centre, complement self-surveillance planning (Smallberger, 2005).



*Figure 43 - Photograph along central axis shows how the youth campus has be arranged in a linear fashion for easy legibility and articulation of spaces. Source:*

*[http://media.wix.com/ugd/9c5554\\_b659fe3121b44780bedc64bf935a83ba.pdf](http://media.wix.com/ugd/9c5554_b659fe3121b44780bedc64bf935a83ba.pdf)*

**Design Shortcomings:** In recent primary data research conducted on the centre it is found that the group of trustees appointed as the administrative committee absconded commitment to the centre due to insufficient funding and poor management. Resident sports and recreation programs have suffered growth and popularity amongst the youth in the community due to limited opportunity and integrative exchange which could have been provided though proper stakeholder partnerships (Chetty, 2016).

Added to declining popularity, inadequate public transport and after hour access to the centre



prevents midweek involvement from the majority of neighbouring community youth. Hindering the primary objectives of engaging in disadvantaged youth. The urban centrality gives equal daytime accessibility to the majority of the Chatsworth Township due its close proximity to urban economic and service amenities, but lack pedestrian connections to the surrounding residential neighbourhood. The lack of direct connection to public urban nodes exposes the centre to vandalism and vagrant occupation. Resulting in added security and building maintenance costs, utilizing much needed funding required for youth initiatives. There is a growing need for accessible spaces for youth in disadvantaged communities, where club gatherings and group sessions can take place. This case study demonstrates how contextual social challenges jeopardise sensible architectural design if not responded to appropriately.

**Youth's perspectives on the spaces:** Observations of recreational spaces in the centre suggest youth in the Chatsworth area have abandoned the youth centre as a hub of local youth culture. The social activity of neighbouring urban spaces around shopping malls, streets, sports grounds and parks suggest the youth have greater potential for ownership of space outside of the centre, despite the fantastic facilities that are available. Adult administrator's responds attentively to the dire needs of the impoverished community, however their dated management perspectives, association with trend and scarce creative involvement with majority youth make the space very mundane. This is evident in the behaviour of various youth that utilise the facilities and resource amenities, very few numbers of youth choose to hangout and socialise freely in the building.

### **3.3 RESPONSE TO THE LOCAL URBAN CONTEXT:**

South African youth centres such as the Chatsworth Youth Centre, The Manenberg Youth Safe-Hub and Alexandra Interpretation Centre below are well rooted in the broader surrounding community interests. Serving the much needed basic amenities of the community as equal priority for generating a hub for youth culture. Due to the basic needs of the South African developing urban context, these buildings form a basis for designing spaces that respond to the social challenges of youth in "at risk" communities.

The Espaço Alana Youth Centre located in a Brazilian "favela" community, articulates the use of pro-active design ideas. This allows place making to extend beyond the bounds of the youth



centre and influence social-urban improvement of the immediate neighbourhood context. This depicts interesting ideas of treating internal youth centre spaces, to improve the surrounding context.

### 3.3.1 URBAN PRECEDENT STUDY: GUGULETHU- MANENBURG YOUTH SAFE-HUB (CAPE TOWN, SOUTH AFRICA):

**Architect:** VPUU and Western Cape Government

**Location:** Gugulethu- Manenburg, Cape Town

**Project area:** 600m<sup>2</sup>

**Project year:** 2014

**Concept:** Defensible spaces, Safe-Zoning, space conflict politics and urban response.

**Background:** The Manenburg Youth safe-hub is part of a greater urban development project aiming to resolve social issues in public spaces of Gugulethu and Manenburg. Over powered by crime and rival gang conflict. The project aims to provide public space service amenities to the communities of Gugulethu and Manenburg to improve public spaces for youth and the community. The overall primers of this project consist of place making and VPUU strategy. The project funded by the Oliver Khan foundation, offers opportunities of exchange for youth through sporting excellence. This project is relevant to Wentworth since it deals with the coloured minority youth community and cultural dynamics. Counteracting social masculinities, health and economic challenges experienced in the Wentworth Township environment.

**Program:** The program of the development consists of social, architectural and urban components that ensure the functional viability of the project. Proposing a broader Youth Lifestyle Campus structured into six precincts, each with a unique educational offering that is responsive to the needs of the surrounding community. The precincts will include; an Ecological Precinct, a Technology and Media Precinct, an Innovation, Economic Skills and Development Precinct, a Wellness Precinct, a Social Innovation Precinct, Highroad business Precinct, and a Sport Precinct.

The Safe-Hub building is the beginning of this urban proposal and defines the sports precinct and Inyanga station commuter junction. The defensible building plan offers refuge for youth in dangerous territorial environment, affording youth social participation that is free of



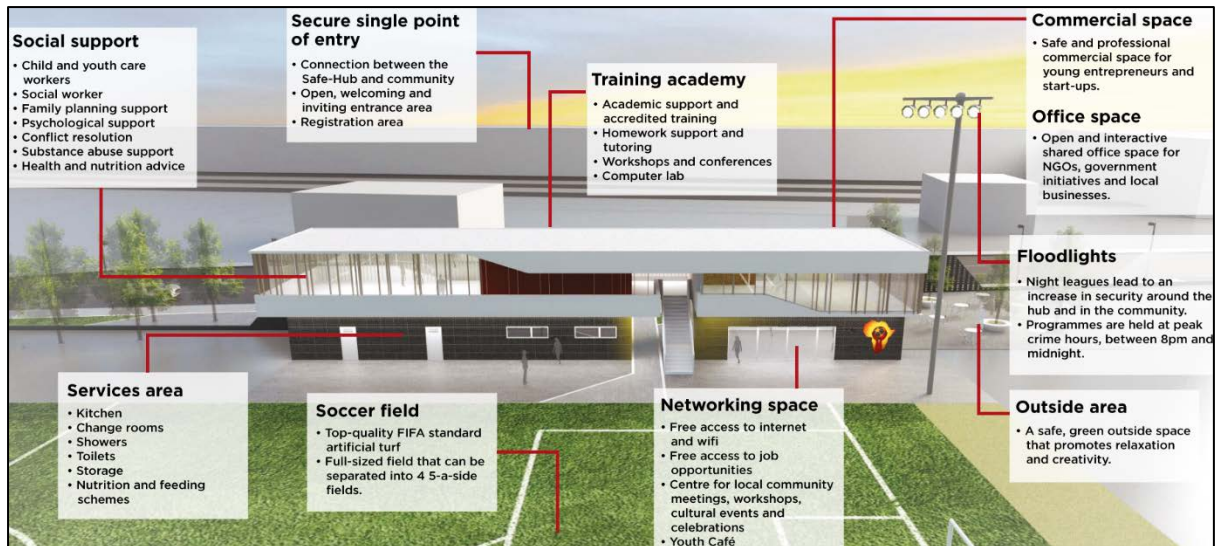
prevalent gang affiliation. The building consists of social support, safety, training academy, soccer field, commercial, office and public outdoor social spaces.

### Design Analysis:



Figure 44 – Captured from Western Cape government proposal brochure illustrates the proposed establishment of defensible public spaces around the Manenberg sports campus. Incorporating a broad variation of public amenities that aid in the function of safe public spaces as described in previous Place Making theory. Source: <https://www.westerncape.gov.za/general-publication/historic-plans-set-manenberg>





*Figure 45 - Highlights the concepts applied to the public youth sports hub facility in Manenberg. Source: <https://www.westerncape.gov.za/general-publication/gugulethu-manenberg-youth-safe-hub>*

### 3.3.2 URBAN PRECEDENT STUDY: ALEXANDRA HERITAGE CENTRE (JOHANNESBURG, SOUTH AFRICA):

**Architect:** Peter Rich Architects

**Location:** Alexandra, Johannesburg

**Project area:** 800m<sup>2</sup>

**Project year:** 2010

**Concept:** Community Identity, Culture and Urban Acupuncture.

**Background:** The Alexandra Heritage Centre is part of a government funded renewal project to celebrate the history and culture of Alexandra. The Alexandra Township recognized for its historical significance as the original ‘black freehold’ settlement of Johannesburg during the Apartheid regime. Consists of densely populated juxtaposed informal housing and well-built suburban homes. In the same fashion, the social dynamic of this township is known for the frequent influx of migrant population in search of life in the city, amongst which was the former diplomat Nelson Mandela.





*Figure 46 – Locally sourced, low cost materials inside the Heritage Centre are used to create an interactive experience with the users at different levels. Source: <https://www.peterricharchitects.com/>*

The Centre is a celebration of community life and culture in the aesthetics, street embracing form and tectonics. Utilizing locally resourced materials and labour during construction. Extending community involvement in the finishes of civic spaces that surround the building. Contextual and cultural reflection were drivers carried through the construction, procurement and overall aesthetic of the building.

**Program:** The Heritage Centre is a multi-use building and conservation site with a museum, exhibition space and community facilities that celebrate the culture of Alexandra. The primary volume of the building, the exhibition hall, bridges over and celebrates the street. Public facilities and shops at ground level define two new civic spaces responding to the street. The language of the building celebrates the contradiction between the densely populated Townships' seemingly ad-hoc aesthetic, and highly considered spatial ordering.

Establishing the existing intersection as a destination or reception point between the resident and transient community.

### **Design Analysis:**





Figure 47 – Illustrates how the materials and building form is used to celebrate the axis and context through use of similar materials. Source: <https://www.peterricharchitects.com/>

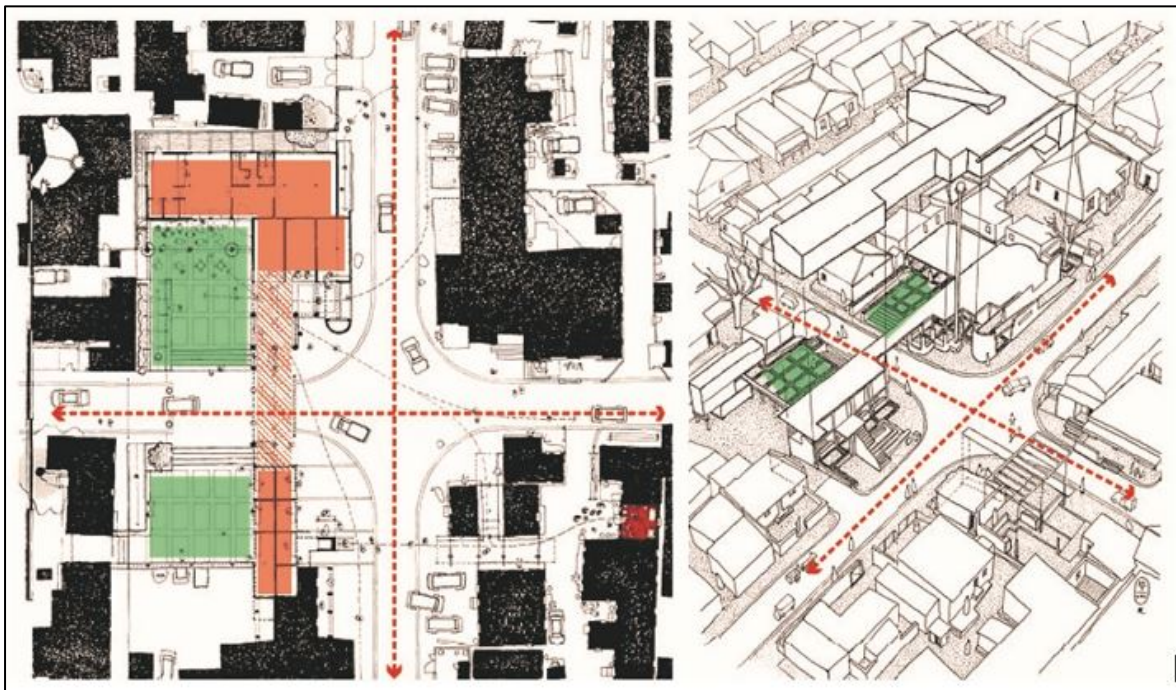


Figure 48 – Schematic illustrations captured above reflect the planning arrangement of courtyard spaces along pedestrian movement routes and gallery which crosses this axis. Celebrating the junction, whilst offering surveillance down the busy street. Source: <https://www.peterricharchitects.com/>

### 3.2.3 URBAN PRECEDENT STUDY: ESPAÇO ALANA (SAO PAULO, BRAZIL):

**Architects:** Rodrigo Ohtake Architecture and Design.



**Program:** Alana Foundation.

**Location:** Sao Paulo, Brazil.

**Area:** 800m<sup>2</sup>

**Project year:** 2015

**Concepts:** Youth Development, Community theatre and urban acupuncture.

**Background:** The Alana Institute is an NGO focused on children's and youth development in the Jardim Pantanal “favela” town in Sao Paulo, suffering from extreme poverty. The Espaço Alana centre offers the youth and community a place to socialize and develop collective activities. Establishing a collaborative program that offers a community library, music school, auditorium, cafeteria, and community association headquarters responding to the needs and interests of the community. The small building and organisation operates as a transparent tool to the community, servicing a community much larger than its tiny built proportion. The youth centre addresses the needs of disadvantaged livelihoods such as community family support, basic education resources, and economic partnership support. Supporting youth with youth with tertiary education and economically generative mentorship in practically based programs.

**Program:** The centre offers a multi-use space for community forums and youth volunteered programs, whilst the media resource centre provides after school and basic education resource. The outdoor space acts as a community square for safe youth recreation. Providing self-surveillance and community reception for the supporting community volunteer programs, such as soup kitchens, clothing drives and counselling services.

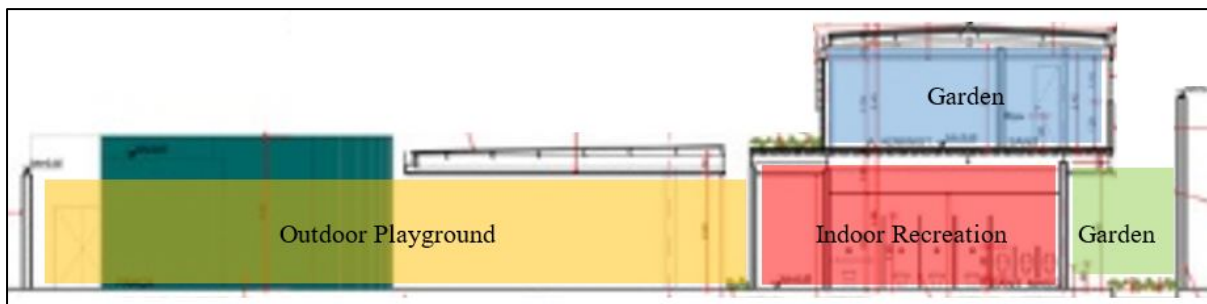
The building occupies the ground in order to preserve the urban characteristics familiar to the community, stitching negative street spaces making the building act as a connector to its context. The subtle scale of the project and close relationship to neighbourhood residences create safe and uninterrupted accessibility. The functions and multiple uses of the building become a tool to the community, synthesizing multiple function of the outdoor marquee. Presenting a non-confining user experience that is free and welcoming through translucent material choices (Guilherme, 2017).

**Design Analysis:**

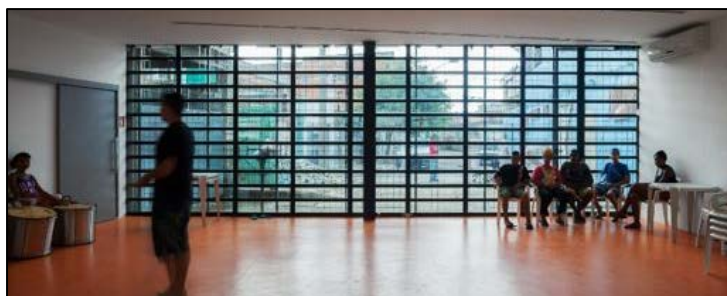




*Figure 49 – The youth centres tight placement in the urban context allows for active community involvement and safe accessibility for youth, offering a safe zone for youth. Source: <https://www.archdaily.com/876170/espaco-alana-rodrigo-ohtake-arquitetura-e-design>*

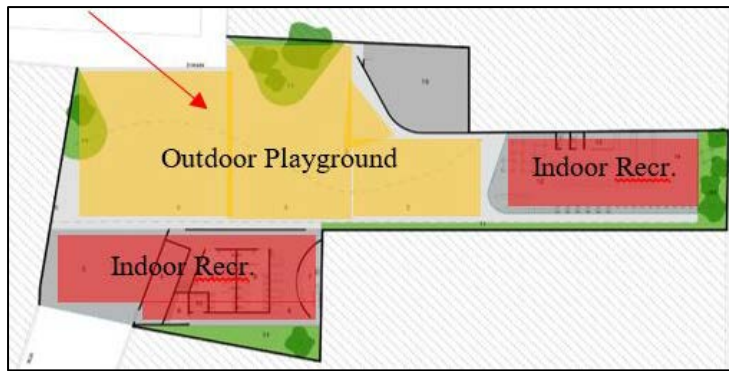


*Figure 50 – Outdoor Playgrounds semi covered space allows the youth centre to extend beyond its limited internal space for larger openly accessible youth and community engagement. Source: <https://www.archdaily.com/876170/espaco-alana-rodrigo-ohtake-arquitetura-e-design>*



*Figure 51 – Capture from the indoor recreational space shows how the transparency of the centre acts as a street infill allowing full community involvement and surveillance. Source: <https://www.archdaily.com/876170/espaco-alana-rodrigo-ohtake-arquitetura-e-design>*





*Figure 52 – The plan above shows how enclosed spacial functions in red offer defensible courtyard recreational spaces, whilst façade treatment shown previously opens visual access to spaces. Source: <https://www.archdaily.com/876170/espaco-alana-rodrigo-ohtake-arquitetura-e-design>*

### 3.4 INTERNATIONAL LANGUAGE OF THE YOUTH CENTRE:

The international perception of youth centres paint an image of dynamic form, vibrant colours and flexibility. Reflecting the vibrancy of global youth culture. Commonly so, youth centres in western contexts bare these characteristics. Since the socio-economic environment affords experimentation in façade treatments and elaborate forms. The significance of this type of language is that youth centres form part of the youth culture that they harvest. The Gary Comer Youth Centre and Dynamo Youth Centre function as destinations for youth culture in a large city metropolis. Harvesting an artistic and brand of its own embedded in the youth centre itself. The Gary comer youth centre reflects local music and dance interests in the arrangement of central spaces. The dynamo centre reflects the present grungy underground rock culture, juxtaposing the central grand concert venue on a very conservative urban context. These two examples reflect the ability for architecture to reflect the culture and challenge conforms of society through design. Youths search for identity, independence and liberation from conservative masculine societal norms in Wentworth place these centre is great importance.

#### 3.4.1 PRESEDENT STUDY: GARY COMER YOUTH CENTRE (CHICAGO, USA):

**Architects:** John Ronan Architects.  
**Program:** Gary Comer Youth Center Organisation.  
**Location:** Ingleside Ave, Chicago, Illinois, United States.  
**Area:** 7000m<sup>2</sup>  
**Project year:** 2006



**Concepts:** Community Participation, Youth Development and Stakeholder partnerships.

**Background:** The Chicago “South Side” community is a poor city community surrounded by industrial zones of the greater Chicago metropolis. Historically serving as a township for migrant city labourers, consisting of several social housing developments to serve the influx of post WW2 city industrial migration. Due to city growth and overburdened city services the Ingleside community youth face lack of services and facilities for engagement. The product of this has been high crime, poverty and illiteracy rates amongst youth. Coining the community as one of the most dangerous neighbourhoods in popular media and music culture. Similar to Wentworth the youth centre is focused on transforming negative social ideals and dual political territorial discourses, whilst stimulating the local youth assets for future tertiary education and professional development.

**Youth Program:** The Gary Comer Youth Centre’s mission is to ensure graduation from high school and prepared youth for college and career placement in the developed American economy. Providing a safe and supportive environment for youth after school, on weekends and during school hours. The objective is to develop full potential, talent and skills of young people from school learners through to college graduate young adults. GCYC is located on the Comer Education Campus, which is comprised of Gary Comer Youth Center, Gary Comer College Prep and Gary Comer Middle School. The model is based on “best-in-class” partnership, serving over 1,700 youth annually. The GCYC is recognised due to partnership with national academic, administrative and professional partnerships for job and education exchange opportunities (GCYC, 2018). Offering local sports recreational activities of interest, as well as both outdoor and indoor arts and culture programs.

**Architectural Program:** The Youth Center was designed with the growth and achievement of young people in mind, encouraging exploration of creative interests in the art facilities provided. The Youth Center houses a sound studio with recording and production capability, a broadcast newsroom for journalistic reporting, editing and taping news shows. The fully outfitted computer and technology labs and large rooftop gardens promote STEM (Science, Technology, Engineering and Mathematics) learning in fun ways such as music production, performance and gaming. The large auditorium, gymnasium, recreation room and medical clinic operated by local Community networks provide integrative community activities.

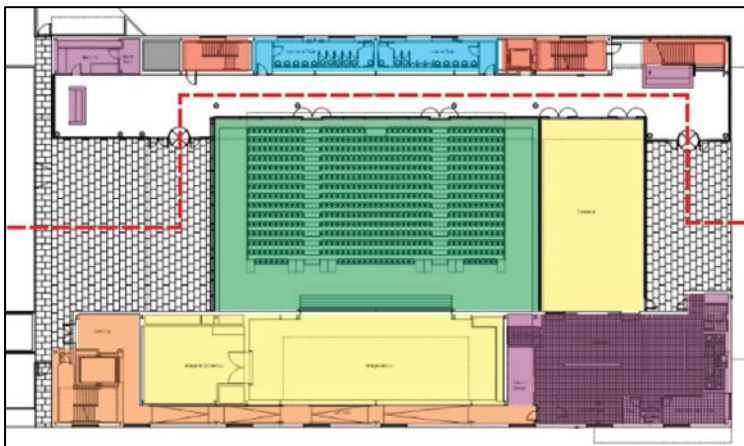


The Youth Center was designed to specifically support the activities of The South Shore Drill Team and programs for children of the neighbouring schools. Educational and recreational spaces wrap the Drill Team's main practice and performance area, with major spaces exposed on the building exterior to promote the activity inside to the community, and invite participation from all youth in and around the centre (Archdaily, 2011).

### Design Analysis:



*Figure 53 – Central reception and multi-use recreational space at the Gary Comer Youth Centre. Source: <https://www.archdaily.com/189411/the-gary-comer-youth-center-john-ronan-architects>*



*Figure 54 - Central reception and multi-use recreational space at the Gary Comer Youth Centre in plan. Source: <https://www.archdaily.com/189411/the-gary-comer-youth-center-john-ronan-architects>*



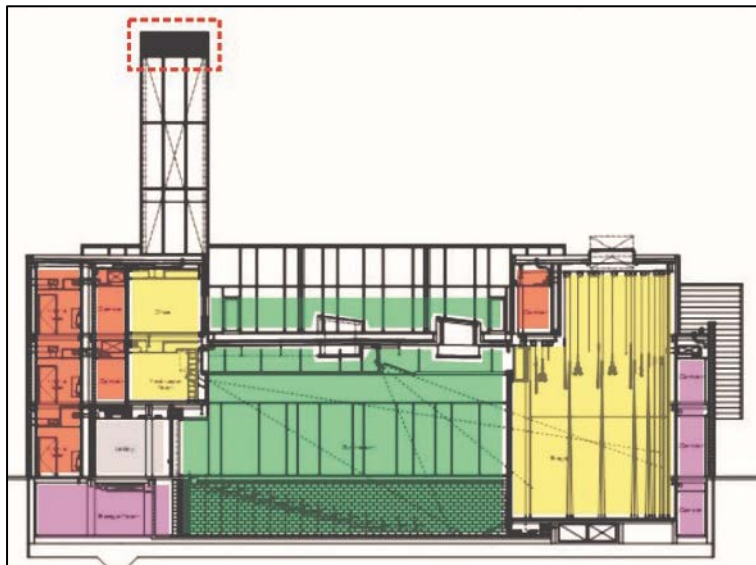


*Figure 55 - Gary Comer Youth Centre studio spaces and the visual connection to the road and surrounding urban context. Source: <https://www.archdaily.com/189411/the-gary-comer-youth-center-john-ronan-architects>*



*Figure 56 - Gary Comer Youth Centre by night acting as a visual node and establishing a youth landmark in the urban fabric. Source: <https://www.archdaily.com/189411/the-gary-comer-youth-center-john-ronan-architects>*





*Figure 57 - Gary Comer Youth Centre in section showing how the multi-use hall and complimenting studio spaces around it offer easy legibility of functions to the user. Separation of rood Garden and noisy multi use hall offers good environmental quality for roof learning spaces. Source: <https://www.archdaily.com/189411/the-gary-comer-youth-center-john-ronan-architects>*

### 3.4.2 PRESEDENT STUDY: DYNAMO CULTURAL YOUTH CENTRE (EINDHOVEN, NETHERLANDS):

**Architects:** Diederren Dirrix Architects.

**Program:** Dynamo Social Service Organisation.

**Location:** Eindhoven, Netherlands

**Area:** 4200m<sup>2</sup>

**Project year:** 2005

**Concepts:** Youth Sub Cultural Stimulation, Culture commodity & Career development.

**Background:** The cultural youth centre Dynamo is a social service organization, which provides practical assistance to young people in matters of schooling, housing, financial help and employment. Located centrally in the city of Eindhoven, the centre provides accessibility to a youth population of majority foreign decent. Characterised as the university city of the Netherlands, the culture befits a liberal nature with nearly half of the multi-cultural population non-conforming to traditional religious culture. Presenting diverse cultural assets in the local youth culture, the youth centre contributes to making Eindhoven a culturally vibrant city to live



in. The main agenda of the centre is to ensure youth with the opportunity to develop sub cultural economy, personal talents and pursue self-reliant passionate careers.

**Youth Program:** Dynamo, established in the 80s offers young people a place in the city to develop in their own subculture. Talent driven programs at Dynamo cultivates scholars and young adults between the ages of 8-27 in dance, music, sports, art and culture. Offering a platform for concerts, events and festivals. Youth can develop their talents in event organization, PR & communication, music management, stage performance, dance, music, hospitality, street art, management, light & sound and multimedia. Led by volunteers, trainees and employees of Dynamo, Dynamo works on the basis of talents and exposure developing economic independence for youth in fields of interests. Dynamo offers the platforms for independent career trajectory, volunteer work and cooperation in groups, such as dance groups, an event organization, giving workshops etc. (Dynamo, 2018).

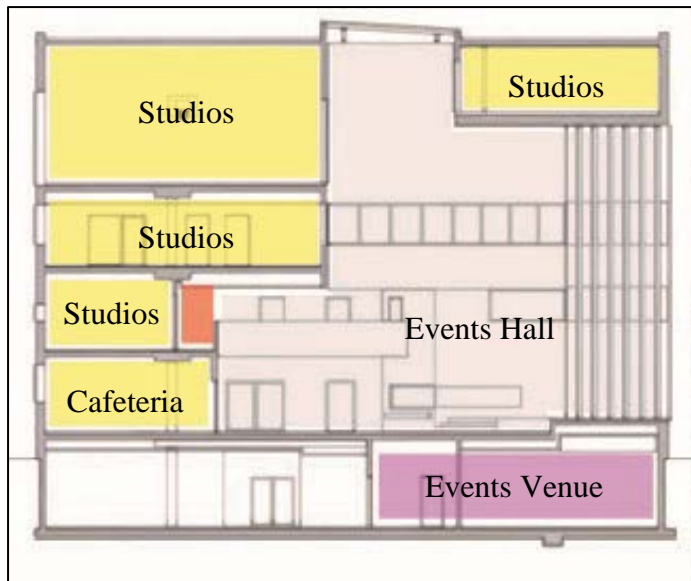
Dynamo uses the method 'Inspire Learning to Work', based on social management, input from youth, cooperation partners and end goal achievement. The fun first model consists definitive stages of development; inspiration (I) by a person, workshop or event; gained experience within the learning environment (L); develop the chance of sustainably paid work (W) at the centre or outside of it to build professional competency (Lumens, 2017).

**Architectural Program:** The building has an open entrance zone and a large window that connects inside and outside spaces keeping youngsters connected to the city. The facade reflects the urban context by day; and in the evening it showcases the activities taking place within. Creating an interesting destination for youth in the city.

The interior atrium plaza with a vast space above, links publically accessible areas on every floor ensuring activity throughout the building. The various shades of red used in the atrium form a warm contrast to the brown skin of the building, creating an inviting experience. The facade has a roughness befitting a youth centre and consists of pigmented patterned concrete panels that are robust and vandal proof (Archdaily, 2012).

**Design Analysis:**



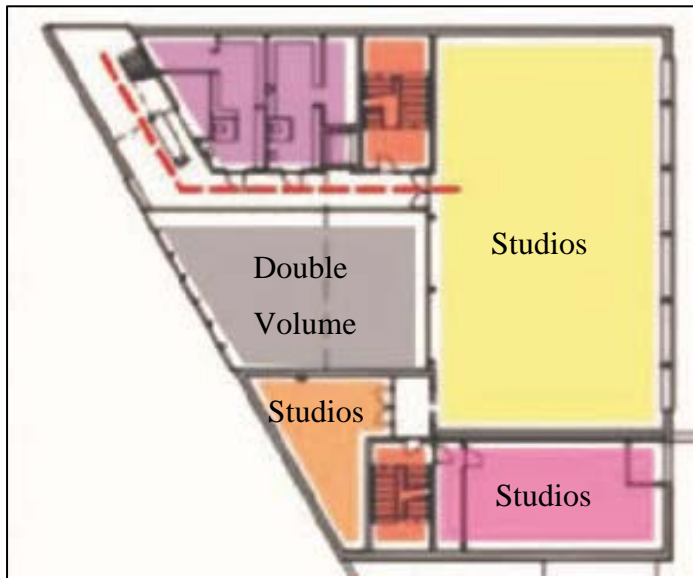


*Figure 58 – Studio spaces in yellow arranged around the central reception and events hall, double up the central space as a grand events venue. Source: <https://www.archdaily.com/220900/dynamo-diederendirrix>*



*Figure 59 – Photograph of the central reception hall and events venue, displaying its connection to the street, a good opportunity for social and economic viability of the centre. Source: <https://www.archdaily.com/220900/dynamo-diederendirrix>*





*Figure 60 - Studio spaces in yellow planned around the central reception and events hall.  
Source: <https://www.archdaily.com/220900/dynamo-diederendirrix>*

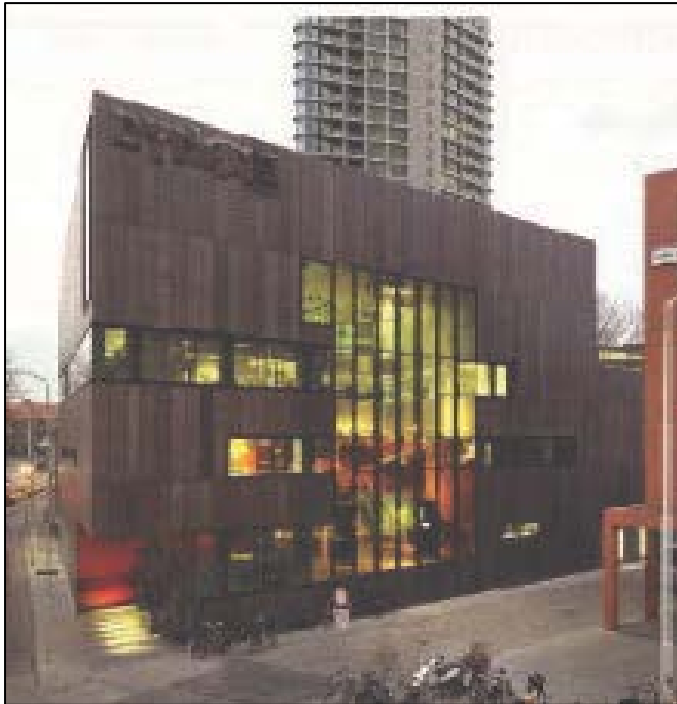


*Figure 61 – Triple volume central reception and events hall, offering good legibility to functions of the youth centre. Source: <https://www.archdaily.com/220900/dynamo-diederendirrix>*



*Figure 62 – Strategic selection of the site in the centre of town offers diverse functional and cultural exposure of the spaces in and around the youth centre. Source:*





*Figure 63 – The quiet façade treatment of the youth centre, suggests interest into the internal functions taking place in the central hall and studio spaces around the central volume. The choice of materials are sustainable low maintenance, and easily replaceable steel panels.*  
Source: <https://www.archdaily.com/220900/dynamo-diederendirrix>

### **3.4 CONCLUSIONS & RECOMMENDATIONS:**

The case studies analysed present a specific framework for planning the youth centre. The local examples present the urban and architectural amenities required that have to work in harmony to respond to the social challenges present in Wentworth.

Urban spaces in and around the centre must activate the space around the building and contribute positively to the social ecology. Providing diversity, economy, security and social activity that can counteract stagnation and territorial possession. In Wentworth this can be avoided through pursuing a safe zone of the park and urban context surrounding the centre. Orientating the centre and spaces along lively pedestrian nodes in the area.

The architectural and social response of the centre should function in unison providing the resources for programs taking place in the centre. The program of the centre and uses should accommodate local and visiting youth interests. In the case of Wentworth youth it could be



perceived as various sporting and artistic vocabularies that connect to street culture such as action soccer, music and street art culture. The interpretation of architectural form, should reflect the image of its surroundings. Providing potential for adaptation through mural, graffiti, and sculptural artistic expression street environments provide. In both international precedents these concepts were explored with vibrant replaceable steel façade palettes that could be easily rearranged to attract youth and pronounce the centre in the urban context.

The architecture then physically and metaphysically represents an expression canvas for the youth of Wentworth. Bringing the concepts of local youth culture, pro-active design and dreamscape to life.



## **CHAPTER 4: PRESENTATION OF DATA & ANALYSIS:**

### **4.1 INTRODUCTION:**

This chapter intends to analyse the interviews and observations undertaken in the Wentworth area, with key youth respondents and members of the Wentworth Youth Council. Providing insight into the discourses regarding youth development and wellbeing in the area.

The snowball of supplementary interview respondents occurred from recommendation by these personal. Deemed to be influential participants in the local youth culture and running of Youth programs in the community. Captured data has been interpreted to establish informative themes to validate or contend secondary data. Resulting in a well-informed brief and design program, which responds to the social ecology of Wentworth.

This investigation focuses on proactive strategy and presence of youth culture, encouraging a broad spectrum for discussion that circles around this relationship between the youth (youth culture) and adult community (community culture). Setting an interesting basis for further research in this area from the observations and interview findings.

Exploration of the Chatsworth youth centre in the previous chapter highlighted the importance of relationship between youth and adult members of the community as a pivotal factor in the successful administration of youth spaces. Successful international precedents have proven that healthy involvement of adult administration to mentor subcultural recreational interest result in diverse career development.

Expansion of this philosophy across various youth assets outlined by Gardner (2015) and Robinson (2010), could result in the establishment of a youth sub-cultural brand that could benefit the community as a whole.

The purpose of this research inquires the effectiveness of an architectural response in response to the main problem statement:

*“Current lack of youth facilities do not respond to the needs and interests of*



*youth in the community, contributing to negative utilization of abandoned spaces in the area. The absence of accessible positive leisure activities and adequate space for youth have resulted in frustrated lifestyles. Inhibiting the development and overall wellbeing of youth.”*

*“There is a need for a youth facility that stimulates youth culture education, participation and interest. Supporting activity that will aid in the development of a range of skills fulfilling prosperous adult trajectories. To explore the role of architecture in youth physical and social wellbeing towards the establishment of an appropriate architectural design response.”*

#### 4.2 ANALYSIS OF RESEARCH FINDINGS:

All valid research findings from observations occur from popular youth spaces in Wentworth, gauging the behaviour, needs and wellbeing of youth in response to secondary data. These spaces have been pin pointed by the Wentworth Youth Council, who mobilize youth campaigns in these various locations in Wentworth. Since the formation of a public youth centre is not present in the community, other than venues offered by private associations like church, club and school youth groups.

This information was obtained via conversational interviews with members of the Wentworth Youth Council, and strategic selection of recommended youth development participants based on the research objectives and key questions.

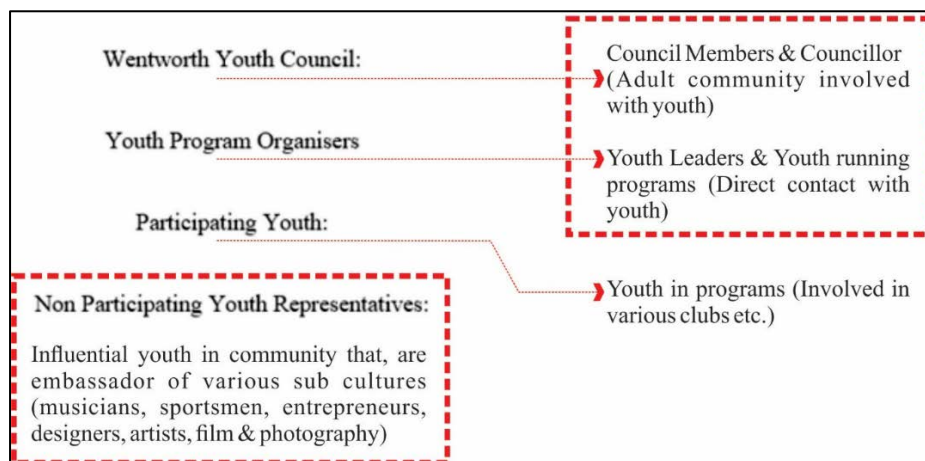


Figure 64 - Youth organisation and respondent structure in Wentworth. Source: Author



### **4.3 HOW DOES ARCHITECTURE INFLUENCE THE PHYSICAL AND SOCIAL WELLBEING OF YOUTH IN WENTWORTH?**

#### **4.3.1 PARTICIPANT DISCOURSES ON THE BUILT ENVIRONMENT AND SPACES AVAILABLE FOR YOUTH IN WENTWORTH:**

Interview discussions undertaken with members of the Wentworth Youth Council revealed economic needs of youth as priority of youth programs. Due to the high unemployment in the community the emphasis of youth programs focus on the placement of jobs and skills development through partnerships with surrounding industry stakeholders. Unfortunately the high demand, and limited capacity of the organisation, find themselves competing with lucrative underhanded economy.

*“Youth are frustrated, the government offers no support. The best students are becoming drug dealers and gangsters, claiming they make more money. Affording them the opportunity to find independence and support their families, are sentiments shared by one of the members.”*

*(Wentworth Youth Council Member)*

Previous proposals for youth centres in the community have been abandoned due to insufficient funding from local government and breakdown because of the personal agendas of previous members in the council.

*“The irony is that drug dealers, pimps and gangsters in the community have become heroes for their financial capacity to offer youth and the community the assistance they need. Young boys and girls are bunking school to work as prostitutes and drug runners. Snowballing into a general disinterest for positive recreation interests.”*

*(Wentworth Youth Council Member)*

#### **4.3.2 KEY FACTORS RAISED IN RESPONDING TO THE YOUTH IN WENTWORTH:**



Discussions with influential youth in the community, presented key factors to consider in engaging in youth development which was not highlighted by the Wentworth youth Council. Some points deviate from the attitude of the Wentworth Youth Council whilst some support similar notions, however the overall impression conveys a passionate interest in assisting follow youth in Wentworth.

The discussions with these youth were directed to gauge their various interests and the presence of a self-sustaining youth culture in Wentworth. It is interesting to note that in some cases the where interests are not as popular, such as film and design. These respondents have migrated other larger creative communities making noticeable individual standing. Stating their creative identity, being from Wentworth, sets them apart from other youth. Respondents listed the various recreational activities present in Wentworth, which were validation of those presented in case studies and secondary literature in previous chapters of this dissertation.

The most notable deductions of these discussions were these points, which justifies and supports the social viability of a youth centre in Wentworth.

*The key factors extracted from these discussions:*

- *Most youth that have pursued careers in their areas of interests, did so out of the confines or comforts of youth centre programs. Highlighting the use of self and peer assisted learning.*
- *The support from local organisations such as church youth groups and clubs did not present the opportunity for growth as did venturing out of Wentworth. Due to the conservative and fearful nature of management in these organisations.*
- *The music, art, dance, and sporting playing style displayed by youth respondents are considered unique, and unusual in their respective industries. Presenting the potential for cultural commodity and solidifying youth subcultural identity.*

#### 4.3.3 THE SOCIAL BEHAVIOUR OF YOUTH, CHALLENGES AND POTENTIALS FROM OBSERVATIONS:



The observations conducted in the streets and open park spaces used by youth reflect social behavioural challenges stemming from their environmental context. The social demeanours of young kids playing in the parks differ from each location. Youth found around the Hime Street Park display much more aggressive social behaviour than those found on Highbury Grounds. Suggesting the language and gender roles displayed amongst these young respondents are reflections of their different living environments. Assumption which is based on explanations from interviews with the Wentworth Youth Council members.

*“The Youth from the bottom don’t mix with the ones from the top. They feel they’re better than the others. It’s a constant friction.”*  
(Wentworth Youth Council Member)

In contrast to this class distinction, the experiences of social behaviour amongst youth on the Ogle Road grounds during a soccer tournament displayed contrasting comradery amongst four Wentworth soccer clubs that were playing against visiting teams. Displaying the potential for positive social wellbeing through the introduction of visiting youth and positive social activities.

The location of many social spaces of youth exist in abandoned park spaces in the area, however the high crime make it dangerous for use for the later parts of the day. These spaces openly become substance abuse and drug dealing territories. The unusual finding is that youth can still be seen and heard running around flats during late hours of the night, suggesting absence of adult supervision as well as social security provided by the overcrowded living conditions. Unfortunately this exposes vulnerable youth to the domestic abuse realities prevalent under these conditions. In addition to this previously mentioned statistical data reflects the high amount of youth headed homes in the area.

The migration and socialising of youth in these open spaces in the community present various potentials for site selection. The popularity of spaces along the Austerville Drive and Tara Road transport node, provide open spaces in close proximity to existing prominent economic and civic nodes. The migration of visiting school going youth along these nodes provides the potential for a diverse youth population. Required of youth centres, displayed in previously explored secondary data.



#### **4.4 CONCLUSION:**

Making reference to the theories and concepts raised in previous secondary literature, it was evident from commencement that the youth council lacks dynamism. Social media and the internet have become the new language for youth discussion, which is not explored effectively by the adult members of the Wentworth youth council. Open discussions with the members of the Wentworth Youth Council present a clear hierarchy in the administration of youth initiatives which does not offer a platform for the youth's agendas.

The findings from youth participants outside of the youth council structure, suggest a distrust between the adult agendas and those of the youth at ground level. Supporting the notions that youth don't have a say in the political agendas of Wentworth's urban environment, let alone the design of their recreational spaces. This is a shocking contrast to the involvement of youth in the global society, revealed in international case studies. Generally fresh ideas are prized for community development strategies.

In concluding this discussion, it is important to state that expansion of potentials raised in findings will not amount to much if the voices the youth are not heard. The youth centre must support a universal program that extends itself beyond the ownership of any administrative personal agendas or other masculinities associated with territorialism in Wentworth.



## **CHAPTER 5: CONCLUSIONS & RECOMENDATIONS:**

### **5.1 INTRODUCTION:**

This dissertation aims to “explore the role that architecture plays in youth physical and social wellbeing, towards establishing an appropriate design response that will be interpreted in the proposed youth centre.”

The needs and interests of the youth were gathered through insight from primary and secondary data collection, validating theories and concepts from secondary literature such as social, economic and political agendas that involve the youth. Primary data analysis presented interesting design recommendations for conceptualising youth centre spaces that was not prioritised in most secondary literature. Emphasising entrepreneurial and self-sustaining economic viability potential, based on the numerous skills revealed by influential youth respondents. Proposing the idea of a youth run managerial body that can rival the efficiency of the usual bureaucratic structures, proposed for public infrastructure in South African Townships. These findings suggest a meeting point between innovative and typical ideologies of youth development.

Functional mapping carried out in the area clearly identify locations of youth congregation around abandoned park and urban peripheries off busy pedestrian and economic nodes in the community. Presenting the opportunity for public space activation present in the precedent studies explored in the previous chapters. Providing important criteria for the establishing a building program.

The administrative experience of the WYC in solidifying stakeholder partnerships, present the possibility of developing managerial skills of youth, through involvement in management and co-ordination. Leapfrogging previous adversities, and setting a theme for strategic architectural planning that respond to successful organisations that exist in Wentworth. Providing a forum for equal discussion between youth and adults in the community, to produce dynamic solutions to various discourses in the Wentworth community.



These notions form the inception of a design the brief and site selection guidelines in the area, emphasising instances that present community and youth connections. Engaging in recreational interest of youth as community theatre. Providing the possibility of social and physical rehabilitation through the built environment influencing social and individual wellbeing.

## **5.2 CONCLUSIONS:**

The youth sub cultures identified through primary and secondary data concurs architectures influence in the wellbeing of youth in Wentworth. The sustainability of the present sub cultures and aim of this research require architecture that can facilitate positive physical recreational interest and influence positive lifestyles. The theories and concepts highlighted in secondary data assures transformation in the lifestyles of youth is possible by implementing concepts of youth empowerment and expression of which architecture can provide this platform. Stimulating and strengthen youth culture, by proving a canvas for reflection and representation in the urban environment.

The degree to which this is achieved as recommended by sustainable theory, depends on continued research and development of these notions. Establishing the exchange potential of local youth culture from the programs that are conducted, and will inspire youth to engage is the functions of the youth centre which should be linked to neighbouring community social amenities such as NGOs, sports clubs, spiritual groups etc.

The dreamscape concept and place making theory set a narrative for generating identity, interest and support from local and visiting youth. Responding to the abstract existence of youth and physical amenities required of public space. Fusing the architecture in the culture and lives of youth. Proposing a practical means of sustainably attending to needs of the youth. Ensuring physical and social wellbeing by synthesising architecture, spatial function and administrative program.



### **5.3 DESIGN RECOMMENDATIONS:**

#### **5.3.1 BUILDING PROGRAM:**

The youth centre should be a three part development consisting of an urban, architectural and social intervention. The urban space that surrounds the centre should be along prominent pedestrian node to offer diversity, security, pronunciation and public social interaction to the urban fabric of Wentworth.

Youth participating in programs must remain in connection with surrounding urban, natural environment, learning, spiritual and socio-cultural nodes. Solidifying support of youth with different maturity levels, family responsibilities as well as economic and physical abilities.

Visiting youth participating in exchange programs and local NGOs should be catered for through a backpacker's hostel that provides, tourist capabilities and harnesses youth exchange partnership. Extending the organisational reach and opportunities beyond the limitations of the local context. This will provide a starting and destination point for opportunities appealing to youth in the local and global community.

The centre should provide multi-functional use of spaces and event venues that respond to varied recreational interests, described in previous secondary literature. Naturalist green activities, DIY spaces, creative studios for the musical and artistically inclined. Learning resources, counselling, young entrepreneur incubating shop spaces in partnership programs with already established community businesses. Active sporting and recreational activities of both convention and street formats to allow for all age and gender involvement. Providing public theatre for adjoining urban spaces along with larger concert and urban recreation space uses that provide self-surveillance possibilities. The spaces and function of the centre should act as extension of the street and urban spaces which are already popular amongst youth in the community.

School going youth should participate in post curricular programs, whilst unemployed youth and community members utilise the spaces during the day offering, mothers and babies support programs, crèche, learning and skills development resources and economic entrepreneurial



incubating spaces that are supplemented with recreational activities that allow for visiting and local community involvement. This constant use and vibrancy surrounding the functionality will provide public theatre and positive social economy for the community as displayed in the precedent studies explored previously.

### 5.3.2 THE CLIENT:

The project is subsidized the KZN Department of Arts and Culture acting as the primary funder and evaluator of the outcomes produced by the Youth Centre. The primary client of the Youth Centre is the Wentworth Youth Council and National Youth Development Agency, participating in partnership, incorporating locally elected adult community youth leaders' that will ensure efficient administration of the youth centre and representation of the youth in the community through the National Youth Development Agency. The National Youth Development Agency spearhead global partnerships and exchange ensuring diverse youth network.

The end-users, the Wentworth youth will participate in these administrative bodies through yearly elections to re-evaluate the outcomes, ambitions and activism in the discourses of the youth in Wentworth. Overseen by the Department of Arts & Culture and relevant government structures.

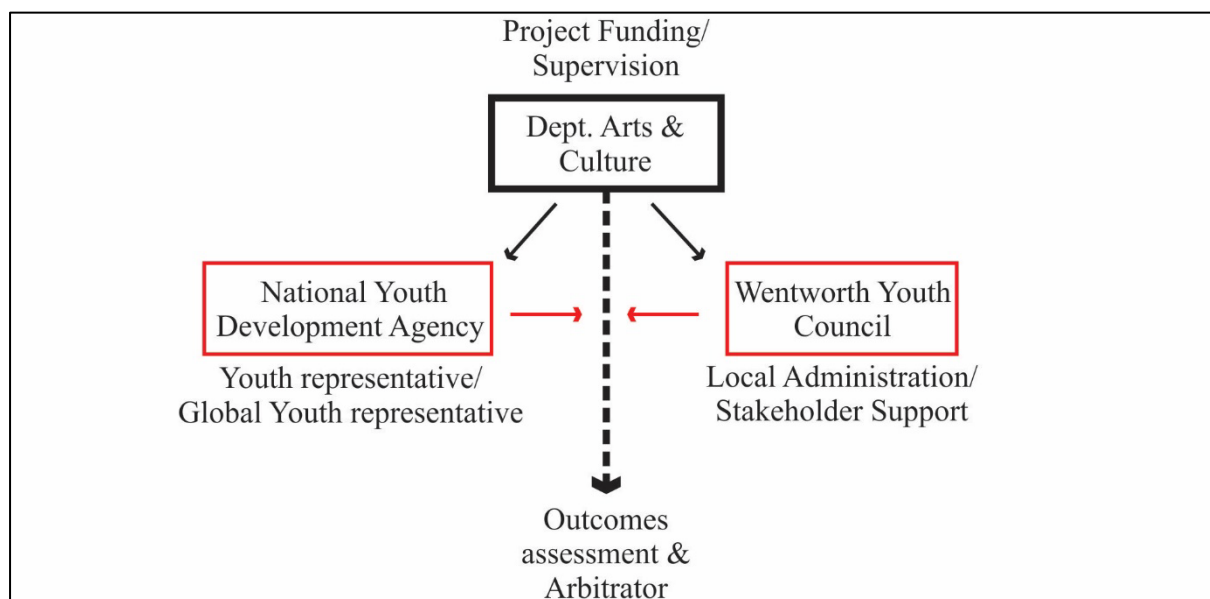


Figure 65 - Client and proposed organisation structure. Source: Author



### 5.3.3 PROJECT DESCRIPTION:

The Wentworth Youth Centre is located in the back of port South Durban Basin, overburdened with low-income community challenges of environmental stress and public health costs. The youth centre must provide an architectural response to the existing limited skills development and youth cultural stimulation. Providing positive physical and social wellbeing counter acting the present social difficulties of youth in the community.

The architecture of the youth centre is required to act as a mediator between the youths surrounding natural and urban environment incorporating an element of broader community engagement and lifestyle change embedded in the local community's social context. The proposed youth centre should embody the notions of stimulating local youth culture and actively improving the lives of the youth. Empower their role in community upliftment, by developing entrepreneurial skills, sub- cultural identity, recreational interests and individual character development. The spaces and functions must be embedded in the specific interests and culture of Wentworth's youth, providing a universal meeting point for local and visiting youth. Ensuring constant movement, diversity, sub-cultural stimulation and opportunity.

Through an understanding of youth culture, place and empowering theories and concepts, importance must be placed in designing a socially relevant building. Youth are perceived as pioneers and ambitious. The architecture should uphold these notions of a progressive youth culture. The youth centre interacts with youth over a vast physical and virtual space, the architecture should celebrate this presence in both physical and virtual form. Acting as a conduit between local and foreign youth culture, the architecture should embody notions of the vernacular and international language of youth spaces. Drawing influence from the works of Frampton, late Brazilian modernism, Jean Nouvel, Deconstructivism and Jo Noero.

The planning, form and function of spaces should imply ideas of uplifting the collective and individual. Creating a destination and community for the exchange of cultural commodity. Such as functional community courtyard planning metaphors and self-exploratory spaces. Promoting partnerships, brand and self-image enhancement.



#### 5.3.4 SITE SELECTION:

The site has to be located in the Wentworth area and in a predominantly central urban node to ensure public accessibility of the site and physical representation of the youth in the urban fabric of Wentworth. The site has to have some sort of relation to the social interests of the youth and community, presenting potential for economic viability. The site and surrounding urban fabric should be of an urban character that represents the diverse community in historical, cultural and social context.

It must have substantial connections to its surroundings offering strong links to its context from various angles for it to serve as much of the community as possible. The site must also be located within the existing public precinct so that the new infrastructure may complement existing nodes rather than impose on the unique function of the area i.e. youth and community must be able to engage with the new building to make it readily accessible and identifiable in its context. Encouraging youth to use the facilities that will be provided.

The site can have existing buildings that can be demolished or renovated to suit the new facilities provided they do not serve any meaningful functions in their context or they already have some sort of process that will be incorporated into the new design. The site must be zoned to accommodate public infrastructure. Since the built form and functions will accommodate the public interests of the youth and community of its context.

#### 5.3.5 DESIGN BRIEF:

The design should be based on a three part conceptual and theoretical framework. Culture, Place making and empowerment as theoretical grounding. Pro-active strategy, Dreamscaping and youth cultural stimulation as conceptual narratives.

**Urban Intervention:** The urban proposal must uphold the primary research objectives to establish a hub for youth cultural expression, refuge and establish a gateway of opportunity. The urban fabric of Wentworth characteristically consists of densely populated social housing and residential typologies with popular informal community forums in streets, front yards and recreational park spaces. The urban master plan should seek to harness this inclusive



community potential to promote social change by defensible safe zoned public spaces around the proposed precinct. The urban spaces that surround the youth centre should extend interior youth centre spaces and functions forming a complementing relationship between the program of the youth centre and park precinct. The site should be well located and supported by surrounding public infrastructure to promote economic and functional sustainability required of public spaces. Adjacent infrastructure should enhance the functioning of proposed spaces and the new interventions should add value to the existing infrastructure. Drawing principles from empowerment, place-making and culture theories and related concepts.

**Architectural Intervention:** The design of the building should be based on a combined concept of proactive design strategy, dreamscaping and youth culture stimulation. The idea is the building becomes a gateway to the world and place of opportunity for the inundated youth. Opportunity and youth development should be based on the specific needs challenges and strengths facing the youth in the community. Embracing this unique character, should aim to develop a cultural commodity that can be traded as a means of economic gain to change their lives. It should be a place for youth expression, refuge and inspiration. The programs facilitated in the centre must aim to address the specifics challenges of youth in the area some of which are substance abuse, gangsterism, teen pregnancy, school dropout, poverty, neglect, abuse, gender discourses and hopelessness. The architecture should be responsive to the architectural fabric of the area responding to the materials and architectural language existing in the area. Community infrastructure in the area should strive to develop an architectural language that can form part of a built identity that adds destination value to Wentworth. The tectonics should respond sustainably to the skills available in the community as well as environmental challenges of sustainability, use and sculptural representation of the youth in the community.

**Social Intervention:** The social culture of Wentworth consists is of a very conservative community closely related through living in close proximity with each other as well as isolation the greater Durban context. The youth centre should act as a gateway for youth in the area to be exposed to diverse opportunities and culture. The cultural commodity of Wentworth and skills of the youth must form the basis of programs that are run in the centre, allowing for future career opportunities through exploring local interests in sports, the arts and entrepreneurship. Allowing the youth centre to be used as a canvas for youth to map out their desired future trajectory, regardless of cultural norm and living realities. The building should become the drug and place of refuge to promote a social culture of progression, excitement and ambition amongst youth. Connecting them to far



beyond destinations and time through the ability to dream of their desire futures and work towards active life realities.

#### 5.3.6 CONCEPTUAL NARRATIVE:

The dreamscape metaphor describes a space that connects youth from all different locations around the world, functioning as an airport of youth culture and opportunity. Depicting a physical and nonphysical presence. Proven to address physical and nonphysical public spaces challenges in such contexts. Allowing the youth centre to become the drug addressing stagnation, obsolescence, territorial possession, and negative place making. A positive alternative to the present methods of escape such as crime & addiction.

The diverse function, experience and perception of spaces around the youth centre generates an ambitious brand that uplifts the youth cultural identity in Wentworth (Adhikari, 2005). The dreamscape youth centre will be a place where youth can engage in their interests regardless of community and society expectations. Spaces will expose youth to recreational programs that sparks interests to develop self-sufficient skills development, entrepreneurship and career trajectory (Chari, 2008). The spaces prioritise multi-use functionality to facilitate and adapt to the different requirements of the youth events taking place.



### 5.3.7 SCHEDULE OF ACCOMODATION:

URBAN SPACE:		GROUND FLOOR PLAN:		FIRST FLOOR PLAN:	
OUTDOOR TURF/ CONCERT VENUE	1400m <sup>2</sup>	ENTRANCE FOYER	180m <sup>2</sup>	SOCIAL STEPPED PAVILLION	126m <sup>2</sup>
POLICING SAFE-ZONE SATELLITES	30m <sup>2</sup>	RECEPTION	150m <sup>2</sup>	STUDIO ROOF CORRIDOR	950m <sup>2</sup>
STREET AUDITORIUM	555m <sup>2</sup>	EXISTING WELLNESS/ AIDS CLINIC		SOCIAL ROOF RECREATION SPACE	590m <sup>2</sup>
URBAN PLAZAS	1872m <sup>2</sup>	STREET AUDITORIUM	75m <sup>2</sup>	YOUTH BACKPACKERS HOSTEL	225m <sup>2</sup>
EXISTING LANDSCAPED PARK		ABLUTIONS	225m <sup>2</sup>	DIGITAL, GAMING, FILM & PHOTOGRAPHY STUDIOS	75m <sup>2</sup>
ADJACENT URBAN NODES		CAFFETERIA	55m <sup>2</sup>	RADIO & MUSIC RECORDING STUDIO	230m <sup>2</sup>
<b>BASEMENT FLOOR PLAN:</b>		SPORTS/ CONCERTS ARENA & PARK OFFICES	460m <sup>2</sup>	INDOOR MULTI USE STUDIOS	175m <sup>2</sup>
PARKING RAMP	440m <sup>2</sup>	SPORTS/ CONCERTS ARENA SEATING	190m <sup>2</sup>	OPEN-AIR STUDIO COURTYARDS	140m <sup>2</sup>
TENANT PARKING (23 BAYS)	710m <sup>2</sup>	GALLERY EXHIBITION	25m <sup>2</sup>	ROOF CIRCULATION CORE	50m <sup>2</sup>
AC/ ELECTRICAL ROOM	23m <sup>2</sup>	GALLERY STORAGE	25m <sup>2</sup>	SEATING POCKET SPACES	125m <sup>2</sup>
BINS/ DELIVERY AREA	13m <sup>2</sup>	BOX OFFICE	260m <sup>2</sup>	ADMINISTRATION OFFICES	2700m <sup>2</sup>
CIRCULATION CORE	175m <sup>2</sup>	YOUTH SHOPS	75m <sup>2</sup>	<b>TOTAL</b>	
AUDITORIUM STAGE	75m <sup>2</sup>	SOCIAL STEPPED PAVILLION	175m <sup>2</sup>	<b>ROOF GARDEN PLAN:</b>	
AUDITORIUM STORAGE	25m <sup>2</sup>	CIRCULATION CORE	225m <sup>2</sup>		
AUDITORIUM CONTROL ROOM	6m <sup>2</sup>	MEZZANINE COURTYARD	350m <sup>2</sup>	PLANTED ROOF GARDEN	245m <sup>2</sup>
MAINTENANCE & PUMP ROOM	50m <sup>2</sup>	EXISTING REPOSITIONED SHOPS	200m <sup>2</sup>	ROOF COURTYARD	55m <sup>2</sup>
WATER HARVESTING TANKS	280m <sup>2</sup>	PARK SPORTS CAFE	263m <sup>2</sup>	CIRCULATION CORE	220m <sup>2</sup>
STORAGE	110m <sup>2</sup>	RESTAURANT	2930m <sup>2</sup>	<b>TOTAL</b>	520m <sup>2</sup>
MULTI USE HALL VENUE	600m <sup>2</sup>	<b>TOTAL</b>		<b>TOTAL FLOOR AREA</b>	10485m <sup>2</sup>
MULTI USE HALL OFFICES	40m <sup>2</sup>			<b>TOTAL COVERAGE</b>	4350m <sup>2</sup>
ABLUTIONS	130m <sup>2</sup>				
VISITORS PARKING (45 BAYS)	1080m <sup>2</sup>				
VISITORS CIRCULATION CORE	63m <sup>2</sup>				
SECURITY OFFICE	40m <sup>2</sup>				
<b>TOTAL</b>	<b>4335m<sup>2</sup></b>				

Figure 66 – Proposed schedule of accommodation. Source: Author



## CHAPTER 6: APPENDICES- PRIMARY DATA:

### 6.1. INTERVIEW SCHEDULE SAMPLES:

#### 6.1.1 INTRODUCTION:

I would like to thank you for giving up your time to participate in this research for my dissertation. The topic is entitled: *“The role of architecture in providing physical & social wellbeing for the youth: A proposed Youth Centre in Wentworth, Durban.”*

The aim of this research is to interrogate the role of architecture plays in youth physical and social wellbeing. The desired outcome is to discover architectural principles in order to design a youth centre in Wentworth, which promotes development through positive recreation and wellbeing for the youth. The main objective of this conversation is to understand the current needs and challenges that face youth in relation to the built environment.

I would like this interview to be treated as conversation rather than a survey, please feel free elaborate further on any questions, if you think it supports this research. You are welcome skip any question you don't feel comfortable answering, and you may end the interview anytime you like.

If it is acceptable with you, I would like to record this conversation for further analysis and debriefing after our discussion. This recording will not be shared with anyone and I promise to keep it safe. I might use quotes from what you say in my research. Is it ok if I use your first name to quote this or would you like to choose an alias now?

Yes, use my first name: \_\_\_\_\_

No, rather use this alias: \_\_\_\_\_



### 6.1.2 INTERVIEW QUESTIONS:

Good day \_\_\_\_\_ (name/ alias), once again thank you for your cooperation. I'd like to formally introduce myself, name is Ryan Sutherland. I'm an architectural student studying the youth of Wentworth's relationship with the built environment. Just to get to know you a little bit, can you tell me some things about yourself and your involvement with the youth of Wentworth.

1. What are the most popular youth recreation spaces in the area, or which spaces do you use?
2. What are your interests and where did they start?
3. What are positive outcomes that you've experienced from these interests?
4. What are the popular recreation activities amongst the youth and do you get support from the community?
5. What are the greatest challenges organising events and development campaigns in Wentworth?
6. What are your views on global youth culture and the independence of youth in the community?
7. How existing programs stimulating youth and how are the outcomes assessed?
8. Do you feel a public Youth Centre is relevant and realistic, if not, why not?



### 6.1.3 INTERVIEW CONCLUSION:

I would like to thank you for giving up your time to assist me, and would like to wish you all the best with future endeavours.

Would you be interested in staying in contact with me, regarding further development and outcome of this research?

If **yes**: Fantastic, thank you very much for your patience and valuable information. I will contact you using the details you've provided on the informed consent form to confirm the group presentation session of all research finding. Have a great day.

If **no**: Fantastic, thank you very much for your patience and valuable information. Have a great day.



## 6.2. OBSERVATION SCHEDULE SAMPLES:

### 6.2.1 INTRODUCTION:

The purpose of the observations is to gain an understanding of the use, conditions and experience of existing public spaces available to youth in Wentworth. Strategic observations at particular times will inform validation of popular recreational activities, demographics and behavioural challenges in specific neighbourhood youth hangout spaces. The observations should occur over a brief ten (10) minute period in each space listed below at the following times; 07:00 AM; 11:00 AM; 03:00 PM; 07:00 PM & 10:00 PM. Informing the 24 hour activity of selected spaces or the lack there during weekdays and weekends (Monday, Wednesday, Friday and Saturday). During travel between various spaces, observations of street hangouts and activities should be mapped out below.

The observation schedule outcomes achieved in accordance with place making theory, will inform the optimum area of site selection for the centre in Wentworth. Highlighting the potential of engaging in the other theories and concepts discussed in secondary literature of previous chapters.

### 6.2.2 OBSERVATION SCHEDULE:

Date: ..... Time: ..... Highest Score:

Access & Linkage																			
Checkpoint																			
Traffic Data																			
Mode Splits																			
Transit Usage																			
Pedestrian Activity																			
Parking Usage Patterns																			
Score																			



Sociability																			
Checkpoint																			
Presence of woman, children & elderly.																			
Social networks.																			
Volunteerism																			
Evening Use																			
Street Life																			
Score																			

Uses & Activities																			
Checkpoint																			
Local Business Ownership																			
Land- Use Patterns																			
Property Values																			
Rent Levels																			
Retail Sales																			
Score																			

Comfort & Image																			
Checkpoint																			
Crime Statistics																			
Sanitation Rating																			
Building Conditions																			
Environmental Data																			
Image & Experience																			
Score																			



### 6.2.3 PRE-SET OBSERVATION CHECKPOINTS:

1. Hime Street Park
2. Maria Crescent Park
3. Tara Road Grounds/ Public Swimming Pool
4. Highbury Road Grounds
5. Austerville Drive Park
6. Alabama Road Park
7. Cycas Road Park
8. Wiest Road Park
9. Tuin Road Park
10. Tifflin Road Park
11. Wolraad Road Park
12. Rooks Road Park
13. Panax Place Park
14. Duranta Road Park
15. Merebank Cuttings Beach
16. Silvertree Road Shops
17. Clinic Road Shops
18. ....
19. ....
20. ....

### 6.2.4 SITE COMMENTS:

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### 6.2.5 CHECKPOINT MAP:



Figure 67 – Proposed site selection checkpoint map. Source:  
<http://gis.durban.gov.za/ethekwinimunicipality/viewer/cgisPublicViewer.html>



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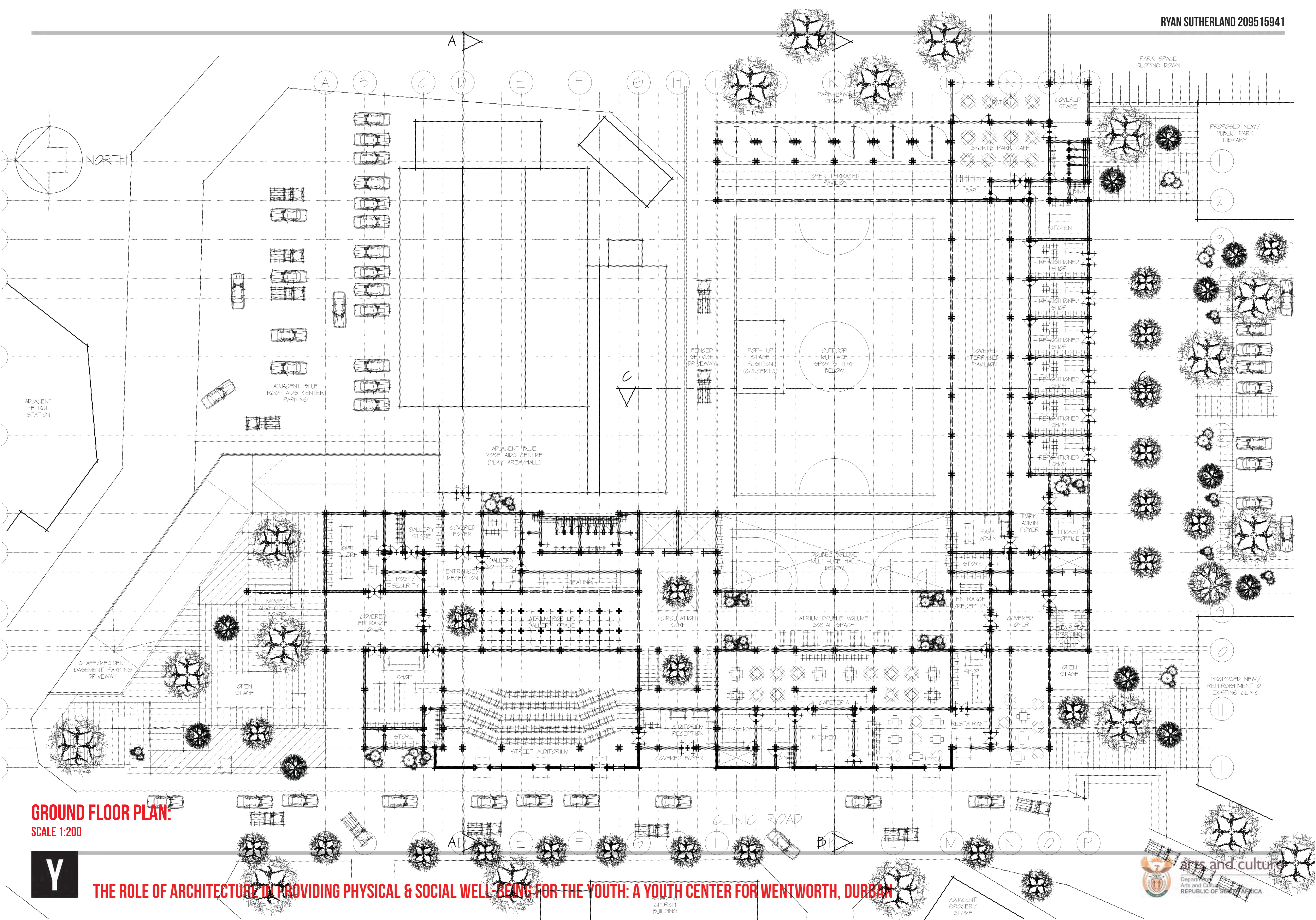
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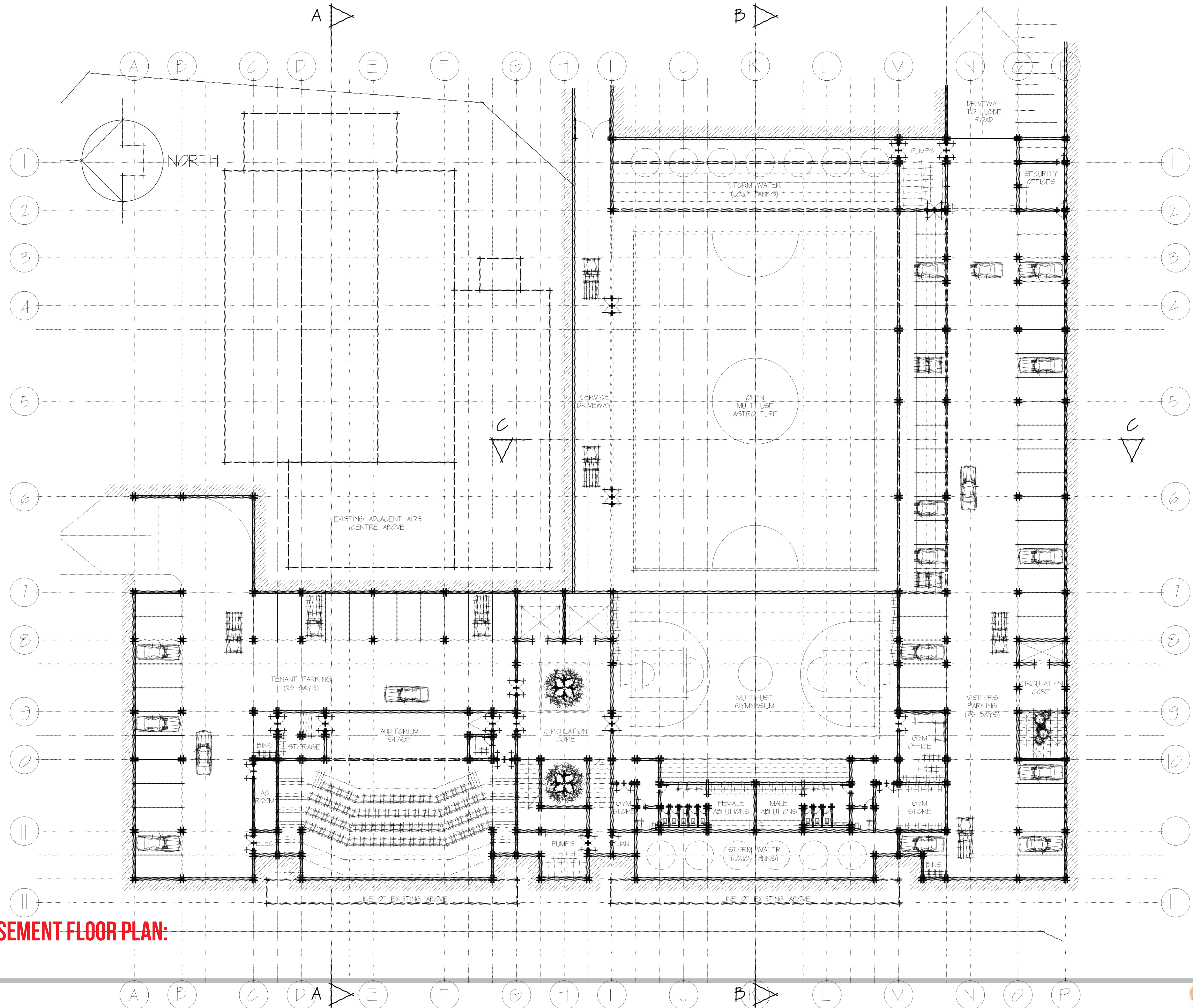


**PART TWO:**  
**DESIGN RESOLUTION:**





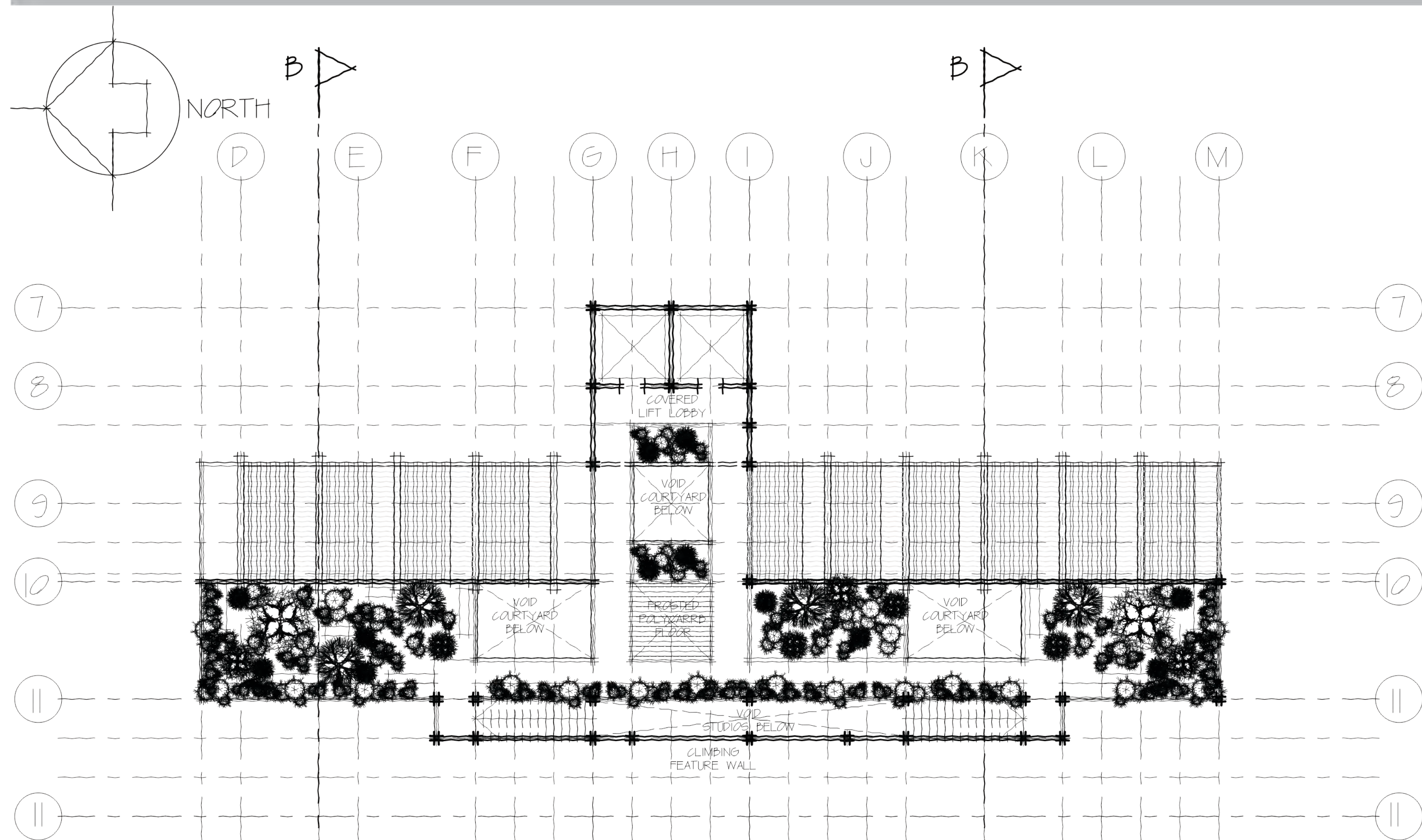




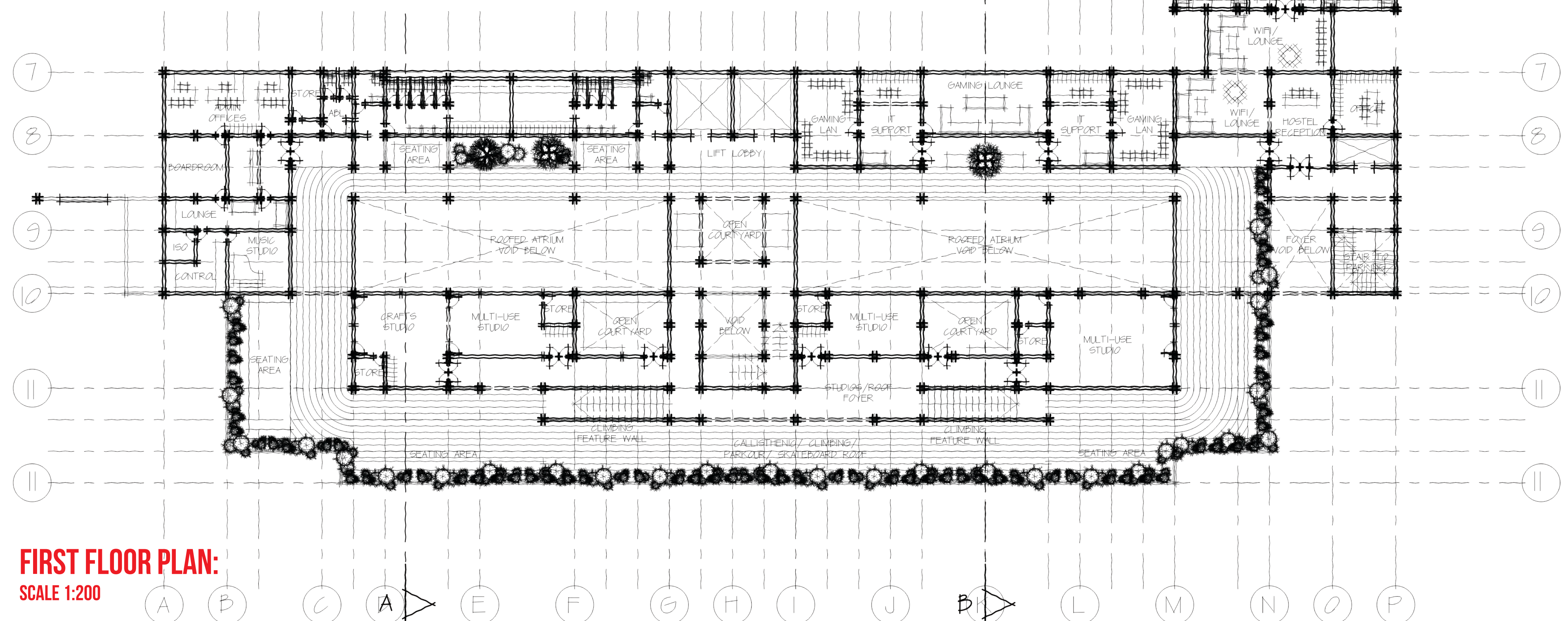
# LOWER GROUND/ BASEMENT FLOOR PLAN:

SCALE 1:200





**ROOF FLOOR PLAN:**  
SCALE 1:200

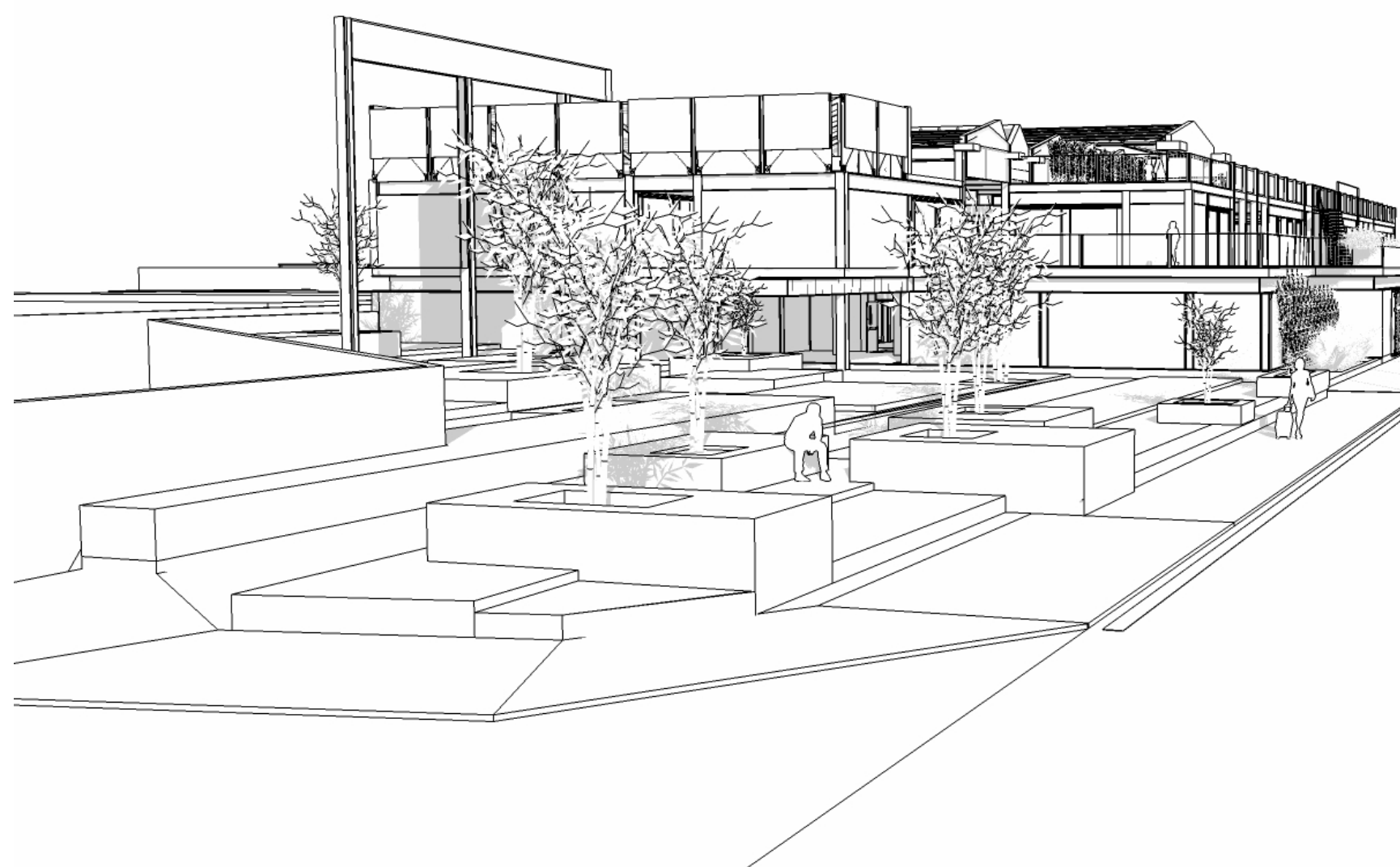
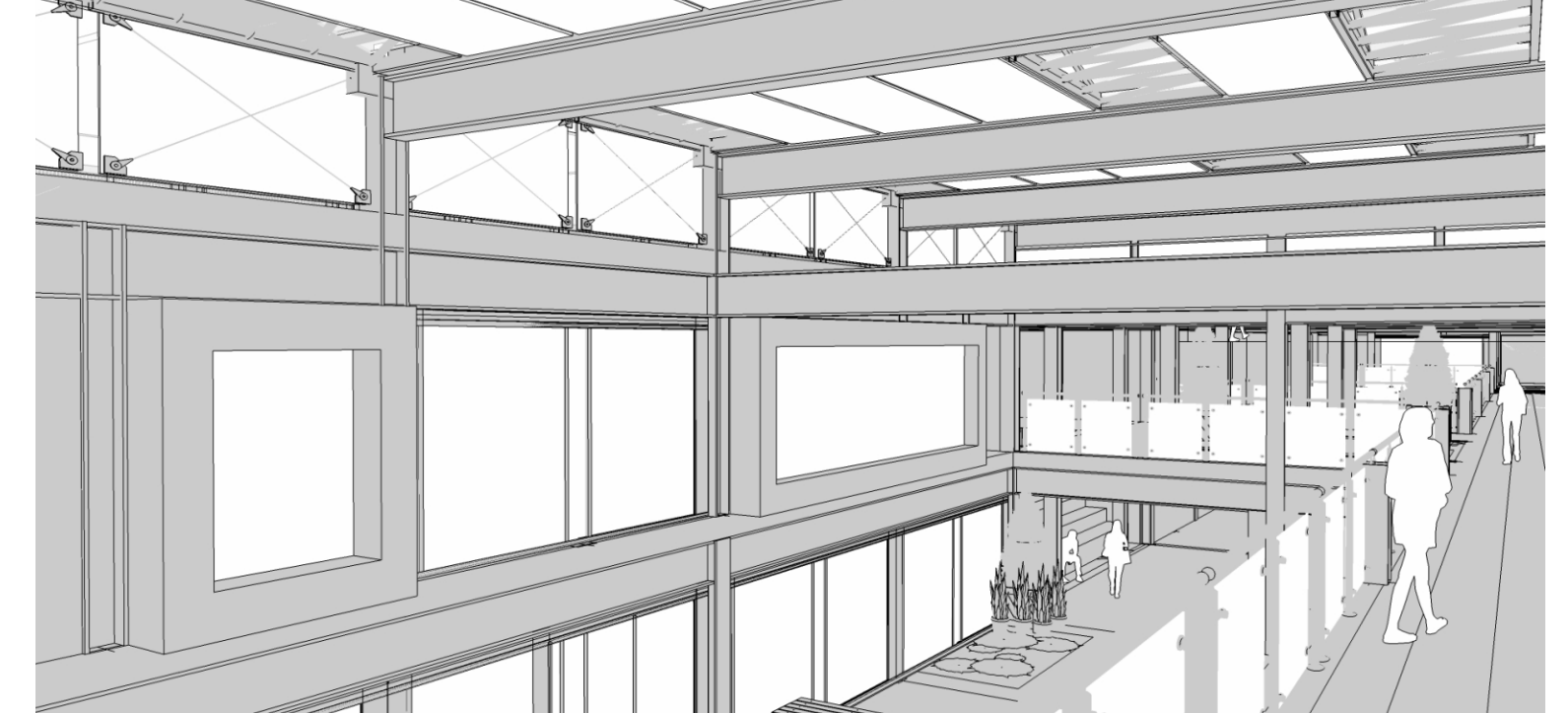


**FIRST FLOOR PLAN:**  
SCALE 1:200















## RESEARCH AIMS & OBJECTIVES:

## DELINEATING THE PROBLEM

Existing popular youth social spaces in Wentworth consists of streets, flats and abandoned building spaces due to the social and physical attachment in relation to surrounding living spaces. Existing Open parks & public infrastructure in the area are not safe for youth recreation due to isolation and exposure to dangerous social elements.

Recreation facilities in Wentworth do not respond to the needs of youth and contextual elements. Therefore there's a need for context specific public space.

## PRIMARY AIM:

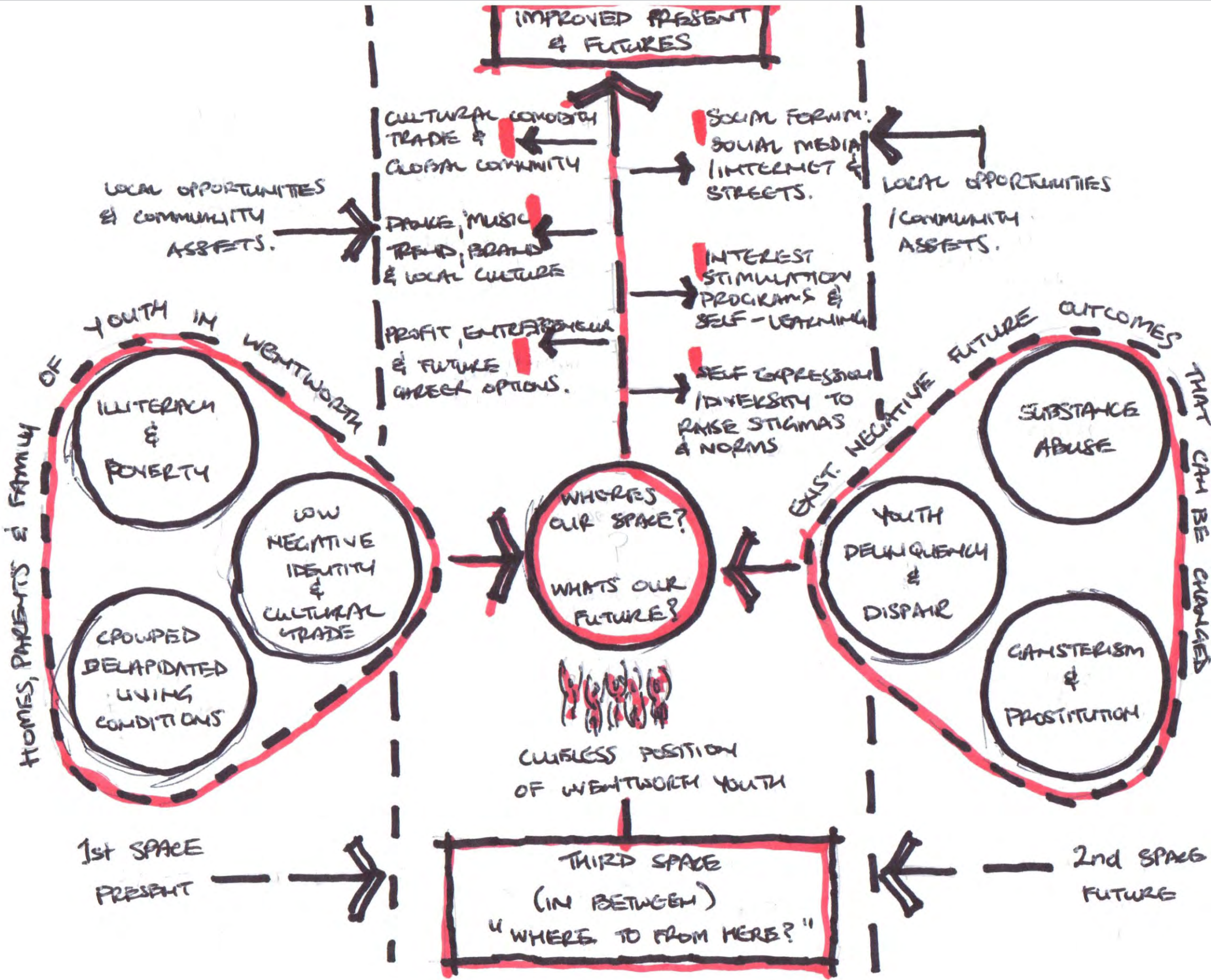
To cultivate a sustainable youth culture.

## PRIMARY OBJECTIVES:

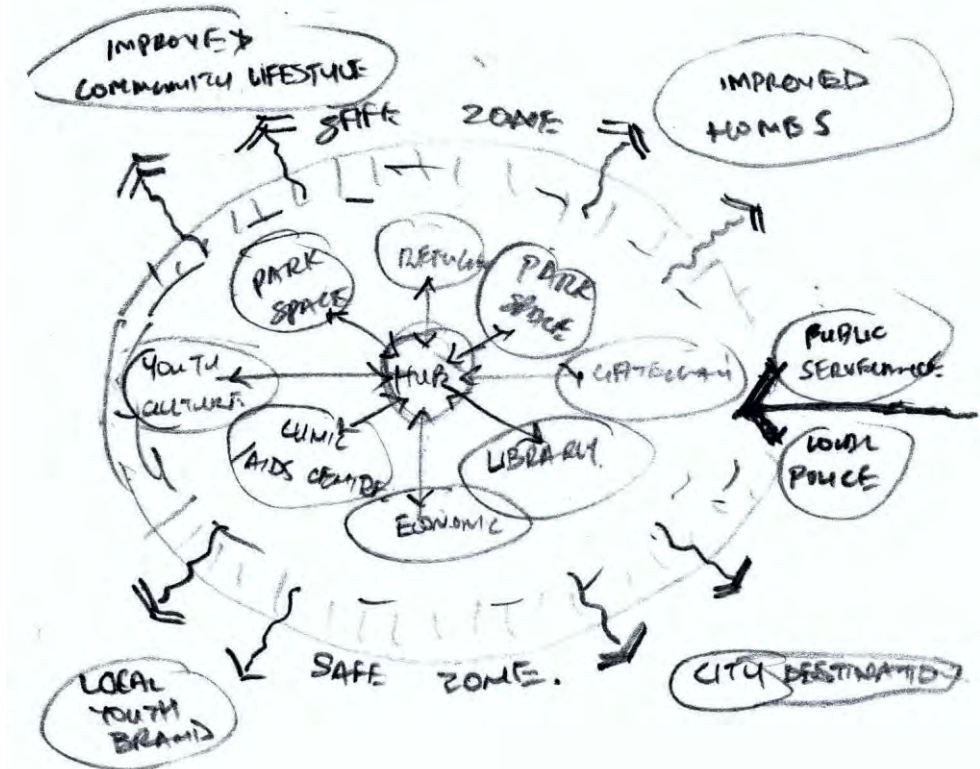
- 1- To establish a hub for youth cultural expression.
- 2- To establish a place of refuge.
- 3- To establish a gateway of opportunity & upliftment.

## KEYWORDS:

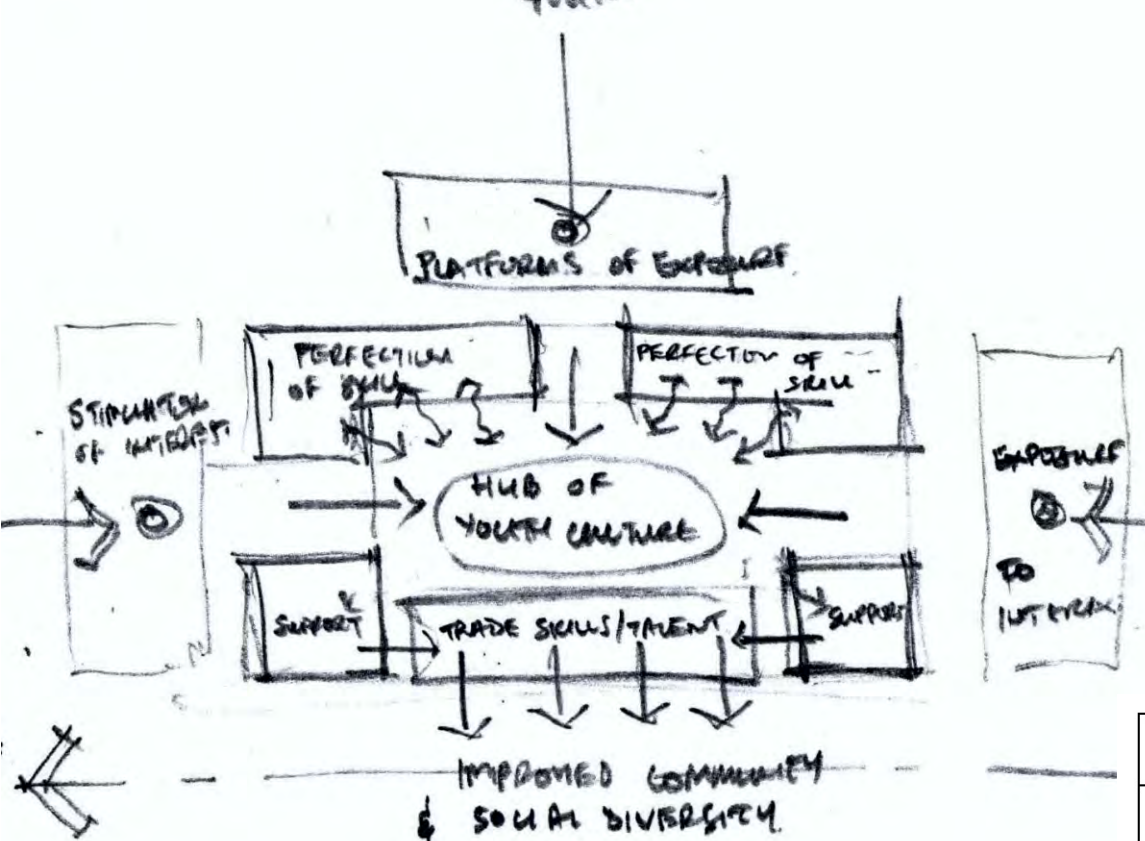
## Youth Culture, Empowerment & Place making.



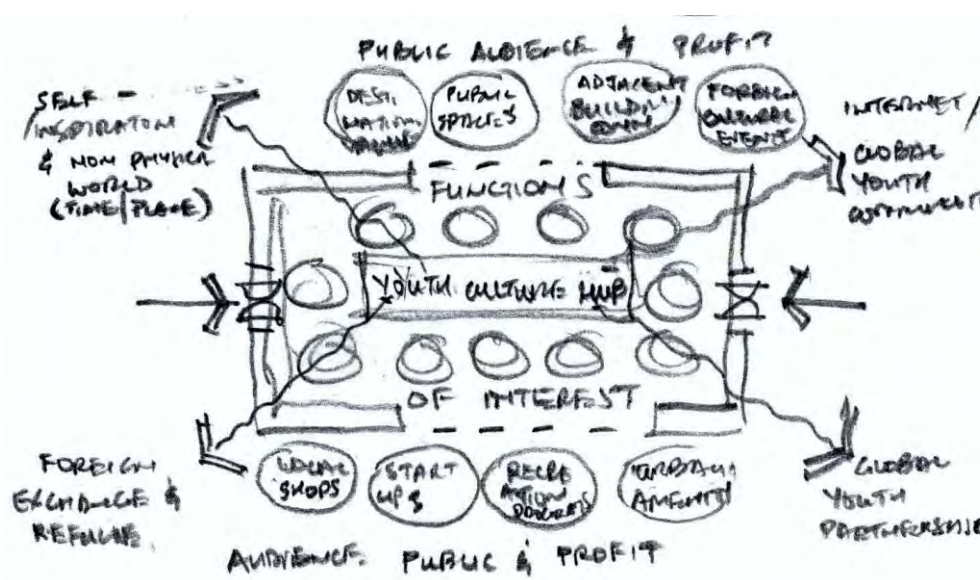
## SOCIAL INTERVENTION:



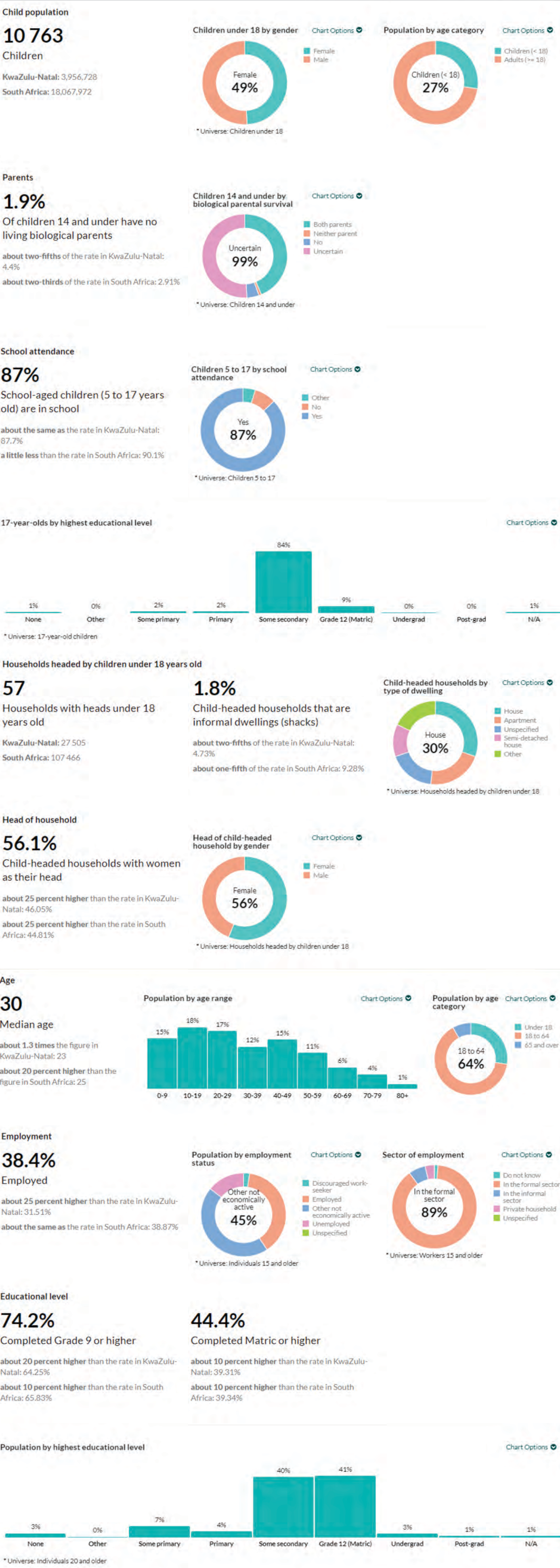
## URBAN INTERVENTION:



## ARCHITECTURAL INTERVENTION:



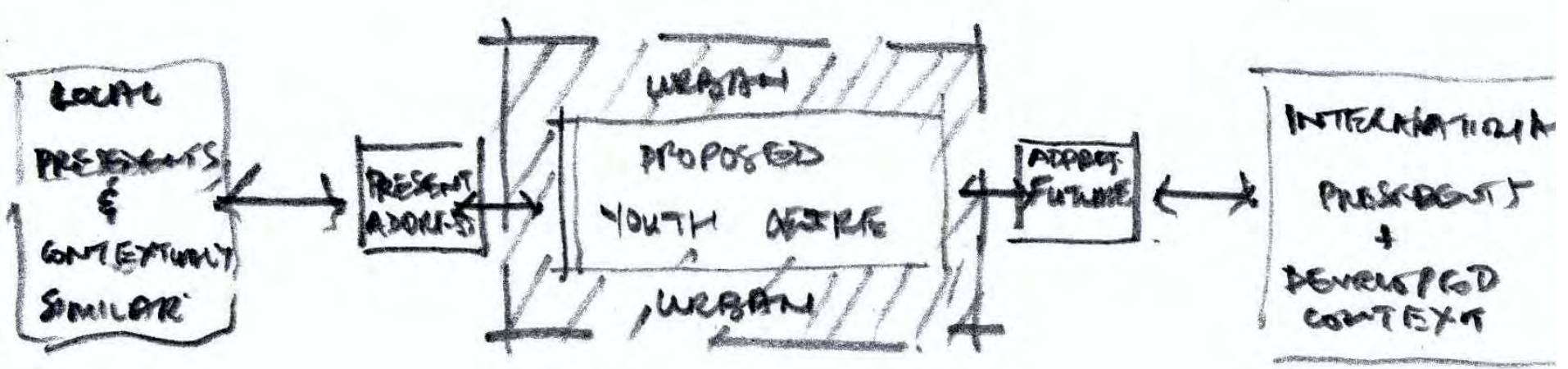
URBAN SPACE:		GROUND FLOOR PLAN:		FIRST FLOOR PLAN:	
OUTDOOR TURF/ CONCERT VENUE	1400m <sup>2</sup>	ENTRANCE FOYER	180m <sup>2</sup>	SOCIAL STEPPED PAVILLION	
POLICING SAFE-ZONE SATELLITES	30m <sup>2</sup>	RECEPTION	150m <sup>2</sup>	STUDIO ROOF CORRIDOR	126m <sup>2</sup>
STREET AUDITORIUM	555m <sup>2</sup>	EXISTING WELLNESS/ AIDS CLINIC		SOCIAL ROOF RECREATION SPACE	950m <sup>2</sup>
URBAN PLAZAS	1872m <sup>2</sup>	STREET AUDITORIUM		YOUTH BACKPACKERS HOSTEL	590m <sup>2</sup>
EXISTING LANDSCAPED PARK		ABLUTIONS	75m <sup>2</sup>	DIGITAL, GAMING, FILM & PHOTOGRAPHY STUDIOS	225m <sup>2</sup>
ADJACENT URBAN NODES		CAFFETERIA	225m <sup>2</sup>	RADIO & MUSIC RECORDING STUDIO	75m <sup>2</sup>
		SPORTS/ CONCERTS ARENA & PARK OFFICES	55m <sup>2</sup>	INDOOR MULTI USE STUDIOS	230m <sup>2</sup>
<b>BASEMENT FLOOR PLAN:</b>		SPORTS/ CONCERTS ARENA SEATING	460m <sup>2</sup>	OPEN-AIR STUDIO COURTYARDS	175m <sup>2</sup>
PARKING RAMP	440m <sup>2</sup>	GALLERY EXHIBITION	190m <sup>2</sup>	ROOF CIRCULATION CORE	140m <sup>2</sup>
TENANT PARKING (23 BAYS)	710m <sup>2</sup>	GALLERY STORAGE	25m <sup>2</sup>	SEATING POCKET SPACES	50m <sup>2</sup>
AC/ ELECTRICAL ROOM	23m <sup>2</sup>	BOX OFFICE	25m <sup>2</sup>	ADMINISTRATION OFFICES	125m <sup>2</sup>
BINS/ DELIVERY AREA	13m <sup>2</sup>	YOUTH SHOPS	260m <sup>2</sup>	<b>TOTAL</b>	<b>2700m<sup>2</sup></b>
CIRCULATION CORE	175m <sup>2</sup>	SOCIAL STEPPED PAVILION	75m <sup>2</sup>		
AUDITORIUM STAGE	75m <sup>2</sup>	CIRCULATION CORE	175m <sup>2</sup>	<b>ROOF GARDEN PLAN:</b>	
AUDITORIUM STORAGE	25m <sup>2</sup>	MEZZANINE COURTYARD	225m <sup>2</sup>	PLANTED ROOF GARDEN	245m <sup>2</sup>
AUDITORIUM CONTROL ROOM	6m <sup>2</sup>	EXISTING REPOSITIONED SHOPS	350m <sup>2</sup>	ROOF COURTYARD	55m <sup>2</sup>
MAINTENANCE & PUMP ROOM	50m <sup>2</sup>	PARK SPORTS CAFE	200m <sup>2</sup>	CIRCULATION CORE	220m <sup>2</sup>
WATER HARVESTING TANKS	280m <sup>2</sup>	RESTAURANT	263m <sup>2</sup>	<b>TOTAL</b>	<b>520m<sup>2</sup></b>
STORAGE	110m <sup>2</sup>	<b>TOTAL</b>	<b>2930m<sup>2</sup></b>		
MULTI USE HALL VENUE	600m <sup>2</sup>			<b>TOTAL FLOOR AREA</b>	<b>10485m<sup>2</sup></b>
MULTI USE HALL OFFICES	40m <sup>2</sup>			<b>TOTAL COVERAGE</b>	<b>4350m<sup>2</sup></b>
ABLUTIONS	130m <sup>2</sup>				
VISITORS PARKING (45 BAYS)	1080m <sup>2</sup>				
VISITORS CIRCULATION CORE	63m <sup>2</sup>				
SECURITY OFFICE	40m <sup>2</sup>				
<b>TOTAL</b>	<b>4335m<sup>2</sup></b>				





CASE STUDIES:  
CASE STUDY EXPLORATION STRATEGY

The youth centres in this study will be analysed firstly by similarity, in social, economic and urban challenges. Secondly to global youth culture and the rapidly developing future urban context. Exploring the relevance of the youth centre in the digital age.



RESPONSE TO THE LOCAL CONTEXT:

Local youth centres such as the Manenberg Youth Safe- Hub (RSA), Chatsworth Youth Centre (RSA) and Alexandra Interpretation Centre (RSA) below are well rooted in the surrounding community culture. Serving much needed basic amenities to the community as a primary aim, and hub for youth culture as secondary. Due to the basic needs of the developing South African context, these buildings set a framework for urban planning, defensible spaces. Addressing the primary needs of the youth-community, practical functionality of spaces and its relation to program of the buildings. These ideas share similar principles to examples in Brazil (Guilherme, 2017). The Espaço Alana Youth Centre (Brazil) expresses the need for impactful architecture that can extend far beyond its perceived capability, servicing a large "favela" community with similar diverse challenges and very limited resources.



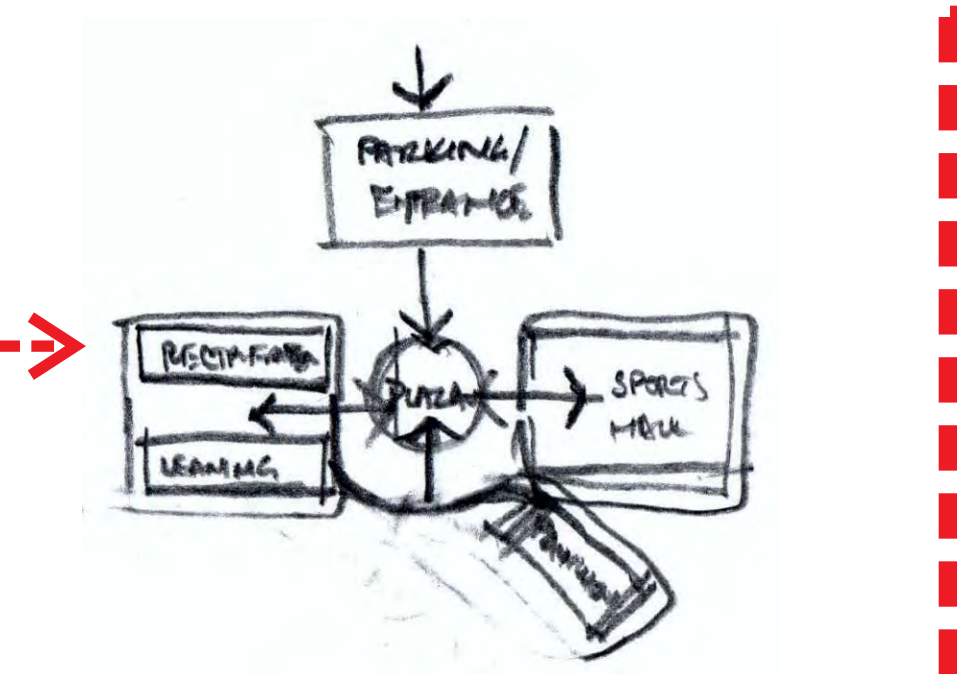
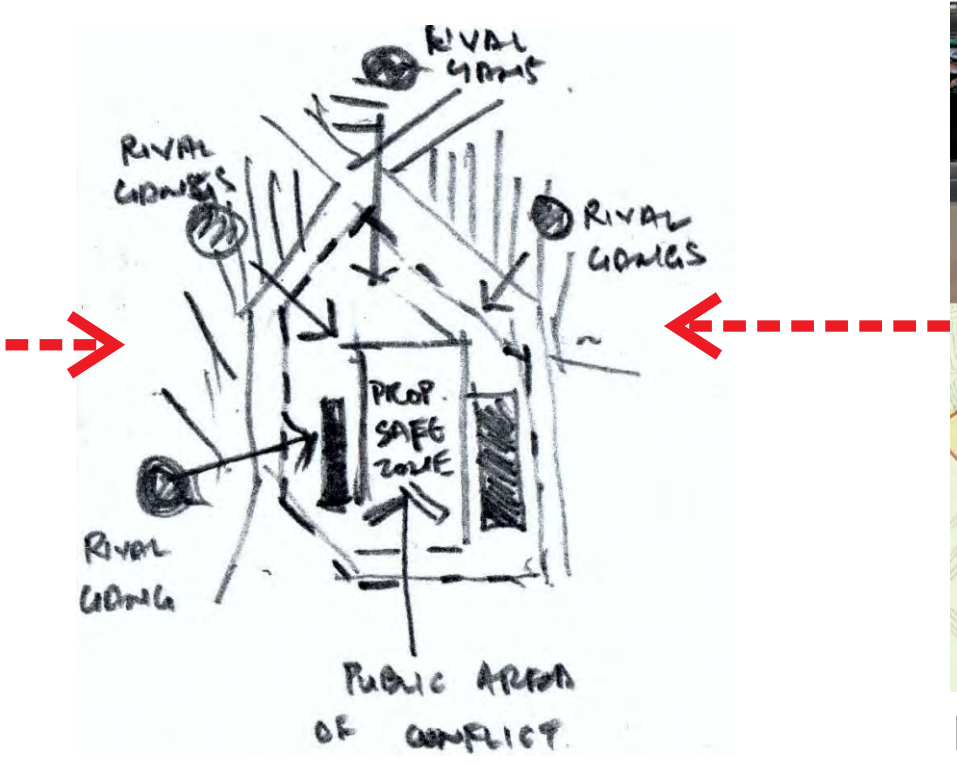
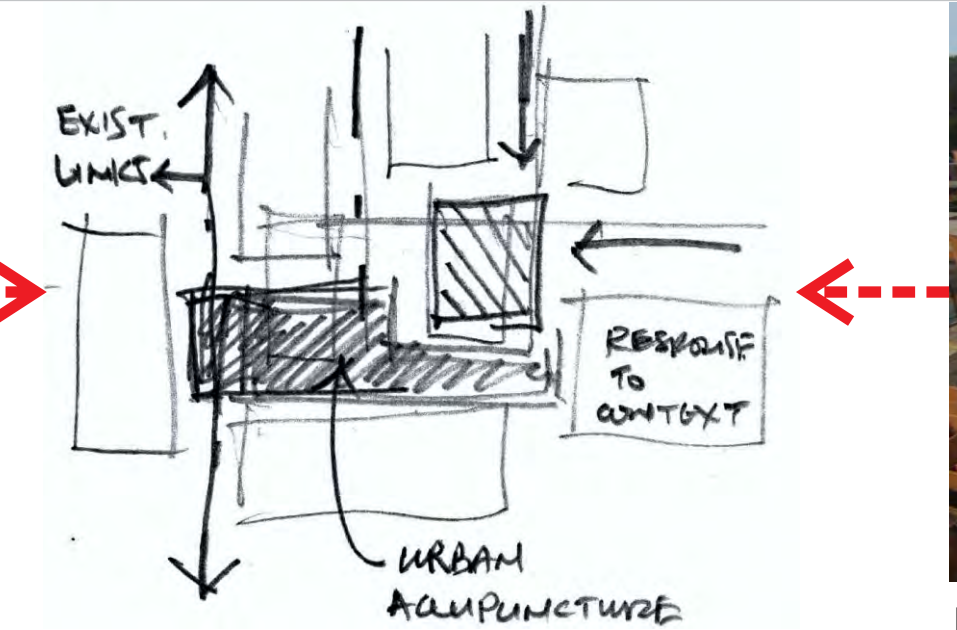
Alexandra Interpretation Centre (RSA) by Peter Rich Architects



Manenberg Youth Safe- Hub (RSA) by Safe- Hub Organisation



Chatsworth Youth Centre (RSA) by Equilibrium Architects



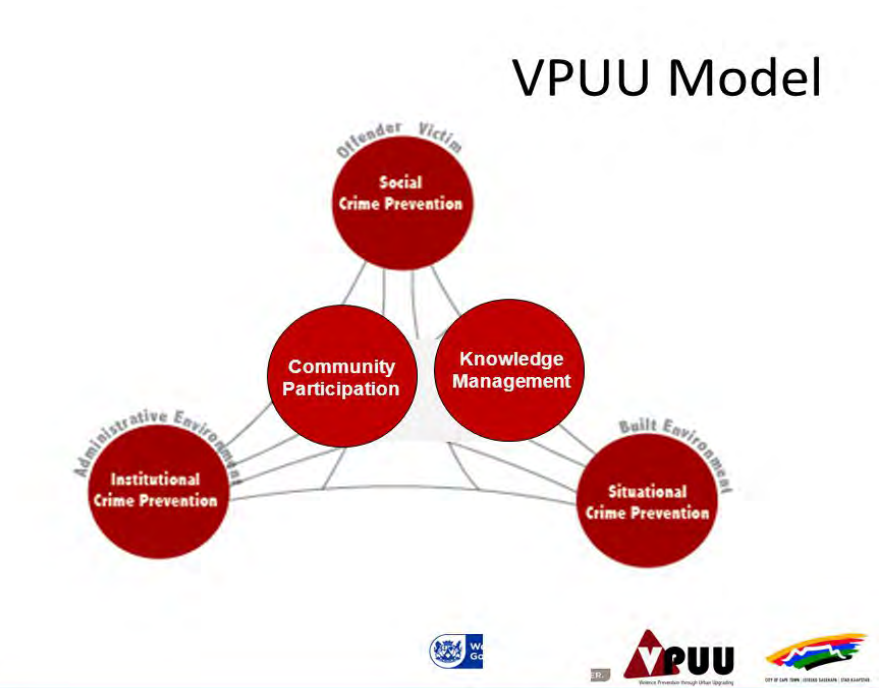
Espacio Alana (BRA) by Rodrigo Ohtake arquitetura e design



Harare Community Project (RSA) by The VPUU Programme.

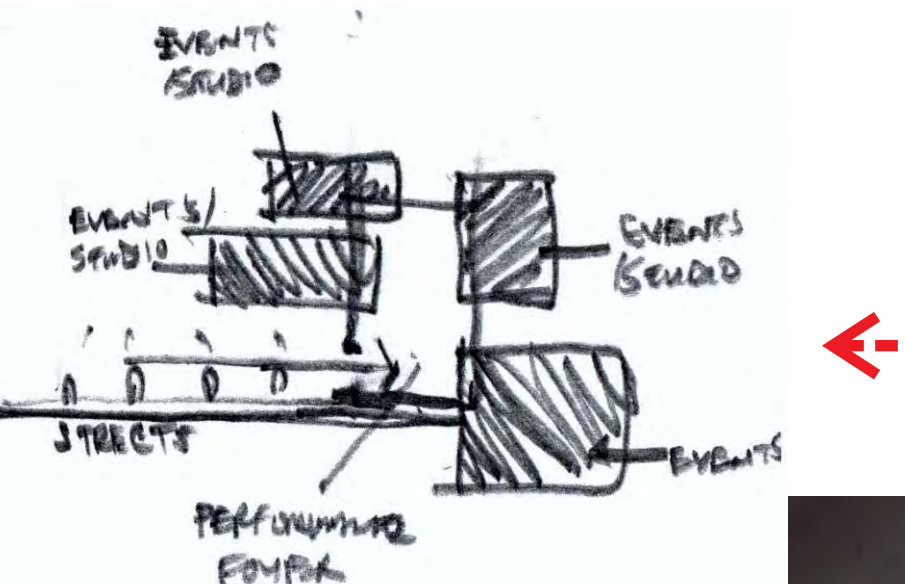


Gary Comer Youth Centre (USA) by John Ronan Architects



THE INTERNATIONAL LANGUAGE OF THE YOUTH CENTRE:

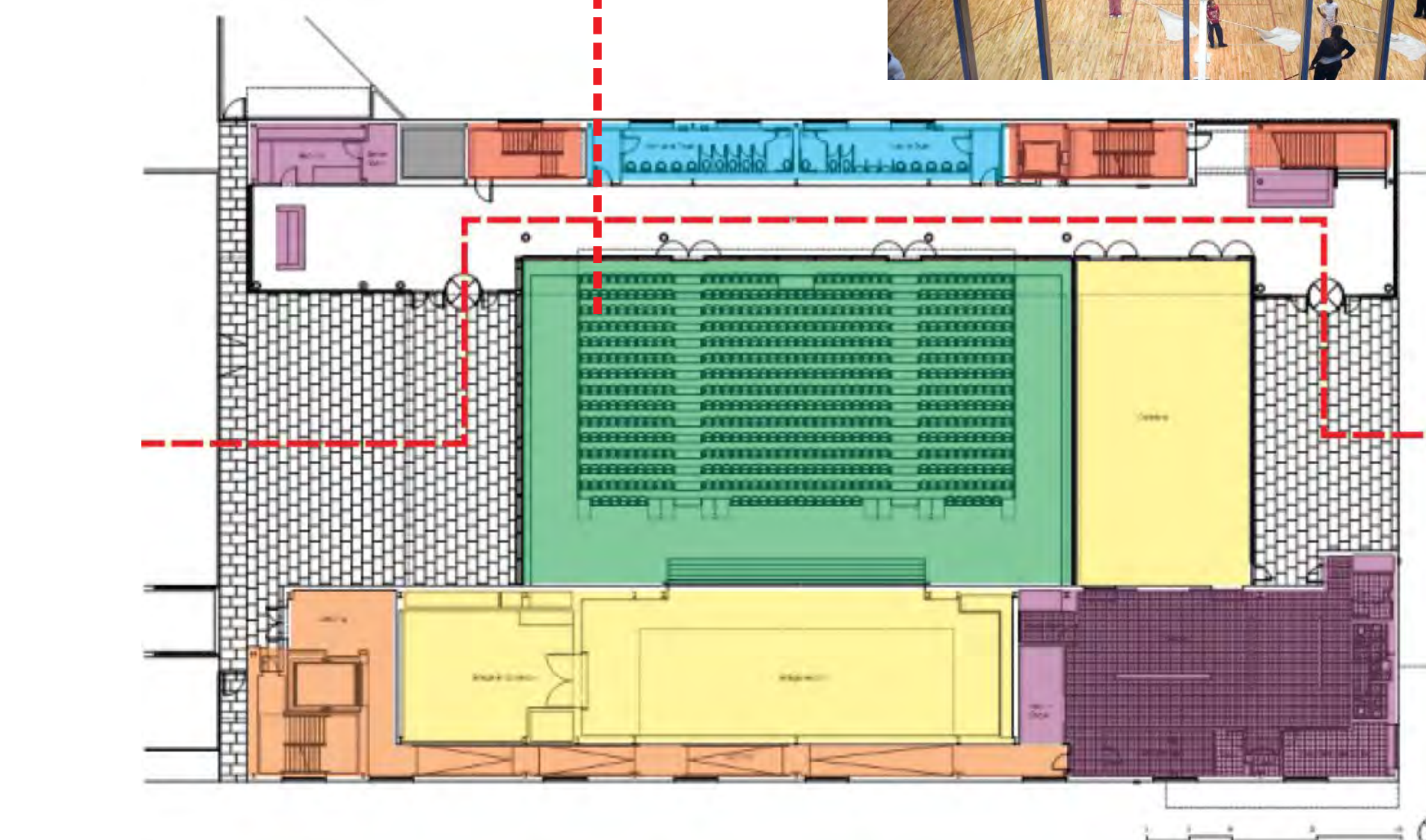
The international interpretation of a youth centre represents spaces that are dynamic reflecting the vibrancy of youth culture. The Gary Comer Youth Centre (USA), responds the western youth culture that Wentworth youth have adopted through international brand affinity. The youth centre works with territorialism, ghetto masculinities and socio-economic pressures that result in negative youth trajectory in South Side Chicago. Extending context specific programs through foreign and local administrative stakeholder support, inform concepts for designing the youth centre (GCRYC, 2018). Characteristically designed around a prominent drum majorette and basketball multiuse hall. Rooting the design in the interests of youth in the community. Incorporating music and art studios supported by local colleges to ensure progression of aspiring youth.



Dynamo Youth Centre (NL) by Diederendirix



Gary Comer Youth Centre (USA) by John Ronan Architects









## SITE DISCUSSION:

## SITE SELECTION CRITERIA & MACRO ANALYSIS:

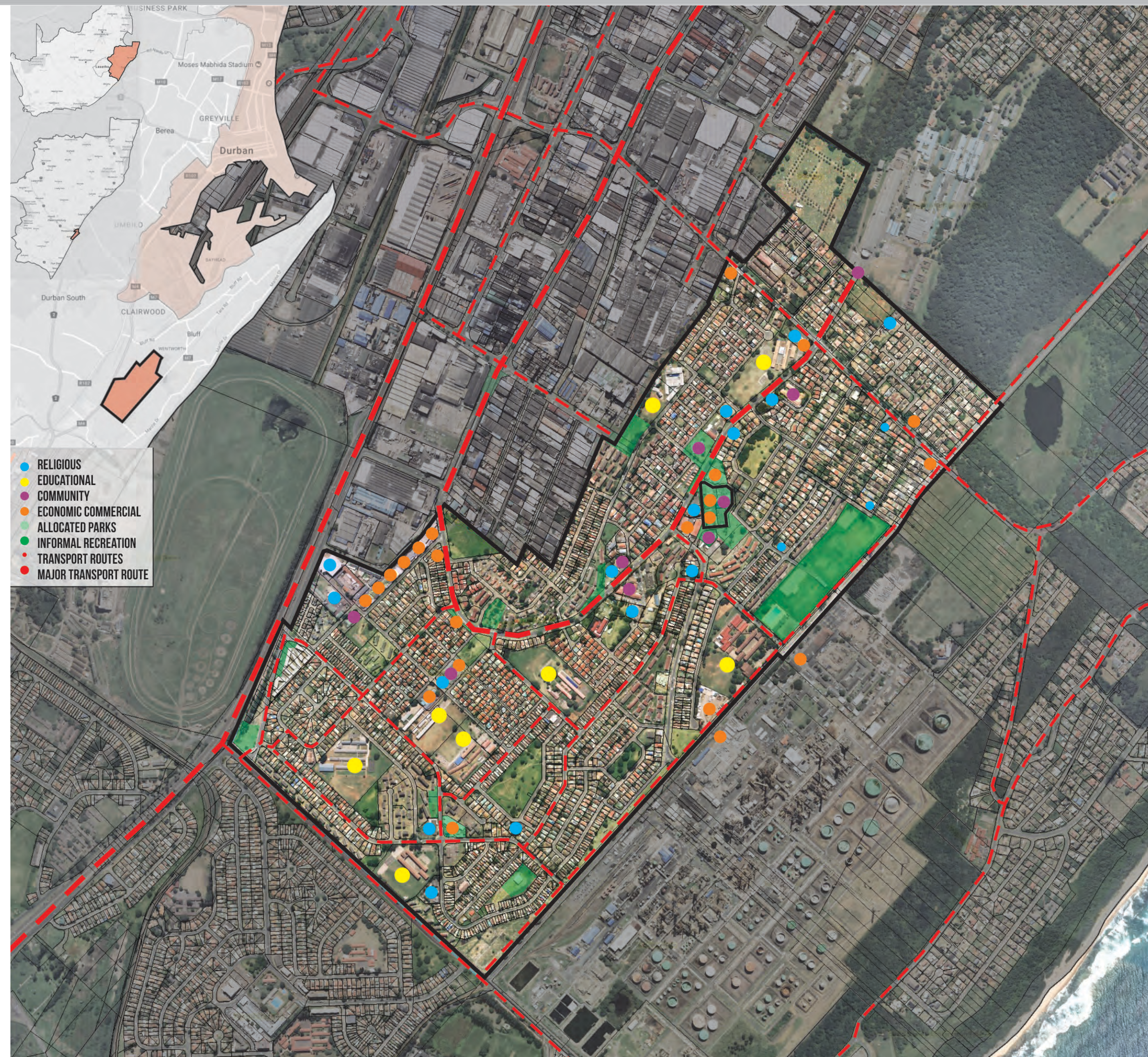
**Proximity to Transport Nodes:** The sites proximity needs to have close relation to the main urban/ city public transport nodes so that it is publicly accessible.

**Diverse Cultural & Contextual Location:** The site infrastructural context should be conducive for the design of integrated public space by central location to all cultural nodes within the community.

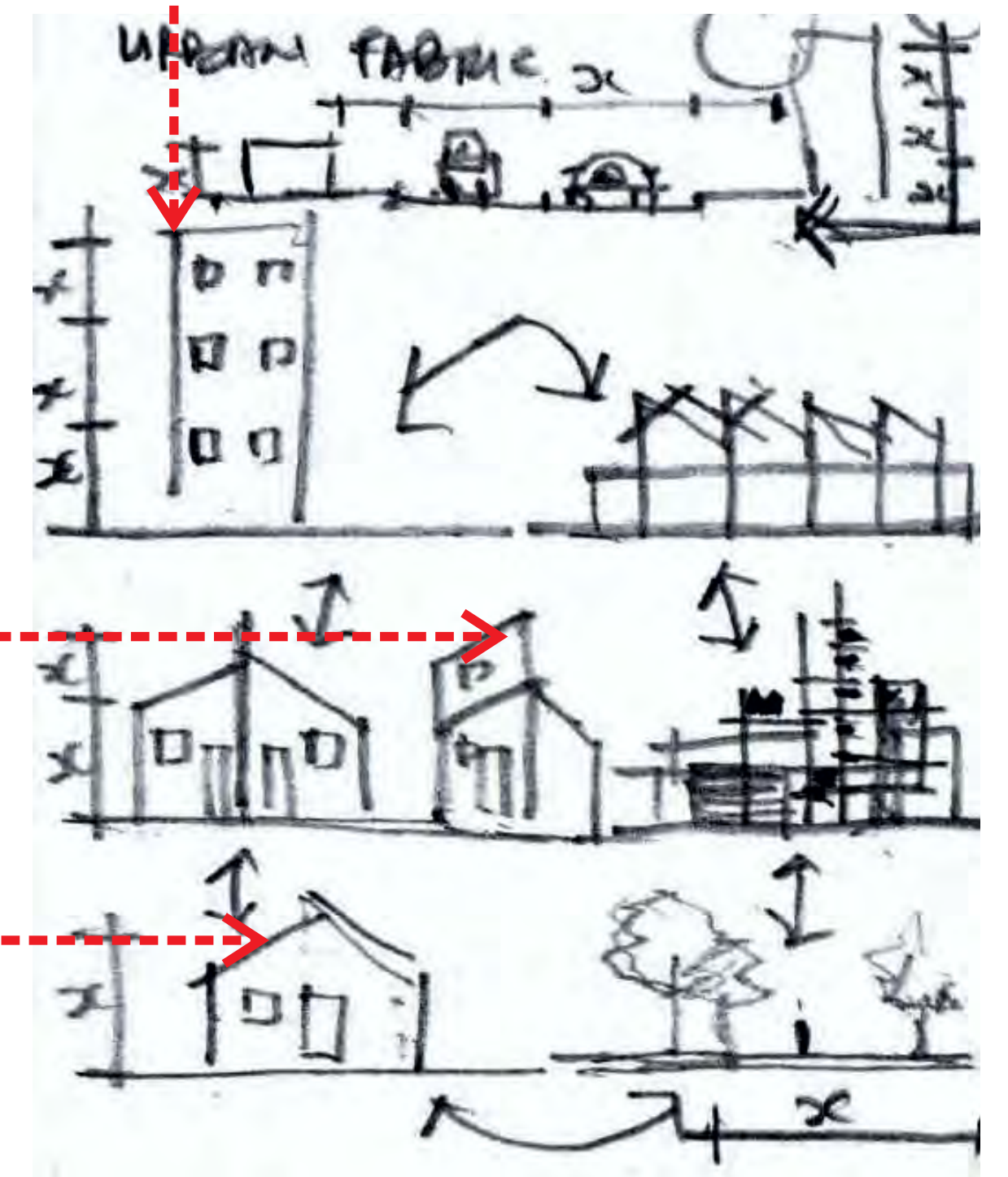
**Scale & Viability:** The ideal site should be big enough to accommodate a wide variety of youth recreational facilities and potential community responsive economic drivers for viability of the intervention.

**Land Use Mix:** The site should be in close proximity to zones of different urban density, socio economic classes and relation to existing youth points of collection.

**Orientation & Environmental Location:** The site location should be conducive to environmentally responsive design possibility for natural lighting, ventilation and environmental quality. To complement the aim of the research and successful use of spaces. Site topography and environmental conditions should be conducive to successful recreational spaces for youth.

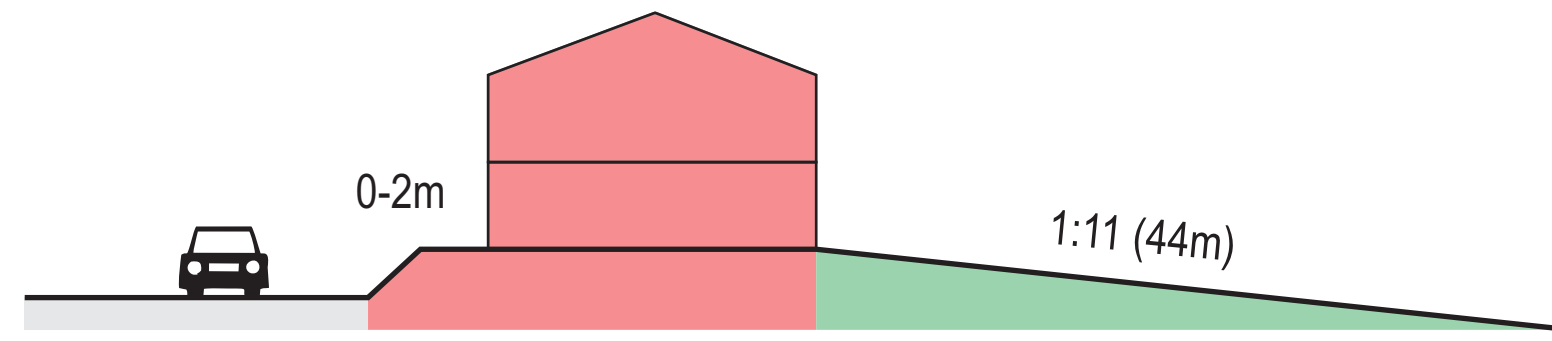


Urban fabric of mixed residential typologies/ scale (industrial vs residential)





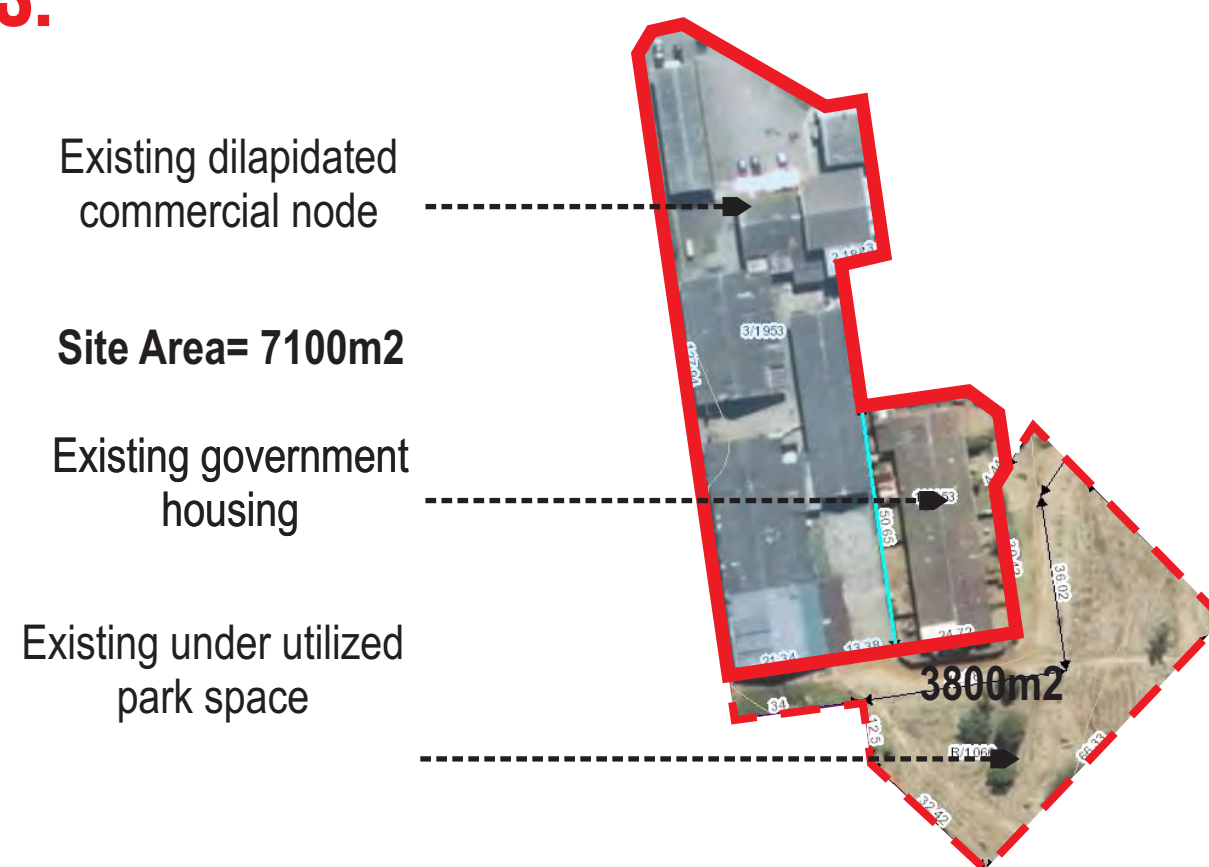
## MICRO SITE ANALYSIS: PHYSICAL FEATURES: SLOPE:



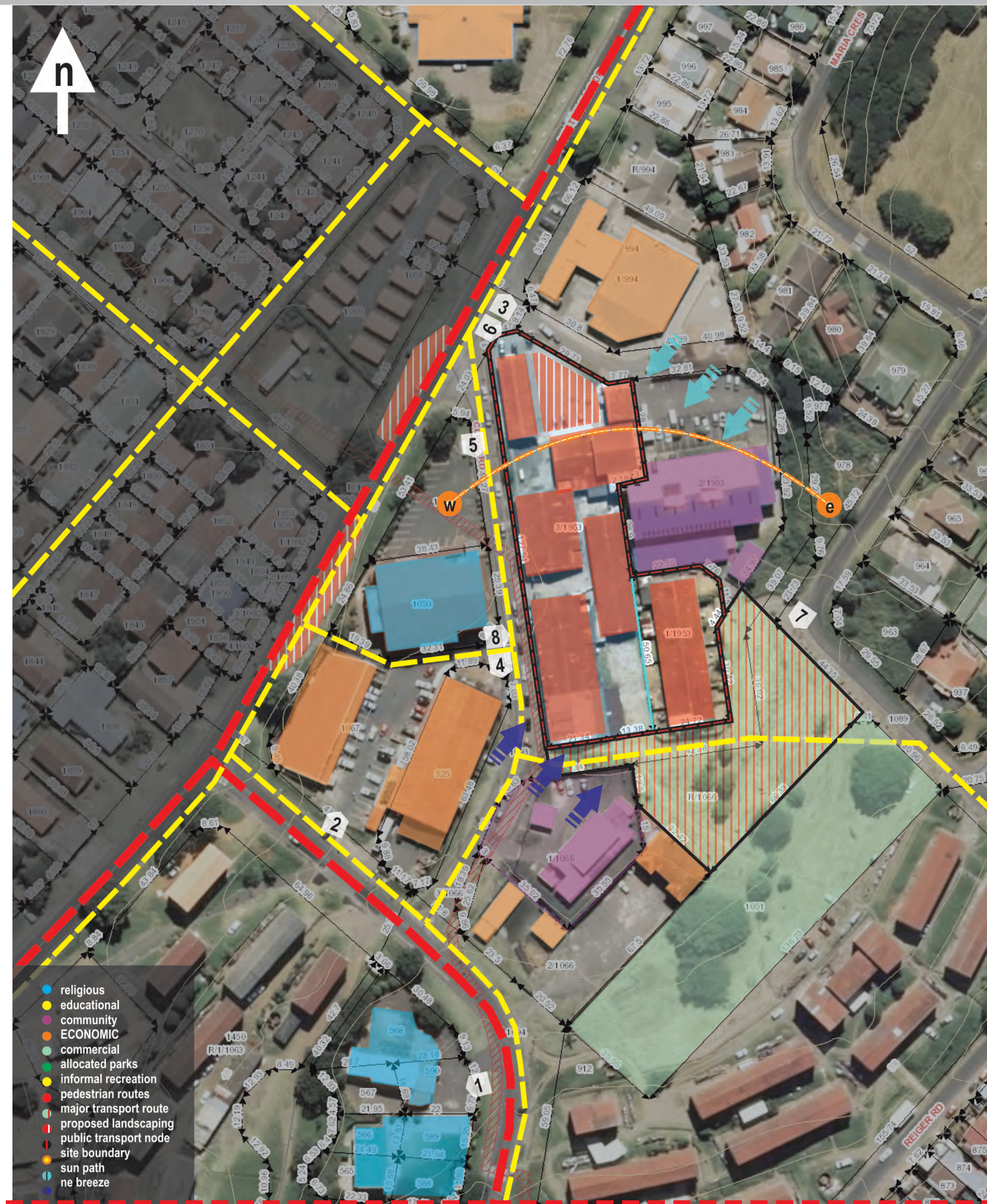
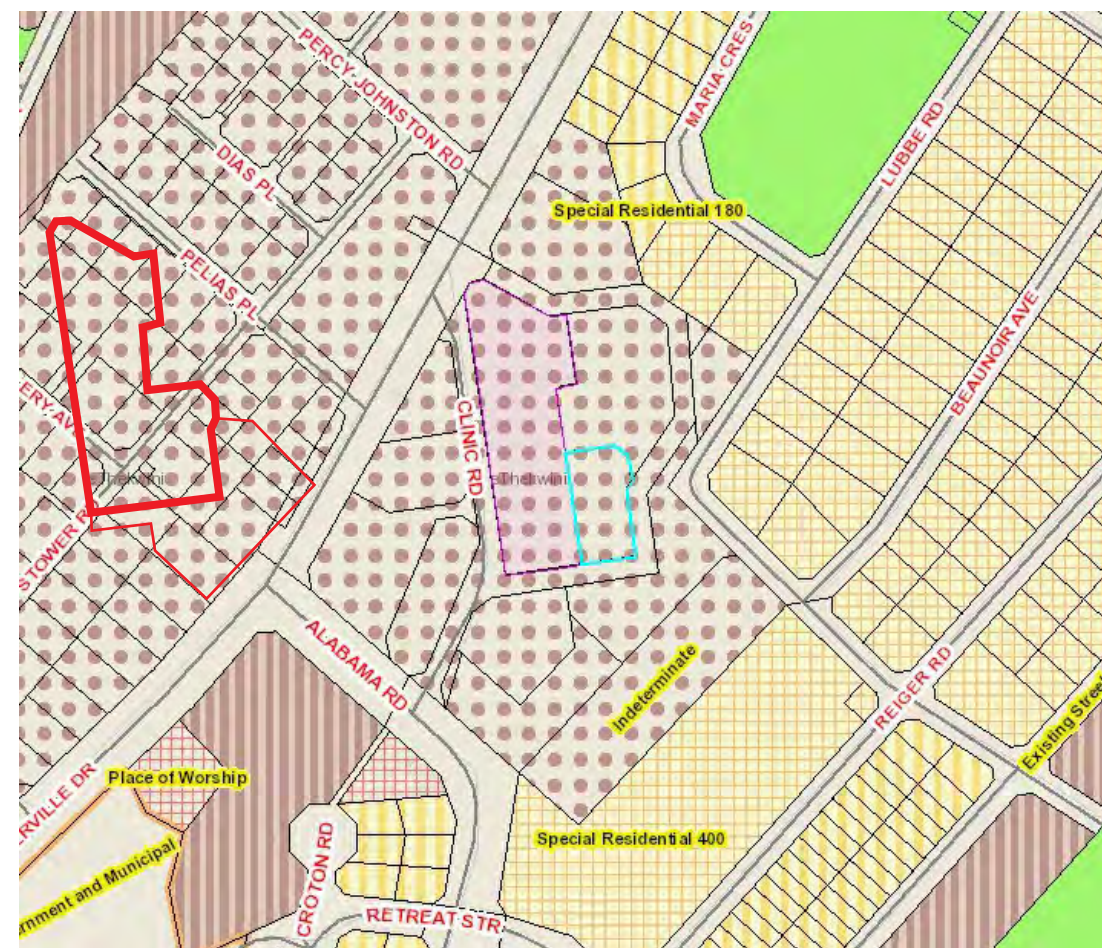
## ARCHITECTURAL CONTEXT:



## SITE PARAMETERS:



## DENSITY:



pedestrian friendly  
landscape and public  
spaces + self surveillance

pedestrian friendly re-use  
of degraded buildings &  
parks spaces

attention to public and  
private nodes &  
connection to neighboring  
buildings

attention existing function  
& youth- community  
relationships



Visual Axis & Opportunity for Destination Value  
on Austerville Drive (Garage)



Existing Prominent Structures  
Retained- Adaptive re-use.



High Ground Community Beacon &  
Self surveillance opportunity



Pedestrian connection to prominent soccer  
grounds community node Lubbe Road/ views

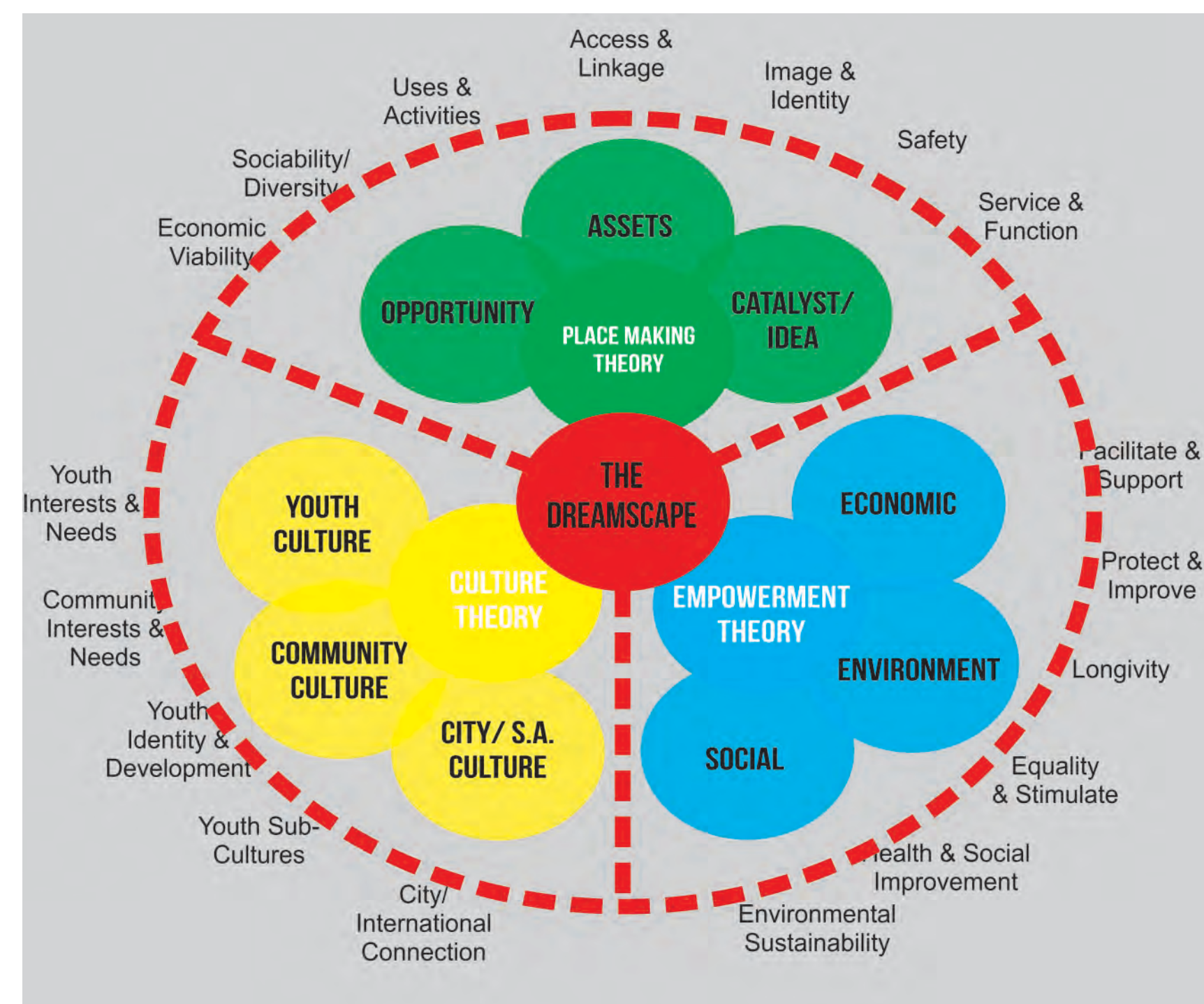
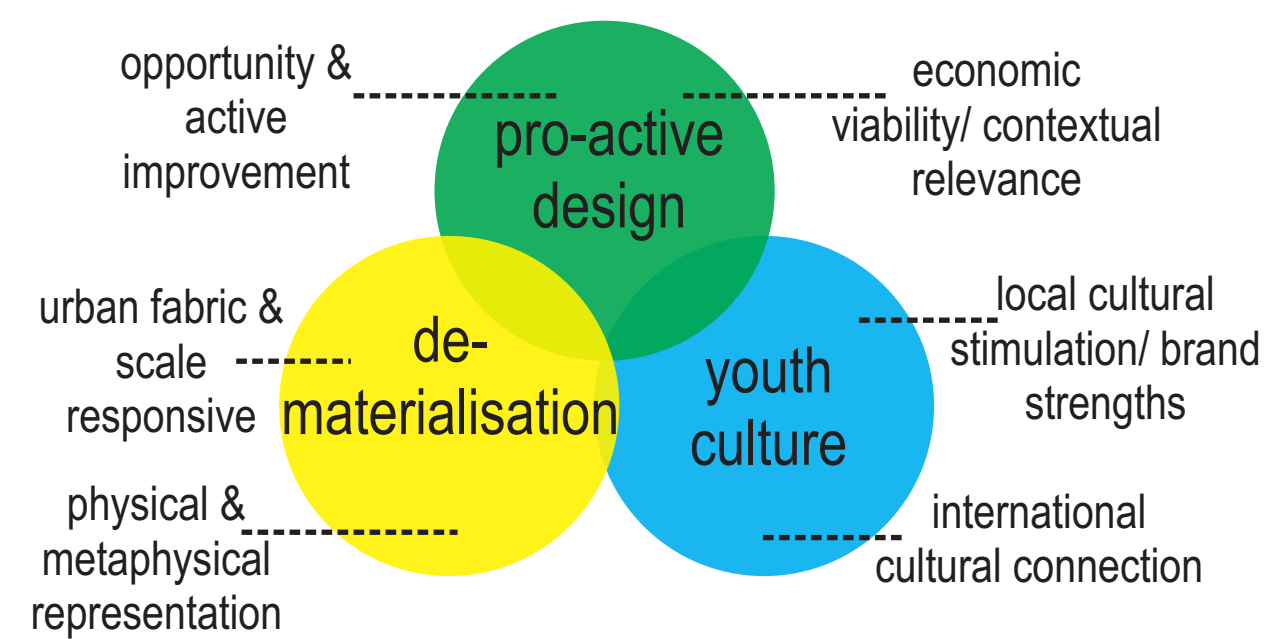


## CONCEPTUAL DEVELOPMENT:

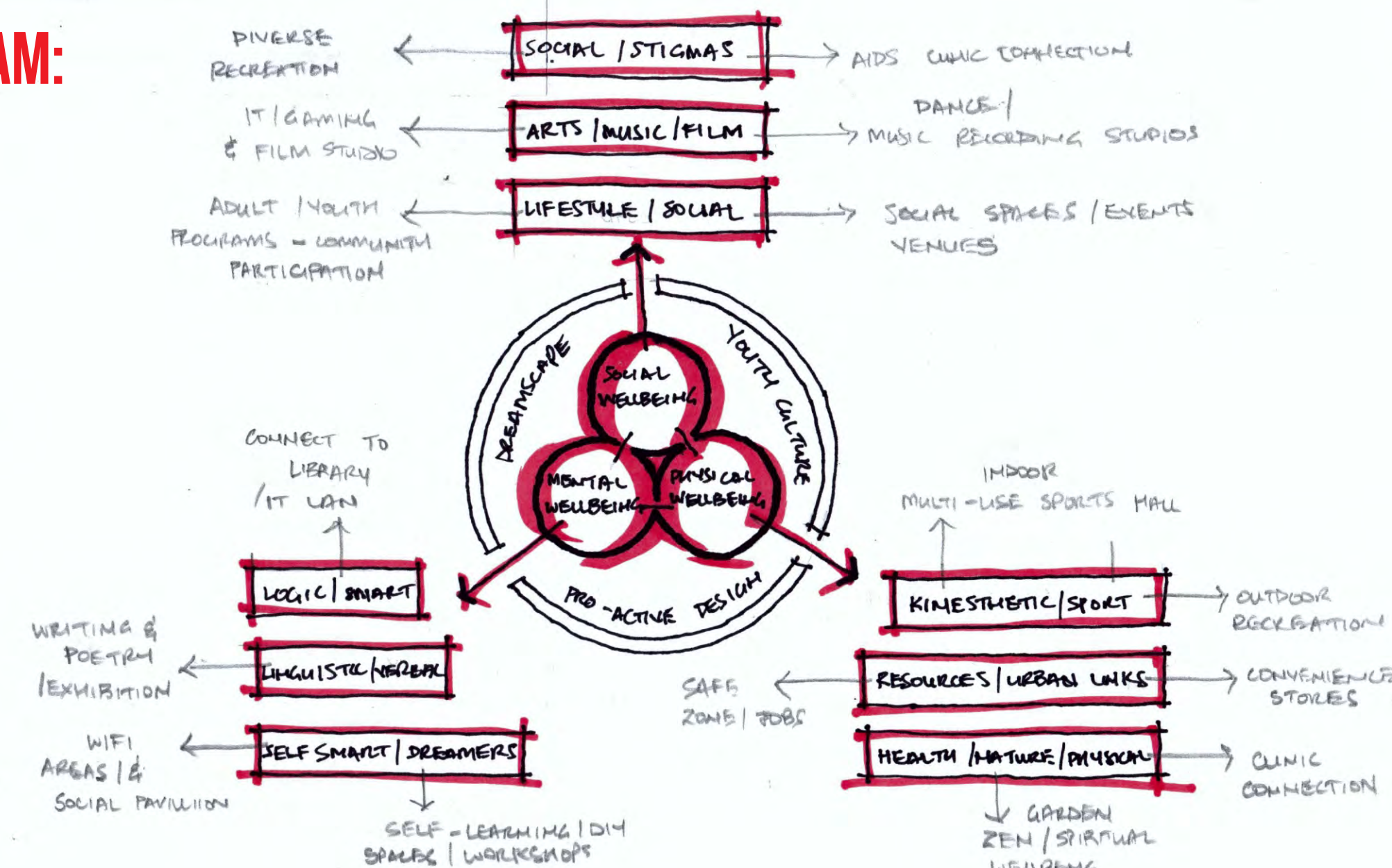
### THE “DREAMSCAPE” NARRATIVE

The dreamscape metaphor describes a space that connects youth from all different locations around the world, functioning as an airport of youth culture and opportunity. Depicting a physical and nonphysical presence. This is proven to address physical and nonphysical public spaces challenges in such contexts. Allowing the youth centre to become the drug addressing stagnation, obsolescence, territorial possession, and negative place making. A positive alternative to the present methods of escape such as crime & addiction.

The diverse function, experience and perception of spaces around the youth centre generates an ambitious brand that uplifts the youth cultural identity in Wentworth (Adhikari, 2005). The dreamscape youth centre will be a place where youth can engage in their interests regardless of community and society expectations. Spaces will expose youth to recreational programs that sparks interests to develop self-sufficient skills development, entrepreneurship and career trajectory (Chari, 2008). The spaces prioritise multi-use functionality to facilitate and adapt to the different requirements of the youth events taking place.



### DREAMSCAPE PROGRAM:



## PRECEDENT:

### YOUTH CULTURE/ CONTEXT:

Gary Comer Youth Centre (USA)  
Dynamo Youth Centre (NL)  
Alexandra Interpretation Centre (RSA)  
Chatsworth Youth Centre (RSA)



### DE-MATERIALISATION:

Fondation Cartier, Jean Nouvel (FRA)  
Salvador Dali (ESP)  
Brazilian Contemporary Architecture & Brazilian Modernism Art (BRA)



### PRO-ACTIVE DESIGN:

Japanese Ido Period Courtyards (JAP)  
Manenburg Youth Safe Hub (RSA)  
VPUU Kayelitsha (RSA)





## SUSTAINABILITY & URBAN IDENTITY



The hand-drawn site plan shows the proposed bus stop location and surrounding infrastructure. Key features include:

- PETROL STATION** and **COMMUNITY HALL** at the top left.
- CHURCH** and **SCHOOL** below the petrol station.
- HOUSE** and **SLOPE** below the school.
- PARK** at the bottom left.
- LINK** and **ADJACENT SITE** leading **WADDES TO PRELIMINARY** at the bottom.
- TRAFFIC CIRCLE FLOW** at the top right.
- SLOW TRAFFIC LIMITS** on the left side.
- BUS STOP** and **PAGE STREET** on the right side.
- KILN TRAFFIC ROAD** at the top right.
- SITE ACCESS** at the bottom right.

LANDSCAPE / FORMER SITE EX. PAVED TRAIL PATHS

PROPOSED ROAD LINK TO ACTIVATE PARK

SITE

PATH NODE

PATH NODE

DEFINING PUBLIC PERIMIT THROUGHOUT ROAD LINK

**SITE URBAN RESPONSES**

- BUILDING AXIS
- YOUTH MEETING SPACE (FOCAL POINTS)
- CIRCULATION CORES
- COMMUNITY/ STREET EMBRACING FACES
- PUBLIC MEETING POINTS
- PEDESTRIAN TRAFFIC ARTERIES
- PROPOSED DEVELOPMENTS
- PROPOSED ROAD INFRASTRUCTURE
- PUBLIC PARK LANDSCAPING
- PRIVATE OUTDOOR PARK AMPHITHEATER

A hand-drawn site plan showing a proposed building and its context. The plan includes the following elements:

- STREET**: A horizontal line at the bottom with a double-headed arrow indicating the street frontage.
- YOUTH + MURKIN SCENE**: A rectangular area on the left side of the street, containing a small structure and some vegetation.
- PUBLIC SIDE**: A label with a double-headed arrow pointing towards the street from the bottom center.
- BUILDING**: A large, irregular shape in the center, representing the proposed building. It has a "SIDE UP" label with an arrow pointing to its upper side.
- NOISE / PARK BUFFER**: A rectangular area on the right side of the building, containing a small structure and some vegetation.
- PARK / RESIDENTIAL SIDE**: A label with a double-headed arrow pointing towards the street from the bottom right.
- RESIDENT SCENE**: A label on the far right side of the plan, indicating the residential context.

[illegible][illegible]



