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Community participation in the architectural design
A South African perspective with focus on Langa Township, Cape Town

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Declaration

The content of this Master thesis is entirely my own work, except for the specific and acknowledged references to the published work of others.

I confirm that no part of this thesis has been submitted to any other institution for academic award of any kind.

Signed at *CAPE TOWN*..... this *15*.... day of *FEBRUARY*....., *2008*

Signed by candidate

Signature removed

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The more people feel themselves involved in architecture, the more likely we are to get the buildings we think we deserve. An enlarged architectural conscience brought about by the greatly increased participation of more people as partial clients is more likely to lead to good architecture than the most scrupulously applied aesthetic controls. If architecture is flourish and progress in an age when change is constant and development rapid and relentless, it must, with renewed vigor, use society as a partner in the creative process. Only then can the primary unchanging function of architecture be achieved: to provide decent surroundings for people and to help them to a wider vision of life.

(Sir) Denys Lasdun (June 1961) in Sanhoff (2000)

Executive summary

The intention of this thesis is to analyse community participation by the example of one particular firm in Cape Town, South Africa. The thesis investigates in a time period between 1989 and 2000. That means that the study considers the planning conventions in 'black' Langa Township before, during and after apartheid.

The study accepts the philosophy of one particular author, Henry Sanhoff who is internationally acknowledged for expertise in community participation. His theory is based mainly on the social and economical environment of developed countries and holds therefore the potential to transfer knowledge into the nature of community participation as it is understood in South Africa by one particular firm, CS-Studio architects.

The study is part of a marginal number of its kind in terms of community participatory practice in Cape Town, South Africa. The research aims for an evaluative critique on efficiency by comparing Sanhoff's philosophy on community participation with CS-Studio's and the applied approach in three selected project cases in Langa Township. The major criteria are the commonalities, completion and contradiction within both philosophies and the selected project cases. Finally, the research aims for determining the appropriateness of Sanhoff's philosophy for South African Langa Township.

The research method applies an phenomenological paradigm using a qualitative case study design, based on semi-structured interviews. Additionally, the study applies an questionnaire that determines quantitative data and findings in literature. Therefore, triangulation is applied in this study. Furthermore, the researcher of this study developed an analytical strategy in form of an visualized project cycle. That tool is based on the verbal expression of the life cycle of an project that is based on community participatory practice. The tool enables to compare the philosophy by Sanhoff and the one by CS-Studio and applied approaches on community participation with each other This tool supports quantitatively and graphically to investigate and analyse the approaches under consideration of the above mentioned three criteria, commonality, completion and contradiction. Finally, it enable the researcher to trace own undertaken research steps.

The conclusion of this study is that the extent of CS-Studio's success of applied community participation varies from project to project. The comparison allowed the investigation of Sanhoff's and CS-Studio's philosophy. It allowed one to evaluate Sanhoff's appropriateness for a social and economical environment such as Langa Township in South Africa. It allowed one to determine the most vulnerable aspects and the extent of enrichment of community participation in the applied approach in CS-Studio's projects.

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Acronyms

ANC	African National Congress
CCC	Cape Town City Council
DACST	Department of Arts, Culture, Science and Technology
DBSA	The Development Bank of Southern Africa
IDP	Integrated development plan
IKAPA	City of cape Town municipality
GEAR	Growth, Employment and Redistribution
LDF	Langa Development Forum
LHF	Langa Heritage Forum
LPC	Langa Public Works committee
RDP	Reconstruction Development Plan
RSA	Republic of South Africa
PDI	Previous Disadvantaged Individuals
UCT	University of Cape Town
UN	United Nation
UNICEF	United International Children's Emergency Fund
UNO	United Nation Organization
WHO	World Health Organization

Glossary of terms on genuine community participation

The meaning of terms in the literature on community participatory architecture varies amongst different writers. Therefore, I identified the most appropriate ones for this particular research investigation in South African Langa Township, Cape Town.

Acceptance:

Sanhoff refers to the definition given by Lach and Hixson (1996) who state that accessibility, good decision-making, education, time commitments and trust within an architectural participatory design process lead to acceptance of the design product amongst the community (2000:25). The acceptance of the project is very important in particular in South African Townships to avoid violence against the project.

Apartheid:

The roots of the word 'apartheid' come from 'apartness'. In the 1930's Afrikaners, in South Africa insisted on planning a segregative system-policy. With the elections of the National party in 1948 the division of race and unequal political rights amongst the 'black' and 'white' population in South Africa was legislated. (Western, 2002: 712).

Case study:

Yin (1994: 13) defines: "A case study is an empirical investigation that investigates a contemporary phenomenon within its 'real-life' context, especially when the boundaries between phenomenon and context are not clearly evident".

Community:

The following definition is based on the chapter of 'The alternative city' in Castell's book 'The city and the grass roots'. Castell talks about different social movements found in the city. One of them is the movement towards cultural identity amongst people. This appears, if an autonomous groups defend to communicate with each other and form social meaning within an urban environment. A community is a group of people that maintain or create autonomous culture, either ethnically based or historically originated (1983:319). In the South African context the forming of these communities was governed by the former 'white' overruling authorities during the apartheid era.

Conventional architecture (Sanhoff, 2000: 27):

- Emphasis lies on the product, top-down decision making process, centralized, impersonal, anonymous
- Low level of consultation of the community by the professional
- Self-conscious about design
- Passive recipients of an environment conceived, executed, managed and evaluated by professionals

Community architecture (Sanhoff, 2000: 27):

- Clients are taking control over commissioning, developing, constructing , managing and evaluating their environment
- Bottom-up decision making process, approach is localized, aims for creating identity, emphasis lies on the process not on the product, contextual approach
- Professional inhabits a decentralized role in the process of making

Community Participation:

Community participation, in relation with architecture, has a different meaning for different people and even a different meaning for the same people according to the situation (Sanhoff 2000: 8). One needs to differentiate between genuine participation and non-participation. Genuine participation appropriate for this study in South Africa, is applied if people are controlling the action taken. In particular it means that the community participates in all

stages of the architect's plan of work. The designed stages of work for an South African Architect are attached in Appendix 5. Non-participation means, that people are just present and listen to what was planned for them (Sanhoff 2000: 8). In terms of the definition of community participation Sanhoff refers to the one, given by Deshler and Sock (1985). They distinguish between non-participation, which they call pseudo participation, and genuine participation as follows:

- Pseudoparticipation:

Domestication -This involves informing, therapy, and manipulation
Assistencialism - This includes placation and consultation

- Genuine participation:

Cooperation - This refers to partnership and delegation of power
Citizen control – Which means empowerment

Sanhoff (2000:8-9) puts it this way: "People's participation wherein control of a project rests with administrators is Pseudoparticipation. Here the level of participation is that of people being present to listen to what is being planned for them".

This is definitely non-participatory in terms of Sanhoff. His own view is: "Genuine participation occurs when people are empowered to control the action taken...genuine participation means the collaboration of people pursuing objectives that they themselves have defined" (2000: 1).

Concept:

Architectural concepts are either of analytical, experimental or of abstract nature (Coetzer: 2003)

Context:

The social, economic, cultural, ethnical, racial and built environment of an area. In this particular case, the environmental aspects of Langa Township.

Direct observation:

Watching something carefully for a certain period of time to gain an additional source of evidence; requires to undertake a field study (Yin, 1994: 86).

Empirical:

A statement, theory or method that is based on sensory observation (Mautner 2000:166).

Methodology:

The discipline that investigates and evaluates methods of undertaken research steps, as evaluations or inquiries (Mautner 2000:352).

Paradigm:

A paradigm is a basic set of beliefs that guides action of the everyday or within a disciplined inquiry (Guba1990: 17).

Phenomenon:

Is a situation, a relation, a event as it appears to, and is perceived by the observer (Mautner, 2000:421).

Phenomenalism:

Empiricist theory of human knowledge according to data conveyed by sense-experience; in contrast to what may actually be real or true about the world, defined as positivism (Mautner 2000:421).

Positivism:

A system of philosophy based on things that can be seen or proved rather than ideas (Mautner 2000:438).

Post-modernism:

Rejection of functionalism and brutalism of modern architecture. Mautner (2000: 439) refers to the rejection of impersonal box-like office blocks or high-rise slums.

Describing the current time period and the most common contemporary movement in architectural terms in which this research takes place.

Power and its relevance in terms of genuine participation:

One major focus of this study will be the examination of power and its implementation and role in participatory architecture. Genuine participation and its aspect of cooperation, as it is understood and defined by Deshler and Sock (1985), is appropriate for this study as it stands in strong relation to power and its delegation. Foucault outlines power as not being only negative, ruling, prohibiting, censoring and uniform domination, but also as being positive, productive and creative (Foucault 1980:142).

Informal settlement, previously known as squatter settlement:

Means a group of informal houses or structures, which are not situated on serviced residential erven but which may be partially serviced by means of communal services. Additional to the definition by the Planning, environment & housing directorate of Cape Town (1997), a squatter settlement, respectively an informal settlement was defined at a symposium in Nairobi in the year 2002 as a settlement with the following characteristics:

- Uncertain amount of inhabitants
- Difficult or marginal access to drinking water
- Enormous deficits of sanitary maintenance and infrastructure
- Bad situation of accommodation
- Excess of population

The definition is appropriate for this investigation because of the similar characteristics of a squatter settlement and an informal settlement in South Africa.

Successful participatory approach:

The success of a project is important for the acceptance of an community project. Marschall and Kearney (2000) base the following definition of an project on the identified criteria:

The involvement of the community in the establishment of the brief, the design and building process leads to pride and ownership over the building and self-expression of the community. The community should be empowered by being part of the process (2000: 17-18).

Township:

The Directorate of planning, environment & housing of Cape Town (1997) defines a Township in Cape Town as a formally laid out area of settlement with serviced residential erven, whether or not the erven have been surveyed. Townships planned by the authorities of the former apartheid system, served for the re-housing purpose of 'black' Africans, employed in 'white' South African cities (Horrell, 1973:136).

Theory in terms of power:

Foucault (1980:145) states: The role of theory today is not the formulation of global systematic theory that holds everything in place..." but the analysis of the specificity of mechanisms of power, to locate the connections and extensions in order to build little by little a strategic knowledge". The study aims to investigate the mechanisms of power and its correlation with the former and current political situation in South Africa.

NB

1 Area of study

1.1 Introduction of community participatory architecture to South Africa

This research examines the impact of community participation in Cape Town by a single firm, CS-Studio Architects, in Langa Township, Cape Town. It investigates in the research that was done by CS-Studio Architects, its principle architect Carin Smuts in collaboration with Lyons, an academic from the South Bank University London, on community participation in South Africa. It accepts the philosophy of Sanhoff as framework for this study and compares it and three project cases by CS-Studio applying community participation principles. Finally, it compares the thinking and applied approach by a single firm in developing South Africa with the thinking on community participation of Sanhoff, who bases his argument mainly on a developed country environment. As CS-Studio Architects has practiced extensively in social environment such as Langa Township and are well published and known for applying community participation, the author aims to test and evaluate the firm's approach in terms of the global and local discourse on participatory architecture.

1.1.1 Historical background of community participation in architectural design

The discourse around community participation, the involvement of a community in the design process, emerged in the beginning of the 1960's and turned out to become a major global movement in architectural practice. Conventional architecture according to Sanhoff (2000: 27), is a top-down decision making process; focussed on the end-product; centralized; bureaucratic and anonymous. Lyons & Smuts (2000:1235) refer to de Beer (1966), an South African architect writing on community participation, who adds that 'outsider need identification' leads to the failure of development as result of lack of learning and ownership. By contrast, community participatory architecture is driven by the community, a bottom-up decision- making process, focussed on the process and of a decentralized nature. This argument agrees with the one by Abbott (1996) cited in Lyons & Smuts (2000:1235) and applicable to the distribution of political power after 1994 in South Africa.

The reason for the emergence of participatory architecture was the result of critique that was mainly made by two exceptionally influential international architects, Turner and Habraken. They questioned the methods used by governmental institutions in supplying housing for especially low social income areas. Their major argument was that institutions and professionals are not always able to deliver appropriate design solutions for the community without its consideration and involvement (Cowen, 2003: 77).

Furthermore, the emergence of participatory architecture is based on the recognition by more critical individuals such as Arnstein, Hamdi, Habraken and Goodman who assessed, in different time periods, that there are better ways of planning and designing for people in a community. They all agree on the fact, that the failure by professionals in managing and planning a project can have a major implication on social and economic problems in the planned and built environment. Another reason cited for the failure of community participation projects is the lack of impact beyond the planning stage (Lyons, Smuts *et al.*, 2000:58). Sanhoff (2000: 9), a well-known expert in the field of genuine participatory architecture, defined under 'Glossary of terms', refers to a statement made by Goodman about the modern urban movement in America and all over the world. In 1971 Goodman

blamed contemporary architectural practice and planning as the reason for the destruction of communities through inappropriate design projects. Goodman's criticism is based on the fact that conventional planning proposals, which are undertaken by professional architects only, and without the involvement of the community, have not been successful and did not emphasize the community's individual inquiries within a particular given urban context.

Furthermore, in the last two decades pioneering development projects both, in America and the rest of the world, attempted to achieve a planning approach that is responsive to the peoples needs and aspirations, to create and strengthen identity, and a sense of ownership.

Nowadays, participatory architecture the involvement of the community in the architectural design process, is a major worldwide movement (Harris 2002) and has become significantly important in developed and developing countries in the last 20 years (Lyons & Smuts et al., 2000:1233). International agencies such as the United Nations (UN), the World Health Organization (WHO) and the United International Children's Emergency Fund (UNICEF) are leading proponents for genuine community participation in development issues, calling for programs that give opportunity for all people to be equally involved in the decision making process of the development sector (Sanhoff 2000: 1).

Community participation in design needs to be taken into consideration in the developed world, where government officials, planners and construction organizations are all investing in public relations to consider community welfare and environmental concerns (Sanhoff, 2000: 9). In developing countries in particular, the involvement of the community in the design process is necessary to ensure not only the acceptance of the design and construction, but also the financial and educational success, to achieve a sense of ownership and pride of the project amongst the community (Marschall & Kearney, 2000: 17-19).

1.1.2 The global movement towards community participation design in architecture

This sub-chapter will underscore the global movement towards participatory architecture and identify selected global key professionals. These shaped the international mainstream towards participatory architecture enormously through unconventional working methods with the community. There are certainly more key figures found than introduced in this study. I selected three, similar in their tendencies; practitioners who apply community participation in architectural design.

Hassan Fathy - Egypt

Fathy practiced mainly in North of Africa, particularly in Egypt, in and around Cairo, in the mid 30s. He has done symbolic and significant work for the poor in these areas in terms of collectiveness and appropriate use of materials. His statement on the actual global situation in poor areas is as follows: "At least one billion people will die early deaths and will live stunted lives because of unsanitary, uneconomic, and ugly housing. Attacked in conventional ways, this problem appears to have no feasible solution" (Fathy, 1969: 9). He refers to the enormous responsibility of architects and their working methods especially for these particular areas. Moreover, he criticises the fact that most public housing in the world nowadays is carried out without cooperation in a participatory manner, between the architect and the community (Fathy H. 1969:13). He suggests that housing design should be divided into three major aspects: the economic, the aesthetic and the social. The social aspect is the particular focus of this study. He refers to meeting a sensitive approach to man's need, carried out in cooperation with the architect and

points out that development in poor areas without self-help is a impossibility. Furthermore, Fathy shows that the architect should act as a facilitator of knowledge in terms to guide a self-reliant or self-help project (Fathy, 1969:12).

Laurie Baker – India

Baker holds the same significance in the development sector in India as Fathy had in Egypt. He mainly practised in India since the mid 60s and was recognized through his method of working with the poor, based on participatory principles. In terms of people's inquiry and the creation of architectural identity in poor areas of India, Baker states: "...I've always wanted to give people what they want and what they need which obviously is all Indian" (Bhatia, 1991: 3). His ability to absorb the people's individual needs and translate them into built form makes him a guiding figure in the global participatory discourse. ~~His belief lies in the individuality of each design addressed for the needs of the individual through a variety of forms. This stands in contrast to Le Corbusier's aim to fulfil the variety of human needs with a set of design tools~~ (Bhatia, 1991: 5). Baker's working methods made him become a designer, builder and contractor. Thus, he works differently to conventional architectural practice, which is mainly restricted to design only. This working method allows the architect for becoming an integral part of the social context he works in. Furthermore they play a marginal role in the reinvention of the professional's role (Bhatia, 1991:27). Because of literally training and educating the community in their working methods by himself, Baker holds the nickname, 'the brick master of Kerala'.

Ralph Erskine - Sweden

Originally from England Erskine started his practice from the mid 40's onwards in Sweden. He applied community participatory approaches to various extents and his firm's philosophy is the one that most meets the definition by Sanhoff of all the so far mentioned participatory architects in this paper. The political circumstances of the places in which architectural contact of the firm was supposed to take place were always essential for Erskine in the decision to take on the contract. He refused to design for non-democratic environments because they did not meet the firm's internal and external philosophy and working methods. The internal office structure between staff is very close and represents the working methods within the community. Erskine's early architecture is based on two major principles: Firstly, the projects must relate to the climate and to its inhabitants needs. This can be achieved only through a intensive dialogue between the architect and the client or respectively the community (Collymore, 1982: 12). Second, public meetings follow interviews with individuals of the community. This happens through social survey methods to form groups of interest and the therefore representatives of the community. For Erskine the architect is not the only expert but, equally, so is the community (Collymore, 1982: 16). The highest extent of Erskine's applied participatory approach was the one in Newcastle, where the whole office was moved to meet the needs of the community. Individuals were allowed to interact with the architects designing for them and to make up complaints and inquiries. For Erskine the participatory approach in architecture has three major advantages: Firstly, meeting the community needs of different cultures, secondly the insurance and acceptance of the project by the community. Thirdly the educational part for the underprivileged, to educate them in the process of analysis, design and decision making on a project in order to may become a important skilled citizen contributing to development in modern society (Cornwell, 1982: 14). Furthermore Erskine points out that the interactive process between the professional and the community does not necessarily result in major change for the architect's ideas but holds a great potential of creativity based on an interactive process.

Hassan Fathy pointed out what seem as not to have changed since the 1930s, namely the danger of inadequate housing on the health and social economic growth of society in



areas affected by poverty. His role is therefore an essential one for this study in this regard as the situation nowadays has not improved and is forecast becoming even worse in the coming 20 to 50 years. The basic problem seems to be the same, which is combined with further issues that are elaborated later in this study.

Laurie Baker is significant as he talks in detail about the architect's responsibility when working in areas affected by poverty. It is not only the architect's responsibility for the design of the project anymore, it is more the reinvention of its professional role. That means to take on responsibility for training and education.

Erskine calls for the architect to act as a facilitator to guide a self-help project as well to incorporate the community in the actual design process to meet their individuals needs. Furthermore the architect should act as an educator and share his skills with the community. Therefore, he should be present on site as much as possible. An democratic political environment seems to be essential for community participation. Community participation seems to make an major contribution in terms of acceptance and the incorporation of diverse skills in the project.

1.1.3 Background of the local emergence of community participation in architectural design in South African

The following paragraph will give a brief history of the emergence of the former apartheid system in South Africa and its impact on the built environment. It will furthermore explain the stream of the new government in South Africa in terms of community participatory design next to the general design prospective of South African professionals. Finally it will introduce major South African professionals applying participatory architecture, including CS-Studio architects the focus of this study

The Dutch landed on the Cape in 1652, established the city of Cape Town and colonised the region of current South Africa. The impact of the European settlers was cruel, transforming, and irreparable in its occurrence (Western 2002:711). During colonialism slaves were imported from East Africa, Madagascar and the West Indies. This formed the multicultural society of today's South Africa's population. Since the 1930's a small group of Afrikaners, the lighter-skinned offspring of the former slavery population in South Africa insisted on planning a segregative system-policy, which turned into the apartheid system. The election of the National party in 1948, proposing the ideology of apartheid, legislated the division of race and unequal political rights amongst the 'black' and 'white' population in South Africa and its cities (Western, 2002: 712).

South Africa's former apartheid system was an extremely closed and bureaucracy driven institution. Decisions concerning design were made by the 'whites' in a top-down process and did not allow 'black' people for participating in the making of their own built environment. "Legislated forced removals in terms of apartheid's ideology, set the disenfranchised 'black' people apart from the 'white' cities and led them into extreme poverty."⁴

This had a vast impact on the infrastructure and the built environment of South African cities. The result for its built environment was the unequal development of adequate environmental living conditions for the 'black' population. Therefore extremely rich 'white' housing areas emerged, next to 'black' impoverished townships, as the image of most of South African cities. Furthermore, the participation of the 'black' population in the local government decision-making process on development, was non-existent (Houston, 2001:208).

Since South Africa's formation the country was affected by colonialism, apartheid and the unequal distribution of rights. South Africa's planning conventions during former

colonialism and apartheid were politically driven. In 1994 South Africa's political system changed to a democracy. It's democracy is therefore very young. It calls for sufficient leadership within communities. Mr. Mama (Second meeting, 13/08/2004) defines what community leaders are: "Everybody in the 'black' community is a leader. In particular, it is a person who cares and who is always there for the community". Mr. Hlatshmayo (Second meeting, 13/08/2004) refers to the statement by Nelson Mandela at his speech of the 2nd of May 1994 in accordance to leadership as it is understood in terms of the ANC: Nelson Mandela 1994:611), former leader of the Democratic Party ANC, refers to equal rights and the delegation of power and participation of the community: "... it is not the individual that matters, but the collective...". South Africa's architecture and the process of creating architecture should represent the democratic system and apply community participatory-based design principles.

In order to form a 'new' South Africa, the formulation of 'Land Development Objectives', which includes the application of genuine community participation (Sanhoff, 2000) is underpinned by legislation; in contrast with South Africa's conditions during apartheid (Low, 1998:334).

Therefore local governments are required to encourage the community in the democratic process of involvement in development matters, especially in social low-income areas as South African townships. Consequently, in contrast to the previous planning principle in the apartheid era, integrated development plans so called IDP's were developed by local government organisations. Houston (2001:208) refers to Parnell and Pieterse (1999:78-79) who call for "...justice, participatory democracy and poverty alleviation, the physical development of underprivileged zones and racial redress..." and the emergence of the "...opportunity for integrated holistic planning..." in the new movement of local governments in democratic South Africa. Low (1998:335) refers to the former apartheid system that culminated between 1948 and 1994 and to its marks it left in the social and built environment: "...the effects of three centuries of exploitation will be difficult to eradicate". Accordingly to improve the situation in terms of development in the built environment, cooperation and the delegation of power, as originally defined by Deshler and Sock (1985), adopted by Sanhoff (2000: 8), is a necessary inquiry for South African development in poor areas.

Many responses in informal settlements, squatter camps, already emphasize segregation, the social and economic situation and are built in a very material sense (Marschall & Kearney, 2000: 1). Nevertheless South Africa's present situation offers the opportunity to experience and apply new economical, ecological, imaginative and innovative architectural solutions.

Therefore the application of genuine community participation, defined by Sanhoff (2000: 8), can contribute enormously to the discourse around that topic in South Africa. The study aims to prove if Sanhoff's philosophy and proposed working methods does contribute to represent South Africa's young democratic system through integrative planning and design processes and products.

1.1.4 Architectural design focus of practice in the South African context

Besides South Africa's historical, political, cultural and social situation, the application of genuine community participation is a major obligation for its development sector. In South Africa there are a enormous number of poor areas found. Genuine community participation allows for the use of local skills, materials and crafts to shape South African architectural design and impacts on the use of the site, space and function within the community and its surrounding neighbourhood. However, the role of architecture today

should be an active one and should reflect the land's history and, beyond that, the country's specific culture and character. At the 'Arch Africa Congress' in Durban, Albie Sachs, a prominent South African activist (1998) states: "The Architecture should affirm Africa, its climate, landscape, its people – rather than negating it." His statement points out the importance of taking Africa's people and cultural background into consideration within the planning process. It calls for the application of an integrative planning process and community involvement in the architectural design process.

Besides that, community-driven South African architectural design should focus on the incorporation of the surrounding vegetation in the development of the infrastructure, as well as further aspects such as climate and environmental responses (Marschall & Kearney, 2000: 71).

1.1.5 The local movement towards community participation design in architecture

As explained above, architecture in South Africa in particular is practised in a historical, social and economical context and individual architectural firms explored a variety of possibilities with regards to community participation in certain low-income areas.

The involvement of the community in the architectural design process entered the South African architectural discourse through published articles on professional practice and academic research. These publications are listed in the annotated bibliography. Genuine participation and its aspect of cooperation, defined by Sanhoff (2000: 8), means the delegation of power. In participatory architecture the architect delegates responsibility and decision-making with the community. The community involvement is absolutely necessary for the acceptance of the project, as described in the following statement: "The project would not even progress beyond inception without full community involvement" (Harris 2002: 1).

South Africa's architecture, in terms of community participation, is shaped by a certain group of architects. To cite an example, the architect Carin Smuts, the focus of this research investigation, initiated her first projects in the year 1982. The firm 'CS-Studio architects' was formally established in 1989 in Cape Town and is recognised as applying participatory architecture (CS-Studio 2000: 1). Besides Carin Smuts, Rodney Harber, Du Toit & Perrin and several other architects, practised under changing political, social and environmental conditions and have been acknowledged in several publications.

This section will briefly identify three significant local architects and their stream in applied contemporary community participatory approaches in South Africa, specifically around Cape Town.

Du Toit & Perrin architects and urban planners, Cape Town

These architects are significant figures in the South African scene of professionals, applying community participation. Their work has been published extensively in national and international architectural magazines (Cowen, 2003: 52-56). In terms of developing a specific community project such as the 'Philippi Station Forecourt' (1999) and the 'Landsdown Road Corner site' (2003) in Cape Town, their intentions were to be supportive in their role, and to make use of the existing structures on the site rather than reinventing it. Therefore they initiated public meetings for the 'Philippi Station', in a big manner, open to all traders, but also focussed ones with selected stakeholders. Furthermore, they mapped the site and conducted one-on-one interviews with members of the community. Their ideas were presented to the community in formal public meetings to every

stakeholder. Their interpretation of genuine community participation lies in how the site is used, and the extent to how often the architects are present on the site. Furthermore, they focus on analysis and the use making of the existing.

I agree in the way they applied community participation other than one aspect. This aspect is based on the information in the paper by Cowen (2003: 55) where she refers to their working methods; "...they presented their ideas..." to the community. In terms of Sanhoff (2000: 8) this is the case of non-participatory practice. It indicates that people were listening and accepting what was planned for them rather than actively participating in the physical design development. This aspect seems to be an crucial one in order to arrive at an genuine community participatory approach in terms of Sanhoff.

Rodney Harber, Durban

Prof. Harber is one of the first South African architects who applied community participation and took architectural responsibility, thus building for the underprivileged who were affected by former apartheid policy. His focus is on development in the low-income housing sector mainly around Durban. This required the understanding of the needs of the poor in South Africa's society. Before the end of apartheid in 1994 and the election of the ANC, he appealed for the application of community participation in development matters for the poor. He was one of the first South African architects who saw the potential and the need to design in Township areas on the outskirts of the former 'white' South African city during apartheid. In an article of 1990, four years before the official end of apartheid, he states: "Tomorrow is already there. To survive, architects must now recognise their past and take a leading role in engineering the unification of our apartheid city" (Harber, 1990: 1). He therefore refers, as Low (1998:342) to the passive position of the architect during apartheid. Rodney Harber was not only influential in the professional sector but also on the educational level as a teacher at the University of Natal. He initiated course structures and student projects relating to participatory matters to meet the demands of the poor (Harber 1990: 9).

CS-Studio architects, Cape Town

The focus of this research investigation is the applied participatory approach by CS-Studio architects. This South African firm states that they have completed more than one hundred significant projects in rural and urban areas. The bulk of the firm's projects are community participatory based and located in low social income areas and townships around Cape Town (CS-Studio, 2000: 1).

In regard to the planning situation in South African townships describe the conditions in which they work as follows: "In order to get a public facility in the township you're dealing with people who've had apartheid education, you're dealing with people who haven't finished school, you're dealing with people who've been locked up for three years..." (Marschall & Kearney, 2000: 18).

The extent of applied community participation by CS-Studio in the architectural process seems to start from the first planning step onwards. The firm itself describes its planning process as follows: "We moved beyond conventional architectural practice to an approach, which involves all stakeholders in the creative processes of planning, design and construction. The focus is on an interactive participative process rather than solely on an end-product" (CS-Studio, 2000: 1). The author of this paper will use this phrase as motive to test if the firm's statement and applied working method meets the inquiry of Sanhoff's definition (2000: 8) and understanding of genuine community participation within the social and historical context of Cape Town's township Langa.

The firm established its name through several national and international publications and is known for applying participatory architecture. The most famous and latest international publication of the firm is the one in the 'The Phaidon Atlas of Contemporary World Architecture' (2004: 643). The published project is the Guga S' Thebe Art and Culture and Heritage village in Langa. There is no doubt that this project would physically not appear as it is now, if the community would not have been involved in its design process. (Smith, 2004: 6) refers to the persistence of especially the elderly community members on the idea on having the golden cone as the major focal point and historical indicator of the centre. I determined that the community and its impact on the project's design is not honoured or even mentioned in this significant international publication.

In contrast there seems to be evidence that national published articles relate more to the application of community participation of the firm than international ones. However, this varies from project to project. The articles are mainly published in magazines such as 'Architect SA' and 'The Digest of South African Architecture'. The article on the Meat market in Gugulethu (1994-1997) just briefly talks about the involvement of stakeholders in the actual design process. The extent the applied community participation by CS-Studio is mentioned becomes an increasing aspect and role in identifying and distinguishing the office's working method from other architect's work in similar social phenomena as Langa. The local publications by Rigby (1999:29) on the Unobuntu Multi-Purpose centre (1995-1997) and by de Beer & Smuts (2001: 43) on the Guga'S Thebe arts and culture centre (1999-2000) start to talk to a higher extent about the participatory approach of the firm. The latest local publication of the firm by Smuts (2002: 8) on the Zolani Multi Purpose centre (1996-2000) talks extensively about the applied participatory method of CS-Studio in a dedicated paragraph.

The aspect of applied participatory architecture seems to become a major indicator and emblem of the firm CS-Studio in the international and national architectural scene. Some of the local articles are designed by Carin Smuts herself therefore again, the firm's applied method needs to be investigated in order to determine if it meets the definition on genuine community participatory design by Sanhoff (2000: 8).

The availability of CS-Studio, the firm's undertaken research, the publication, the built examples in Cape Townships offer large sources of data to investigate in the thinking and praxis of one particular firm in South Africa in accordance to community participation. That justifies my decision to chose CS-Studio's work as an key source for this study investigation.

1.1.6 The discourse on community participation in architecture and its definition by Sanhoff

Community participation, in relation with architecture, has a different meaning for different people and even a different meaning for the same people according to the situation (Sanhoff 2000: 8). Hamdi (2000: 2) refers to participation as having colonised theory and practice in development. He cites: "To some, it [participation] is about empowerment, democratic reform and civil society, building social and political capital for the poor and vulnerable". Lyons & Smuts (2000:1233) refer to Mc Arthur (1995) who states that participation and its meaning is poorly defined and therefore leads to confusion in the process and expectations on the development project amongst participants the community, professional and local government. Therefore, to start the research at a common basis the definition of community participation as it is understood in Sanhoff's terms and in this study is essential. Its meaning and in particular the one of 'genuine' community participation for this particular research investigation is defined under the chapter 'Definition of key words' and elaborated in this chapter. Genuine participation and

its aspect of cooperation defined by Sanhoff (2000: 8) means the delegation of power. In participatory architecture the architect delegates responsibility and decision making to the community. The inquiry on applied method is a community-driven process and involves all stakeholders from the first planning step onwards. The researcher agrees with Sanhoff's definition on genuine community participation as a basis to start the investigation.

Sanhoff an author, teacher and practitioner working in America, and is interesting to investigate in terms of community participation. There are a some authors that write on South Africa's community participation, such as Hamdi, Lyons & Smuts. To broaden the view of this topic and to test Sanhoff's philosophy within the South African context, holds potential value and may be fruitful in terms of identifying new aspects, idea generation and method development for South African community participatory development.

It is a necessary requirement to distinguish between 'genuine' community participation as defined by Sanhoff (2000: 8), appropriate for this study and 'community participation', as it is used in the generic way. The author of this paper identified these two ways of community participation for this particular research investigation. To avoid confusion, regarding the meaning of participatory design method in the architectural profession, I would make the following observation:

This paper uses two ways of talking about participatory practice in architectural design. When the author applies 'genuine community participation', he refers to the meaning of participation, which is informed by academic knowledge and therefore meets the definition by Sanhoff (2000: 8). If the author uses the expression 'community participation' only, he refers to the meaning that is not informed by academic knowledge and used in generic terms of participatory practice within society and therefore does not meet the definition by Sanhoff.

In addition to the above-explained South African design requirements, the involvement of the community challenges the architect. Its theory and practice needs to be researched and studied in order to become an integral aspect of democracy and to prepare the architect and avoid difficulties for and within the integrative planning process (Sanhoff 2000:10). Moreover, the situation offers the opportunity to experience and apply new economical, ecological, imaginative and innovative architectural solutions for South African architecture.

1.2 Purpose of the investigation

Nowadays 72 percent of the Southern Sahara population of third world metropolises are living in slums, which is highest rate, followed by Asia with 58 percent and China with 36 percent (Schweizer 2004:110). Scientific studies provide evidence that nowadays one billion human beings are living in slums. Prognosis by the cultural scientist Schweizer (2004:112) indicate that this number will be doubled within 25 years. The UNO talks of one-third of all human beings within 30 years time; slums are becoming the dominant form of existence in the time of globalisation. This statistic provided by the UNO (2004) applies to vast informal settlement development in sub Saharan counties and particularly in South Africa. This is a 'global time bomb', which causes violence and the fight for equality between races (Falksohn & Zand, 2004:111). This problem is becoming more and more acute in rapidly growing South African cities. Development in poverty driven areas of Sub-Saharan countries have also to deal with diseases like HIV-Aids. Up to 40 percent of the South African population is infected with the virus, which affects the economy and the age rate of the 15 and 49 years old part of the population (L'Atlas du monde diplomatique 2003). Poverty and a lack of education offer the basis for the spread of the disease. Appropriate development solutions for those environments are difficult to find. The lack of

solutions often lead to increasing violence and crime of the poor (Low, 2004; Habeebullah, 1986). In Cape Town in particular, 70000 people are living in shacks (Solomon, 2000:42). Sometimes just a single individual is necessary to mobilize the masses and lead to uncontrollable cases. The constant migration of poorer people to the Western Cape does increase the number of the poor population (Rasool, 2000:46). The problematic of growth of South African cities nowadays, reflects the growth of the world population and has turned out to be a global problem for which solutions in the form of a 'valve' need to be found. A major responsibility for this solution will fall on the architects of this century.

Therefore, the global phenomenon of the application of genuine participatory architecture has become a major emerging tendency amongst professionals in democratising South Africa to meet the housing inquiry of the third world population. As Sanhoff (2000: 8) states that participatory architecture has different meaning for different and even for the same people, this study aims to clarify the meaning of genuine participatory architectural practice in the South African context. An additional aggravating aspect of different meanings amongst professionals on participation and poverty amongst the population comes as a consequence of former apartheid. Posel (1998: 238) states: "The apartheid version of a modern state was one which was sufficiently large, powerful and centrally coordinated to keep every race in its 'proper' place, economically, politically, socially and culturally". A lot of cases in Cape Town's townships show that a large number of contemporary community participatory development in South Africa fails. This failure has a vast, damaging impact on the country's transformation. But not only failed community participatory projects have influence. Current planning strategies, mainly designed and financially supported by the government for housing in South Africa endanger the country's physical transformation. Housing is a defined human need and the responsibility of the government is to solve poverty and housing issues in South Africa. In the last ten years whole 'housing landscapes' under RDP guidelines, Reconstruction Development Program, were produced in social underprivileged areas of South Africa. Those housing types are working on a low density and demand a large amount of space of the natural environment. To meet the needs of the poor and to provide housing, genuine community participation is an indispensable tool to arrive at adequate living conditions, working at low cost and on an environmental friendly high density. Therefore, meaningful research on community participation needs to be conducted to empower the poor and guide them in their process of self-reliance (Low, 1998: 334-342). Theory and samples need to be critically analysed in order to establish knowledge that can be applied in developing for the poor in South Africa and therefore becomes an integral aspect of its 'new' democracy.

The recent situation in South Africa shows that community participation is understood differently by applying practitioners. The outcome of the conducted survey shows that community participation is an important aspect for the transformation of South Africa's social and physical space. Furthermore, there is vast interest and motivation for applying community participation by the government, practitioner and the community member. The lack of sufficient development policies set out by government, causes confusion amongst practitioners and communities and encourages self interpretation on what makes genuine community participation. Therefore, it is important to clarify how community participation is applied by one significant firm in relation to global thinking around that topic in the South African context. Finally, it is essential for the successful social and physical transformation of space in South Africa to define what makes community participation genuine.

The literature on community participation is complex and difficult to understand and therefore to apply. The practitioner, concerned to apply community participation efficiently, has to analyse the existing literature in whatever way. There is no doubt that the applied approaches are often combined with dissatisfaction on the process and product amongst participants, reasoned by the lack of appropriate ways of analysis, and the lack of locating community participation in theory and the South African context. Gathering more

experience in applying community participation helps to restructure the process over time but is probably not the most efficient way of doing it. Therefore, academic research, the reflection on thinking and applied community participation is essential, to efficientiate the procedure of developing 'genuine' community participation. This research investigation aims to unpack the complexity of genuine community participation and aims for the development of an instrument to measure philosophical and applied approaches against others.

1.3 Research problem/ Specific interest

1.3.1 Legislation, architectural practice and community participation in contemporary impoverished areas of South Africa

As architecture should constantly reflect the society it serves, it requires a different approach by the legislation and the architectural profession in development matters for social underprivileged areas. Architecture in poorer areas contributes best to communities needs, if it asks questions in relation to the given social, economical, cultural and built context. South African architecture calls for culturally relevant design approaches to reflect and promote specific cultural value systems. The involvement of the community in the project is the only way towards a true architecture of self-expression, creating ownership and pride (Marschall and Kearney, 2000: 7). Participatory approaches should shift their focus from the end product, which is predominantly the conventional way of creating architecture and therefore related to the former way of designing for the 'black' community during apartheid, to building as a process of empowerment. Marschall and Kearney refer to a case study undertaken by Habeebullah in Great Britain in 1986, who hypothesizes that the application of community participation can be a potent agent for overcoming ethnic tensions in racially mixed areas, where buildings serve racially mixed users. This argument is very important for the community in Langa, because of ethnical findings within the heritage study of Dr. Sean Field (2003: 1), recording political history. They refer to the statement of Langa resident Ms. F. Dike. "So all your life you are angry and you build up a wall inside, that place where if a 'white' person humiliates you, when they hit the wall, you explode. It's something even today that when I look at that wall I can't take it down yet because it has protected me for 53 years of my life. I have learnt to fight because of that wall. It has been the point for me that when a white person reaches that line, then you tell him off, you tell him where to get off. It has to do with trust. Can I trust a white person to see me as a human being? Then I can lower the wall: Maybe it's like that for white people too? I don't know, but I know that every 'black' person has that wall inside"(Field, 2003:1).

The application of participatory approaches in South Africa is nowadays required by law and explained further in chapter '4.4'. Therefore local authorities face the difficulty of governing development in complex social phenomena as Langa. As already mentioned, recent studies show that a lot of participatory based processes fail. Responsible for, is the lack of experiences there are further factors as resources, capacity of skilled staff, and difficult interrelations between elected authorities of the community found.

In the apartheid era, the majority of architects held a passive position in relation to development in Townships and therefore supported the former segregative political believe and its translation into built form and infrastructure of South African cities (Low, 1998:342). Participatory approaches demand a redefinition of the architect's role. The architect has to act as a facilitator with a social responsibility and as a guide and supporter within a community rather than being in the role of a 'grand designer '(Marschall and Kearney, 2000: 30). To put it simply: The architect has to understand the community and its social history, before investigating the design approach in a given context.

The application of genuine community participation became a significant element in the architectural profession in South Africa since 1994. Therefore, nowadays more and more professionals attempt to apply participatory design within community work, in order to form a new South Africa. The success of these attempts varies enormously. The reason for the failure or non-acceptance of a project, undertaken by professionals for a specific community occurs, similar on the legislative level, because of the lack of knowledge on how to practice and achieve genuine participatory architecture. There are at least two important levels to consider in terms of development in specific areas such as Langa. The one level of responsibility is the legislative one, represented by the local government via the city council. The other level is the one of the individual, represented by the architect. Both are reliant to on each other and related to the community in which the development takes place. The successful application of participatory architecture instead, leads to acceptance and avoids violent action by the community on the project (Marschall and Kearney, 2000: 21). Thus, participatory architecture requires the understanding of the community by the architect and the reinvention of his professional role (Marschall and Kearney, 2000: 30). Finally, professional practice inquires to be informed by academic knowledge to become successful.

CS-Studio's projects are mostly located in informal settlements and townships that deal with a specific social and historical background, and particularly with an background of memory, trauma and complex issues, that require sensitive approaches (Field, 2003: 1). CS-Studio has undertaken several projects in Langa. The practice formally established in 1989. Therefore, it is very fortunate for conducting this research within its scope and limitations in the context of the Langa Township. Consequently, the researcher selected three built project cases in Langa Township by the firm. Those are, the Ulwazi Youth Centre phase 1 (1989-1991) and phase 2 (1998 –1999) , Public Bathhouses (1995 – 1997) and GugaS' Thebe Arts and Heritage Centre (1999 – 2000). As Hamdi (2000: 2) states that the benefits of participation are not measurable on an short term basis, the project's selection over a time period of 11 years is enough to compare and measure the outcome of applied participatory approach. The criteria for selection are explained in chapter '1.5'.

1.3.2 The acceptance and non-acceptance of an architectural project in terms of participation practice

The success of applied participatory architecture varies in several projects undertaken by South African architects. Local architectural firms are initiating the application of community participation. Successful and failed projects have emerged in the last 15 years in South Africa. Those projects were mostly performed by consultants, funders, NGO's, and the local government. CS-Studio Architects is also affected by the failure of certain projects. The majority of the firm's projects are accepted by the community; these projects are well maintained and looked after. Others are not accepted and were destroyed by the community.

Because of the acceptance and non-acceptance of projects undertaken by CS-Studio, the research focuses on architectural development in South African township of Langa, where the firm initiated its first project in 1989, The Ulwazi Youth Centre, the first project case of this study.

The study aims to determine if the applied design ideology, method, the process and product of the South African firm CS-Studio meets Sanhoff's (2000: 8) definition on genuine participation. The investigation aims to test the firm's claim, to be moved beyond conventional architectural practice through social and interactive participation and the

involvement of the public in its design process, against the definition on genuine participation by Sanhoff (2000: 8). As explained under the 'Purpose of the investigation', the application of genuine participation in South Africa and Township Langa needs to be informed by academic research to become successful. Thus for now, must the firm's participatory approach and claim be seen as critical. Furthermore, the research tries to determine if the method of participatory design enriches the architectural design process and product.

1.3.3 Critical question of the research

In terms of the above-explained claim of the firm CS-Studio on undertaken projects in Langa, the author of this research asks the following critical question for this investigation:

How does CS-Studio's applied design method in the South African township of Langa in Cape Town relate to the definition of participation and its aspect of cooperation used by Sanhoff, a leading international expert on community participation? Do the built examples chosen in chapter '1.3.1' concur with the theory and thinking of this expert on community participation?

1.4 Justification for the investigation in an South African township

1.4.1 The township as apartheid space

Davies (1981), in Landré (1988: 27) distinguishes between the segregated city and the apartheid city. The segregated city is comparable with the character of colonised cities. The major difference between the segregated and apartheid city was that the formation of the segregated or respectively colonised image of the city did not happen with design consciousness in social terms. In South African Cities 'black' and 'coloured' citizens were seen as an intimidation by the 'whites' (Pinnock, 1989:150). The group areas act of 1950 reformed the cities through resettlement of different social, ethnical, religious and racial groups and did not allow, in contrast to the segregated city, for any exception or flexibility. This formed population groups with common character (Landré 1988: 27). Castells defines those social movements and their re-formation in urban environments as a Community Building. The re-formation in Cape Town in form of forced removals under apartheid, caused a vast number of resettlement of ethnical groups. These groups, which mainly lived in the city's older areas, were sent to life in the outskirts of Cape Town; nowadays known as the Cape Flats. Figure (1) by Davies in Landré (1988: 27) compares the segregated and apartheid city.

The resettlement of social groups formed townships that are formal settlements, planned and laid out, in contrast to the model of the segregated city, by the 'white' authorities in South African cities. These townships were established under various 'Native (Urban Area) Acts'. The purpose of these acts lay in the legalized separation of 'black' from 'white' South Africans and control access and residential space for 'blacks' in the development of urban areas (Anderson, *et al.*, 2003: 13). As figure (2) shows, the urban strategy of the former regime was to locate townships far away from the 'white' cities into areas with strong boundaries such as rivers, railways and highways, to physically support control for these particular areas (Anderson, *et al.*, 2003: 19). Townships were designed to accommodate the politically powerless 'black' working class that was expected to work for the 'whites' but had to live hidden away from the city (Anderson, *et al.*, 2003: 16). For

the 'black' citizens these townships meant living in a trap, because of being so far away from the city centre. Poverty, the non-affordability of motorized transport, imprisoned them and kept them isolated away from the 'white' cities (Pinnock, 1989:159).

Lefebvre helps to understand the production of Township space. He (1991:222), refers to texture defined by him as space that is covered by 'networks' that inhabit what he calls 'monuments' that hold it together. Related to an planning approach this aspect would describe what I understand as the 'holistic'.

It appears to me that the planning of space during apartheid undermined the interaction between those 'monuments' on a large scale in Township form and on a small scale in development within defined space. This appeared physically through built form surrounded by strong boundaries and socially through segregation of race and gender.

Segregated city

Apartheid city

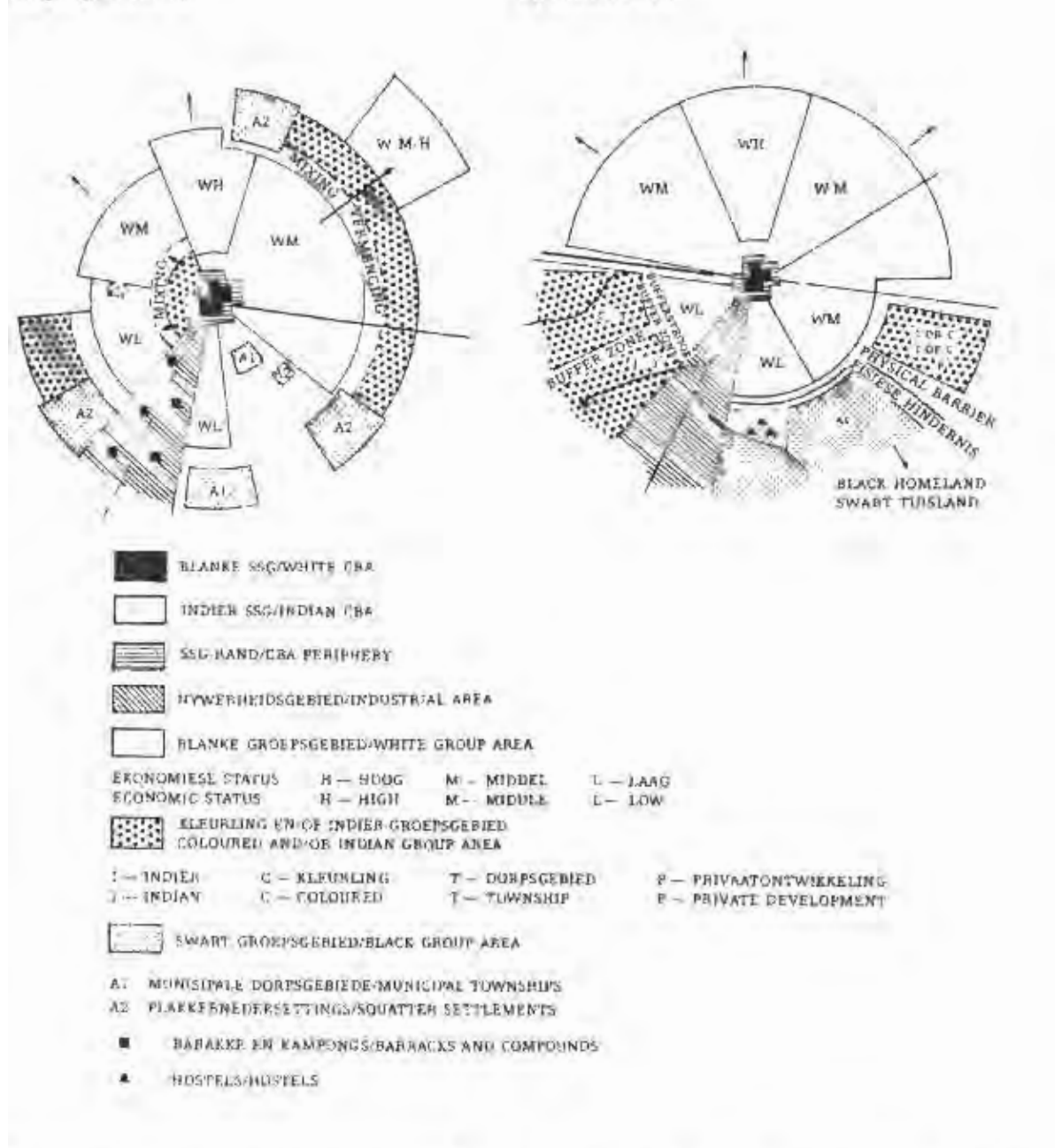


Figure (1). Source: Landré (1988: 27) The geography of urban settlements. Models on the segregated and the apartheid city by Davies (1981)

1.4.2 The township as apartheid space in Cape Town in its 'theoretical' form

The planning conventions in South Africa deprived the 'black' and 'coloured' community and privileged the 'whites' Western (1996) and Pinnock (1989), are among the most appropriate writers on the apartheid's era ideology, planning and impact in terms of the establishment of the city of Cape Town. Planners, converting apartheid's ideology into built form saw themselves as sanitary engineers facing an epidemic. Planning is the exercise of power. It cannot be separated from politics or economy. Ideas need to be driven by social forces within the society to turn into movement (Pinnock, 1989:150). The way the ideology of apartheid in South Africa impacted on the planners and their product is a linear one, driven by hierarchy. The idea of apartheid shaped the planner's thoughts and those were put onto plans and these plans were conducted and lead to the current physical environment of South African cities and the one of Cape Town in particular. Western (2002:711) points out, that the application of segregation of race in Cape Town was most challenging for the former apartheid government because of its 300 years of 'mixing' amongst the population. In Cape Town, compared to other African cities at least one third of its inhabitants were living in mixed areas.

One major aspect of apartheid's planning policy was the one of clearance. 'Black' and 'coloured' citizens were not allowed to inhabit the city centre. Therefore, areas as District six, the Malay Quarter and Dock areas of Cape Town were cleared under the apartheid era at different time periods. Cape Town's apartheid planners were influenced by Le Corbusier's proposals of the re-development and reorganization of the city's centre and surrounding areas. There is no doubt that Le Corbusier's radical ideas in terms of reorganization of city centres were of a fascist nature (Pinnock, 1989:156). The planners of South Africa under apartheid justified the clearance of these particular areas, the historical parts of the city centre of Cape Town in particular, with statements given by Le Corbusier. His proposed radical methods called for the clearance of the ground via surgical methods. This, followed by the reorganization of the ground, lead to the manifestation of the spirit of a new age, the apartheid era. But not only the reorganization of the city centre is important for city planning, Le Corbusier also talks on the role of the suburb for the city. There are three aspects being essential for a balanced urban environment. These are economic forces, administrative control and social security. The greatest danger for these aspects and therefore the city's balance is the crime and violence caused by the individual. Mostly these people are living in suburbs, which character is described as "...scum chumming against the walls of the city" (Pinnock, 1989:154). Therefore, Le Corbusier appealed to city administrative planners to plan the suburbs carefully, in this case the Townships in South Africa, in order to prevent unbalance in the urban environment. His statement appealed not only to city planning conventions, but initiated the idea of excluding the of poverty, this affecting a unbalancing on the city's equilibrium, causing individual to move from the city centre. This means excluding these individuals to their appropriate form of living. In the case of South African cities, the Townships for 'coloureds' and 'blacks'. Pinnock (1989:150) talks about an epidemic against which the engineers fought whereas Foucault (1977:195), the French philosopher in his writing on panopticism, refers to a plague that required its appropriate political control and given space. Pinnock (1989:155) refers to the town planning congress of 1938 in Johannesburg, where Norman Hanson, a South African Architect refers to Le Corbusier's achievement in creative city planning thoughts and points out that these principles are taken for the city planning of South African cities as the "...line to attack". Finally, it can be concluded that Cape Town's physical environment nowadays reflects a built manifestation of Le Corbusier's fascist city planning ideology, adopted, supported and conducted by the planning mind of the manipulated individual that was driven by the former social forces that caused the ideology of apartheid. The result for Cape Town was that it became one of the most racially and economically divided cities of South Africa (Rasool, 2000:47).

There were 2 major arguments used to endorse the segregation of races through the Urban Group areas act in 1950. The first one is the intention of the government to avoid friction between different races. Therefore, it was seen as necessary to support the discouragement of possible contact between different social, racial and ethnic groups by the built environment. Moreover, the former regime refers to territoriality and dominance as ways of maintaining social order. As dominance is the basis for interrelation between groups, territoriality in opposite, protects the reliability of a certain group. Western (1996: 86) refers to Donges's statement who advocated the Group Areas Act of 1950 and suggested, that non-whites and whites got obtained the advantages of secure and free of friction communal living, provided by the good decision-making of the government. Therefore, physical national and local boundaries are necessary to protect the individual community and the apartheid system's ideology (Western, 1996: 85). The second argument that speaks for the formal planning of Townships for 'black' and 'colored' citizens is the fact that those are much easier to observe and control. Therefore, these were surrounded by a buffer strip, for African locations at least 200 yards wide, to keep every race in its 'proper', by the former 'white' authorities proposed place (Pinnock, 1989: 157). In planning circles these were called machine gun belts; the planned certificate of control for each particular area.

Western refers to, a government-designed, essential principles that a residential race zone in Cape Town should fulfil to meet the claim of the Group Areas Act of 1950. There are many more inquiries found than listed in the following two sections on the claims of a race zone. The following claims I identified in Western (1996: 88-89), appropriate to this study:

Claims on external particularities of a 'race-zone'

Working areas should have been accessible for all race groups without that one group had to traverse the other's group area. These areas were supposed to be accessible for each individual race group in the same manner. The number of neighbouring race zones had to be reduced to its minimum.

Claims on internal particularities of a 'race-zone'

The claim was for boundaries that are acting as barriers to prevent contact between races and communities. The area's size needed to be large enough to encourage becoming self-governing. The provided land should have had its own facilities and economic infrastructure and be connected to the rest of the city by public transport. Furthermore it was detected as a need, that different 'race-groups' require a different planning response and therefore needed to be treat in a individual manner. The architecture was supposed to reflect the social and economic character of the race. Finally, the given amount of land was not supposed to serve as an indicator of the economic class of the race group.

Langa seems to meet all the aspects in terms of social, economic, racial and cultural claims provided by the government for its particular race group. It is the oldest Township in its existing form in Cape Town and South Africa. Consequently, Langa is an leading example in built form of former apartheid planning in South Africa. It is therefore predominantly important to investigate in the three selected project cases and their current impact on the community, undertaken by CS-Studio in the context of Langa.

1.4.3 The history, infrastructure and architecture of Cape Town Langa Township in 'reality' form

Because of the impact of the apartheid ideology, Cape Town is nowadays surrounded by 144 informal settlements (Low 2004) and 17 officially proclaimed townships by the Cape Metropolitan Council (1997).

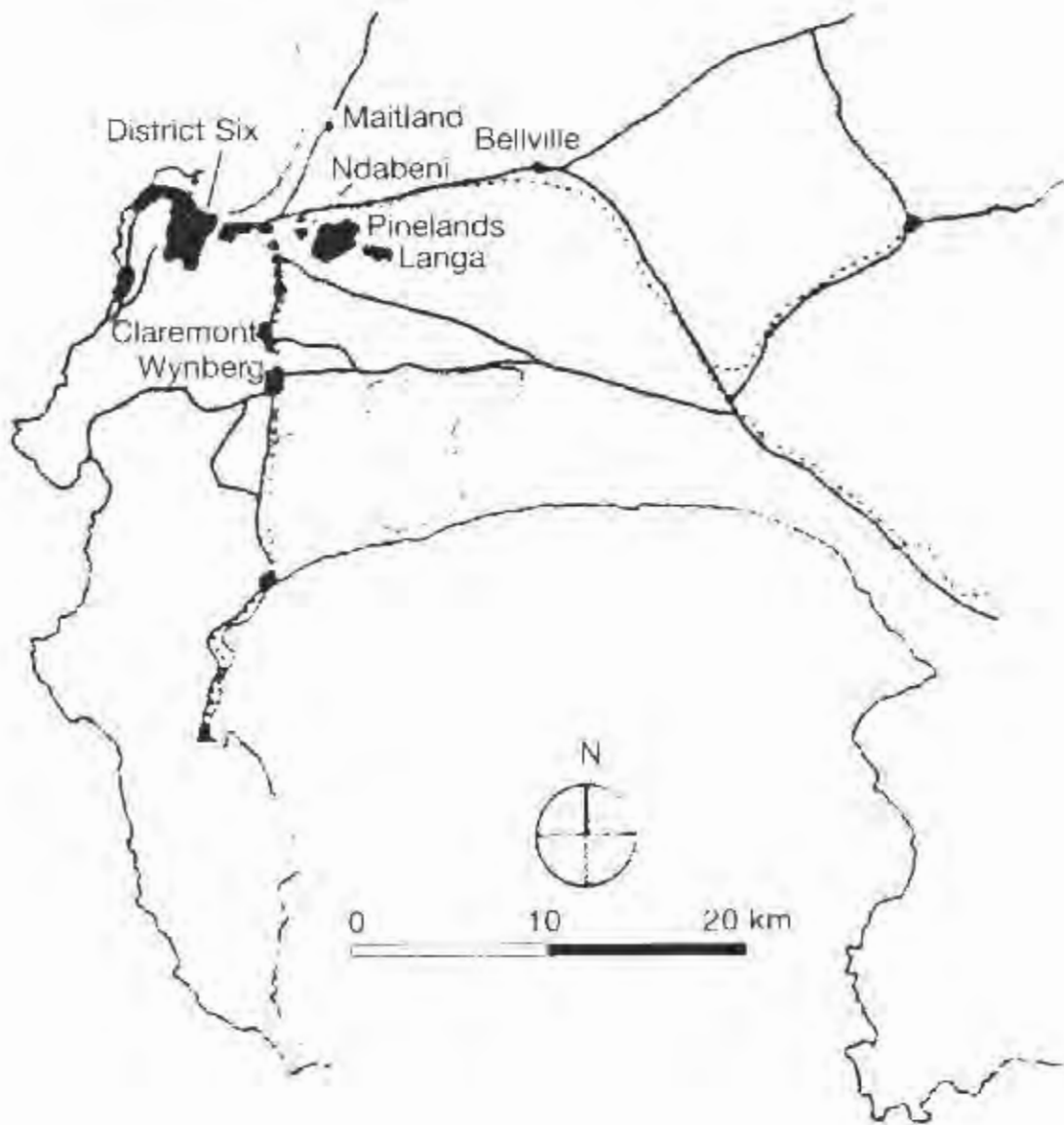


Figure (2), Source: Pistorius (2002: 41) *Texture and memory. The Urbanism of District Six*. Map identifies the location of Langa to the rest of the City of Cape Town

The first township was established in Cape Town in 1901 and called Ndabeni, which was placed close to the area where Cape Town's suburb of Maitland is located. It was closed down in 1936, because it was too close to the increasing privileged 'white' suburban areas of Cape Town (Anderson, *et al.*, 2003: 9) and claimed as an industrial area. Langa Township replaced Ndabeni and was located much further away from the former 'white' city. Land was given by the former Minister of Native Affairs in 1922. Jan Smuts (Anderson *et al.*, 2003: 29). Langa itself was established under the Native (Urban Areas) Act of 1923 and was opened in 1927. It is the oldest 'black' township in Cape Town and

South Africa (Anderson, *et al.*, 2003: 15). Its population is estimated at 80,000, living in formal housing and hostels. There are 40,000 living in shacks, which amounts to 120,000 inhabitants in total (Lyons & Smuts: 1997). Those numbers increase constantly because of the immigration of informal settlers.

Africans were brought to Cape Town from all over South Africa and used as migrant labour by the 'whites'. Their barracks were in segregated locations far away from the city as in case of Langa (Western, 2002: 712). Langa was converted to a temporary home for migrant labour. A 'white' town required legislation that its 'black' employees had to live in the same area, named as homelands in form of a township settlement (Horrell, 1973:139). Therefore, the development strategy of the 'white' authorities was to create temporary accommodation for the 'black' working class before they would be completely removed from the 'white' cities. No 'black' resident could buy or own housing. It was not allowed for township residents to build their own homes, do alterations or be compensated for self undertaken improvements of accommodation (Horrell, 1973:143). The barracks and hostels, illustrated in Figure (4), Langa's 'black' residents were accommodated in, were all rental places that were constantly overcrowded. Privacy and territorial needs of the individual were not considered. Recent studies show that these living circumstances lead to the increase of health risks up to 25 percent more than in the general population (Sanhoff, 2000: 198). A citizen, interviewed in the heritage study on Langa undertaken by Anderson *et al.* (2003: 55) states in reference to provided accommodation, that "...we people slept like sardines in a tin". The majority of Langa residents are Xhosa speaking and come from the Eastern Cape. Langa faced forced removals, pass laws in 1960, gangs, and freedom fighting and student uprising. The business plan by the Langa development forum, of one selected project case of this study, points out that Langa allow "... all South Africans to understand our history and build the future on it" (01/04/1997).

Anderson, *et al.* (2003) describe the infrastructure of Langa in relation to the city in their heritage study on Langa. The township is located eleven kilometres away from the city centre of Cape Town and surrounded by strong physical boundaries like the settlers highway (N2) to the South and Vanguard Drive (N7) in the East. In the North as in the West the railway line encloses it. Jan Smuts Drive, the railway line and the Athlön Power Station area enclose the western side of Langa. The railway line to its north was originally built to provide designated 'black' people access to the city centre (Figure 2).

Not only the infrastructure of Langa but also its architecture was based on, and represented the ideology and the principles of the former apartheid regime. Anderson, *et al.* (2003: 18) state in their heritage study on Langa, that people had no control over the formation and structuring of the character of urban living environments. Langa was built with marginal effort to create a liveable environment for its inhabitants. The character of its architecture did not consider or emphasize traditional culture. The architecture projected anonymity, uniformity and impermanence (Anderson, *et al.*, 2003: 21). Because of 'black' people being politically powerless and every developmental step being undertaken by the 'whites', no reflection of the culture the 'blacks' in the architectural design was found. The character of Langa was marginal in its diversity and in its aesthetic attractiveness. Langa, in its original planning stage, had only one entrance and exit. Those were strictly controlled by the 'white' executive, which were politically underpinned by the legislative authorities. An Langa resident, interviewed by Davies states: "We began to realise that this township was built in such a way that if they wanted to keep us inside they could..." (Anderson, *et al.*, 2003: 31).

The social forces and planning conventions in Township areas during apartheid in South Africa are similar to the ones in the seventeenth century in France, described by Foucault. Foucault's theory refers to the situation that affected citizens of French cities at that time. It describes the condition of being imprisoned when the plague came to town. This

analytical description by Foucault is similar to Langa's former situation during the apartheid era and allows for its interpretation. Foucault's theory of panopticism locates, encloses and controls human bodies and action in space. Foucault exemplifies that the process of location was distributed by the political hierarchical system in the 17th century in France. So did the former apartheid system in South Africa, which segregated and relocated by legislation race and gender. Foucault's focus is thereby on the relations between the man-in-power, the sentinel, and the disempowered, the imprisoned. The first step in case of the event was the strict partitioning of space. Social interaction between people and meetings were prohibited. Guards ensured that everybody stayed in its own proper space, isolated from the other. Sentinels ensured the accomplishment of the order given by the magistrates. Disorder, theft and extortion by citizens were observed and recorded by authorities. Foucault (1977:197) states the disciplinary mechanism during the plague: "This enclosed, segmented space, observed at every point, in which the individuals are inserted in a fixed space, in which the slightest movements are supervised, in which all events are recorded ... in which power is exercised without division, according to a continuous hierarchical figure, in which each individual is constantly located, examined and distributed among the living beings...". This is true for the former situation in South African Townships, where a space was laid out that was controllable and constantly monitored by the 'white' authorities.

In conclusion, the township's cultural and social history of its inhabitants provides fertile ground for community work. A marginal number of research investigations were undertaken on Langa's morphology that offer therefore a solid bases of background knowledge for this particular area of Cape Town. Furthermore, Langa offers a generative ground of testing applied community based principles like community participatory practice. Langa's historical development its manifestation of former value system under during apartheid that were generated by the 'whites' for the previous oppressed 'blacks'. Therefore, Langa is a living source in built form. Lyons & Smuts (2000:1248) refer to Langa development forum (LDF) as being a 'flat' structure, compared to other township leader organizations. This is another, and may be the most important aspect for choosing Langa as place of investigation. This study accepts that community participation starts on the ground and its initial idea of power distribution is democratic and therefore horizontal. I assume that both ways of power distribution are necessary in community participatory practice. But I also assume that the horizontal distribution needs to be studied to identify the aspects of horizontality at first.



Figure (3). Source: CMA -Orthophotos, University of Cape Town. Areal photograph showing the boundaries of Langa laid out during apartheid.

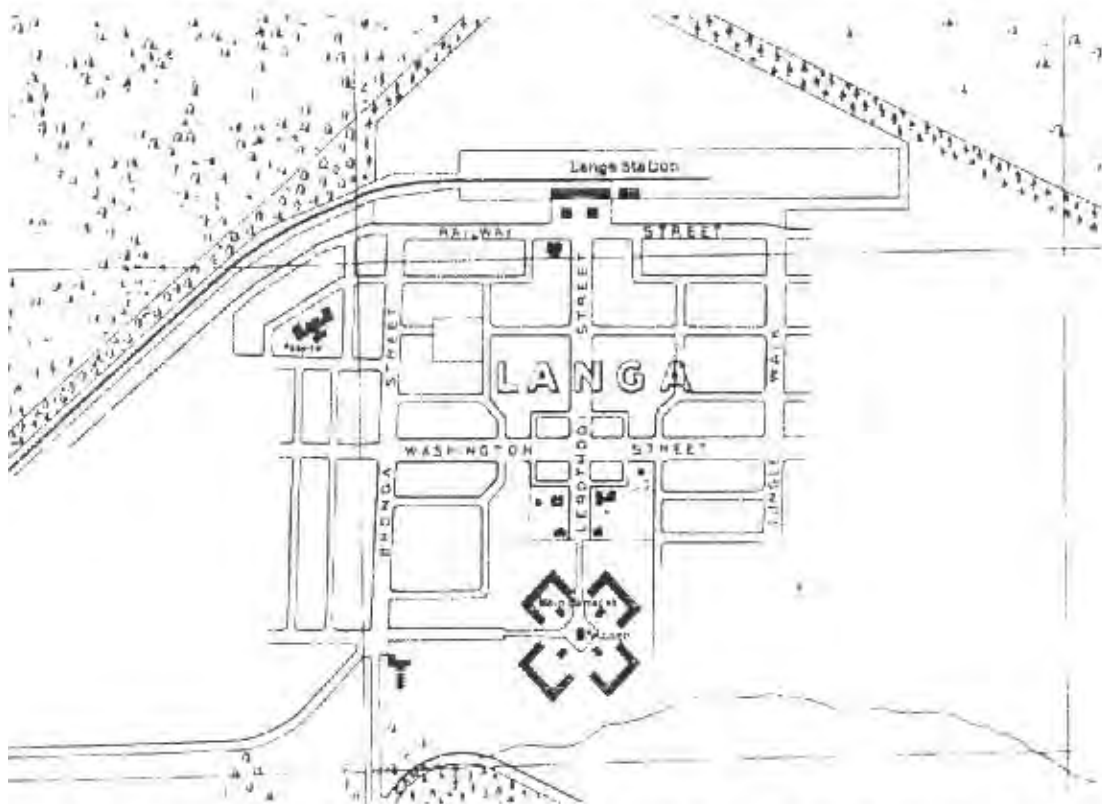


Figure (4). Source: Anderson, M., Field, S., O' Donoghue, J., Davies R. (2003). Langa Heritage Study. org. from 'City of Cape Town' (Surveyor's General Map. 1930)



Figure (5) Source: <http://www.kapsstadl.co.za/>. Langa Hostels showing the current living circumstances of migrant labour by the British during apartheid days

1.4.4 Living circumstances of Langa's people during the apartheid era

During apartheid, in contrast to other restrictions for residential areas as introduced in this chapter under '4.2', there was no local employment allowed in Langa and only a small amount of shops and trading was the exception of the rule. The access to public facilities was limited and education, health care, religious practices and community life suffered because of the lack of facility. These circumstances were part of the political strategy, being in total control of the 'black' population. Anderson *et al.* (2002: 9) cite in their heritage study on Langa the statement of resident Mr. Mama, who describes the situation as follows: "We were not even treated like third or fourth class citizens, we were treated like animals", 'Black' people where completely disempowered by legislation and had no rights on decision making within their built environment. Pinnock (1989:168) cites a statement indicating the loss of social environment and identity of removed 'black' citizens from the city: ". . . as for the rest of his fellow citizen, he ['black' township resident] is close to them, but he sees them [relatives] not : he touches them . but he feels them not; he exists but in himself and for himself alone; and if his kindred still remain to him, he may said at any rate to have lost his country."

Foucault (1977:198), refers to the political dream of total control, justified through the aim of containing the plague in the seventeenth century by political order. He states: "But there was always a political dream of the plague, which was exactly the reverse: not the collective festival, but strict divisions; not laws transgressed, but the penetration of regulation into even the smallest details of everyday life through the mediation of the

BACKGROUND

Changing Development Policy

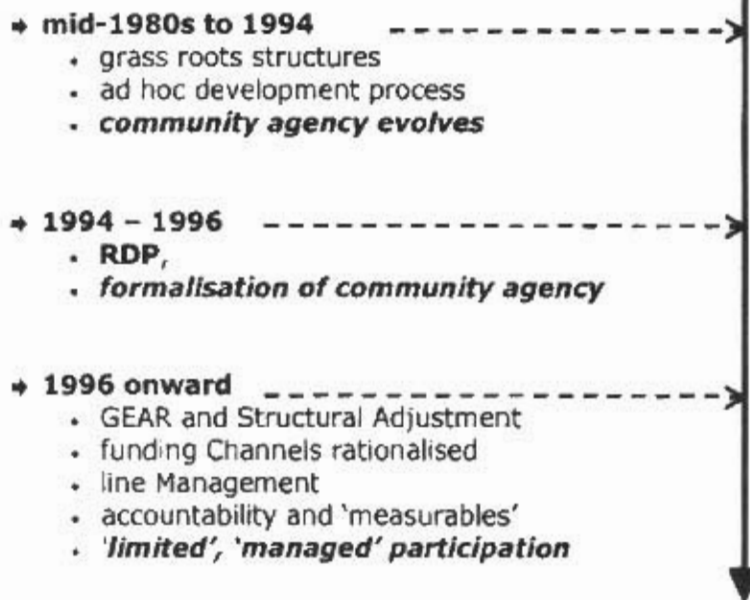


Figure (6) by Lyons & Smuts (2000). Changing Development Policy

Accompanied with the election of the ANC as the leading South African political party, with a majority of black people in the parliament, the vision of future housing conventions was defined. Harber (1990: 9) refers to the statement of the ANC Freedom Charter: "Slums shall be demolished and new suburbs built where all shall have transport, roads, lighting, playing fields, crèches and social centres" After the election in 1995 the charter defines that housing needs have to address security and comfort; they have to be accompanied with equal rights for the people to live where they want and to be supported to inhabit adequate housing in a snug and secure environment (Low, 1998:331). Therefore, the South African government designed a plan for participatory development to introduce and establish its purpose throughout all governing institutions in the country (Houston, 2001:207). These institutions are illustrated and explained further in the following chapter.

1.4.6 The application of genuine participatory architecture in Langa

As community participation is a legislative requirement in the development sector for South Africa, the application of CS-Studio's community participatory architectural design approach is dependent on various institutions. The following will identify the legislative layers of governing institution in terms of community-based design. The non governmental organization, particularly responsible for development in Langa Township is elaborated in chapter '3.3.9.6'.

The governmental structure of South Africa operates on three distinctive levels. These are the national, provincial and local level. These levels are represented by three different institutions and are interrelated and dependent on each other. The national level consists of judicial authorities and courts. It aims to represent and meet the interest on the

provincial level. The provincial government has got legislative and executive power. Its aspects of responsibility are education, social and physical environmental affairs as housing. The local authority, the municipality, is responsible for economic development and besides many other aspects in particular for social capital building and the provision of housing (Government System, 2004:341).

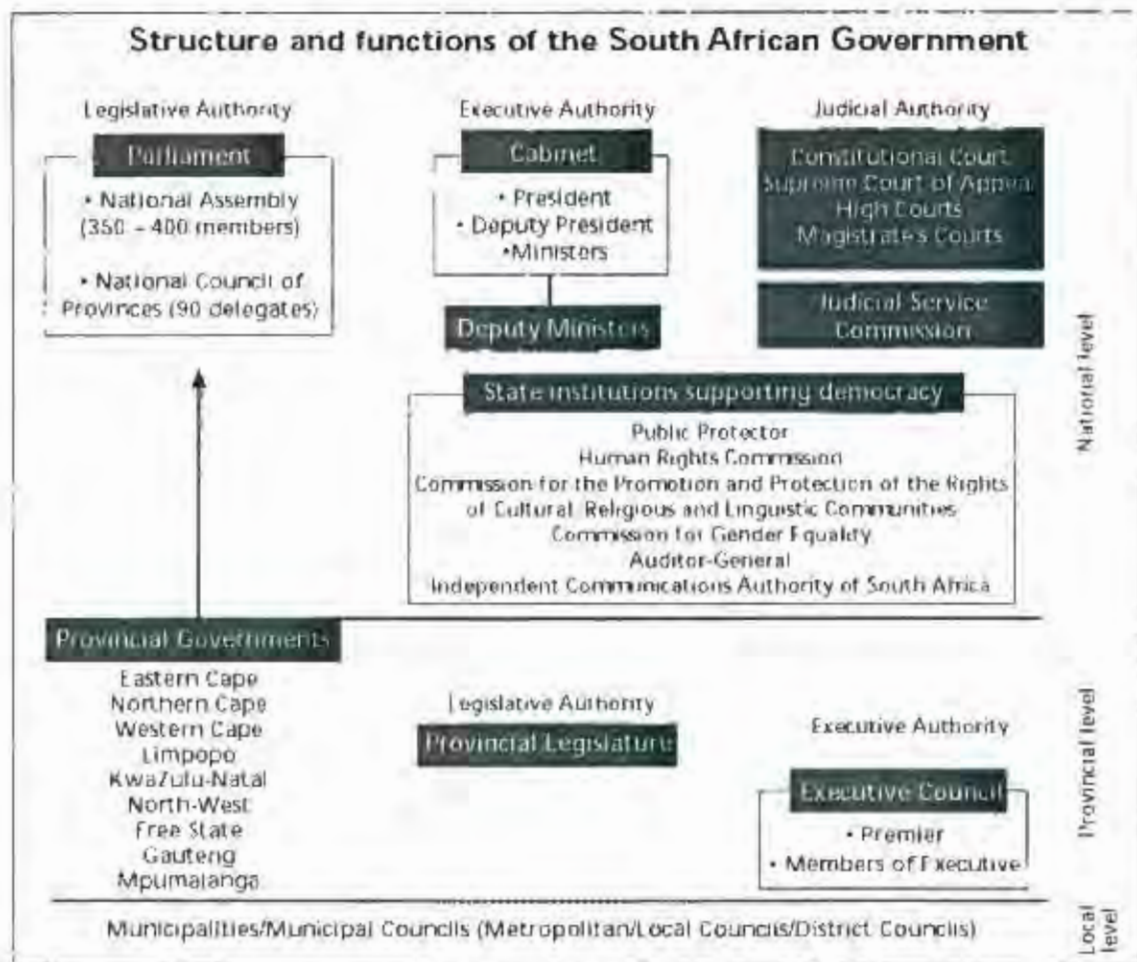


Figure (7), Source: <http://www.info.gov.za/structure/diagram.htm> (2004) , South African government structure

For this particular research investigation the role of the local government is mainly important as a guiding institution for community participatory processes underpinned by law, designed for the National and provincial level. Local government holds the dynamic role of being agents in the development sector. It is specifically responsible for poverty issues. It gets supported with an increase rate of 27 percentages out of the equitable share grant between the years 2001/2 and 2004/5 (Government System, 2004.348).

Local government is therefore mandated by the constitutional court to encourage and involve local communities in local development matters. This is statutory given in Act No. 108 of 1996. This is accompanied with another regulation, RSA, 1998b, Section B, named as the 'white paper', which commits local governments to work with the community and determine fair sustainable, social, economical and material standards for it (Houston, 2001:207). Mazaza (2000:51) adds the promotion of safe and healthy environment to the determined aspects by Houston. Mazaza points out that those defined standards are not enough to meet the community's realities. He specifies four outcomes that are required to

become fulfilled by the local government. First, the provision of household infrastructure and services. Second, the creation of liveable, integrated cities, towns and rural areas. Third, local economic development and fourth community empowerment and redistribution. (Mazaza 2000:54). This regulation is defined in form of an 'Integrated Development Plan' (IDP) at the local government level. Those IDP's are seen as cost effective way of practicing community participation when they are fulfilling the following five aspects. Firstly, they link vision to policy and budget strategies. Secondly, they link internal and external governance. Thirdly, they create a community directive. Fourthly, they enable partnerships, and fifthly they link issues at the grass root level with metropolitan strategy (Solomon, 2000:41). Cape Town's city council represents the local government. The so called UniCity, the merging of six antonymous local councils in the year 2000 is responsible for 3 million people living in the Cape Metropolitan area. One major responsibility of the UniCity is the addressing and the reduction of poverty issues. Further responsibilities are an integrated development approach that combines economic growth, social equity and environmental sustainability (Rasool, 2000:48). Those issues are large. One million people in the metropolitan area are affected by poverty and another million are living on its border (Solomon, 2000:40).

Moreover, the local government deals with two major issues around development. These are on the one hand, the planning, implementing and monitoring of local authorities and on the other hand obligating them to consult residents, communities and stakeholders (Houston, 2001:211). This is expressed through regulations found in the 'White paper' published in 1998, which addresses the ANC's interest to local authorities in terms of developmental community based strategies in housing issues in a social phenomena as Langa Township. Solomon (2000:40) refers to six major aspects found in the 'white' paper regulations. First, the maximising of the municipal impact on socio-economic development. Second, the coordination and integration of public and private investment. Third, democratising, which includes the provision of democratic governmental services for community based development. Fourth, the building of social capital. Fifth the responsibility of local government for the integration of national programmes and sixth it includes social justice and equitable metropolitan governance. Mazaza (2000:51) adds the aspect of the provision of safe and healthy environments. Further institutions mandated the city council are listed in chapter '3.3.9.6' on responsible Institutions for planning and development.

1.5 Scope and limitations of the research

1.5.1 Scope of the research

As explained in chapter '1', the discourse around community participation is wide and discussed on an international and national level. Therefore the research needs to be located within the socio political conditions under the consideration of change in transforming and developing South Africa. This research focuses on three selected small-scale participatory-based projects undertaken by CS-Studio in Langa from 1989 onwards as the firm established its practice formally (CS-Studio, 2000: 1). These projects includes an educational facility, the Ulwazi Youth Centre Phase 1 (1989-1991) and 2 (1998 –1999), and public health and hygienic facility, the bathhouses (1995 – 1997) and an cultural and art facility, the Guga'S Thebe arts and heritage centre (1999 – 2000). The area of study includes three policy phases, as the one by Lyons & Smuts (2001). First, this is the community autonomy with non-governmental support phase, Ulwazi Youth Centre Phase 1 and 2. Second, community autonomy with state support, the public Bathhouses. Third, state initiated development with community participation, GugaS' Thebe arts and cultural centre.

1.5.2 Limitations of the research

The study will focus on the category of genuine participation and its aspect of 'cooperation' as defined by Sanhoff (2000: 8) only. The study will not address Pseudoparticipation or the aspect of citizen control as defined under genuine participation. Lyons & Smuts (2000:1238) point out a strong link between participation, empowerment and sustainability. The researcher of this study strongly believes that participation starts on the ground, reflects an democratic process, and works therefore with the horizontal distribution of power. In contrast empowerment, which is particularly linked to participation is the performance of power in an vertical way. The complexity of participation and its genuine application in the South African context is accepted as adequate within the framework of this study. The focus is therefore on community participation and that aspects that aim to make it genuine only. The existence of a link is not doubted but suggests that the in depth study of community participation and its horizontal distribution of power at first gives sufficient insight into the basic principle, before moving on to the aspects of empowerment and sustainability, which apply and distribute power vertically.

The non-application of genuine participation can be a reason for the failure of a project. The lack of education, the occurrence of violent actions amongst the community against the project, also as the neglecting of its maintenance can occur as a failed participatory design approach for the observant. The investigation will not focus on these aspects but since they impact and overlap within participatory practice, they cannot be disregarded.

The study will therefore focus only on the reasons of the success or the failure of a project because of its applied participatory architectural approach in the present context of Langa, Cape Town.

1.6 Usefulness of the research

There seems to be evidence that development in South Africa and in contexts described as the one of Langa is done in a quantitative rather than in a qualitative way. In order to avoid further development that is not informed by academic research and therefore tends to fail, this research aims to identify issues around community participatory-based development for phenomenon as Langa Township.

Moreover, there seems to be evidence that the application of participatory design influences the amount of crime and violence against a community participatory based project, research in this particular area would be beneficial for South African architectural practitioners in the present South African context (Marschall & Kearney, 2000: 21). There are a number of current developments in South African townships, which are financially supported and developed by government officials but hardly accepted by the community. This research would contribute therefore to a better understanding of genuine community participatory practice in South Africa. Further it would also be valuable for teachers in the educational sector in architectural education, as well as for independent architectural researchers. It hopes to inform local authority and practice and encourage academic debate in the field. By giving meaningful insights into current community development in South Africa three selected built projects and philosophy by a single firm, it aims to contribute to more successful development in social complex phenomena as Langa Township. Moreover, it hopes to bring about the re-development of various contemporary developmental strategies by governmental institutions as well as architects in low social areas as Langa Township through a report. Furthermore, a description of the study informs the community in Langa on the participatory global discourse and the applied approach by CS-Studio in three built project cases by the firm. Finally, it aims to test Sanhoff's appropriateness for the poor areas of South Africa.

1.7 Summary

As community participatory practice is a worldwide movement and acknowledged as a democratic way of practicing architecture especially in by poverty driven social environments, the introductory part, the area of this study suggested the investigation in this topic within Cape Town's Langa township in democratising South Africa.

Architecture reflects the social structures and political movements and tendencies in a society. The political change in South Africa calls for transformation in architecture, away from its former representation of oppression to a symbol of empowerment and equal rights. Therefore, the investigation in one particular firm CS-Studio seems to offer vast potential to examine and to contribute to the discourse around genuine participatory practice in contemporary South Africa. The investigation seeks at the development of a list of criteria and for an evaluative critique on the firm's conceptual efficiency, theory and practice on genuine participation in architectural development.

The research aims to become beneficial for local and global governmental institutions, practitioners and educators based on selected case studies in South Africa's poverty driven context Langa Township. Again, in contradiction to the former situation in South Africa, the application of community participatory approaches is nowadays a legislative requirement (Low, 1998:334). This requires economical and physical change within and for areas as Langa Township. Those areas are highly dominated by poverty and surrounded by strong physical boundaries, lied out under apartheid days. Hamdi (2000: 2) points out that participation does not only serve the interest of the poor but it also gets used by individuals of governmental institutions, professionals and community members for own interests. The tools, techniques and methods that are necessary to apply community participation and achieve genuine community participation are therefore necessary to investigate in. This includes the weakest element of the whole, the poor. By giving them a voice, the process becomes of getting democratic and community driven and has to start in the single unit, with a single project within the context of the city of Cape Town.

The research aims to trace the evolution of building projects from the first aspect of the project cycle onwards. It will investigate in the development of CS-Studio's philosophy, its theoretical component and its component of experience. The political situation, former and current, of South Africa and its impact on the philosophical and practical approach of CS-Studio in Langa Township is implemented in the research investigation. Management and community structures are part of the analysis. Therefore, the study should be of interest to local government and community leader and member.

The following chapter develops a theoretical framework in order to evaluate CS-Studio's participatory design approach of three undertaken projects in Langa.

2 Methodology

Introduction

In order to gain valid data as well as research findings, it is necessary to underpin all applied research methods and steps with effective, legitimate and accepted theory that is acknowledged amongst academics. The bibliography of this study introduces a selected range of appropriate literature around community participation. However, as there seems to be discrepancy in theory found on the thinking and application of community participation in developed and developing countries it is essential to investigate in praxis. The intention is to apply a case study method in order to inform the research with practical experience. In this regard, parts of the structure and analysis of this study was inspired by the unpublished PhD thesis of Hachmann (2004) and Townsend (2003). These two authors investigated sociological related matters in the area of construction economics and conservation practice and therefore applied the case study approach.

My intention is to construct a theoretical model that is based on Sanhoff. His argument is founded on principles mainly of an developed country context. The intended comparison of Sanhoff and CS-Studio's philosophy and applied approach that is based on an developing country context, holds maximal potential to elaborate community participatory practice for South Africa in comparison of what seems to be required in developed countries and treated as genuine.

After having examined the methods, applied in contemporary academic research in an overview, the author will apply the most appropriate tool for this investigation in the context of Langa. Besides the examination of the research method, this chapter will discuss the focus on the social and built environment of Langa Township. The description of the research's applied steps are found in chapter '4' and are directly related to the theory on method of this chapter. Furthermore, this part of the investigation will discuss the research's justification of the paradigm and method, its criteria for key study selection, the case study design procedures as well as the scope and limitations of this study. Moreover, the way of collecting data and its analysis will be described in this chapter.

2.1 Justification of the research paradigm and method

2.1.1 Research inquiry

The following section will introduce the major characteristics of various research paradigms and methods in current sociological and institutional research. The aim of this chapter is to familiarise the reader with current research techniques. It will briefly explore the debate on contemporary research methods and clarify their appropriateness for this particular research investigation.

This research investigates Langa's contemporary social phenomena and aims to find answers to sensory data, which is data that can be counted, measured, seen or touched. The character of this research is therefore an empirical one. Simultaneously, the research inquiry for this study goes hand in hand with those of sciences, which are based on logic and that have theorems that are taken as valid without sense-experience (Mautner, 2000:166).

Field (2003: 1) states that the investigation in Langa Township requires a sensitive approach of investigation, because it is a field of complex forms of historical coherences and memory. This study investigates former disenfranchised Langa's citizens in relation to

their built environment in South Africa. The analysis of research paradigms in relation to its data and the identification of the appropriate method is therefore essential for the success of the study. The theory on method, relevant for this investigation, will be broken down into steps to adduct and justify the applied method and its underlying research paradigm.

2.1.2 Research paradigms and data

The research paradigm is a pattern of thought that is constructed out of theoretical assumptions, rules and techniques. These are taken for granted by investigators in order to conduct research and gain valid data (Mautner 2000:408). Paradigms serve as basic platform for the applied method. Sokolowski (2000) refers to positivism and phenomenologism both defined in chapter 'Definition of keywords', as most applied research methods. In general, the applied method of the research is predetermined by the data's nature and the research problem. The following chapter will explain the positivistic and phenomenological paradigms and their relation to data. The particular paradigm's strength and weakness will be explained and the most appropriate research paradigm for this investigation will be identified.

2.1.2.1 The positivistic paradigm

Positivism emerged with the aim of gaining a worldview in accordance with modern science. Positivistic beliefs reject superstitious and religious forms of thought. Knowledge is gained through sense-experience. The accumulation of knowledge occurs in an explanatory and descriptive way. Positivism does not apply different principles for the whole range of sciences. It does therefore for instance not suggest a different approach of investigation for social or physical science (Mautner, 2000:438).

Positivism is rooted in the ontological paradigm. This particular paradigm deals with the belief, that there is a reality driven by indisputable laws. If positivism is applied, the researcher asks direct questions towards the nature of things, which answers are *either* right *or* wrong. Furthermore the basic questions of positivism are 'how things really are' and 'how things really work'. By asking these questions, the researcher is in the position of an observer. As the positivistic approach is applying a one-way process, it does not allow the observed object to ask questions back to the observer (Guba, 1990: 19).

The characteristic nature of positivism and its application was strongly attacked by theologians and Marxist-Leninists. Its use was universally rejected by philosophers since the last half-century (Feldman, 1998: 28).

For this study the application for the positivistic research paradigm only, would be not appropriate, as the study deals with complex social phenomena in Cape Town's township Langa. This is introduced and explained in the chapter 'Area of study'. The study's source of evidence is partly based on logical methods and statistical reports. The application of the positivistic research paradigm is useful for the creation of a generic database on community participatory practice in South Africa.

The quantitative research method and its data

Leedy (1993:144) refers to a research study undertaken by Stainback and Stainback on research methodology in 1984, where they contrast quantitative and qualitative methodologies and conclude the following about the nature of quantitative research:

The quantitative research method is based on the positivistic paradigm and uses questionnaires or experiments to determine valid data. The research method is based on impersonal experiments. That means that the nature of the positivistic approach investigates an object from an outsider perspective and avoids the interaction between the observers and the observed. Further the positivistic approach does not believe in considering dynamics or the fact that things change over time.

Bias is kept to a minimum and the research method is therefore highly inflexible and constantly seeks the measurement of consistent facts only. The method's variables are mostly manipulated in order to control and capture natural phenomena; that means that certain variables are neglected for the purpose of gaining valid data to answer the hypothesis. Leedy (1993:143) refers to the application of the so-called 'null hypothesis' in quantitative research, where the researcher tests variables causing certain results, which either support or reject the hypothesis and construct the argument on a statistical level only. Positivistic approaches do allow for objective data only and exclude feelings and thoughts. Leedy describes the process of this research method as being 'cold' and deductive.

2.1.2.2 The phenomenological paradigm

Edmund Husserl initiated the movement of phenomenology. Therefore, he is accepted amongst philosophers as the founder of phenomenology. This paradigm deals with issues that are raised in the contemporary world and even going beyond historical and modern knowledge to reactivate philosophical life (Sokolowski, 2000: 2).

Phenomenology is the study of human experience and the way things present themselves through such an experience (Sokolowski, 2000: 2). The paradigm deals particularly with the problem of appearances. The question of how things appear has been a fundamental question of philosophy since its beginnings. Therefore, the phenomenological paradigm is the pattern of thought that is based on the question of how things appear through experience. Phenomenology is based on the thought that personality and intelligibility are given things that are available to be explored on individuals within the context they live in. The phenomenological paradigm accepts the individual as a source of evidence and asks of how things are. In contrast to the positivistic approach, this paradigm enables individual subject to discover other objects and moreover to discover itself within the surrounding context it lives in. Sokolowski (2000: 4) puts it this way: "Phenomenology is reason's self-discovery in the presence of intelligible objects".

The historical medium of sense experience started with the thought and interpretation around written or spoken words. Nowadays this is supported through a vast number of media as computers, microphones, television, movies, advertising and the Internet.

As the study deals in the complex social environment of Cape Town's Langa Township, the phenomenological research paradigm appears to be the most suitable one for this investigation. The fact in terms of the phenomenological belief, that the own sense experience is a source of evidence is accepted. This will happen by conducting direct observations in Langa and experiencing the people in their contemporary environment. In terms of phenomenological inquiries, the following aspects for this study investigation identified by Leedy (1993:141) will be applied. Issues will be addressed directly. Statements and writings of selected theorist's theories identified as appropriate for this study will be used as a basis for the arguments presented.

The qualitative research method and its data

The qualitative research method stands in contrast to the quantitative one. Leedy (1993: 142) designates the qualitative research method as an 'warm' approach. One of the major differences to the quantitative approach and its data is that the qualitative approach accepts the use of words, respectively interviews, by people as elements of data. Qualitative research becomes authentic and useful to apply to lived-reality, because of its sense, sociological concreteness and its theoretical construct. Leedy (1993:143) refers in his chapter on research methodology to six features, identifying the research method as qualitative if:

- it is field focussed and requires observation as source of data
- it uses an approach that incorporates 'the self' in the situation and accept the 'self' as an instrument for the study
- it allows for being interpretative
- it uses expressive language and is written in a way that shows the presence of 'voice' in the research dissertation
- it pays attention to important particulars during the observation
- it is judging the criteria's success.

After having conducted the quantitative questionnaire at first, again it gets proved and tested with qualitative data. Furthermore, it makes sense to apply another source, which are the findings in literature. This will be explained in the chapter '2.1.4' on Triangulation.

2.1.3 Research paradigm and data, appropriate for the investigation of genuine community participatory design in architecture

Due to the nature of purpose of the research and the inquiries emerging out of the heritage study undertaken by Field (2003), the investigation in Langa applies a perceptive approach of investigation, considering Langa's historical circumstances, which shaped the township citizen's personalities under apartheid (2003: 1). Thus, the investigation of genuine community participation, the involvement of the community in the architectural design and development process, the research method will apply the phenomenological approach. Additionally, quantitative data, based on the positivistic paradigm will be used. The decision on the research paradigm and its nature of data is underpinned by an exemplary study undertaken by Smuts and Lyons (2001) on Participation, Empowerment and Sustainability. Their study investigated in similar social phenomena as Langa Township in South Africa. Their source of data is based on quantitative data in form of a questionnaire, and qualitative data in form of an interview. Furthermore, the argument is underpinned with specific findings in literature on their topic (Lyons, 2001:1238).

2.1.4 Triangulation

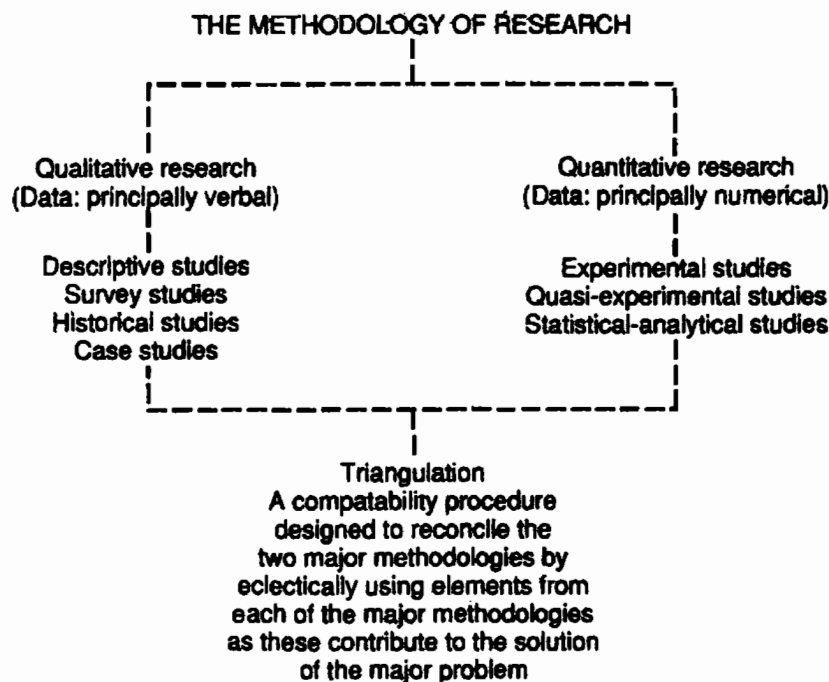


Figure (8), Source: Leedy P.D. (1993: 145). Practical Research - Planning and design: The methodology of research

Quantitative data based questionnaires were detected as providing source for the design of interviews, determining qualitative data. Additionally, to the use of quantitative and qualitative data, the third main pillar of the research data will be the findings in literature. The use of multiple sources of evidence is called Triangulation. Sources, in detail for this study, will be semi-structured interviews based on questionnaires surveys made by the researcher, which is explained further in chapter '2.2.9.7'. The use of multiple sources allow for investigating in a wider range of facts on the situation. Triangulation of the applied methods will be used to cross check the findings and detect parallels and distinctions within data. Yin (1994: 92) states: "The potential problems of construct validity can be addressed, because of multiple sources of evidence essentially provide measures of the same phenomenon". However, theoretically it makes sense to conduct the quantitative questionnaire at first, using it as a database and strengthen the findings with qualitative data. The use of quantitative and qualitative research methods are not mutually exclusive but are of different nature only. The limitations of applying more research methods are therefore, that they can complement each other only, but cannot prove or disprove each other.

2.1.5 Research methods

The previous chapter discussed research paradigms and their relation to data. The following chapter will introduce research methods applied in current socio contextual research. Essentially there are four major research methods found in social sciences. These are the application of experiments, surveys, histories and case studies (Leedy, 1993:122-123). Each of these methods is applied for a specific nature of investigation.

This chapter will determine the research method, appropriate for this particular investigation.

2.1.5.1 Descriptions of the characteristics of each particular research method besides the case study

In order to gather the most information out of the research investigation, it is essential to gather knowledge on the characteristics of the different research strategies. Yin (1994: 13) refers to each particular research method and explains their advantages and disadvantages in relation to phenomenon and context. The following paragraph examines these methods briefly.

Experiments divide phenomena and their contexts and focus therefore on a few variables only. Histories and archival analysis instead, deal with phenomena and their contexts but not with contemporary situations. The disadvantage of a survey is the extreme limited possibility of investigating in the context of the phenomenon (Yin, 1994: 13).

2.2 The scope of the case study design and the method

The intention of every research process is to test theories and relate those theories to data. Subsequently the research design links the collected data to the research questions of this study.

This research investigation applies the case study approach, as defined by Yin (1994: 1). Yin argues for the use of the case study method being imperative when the researcher is engaging in complex social phenomena. Yin is highly experienced and internationally acknowledged in this particular research field and recommends in his book 'Case study research' the following research steps for the application of case study research:

1. Designing case studies
2. Conducting case studies; preparing for data collection
3. Conducting case studies; collecting the evidence
4. Analysing case study evidence
5. Composing the case study report

2.2.1 The case study design construct

Mainly there are two general characteristics found for case study designs. Yin differentiates between the single and the multiple-case designs base on a 2x2 matrix (1994: 39). This matrix is constructed of either a single and or multiple case designs with relation to either single or multiple units of analysis. Single and multiple case study design can occur as having either a holistic or embedded character. (Yin 1994: 38). This research investigation deals with multiple cases, embedded character and multiple units of analysis. The three projects undertaken by CS-Studio represent multiple cases. The involved organizations, the professional's one, the local government, the non-government organization, the community of Langa represent the units of analysis within those three cases. The employees of those organizations, the involved professional, the involved city official, employees, community leaders and members are the interviewees within those

units of analysis. Those participants, actively involved in the design process of CS-Studio architects are the embedded units of analysis.

2.2.2 Testing the validity of the case study outcome

Within the case study investigation the following four aspects test the validity of the research results. These are the constructs of validity, internal validity for explanatory and causal case studies, external validity, and reliability (Yin, 1994: 18).

The following diagram introduces an established way of testing and judging the quality of the case study tactic. The different aspects and their appropriateness for this study are explained in more detail in the following chapters.

tests	case study tactic	phase of research in which tactic occurs
construct validity	<ul style="list-style-type: none"> - use multiple sources of evidence - establish chain of evidence - have key informants review draft case study report 	<ul style="list-style-type: none"> data collection data collection composition
internal validity	<ul style="list-style-type: none"> - do pattern-matching - do explanation-building - do time-series analysis 	<ul style="list-style-type: none"> data analysis data analysis data analysis
external validity	<ul style="list-style-type: none"> - use replication logic in multiple-case studies 	<ul style="list-style-type: none"> research design
reliability	<ul style="list-style-type: none"> - use case study protocol - develop case study data base 	<ul style="list-style-type: none"> data collection data collection

Figure (9), Source: Yin, R. K. (1994 :33). Case Study Research: Design and Methods

Yin (1994: 34) points out that the 'construct of validity' is very important for the case study approach to avoid the investigation of becoming 'subjective'. That means in particular, that the researcher has to implement and consider the types of changes over time to reflect the validity of the study. As the study investigates in the firm's participatory approach of undertaken projects in Appendix 1, the research investigation has to deal with two different political situations, the former apartheid system and the current democracy of South Africa. Further important aspects in terms of constructing validity can be achieved through the application of the following three tactics:

- using multiple source of evidence
- establishing a chain of evidence
- reviewing the case study report by the key informants to gain an impression of the validity of the investigation outcome

The multiple source of evidence has been used to avoid 'subjectivity'. These multiple sources, the different units of analysis are described in chapter '2.3.9' on collecting the evidence. The establishment of a chain of evidence will be achieved by bringing the

finding in chronological order. The chapter '2.2.9.1' introduces the visualized project cycle as a tool of comparison and evaluation. The introduced steps establish a chain of evidence as required by Yin. The last aspect by Yin, the review of the report by key informants will be not part of this study.

The achievement of internal validity is less appropriate for this research investigation as this study is an explanatory one and not a causal case study.

External validity describes whether the issue of the study outcome is applicable and allows for generalization beyond the study itself. Therefore, in case of this research investigation the in-depth study of a single firm CS-Studio in the South African context cannot cover the whole discourse around participation and does therefore not necessarily allow for generalisation. It only determines the role of one specific firm in the contemporary architectural discourse on participation in South Africa.

Reliability in terms of Yin (1994: 36) refers to the minimization of errors and bias within the case study by recording every undertaken step, as in chapter '2.3.1.2'.

2.2.3 The components of the case study

The major aim of the research design is to avoid a situation where the research evidence ends up not addressing the primary issue of the research. On the one hand the research design should designate the character of data collected through questions and propositions and its units. On the other hand it should show how the identified data is linked to the proposition and to identify the criteria of interpreting the findings. Therefore, Yin (1994: 20-26) identifies five components explained in more detail in the following 2 sections for conducting case study design.

2.2.4 The role of theory within the case study

Before conducting any case studies, the development of theory is essential. This substantiates and validates the research to guidance in terms of data collection and developing strategies (Yin, 1994: 28). This research investigation identified major figures on theory, examined in chapter of '3', in order to develop a tool to measure and compare the participatory approach of CS-Studio architects in relevance to Sanhoff's definition on genuine community participation in architectural design.

2.2.5 The questions, the propositions and the units of analysis of the research

The scope of the study requires the development of questions around the defined issue to satisfy the study purpose, the answering of the research question. That means that the design of the research questions has to focus on the particular topic within its defined limitations.

The investigation starts with having a research rationale and a direction. It progresses with the analysis of the research's units and requires apprehending the complexity of the study and its components. The selection of the appropriate units, asking suitable questions is absolutely fundamental for the outcome of the research investigation. The units in this particular study are, the discursive application of community participation by CS-Studio architects in a specific context namely Cape Town's township Langa. Further units are

found in the literature on genuine community participation by Sanhoff (2000: 8), underpinned by theories of Foucault on power, as well as the period of time the research takes place. These theoretical aspects are explained in much more detail under the chapter '3.1'. Further units, in particular the identification of key figures for the interviews are listed and described in Appendix 1.

2.2.6 Linking data to the proposition and identifying criteria for interpreting the findings of the research

The linkage of data to the proposition occurs through a process named as 'pattern matching'. Thereby parts of information of one case is linked to the theoretical proposition of the study investigation (Yin, 1994: 25). In the case of this study the pattern of participatory architecture gets linked to the pattern of theory by Sanhoff on genuine community participation. This forms the pattern, which gets linked to the pattern, the overarching theory by Foucault. In terms of the interpretation of the research Yin (1994: 24) points out, that there is no tool of measurement existent for developing criteria in concurrent research. He states that exceptionally contrasting patterns are giving more dissociation as less remarkably ones.

2.2.7 The case study method identified as the most appropriate method for the investigation of genuine community participation design in architecture in Langa

The following introduction of the case study method, appropriate for this study investigation is based on the literature by Yin (1994). He is internationally acknowledged as being an expert on the case study method. His publication on the case study method is certainly one of the most detailed one.

In contrast to former research, which was mainly quantitative based, case studies are used nowadays extensively in social science research. The case study is used in political, social, educational and planning science (Yin, 1994: 1). As the situation in Langa deals with community related, respectively complex social, circumstances, the case study method seems to be the most appropriate one for this investigation. De Certeau writes about 'Walking in the city: The practice of everyday life'. As the case study method has become the practice of everyday for many researchers, I underpinned its characteristics, the argument and findings of the study on genuine community participation in Langa, with theory by De Certeau.

Yin (1994: 13) points out that phenomenon and context in 'real-life' conditions are not distinguishable and their boundaries are not always clearly evident. He therefore recommends the application of a case study to function as sources of evidence. De Certeau (1998) describes this phenomenon through the act of walking. Thereby the pedestrian appears as a particular participant in forming the city's image, which means that its action becomes an event, or as Yin calls it, a phenomenon. The pedestrian creates a situation that is part of a whole or an context, which is made of many interacting individuals who are creating many individual situations. These cannot be captured physically but through mapping and the tool of language (Certeau de, 1998: 106). In figure (10), Leedy's diagram on contemporary research is described with De Certeau's (1998) process of 'walking in the city'. De Certeau states that the process of questioning and discovering has got a direction and forms an perspective. Spaces, in Certeau, or aspects, in Leedy, are created through the motion of physically or conceptual movement. Those, linked to each other form the system of the city, in Certeau, and the research, in Leedy.

During that walk the pedestrian keeps on asking questions and starts to hypothesize about certain manners of the city or the research. As he is part of forming the city's image or the research, he unbinds himself from its immediate connection to it. By moving in a certain direction, the investigator is able to discover a new perspective of the city's, or research's, multiple context and gather an overview of it. The city's image and the research are transformed into readability (Certeau 1998:102).

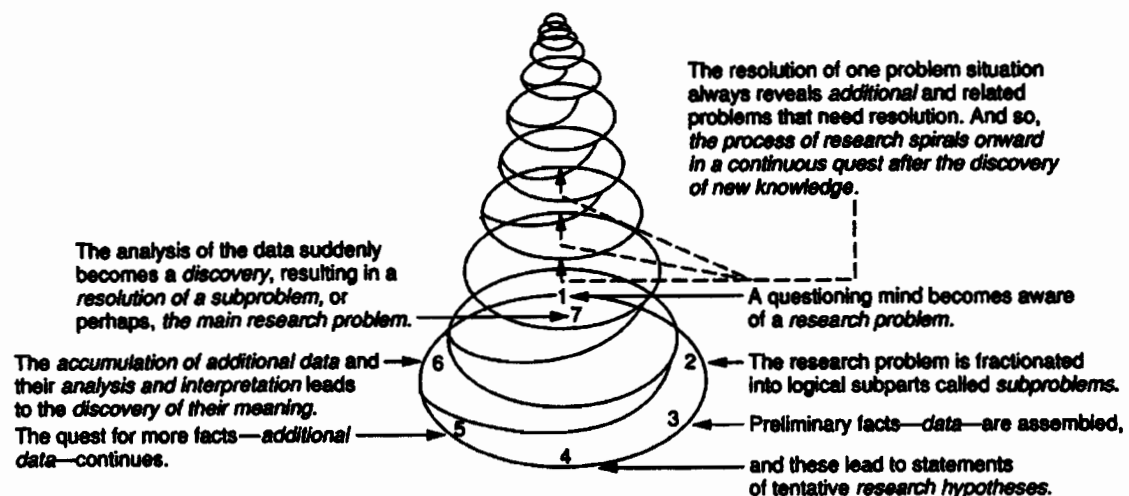


Figure (10), Source: Leedy P.D. (1993). Practical Research - Planning and design. Helical concept of the research process

That's when Yin calls for the case study, based on qualitative data, dealing with 'real-life' matters. Additionally to 'real-life' issues, Yin (1994: 1) points out the potency of the case study and its application especially in matters dealing with communities, psychology and sociology. Yin (1994: 15) declares the use of the case study as the most appropriate one as the research's nature:

- requires the explanation of causal links in 'real-live' interventions, that are to complex for the application for a survey or experimental strategy
- intends to describe an intervention and the real-life context
- aims to explain subjects within an evaluation
- is used as a tool of exploration within evaluated interventions
- is a "meta-evaluation", as defined by Smith (1990) and Stake (1986), being a study of a evaluation study

Yin (1994: 13) identifies further characteristics for the case study inquiry and states:

"The case study copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection analysis".

Based on Yin's identification and definition of the case study characteristics, the researcher identifies the case study as the most appropriate one for investigating in the context of Cape Town's Langa Township. The research is predominantly of a qualitative nature (Leedy, 1993) using a case study (Yin, 1994) and applying the phenomenological paradigm (Sokolowski 2000). In order to apply triangulation it includes quantitative

elements and therefore make use of the positivistic paradigm. This helps to determine if CS-Studio architects are applying genuine participatory architecture as defined by Sanhoff (2000: 8). As already mentioned, the decision on the research paradigm and its nature of data is underpinned by the study undertaken by Smuts and Lyons (2001). Not only for the research's paradigm but also for the application of the case study method, this study is of exemplary nature (Lyons, 2001:1240). As the historical, physical, cultural and social components of the area in were the research takes place are the same as in the study by Lyon and Smuts, the application of the phenomenological paradigm combined with the case study method is therefore justified.

2.2.8 Preparing for data collection

Yin (1994: 56-59) refers to the following skills a researcher should have in terms of preparing and conducting the case study in order to achieve a good case study result

The skill of how to ask questions requires the awareness, that the study outcome is not predictable. Listening is required to focus on develop the researchers own view of the issue. As very few case studies end up as originally planned, adaptiveness and flexibility within the research process is necessary. That means for the researcher in particular, that he has to change his planned research strategy if the progress of the study requires that. The grasp of the issues being investigated in, is the ability of the researcher to interpret the collected information and determine if this information is contradictory or consistent with findings from other sources. The last requirement for the researcher is the lack of bias in the information found, which means that the investigator should not focus on his own interpretation. He should rather be objective and accept surprises and unexpected findings and outcomes within the collected data.

The design of questionnaires and interviews requires expertise in that particular field. The following paragraphs are based on Yin's recommendations on interview design. Not only Psychologists and Sociologists are writing extensively on question development but De Certeau (1998:124) also refers to the power of spoken words, ..."they link gestures to steps, they open meanings and directions..." and underpins therefore the importance of appropriate formulated questions for a 'real-life' context as Langa Township.

The challenge for a 'white', male, non - South African researcher is to get in contact with the 'black' community in Langa. For this particular investigation the ancestry of the researcher is advantageous for the study. As the researcher was not affected and involved in apartheid issues, the opinion is to a lesser degree biased than the one of an South African of any race, directly involved in the former political system of apartheid. The author of this paper seriously aimed to apply a perceptive approach in this particular topic as recommended by Field (2003: 1), for making first contact with the community. He introduced himself without an explicit outset of interview questions but with an illustrative letter instead, found in form of an introduction statement in Appendix 2. The intention was to gather an impression of how the 'black' community of Langa would react to his appearance. Experiences in that case were made in the year 2003 in terms of an own pre-school project in Cape Township Nyanga. The researcher felt respected and accepted by the community during the time of collaborative planning and construction procedures. The intention of the researcher for this research project was to make contact with community leaders, administrative staff, teachers and city officials who were involved in the three selected project cases undertaken by CS-Studio architects. The list of identified key figures is attached in Appendix 2.

2.2.8.1 The case study protocol

The case study protocol serves as a guiding instrument for the researcher and is a major aspect of the whole research strategy to promote consistency in the investigation. Yin recommends its application especially for multiple case designs to cross check aspects that need to be captured to guarantee the success of the investigation. The content of the protocol should be as follows (Yin, 1994: 64):

- An overview of the case study project
- Field procedures
- Case study questions
- A guide for the case study report

The case study protocol is based on a tool developed for this research investigation. This tool, named project cycle is explained in the following chapter.

2.2.9 Collecting the evidence

There are six different major sources of evidence found when conducting case studies. These are documents, archival records, interviews, direct observation, participant observations and physical artefacts such as CS-Studio's buildings (Yin, 1994: 78).

Yin identifies the following principles as giving vast improvement to the quality of the case study investigation. First, these are the application of multiple sources of evidence that are useful to cross check the findings to determine distinctions and parallels within the data. Second, to base the study outcome on more than just one source of evident data. These are documents, plans and minutes of meetings with the community, open-ended or focussed or structured interviews, and the direct observation by the researcher. Third, the development of a case study database. That data again, appears in form of an report on the undertaken research steps, to enable other researchers to repeat the study. Moreover, the study report should be explicitly linked to the quantitative and qualitative research questions found in chapter '4'. Original documents are collected in folders and notes are taken in form of an diary and an tabulated time schedule. The collected data and the drawn conclusions should maintain a chain of evidence. That in particular means that the time and place of data collection need to be annotated, put in chronological order and need to relate directly to the protocol. Similar as Lyons & Smuts (2000:1233), local democracy and policy implications are aspects that the study considers in order to identify and interpret the findings.

In consideration of the above-mentioned principles, this chapter will discuss the most appropriate sources for this investigation only, which are the application of the life cycle to Sanhoff's philosophy, the use of questionnaires, the use of interviews, documentation and direct observations. The life cycle in its visualized form indicates the researcher's own interpretation of the concepts by Sanhoff and CS-Studio on community participation in an changing context of transforming South Africa and in particular Cape Town Langa Township. Furthermore, mapping of community participatory based development in Langa after 1994 and the mapping of the argument and the units of analysis and their members, explained in chapter '3.3.12' on mapping, are sources to collect and illustrate the evidence.

2.2.9.1 The application of the project cycle to Sanhoff's philosophy

In order to capture the aspects for this research investigation, the researcher applied Sanhoff's argument in form of an visualized project cycle of an architectural project. Important is that not Sanhoff's argument only designs the project cycle to measure

against. The procedure is described in the third level of the explanation on the project cycle. The first 3 steps out of 4 are captured by questions on what, how and why?

(1) What makes community participation become genuine?

The identification and analysis, and the locating of the issue. This is captured by the question's outcome on *what* pre-conditions must be given or created for participatory activity.

(2) How is genuine community participation achieved?

The process of validating the argument through discourse on theory, philosophy and practical experience. This is captured by the question's outcome on *how*?

(3) Why genuine community participation?

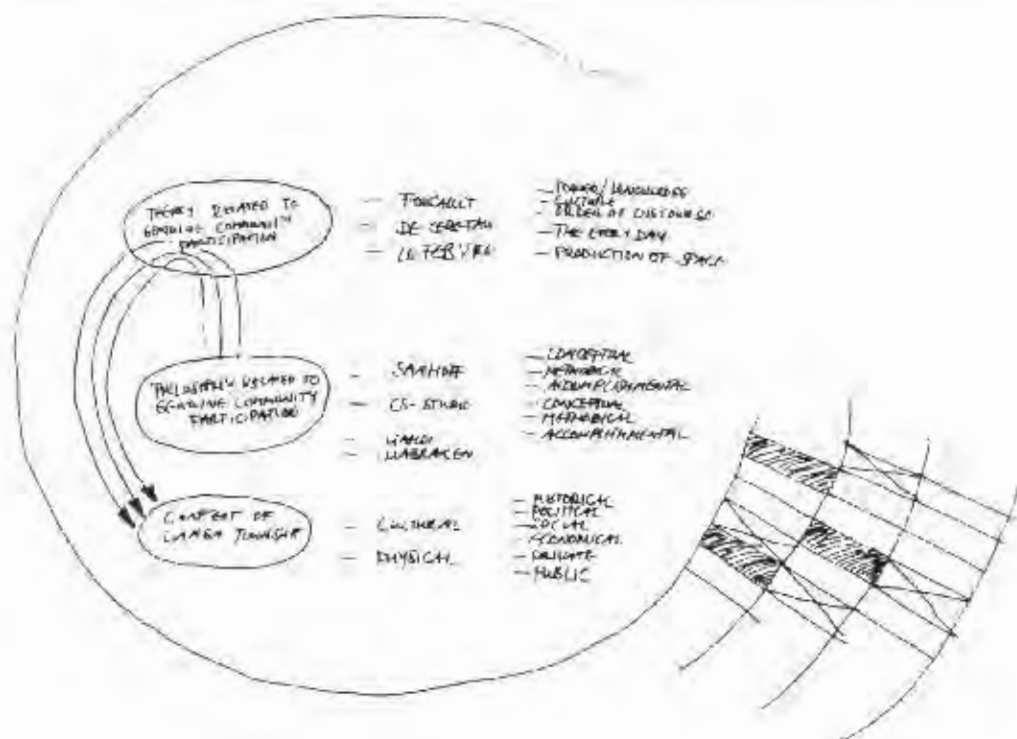
The locating the argument within the socio, cultural, political, historical, physical and economical context of South African Langa Township. This is captured by the question's outcome on *why*?

The creation of the project cycle is the last of 4 steps, after the answering of the question in step 1 to 3. Again, these are, the analysis of Sanhoff's argument, the validation through identified theory, philosophy and practical experience, the location of his argument for Langa's social and physical environment and finally the creation of the project cycle itself. The last step indicates the researcher's own position and proposed way of dealing with the complexity of investigating and measuring genuine community participation. By undertaking these four steps, Sanhoff's theory becomes applicable within South Africa and Langa Township in particular. The author of this study points out that Sanhoff's argument on genuine community participation needs to be critically discussed. The neglecting of analysis, criticism and therefore validation, the location within the South African context and finally the organization of Sanhoff's argument in cycle form would lead to a non valid way of measuring South African CS-Studio's participatory approach in terms of genuine community participation. The author of this study holds the position that his proposed four steps are necessary to shape Sanhoff's argument into one that is applicable and measurable against CS-Studio's approach, and therefore becomes genuine for the context of South African Langa Township. The project cycle of CS-Studio on philosophy and the three selected projects does not have to go through the same process as the argument by Sanhoff. Any literal or physical design proposal within research or praxis requires the analysis, validation and the location in context of the author or the designer. Therefore, it lies in the responsibility of CS-Studio to have found an appropriate method to fulfil the requirement of a research or practical project within the context of South Africa. The analysis, combined with the validation and location in context of CS-Studio's philosophical and practical approach by the author for this study, would lead to data that is manipulated and therefore invalid to evaluate the firm's approach. In order to avoid this case, the researcher will conduct an analysis of the firm's philosophical and practical approach only and measure it against the analysed, in theory and the South African context located philosophy by Sanhoff. In other words, the researcher does not impact on or influence the philosophical and practical approach by CS-Studio before comparing and measuring it against Sanhoff's philosophy. Finally, the study method, regarding the project cycle is of comparative nature.

The complete project cycle indicates the concluded process of an genuine community architectural project. This implies the definition of the beginning, the actual process and the end of an project life cycle. The process itself, the major focus of this study, consists of the sum of three operations. These again, are Sanhoff's analysed, in theory and the South African context located argument within the conceptual, the methodical and the accomplish mental process of genuine community participation, explained in detail in chapter '2.2.9.2'.

The following illustrations represent my ideas on the development of an comparative tool for this analysis and are therefore implemented as sketches in this study. The translations and graphical manifestations of these ideas are illustrated in the fold out map on the back of this study and from chapter 2 onwards for each particular investigation.

In this regard, please find the map on the application of the project cycle at the end of this study and fold it out. It is useful to keep the map folded out during the reading process, as it explains in detail how the project cycle works.



Sketch by author (1). Sanhoff's analysed, in theory and the South African context located argument related to the visualized project cycle

The project cycle operates on different levels in order to cover its different aspects of it. It serves as tool for the research to identify the philosophy of Sanhoff and his aspects to form genuine community participation. This tool is applicable to CS-Studio's philosophy and the three selected project cases. In terms of equity and efficiency, the aspects of level 1 to 3 are all enclosed within a spatial field. Those field sizes are all equal according to each level. Therefore, the single units of the circle are measurable in form of quantitative data and tendencies identifiable. This is explained in detail in chapter '2.2.9.2'. Finally, the researcher argues that the success of genuine community participation is dependent on a strictly ordered sequence within the process. In order to be able to compare and overfly the project cycle matrix by Sanhoff with the one by CS-Studio on philosophy and practice, the researcher ordered the identified arguments on the first and second level in an own proposed logical order for genuine community participation. The order of arguments found within the project cycles indicates therefore the researcher's own position in relation to the process's performance on genuine community participation. Some of the arguments were

subdivided by the researcher in order to clarify their content and significance in relation to the process.

I Sanhoff's analysed, in theory and the South African context located philosophy compared with CS-Studio's philosophy and applied approach on community participation

There are two distinctions within the sources to make that capture the firm's philosophy. Those are the external and the internal role as described in chapter '4.2'. The external source can be divided in three different sources in order to capture the firm's philosophy. First, publications on the firm, either composed by the firm itself or by other writers in national and international magazines and books. Second, lectures and seminars composed and conducted by CS-Studio architects. Third, the research outcome of Lyons & Smuts and additional involved researchers. This active part is the primary source for defining, shaping and organizing the argument of CS-Studio's project cycle on philosophy.

The internal source includes observations on literature and real-life situations made by the researcher. Observations on literature includes the most used one by the firm for practical use found in the firm's office on community participation. It is not possible to rely on that source but it might help to discover additional literature on the topic that the author of this study was not considering as a start. Observations in real life situations means the consideration of comments and links, given by personal meetings with informants of any sample group according the philosophy of the firm. Those are used as a secondary source for shaping the project cycle of CS-Studio and to colour in the whole image of the firm's philosophy only. Finally, it can be concluded that the project cycle relies on external and internal sources of the firm on community participatory practice and uses literature, research and real-life observation as sources of definition.

However, in order to compare and evaluate the philosophy and applied approach by CS-Studio the following strategy was developed and applied.

Firstly, I compare Sanhoff's analysed, in theory and the South African context located philosophy with the one by CS-Studio on community participation. CS-studio's leading architect, Carin Smuts did research with Dr. Lyons of the South Bank University on community participation. Therefore I determined CS-Studio, as the firm investigated in community participation on a theoretical and practical level.

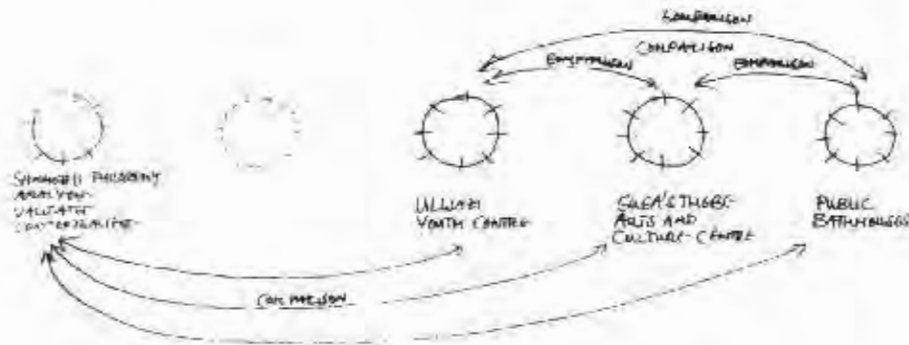


Sketch by author (2). Sanhoff's analysed, in theory and the South African context located philosophy compared with CS-Studio's philosophy, developed through research

II Sanhoff's analysed, in theory and the South African context located philosophy compared with CS-Studio's three selected project cases

Secondly, I compare Sanhoff's philosophy and the three selected project cases by CS-Studio architects. Sanhoff's philosophy is mainly based on an developed country context

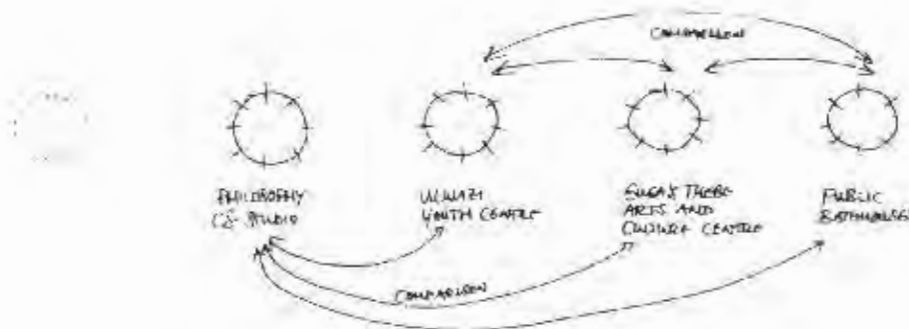
and therefore opens an interesting perspective of how community participation is applied in developed countries, represented through Sanhoff and in developing South Africa, represented by CS-Studio



Sketch by author (3). Sanhoff's analysed, in theory and the South African context located argument compared with CS-Studio's three undertaken project cases in Langa Township

III CS-Studio's philosophy compared with CS-Studio's three selected project cases

Thirdly, I compare of CS-Studio's architects philosophy with the three selected project cases. It is of interest of how the theoretical and applied approach vary from each other and to determine the differences in the applied approach in relation of the thinking of CS-Studio on community participation.



Sketch by author (4). CS-Studio's philosophy compared with CS-Studio's three undertaken project cases in Langa Township

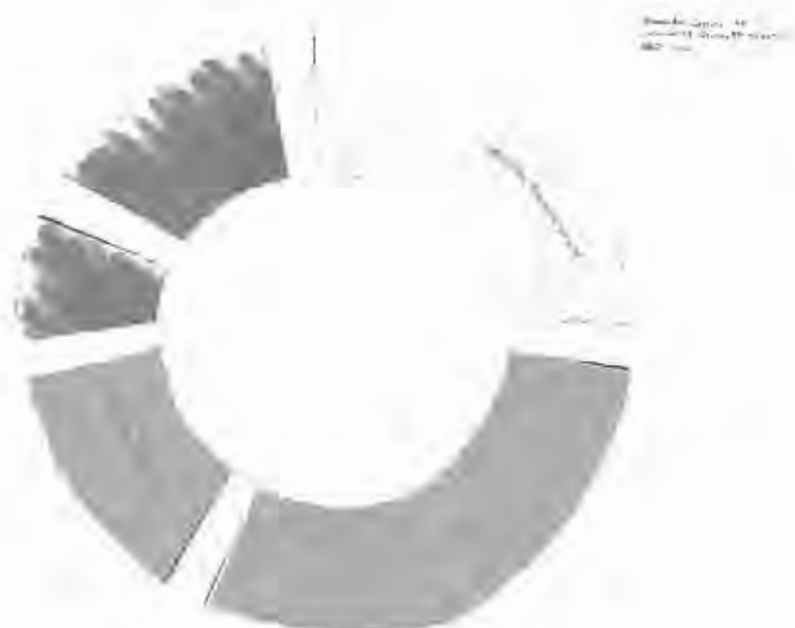
By investigating in the theoretical and three project cycles on CS-Studio's applied approach separately after their individual completion, they become comparable with each other and tendencies determinable. By overlaying the different philosophies and projects, the researcher can compare and identify the aspects of communality, completion and contradiction of the CS-Studio's philosophical and applied community participation with the philosophy by Sanhoff on genuine community participation. A quantitative based calculation helps to determine extents, tendencies and learning curves of CS-Studio architect's philosophy and practical experience in relation to Sanhoff's analysed, in theory and the South African context located philosophy. Those are part of chapter '4.2' to '4.6'. Finally, by overlaying the matrixes of the theoretical component and practical experience, the whole picture will be completed and conclusions drawn in chapter 4.6' of this study investigation.

Every undertaken step is traceable through the tool of the life cycle as conducted. That increases the validity of the study. Besides the use of triangulation, explained in chapter '2.1.4', the project cycle is a most effective instrument for the purpose to answer the research question.

2.2.9.2 Explaining the different levels of the project cycle of a community project

First level

The first level of the project cycle is subdivided into four categories when applying genuine community participation. First it starts with the technique of genuine community participation, indicated in the lightest grey tone. Followed by the concept, indicated in the middle grey tone, method, indicated in the darker middle grey tone, and the accomplishment process, indicated in the darkest grey tone. The last one is divided into accomplishment and post accomplishment.



Sketch by author (5). Sanhoff's philosophy applied on the first level of the project cycle, divided into technique, concept, method and accomplishment of the participatory process

Second level

The second level subdivides the categories of the first level into the major aspects that need to become fulfilled in Sanhoff's terms to make each particular part of the process genuine. On level 2 of the project cycle all aspects of philosophy and practice are equivalent to the ones on this level. By excluding hierarchy between the single units, and therefore the vertical distribution of power as idealistically in genuine community participation, they become equal in their meaning for genuine community participation and comparable with each other. The equality of the aspects that operate on level 2 is justified with the argument that community participation is a democratic planning principle that is based on equality between any participants of any sample groups.

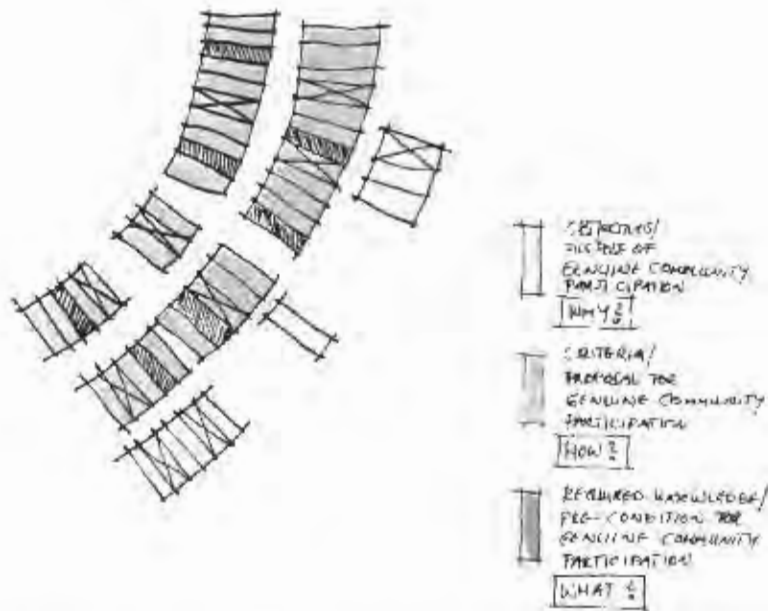


Sketch by author (6), Sanhoff's philosophy applied on the first level of the project cycle, subdivided technique, concept, method and accomplishment into further aspects of the participatory process.

Third level

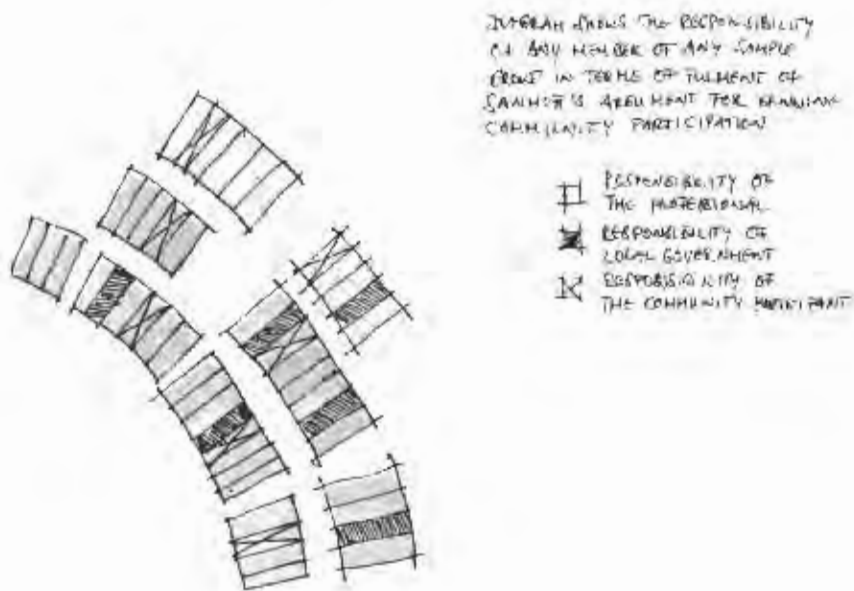
The third level subdivides the categories of the second level into the major aspects that need to become fulfilled in Sanhoff's terms to make each particular aspect a genuine one for the whole process. The single units, the smallest unit of the project cycle operates on level 3. Those units have got the same importance in forming genuine community participation and are therefore given the same amount of space within the drawn matrix of the project cycle, as indicated in the fold out map. The process of designing the project cycle by the author of this study emphasizes the democratic design process of space making in the real-life situation of a community project. The units of analysis, as the participants of any sample groups, are incorporated on an basis of equality in decision making and are actively participating in forming the process and the end product.

These arguments of each particular chapter are subdivided into three categories. The first one is the pre-condition that has to be fulfilled for applying genuine community participation in Sanhoff's terms. To filter these from other arguments the researcher asked the question of *what* has to be fulfilled by all participating members of sample groups. This category and its aspects are indicated in brown (Sketch No. 7). The second one is Sanhoff's proposal and the criteria for practising genuine community participation. Questions on *how* the community participatory process has to be designed to capture this particular part of Sanhoff's argumentation were asked. This category and its aspects are indicated with green. The third aspect of the argument is the purpose of genuine community participation. This is answered by asking the question of *why* community participation should be applied. This category and its aspects are indicated in blue.



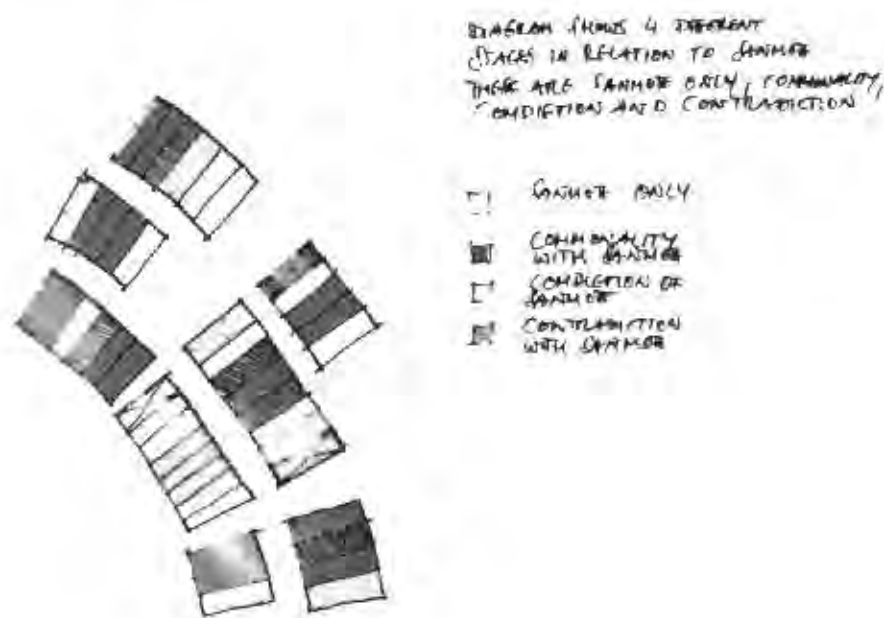
Sketch by author (7). Sanhoff's concept, method and accomplishment on the second level of the project cycle divided into aspects related to questions of What? How? Why?

Furthermore, the determination of responsibility amongst any member of any sample group is essential to identify for genuine community participation. There were three major parties, sample groups, determined in Sanhoff that were involved in the participatory process. These are the professional, the government official and the participant of the community. The identification of responsibility is part of the theoretical framework in the chapter '3' and in chapter '4.2' to '4.6'



Sketch by author (8). Santioff's concept, method and accomplishment on the second level of the project cycle related to responsibility of the professional, local government and community participant.

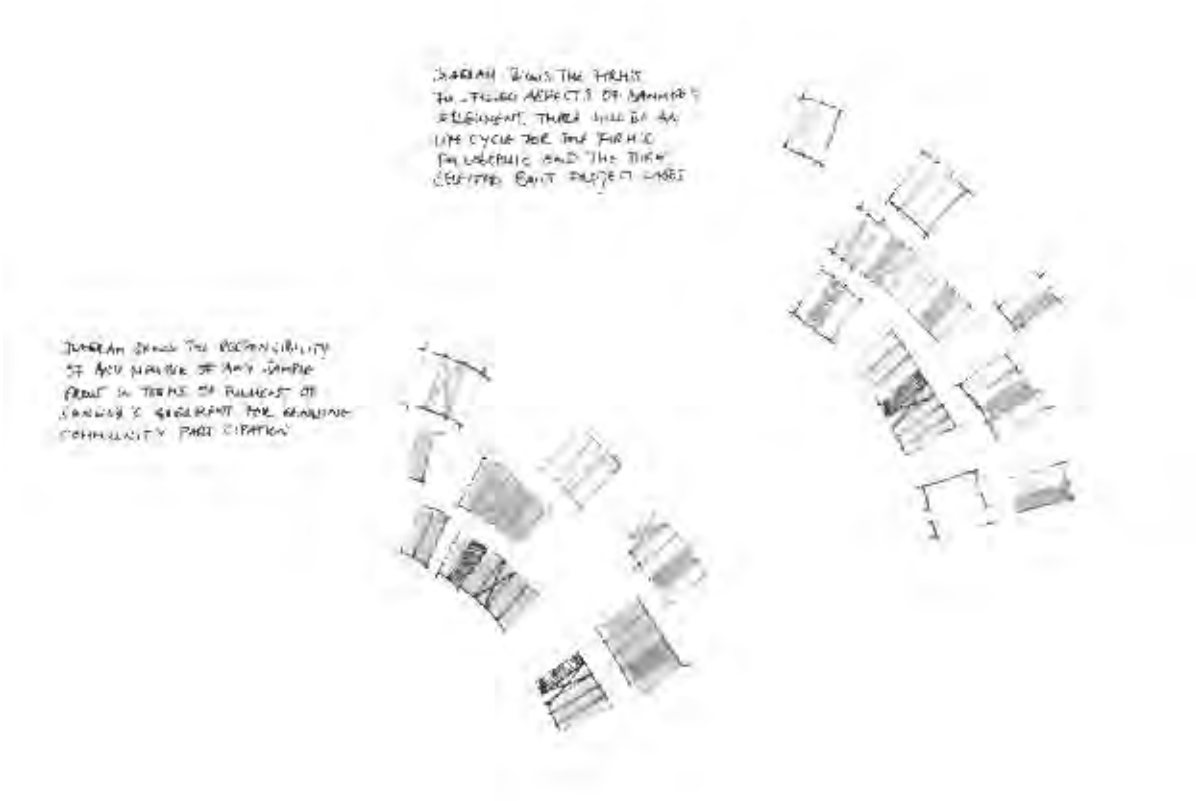
The third component is the combination of four different conditions in relation to Sanhoff's philosophical argument. First, those are his philosophical arguments itself, indicated in grey. Second, the commonality with Sanhoff of the philosophy by CS-Studio and applied approach by CS-Studio, indicated in red. This condition describes when CS-Studio philosophy and applied approach agrees with Sanhoff on certain aspects of the participatory process. Third, the completion of Sanhoff by CS-Studio, indicated in blue. This condition describes if CS-Studio's philosophy or applied approach adds certain aspects to Sanhoff's 'add'. Fourth, the contradiction with Sanhoff and CS-Studio, indicated in green. This condition describes if CS-Studio's philosophy or applied approach questions the one of Sanhoff.



Sketch by author (9). Sanhoff only, commonality, completion and contradiction with CS-Studio philosophy and applied approach in three selected project cases on the second level of the project cycle

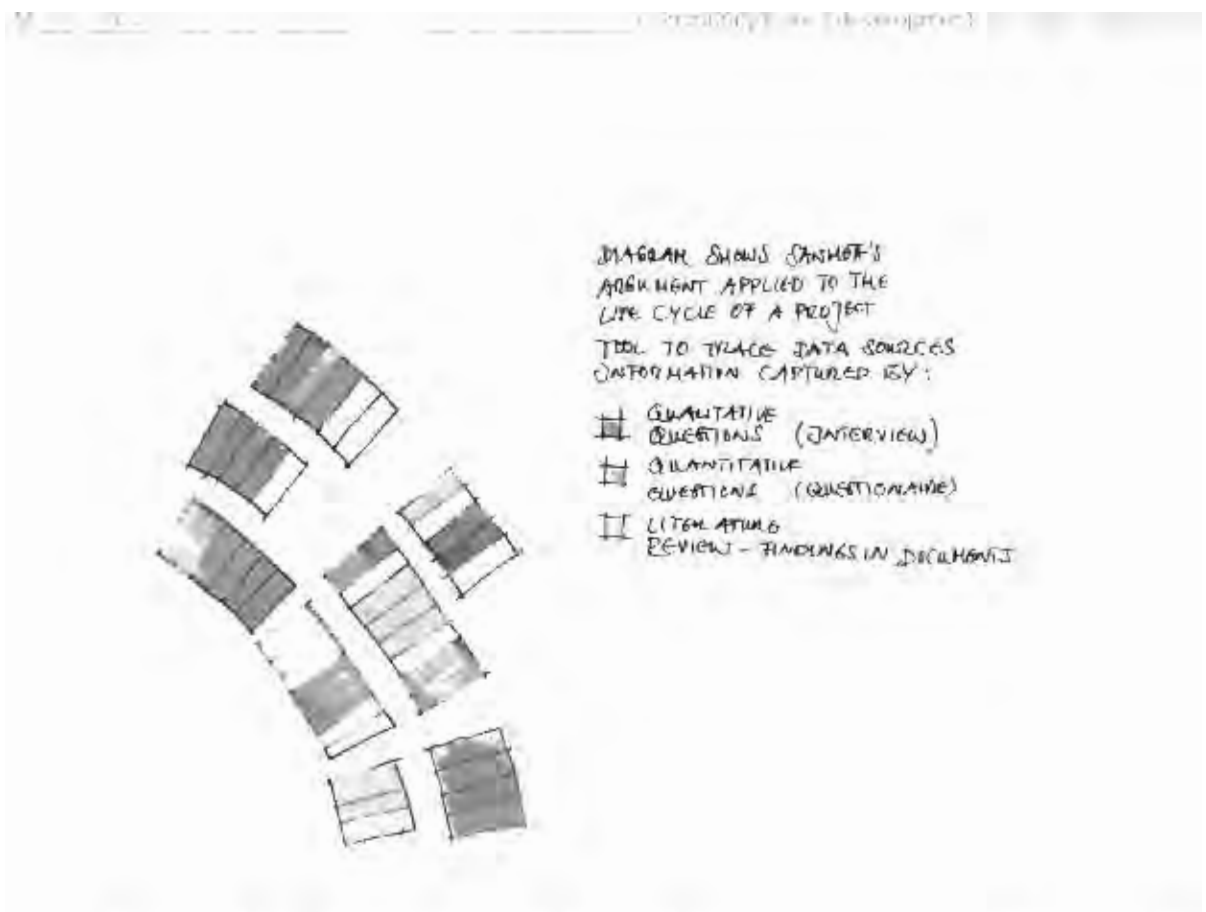
The above mentioned method of comparing Sanhoff's argument with the philosophy and built project cases of CS-Studio architects aims for an written format that is supported graphically. The study aims to overlies the matrix on Sanhoff's analysed, in theory and the South African context located philosophy on genuine community participation and CS-Studio's philosophy and applied approach in three selected project cases in Langa Township. The yellow indicated section is the comparative tool between the argument of Sanhoff and CS-Studio's philosophy and applied approach (Sketch No. 10). The study determines Sanhoff's philosophy and its commonality, completion and contradiction with CS-Studio's philosophy and applied approach. Furthermore, it does identifies how the firm theoretically and practically applies community participation. Vice versa Sanhoff's philosophy gets compared with the thinking and practical approach by the firm. Consequently, Sanhoff's analysed, in theory and the South African context located philosophy is measured and tested in terms of thinking and applied community participation in South Africa on one particular firm, applying community participation in the historical, cultural, social and physical environment of Langa Township. Furthermore, it tests Sanhoff's and CS-Studio's philosophy and applied approach in its applicability for the

South Africa context. Participation is contextual driven and therefore varies in type, level, intensity and frequency (Sanhoff, 2000: 8). It is essential to exclude subjective judgments of this study and the aim of trying to quantify what is right or wrong. However, the author of this study aims for objectivity and being free of judgment on the approaches of investigation. The aim is to arrive at an outcome that serves as a basis of discussion for any member of any sample group and persons of interest on genuine community participation. Applicable in this regard is the statement by Prinsloo (1989: 9), who refers to the similarity of graphic styles of architectural plans. He points out that the characteristics of those plans, in this case the project cycles, can be read in an comparative manner. The plans, in this study the project cycles, form the basis of discourse and become self-evident.



Sketch by author (10): Sanhoff's technique concept, method and accomplishment compared with CS-Studio's philosophy and selected project cases in terms of commonality, completion and contradiction on the second level of the project cycle

The procedure of tracing helps to define the scope and the limitations of the research. The researcher of this study is able to identify what arguments are covered by the selected literature, by quantitative data in form of an questionnaire and qualitative questions in form of an interview, in order to generate an answer for the research question. Furthermore, the theory that underpins the argument of Sanhoff and the contextual particularities of Langa can be captured by that method. This procedure forms, as required by Yin (1994:34), the use of multiple source of evidence. Furthermore, it helps to design the case study report. Finally, it allows the author of this study to trace own undertaken steps, which enable other researchers to repeat this study. The tracing of own arguments was conducted and applied on the project cycle but is not illustrated in this study.



Sketch by author (11). Tracing questions on technique, concept, method and accomplishment on the second level of the project cycle

2.2.9.3 Project statement in relation to CS-Studio's participatory design approach in Langa

The letter of introduction in Appendix 2 was designed to introduce the project to some key figures, involved in the projects undertaken by CS-Studio architects. This helped to determine further informants that were involved in CS-Studio's participatory projects. The letter's design is based on the prototype found in the literature on the case study by Yin (1994:67). Additionally, the researcher gave a brief introduction of the survey's content and directions on how the informant was required to fill in the questionnaire in relation to time. The design of the questionnaire of this study is based on the recommendations given by Sheskin (1985: 65). Moreover, Weller (1998:376) recommends the application of appropriate previous designed questionnaires found in academic research. Therefore, the researcher identified the sample of the unpublished PhD thesis by Hachmann (2004:262-264) as the most preferred format for this investigation's survey, as it investigates in sociological issues within the construction industry. Explored issues on internal team structure and communication of Hachmann's study are appropriate for the application of genuine community participation as defined by Sanhoff.

2.2.9.4 Questionnaire and interview question design

As this investigation relies on the principle of triangulation, explained under chapter 2.1.4, the study's data has to be of quantitative and qualitative nature. Furthermore, in order to avoid dependency and interpersonal influences towards the respondent it has to be based on a third source of evidence, the findings in literature, introduced and explored under chapter 'II. Theoretical Framework'

The first essential step, before deciding on a questionnaire or interview type is the identification of key respondents. The choice of key informants is absolutely important for the success of the investigation and essential for identifying additional key figures, relating to the subject of investigation. The questionnaires, in Appendix 2, Section 1, serve as a detailed source on key figure's socio-demographic information and try to cover a broad spectrum of the informant's internal working environment and external working network. The interviews built up on the basis of knowledge, formed by the outcome of the questionnaires. These serve as source of how community participatory practice is and was applied in current South African projects, particularly in places as Langa Township. Consequently, the interviews were designed to gather more specific information from the interviewee on community participatory thinking and practice in South Africa. The greatest danger for the failure of the design of the questionnaire as for the design of the interview is, if the investigator does not inform it with sufficient theoretical background knowledge on appropriate literature (Weller, 1998:374). Consequently, the design of the questions is on the one hand based on findings in the literature by Sanhoff on genuine community participation and on the other hand on aspects that derived out of the analysis of CS-Studio's philosophy and applied participatory approach. Moreover, proposals of South African authorities, as the one by the local government are considered in the questionnaire design. The theory by Foucault on 'power', the one on the 'everyday' by De Certeau and on 'decentralization' by Ngugi' Wa Thiongo informed the questions of the study's questionnaire.

The survey's data is of a quantitative nature and serves as basis of knowledge for further questions of qualitative nature, the interview questions. It is important that every informant, no matter whether a member of Langa's community or of a governmental institution, involved in the three selected project cases by CS-Studio architects, was asked the same set of questions. The posed questions for every informant of a sample group are therefore standardized.

2.2.9.5 The Questionnaire design

A list of items is found in the headings of the questionnaires and interview questions in Appendix 2 and is based on findings in applied literature. The items indicate the major subjects for the questions. Asking every individual of a certain sample group the same questions, allows for comparing, and therefore for measuring the given statements against each other. Furthermore, the outcome of the questionnaires and the interviews allow for determining similarities and distinctions within the data and are therefore of representative nature. Sheskin (1985: 65) recommends for the division into three sections when using questionnaires:

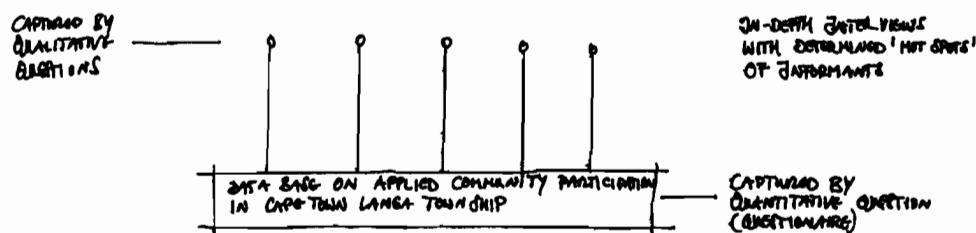
The first section of the questionnaire, question 1 to 22, asks for socio demographic matters of the informant. Furthermore, it asks questions on the work environment, the particular involvement in the project cases by CS-Studio architects and the informant's personal rating of the firms participatory approach. Question 23 to 25 asks on the purpose of applied community participation and on the most effective media of communication. Those questions enable to gather an overview of applied community participation in South Africa today. Question 16 to 19 identify the informants involvement in the selected project cases and help to classify the informant's answers for the questionnaire's sections two and three. In the case of 'not involved' in the projects listed in question 16 to 19, the informant is required to skip to question 63 and following, on former and current planning conventions in social phenomena as Langa Township.

The second section contains the bulk on the informant's personal views and interpersonal relation within the team and work environment. In this study, question 26 to 41 asks on personal views of the work environment and the interpersonal relations within the team the informant worked in. Question 42 to 45 enquires for determining the role of leadership within the team, applying participatory architecture, and how this affects the progress of the project. Question 46 to 52 asks on skill, communication, behaviour and relationship between team leaders and members.

The third section of the questionnaire asks questions on external factors affecting the projects progress. Question 53 to 55 tries to determine the relation between the participant and other organizations. Question 56 to 60 asks of how funding had impact on the progress of the project. Further questions as 61 to 62 are aiming to determine the condition of the sites. Questions 63 to 75 are on planning conventions during former apartheid and their impact on the applied design method of CS-Studio architects. They try to determine if it was possible to apply an community participatory-based approach for development before 1994. The questions of 76 to 91 are investigating from 1994 onwards and their design is based are on similar tasks as the one's before 1994 during apartheid. They aim to determine the major changes in planning conventions for areas as Langa Township.

The most cost effective way is to send this questionnaire via E-Mail to the informants of the different sample groups, regarding the participatory approach of CS-Studio architects in Langa. As the most of the informants, especially the ones of the sample group of Langa's community do not have access to Internet and the response rate of E-Mail or posted surveys is about 2 percent (Low & Smuts, 1997:11), the researcher decided to visit each particular informant of any sample group. The questionnaire was answered on a individual face to face basis. The researcher went through every question with the informant. To conclude, this method aimed for effectiveness in terms of time and to achieve an high response rate. The database of community members was created through informants of sample groups, listed in Appendix 2. To some informants in Cape Town the questionnaires were sent via E-Mail. Informants were required to send the filled in questionnaire back to the author within one week. The outcomes of the questionnaire survey identified hotspots for your research that were addressed in the interviews accordingly. The interviewees are listed in Appendix 2.

Certain sample groups in particular the ones that were not actively involved in the selected project cases by CS-Studio architects were not able to answer the whole questionnaire. Therefore, the researcher indicated after question 25 that the informant has to skip to question 63 onwards. These particular questions on 'before 1994' and 'after 1994' are of generic nature and therefore answerable for any member of any sample group. The questionnaire in form of a survey reflects the position of the author who composed it rather than the view of those who responded to it (Sanhoff, 2000:70). Therefore, face to face interviews are required to provide qualitative, in-depth and detailed information on the topic on genuine community participation. Finally. the analysis of the questionnaire takes place with the software 'Statistica version 6'.



Sketch by author (12), Quantitative data identifies hotspots amongst informants for in depth interview

2.2.9.6 The Interview design

Generally interview questions should ask for 'who', 'what', 'where', 'how' and 'why' (Sanhoff 2000: 9). For the case study investigation, questions as such 'how' and 'why' seem to be the most appropriate ones to apply. The designs for the interviews are found in Appendix 2 'Interview question design'. Yin (1994: 84) identifies three types of interviews. The open-ended, the focused and the structured.

The interview question's purpose, particularly for this investigation is to determine detailed information and again, is based on responses of the questionnaires. (Weller, 1998:366). As this study investigates in complex social phenomenon as Langa Township, it aims to examine the aspect of cooperation by Sanhoff (2000) with different informants of sample groups on an in-depth basis.

The interviews designed for this research are mainly based on findings in Sanhoff's literature (2000). Another source, providing aspects for the interview question development was the one by Houston (2001) on 'Public participation in democratic governance in South Africa'. Findings in the literature by Sanhoff covered question 1 to 13 on the architects role in the strategic planning process. Question 14-38 were asked on the project's process itself. Question 39 to 43 on the authorities, is based on literature by Houston (2001) on governmental recommendations in terms of participatory practice. Questions 44 to 50 were on the project completed and again, based on findings in Sanhoff's literature. Furthermore the design of the questions was inspired by the one's found in the unpublished PhD thesis by Townsend (2003).

I felt that it would be necessary to distinguish between the different sample groups. Field (2003: 1) argues that the experience and memory of the community is essential for a proper investigation in social phenomenon as Langa Township. Therefore it was decided that these particular sample group and others call for different treatment in terms of the nature of the interview. The first step was to distinguish between informants who are in the role of activists and observers. Activists are individuals, working for a particular sample group and actively involved in the particular project of CS-Studio. Observers are individuals, part of a particular sample group, that were watching the process of the project from the outside and not necessarily actively involved. These informants, part of the category of the activist and observer were given the questionnaire in order to generate a generic database on demographic information and common observations as explained under the chapter the questionnaire design.

The following members of sample groups, part of the data base under Appendix 2 were identified as activists or the observed. Observed are individuals that were actively involved

in the projects 'The Ulwazi Youth Centre', 'The Bathhouses' and 'GugaS' Thebe', undertaken by the firm CS-Studio architects in Cape Town's Township Langa. Part of the following members of sample groups were identified in the study by Lyons et al. (2000: 5) on 'Integrating Participation' in South Africa.

Sample groups and members

- **Provincial government**
particularly contributed for the development of 'GugaS' Thebe' (Mr. Mxolose, First meeting, 12/08/2004).
- **City council**
is responsible for approving plans and has approved the plans of CS-Studio architects of the following three projects: 'The Ulwazi Youth Centre', 'The Bathhouses' and 'GugaS' Thebe'. Furthermore there seems to be evidence that it is responsible for the design of a development framework for Langa (Ms. L. Foale, First meeting: 12/08/2004). The researcher identified a neutral person, Henk Lourens the previous chief architect of the Cape Town city council, who was a responsible figure in the selected built cases in Langa Township by CS-Studio architects.
- **Langa development forum (LDF)**
is an independent community structure that was established for development purposes in Langa in 1994. In the year 1996/97 the Langa Development councilors were elected. The structure of the Langa development forum operates with three elected councilors in collaboration with voluntary organizations and section 21 companies operating with an master development plan, established in the year 1995 (Lyons & Smuts, 2000:1240). The structural diagram of the Langa Development Forum is attached in Appendix 4.
- **The local authorities**
are represented by the councillors of Langa. Each councilor is responsible for an specific area. These areas are called wards. Langa is divided into ward No. 51-53. A plan of the division is attached as Appendix 4 'Mapping and plans'. Key figures, listed in Appendix 2 were contacted in terms of identifying further key persons involved in CS-Studio's projects on the (12-13/08/2004).
- **Building survey department**
The provincial government was particularly contributed for the development of 'GugaS' Thebe' (Mr. Mxolose, First meeting, 12/08/2004).
- **Meeting attendance of the three selected project cases**
The investigation aims at determine at least three major figures from the selected project cases to be approved for interviews (Yin 1994: 84-86).
- **Community leaders of Langa**
Mr. Mama (Second meeting, 13/08/2004) defines what community leaders are: "Everybody in the 'black' community is a community leader. It is a person who cares and who is always there for the community". Mr. Hlatshmayo (Second meeting, 13/08/2004) refers to the expression by Nelson Mandela at his speech of the 2nd of May 1994 in terms of leadership as it is understood in terms of the ANC: "... it is not the individual that matter, but the collective... (Mandela, 1994:611).

- **The community of Langa**

the involvement in these three particular projects, 'The Ulwazi Youth Centre (1989-1991 1st ; 1998 –1999 2nd)', 'The Bathhouses (1995 – 1997)' and 'GugaS' Thebe (1999 – 2000)' undertaken by CS-Studio architects

The informants of the community where identified by the chairpersons of each particular project namely Mr. Mama of Guga'S Thebe Arts and Culture Centre, Mr. Hlathemayo of Ulwazi Youth Center and Mr. Mxolose, the Councillor of the Langa Development Forum (LDF) responsible for the bathhouses. The identification was confirmed by CS-Studio architects. All of these figures were supported throughout by Aaron Hlobongwana (Carin Smuts, Second meeting: 17/08/04). The list of people interviewed in the Langa heritage study by Field (2003) was taken as a second source to cross check the identified persons within Langa's community. The researcher aimed at determining persons of different age groups that participated in the design process of CS-Studio architects. The ideal would be a wide range of ages amongst interviewees to gain a variety of opinions in relation to the historical circumstances of Langa. In general those interviewees should have been born between the 1920's to the 1980's. In the particular case of the Ulwazi Youth Centre it is important to interview younger people, as they are the main visitors of the centre.

- **Staff members running the sites of the selected cases**

The staff member Urs Schmid was running the sites of the projects listed in the heading of this table. Carin Smuts is involved in the entire lifecycle of the project but visits the sites only if difficulties arise in the running or progress of the project (Carin Smuts, Second meeting: 17/08/04). This working method needs to be critically discussed in terms of genuine community participatory practice by Sanhoff (2000: 8). Each project had a community liaison officer to ensure participation during the project (Carin Smuts, Third meeting, 01/10/2004).

- **Staff members working on the selected cases**

The focus will be on the firm's working method, including the office's social infrastructure and its impact on the external relation with the community and the designed end product. Another critical aspect will be the change in the development of the internal office structure and the firm's method of working with the community over time. Previous and actual staff members, particularly involved in the chosen projects of investigation will be interviewed.

Due to the nature of this research, the investigation of community participation and the involvement of the community in the architectural design and development process of CS-Studio architects in Langa, the research method applied the interview design based on an open-ended, semi-structured, face to face interview format, in accordance to Yin (1994: 85) and the recommendations of Weller (1998:373). The research, introduced in chapter '4.2' by Lyons *et al.* (2001) on 'Participation, Empowerment and Sustainability' was conducted in similar social phenomenon as Langa Township. It also did apply an, on questionnaire based, semi-structured interview design and therefore justifies the researcher's applied case study method. Again, in order to identify similarities and distinctions within the data, to be able to compare the data, and finally to determine valid data, it is an essential inquiry to ask every informant of these particular sample groups the same interview questions. Flexibility in the design of the questions was given and is essential for the gathering of further information. It allows for the development of a self-dynamic within the interview where the interviewee talks about empirical data. The interviews had to be structured, to allow for comparability between interviews of different informants.

The following members of sample groups, part of the data base in Appendix 2 were identified as observers. Observers are individuals, part of a particular sample group, that were watching the process of the project of CS-Studio architects from the outside and were not necessarily actively involved.

- **Neighborhood**

Identifying three figures in the neighbourhood. The focus is on participant involvement and on the site's condition during construction

- **Architects in similar terrain**

Key figures in the architectural development sector in South Africa, in regards to informal settlements and community participation. This is useful to gain further information for critiquing CS-Studio's applied participatory design principles.

- **Researchers in similar terrain**

Experienced figures in the field of participatory development are useful to determine more critical aspects of the topic.

- **Interview recommendations**

are useful to discover more informants relevant to community participation

These informants were given open-interview questions only in order to let their 'voice' come through. The first advantage of this strategy is that the sample group of Langa community has given a 'voice' to express their feelings. The effectiveness of this method is justified by the study undertaken by Field (2003) in Langa Township. The second advantage of this method is that very specific information can be asked. The researcher is aware that the application of this method only, would lead to subjectivity of the study. Therefore the additional information gathered, is used for framing the outcome of the academic research. Thus is possible through the 'voice' of the individual of each sample group. This method needs to be seen as adding another layer, the experience, that gives more informative value to the study. As a metaphor; this specific information given by the informant is used to complete the image of the former and current planning situation of Langa Township.

In social environments as Langa Township it is essential to minimize the bias by informants. Bias occurs if informants do give wrong information on the questions asked. There are many different ways found in respondent bias. The first case is if the interviewee responds to the questions in the way he thinks that the interviewer wants him to. This is particularly relevant when interviewing Xsosa-speaking people of the community. Their culture demand agreement in order to be polite. Another case would be if the informant is concerned about its position within the team or of any authority, and therefore is tending to misreport information. Moreover statements in terms of applied community participation by CS-Studio need to be cross checked with the ones of other informants to identify commonalities and distinctions within the data. Therefore multiple informants of multiple organizations were interviewed on the same matters on genuine community participatory architecture. In case of discrepancies further action of investigation was taken.

2.2.9.7 The media used to collect the evidence

The use of a tape recorder was exceptionally questionable at the first stage, because it was felt at the first visit in Langa, that people tend to hide facts during their interviews.

My suspicions were confirmed when the chairperson of the 'Ulwazi Youth Center' Mr. Hlathemayo cited with the following statement without the presence of a tape recorder (Mr. Hlathemayo, First meeting, 29/07/2004): "I wonder that I am still alive after showing my resistance towards the other political party of the youth group, visiting the Ulwazi youth centre for holding up their political meetings". This indicates that fear of possible consequences caused by statements affects persons who are working and living in these environments. The assumption concerning the need to approach the community in a sensitive way without the use of a tape recorder in the first instance was therefore proved. Yin (1994:86) underpins this assumption with the argument that a tape recorder should not be used without the explicit permission of the interviewee, or if the researcher gets the impression that the respondent refuses to give information because of the presence of the recorder. Leedy (1993:141), underpins that qualitative research considers the 'self' as an instrument and is therefore looking for perceiving the presence of behaviour and interpreting its significance, rather than checking it against a observation agenda.

2.2.9.8 The pilot study

Townsend (2003:274) conducted a pilot study, before working on the bulk of interviews. This was accepted as an efficient way for investigating genuine participation by Sanhoff, and as helpful to design the questionnaire and the interview. This method is useful to determine weakness and potentially existing gaps within the questionnaire and interview design. This study investigates in interacting, and interdependent sample groups and projects and therefore in multiple disciplines. These sample groups are governmental institutions responsible for development at the local level, architects working in similar social phenomenon as CS-Studio architects, the community of Langa, CS-Studio staff members, members of the neighborhood of the selected projects and further identified attendants of public meetings. It was decided to conduct a pilot study, in form of an test questionnaire and interview, with an informant of an sample group. This was useful to build up confidence in dealing with the informants and again, to eliminate weakness within the questionnaires.

Different responses were gained from the informant. The questionnaire's and the interview's content was general easy understandable. Another comment was that a distinction between specific questions on the particular project cases and generic questions were necessary to gather the whole potential out of the questionnaire and to collect as much information as possible. This was done by the advice to leave certain part of the questionnaire out in case of no involvement in CS-Studio's selected project cases.

2.2.9.9 The documentation

In general

Certain handicaps exist if documents are used to obtain valid data for this case study investigation. To draw a conclusion, the identified documentation has to be complete to gain valid data. The researcher has to be aware that the drawn conclusions are reflecting the own interpretation and can be therefore be subjective. Furthermore, access to data is not always given easily.

Specific for this investigation

The first step will be the tracing and analysing of the drawings and the models of the selected projects undertaken by CS-Studio. Besides the design development and applied strategy of CS-Studio, the researcher will focus on determining if the community played an active role in the development process of the projects 'The Ulwazi Youth Centre', 'Bathhouses' and 'GugaS' Thebe Arts and Cultural Centre', as it is required in the definition by Sanhoff (2000: 8). Sources of this investigation are located and determined at the office of CS-Studio architects:

- Sketches
- Working models
- Minutes and sketches done during/ of meetings with the community
- Submitted council plan
- End product
- Workshop materials indicating essential design progress
- Articles appeared in publications of South African architecture
- Photographs of meetings and the projects identifying participants
- Tape recordings of meetings

2.3.1.0 Samples in public literature

The study identifies published South African key figures applying participatory architecture.

The detailed review of the existing literature thereby specifically concentrates on the theoretical framework by legislation, concerning participation in informal settlements. Furthermore the study identifies South African and international key figures applying and writing about participatory architecture. The investigation aims at detecting the most appropriate architectural examples to measure the firms' applied work method in the applied participatory design process against. These are explored in chapter '3' Theoretical framework'.

Further sources for reviewing the existing literature are the University of Cape Town, the Main, African studies and Built Environment Libraries and online journals provided by the UCT online catalogue.

2.3.1.1 Direct observations

Direct observations are gained through a field visit in Langa Township. These visits offer the opportunity to provide additional aspects and evidence for the study. A tape recorder for recording people's statements is useful as well as taking photographs of the situation of investigated objects. Direct observations as defined under 'Definition of keywords' were conducted in Langa Township and serve as a source to prove findings of sources (Yin, 1994: 87). The photographs of identified objects undertaken by CS-Studio are found in chapter '4'.

2.3.1.2 Mapping

Mapping was identified as a tool for capturing and reporting the complexity of this research. This investigation uses mapping for three different purposes.

The first one illustrates the development in Langa Township after 1994. Map (1) 'Democratising apartheid space through spatial community participatory development' is attached in Appendix 5. The map concentrates on spatial development of Langa only.

Development before 1994 during apartheid is indicated in blue. Community participatory development from 1994 onwards is indicated in red.

The second purpose mapping is explained in the chapter of '2.2.9.2' on the project cycle of a project. Here, the purpose of mapping is to create a comparison between Sanhoff's and CS-Studio philosophy and applied participatory practice, to trace undertaken research steps and to define the scope and the limitations of the research. The mapping is conducted through the project cycle of a project.

The third purpose was to identify the participatory CS-Studio's projects and their location in Langa. Map (2) is attached in Appendix 5.

2.3.1.3 Analysing case study evidence

Yin (1994:102) distinguishes between four major analytical techniques for case studies:

- Pattern- matching
- Explanation building
- Time series analysis
- Program logic models

Generally, the procedure of analysis of data is based on examining, categorizing and tabulating. The process of analysis should start with a analytical strategy. Not appropriate strategies for this particular investigation are neither 'time series analysis', including one variable in relation to another over a particular period of time, nor 'ideal types', stipulating complex patterns over time. For this study, the pattern- matching strategy was identified as the most appropriate one, as it combines the comparative data of three selected cases with empirical statements of informants. This contributes to the internal validity of the research investigation (Yin, 1994:107). The categorized, tabulated and chronologically ordered data will contribute to content analysis and will lead to explanation building of the study (Hachmann, 2004:127). In this multiple case study a similar replication logic is applied between the cases in order to strengthen its external validity. Through comparing the applied community participatory approach of CS-Studio, the internal validity improves. This research analysis strategy is based on the one that follows theoretical propositions and leads to the case study (Yin, 1994:103).

The findings on data of each case study project are introduced, and will be analysed in terms of whether the firm CS-Studio architects has applied genuine community participation in the three selected cases. The outcome of these findings will be compared and analysed in terms of differences and commonalities within the data. A list of necessary steps of analysis was declared in order to answer the research question:

1. Development of a list of findings on data. These lists of each particular selected project inform the reader on available documents for this investigation. Furthermore, the visualized project cycle will support the findings graphically. Cross-tabulation and histograms are used for visualizing major findings and determining streams within the data. These are found under each particular project case of the study.
2. Putting findings of plans and minutes into chronological order; Comparison of site-minutes with plans and their possible changes because of community involvement
3. History under the consideration of the condition of the particular time of the project management in collaboration on the project cycle (Lyons & Smuts, 2000:1238)

4. Description of the firm's internal working methods and the working methods within the community on these particular cases; Findings of images, minutes and plans, indicating the degree of involvement of the community in the design and construction process
5. Description of the number of involved participants, the reason for community participation and their degree within these three particular cases, illustrated in form of histories and cross tabulation
6. Identification of internal group dynamics; whether competitive, constructive or passive; extent of control over the process and the project
7. Assessment of architect's level of expertise in terms of applying community participation as well as the communities attendance of involvement
8. Evaluation of the community activity in relation to effectiveness and satisfaction of individual need of the process and product
9. Detailed description of arising issues through the involvement of the community
10. Identification and justifying these issues with the findings in academic research done by M. Lyons *et al.* (2001) on CS-Studio's participatory projects.
11. Development of Sanhoff's philosophy related project cycle on criteria, based on findings in literature, defining genuine community participatory practice; using this as a tool to measure CS-Studio's applied design approach.
12. Mapping and tracing as explained in chapter '2.2.12'.

2.4 Criteria for case selection and their number

According to Yin (1994: 45) the nature of this research is a multiple case study design, as the study aims to select three projects undertaken by CS-Studio in Cape Town's Langa Township. The advantage of the multiple case study design is that its evidence is more convincing than the single case study design. Each particular case should be chosen for a particular purpose. A logic of replication between the three selected cases in this investigation is required to allow for comparison of the firm's participatory approach. Multiple case studies are far more time consuming and require much more resources than the single case study. Furthermore, the success of the research is dependent on certain concerns. These are the case's commonalities named as homogeneity, or discrepancies named as heterogeneity, found in the characteristics of these projects. Yin (1994: 44) states, that each use of a multiple-case study should either predict similar results as a literal replication or contrasting results for predictable reasons based on theoretical replication. Furthermore, the access of the project, its location and the study approach are important factors to investigate in (Hachmann, 2004:127).

2.4.1 Commonalities of CS-Studio's projects undertaken in Langa

Three projects with common characteristics undertaken by the firm CS-Studio architects where selected under the following criteria: The first and major criterion was the involvement of the community in the development of these projects in a context, which was affected through the former apartheid's policy. The fact that all of these projects are located in Langa Township, allows addressing the research question under the same historical, cultural, physical and institutional conditions. The firm proclaims all of their projects undertaken in Langa as being community projects (Smuts, First meeting:

26/07/2004). As the research investigation aims to test if the firm is applying genuine participation as defined by Sanhoff (2000: 8), all of these projects in Langa are potentially contentious in their application of community participation considering their development process. All of the firm's projects were initiated and developed in cooperation with the Langa Development Forum. The programme of the LDF is illustrated in Appendix 5. All these projects needed to get approved by the Cape Town city council. The cases are all public buildings, either for education, cultural representation or public facilities for hygiene. The three cases were completed in either one or more development phases, which are listed in Appendix 1. Completed in their building phases means: they were developed through a participatory approach with the community in cooperation with the Langa development forum. Furthermore, they were approved by the city council and constructed with the involvement of the community.

2.4.2 Discrepancies of CS-Studio's projects undertaken in Langa

The main discrepancy found in the firm's range of projects is, that they differ significantly in their acceptance by the community. As mentioned in the introductory part of this thesis, violent action was taken on 2 buildings, in Zone 8 and Zone 10 of the six public bathrooms that were supposed to serve as hygienic facilities (Mxolose, First meeting: 12/08/2004). These are described and illustrated under chapter '4.6'. The 'Ulwazi Youth Centre' (1989-1991 1st; 1998 –1999 2nd) seems to be accepted to a higher degree than the bathhouses but also suffered violent actions by members of the community. In particularly violent actions by the visiting youth are discussed in chapter '4.3' and '4.4'. The Arts and Cultural Centre 'Guga' S Thebe' (1999 – 2000), functioning as a cultural representative and educational facility seems to be the one that works, is well maintained and to a high degree accepted by the community '4.6'. Further aspects to investigate in, will be the differences in ownership of the sites and projects, and the aspect of time. Community participation takes time and therefore the extent of the involvement in decision-making is relevant to investigate. The more the community is involved in decision making of a project, the more time consuming the progress is (Lyons, 2001:1240). Furthermore, the impact of the political circumstances under which these projects were planned, differ and are therefore important to consider in terms of the applied working methods by the firm. These vary particularly between the 'Ulwazi Youth Centre' 1st phase (1989-1991) during apartheid, and the following projects, mentioned above, after apartheid (1994).

The discrepancy in the acceptance of the three built project cases by the community, gives reason for a further investigation in the firm's applied participatory process and served therefore as a major criterion for the project selection. To justify the case selection because of its homogeneity requires an example to compare with and an appropriate hypothesis to test the validity of its community participatory approach. The selected project case would need to be tested against community participatory variables of a representative sample case. This sample case would need to be similar in its complexity in terms of applied community participation in its conception, method and accomplishment. The lack of academically investigated existing representative community participatory examples in South Africa does not allow for a representative project case based on homogeneity. Therefore, the advantages of project selection because of its heterogeneity, in particular the different degrees of acceptance by the community, are higher than the aspects of homogeneity for this study. The investigation aims to determine if the different degree of acceptance of the selected project cases are reasoned on the firm's applied participatory approach. The consequential success or failure of the chosen project cases need to be tested against the criteria identified in Sanhoff (2000) on genuine participation with the community in architectural design.

2.4.3 The context of the selected cases

Possible language barriers endangered gaining valid data out of the interviews. The researcher had to be aware that his origins, race and different culture could have an impact on the outcome of his investigation in Langa Township. Therefore, it was essential throughout the whole research, to gain feedback on planned and undertaken research steps. Besides consultation of experienced researchers and professionals, the pilot study, explained in chapter '2.2.9.8' was one method to cross-check the research strategy and to avoid suspicious findings.

2.5 Scope and limitations of the case study research

2.5.1 Scope of the case study research

This case study investigation has its limitations and possibly is weak at certain aspects. Therefore one important inquiry for the application of a successful case study approach is to reduce its variables to the major ones to avoid confusion. Yin (1994: 13) underpins this fact that the boundaries between the phenomenon and the context of the study are not necessarily clearly evident and therefore the amount of variables can lead to insularity. Consequently, the study reduced its field to a certain area of Cape Town with its specific development regulations in a certain period of time, based on a carefully selected sample of key figures in relation to appropriate samples and theory on genuine community participation. The nature of the multiple case study investigation is therefore focussed. The identification of these particular sources of evidence happened under that focal aspect. Therefore certain key figures, documents, samples and interviews directly accurate for this investigation only, were selected. The researcher aimed thus for an in-depth investigation rather than on a one that allowed for generalization (Townsend, 2003:263). This study concentrates on major aspects of applied community participation by CS-Studio in Langa between the year 1989, the Ulwazi youth centre, and the year 2000, the Guga S' Thebe arts and cultural centre only.

Furthermore the research aimed at detecting projects by CS-Studio that are successful, less successful and not successful as defined under the category 'Definition of key words'. These projects serve to determine and measure the extent of applied community participation on each of these particular design processes and product. Partnership, the delegation of power as cooperation between the architect and the community, defined by Sanhoff (2000: 8) sets the common ground and the level of continuity.

2.5.2 Limitations of the case study research

This study cannot represent the 'world' (Townsend, 2003:263) but it can represent the particular case of applied community participation by CS-Studio in Langa. The time of this investigation is limited and therefore the access to sources. That means that the researcher has to select within the amount of potential sources of evidence and detect the most appropriate ones. The availability of complete sets of documents is dependent on the rigours or less rigorous way the data was filed by each particular consulted key figure of city officials, administrative staff, community leaders and the firm CS-Studio. Therefore, the researcher can investigate and draw resumes based on these available sources only. These sources are listed in chapter '2.2.9'. In terms of interviewees the researcher had to accept the fact that certain key informants involved in the development of CS-Studio's projects are either not alive or attainable any more. Therefore the author can count on the statement of the available, as important key informants identified key figures only. Furthermore, there is no guarantee that the interviewees respond to certain questions in their own interest. Therefore again, the application of the multiple sources of evidence is

necessary to avoid subjectivity in the outcome of this study. The case study of this paper cannot answer all questions around the particular case of applied community participatory architecture by CS-Studio Architects, nor is it more important than other case studies in similar research investigations. The study aims for increasing the understanding of genuine participatory architecture in terms of Sanhoff (2000) in areas as South African Langa Township.

Again the in-depth study of the single firm, CS-Studio architects in the historical context of Langa cannot cover the whole discourse around participation and does, therefore, not necessarily allow generalisation. It only determines the role of one specific firm in the contemporary architectural discourse on participation.

2.6 Summary on the applied method

Due to the nature of the Purpose/ Rationale of the research, the investigation of participation and the involvement of the community in the architectural design and development process, the research method will apply a phenomenological paradigm using a qualitative case study design, based on semi-structured interviews according to Yin (1994: 85). The use of the positivistic paradigm with quantitative data crates a database on informants in relation to the selected project cases by CS-Studio architects. A detailed literature review, direct observations, and the investigation in documents will be conducted as another source of evidence and gain data on the site's contextual reality (Yin 1994: 87).

As the success of the research investigation is dependent on the proper application of the method, the theory of methods and specifically the theory of the case study method was critically discussed. The research paradigm and method, most appropriate for this study was identified and justified. Projects undertaken by CS-Studio architects were selected under identified criteria. A focussed case study design was identified as most appropriate for this investigation and justified. The following chapter examines critically the applied participatory approach of CS-Studio in Langa and tests it against the identified theory.

3 Theoretical framework

Introduction

The aim of this theoretical framework is to examine the internal power relations within community participation and its impact on the production of space. This research deals with two different political systems and offers therefore vast potential to compare the former and current planning conventions in South Africa. The researcher developed a tool to investigate Sanhoff's argument. The complexity of Sanhoff's argument is presented in form of an visualized project cycle. This instrument helps to understand the involved members of the units of analysis in terms of responsibility for creating pre-conditions, methods and objectives to apply genuine community participation. The construct of the project cycle is explained in detail at chapter '2.2.9.1' onwards.

Studies have shown vast differences amongst South African practitioner's approaches in applying community participation. The outcome of the conducted survey with members of the involved organizations in CS-Studio's project cases, has shown that there is a great need for research on thinking and in praxis of community participation in South Africa.

Sanhoff (2000) was identified as an international leading expert on defined genuine community participatory practice. Therefore, his philosophy around genuine participation is accepted as a guiding instrument for this investigation. Sanhoff explored various cases on applied community participation around the world and proposes guidelines in literature, based on case studies, for professionals to bring the community into efficient and successful planning practice. The following chapter will introduce major aspects of his philosophy. A detailed literature review on Sanhoff's philosophy serves as the theoretical foundation in this research. Furthermore, the questionnaire and the interview questions are informed by the literature on genuine community participatory thinking and practice by Sanhoff. Therefore, the precise review of his literature, regarding genuine community participation is essential for this investigation and described in chapter '3.3'- to '3.5'. The purpose of the literature review is to widen the spectrum around the topic. Sanhoff is not only important in terms of genuine community participation. His argument is based on thinking and experiences of selected researches and practitioners around the world. This theoretical framework goes beyond a usual literature review and takes into account the 'roots' of thinking on community participation. Sanhoff's argument is the starting point and based on findings in research and praxis. The criteria for validation is therefore shaped by theories, philosophies and practical experience of international figures that strengthen Sanhoff's argument. Those individuals are referred to in chapter '3.3' to '3.5'. Furthermore, Sanhoff's discussed argument gets located and thereby applied to the characteristics of Langa Township. In this particular point it is essential to test if his argument is applicable in the historical, cultural and economical context of Langa Township. Genuine community participation plays a significant role in curing the marks of apartheid and alleviates poverty. Therefore, the argument in chapter '1' serves as basic matrix for the location of Sanhoff's argument in the South African context and in particular in Langa Township. Another purpose is to identify commonalities, completion and contradiction within Sanhoff and the philosophy and applied approach by CS-Studio architects in order to widen the body of knowledge on community participation and the aspects that make it genuine for South Africa.

3.1 The analysis and location of Sanhoff's conceptual process in theory and the South African context

"People's participation wherein control of a project rests with administrators is Pseudoparticipation. Here the level of participation is that of people being present to listen to what is being planned for them. This is definitely non-participatory. Genuine participation occurs when people are empowered to control the action taken...genuine participation means the collaboration of people pursuing objectives that they themselves have defined" (Sanhoff, 2000:8).

A community project requires the formation of members of involved sample groups to arrive at comprehensive, participatory and strategic planning. A sample group member, as understood in this study, is a participant who belongs to either a governmental, community or architectural organization. Any participant inhabits the role of technically and financially assisting the project and thereby supports the achievement and management of housing (Sanhoff, 2000: 5). The researcher of this study differentiates between 5 responsible participant groups. The responsibility of any participant of any sample group, the local government, the professional, the community participant and the not to responsibility related arguments within the philosophy by Sanhoff. Sanhoff locates genuine community participation in something that is not stable. Its intensity, level and extent varies and needs to get applied on the particular context. Before applying genuine community participation any participant of any sample group must acknowledge that it leads to the achievement of a greater democracy. The United Nations refer to sustainable development through community participation at the world summit in September 2002 in Johannesburg: "We recognize that sustainable development requires a long-term perspective and broad-based participation in policy formulation, decision-making and implementation at all levels. As social partners, we will continue to work for stable partnerships with all major groups, respecting the independent, important roles of each of them" (United Nations: 2003). The empowerment of the grass-roots improves the representation of the particular character of the site and leads to ownership and the achievement of dignity amongst participants. Sanhoff (2000: 1) and also Low (1998:342), calls for the mobilization of the poor to encourage the economic, social and interactive process and self-reliance. Castells (1983:294) names this as organization of urban protest in order to improve the living conditions of the poor and empower the grass roots to create a greater democracy. All three point out emphatically that the outcome of the participatory process is not only the process and the product, it is the formation of the organization itself. However, it is not evident yet that Sanhoff's philosophy might be applicable for South Africa. Therefore, the study investigates in his philosophy to prove its efficiency and validity for Langa Township.

The study accepts Sanhoff 's interpretation of genuine community participation as substantial matrix for the theoretical framework of this study. Its construal needs to be itemized in its aspects. This study asks questions on what, how and why in terms of genuine community participation. Finally, Sanhoff's argument is related to the visualized project cycle, developed for this study, explained in its structure in chapter '2.2.9.1'.

In accordance with the problem statement, this study will apply the theoretical framework developed by the French philosopher Foucault, the Kenyan philosopher and writer Ngugi Wa Thiong'o and the French intellectuals Lefebvre and de Certeau. Those key figures of theory and philosophy underpin sections of Sanhoff's literature on genuine community participation. Their theories mediate the understanding of participatory architecture as undertaken by CS- Studio in Langa Township. A further key figure that shapes the theoretical framework of this study, mainly based on experience, is the literature by Nabeel Hamdi. Hamdi is an experienced architect who built in Africa and writes on

community participation. Hamdi's thinking act, by supplying methods and critical aspects essential within the historical and actual South African context. It is interpretive and applicable within the South African context. However, the intention is not to enervate Sanhoff's argument with theory and philosophy by other key figures on community participation. It is rather to strengthen certain of Sanhoff's arguments in order to analyse and locate it for, and within the South African context of Langa Township. The range of arguments of the aspects of genuine community participation are based on the literature by Sanhoff (2000).

Sanhoff (2000:38) recommends that any participant of any sample group should know about the reason for community participation. If the potential for change is given and sensed by the community, individuals will join to actively get involved in the decision-making process of the project. This requires the re-examination of the traditional praxis of the professional. The aim of participation is not intimidate existing hierarchies or to question the existence of leadership within communities. It should encourage the dialogue between the grass roots and governmental institutions in order to meet needs of those who are affected by the planning interventions. To practice effective community participation, the social and built situation of the environment needs to be analysed carefully and appropriate techniques need to get applied.

3.2 The project cycle as a tool of analysis for the philosophy by Sanhoff to identify communality, completion and contradiction

The first tool of analysis is the visualized project cycle that operates and orders the findings on Sanhoff and CS-Studio's philosophy and the three selected project samples on three levels. Those levels aim to determine complementation, communality, completion and contradiction within both philosophies and the applied approach by CS-Studio.

The idea of the project cycle derives from several sources. The first one is the visual source which is the diagram of the segregated and the apartheid city, illustrated in chapter '1.4.1'. This diagram subconsciously established the image of an circle form in looking for an way to organize and capture the complexity of Sanhoff's on genuine community participation. The diagram of the segregated and apartheid city talks about the re-settlement of race classes in relation to spatial re-organization legislated and conducted, by the dominating political power of the former apartheid system. The diagram in circle form re-organizes Sanhoff's argument in relation to identified key figures within the discourse on genuine community participation. Sanhoff's argument requires in contrast to the one illustrated by Davies (1981) a democratic political system that distributes power, space making and the production of cultural identity on a equal basis. Sanhoff's applied argument is explained in detail in chapter '2.2.9.1' onwards. Another source of inspiration is a diagram drawn at the office of CS-Studio architects in collaboration with Carin Smuts (Third meeting: 24/09/04). In that meeting my idea was born to apply visually Sanhoff's aspects that make genuine community participation in circle form.

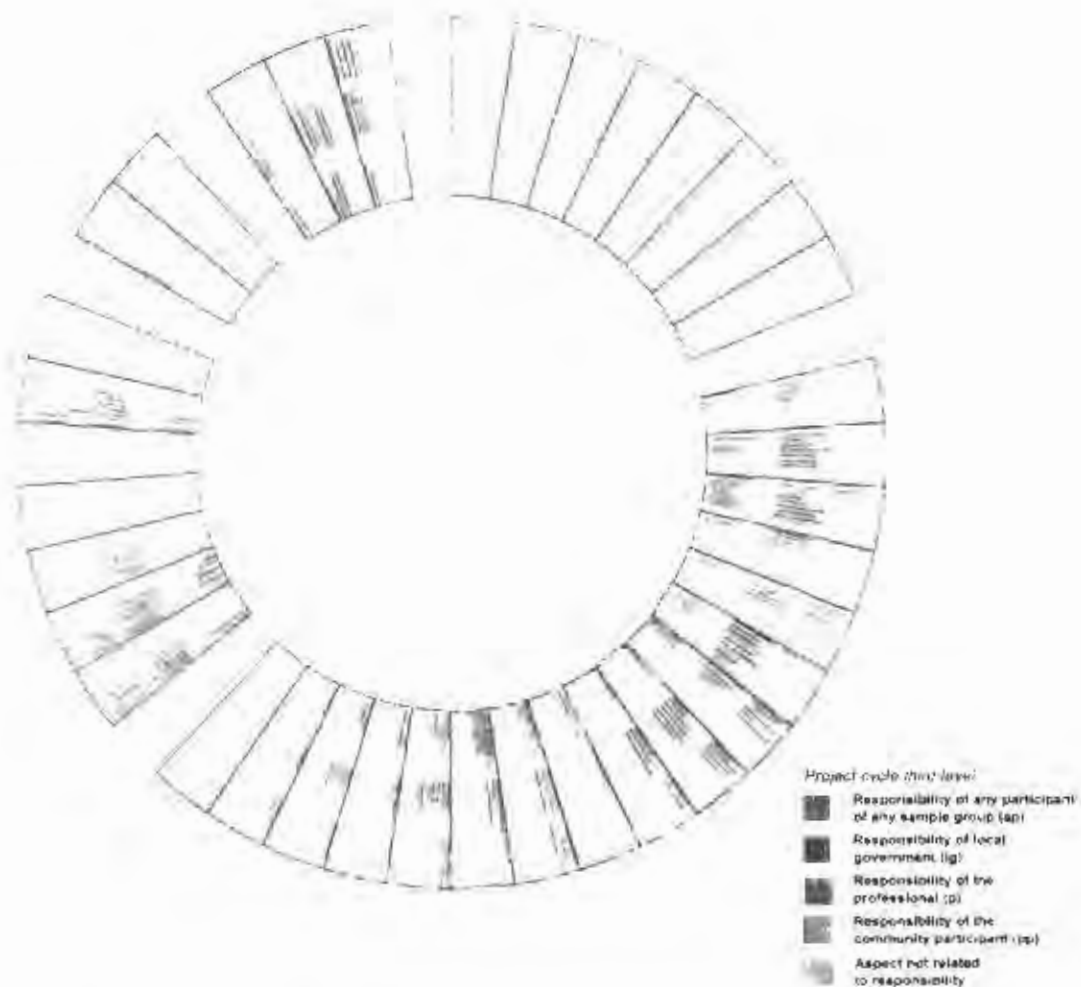
Consequently, in order to theorise and thereby justify the idea of the application of the project cycle, the literature by Hindson & Swilling (1994) was identified. They use the expression 'project cycle' to enable communities to drive development in Southern Africa on the local level. Lyons & Smuts (1997) use the expression to describe the process beginning through its end. Hindson & Swilling examine particular areas of conflict, where restructuring of social and physical space is necessary. In their article they acknowledge the need for mechanisms that get built into development and construction processes in order to exclude the disruption of the continuity of the process. This argument is

particularly important for the efficiency of applying genuine community participation. Hindson's & Swilling's (1994:13) project cycle is literally divided into five major phases, which are compact formation, project proposal, project design, implementation, post-implementation. The one by Lyons & Smuts is divided into six phases, which are the formulation of need, establishment of legal structures, the formulation of the programme and brief, its commissioning and its operation. In accordance to the development of multi purpose centre projects they suggest a process length of 12-18 months (Lyons & Smuts, 2000). On the first level are 4 stages of community participation that are explained in detail in the chapter '2.2.9.2'. Those stages are technique, concept, method and accomplishment, whereby the last point is subdivided into accomplishment and post accomplishment of community participation. Hindson & Swilling require that for every phase the key processes, institutions, stakeholders and resources need to be identified. In this study, every phase of the first, second and third level of the project cycle, explained in chapter '2.2.9.1' comprises the responsibility of either the governmental official, the professional or the community member. Further, the process is subdivided into pre-condition of what has to be in place, the recommendation on how it can be achieved and the outcome on why it is a requirement for genuine community participation. Furthermore, they identify underlying principles of a project circle that are inclusiveness, local direction, holism, capacity building, sustainability, spatial re-integration, functional efficiency and consolidation (Hindson & Swilling, 1994:14). Those principles are identified as valid for this study's project cycle and captured by Sanhoff's analysed, in theory and the South African context located argument. Furthermore, they argue that this broad view is necessary to identify community participation. It helps to identify issues and structural problems of the community (1997:4).

The project cycle by Hindson & Swilling (1994) and Lyons & Smuts (1997) appears literally, as a metaphor, only. The idea to physically draw and bring Sanhoff's analysed, in theory and the South African context located argument into a visualised cycle form was determined as an most useful mechanism to achieve effectiveness and continuity in the process of developing the thesis. By doing this, the research became readable and steps and interrelations within the argumentation clearly visible and traceable. The commonalities, completion, and contradiction within the philosophies and three project cases as explained in chapter '2.2.9.2' became graphically traceable and supported the argumentation illustratively.

The visualisation of the project cycle was not found nor identified in literature and is therefore the original product of tool of measurement of this research investigation.

3.3 Outcome of analysis of the Sanhoff's philosophy in accordance to responsibility of any member of any sample group



Graphic by author (1). Project cycle third level: Participation responsibility of any member of any sample group, local government, the professional, community participant

A Participation technique

The pre-condition for participation technique is that any participant of any sample group should know that their application requires sufficient time to apply and to be successful (Sanhoff, 2000: 67). Techniques serve as an instrument and are applied in the conceptual, methodical and accomplishment category of the genuine community participation process. To make community participation effective, perceptive and skilled professionals are required to assist the community . Furthermore, the introduction, the identification and application of the most appropriate technique to progress the project by the professional needs to take place in form of an public hearing (Sanhoff, 2000 :68).

Sanhoff's philosophy (2000: 67-76) does propose 8 techniques in terms of achieving genuine community participation. These are:

Awareness method

Questionnaires, interviews, focus groups and group mapping are methods to gather data on a particular community. These techniques create awareness of the citizen in relation to its environment and support creative thinking and enables for participation (Sanhoff, 2000: 67). That happens in form of exhibits, news media or walking tours. Exhibits are held in public spaces and are communicated through panels and physical models. News media broadcast the issue on the radio station in order to reach as much citizens as possible. Awareness walks allow for a collaborative experience in the area of investigation. On these walks visions of how the physical environment serves all age groups of the community are discussed.

Indirect method

Indirect methods are surveys and questionnaires that help to gather information: beliefs and individual positions from a specific community (Sanhoff, 2000: 68).

Group interaction method

The group process is based on idea-sharing and the improvement of the individual's work. Each of those presents their ideas individually and others comment on them to improve them. The professional is responsible for the formation of the group of participants. Groups should not extend the size of more than ten people. The nature of communication is through face to face interaction and in form of a public workshop. The used media are photographs, plans and physical models (Sanhoff, 2000: 70).

Open-ended method

The open ended method occurs in form meetings were the leaders of the participatory team present to the public. These form of meetings do not allow for discussion. Votes are given by hand sign (Sanhoff, 2000: 70).

The Brainstorming method

Brainstorming methods are an effective way of searching for a solution. This method is based on rules to generate as many solutions as possible. Any idea is allowed and has to be seriously considered and not be criticized. There are different brainstorming methods as the gallery method, were participants write down their ideas and others comment on them. The pin card method is based on the idea that individuals are writing their ideas on cards and pass them on so that another participant can comment on it. The nominal group technique pools the ideas of individuals and ranks it of their priority in relation to the identified issue. The delphi method uses anonymous questionnaires to rank and order ideas until consensus is reached (Sanhoff, 2000: 71).

Interactive Brainstorming

This method requires the division of the participant groups and divides into two. One group is brainstorming in front of another group. Ideas of the presenting group are getting hitchhiked by the second group. The questionnaires are providing information on visions of those who prepared them. A interview based on in-depth questions offers additional information on a certain community issue. Therefore, the use of both sources of data determines most valid data. The process occurs in form of verbal or written brainstorming procedure. Groups of the size of twenty participants come together and do interactive brainstorming. The ideas of both groups are getting collected and evaluated in collaboration. The most appropriate solution is getting chosen collectively (Sanhoff, 2000: 72).

Group process

To give group process order, constructive language should be used, starting with the statement: If I were you... An equal time period of speaking should be allowed for every participant. No responses are allowed during the presentation. Responses need to be carefully recorded. The total time period should not be too long to avoid loss of concentration amongst participants (Sanhoff, 2000: 73).

Digital technology

This method includes the creation of an communication interface provided by telecommunication. Videoconferencing allows all participants to contribute equally to the process.

The purpose of the group process is the improvement of the quality of idea development and critical commentaries. Set out rules for any approach lead to avoid aggressive and averse habits of participants (Sanhoff, 2000: 73).

B Participation concept

Defining community architecture

The pre-condition for this aspect of genuine community participation is the awareness of any participant of any sample group of the characteristics of community architecture. Community architecture is less concerned with the creation of style, is contextual and identity driven (Sanhoff, 2000: 27). Hamdi (2000: 2) elaborates the contextual and states: "We have to come to understand that there remain serious political, cultural and professional constraints to participation's development"

It is proposed that genuine community participation is based on a bottom up decision making process and driven by the process, which aims to meet the needs of the individual, is of multidisciplinary nature, managed by participants and contextualised to a specific situation and environment.

Community building

Individuals and groups mostly participate because they see themselves being positively or negatively affected, have an economic interest, recognize an environmental or health risk or are affected in religious or political matters, by the facility (Sanhoff, 2000: 17). Any participant of any sample group must acknowledge that functioning and effective community participation requires the building of a strong community structure by identifying the parties involved. Successful genuine community participation integrates opinions and diverse viewpoints, operates on the exchange of information and leads to mutual learning and respect amongst all participants (Sanhoff, 2000: 25). Genuine community participation opens the process to the individual of the community, the professional and the governmental institution.

To start off the community process it is recommended to identify the persons who should be involved in the participation process. Generally, people want to be involved (Solomon 2000:43). The professional has to ensure that the public is aware of the opportunity to participate and individuals can decide whether they want to be involved. The greatest voice should have those who are most affected by the project. The professional has to ensure that individuals are informed about the consequences for not-participating (Sanhoff, 2000: 18). Further, the professional is responsible for the involvement of administrative staff, teachers, city officials that are part of the local government, community leaders and members that are directly and indirectly affected; those need to be identified and get involved to form a multidisciplinary team and debate. The professional is responsible for choosing a manageable size of the participant group. This strengthens the dynamic of the group and its teamwork. Sanhoff (2000: 10) and

Solomon (2000:43) point out the identification of participants and their role, extent and aspects of involvement in either development, the implementation or the elevation of the project have to be ensured by the professional. In this regard as much involvement as possible in terms of increased learning and validity for the project is recommended. Hamdi (1995:42) refers to a statement of Habraken: "The more flexibility for adoptability, and the greater the involvement, the more variety housing can assume in the support structure". To establish and include as much opinions as possible participants need to get contacted directly in their institutions or private homes (Sanhoff, 2000: 23). Expertise of other fields need to be consulted and their opinions considered. A vision of how the community should function in cooperation with other institutions that are involved in the planning must be built. The community structure needs to be analysed in terms of possibly existing beneficial facilities and valuable resources. Solomon (2000:43) requires the investigation in community leadership. The community structure needs to be constantly supported by the leaders and informed with information according the identified issues.

A high level of involvement causes a higher motivation, commitment and contribution of each participant to the process of the project (Sanhoff, 2000: 14). The increased number of employees in the planning and construction process of the project leads to more satisfaction about the work environment and the commitment amongst participants (Sanhoff, 2000: 34). Academic studies proved that aspects as public acceptance, accessibility, good decision making, education and learning through the project, as well as time commitments and trust is valued by every participant (Sanhoff, 2000: 25).

Responsibility for participation

Hester (1996) calls for the reformation of community participation structures by the local government. Politicians have to recognize the occurrence and demands caused by poverty and have to find adequate solutions for communities on a collaborative basis with community members Sanhoff (2000:26). In case of neglect of this aspect, Ngugi like Foucault points out, that dominating power and culture stresses the danger of unequal action or the denial of participatory process. Ngugi states: "Cultures under total domination from others can be crippled, deformed, or else die" (Ngugi 1993:16). It is essential to determine were in the process participation of the community is wanted. Responsibility has to be clearly defined and participants have to commit to the goals of the project. All participants have to operate actively and on a equal basis. Governmental interests should not tend to dominate and affect the aptitude of participatory design in addressing poverty and environmental issues Hester (1996) in (Sanhoff, 2000: 25). Realistic fund raising strategies have to be set up. Diversity of skills and active participants need to be implemented. Solomon (2000:43) refers to the lack of synergies and partnership as being the reason for the barrier of achieving successful community participatory projects. Therefore, collective action by equal involvement of participants is required to establish group ownership (Sanhoff, 2000: 16).

It is a requirement of genuine community participation that participants take control of designing, constructing, managing and evaluating the process and the project. Ngugi, particularly, talks of culture and the impact of domination on society. His literature named, 'Moving the centre' examines what is called the freedom of cultures in relation to the person in power and control. Ngugi refers, like Low (1998:335) to the people's own responsibility, in shaping their own culture. Ngugi (1993:15) states: "Culture is a product of people's history, but it also reflects history and embodies a whole set by which a people view themselves and their place in time and space". This statement is particularly important for the development of space within the South African history. Experts of different fields are responsible for consultation. Local authorities are required to support public participation to create awareness amongst communities on development issues. The communities have to be empowered in the project. Actions and implications need to be studied by the local authorities and the professional to create sustainable communities. The local government's responsibility is to empower the grass roots in local action and

create responsibility amongst participants in local communities (Sannoff, 2000: 26). It should encourage education in order to form expertise in applying community participation within local communities. Furthermore, governmental institutions are responsible for the establishment of a public participation process before any planning decision is made. The establishment of a section that is responsible for conflict mediation seems to be essential for guiding the community development (Sannoff, 2000: 27). The diversity of skills, the community's resources and its issues need to be identified and taken into account for the progress of the project. The sources of funding need to be identified and the dependency and management of it pointed out and established. Costs can be caused by lack of commitment amongst participants and heavy emotional factors that interfere with the time constraints proposed for the project. This needs to be considered in the planning of the project and carefully tracked (Sannoff, 2000: 25).

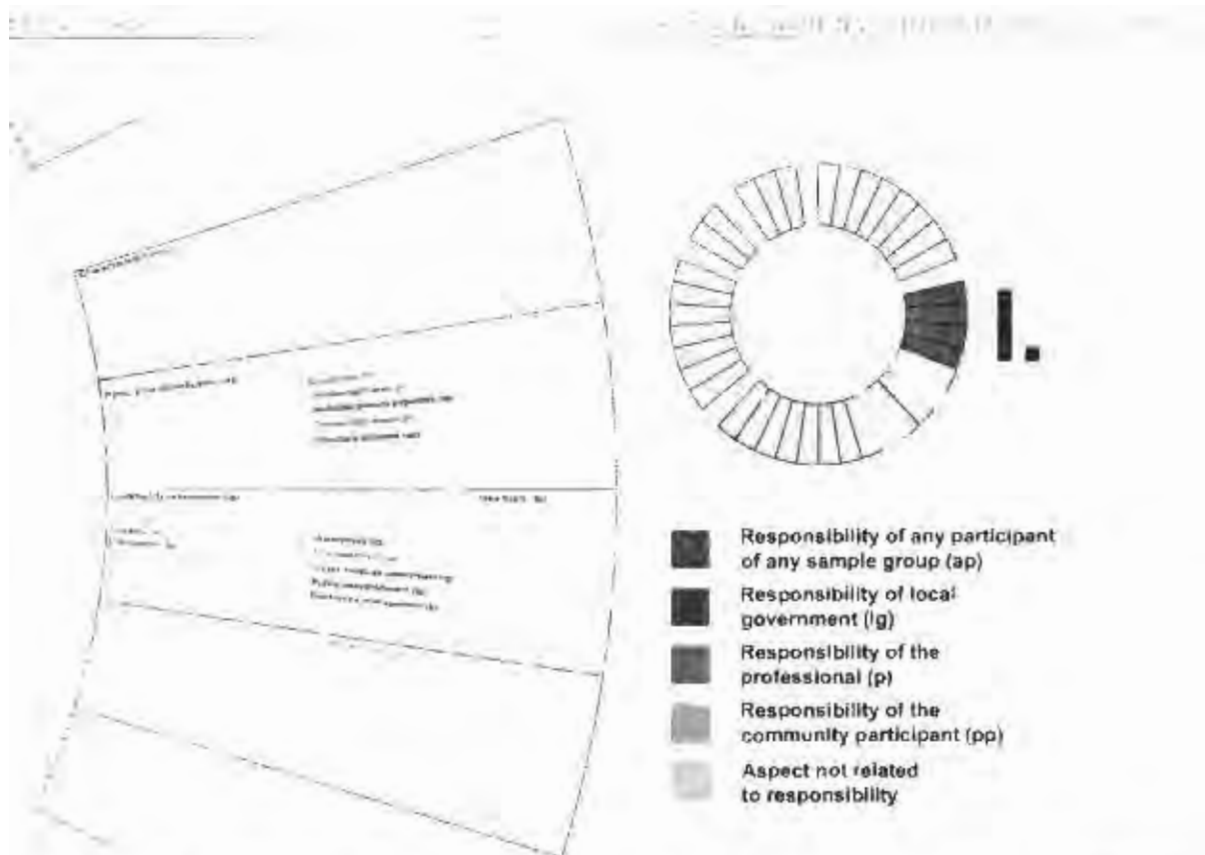
The purpose of this aspect of genuine community participations is that any participant has to ensure that ideas are built on those of former contributions of the group. In case of group ownership the idea becomes the critical focus of discussion, rather than the individual who presents it. Identified diversity of skills were identified and contributed to the advance of the project. Sharing responsibility amongst participants will lead to awareness of the decisions taken. Therefore, it leads to the most accurate decisions between the professional and the community for the project.

Purpose of community participation

To address genuine community participation effectively, its purpose needs to be identified in collaboration with the community. The collected information serves as basis for the formulation of a problem statement.

It is recommended that the professional has to determine and point out the purpose of applying community participation with the community. The participatory approach can serve for generating ideas, identifying attitudes, disseminate information, conflict resolution, measuring opinion, reviewing a proposal or serving as a valve for pent-up emotions. Furthermore, it can serve for conflict resolution and for the creation of collective action. These aspects vary from project to project, because they are dependent on the particular context. All participants should explain the identified problem in their own words to ensure that any participant is aware of the specific situation of the project and a consensus of a problem statement can be formed. This statement, formulated in cooperation with the community has to consider available resources, the timeframe and the achievable goals for the project. A method, appropriate to address the purpose of the participatory process needs to be introduced, discussed and decided on with the community.

The determination of the purpose of community participation helps to develop trust and confidence within an organization.



Graphic by author (2). Project cycle third level segment I: Analysed, in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation.

Goals and objectives

Objectives, available resources, responsibility and methods related to time constraints, have to be defined, pointed out and matched in collaboration with participants. The clarification of goals includes the identification of suppressed inexplicit, or expressed explicit, feelings amongst the community by any participant of any sample group. The setting of goal priorities is dependent on the specific circumstances within the community. Goal setting is supported by four aspects. 'Preserving', which includes the identification of positive aspects of the existing. 'Adding', the identification of what is positive and not existent. 'Removing', the identification of what is negative and already exists in the community. 'Keep out', identification of what is negative and not existent. The statement of a goal includes a major idea, but not necessarily the method to be followed to achieve this idea. The statement should start with a word of action, as 'upgrade' or 'maintain' and should reflect the views of any participant of the community (Sanhoff, 2000: 40).

The goals of community involvement causes the creation of trust and confidence amongst participants. Setting goals identifies and clarifies problems and is a solid basis for planning, running and evaluation of the process and the project. The definition of goals are the basis of good group dynamics. Furthermore, it has long term educational value for participants and helps to meet their needs and might inspire for additional projects (Sanhoff, 2000: 24). Goal setting is the key for successful community participation.

Strategic planning process

Strategies for each particular community vary. Strategy means the organization and mobilization towards the objectives of a project. The process has to be of integrative nature and offer a sound plan of action recording to the shared vision of the future. Furthermore, it has to be supportive to allow founders and officials to understand the basis of the decision making process. Any participant of any sample group should know that strategic planning requires the ordering of decisions and actions regarding a community

The scope of strategy planning is the setting of goals, the identification of issues, building responsibility amongst participants and the evaluation of the process and the product. It includes the analysis and planning of communication and the applied participation. All participants have to be convinced of the reason for the need of a strategic plan. In order to be efficient, the process requires the strong support by the leaders of any sample group.

Who, what and when needs to be determined in order to establish responsibility amongst participants. Solomon (2000:43) refers to the negative consequences for a community project in case of non-organization. Furthermore, any participant of any sample group must acknowledge that the re-examination of conventional planning procedures, as defined in the glossary of terms, is essential in order to ensure that the design process and product meets the need of the community. This also impacts on the role of the professional. In this regard Popkewitz and Brennan (1998:108) introduce Foucault's theory on 'Education and Power' and its aspect of decentralisation and a different way of relating to 'ourselves'. Similarly Low (1998:332) refers to the conceptual development, self-governing practice or self-reliance of individuals that is achieved through the detachment of existing ways of being, thinking and acting and the invention of a new way of not getting caught up in the disciplinary order. Further, Hamdi states: "I do not believe that participation undermines the discipline of architecture or the role of architects, nor need it turn architects into political activists or social workers..." (Hamdi 1995:11). Hamdi, Foucault and Ngugi Wa Thiongo agree therefore that the participatory process requires the decentralisation of the architect. The Russian anarchist Peter Kropotkin argues for cooperation and decentralisation (Hamdi 1995:41). Finally, in this regard, Solomon (2000:42) calls for the political decentralisation in Cape Town in form of Ward communities.

Hamdi (2000: 3) refers to three trends that drive the theory and practice of participation today. These are contextual aspects, partnership and decentralisation. Moreover, Hamdi describes the consequences for the practitioner applying community participation and introduces three major aspects of community involvement in the design process. These aspects are participation, flexibility and enablement. His philosophy considers constantly changing economic, political and social climate and relates to the actual development, which is applicable in South Africa. He hypothesises that: "Building lots of houses for people and places one does not know, where money is scarce and statistical information is unreliable, is neither an efficient nor an equitable way of solving housing problems, nor is it good design practice" (Hamdi 1995:11). It needs to be confirmed between any participants in what form the decisions are made, in what way the group addresses the objectives of the project, in what form discussions are taking place, how much time is considered for the participatory process and who is involved in the management and maintenance of the final product. Furthermore, the management of resources must be considerate in the process itself (Sanhoff, 2000:38). The identified aspects are getting implemented in the action plan of the process. The process needs to be designed and managed clearly for all participants. It has to be designed adversarial to ensure doubt and different view points within the process. The foundations of a strategic plan are based on environmental issues, the identification of needs and available resources, issues in the community or physical environment. Any participant of any sample group should know about the usefulness of a strategic plan. It has to be specific to be monitor able and flexible to allow for new opportunities. Strategic planning requires action and includes the visioning of the future under the consideration of implications on the social and physical environment (Sanhoff, 2000: 39). Goal setting, as explained in chapter 2.3 is required for the process. The tool for identifying issues and opportunities of a community within a specific context are surveys, questionnaires and observations (Sanhoff, 2000: 39). A vision statement is required to define a common reference point for the objectives. For the planning of the strategy planning process a facilitator must be elected and groups formed that are responsible for supporting the process. The articulated imagination of the future or the issue in the community drives the process. (Sanhoff, 2000: 42).

Future visions lead to agreement amongst participants and encourages open discussion, the contribution of the diversity of skills and collaborative decision making.

Awareness

The professional is responsible for creating awareness amongst participants. This means that it has to be ensured that any participant of any sample group needs to experience the given social and physical reality of Langa Township. By actively involving participants in the planning process, competence and empowerment in the making the own environment is gained. Participation does take time and its benefits are only measurable on a long term basis (Hamdi, 2000: 2). Therefore, any participant of any sample group must acknowledge that enough time for the analysis of the issues within the community, the identification of resources of the community and the project's objectives have to be considered. The information on the particularities of the community enables the reflection of its identity through the design (Sanhoff, 2000:10).

The convergence of everyone's interests means the open discussion of those in form of public forums (Sanhoff, 2000: 15). The opportunity to discuss personal interest must be equal for each participant. The change of culture is an indicator of how a community is affected by planning deals with change and transformation. Sanhoff, Ngugi and Solomon, suggest that the professional has to consider and negotiate with the cultural specifics of the community in order to impact on it in an perceptive way Solomon (2000:43) points out that in the case of Kayelitsha no measurement of the development process is done and cultural impact is therefore not made visible. This endangers the reflection of culture. In this regard, Ngugi's theory takes into consideration the constantly changing *Zeitgeist* of society and the definition of what is healthy and unhealthy in relation between the person in power and the community. He states: "Cultures that change to reflect the ever-changing dynamics of internal relations and which maintain a balanced give-and-take with external relations are the ones that are healthy" (Ngugi 1993:16). Finally, factors as preparation, time effort for community participation and the use of resources and materials have to be considered in terms of cost.

Any participant of any sample group must acknowledge that the purpose of creating awareness is to arrive at a common language and basis of knowledge amongst participants on the site's character, which consists of its historical, social, cultural, physical and economical aspects. Furthermore, the creation of awareness of the community related issues amongst participants leads to an increased effect of learning. Furthermore, genuine community participation encourages the development of a sense of belonging and ownership and leads to identity through the project (Sanhoff, 2000:183).

Additionally, it needs to be pointed out that material resources are one aspect of creating identity. Shacks are made of materials found on the site. Therefore, do they reflect the particularities of the site and create housing solutions that are socially and economically much more adequate than the ones proposed by professionals? The challenge for the architect is to achieve similar uniqueness and adequateness in official housing development. This can happen in collaboration with the community only. Moreover, a housing approach needs to create employment and create sources of income for the community (Hamdi: 1995).

Order of discourse

Foucault (1970:51) defines discourse as an complex and instable process. Discourse can be an supporting planning instrument but also an instrument of power. It can transmit and produce power in an supportive but also undermining way.

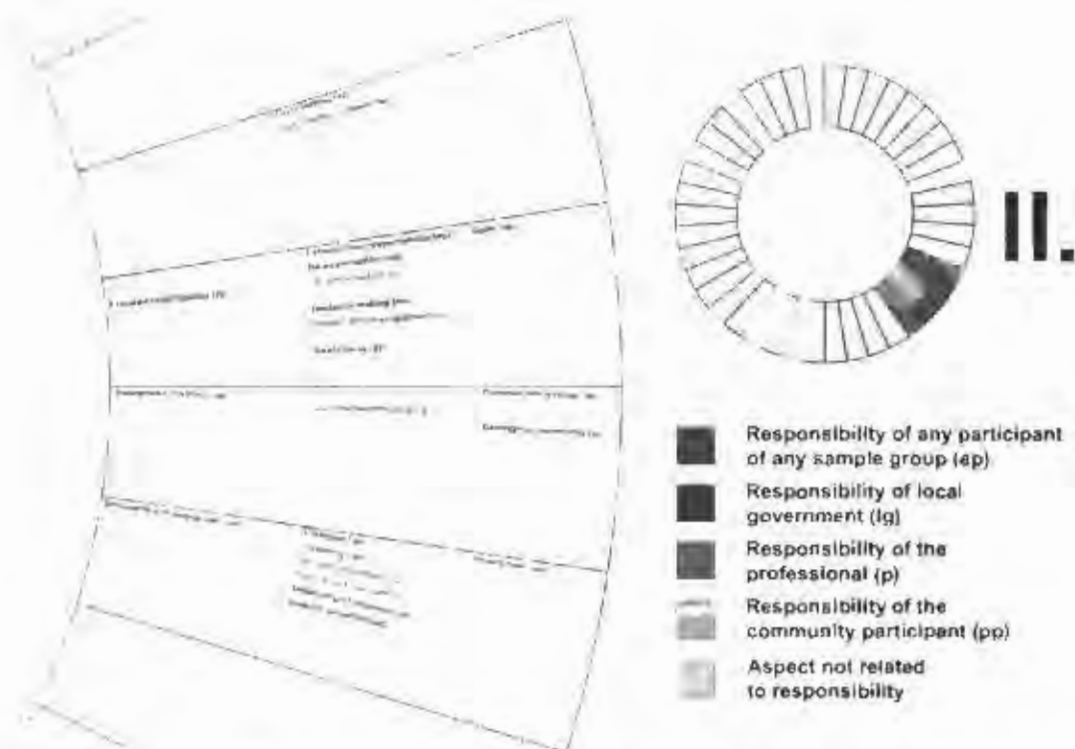
Awareness is required by any participant of any sample group of the fact that community involvement means the occurrence of different opinions. The dialogue shared arrive at common agreement and cause collaborative action (Sanhoff, 2000: 35). Any participant of any sample group should acknowledge that communication requires listening, which

serves as basis for discussion and agreement (Sanhoff, 2000: 32). The professional has to ensure that any expression of opinions are allowed and constantly taken into consideration for the progress of the project. The concerns of the individual are heard, understood and taken into consideration. The defending of the interests of individuals of a particular community against the ignorance and domination of organizations and institutions needs to get insured by the professional. In this regard Foucault (1970:48) refers to the rules of discourse, which are linked to power. Those rules are... "constituted by, and ensure the reproduction of, the social system through forms of selection, exclusion and domination". Foucault (1970:52) identifies 2 regions that exercise power through discourse in an alarming way. Those are sexuality and politics.

However, Sanhoff requires that the participant has to take actively part in the discussion and contribute with own specific expertise or skill. The convention of public forums to strengthen the product and the sense of community through the expression of opinions. The professional has to ensure that the decision making process between all participants is made on a basis of equality. The professional is required to initiate a quality circle with participants on the project.

Through compromises the community will arrive at acceptable decisions. The achievement through the encouragement of consensus building by the professional leads to the open expression of ideas by the participant. This is followed by planning decisions that almost everyone can support and agree with (Sanhoff, 2000: 15).

Healthy and effectively working participant groups are formed and decisions are taken in an collaborative way. Individual responsibility combined with collective decision making forms trust between community participants and leads to empowerment. Furthermore the sense of collective action strengthens the internal structure of the community (Sanhoff, 2000:12).



Graphic by author (3). Project cycle third level segment II: Analysed, in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation

Dialogue encouragement

The encouragement of dialogue, the providing of technical skills and laying out of consequences for alternative solutions must be performed.

Participants are required to criticise and discuss the range of alternatives of the project in order to explore its potential and scope to generate ideas. Participants should identify the advantages and disadvantages of each particular alternative. The dialogue has to be continuous between participants. It allows for not directly affected to understand the directly affected ones. Planning solutions are developed on a constant dialogue between the professional, participant and local government. It is important to allow for change and criticism of the community or the local government.

This enables to establish criteria for the evaluation of the various options of the project (Sanhoff, 2000: 17). Effective dialogue leads to learning and understanding of the other.

Perception

Perception is based on the awareness of an issue and means its understanding. Any participant of any sample group has to understand the community related issues and those of historical, social, cultural, physical and economical characteristics of the project's site. Any participant of any sample group must acknowledge that the common ground of knowledge has to be equal between all participants to enable the exchange of ideas and expertise.

This occurs through the sharing of experience and the setting up of objectives and expectations amongst participants. This takes place in a collaborative form of discussion and is seen as a resource of planning.

Addressing individual needs

Before any action can take place, the residents need to define their vision of need and determine collectively how to get there. Ducan (1985) cited in Sanhoff (2000:182) refers to the variety on the meaning of housing within different cultures. Therefore, the participant in collaboration with any other sample group need to point out the meaning for adequate development in the own particular context. A balance between horizontal and vertical power distribution between leader and member on the ground should exist.

Agreement between participants is not necessarily required at this stage of debate. Changing needs have to be understood and considered constantly for the project. Alternatives for the needs of the community have to be measured and evaluated for the project.

By addressing identified problems, the internal relations between participants get strengthened and leads to common values as collective action and the overcoming of situations of conflict. Lyons (2000: 6) refers to Zora Mehlomakhula, an community activist in Langa, who argues for self-help and community agency. This results in the meeting of social needs and the increase use of local resources. Participants, affected by planning interventions develop responsibility, cooperation and motivation for self-reliance.

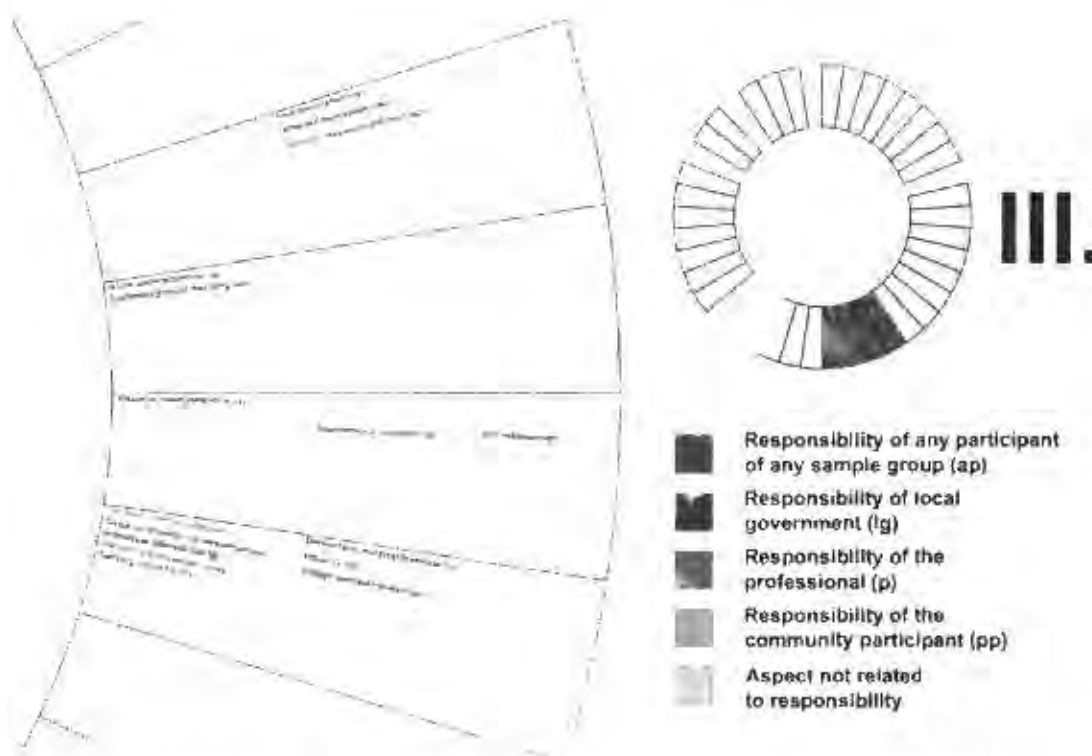
Decision-making

After achieving awareness and perception the decision making process is made on an collaborative basis with the community. The professional has to investigate in the nature of decision making of the organization to ensure an effective design process. Any participant of any sample group needs to develop an understanding of the consequences of taken decisions on the forming of the social and physical environment, which is essential to ensure a successful participatory approach (Sanhoff, 2000: 28). There are no individual or political hierarchies allowed that are more influential than others. Political hierarchy, or one that is reasoned by expertise endangers disadvantage for the unskilled participant of the community. Therefore, power, its structure and distribution in the development process needs to be analysed. Posel (1998:245), 'blank', and Foucault, 'Power and Knowledge', write on power. Foucault's theory on explains the relation of power and what he calls 'ourselves'. Power is distributed by political systems around the globe and in particular in South Africa and affects the individual. Any form of power

involves struggle by some directing the activities of others. The reaction is always accompanied by a numerous phenomena of inertia, displacement and resistance (Foucault, 1980:142; Lyons & Smuts, 2000:1247). In this regard Hamdi (2000: 2) points out that power is not distributed by the political system only. Lyons & Smuts (2000:1235) refer to Friedmann (1996) who states, like Foucault, that power is not only distributed in an negative way. It can be positive and reinforce leadership and community structures but also work against political systems (Hamdi, 2000). It can lead to empowerment through the distribution of skills and capacity building (Friedmann, 1996). The misuse of power endangers the destabilisation of local communities and achieve the opposite effect and beneficials of community participation. Therefore, any participant of any sample group has to investigate how's interests are served by community participation. To arrive at a community participatory approach, the direction of power must change. It needs to change from vertical to horizontal. Vertical power was distributed during the former apartheid regime in a top down decision making process. Horizontal power is the legislated since South Africa's new democracy. The researcher of this study aims to explain the potential within horizontal power distribution on de Certeau's (1998) process of walking in the city. De Certeau talks about the change of perspective of an individual in an urban environment. The process of walking on the street level emphasizes horizontal movement and equality. By getting lifted up in an building the perspective changes because of verticality and leads to an overview of the whole of certain individuals. Empowering the community holds the potential that a larger number of decision makers and experts are determined. That means that not only one person or group, the architect in conventional practice or the 'white' authority in former apartheid South Africa, is in charge of the decision making process and holds the privileged position of having an overview over the multiple context. It means rather that more participants are getting into that privileged position and are therefore part of a process that starts of with horizontality, the identification of participants, and functions as a base similarly as the questionnaires of this study. Potential identification of individuals does lead into verticality and is therefore of individual, multidisciplinary nature and variety, similar as the interviews of this study. In conclusion, power needs to be distributed in both directions to arrive at sophisticated results based on multiple sources, similar as the sources of data of this study's research methodology.

These power relations are 'the practices of the self' practises carried out by people themselves. Foucault (1983a: 239) states in accordance to a modern regime of power should work inside local communities rather than from the outside or from the top down. This statement would be applicable for a 'new' South Africa. Therefore, any participant of any sample group has the right to participate equally in the decision-making for the project. Sanhoff (2000:183) refers to Turner who states that the social well being of the people will get improved by involving them actively in the design, construction and management of the process. Participants create physical designs under the consideration of collectively identified priorities within the given social and physical environment. These physical design products are performed openly with all participants and used by professionals to generate the final plans for approval.

Decision making within genuine community participation requires a collaborative process of making physical designs in form of sketches, plans and architectural models. The combination of top-down and bottom up approaches forms social capital through partner and friendships between community participants.



Graphic by author (4). Project cycle third level segment III: Analysed. in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation

Conflict resolution

Conflict mostly occurs if the set goals are difficult to achieve and the internal group dynamics are of a competitive nature. Problems in the community at the grass roots level need to be identified and a constructive method found to solve them. Any participant of any sample group should be aware that the major reason for conflict is that people deal differently with the objectives or set goals for the project. Conflict is a common phenomenon that occurs if people are working together. Lozare (1994) cited in Sanhoff (2000: 29) states that conflict is also based on the different value systems of people. This can lead into distraction of actions by participants. Conflict indicates a power struggle between participants. Interests in personal goals of individual participants leads to group conflict (Sanhoff, 2000; 16)

The professional is responsible for addressing the emerging of conflicts within the group of participants. The major responsibility for conflict resolution lies at the participant's willingness to solve it. Any participant of any sample group should acknowledge that a mediator can assist to resolve conflict. The role of the mediator is to act as a consultant in case of conflict between participants (Sanhoff, 2000: 31). The pre-condition for a successful mediation is that the group members have created trust between each other and started the process of negotiation. Conflict is a chance to see the process and the project from different perspectives. Local government and the professional has to convert it into positive contribution for the project.

The absence of conflict within the group means that different opinions are not considered in the process. Negative dynamics are often combined with a lack of trust and communication between community participants. Therefore, genuine community participation requires the professional to allow for conflict and see the potential in it. Occurring conflict can be a source of fruitful discussion and contribute to the goals of the project (Sanhoff, 2000; 28). By conflict affected participants need to be identified by the professional and the community and a strategy for resolution needs to be selected. A

problem statement by every member of the group helps to define the issue. Agreement needs to be created between participants on the aspects of the project. Evidence on the agreed aspects for the project needs to be established in form of a writing (Sanhoff, 2000: 30).

The successful management of conflict empowers the community and makes it stronger. The avoiding of conflict between participants undermines well being (Sanhoff, 2000: 29).

Consensus building

Consensus is defined as an appropriate means of measurement and manifestation. Any participant of any sample group must acknowledge that through interactive social learning the group can come to an consensus. It is a necessary goal in order to achieve cooperation between participants.

The professional needs to be aware that consensus is endangered by competition between groups and individual participants. Persuasion has to be made on the basis of good argumentation and not through intimidation.

Communicating the process

Rasool in Sanhoff (2000:49) refers to a number of barriers that are difficult to understand by the government and the professional. Those are rooted in the former apartheid system and based on dependency. He states that community participation was misused in several cases. The manipulation of communities and its decision making that was based on non exchange with the community, done by the professional or the government, undermined the trust and lead to ineffective community participation. Solomon (2000:43) refers to Kayelitsha, a Township of Cape Town, where misunderstanding between participants is a barrier for successful community participatory development. Furthermore, it is often neglected and therefore a necessary requirement for community development projects to integrate strategically important groups as women and the youth in the process. Any participant of any sample group must acknowledge that the nature of genuine community participation enables the verbal exchange between participants that are involved in the process. In contrast to the former planning conventions during apartheid, where the decision were made in an top-down process, the community requires genuine involvement were participants are given a voice in regards to the planning and decision making process. By giving the community a voice to make planning decisions, it will more likely accept the project and feel integrated in the planning process.

Face-to face interaction at the grass-roots level leads to the establishment of mutual trust. Solomon (2000:43) and Sanhoff (2000:11) require that the process has to be clearly articulated, easy understandable and designed transparent to avoid hidden issues that may disturb the planning process. Certain dynamics and hierarchies or political streams found within communities may disturb communication on an equal basis and require carefully considered communication behaviours (Sanhoff, 2000: 9). It has to be well communicated by appropriate media and allow for dialogue and debate (Sanhoff, 2000:10).

This will lead to improvement of sense of collective action and the sharing of the project's goals.

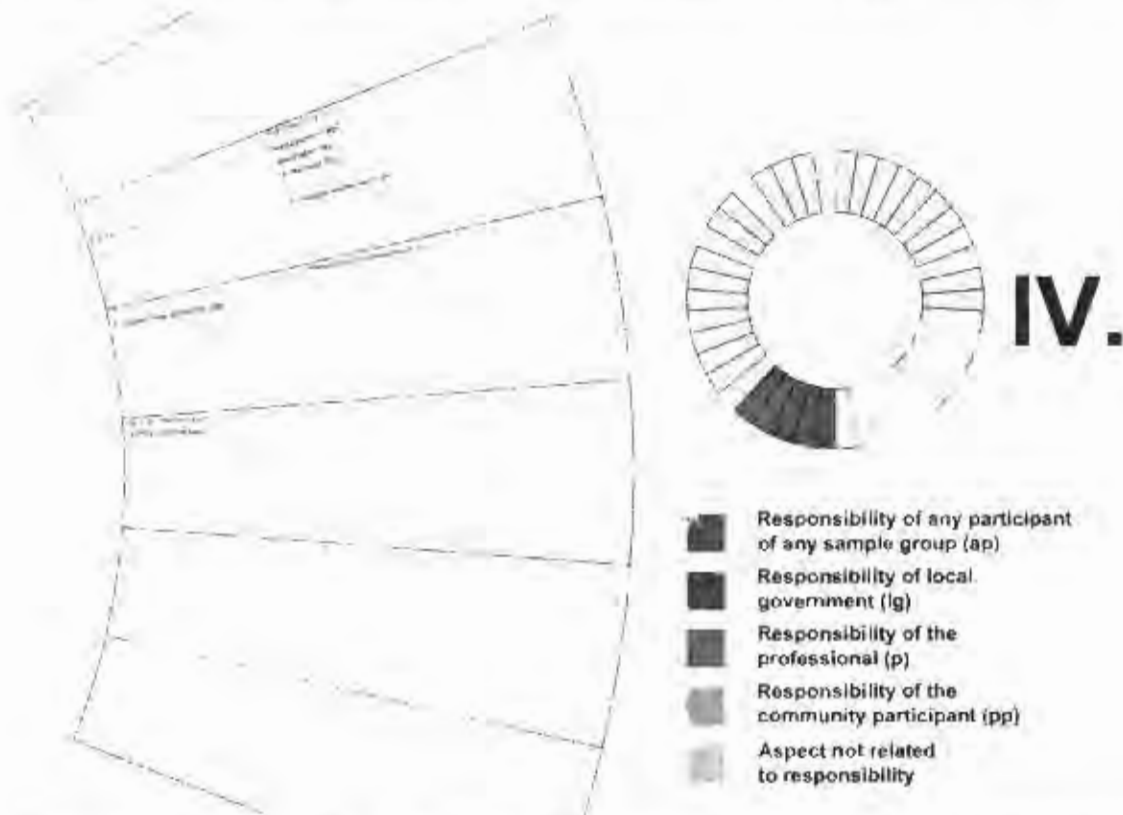
Appropriate method selection

Multiple participatory methods need to be studied and applied in local communities in order to make this planning principle become a significant one for South Africa (Sanhoff,2000:29).

The method needs to be evaluated in terms of desired goals and objectives of the participatory process for the project (Sanhoff, 2000:11). Furthermore, in order to enable the participant to solve problems effectively, site visits, surveys, interviews with experts and personal observations are effective ways to familiarise the participant with the

situation of the project site. Trained professionals are applying techniques as brainstorming to arrive at consensus building between community participants. More methods are introduced and elaborated in the following chapter '2.4'.

The purpose of this management tool is to identify problems between participants and challenge the intellectual capacity of participants to ensure effectiveness and quality of the process and the product. Furthermore, the choice of the appropriate method increases the chance of success of the project (Sanhoff, 2000: 13).



Graphic by author (5). Project cycle third level segment IV: Analysed, in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation

After the analysis of the concept on genuine community participation by Sanhoff (2000) focal points in his philosophy were identified. My intention is to use those aspects for the investigation in CS-Studio's philosophy and applied approach.

Sanhoff recommends that community participation needs to be defined with the community and that as many multidisciplinary participants as possible have to be involved in the process. Responsibility has to be shared, the diversity of skills have to contribute to the advancement of the project and funding has to be managed. The purpose of the process has to be clarified and stated. Goals and objectives need to be identified by all participants and priorities set. The historical, cultural, social and economical aspects of Langa Township need to be identified, discussed amongst all participants and shape the design of the project. Awareness of social and physical issues of the environment need to be clarified and sufficient time for its analysis considered. The discourse has to be ordered in a way that communication and representation of the individual's ideas and needs are considered, defended in order to strengthen the internal community structure. Dialogue between participants of any sample group has to be encouraged by the professional. The understanding of social and physical environmental issues has to be ensured by the professional and used for effective and collaborative decision making. Hierarchy in the

decision making process has to be identified and excluded. Physical sketches, drawings and working models have to be generated by the community and used by the professional as basis for the generation of the final plans of submission. Conflict has to be resolved and constructively used for the process by all participants. Consensus has to be built on good decision making and not on power struggle.

C Participation method

Participatory action research

Any participant of any sample group should know about the characteristics of participatory action research. It is a proactive community participation method that has social and political relevance. Ever changing economical and developmental needs to be researched by people. The participating researcher needs to be well informed about the historical, cultural and economical situation of a particular community.

The process serves for educational purpose for the development of awareness and collaborative action Gaventa (1993) in (Sanhoff, 2000: 63). The professional is responsible for the identification of key informants, the creation of dialogue, for giving any participant the opportunity to participate, for ensuring that any participant is treated as equal, that any participant understands the discussed issues and inhabits an active role in the process (Sanhoff, 2000: 64). Every argument should be seriously considered and agreement on dialogue should serve as a basis for further research and collaborative action Gustavsen (1985) in (Sanhoff, 2000: 63). The professional facilitates the research process and decides with all participants on the problem of investigation, the required information, the procedure of the research and the way of how the data is getting analysed (Sanhoff, 2000: 64). The user's need also get involved in the evaluation of a project and its management (Sanhoff, 2000: 65). Methods for identifying data are interviews, records, surveys and observations.

Any participant of any sample group should know of the goals through participatory research. Concepts on the level of involvement in the issue of the participant get analysed, discussed and organized. Participants get involved in the decision-making process, the design of the research and the methods of evaluation. The research findings get understood by participants and therefore effectively applied. Ramasubramanian (1994) in (Sanhoff, 2000: 63). Any user has got a personal judgment of a particular process or project and its opinion, often underestimated, is of great value for the research. People's empowerment for social change leads to responsibility, pride and self-confidence amongst participants and the professional (Sanhoff, 2000: 63). With external support the community is able to learn technical skills and organize the gathered information and transform it into new knowledge, which can lead to the community's re-formation. Finally, this method can lead to identity, responsibility and sense of ownership amongst participants of a particular place (Sanhoff, 2000: 67).

Community action planning

Programme building requires the exploration of strategies, options and conflicts and setting priorities in those aspects. Planning policy needs to be investigated in and a site needs to be identified, appropriate for the development of the project (Sanhoff, 2000: 59). The end-product means not the end of the process. The process builds on existing organizational structures, knowledge, resources, interpretation of empirical data facts and achievable goals of the community. Any participant of any sample group should know the nature of community action planning. Key issues need to be identified and addressed and priorities agreed between participants. The project's feasibility needs to be assessed and the factors identified that could interfere with the progress of the project. A plan of action needs to be designed that includes partners, responsibilities and time frameworks (Sanhoff, 2000: 56). Proposals for the solving of the issues need to be designed in

collaboration with the community. Design and planning has to be based on empirical data concerning material characteristics, economics, construction and building regulations. The method is community based, driven by identified key issues and fast (Sanhoff, 2000: 55). The community is empowered in designing, implementing and managing their own development programmes.

Any participant of any sample group needs to know the phases and techniques of action planning. People have to be convinced that their issues are better solvable in collaborative action with participants, governmental institutions and professionals. The process gets started through the identification of issues of the social and built environment. Through awareness walks, people connect with each other and share experience in their social and physical environment (Sanhoff, 2000: 62). Interviews and surveys need to be conducted to gain a closer insight of the details of a certain community. Local informants are identified through resources of the community. Further, to measure environmental issues and identify and prioritise needs. Methods need to be identified for the exploration of issues and set up time frameworks easy understandable for every participant. Mapping and modelling records the feeling of participants in evaluating the existing. Gaming and role-playing allows for understanding the existing power structure and the needs of each individual. Ideas of any participant of any sample group serve as a basis of discussion and need to be shared and concluded. The product needs to be managed and re-evaluated.

Action planning requires the ongoing planning of events to set long term goals for further community based projects (Sanhoff, 2000: 59). In case of consensus building it results in the solving of complex issues and strengthens public awareness and the feeling of responsibility of the individual towards the development of the urban environment. Action planning leads to improvement, capacity building and the rebuilding of communities structures that were negatively influenced by political impact. It creates a shared vision of community development in the future and is a method for collective action. Action planning ends with the evaluation of the process and the project.

Vision setting

Any participant of any sample group should know that vision setting serves as a tool to picture the future of a community. Strategies are required to strengthen and work towards those visions (Sanhoff, 2000: 43).

The professional is responsible to guide the process of vision setting. Participants brainstorm in different group sizes and presenting their outcomes to all participants. The initiation committee forms the basis of the process and acts as the representative of the community. The project starts with the definition of the purpose and continuous with an environmental scan, discussing the political and environmental streams that can affect the vision of the community. The community profile and possible existing hierarchies or issues that could intervene with the vision of the community need to be identified and pointed out by the professional. The community's statement has to picture were it wants to be in twenty years. Action plans, including the identification of need, the responsibility of participants, time frameworks and the performing of strategies have to be set up. A celebration process concludes the process and leads into collaborative action of the community. The vision setting process is supported by physical models, drawings, sketches and photographs of precedent studies, enabling the community participants to imaging the vision (Sanhoff, 2000: 43). Awareness walks help to identify were new development is needed.

Any participant of any sample group should know that vision setting allows the community participant to fantasize about the own image of the own physical environment (Sanhoff, 2000: 17). It helps to determine the community's diversity. Therefore, appropriate goals, action plans and methods of evaluating the process and the project can be identified (Sanhoff, 2000: 43-46).

Charrette

Charrette is named after the habit of French architectural students to work to a deadline. Its basic concept lies in the fact that it works under a limited timeframe, focuses on efficiency and is fast. Any participant of any sample group should know that effective charrette requires the time pressure within the community to find adequate solutions for a particular problem. Planning decisions are based on research and interviews, undertaken by participants. All aspects of the project need to be uncovered and decisions made in a collaborative way. This method is successful if the process is more important than the product. The process is perceptive to community members needs, culture, history, physical environment and political situation. Experts of different background are consulted in an interdisciplinary team. Citizens, either directly or not directly affected by planning interventions are given a voice (Sanhoff, 2000: 54). Consensus in charrette does not mean compromise. Compromise is seen as a loss of ideas in the process. Therefore, charrette functions as the adjustment of ideas of the individual participant (Sanhoff, 2000: 52).

The problem within the community needs to be identified. Professionals of and from outside the community must be identified and cooperate in terms of involvement. Those are responsible for addressing problems within the city's infrastructure and the specific community. Short and long term goals must be set in a collaborative manner within a limited time frame with the community. A commitment must be stated to put the outcome of the charrette into action (Sanhoff, 2000: 51). Ideas and decisions need to be generated by the community and reflected on. Discourse directs the individual towards the set goals of the process and the project (Sanhoff, 2000: 50). Charrette has different categories. These are:

(1) The traditional problem solving charrette

Lasts for two days and involves practising professionals for the development of a design plan in collaboration with the community.

(2) The educational charrette

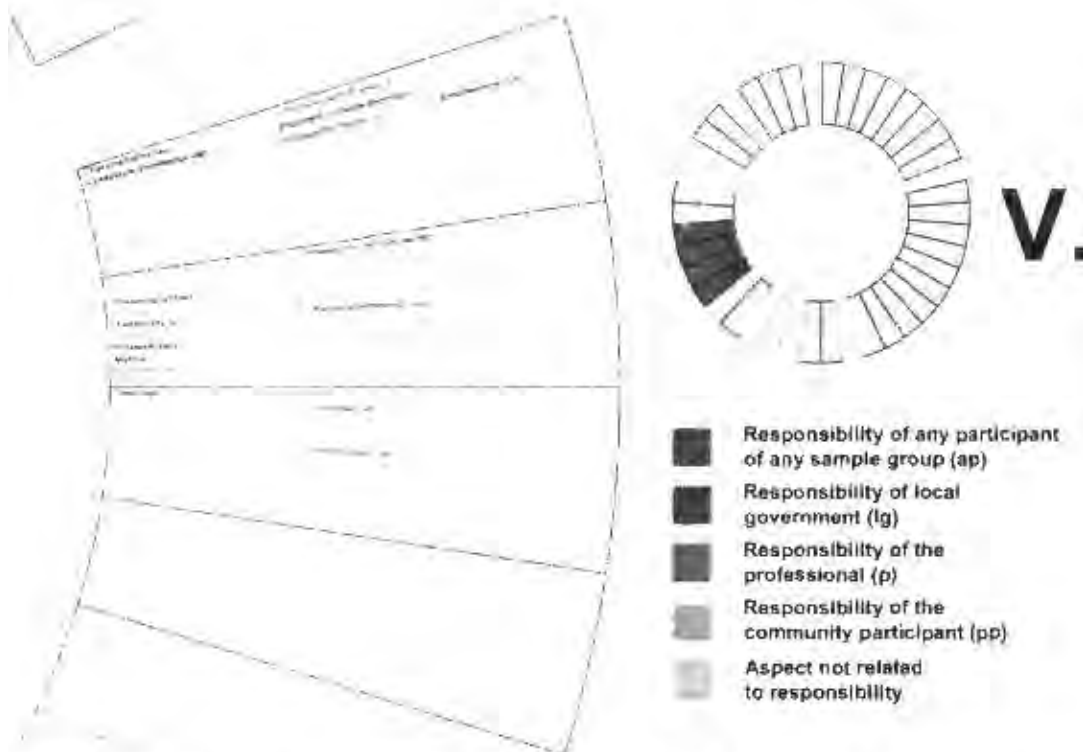
Lasts between one day to several weeks and addresses urban or architectural problems in collaboration with academics and the community. The leadership forum can last several month, where the community works together with city officials, citizen activists and developers to identify issues of planning within a certain community.

(3) The interdisciplinary charrette

Lasts for four days and involves around twelve professionals of various disciplines as economic, public policy and architecture. Economy, crime resolution, transportation and housing are the addressed issues (Sanhoff, 2000: 51).

Any participant of any sample group should know about the advantages of charrette.

The interdisciplinary discourse and input are of great value for the project. The involvement of city officials in debate and decision making supports the community with sufficient power structure (Sanhoff, 2000: 50). Out of fixed opinions, new situations are emerging through the reformulation of the taken on positions. Problems of interdisciplinary nature can get addressed and solved by team of participants. New connections between the grass roots and the city get established and lead to better understanding of each particular party involved in the project. Established, social power addresses important issues of diversity, balance, sustainability and economic growth (Sanhoff, 2000: 51).



Graphic by author (6). Project cycle third level segment V: Analysed, in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation

Participation games

Games are of educational nature and a useful method to simulate a real-life situation for participants. Participants make choices, debate and take on positions to influence decisions. Therefore, games include conflicts and competition, winning and losing. They encourage interaction and cooperation. Every comment and input of any participant should be seen as a contributing value to the identified issue (Sanhoff, 2000: 78). Furthermore, games help to understand the complex forces that shape the social and built environment and identify priorities within a given context.

Games need to be designed and their rules communicated in an clear and open way by the professional to the community. The professional is the facilitator who makes recommendations and guides the game process of participants. The sequence of events needs to be clearly designed and communicated to avoid chaos between participants. Participants must understand their responsibilities for aspects of the projects. The beginning and the end of the process must be clearly defined (Sanhoff, 2000: 79). The simulated problem area, its goals and objectives and scope needs to be defined by the professional in collaboration with the community. The game has to be evaluated and an appropriate method needs to be selected.

Goals teaches any participant of any sample group community principles, structures and processes. They simulate 'real world' issues that are related to social power, develop skill and strategic planning. Furthermore, they are useful in practicing communication manners in the social environment. Games are also useful in practicing conflict solving and forming consensus about different ideas. Furthermore, games organize complexity into an overview of a problem, which requires to be identified and prioritised within its major arguments. Games require decisions that are based on examination and therefore sharpen the perception of participants for an particular issue (Sanhoff, 2000: 78). Members of governmental institutions, community leaders and the professional should come together to simulate the 'real life' situation they are facing later in the 'real' project (Sanhoff, 2000: 79).

Workshops

Any participant of any sample group needs to be involved in setting up the workshop venue. Interaction gets encouraged if the speaker is located close to the audience and not set apart from it. Learning is most effective if personal experience is involved. It requires reflection, development and testing to create an awareness for a problem. Effective media to promote a workshop is via radio, television and flyers. Workshops should be documented through photographs, videotapes, tape recorder to inspire for more of this kind (Sanhoff, 2000: 80). Groups more than 9 participants endanger the opportunity for participants to be actively involved. It is possible to hold workshops simultaneously at the same venue. The groups should present to other participant groups on a regular basis. Summaries should be made and serve as a basis for further activity (Sanhoff, 2000: 82).

Any idea, no matter how absurd has to be taken into consideration and proved for its appropriateness in relation to the project. It is useful that the professional starts the process with a introductory lecture. Participants need to understand the context they work in before they start the process itself. Methods as goals setting, problem solving and team building should be achieved through games and discussions (Sanhoff, 2000: 84). Agreement should be made and disagreement allowed. Solutions for project alternatives should be produced and presented to the larger community to encourage discussion amongst participants. The professional has to acknowledge that listening and problem solving between participants are needed skills to meet the set goals. The topics, the timeframe and the goals need to be suspiciously chosen in order to avoid confusion and ineffective action (Sanhoff, 2000: 80). A workshop process is most effective if the roles are well defined between participants. Barriers and hierarchies amongst participants need to be avoided and communication gets encouraged. Awareness for the social and built environment and its issues should be created between participants. Important aspects that cause conflict, reflect priorities of participants that are of most value for the development of the project. The first step for solving conflict requires listening of the professional. The professional needs to repeat what the participant said in order to confirm that the problem is understood. It is the responsibility of the professional to resolve the conflict in a constructive way (Sanhoff, 2000: 81).

This method creates a high interactive face to face communication process between participants. Workshops improve the communication and interaction between different parties of participants and channels the progress into a constructive direction (Sanhoff, 2000: 83).

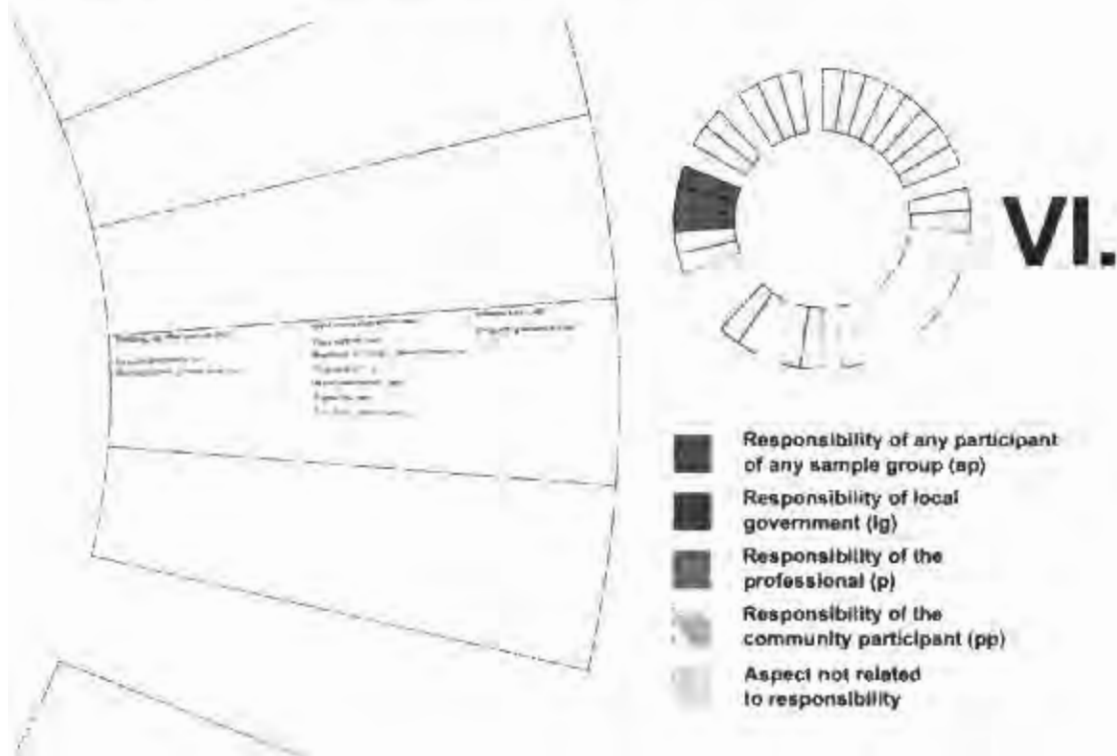
Study circles

Study circles consist of groups between 5 and 15 people. Their purpose is to discuss and share ideas. Each member has an equal right to participate and comment on each other ideas. The agreement on facts is not an objective of an study circle (Sanhoff, 2000: 83). Community leaders who see the issues from a skilled viewpoint usually initiate study circles. The working group is responsible for the planning of the study circle.

This includes the identification and involvement of community members, sponsors and the identification of the site (Sanhoff, 2000: 84). The use of pilot study circles needs to get pointed out by the professional. The most appropriate method to identify leaders and the appropriate media of presentation needs to be identified. The organization of a study group starts with the election of community leaders, identifies sponsors and the site. Time tables, the media for presentation and the planned actions need to be agreed on and confirmed by all participants.

The community is taking ownership of an issue and face it collectively. Organizations get involved and built and a social network established. Communication within the team gets strengthened. Study circles encourage community members to

express their concerns and gain confidence in terms of playing an active role in the development of the project (Sanhoff, 2000: 84).



Graphic by author (7). Project cycle third level segment VI; Analysed, in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation

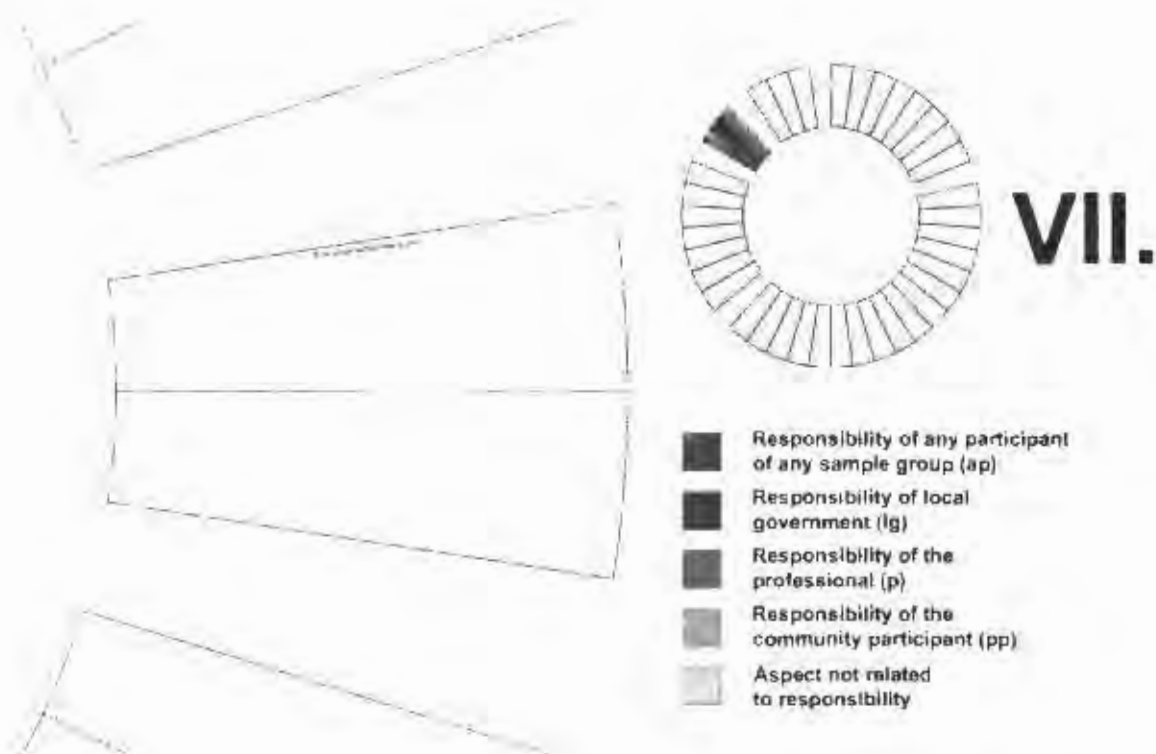
After the analysis of the method on genuine community participation by Sanhoff (2000) focal points in his philosophy were identified. The intention to use those aspects is the same as pointed out in the summary on Sanhoff's concept.

According to Sanhoff's recommendation, research needs to be conducted in collaboration with the community participants equally involved in the process. Furthermore, strategies need to be explored, priorities set and conflict resolved. A community vision needs to be set and stated. Sanhoff refers to methods as Charrette, participation games, workshops and study circles as useful methods for an genuine community participatory approach.

D Participation accomplishment

Site management

Includes the number of unskilled staff involved, the security given on the site, the impact of the owner on the site's design and planning conventions, the activity and use of the site, the location of the site and the economic stability of the neighbourhood (Sanhoff, 2000: 23).



Graphic by author (8). Project cycle third level segment VII: Analysed, in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation

E Participation post accomplishment

Implementation

One of the most forgotten fatal results causing aspects is the one named implementation. This aspect aims for answering questions on how-to, where-to, when-to, and who-will-do and of what the community wants and how it will look like (Sanhoff, 2000: 11). Any participant of any sample group has to stay involved in the process to see results and take on responsibility for aspects of the project after its completion.

The architect's role is therefore to determine issues in collaboration with the community in terms of responsibility and maintenance of the project. Consequently, the participatory process requires the involvement of professionals and community participants beyond the final end-product.

Post occupancy evaluation

Any participant of any sample group should come together and evaluate the project and know of the need of an post occupancy evaluation. Experts are the users and the professional of the facility because of their experiences of the space and the interactive process with other users and professionals (Sanhoff, 2000: 87). Timing, data collection and analysis are aspects that need to be set up before any evaluation of the process and project is possible. This should be planned collectively with the group that is responsible for the evaluation of the process to avoid time delay and confusion (Sanhoff, 2000: 86). People that manage and occupy physical environments must evaluate and reflect on them. Physical environments impact on the individual's health, leisure, emotions and needs. If environments work well they increase the sense of belonging and strengthen the sense of community (Sanhoff, 2000: 85). The criteria of evaluation are: the phase and degree of community control, the maximum number of key participants involved, the consideration of traditions of participants and the neighbourhood.

The person who identified the need for an evaluation needs to explain its purpose and its procedure to all participants. Any participant of any sample group should decide on the method of data collection. Surveys, interviews and awareness walks are ways to collect information for an evaluation of the process and the project. Those ask questions on issues around performance, spatial coherences and occurrence. Direct observation through awareness walks prove outcomes of the interviews and questionnaires. Interviews and a summary concludes the process of data collection. Shared responsibilities need to get clarified between the clients, the participants and the professional. Methods of sampling, the organization of documents and photographs need to get authorized by each particular institution. Research methods and the analytical strategies need to get introduced and confirmed by all participants (Sanhoff, 2000: 85/86). The scope of the evaluation process, responsibility and participants of sample groups need to be defined. There are four methods for data collection for an evaluation:

(1) Direct observation

Does collect data from real-life situations. Whereby events and activities on a particular site are recorded by the observant.

(2) Interviews

Gather data in terms of peoples reaction on their environment. Those can be of be structured or unstructured nature.

(3) The simulation method

Uses data from a representation of a location as an precedent study

(4) Pencil and paper tests

Used in form of questionnaires that can have structured or open ended questions (Sanhoff, 2000: 86)

The outcome of the evaluation gets represented and shared with all participants in form of an open forum. Any participant of any sample group has to be incorporated in the presentation of the evaluation process outcome. Finally, actions to honour committed and involved participants in the evaluation of the project must be performed (Sanhoff, 2000: 87).

Visual appraisal

Any participant of any sample group need to be made aware of the aesthetics of their surrounding environment. Buildings reflect the inner life, social conceptions and actions of its users. Their desirability and meaning in relation to a certain context has to get re-evaluated and proved for appropriateness (Sanhoff, 2000: 91). Perceptiveness serves as a base for descriptive and analytical activity of participants and citizens on the site of the project (Sanhoff, 2000: 95).

The professional need to explain the use of precedent studies to the community. Research proved that precedent studies on buildings enabled participants to develop the vocabulary to describe the built environment, discuss the available options and examine images of preferred buildings. The physical route for visual appraisal should be planned in advance with 'points of investigation' and undertaken by foot, car or public transport (Sanhoff, 2000: 96). There are two techniques when applying visual appraisal.

(1) Exclusion of one sense

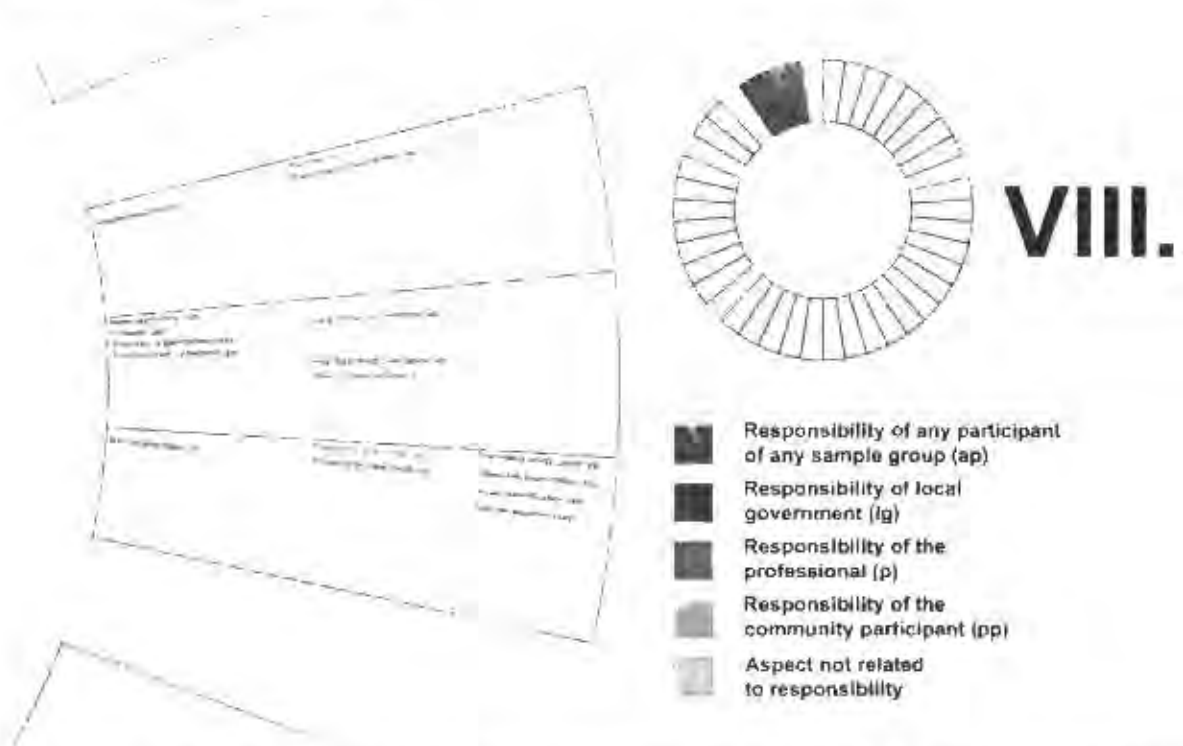
Strengthens the other senses and creates different impressions on the observant.

(2) Sensory walk

Includes the observation of surfaces, textures, structures and includes smells and sounds.

The observed objects should be illustrated photographically, rated and the process summarized.

Using precedent studies, including photographic evidence allows the participant to rate the seen objective spatially and aesthetically. Discussions help to examine the objectives of the project (Sanhoff, 2000: 91). The participant learns on and gains historical data and skills out of the illustrated guide that is designed to support the awareness walk. Social, environmental and aesthetic issues get identified by the participant. The exploration and questioning creates discussions on the quality of a specific project (Sanhoff, 2000: 96). Awareness walks develop skills to critically analyse and evaluate a situation in the social and built environment (Sanhoff, 2000: 96). A walk needs to be recorded and opens views, breaks down social barriers, creates orientation, flexibility and aesthetics (Sanhoff, 2000: 97).



Graphic by author (9), Project cycle third level segment VIII; Analysed, in theory and South Africa located philosophy by Sanhoff / Responsibility of participants within community participation

After the analysis of the accomplishment on genuine community participation by Sanhoff (2000) focal points in his philosophy were identified. The intention to use those aspects is the same as pointed out in the summary on Sanhoff's concept.

According to Sanhoff's recommendation, the site's condition in terms of security, economic stability and the neighbourhood needs to be determined by all participants. Responsibility amongst participants for the maintenance of the project has to be shared, its aspect of implementation considered and motivate for other community projects. A evaluation of the process, method and end product has to be conducted. A Visual appraisal method has to be applied and performed with the community.

3.4 Summary on applied theory

The distribution of power in pre- and post apartheid South Africa was explained mainly by Foucault's theory on power. Foucault's and Ngugi's thinking are similar in terms of 'power and decentralisation' and therefore applicable to the situation in post apartheid South Africa. It helped to understand and assess the relationship between the community and the architect, the person in power. Furthermore, their theory helped to clarify the cultural terms of genuine community participation that Ngugi defines as healthy.

Lefebvre's and de Certeau's theory were important for understanding how the application of power influences the production of space. In this regard, again, the decentralisation of the self' it was determined as an critical aspect of space making in South Africa nowadays and shapes therefore the practice of the everyday.

Sanhoff, Hamdi and Habraken contributed through their experience and debate on current issues and helped determining what aspects of context need to be fulfilled to make genuine community participation. Furthermore, they introduced advantages and encouraged for genuine participation in developing and developed countries.

Consequently, after the analysis and location of Sanhoff's in theory and the South African context of Sanhoff's argument the researcher determined major aspects of concept, method and accomplishment of Sanhoff's philosophy. I aim determine if those aspects are part of CS-Studio's philosophy. Comparing the firm's philosophy and the three selected project cases in Langa Township with Sanhoff's philosophy allows for the evaluation of CS-Studio's community participation.

Questions derived from the research process:

CS-Studio's philosophy:

- Did the research by Lyons & Smuts enrich the thinking on community participation in South Africa?
- What were the vulnerable aspects the research determined ?
- How appropriate was the Lyons & Smuts research for South Africa?

Community participatory approach of CS-Studio:

- Did the applied community participatory approach enrich the three selected project cases?
- What were the vulnerable aspects of these project cases?
- How appropriate is the applied approach in these project cases for South Africa?

Sanhoff's philosophy:

- Does the Sanhoff's philosophy enrich the thinking on community participation in South Africa?
- What are the vulnerable aspects in Sanhoff?
- How appropriate is Sanhoff for South African circumstances?

4 The study

Introduction

This chapter introduces briefly the South African firm CS-Studio architects. It furthermore introduces guiding institutions as NGO's and local government structures, responsible for community participation in South Africa. The analysis of data relies on the findings within the questionnaires, the interviews and the literature and the outcome of the project cycle. It concentrates on the philosophy of the firm in accordance to the community participatory approach in its theoretical and practical form. The practical form is captured by the selection of three project cases in Langa Township, the Ulwazi Youth Center phase 1 (1989-1991) and phase 2 (1998 –1999), the Bathhouses (1995 – 1997) and Guga'S Thebe Arts and Culture Centre (1999 – 2000). Therefore, the research covers a time period of 11 years of community participatory development by a significant South African firm in Langa Township.

To identify the issues around community participation and the approach by a particular firm in South Africa, data was based on the outcome of research articles and documents on the firm's philosophy and applied approach. As explained in chapter '3.3.9.6' the interviews were based on the outcome of the quantitative data of the questionnaire and were conducted on a individual face to face basis. Participants, leaders and members of any sample group as local government, professional, community participant were identified as 'hotspots' through the outcome of the questionnaire and selected for an interview. The outcome of the project cycle, operating on an equal data emphasis, was illustrated graphically and interpreted through cross-tabulation methods, explained in chapter '3.3.9.5'.

4.1 The firm CS-Studio architects

4.1.1 Reason for participation

Carrn Smuts, the leader of the firm CS-Studio, reasons and locates her own participation to one extreme incident that occurred (Meeting, 24/09/2004): "At the entrance to a park there was a sign that said: "No Kaffer but you can bring your dog on a lead". Seeing this notice made her decide that a change of the situation is needed. She started spatial development in collaboration with communities. This means to apply planning principles beyond the 'Standard Services' that are defined as 'Work Stages' for South African architects (1993), attached in Appendix 5. However, she referred to the complexity and difficulty of applying participation in the South African context because of the existence of a vast amount of power in poverty.

4.1.2 Educational background of staff

Carrn Smuts studied architecture under the direction of Professor Ivor Prinsloo at UCT. He was seen at the time as one of the most leading experts in the field of architectural theory and practice. A publication on Prinsloo's largest projects, the University of Witwaterstrand, the author Kench (1989: 9) refers to five of Prinsloo's aspects that are required to be fulfilled by the architect. Those are, the expression of the symbolic, social, political, idealistic and spiritual through the project.

The architect himself explores methods for the design of the University. Prinsloo's design proposal develops under serious consideration of the South African context and culture. His design plans are of neo-classicism nature. Prinsloo points out that the architect's aim of achieving a timelessness in buildings is rooted in classicism. In contrast, the Modern Movement aimed to go beyond history to become free of historical purpose. The rejection

of the Modern Movement and the rediscovery of history, particularly important for design in South Africa, does lead to neo-classicism and therefore to timelessness or what Prinsloo calls the universally recognized. The way in which the different movements are explained in the article by Prinsloo (1989: 9) indicate that there is a serious concern for accurate architectural design solutions for South Africa, which require sufficient knowledge that is based on research. Carin Smuts pointed out (Second meeting, 09/2004) that Prinsloo's interest lay in the identification and determination of the individual talent of each student. The talent, once discovered, was developed and trained by Prinsloo.

4.1.3 The internal office structure

It seems that an office's internal working methods impacts on the external working methods with an community. In this regard, the philosophy on the internal office structure of the German architect Behnisch was identified as being useful for this study. Behnisch points out that the product is influenced by the internal office structure and power distribution. Totality within tendencies of architecture can be eradicated if many participants of sample groups and many driving forces are contributing to the advancement of the project (Schmidt, & Zeller, 1992: 6). Therefore, the firm's leaders encourage their staff members to produce and develop their own ideas. The leaders role focuses on the guidance and does constantly make suggestions and criticism. They point out difficulties, reinforce visions and concentrate on workable ideas (1992: 7). A critical aspect is the change in the development of CS-Studio's internal office structure and method of working with the community over time. Previous and actual staff members, particularly involved in the chosen projects of investigation will be interviewed. The staff member Urs Schmid was running the sites of the projects listed in the heading of this table. Carin Smuts is involved in the entire lifecycle of the project but visits the sites only if difficulties arise in the running or progress of the project (Carin Smuts, Second meeting: 17/08/04). This working method needs to be critically discussed in terms of genuine community participatory practice by Sanhoff (2000: 8). In this regard, Smuts (Third meeting, 01/10/2004) points out that each project had a community liaison officer to ensure participation during the project.

Field (2003: 1) points out the need to move beyond physical walls and boundaries of sites and the own conceptual walls of paradigms. This attitude is essential, before moving beyond psychological walls of South Africans, aiming for the make of meaningful connections between sites and people with memories to these particular sites. Therefore, an investigation in the firm's internal and external working method is essential for achieving a successful community participatory approach.

4.2 Theory case: CS-Studio's philosophy

Introduction on the formation of the firm's philosophy

The theoretical aspect is only one part of how a philosophy and a pattern of thought is shaped. There is the theoretical component on the one side and the practical experience on the other. The sequence of this research process is the investigation in three selected project samples after the examination in the firm's philosophy. The development of CS-Studio's philosophy is mainly based on collaborative research with Lyons and Stephens. Both are acknowledged researchers in the field of community participation. Its determination requires the exclusion of the practical experience of this chapter.

Sources for CS-Studio's philosophy and their use

Research articles by Lyons & Smuts *et al.* (2001) as referenced in the bibliography, Seminars by Lyons & Smuts (2000), Draft of research paper by Lyons & Smuts (1997), Grant application by Smuts (1997), Multi-Purpose center programme by Smuts (1996), Publications composed by CS-Studio (national and international), Publications by other writers on CS-Studio (national and international). Moreover, real life observation and statements given by participants of any sample group were used as sources for this analysis.

Internal office guidelines for applying community participation (not existent) and statements given by participants of any sample group were not available or existent and therefore not part of the analysis in this project.

The seminar 'community agency in the development process' (2000) and its proposed sequence of community participation serves as basic structure for community participatory philosophy. The strategy followed, is to underpin those aspects with findings on the philosophy of community participation in other research articles that were composed by Smuts, Lyons *et al.* The investigation in the chronological ordered articles is essential for the determination of the 'true' picture of the firm's research outcome. The emergence of unpublished and published research articles covers the time period between 1996 and 2001. The majority of CS-Studio's research activity (2000-2001), Sanhoff's publication (2000) and the project case Guga's Thebe Arts and Culture centre (1999-2000) is very valuable for comparing the different philosophical and applied approach of CS-Studio and Sanhoff. That means in particular, that Sanhoff and CS-Studio did research and participatory based projects in the same period of time. The aim of the study is to focus on the comparison of Sanhoff's and the firm's philosophy and the project Guga's Thebe. This comparison will serve as the determination of CS-Studio's translation of philosophy into practice. The philosophical aspects by Lyons & Smuts get related to Sanhoff's analysed, in theory and the South African context located philosophy. This again, occurs in form of the visualized project cycle and operates on three levels. Consequently, those aspect are ordered in accordance to the author's own position on the procedure of genuine community participation. The method of comparing Sanhoff's analysed, in theory and the South African context located philosophy with the one by CS-Studio is explained in detail in chapter '2.2.9.1'. The aim is to identify hotspots within the stages of the process and arising issues.

4.2.1 Outcome of analysis of the commonality, completion and contradiction on the second level of the project cycle

In accordance to chapter '2.2.9' on the project cycle the study determined the following outcome for the technique, concept, method and accomplishment of community participation on the second level of the project cycle. The intention is to give the reader an overview of the findings on this level of the project cycle. The void, as it is understood in this study, occurs if there are no common, completing, or contradictory aspects found within the philosophy by Sanhoff, Lyons & Smuts on the second level of the project cycle.

The major finding on the second level of the project cycle is that Lyons & Smuts introduce 2 new main aspects to Sanhoff's philosophy. Those aspects are funding and the construction of the project. Sanhoff's philosophy is mainly based on an developed country context. In such an social, physical and economical environment it is common that enough finances a public project by government is available. It is therefore rare that private investors have to be consulted, which could be the reason that Sanhoff does not refer to funding proposals. The construction of the project is the second aspect, added by Lyons & Smuts. In an developing country context, as South Africa it seems to be essential for community participatory practice that skilled and unskilled members of the community get involved in the construction process of the project.

Substantiation of findings on the second level of the projects cycle

This tabulation quantifies the philosophy of Sanhoff and Lyons & Smuts on the second level of the project cycle. It has to be considered cautiously, as community participation is not quantifiable. The following tabulation relates therefore to the aspects of the different philosophies only in order to determine tendencies.

	Sanhoff's aspects	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %
Technique	8	3	37,5	---	---	---	---
Concept	17	13	76	10	58	2	11
Method	7	2	28,5	2	---	---	---
Accomplishment	2	1	50	2	100	1	50
Post-Accomplishment	3	2	66,7	2	66,7	---	---

Table by author (*). Project cycle second level; Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Technique

The analysis identified 5 voids. These are, the open ended method, brainstorming, interactive brainstorming, group process and digital technology that were not determined in the firm's philosophy.

Out of 8 identified aspects within Sanhoff's philosophy on genuine community participation technique, the analysis determined that 3 aspects were in common and no completed or contrary in comparison with the philosophy by Lyons & Smuts.

B Concept

The analysis identified 4 voids. These are awareness, dialogue encouragement, consensus building, appropriate method selection and funding that were not determined in the firm's philosophy.

Out of 17 identified aspects within Sanhoff's philosophy on genuine community participation concept, the analysis determined that 13 aspects were in common, 10 completed and 2 contrary in comparison with the philosophy by Lyons & Smuts.

C Method

The analysis identified 5 voids. These are, visioning, charrette, participation games, workshops and study circles that were not determined in the firm's philosophy.

Out of 7 identified aspects within Sanhoff's philosophy on genuine community participation method, the analysis determined that 2 were in common, 2 completed and no contrary in comparison with the philosophy by Lyons & Smuts.

D Accomplishment

The analysis identified 1 void. This is the construction of the project that was not determined in Sanhoff.

Out of 2 identified aspects within Sanhoff's philosophy on genuine community participation accomplishment, the analysis determined that 1 aspect was in common, 2 completed and 1 contrary in comparison with the philosophy by Lyons & Smuts.

E Post- accomplishment

The analysis identified 1 void. This is the visual appraisal that was not determined within the firm's philosophy.

Out of 3 identified aspects within Sanhoff's philosophy on genuine community participation post-accomplishment, the analysis determined that 2 aspects were in common, 2 completed and no contrary in comparison with the philosophy by Lyons & Smuts.

4.2.2 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle

The analysis of the second level of the project cycle in terms of commonality, completion and contradiction was used to determine significant aspects for community participation on a broader level.

The detailed analysis on the third level of the project cycle is used to identify three stages that are significant for the South African context in terms of applied community participation in this theory case. The conducted and graphically illustrated analysis aims to show the complexity of two different philosophies and their interpretation of community participation. The investigation in the philosophy by Lyons & Smuts on community participation and the one by Sanhoff aims to identify strains and focal points.

The first stage aims to determine the enrichment and the benefit through the project for all participants. The second stage aims to identify issues and vulnerable aspects of the applied process. The third stage aims to test Sanhoff's philosophy in its appropriateness for the South African context. Thereby, the study concentrates on the major aspects for the South African context of the philosophy only. The elaboration of aspects of the project cycle are found in the detailed graphic of this study.

Enrichment through CS-Studio's philosophy

To build and guide an community it is useful to form a management committee. To understand the hierarchies within a community it seems to be necessary to adopted strategies from psychological science. In this regard, this research showed that the building of the community is one pre-condition that has to be in place for community development to become successful. Training, education and transfer of skill in management and construction seems to be essential for development in social and economical areas as Langa Township and part of the project development. In those areas the education under former apartheid was not existent. Therefore, it is essential to build social capital parallel to the development of a project. That means to include social and political skills to achieve efficiency in this regard. For the success of a project it is essential to reformulate governmental policy and to build on accountability of participants. Responsibility in finance management needs to be transferred to the local authority or professional. This seems to be essential for community development and management. The aspect of finances and funding requires honesty of the responsible in order to manage it properly. The characteristics and different levels of sustainability need to be understood by any participant of any sample group. Conflict is an major issue in community development and its nature and reason for occurrence has to be understood by all participants. It is essential for the success of an project to resolve conflict in an constructive way, to see the potential in it and to use it for the advancement of the project. Based on research by Lyons & Smuts *et. al.*, the study determined that there are predictable vulnerable aspects as funds and the time after the project's completion in its development.

Conflict can occur on different levels. It needs to be considered carefully in order to prevent the undermining of trust between participants. It is pointed out that women need to be empowered, which is particularly important in an African context. Often there are social barriers existent amongst participants that require transparency within communication, management and decision making. Those barriers are mainly rooted in racial, social or cultural differences. Training in participatory research for the community is helpful to understand the thinking on community participation. The security of the site and it's management is essential for the development of the project. A major contribution to Sanhoff's philosophy is the one on the aspect of the construction of the project by CS-Studio's research. It includes committee building, training and management on site. This is essential for social and economical environments as Langa Township were employment and education is a major issue. Furthermore, the involvement of participants creates ownership, which helps to protect the project from violent action. The management of the facility under consideration of its structure is important for sustainable development. Often this requires the training of elected community participants. Finally, it can be stated that Lyons & Smuts *et.al/* did mainly concentrate on three aspects in community developing projects in South Africa. These were conflict resolution, funding and the construction of the project.

Issues and vulnerable aspects of the project

The study determined several issues that were pointed in the research by Lyons & Smuts. Lacking sense of direction and experience in management were reason for the failure of community projects. In this regard it must be pointed out that the transfer of power seems to be an major issue in developing countries as South Africa. The researcher of this study assumes that this is reasoned because previous disadvantaged people, in power positions, are not used how to deal with power. Once transferred to the person it seems to get used for individual benefit rather for the collective. That's way a multidisciplinary team seems to be beneficial to monitor the other. The transfer of skill can have an negative impact on other communities. This aspect seems to be rooted in the fact that any community has got its own individual culture. Transfer of skill could mean to colonise the other community, which would explain emerging tension amongst communities and its

individuals. The increase of control by local authority could undermine the interest of the individual of a particular community. Furthermore, it could dominating interest and control by local authority could endanger to achieve the cultural reflection of a community through the project. Research by Lyons & Smuts *et.al* determined that isolated communities, away from others showed larger internal community hierarchy that endangered equal process. This seems to be reasoned within the lack of communication to other communities and their nature of development.

The distribution of responsibility in my view is an essential inquiry for genuine community participation in South Africa. The research articles by Lyons & Smuts *et al.*, especially the published ones, show no consistency in their formulation on responsibility of the single member of any sample group. In general in this regard it was determined that the category of completion, the adding of knowledge by Lyons & Smuts, talks more about responsibility than the category of commonality, the agreement of both philosophies, were responsibility of the single member of any sample group was not always identifiable.

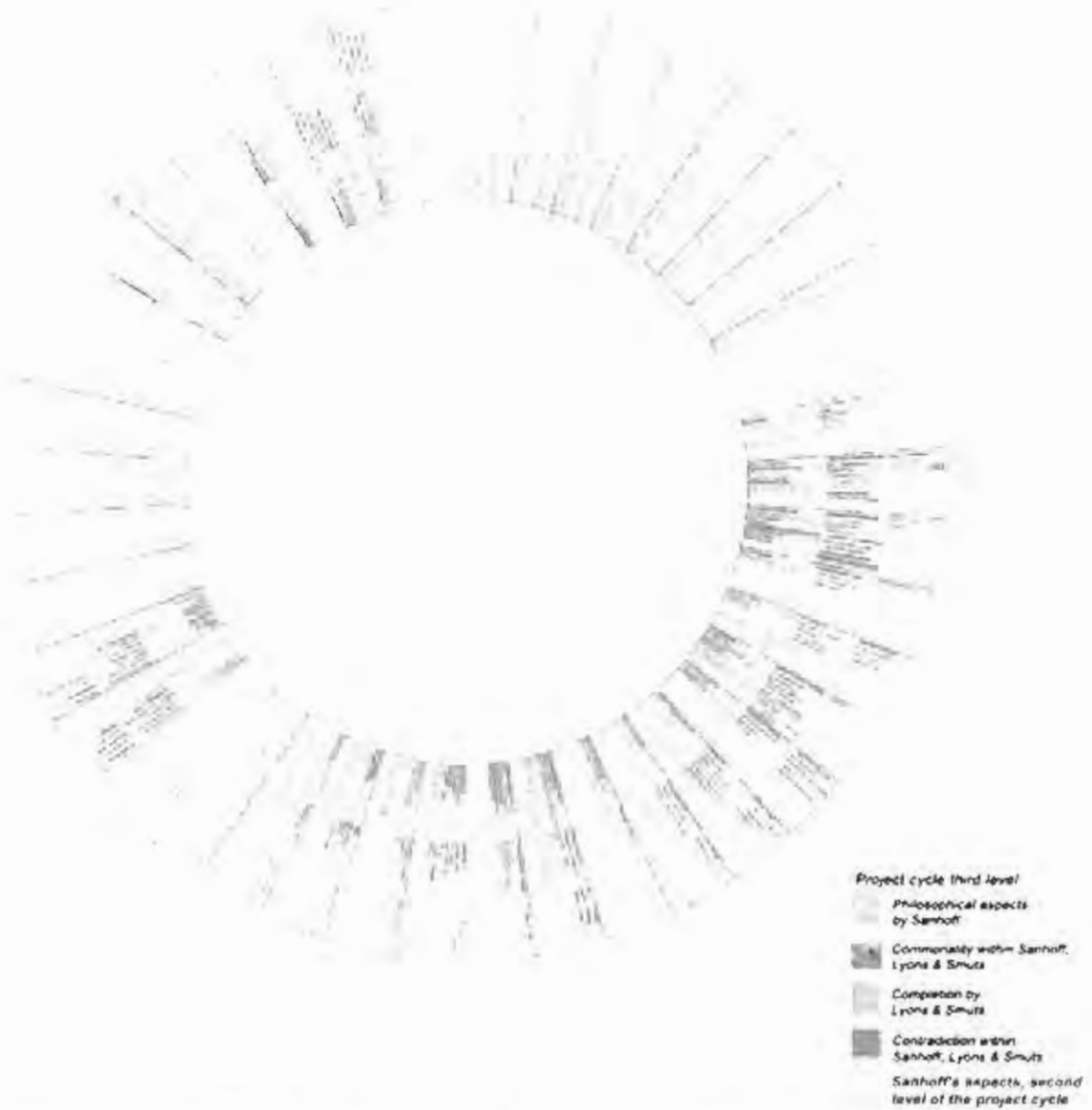
Sanhoff's appropriateness for the South African context

The investigation proved the statement in the beginning of this study that participation means different things for different or even the same people. However, it seems that participation is also dependent on different context. Sanhoff's argument on genuine community participation is not necessarily applicable for the South African context as result of this analysis. It seems that Sanhoff's philosophy is based to a higher degree on the context within an developed country, as it excludes the aspect of participant involvement in the construction of the project and hardly does refer to funding, located on the second level of the project cycle. Those aspects are particularly important for the situation in developing South Africa. The illustration shows a large number of aspects were Lyons & Smuts add to Sanhoff in terms of genuine community participation. This indicates that Sanhoff's philosophy for the South African context is not fully appropriate because of being incomplete for an successful participatory approach. This statement is based on the fact that development in South Africa seems to need funding and the involvement of the community in the construction of the project, that locates the project and leads to ownership.

I am cautious with any statement at this stage of the study because of the fact that the practical experience of CS-Studio was not considered and implemented yet. The following chapters are investigating in three selected project cases and the applied approach of the firm in comparison to Sanhoff. A clearer picture and more sufficient statement in the conclusion chapter can be made after the incorporation of the firm's experience.

Finally, the researcher asks questions based on the outcome of this analysis of the firm's and Sanhoff's philosophy for the investigation in the three selected project samples.

4.2.3 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle



Graphic by author (10). Project cycle third level, Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within the theory case

Substantiation of findings on the third level of the projects cycle

This tabulation quantifies the philosophy of CS-Studio on the third level of the project cycle. In this regard it has be referred to the note of the author on the substantiation of the second level of the project cycle.

	Aspects overall	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %	Sanhoff's aspects only	Percentage %
Technique	8	3	37,5	---	---	---	---	5	63
Concept	182	59	32,4	25	13,7	3	2	95	52,1
Method	34	12	35	2	5	---	---	20	59
Accomplishment	28	1	3	26	92	1	3	---	---
Post - Accomplishment	35	6	17	10	28,5	---	---	19	54

Table by author (2). Project cycle third level: Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Participation technique

Lyons & Smuts refer to the use of surveys that suggest the application of the awareness method. The findings in their philosophy indicate use of the indirect and group interaction method, as defined by Sanhoff.

B Participation concept

Defining community architecture

Sanhoff and CS-Studio's philosophy agree that the pre-condition for participation is its definition by any participant of any sample group. Lyons & Smuts *et al.* (2001: 61), characterize the process as being strictly of anarchic nature. They add to Sanhoff's philosophy the fact that the outcome of participation is not predictable. If it would be, the process would be unnecessary.

Furthermore, both philosophies agree and propose the aspect of meeting the needs of the individual. In this regard, they state that participation requires the support by policies, which are informed by local experience and based on an interactive process.

Community building

The analysis of the seminar prepared by Lyons & Smuts (2000) agree with the argumentation by Sanhoff within the pre-conditions for participation in the identification of participants of local authority, social services and the community RDP forum. Furthermore, participation creates a body civic that interacts with the local authorities and the increase of participant involvement. Lyons & Smuts (2000:1) add the forming of consultative groups under the consideration of knowledge and the consideration of personal roles of the individual. They suggest the forming of a project management committee, acting as facilitator, of a maximum of 10 persons, responsible for aspects as networking, conflict resolution, business plan design, technical issue resolution and planning consultation. They require the formation of social partnerships based on

collaborative action and the working towards common goals. This may lead to the forming of 'Trust and confidence' an outcome of goal setting.

Lyons & Smuts *et al.* (2001:66-67) agree and propose as Sanhoff for any member of any sample group the creation of the opportunity to participate. Furthermore, they recommend the forming of an multidisciplinary team by the professional, which they call social partnerships, and for a manageable group size. Both philosophies require the analysis and the understanding of the political and economical structure of local government. Smuts (1998), introduces the method of drawing a family network for the identification of the individuals role within the process by any participant of any sample group. Thereby, the identification of threats and issues, strong and weak links, and the underlying structure that supports those need to be determined. This can strongly contribute to the success of the project. Leadership and the implementation areas of the community in aspects as funding management needs to be investigated and considered before the development of the project starts by community participants and the professional. This is particularly true in terms of the age of the leaders. Lyons & Smuts *et al.* (2001:1247) refer to the lack of sense of direction and experience. Mr Masepe, the previous managing director of the Ulwazi Youth Centre stated: " We recognized to late that we gave the Youth to much power. They were not experienced in this regard and could not distribute it in an, for all, equal way. This was our biggest mistake in managing the centre" (Mr. Masepe, First meeting: 12/10/2004). Leadership is a vertical way of power distribution and therefore not major focus of this study.

Lyons & Smuts *et al.* (2001:64) agree with Sanhoff within the purpose of participation and refer to the willingness of participants to get involved whereas Sanhoff specifies it by pointing out that involvement in the planning and construction process of the project leads to satisfaction on the work environment and the commitment amongst participants, known as the process of empowerment. Lyons & Smuts *et al.* (2001:1236) add the aspect of 'temporal being' by referring to Dalby and Mackenzie (1993) in accordance to the process of forming social partnership within the community that might change over time. Furthermore, they (2001:1245) add the aspect of human capital building, which means the including of new skill in the process or when trained people export their knowledge to other communities in informal or formal settlements. In contradiction, the case of Nyanga and Langa showed, that this can lead to tensions between communities. Smuts (1998) refers to the aspect of structural identification in terms of own role determination and contribution to achieve success of the individual within the network.

Responsibility for participation

Lyons & Smuts *et al.* (2001:66) philosophy agree within the pre-conditions for participation with Sanhoff to define responsibility and to identify a strong leadership in order to arrive at a successful project. This identification should depend on the precious experience of the individual. Furthermore, they refer to Choguill (1999), who states that the community, in collaboration with local government and non-governmental organizations, are responsible for planning, implementing and managing of the development and for achieving success (Lyons & Smuts *et al.*, 2000:1248). Hester (1996) in Sanhoff argues, for the reformation of the community structure by local government. He points out the importance that governmental interests should not tend to dominate and affect the aptitude of participatory design in addressing poverty and environmental issues. In contradiction Lyons & Smuts *et al.* argue that participatory development in South Africa is increasingly controlled by local authorities. This is a potential source for inequality in decision making and meeting the needs of the member of any sample group. Both philosophies agree that realistic fund raising strategies have to be in place. Lyons & Smuts *et al.* (2001:65) argue that personal interest and jealousy needs to be considered by any participants of any sample groups and that external control for money, as in the meat market by CS-Studio, is neither contributing to discourse nor to compromise. Both philosophies call for the identification and implementation of the diversity of skills of active participants of the community. Lyons

& Smuts *et al.* (2001:64) distinguish between social and political skills. Both require training and experience. Social skills mean the ability for conflict identification and resolution as well as process management. Political skills are based on the work experience and structure of the own or other communities. Furthermore, Sanhoff, Lyons & Smuts *et al.* agree on the application of collaborative action, which leads to group ownership.

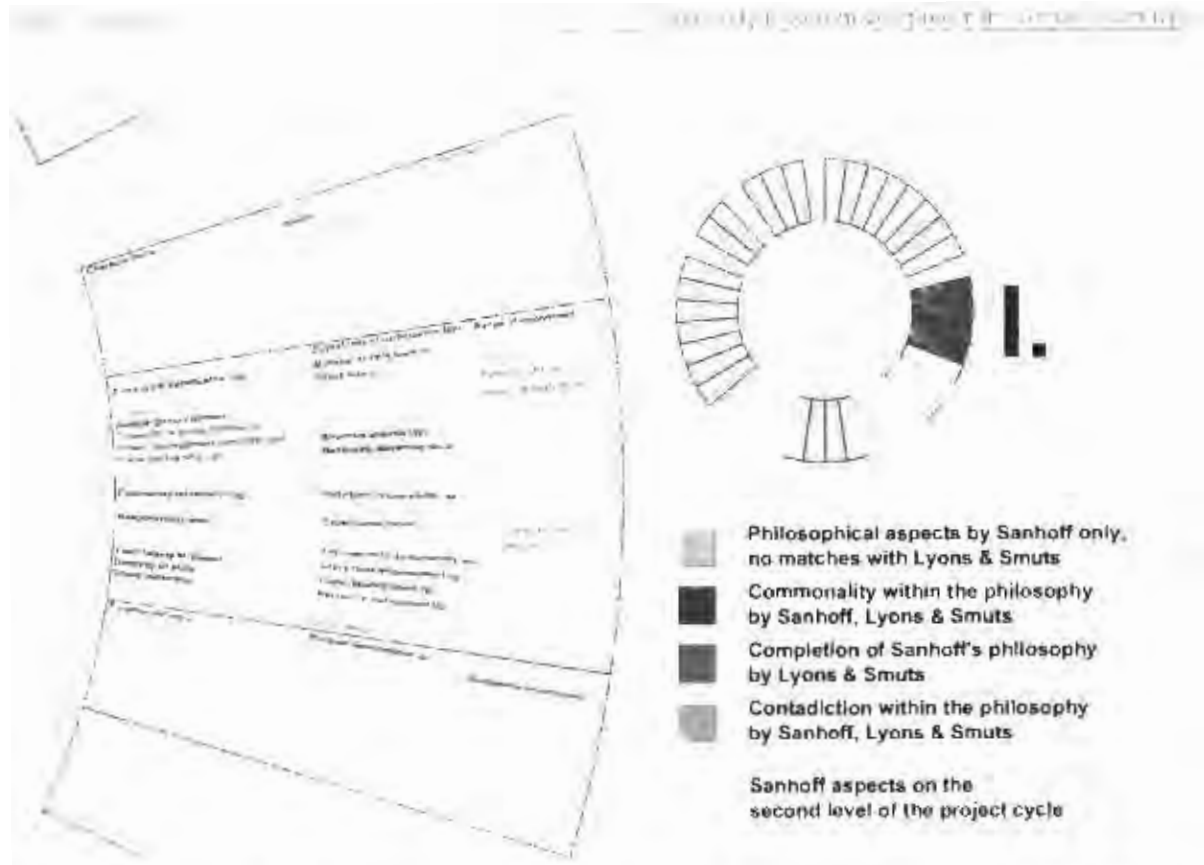
Both philosophies agree and propose defining participant responsibility by any participant of any sample group. Lyons & Smuts *et al.* (2001:1246) link empowerment and sustainability with community participation. The result is the increase of negotiation ability with external organizations and the skill to manage internal affairs. There is a similarity within Sanhoff's philosophy, which suggests that actions and implications need to be studied by local authority and the professional. The consultation of experts leads to confidence amongst community participants. Lyons & Smuts *et al.* (2001:63) agree on the aspect on grass roots empowerment through the establishment of a strong community structure. In this regard, Lyons & Smuts *et al.* refer to Thomas (2000) who calls for the reformulation of policies and international project structures. This includes the establishment of management accountability. Sanhoff (2000:26), Lyons & Smuts *et al.* argue that this lies in the responsibility of local government. The aspect of Cost planning is another similarity within both philosophies, which can in Sanhoff's opinion (2000: 25) be caused by a lack of commitment amongst participants and heavy emotional factors that interfere with the time constraints that were proposed for the project. This needs to be considered in the planning of the project and carefully tracked. Sanhoff, Lyons & Smuts *et al.* agree on the aspect of resource management by any participant of any sample group. Lyons & Smuts *et al.* (2001:63) agree that finance control is a barrier for experience and empowerment but in contradiction diminishes the occurrence of corruption. They (2000) add the development and submissions of a business plan, including the approval of finance and the progress reports.

As empowerment and sustainability are part of vertical power distribution, and therefore not the emphasis of this study investigation, the researcher will introduce them just briefly. Lyons & Smuts *et al.* (2001:60) add within the purpose additional aspects to Sanhoff's and refer to three levels or cases of sustainability. The first one is combined with development initiatives resulting in empowerment. The second one is the sustainability at the project level. The third case is the one of no sustainable development. Furthermore, they refer to empowerment, which operates on three levels. Those are the personal, project and community level. They hold the position that empowerment leads to sustainability and fulfils its theoretical expectation.

Purpose of community participation

Lyons & Smuts *et al.* (2001:66) philosophy agree with Sanhoff by determining and defining the purpose of participation by the professional. They refer to Mc Arthur (1995) who points out that many people are confused about the purpose of community participation and that they are entering the process with controversial perspectives and expectations. They add another two aspects, which are the development of services and the building of communities. Sanhoff's aspects on the purpose are listed in chapter '2.3'.

Lyons & Smuts *et al.* (2001) add aspects within the purpose of community participation to Sanhoff's and refer to the creation of an sustainable environment as purpose of community participation.



Graphic by author (11). Project cycle third level segment I; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's philosophy

Goals and objectives

Lyons & Smuts *et al.* (2001:65) agree with Sanhoff's aspects of the purpose of community participation and refer to the building of trust and confidence amongst participants through feedback and accountability. They (2001:58) add the characteristic and the location of goals. They define the goal as being result orientated and therefore achieving an appropriate project brief and a higher productivity and reliability. They refer to Choguill (1996) and Craig (1998) who suggest to locate the goal in the social and political development than in the end product.

Strategic planning process

Lyons & Smuts *et al.* (2001:66) philosophy agree within the pre-conditions for participation in defining a clear project management strategy that includes the planning of its structure, in order to arrive at an successful project. They call for the process of being of perceptive nature. Furthermore, Smuts (1998) agrees on Sanhoff's requirements on social capital building, which includes the definition of physical and spatial requirements. Lyons & Smuts *et al.* (2001:66) add the responsibility by local government, community participant and the professional to establish the brief. Furthermore all parties are responsible for flexibility within the process, which includes the aspect of constant change consideration. Any participant of any sample group needs to contribute to the introduction of an development programme, which includes capacity building and skill training.

Lyons & Smuts *et al.* (2001:66) agree and propose the establishing responsibility and accountability by any participant of any sample group. The consideration of constant change, which they call flexibility within the process is required. Sanhoff (2000:38) points out the importance of the management and the design of the process. They refer to a statement by Choguill (1996), who points out that the responsibility of management by government officials and the professional within an development country context requires careful consideration in terms of meeting the needs of the community and to avoid failure.

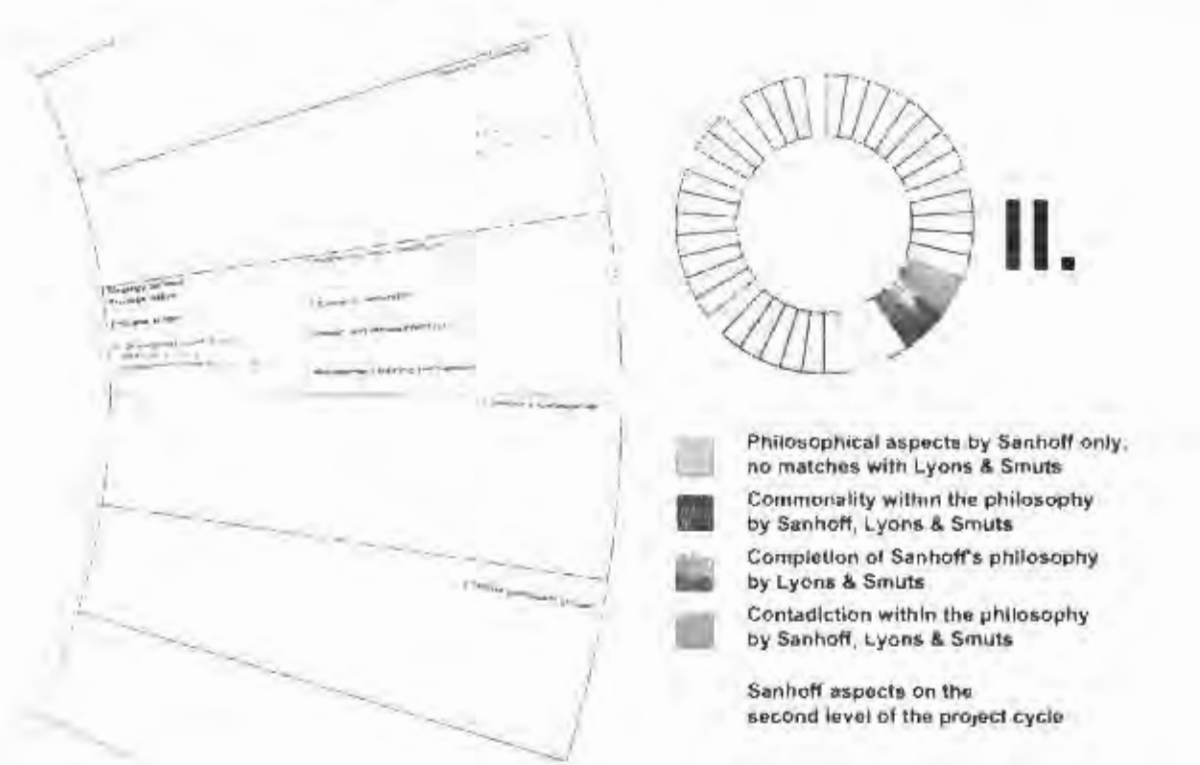
within the process. Training methods in project management for the identification of problems within the life cycle of a project are required. They point out the high value of those skills are for local government. In this regard they point out the aspect of isolation of a community that might cause different extent of dependencies and skill distribution (2001:1245).

Awareness

Lyons and Smuts (2001:64) agree with Sanhoff's aspects of the purpose of community participation on what Sanhoff calls common knowledge. They point out that the eradication of illiteracy, unemployment and dependency, are essential aspects for the progress of the process.

Order of discourse

Lyons & Smuts *et. al.* (2001: 61) refer to strategies that lead to further development and agree with Sanhoff on healthy and effective working participant groups and collaborative decision making (Sanhoff, 2000:12).



Graphic by author (*2). Project cycle third level segment II: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS Studio's philosophy

Dialogue encouragement

---No findings by within CS-Studio's philosophies determined---

Perception

Lyons & Smuts *et. al.* (2001:65) philosophy agree with Sanhoff to understand the community related issues and those of historical, social, cultural, physical and economical characteristics of the project's site by any participant of any sample group.

Addressing individual needs

Lyons & Smuts *et al.* (2001:65) philosophy agree with Sanhoff on the definition of individual needs within the particular context by any participant of any sample group. Lyons & Smuts (2000: 1) refer to Arnstein (1969) and Churchill (1996) and state that beyond the identification and the addressing of individual needs, the extent and quality of applied community participation plays an active role within the process. They point out that this is the first step towards empowerment. They add aspects as the analysis of need, the examination of resources and the discourse around the extent of participation in were any participant of any sample group is responsible for.

Smuts (1998) does agree and propose the addressing of the individuals needs. Those happens through contour drawings, plans and models, cost estimations, setting up of fund raising proposals and the signing up of contractors. Furthermore, Lyons & Smuts (2000: 1) add the aspects to define a programme that is required by any participant of any sample group and to make strategic decisions to establish the brief (Lyons & Smuts *et. al.*, 2000: 1).

Lyons & Smuts *et al.* (2001:1237) agree with Sanhoff's purpose on community participation in accordance to the needs of the individual. They point out that the addressing of issues, the meeting of social needs and the development of self-reliance amongst the community member leads to an sustainable process and product.

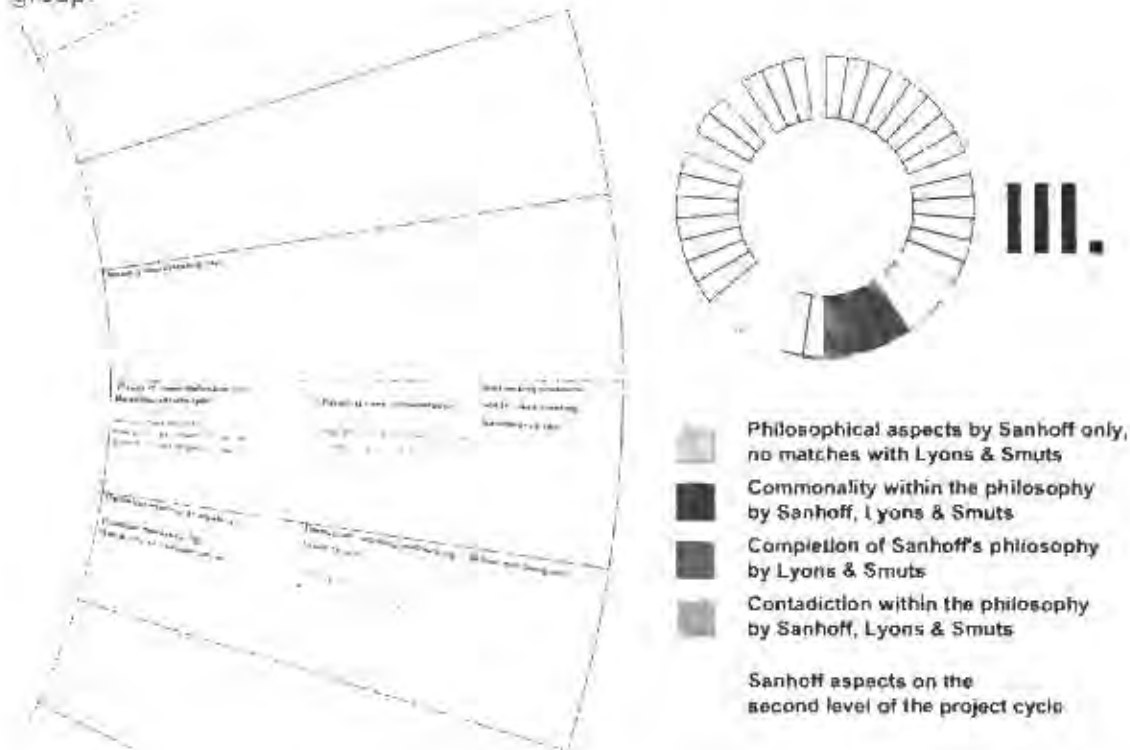
Decision-making

Lyons & Smuts *et al.* (2001:64) philosophy agree within the pre-conditions for community participation by Sanhoff in the aspect of the exclusion of political hierarchy from the decision making process. They underpin the aspect on the analysis and the determination of hierarchical power structures within communities with their research, undertaken in Kwa Zulu Natal. Their research findings indicate that the participatory process within isolated communities does reflect internal existing political hierarchies rather than the project structure itself, which was based on equal decision making.

Foucault (1983a: 239) states that a modern regime of power should work inside local communities rather than from the outside or from the top down. This is appropriate for a 'new' South Africa. In this regard, Lyons and Smuts (2001:64) agree and propose to put focus on the democratic process nature between leaders and community members. This reflects the requirement of equality between any participant of any sample group within decision making process by Sanhoff. In this regard, Lyons & Smuts refer to hierarchy that leads to disadvantage for the unskilled participant, which is a real risk for the projects progress and its development. They add the aspect of 'voice giving' within the process at the development stage and management. Moreover, they refer to consultation within the RDP process in order to provide a framework for consensus building.

Smuts (1998) does agree with Sanhoff's purpose on social well being through the equal generation of physical designs and drawings by any participant of any sample

group.



Graphic by author (13). Project cycle third level segment III. Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's philosophy

Conflict resolution

Sanhoff states that conflict mostly occurs if the set goals are difficult to achieve and the internal group dynamics are of competitive nature. The philosophy by Lyons & Smuts *et al.* (2001:1249) does agree with Sanhoff in this aspect and names this the disjuncture within expectations by any participant of any sample group. Both philosophies argue for the identification of issues. They agree that a method of resolution needs to be identified and applied. Furthermore, Lyons & Smuts *et al.* (2001: 58) refer to the causes of conflict and identify three major reasons for its occurrence. Those are either individual interests of inter-community nature, interests that are rooted within economics and culture or internal socio-political tensions (Lyons & Smuts, 2001:65). Lyons & Smuts refer to the predictability within the vulnerable points of the community. Further aspects are competition between participants and existing threats, what Sanhoff names as power struggle. Lyons & Smuts point out another reason for conflict, which is the inexperience of participants and major unpredictable change to a situation. They suggest the consultation of mediation tools to avoid disadvantage for the project's progress.

Lyons and Smuts *et al.* (2001:58) agree and propose the identification and addressing of vulnerable points by the professional, which they identify as essential for an successful and sustainable development process. In this regard, they refer to their own research outcome, which determined that current management systems have changed the nature of those vulnerable points. They state that those points are predictable and refer to two aspects of vulnerability. Those are when funds are coming through and when the community moves into the building. Their research has shown that personal interest of the individual caused the re movement of funds away from the responsibility of communities. The non-formulation of a programme for maintenance endangers the taking over of a completed building by the community (2001:1246). This aspect is also part of the implementation. Furthermore, any participant of any sample group can function in the role

of an mediator for conflict resolution. The mediator in Sanhoff or the mentor in the firm's philosophy has to function for the familiarisation with state institutions, policies and programmes and management techniques and can be done by any member of any sample group (Lyons & Smuts *et. al.* , 2001: 60). Conflict between any participant of any sample group is seen recently as source for the development process and an appropriate service delivery. Sanhoff points out the necessity of an problem statement by any member of any sample group to define the issue. Lyons & Smuts *et. al.* (2001: 59) name this the expression of struggle related to control, funds and people. A problem statement is tool for community structures to address conflict. The absence of conflict indicates either insecure leadership (Lyons & Smuts) or means that different opinions are not considered in the participatory process (Sanhoff). Additionally (Lyons & Smuts *et. al.* , 2001: 60), refer to different levels on which conflict can occur. These are on an individual level, between groups or between different communities and their leaders. Moreover they state that conflict can occur on a horizontal and vertical level.

Consensus building

---No findings by within CS-Studio's philosophies determined---

Communicating the process

Sanhoff, Solomon, Lyons & Smuts *et al.* (2001:63) do agree within the pre-conditions for community participation and point out that especially the woman and the youth should be given a voice within the participatory process by any participant of any sample group. Lyons & Smuts (2000:1246) refer in their research to community projects done South Africa, which were developed based on RDP principles. In some of those the community was given a voice in any stage of development and management. Trust was established through accountability and regular feedback (Lyons & Smuts, 2000:1246). Furthermore, they refer to the existence of social barriers that cause dependency on community leaders, which is not supportive for the building of social capital amongst any participants of any sample groups.

Solomon (2000:43), Sanhoff (2000:11), Lyons & Smuts *et al.* (2001:63) agree and propose clear articulation of the process for becoming easy understandable. It needs to be designed transparent to avoid hidden issues as hierarchies or political streams that are found within communities and may disturb communication on an equal basis. Lyons & Smuts, 2000:1244 point out that transparency in the process indicates an democratic structure. Non-transparency endangers strengthening existing power structures within the community. It reduces the chance of employment, the building of human capital and the application of the diversity of skills as well as equal decision making.

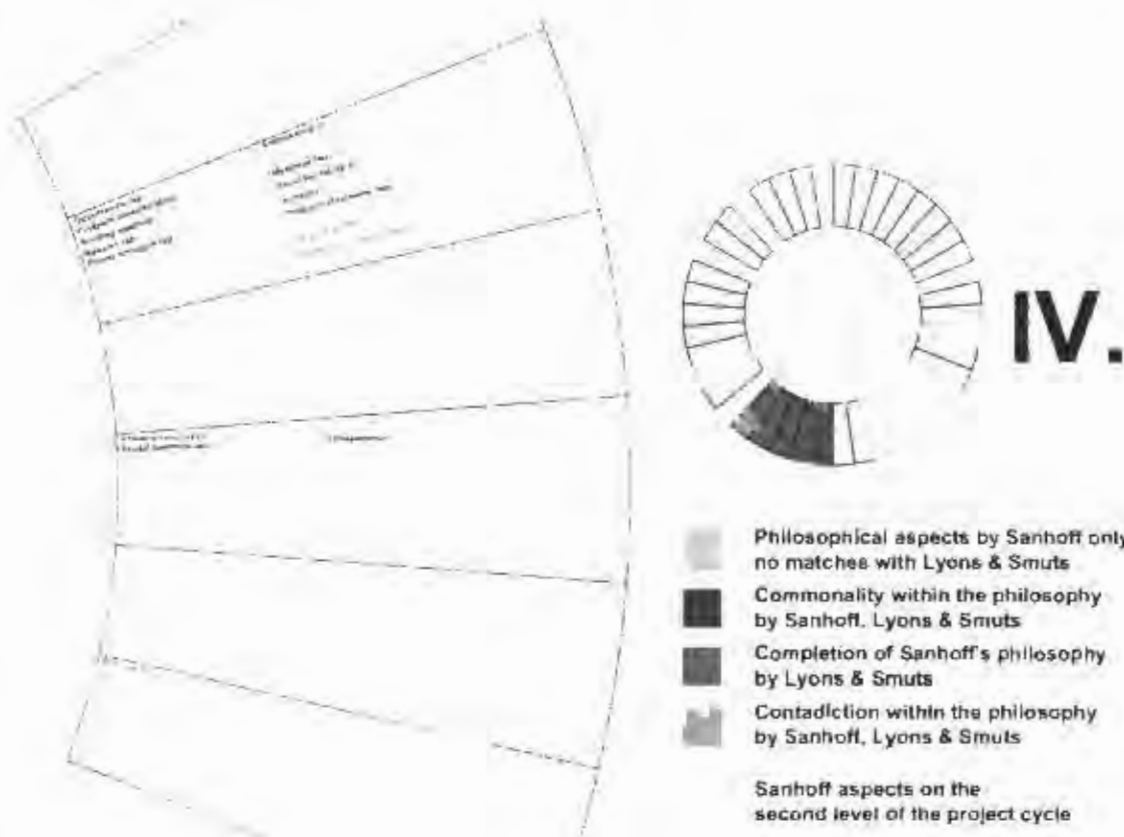
Appropriate method selection

---No findings by within CS-Studio's philosophies determined---

Funding

That aspect was identified in the seminar paper by Lyons & Smuts (2000). The aspect operates on level 2 and is divided in sub-aspects that operate on level 3.

Lyons & Smuts *et al.* (2001:67) add within the pre-conditions for community participation the aspect of funding. They refer to the bureaucratic model, which is designed to control state funds only. They point out emphatically that advocacy within the process is an crucial aspect in accordance of success of the project.



Graphic by author (14). Project cycle third level segment IV: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's philosophy

C Participation method

Participatory action research

Besides the involvement area as being part of the evaluation and project management, Smuts (1997:5) adds and proposes for community participation another data collection method, which is field work and its outcome translation. Furthermore, training and feedback are additional points of the process procedure.

Smuts (1997) does agree with Sanhoff's proposal on the identification and appointment of field workers. Through role distribution in conducting interviews and translation, any community participant will gather responsibility, pride self-confidence, which indicate empowerment (Sanhoff, 2000: 63). Capacity building is pointed out as being a successful tool to achieve the goals of action research.

Community action planning

Lyons & Smuts *et al.* (2001:1238) do agree within the pre-conditions of community participation and argue for the identification of key issues and organizations that need to get identified and addressed by any participant of any sample group. The community is invited to present their ideas and to address issues. Proposals for problem solving as social and language barriers need to get set up (1999: 5). The process requires a plan of action that includes timeframes, responsibility and partner organizations. The organization of an workshop on site is essential.

Lyons & Smuts *et al.* (2001:1238) agree and propose with Sanhoff on community participation on the identification and open discussion of issues. Furthermore, they

acknowledge that action planning process requires the evaluation of the process and the project.

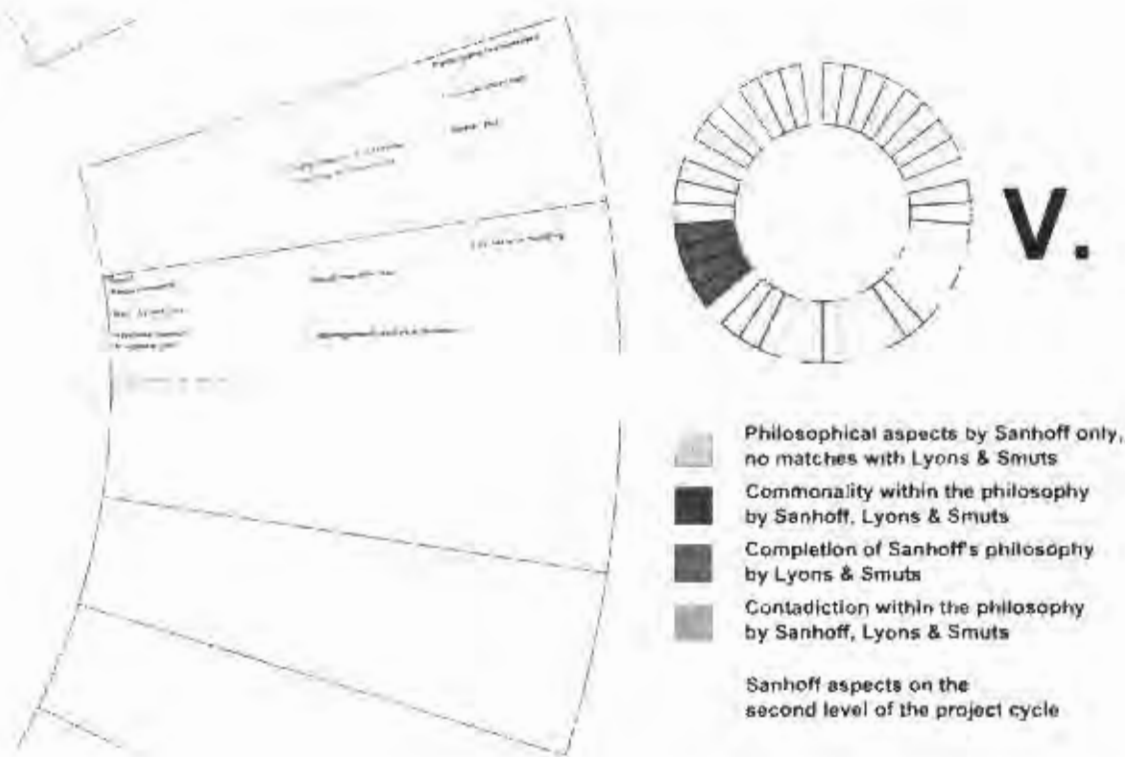
Lyons & Smuts *et al.* (1999: 5) do agree with Sanhoff's purpose on social well being and point out that conflict needs to get voiced and addressed and in case of consensus building. It results in the solving of complex issues and strengthens public awareness and the feeling of responsibility of the individual towards the development of the urban environment (Sanhoff, 2000:59).

Visioning

---No findings by within CS-Studio's philosophies determined---

Charrette

---No findings by within CS-Studio's philosophies determined---



Graphic by author (15). Project cycle third level segment V; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's philosophy

Participation games

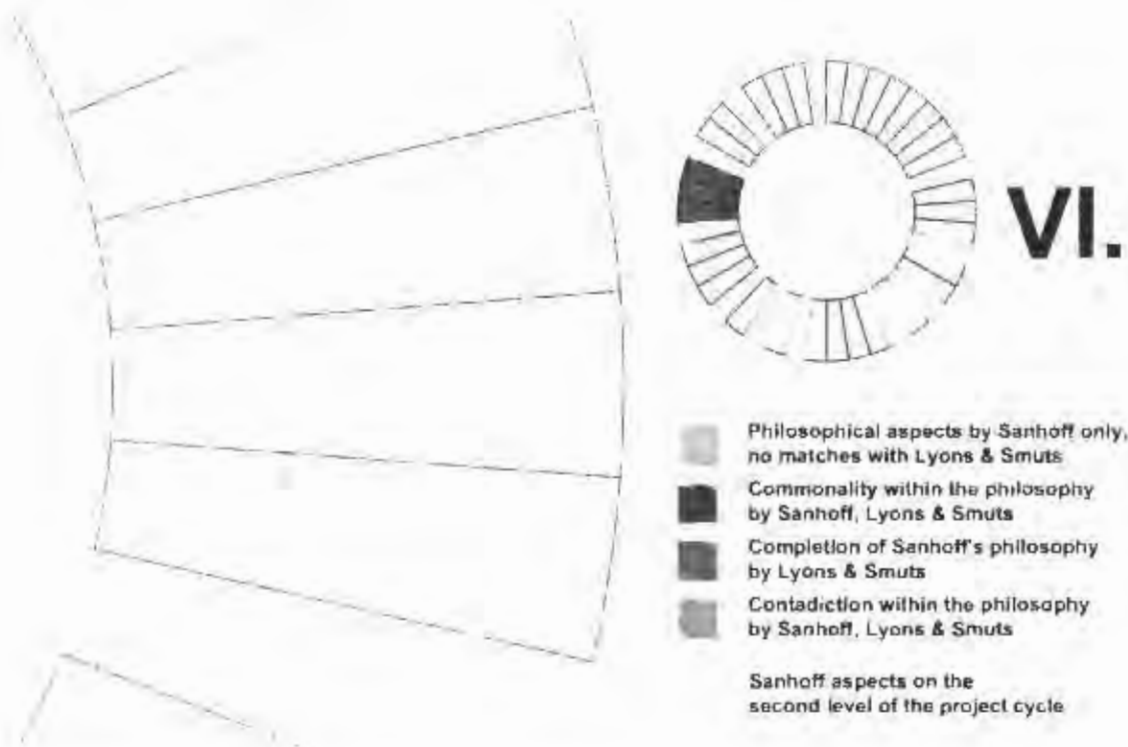
-- No findings by within CS-Studio's philosophies determined--

Workshops

--No findings by within CS-Studio's philosophies determined--

Study circles

--No findings by within CS-Studio's philosophies determined--



Graphic by author (16). Project cycle third level segment VI; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's philosophy

D Participation accomplishment

Site management

Lyons & Smuts *et al.* (2000) do add within the pre-conditions of community participation the identification of an potential site or existing building for the project.

Smuts *et al.* (1998:4) agree and propose with Sanhoff' on the identification of the site's character by any participant of any sample group. Sanhoff (2000:23) recommends the analysis of the site's character. Besides Sanhoff's argument Lyons & Smuts *et al.* (2001:65), recommend the identification of an manager who distribules trades and tasks. Further, they refer to the security of the site, in order to avoid internal theft, external or formal management structures are useful to identify by the professional or local government.

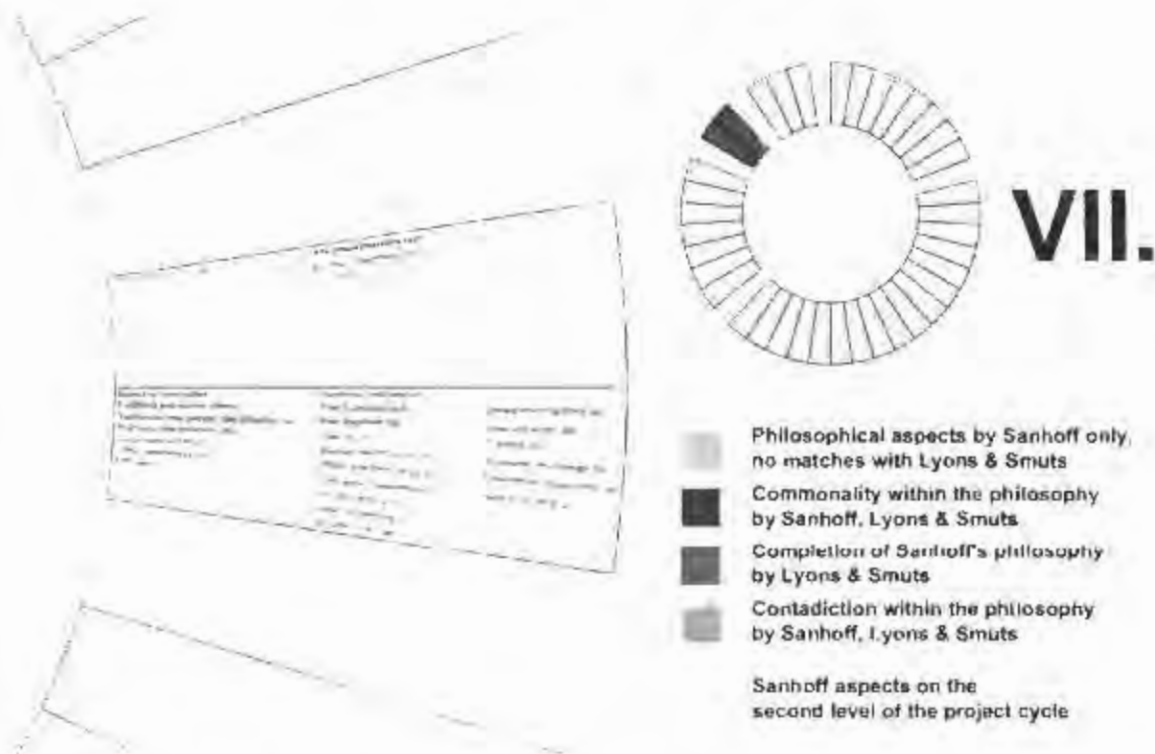
Project construction

That aspect was identified in the seminar paper by Lyons & Smuts (2000). The aspect operates on level 2 and is divided in sub-aspects that operate on level 3.

Smuts (1996) does add within the pre-conditions of community participation the establishment of an building committee, responsible for the construction of the facilities. Furthermore, the establishment of sub-committees for performing tasks and skills. The researcher recommends for the identification of technical role players in terms of capacity building by the professional. Sketches and physical drawings are identified tools for planning the building with any participant of any sample group. The analysis of existing skills amongst community participants and the creation of awareness on time constraints are part of the process. Another aspect is the one on efficiency. In case of fulfilment, this leads to a sustained use of the building and the creation of further development (Lyons & Smuts *et. al.*, 2001: 61).

Smuts *et al.* (1998:4) add and propose to Sanhoff's argument the identification and application of appropriate methods by the professional to plan the actual building. This includes book keeping, site diary and record keeping. Plan submission and costing by the professional, plan approval by local government are the required steps before an method can be identified. Workforce training and negotiations with building contractors negotiations are requirements for the professional. Furthermore, on job training and capacity building by the professional are important for skill training and raise expectation in terms of wages, employment terms and the building of friendships. The last point is the introduction of the 'Ten point plan', which includes the training of construction skills and management for any participant of any sample group (Lyons & Smuts, 2001:1244).

Smuts *et al.* (1998: 9) does add to Sanhoff's purpose of community participation that the professional's role is the signing up of an contractor, providing construction options and the training of technical skills. The identification and appointing of an contractor is critical. External contractors, not part of the community are often lacking in terms of responsibility. In case of an large scale project it was found most useful to employ the experienced contractors in collaboration with local sub-contractors (Lyons & Smuts, 2000:1244). They add that the training of skills cause economic and psychological goals for community participants. Further, the generation of employment opportunities for community members is a requirement of sustainability (2000:1249). Smuts (1998:4) adds the aspects of project hand over to the community members. This includes quality control, reporting, defects identification and processing final payment.



Graphic by author (17). Project cycle third level segment VII, Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's philosophy

E Participation post accomplishment

Implementation

Lyons & Smuts et al. (2001:65) agree within the pre-conditions of community participation by Sanhoff that implementation is important when the moving into the finished building takes place. Sanhoff points out that this is an critical point with fatal consequences for the project when forgotten. Both philosophies agree with the argument on responsibility of any participants of any sample group for the managing of the project. They add another argument that refers to the completion and transfer of the project by local government to the community.

Their philosophies agree with Sanhoff on the identification of responsibility by the professional to establish maintenance for the project. A proposal for a management structure on an example of an Multipurpose Centre, designed by the firm, is attached in Appendix 5. Furthermore, any participant of any sample group is responsible for identifying involved participants, the coordination of programmes and the appointment of staff. Lyons & Smuts (2000) add the aspects of responsibility of local government, community participant and the professional for programme coordination. Further, the restructuring of management processes in short and long run terms by local government and the professional, the adjustment of the accountability of the community member, training and mentoring by any member of any sample group, and the provision of facility equipment. The aspect of mentoring is essential in conflict resolution, management techniques and identification of policies and community related issues (Lyons & Smuts, 2000:1249) Based on their case studies they conclude that neither financial management nor training was sufficiently considered after the completion of researched projects. Lyons & Smuts et al. (2001:66) do add to Sanhoff's purpose of community the aspect of capacity building for an sustainable product. They distinguish between two levels. First, this is the

individual level, that implies transferable skills and the investigation in culture, which encourages social mobility. Second, the collective level, which includes conflict resolution, trust building, agenda building, running meetings and reporting back. The running of programmes is necessary for the success of a building (2001:1249).

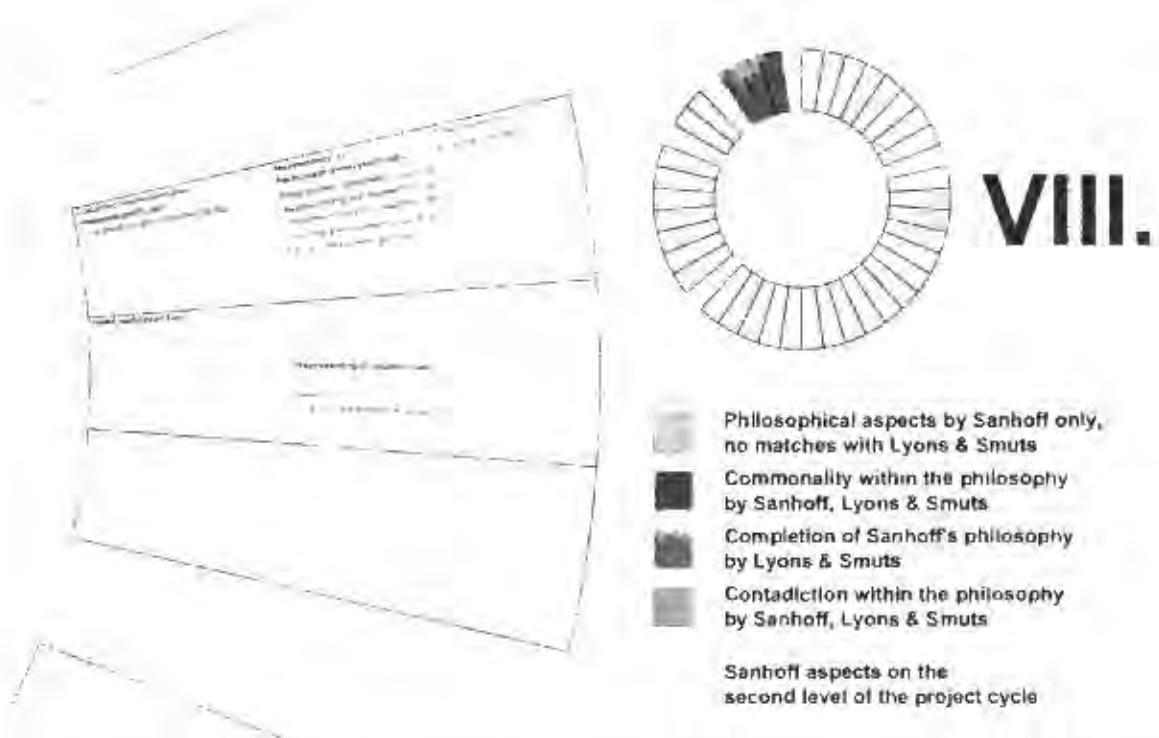
Post occupancy evaluation

Lyons & Smuts *et al.* (1998: 3) agree within the pre-conditions of community participant that any sample group should come together and evaluate the project.

Sanhoff recommends for the evaluation, which gets represented and shared with any participant of any sample group in form of an open forum. Lyons & Smuts *et al.* (2001:65) agree and propose the evaluation of the 'spirit' of the programme in form of an workshop. They add two aspects to Sanhoff's, which are the evaluation of the projects legality and financial performance by any participant of any sample group.

Visual appraisal

---No findings by within CS-Studio's philosophies determined---



Graphic by author (19). Project cycle third level, segment VIII; Analysed, in theory and South Africa located philosophy by Sanhoff : Commonality, completion and contradiction within CS-Studio's philosophy

Questions derived from the research process:**Voids:**

- Do voids exist because of non application by CS-Studio?
- Does an developing country context and developed country context require different community participatory approaches?

Impact:

- Did the simultaneously undertaken research of CS-Studio impact on the projects and vice versa?
- How did it implement in the development of the selected project cases on Guga'S Thebe in particular?

Focus:

- Why did Lyons & Smuts particularly concentrate on certain aspects?
- Why did they not consider certain aspects that seem important for the process of the project, raised by Sanhoff?
- How does this relate to CS-Studio's thinking and applied working method?

4.3 Project case 1: The Ulwazi Youth Centre Phase 1 (1989-1991)

Introduction of the project

The Centre is located in the South eastern part of Langa at the intersection of Njolia Ave. and Johnson Ngwewela Street, as indicated on the map attached in Appendix 4. The Centre is surrounded by 3 different social income areas. Those are the wealthier parts of Langa to its West and South, the poorer areas to its East and the poorest of the poor of Joë Slovo to its South and East.

The spatial programme of Ulwazi Phase 1, as indicated on the plans No 9010-1 and 9010-2 consists of an Multipurpose Hall, offices, a library and workspaces. On the ground floor in the North of the facility are the reception and 2 offices, in the East there are 3 work spaces located. A double story sports hall in the South is part of the programme. On the first floor there are a library, a study, 2 offices and a class room. The overall number of square meters of Phase 1 is 700.

The idea of a Youth Centre was initiated by parents of Youth gangs in Langa. Four Youth groups, were fighting against each other. The erection of an Youth Centre was seen as the solution for the problem. The main issue was that the Youth was bored, which encouraged fighting and drug abuse. The Centre's purpose was therefore to offer counselling, treatment and education. Moreover, the facility had to provide rehabilitation programmes and to keep the Youth away from the street. Therefore, the Centre inhabited street children programmes and supported cultural programmes (Dlamini, 1998: 2). The facility was seen as an opportunity for training and cultural representation and extensively used after Phase 1 was completed.

Workshops over a period of 2 years were held with the Youth, which lead to stop the fighting. Fundraising was undertaken by individuals for the Centre. CS-Studio, volunteers and the community designed an overarching framework for the development of the project in March 1990. A rezoning proposal was designed and submitted by CS-Studio and approved by the IKAPA Town Council in November 1990. The development of the Ulwazi Center saw 2 phases. The first phase started in 1989 and was completed in February 1992. In the year 1991 Ulwazi was registered, by request of founders, as a Section 21 non-profit company. The Centre functioned and was maintained for three years.



Photograph by author (1) Ulwazi youth centre Elevation North, Building phase 1. Site visit Langa 28/07/2004



Aerial photograph (1) Source: Strategic Information (2002) Aerial photograph of Langa Township annotated by author

Sources of evidence on the firm's participatory approach:

General minutes of meetings with the community of a period of time between 11/12/1990 to 10/02/94, Architect's site meetings from 11/12/1990 to 03/12/1992, the submitted council plan, Ulwazi Youth Centre workshops on ganstorism (1990) and organizational development (20-21/06/1992; 15/08/1992) and on Political leadership programme (09/09/1992). Research articles and drafts as referenced in the bibliography, Articles appeared in South African architecture magazines, Articles in South African newspapers, Diagrams of the community structure, proposals for funding, training, environmental education and appointment of staff, were determined. Moreover, real life observation and statements given by participants of any sample group were used as sources for the following analysis.

Sketches, working models, photographs that identify participants and tape recordings of meetings were not available and therefore not part of the analysis in this project.

4.3.1 Outcome of analysis of the commonality, completion and contradiction on the second level of the project cycle

In accordance to chapter '2.2.9' on the project cycle the study determined the following outcome for the technique, concept, method and accomplishment of community participation on the second level of the project cycle. The intention, the applied strategy and the meaning of the void is the same as in the analysis of Sanhoff's and CS-Studio's philosophy.

Besides the same findings, determined in the analysis of CS-Studio's philosophy, a large number of common and contradictory aspects between Sanhoff and the applied approach by CS-Studio were determined. It seems that the firm's working method are very similar to Sanhoff's requirement on genuine community participation. There are also an immense number of contradictory aspects found, which prove the statement by Sanhoff that participation has got a different meaning for different or even the same people. The analysis does show that there are several aspects that the applied approach by CS-Studio does add to Sanhoff, which questions the complete appropriateness of his philosophy for the South African context.

Substantiation of findings on the second level of the projects cycle

This tabulation quantifies the philosophy of Sanhoff with the applied approach on the second level of the project cycle. The author notes that it has to be considered cautiously, as he believes that community participation is not quantifiable. The following tabulation relates therefore to the aspects of philosophy and applied approach only in order to determine tendencies.

	Sanhoff's aspects	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %
Technique	8	2	25	---	---	---	---
Concept	17	16	94	5	29	8	47
Method	7	4	57	1	14	2	28
Accomplishment	2	---	---	1	50	---	---
Post - Accomplishment	3	2	66.7	2	66.7	1	33.3

Table by author (3). Project cycle second level: Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Technique

The analysis identified 6 voids. These are, the indirect method, open ended method, brainstorming, interactive brainstorming, group process and digital technology that were not determined in the sources on CS-Studio.

Out of 8 identified aspects within Sanhoff's philosophy on genuine community participation technique, the analysis determined that 2 aspects were in common and no completed or contrary in comparison with the applied approach by CS-Studio.

B Concept

The analysis identified 1 void. This is the aspect of funding, which is not part of Sanhoff's philosophy.

Out of 17 identified aspects within Sanhoff's philosophy on genuine community participation concept, the analysis determined that 16 aspects were in common, 5 completed and 8 contrary in comparison with the applied approach by CS-Studio.

C Method

The analysis identified 3 voids. These are participatory action research, charrette and study circles that were not determined in the sources by CS-Studio.

Out of 7 identified aspects within Sanhoff's philosophy on genuine community participation method, the analysis determined that 4 were in common, 1 completed and 2 contrary in comparison with the applied approach by CS-Studio.

D Accomplishment

The analysis identified 1 void. This is the site management of the project that was not determined in the sources by CS-Studio.

Out of 2 identified aspects within Sanhoff's philosophy on genuine community participation accomplishment, the analysis determined no aspect in common, 1 completed and no contrary in comparison with the applied approach by CS-Studio.

D Post- accomplishment

The analysis identified 1 void. This is the visual appraisal, which was not determined in the sources by CS-Studio.

Out of 3 identified aspects within Sanhoff's philosophy on genuine community participation post-accomplishment, the analysis determined that 2 aspects were in common, 2 completed and 1 contrary in comparison with the applied approach by CS-Studio.

4.3.2 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle

The analysis of the second level and third level of the project cycle in terms of commonality, completion and contradiction was conducted as explained in chapter '4.2.1'.

Enrichment through the project

It is essential for the application of community participation to define its meaning in collaboration with any participant of any sample group. The analysis determined that this aspect was fulfilled by CS-Studio and any participant understood its meaning. Consensus on this aspect is particularly important for the progress of the project and for the setting of common goals. Participants of different sample groups were involved and different viewpoints discussed in form of public meetings. Workshops on different topics identified existing issues, inside and outside the community and aimed to address them in order to find adequate solutions. This seems to be essential for the situation in former apartheid South Africa, where participants were not asked in terms of planning decisions on the built environment.

However, the Youth was responsible for the management of the project in all aspects and were sent on training programmes. This aspect is correct in terms of empowerment but needs to be considered carefully, as elaborated in the section below. Meetings were held over a period of two years and aimed for the formation of a strong community structure and the establishment of the brief for the facility, based on the set goals. This indicates that there was enough time considered for the social and physical planning of the project. The aim of any community project should be to achieve a strong support for the Centre in order to protect it from theft or violence inside or outside the Langa community. Furthermore, it was determined as essential to form a plan of action that includes responsibility in relation to time frameworks. Those responsibilities were confirmed on a staff code of conduct. Expectations of the individual were addressed and the community located themselves within the process by reflecting on the existing structure and identified values. Issues in terms of security for the individual and the facility were identified. Programmes were held and a network to other organizations established. The process included the evaluation of the management and environment.

Issues and vulnerable aspects of the project

Besides the many positive aspects of the development of the project, there were significant issues emerging in the development stage and the management of the facility after its completion. There seemed to be discrepancies between the opinion of the Youth and adults in accordance of how to run the facility. The analysis determined that the Youth wanted to take on the whole responsibility in terms of management of the project. Therefore, responsibility for all aspects of the project was given to the Youth, which encouraged power struggle.

The sources indicate a lack in monitoring of management. The aspect of finances seems to be critical. In an environment with a high level of poverty as Langa Township, responsibility for the management of finances seems to be a major vulnerable aspect of the process. It suggests the election of an external facilitator to monitor the process on a regular basis. However, it was determined that the political and personal interest of individuals dominated, which led to frustration and power struggle amongst participants. In this regard it seems that the opinion of participants of certain sample groups dominated over others. This aspect again, is identified as a vulnerable one within the planning process.

It seems to be obvious that the grass root participant, often unskilled and disadvantaged because of social barriers as language and lack of education, could easily feel fragile in the expression of their own opinion. This aspect is one that is most manipulative in terms of community participation. Racial issues were recorded, which indicate that 'white' participants were seeing themselves in a superior position towards

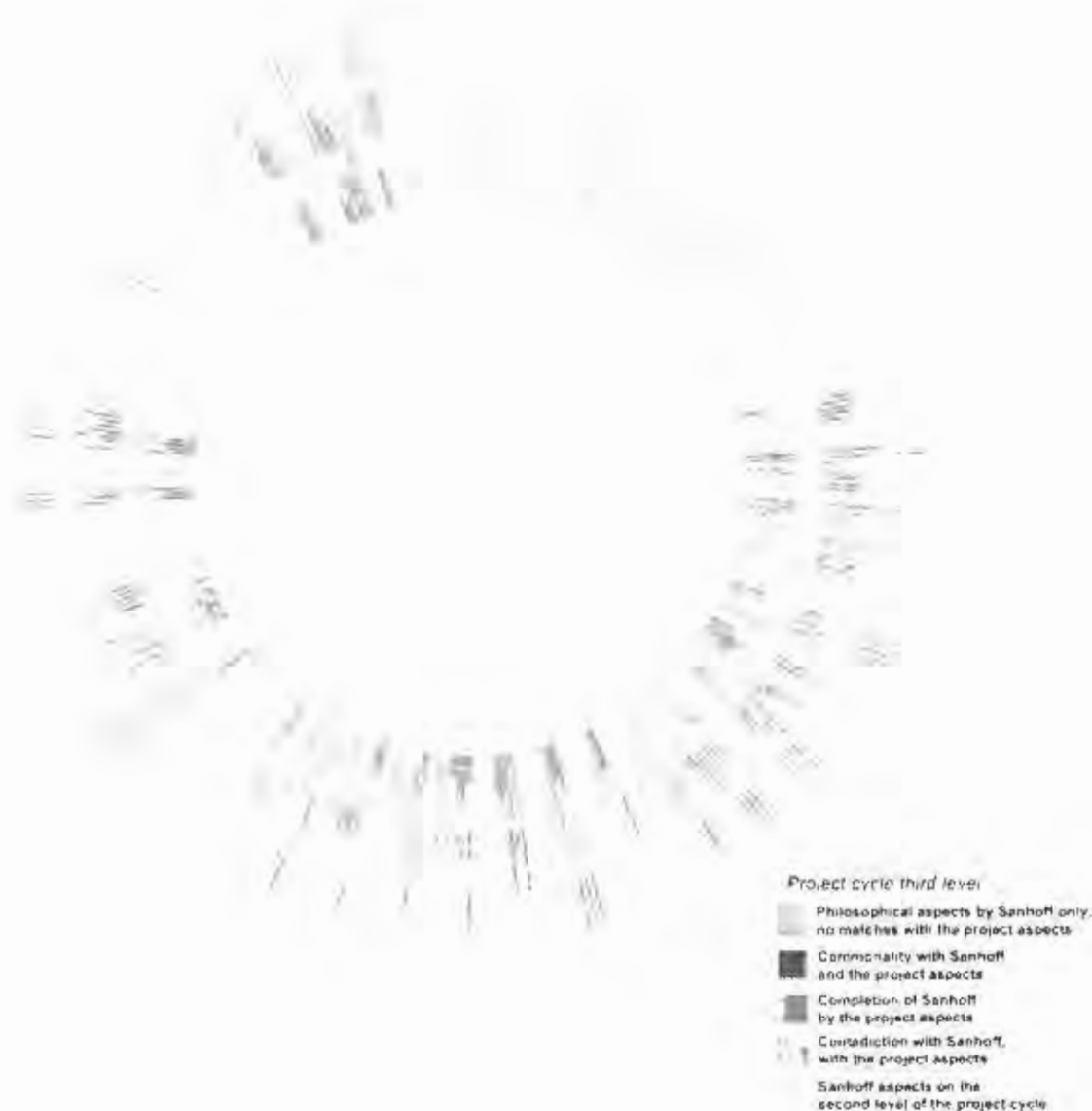
'black' participants because of their advantage in skill and knowledge. This aspect is an important one in regard to the former disadvantage of 'black' South Africans during the apartheid era. As pointed out in the introduction of this study, 'black' South Africans were disadvantaged in educational manners during apartheid, which until today affects the educational level, in particular of the older generation within a 'black' community. In this regard, again this is a vulnerable point that has to be considered, by skilled participants, to arrive at a perceptive, sensitive, planning approach for the community in Langa.

A lack of punctuality and attendance of the facilitator and participants at public meetings were recorded. This indicates that commitment within the planning of the project and responsibility for the end product was partly lacking. In this regard it has to be pointed out that the people's focus lies on feeding themselves. It is therefore a high demand for the poor to participate in meetings. Furthermore, skill or participant commitment was lacking to raise funds for the maintenance of the project after its completion. Besides internal community structural issues, this has been the major reason for the closure of the Centre. In case of non participation it has to be pointed out that the potential within the community participatory process gets undermined and not used to its full extent. Therefore, this aspect is essential to any process that applies participation, in order to make it efficient. The process itself was recorded as not being always designed transparent and managed clearly for any participant of any sample group. This could have been rooted within the lack of attendance or the existence of hierarchy and domination of certain participants. The lack of transparency within the management and the racial discrepancies lead to tension and conflict between advantaged and disadvantaged participants. It is essential that conflict has to be addressed and solved in a constructive way. The process suggests that this only partly was achieved and that hierarchy was not eradicated completely. It seems that not enough time was considered within the workshops in order to address all issues of the project. Instead, there was enough time for the overall planning period of the project. That suggests that either not enough workshops were held or that the overall planning period was not always used efficiently to actively address and resolve emerging issues of the project.

Sanhoff's appropriateness for the South African context

A major contribution to Sanhoff's philosophy was made by CS-Studio in the aspect of fund raising and the involvement of the community in the construction of the project. This aspect seems to hold a key difference between an developed and developing country context. In Sanhoff the aspect of fund raising is mentioned but not elaborated. The reason for this is that his philosophy on community participation is partly based on a developing country context but mainly on a developed country context. The same counts for the involvement and training of unskilled staff. It seems to be necessary in the South African context that unskilled and underprivileged participants need to be trained to gather knowledge and skills in terms of management and construction. In the view of the author of this study, this is a major aspect to achieve an approach that roots community participation in South African development. Therefore, Sanhoff's philosophy is not completely appropriate in this regard.

4.3.3 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle



Graphic by author (19) Project cycle third level; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Ulwazi Youth Centre Phase 2'

Substantiation of findings on the third level of the projects cycle

This tabulation quantifies the philosophy of CS-Studio on the third level of the project cycle. In this regard it has been referred to the note of the author on the substantiation of the second level of the project cycle.

	Aspects overall	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %	Sanhoff's aspects only	Percentage %
Technique	8	2	25	—	—	—	—	6	80
Concept	161	95	59	7	4	12	7	47	29,1
Method	68	34	50	4	5	3	4	27	39,7
Accomplishment	2	—	—	1	50	—	—	1	50
Post - Accomplishment	45	8	17	20	4	1	2	16	35,5

Table by author (4). Project cycle third level; Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Participation technique

The awareness method was applied through the use of focus groups. Groups presented their ideas individually and the other group commented on them to improve them, which indicates the use of the group interaction method. A survey was conducted, which suggests the application of the awareness method.

B Participation concept

Defining community architecture

Awareness, as required by Sanhoff was created through workshops that focussed on social and physical characteristics of the community. Lyons & Smuts (1997: 5) define the participatory approach as an collaborative decision making process that formed a multidisciplinary team nature between all participants. Furthermore, CS-Studio address the individual's need and the management of the community participant. The project report (1993) defined the needs of the Youth. The aim was to work against drug abuse and unemployment. Minutes of a meeting with the community (11/12/1990) indicate that the needs of the Youth were considered with drug counselling programmes and funding proposals.

Community building

The reason for participation by the Youth was that they saw themselves disadvantaged by the social structure in the Langa community. Gangsterism was seen as a way to keep the Youth busy (Lyons & Smuts, 1997: 5). To form a strong community structure was pointed out as being essential for addressing the issues effectively. Furthermore, diverse viewpoints were integrated in the process, information was exchanged and different sample groups were involved in form of public meetings and workshops.

In this project case a parent and activist of the community called the Youth together to address common issues. This lead to involvement of community members, volunteers, the architect and the formation of a section 21 company. In this regard, Dlamini (1998: 3) points out that the group size needs to be manageable that participation can become effective. The reality of the project contradicts Sanhoff's requirement to

involve as much participants as possible. Lyons & Smuts (1997: 6) state that the Youth did not want any adult involvement in the project, which lead to tension within the project management. Nevertheless, expertise of other fields were consulted, the community structure was analysed and a vision of the functioning of the community was formed. Community leadership was pointed out by Lyons & Smuts as being essential for the project's efficiency. In this project CS-Studio does add to Sanhoff that the Youth was sent on training programmes in accordance to leadership and skills (1997: 6).

Dlamini (1998: 3) argues in contradiction to Sanhoff that large community member involvement leads to a power struggle. It was recorded that trust was created amongst community participants (Lyons & Smuts, 1997: 5).

Responsibility for participation

The Ulwazi Youth Centre's crises lead to the re-formation of the community structure and to the relocation of responsibility within community participation (General meeting: 09/11/1993). It was determined that the area of responsibility needs to be defined amongst participants. In this project case Dlamini (1998: 3) points out the existing equality in the community organization and agrees with Solomon, in Sanhoff (2000:43), on the importance of exchange of information and knowledge. In contrast to Sanhoff, the personal interest dominated the community structure and caused mismanagement and frustration amongst the members of the Youth Centre (General meeting: 09/11/1993). Realistic fundraising strategies were developed and applied. The racial differences did prevent sharing skill, which lead to power struggles. Sanhoff argues that collaborative action leads to group ownership. This is contradictory in this case, as this aspect was identified as an issue in the project (General meeting: 11/12/1991).

Responsibility was distributed amongst participants for areas such as policy development, fundraising and external communication for the project (Lyons & Smuts, 1997: 5). Cultural self-reliance, the awareness, consideration and responsibility of the own culture, was addressed through the appointment of an workshop facilitator named Puwani. In contrast to Sanhoff stands the statement by Dlamini (1998: 3) who refers to a single minded decision making process in case of large community involvement to avoid confusion. The differences in the opinions of authors have to be considered in terms of further investigation. The organizational workshop (15/08/1992) indicates agreement with Sanhoff in accordance to grass roots empowerment and the distribution of responsibility under the consideration of available resources by the professional and local government. Furthermore, the workshop (20-21/06/1992) refers to the election of leaders in the community for the project. The facilitator did set out questions on the individual's role, responsibility and ability for leader elections. Concerns by the facilitator Puwani in accordance of appropriate leadership elections were recorded at another workshop (09/09/1992). Furthermore, it was recorded that the facilitator and participants were inconsistent in punctuality and attendance.

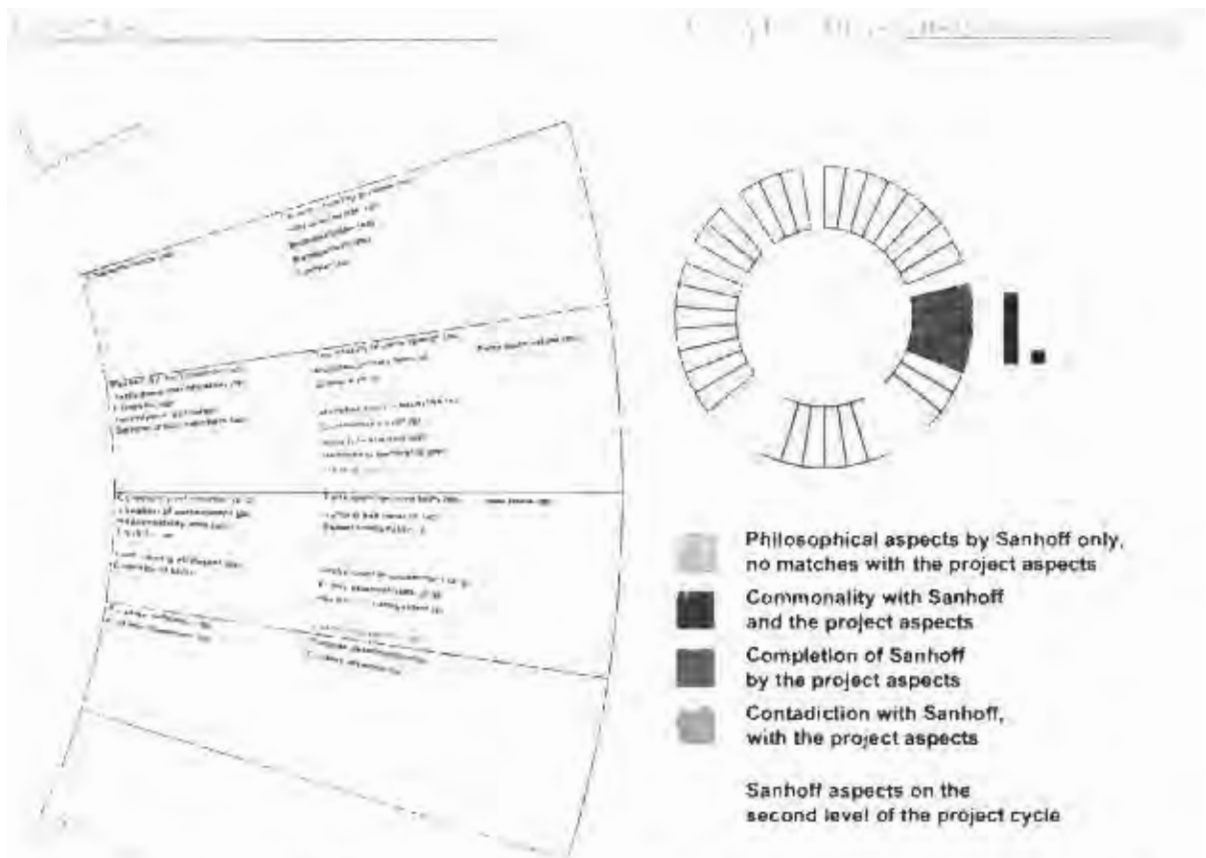
The ideas for the project were built on the outcome of the workshop.

Purpose of community participation

The purpose of the participatory process was pointed out in the workshops held with the community.

The organizational workshop (20-21/06/1992) indicates that the problem statement for participation was given by any participants of any sample groups.

The purpose for participation of the individual was stated in relation to the social and built environment of Langa Township. It was pointed out (Meeting: 05/09/1991), in contradiction to Sanhoff that the mission statement and the purpose of the Ulwazi Centre was not transparent enough for some members of the community.



Graphic by author (2017). Project cycle third level segment I: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction, within CS-Studio's project case 'The Ukwazi Youth Centre Phase 1'.

Goals and objectives

The workshop (20-21/06/1992) clarifies the significance of understanding the issues by participants for goal setting. Furthermore, awareness, perception, decision-making and implementation were pointed out within the workshop.

As required by Sanhoff, goals were set in relation to objectives, available resources and the individual's responsibility. Moreover, Sanhoff's goal setting method was applied in the workshop (15/08/1992) to set the goals. Goals were to achieve unity, counselling, human resources development, community involvement, recreation, education and health (20-21/06/1992).

The setting of goals was recorded in the minutes of the project development and led to trust amongst community participants (Lyons & Smuts, 1997: 5). Issues were identified and it was aimed for to strengthen the internal group dynamics and educational value (General meeting, 12/09/1991). The workshop (20-21/06/1992) adds to Sanhoff the increase of life quality by setting goals.

Strategic planning process

As required by Sanhoff, the strategy was defined in collaboration with the community. The process was of integrative nature and goals were set, issues identified, responsibility built and evaluation took place by community participants and the professional.

Lyons & Smuts (1997: 6) agree with Sanhoff on the establishment of a solid community structure, which in this project took over two years and required many meetings.

CS-Studio added to Sanhoff's requirements weekly meetings that were undertaken with the Youth for more than 18 months to establish the brief. The process was not always designed and managed clearly for all participants as indicated in the general meeting (09/11/1993). Environmental issues, the identification of needs and available resources,

issues in the community or in the physical environment were addressed in workshops. The usefulness of an strategic plan was pointed out in workshops.

Future visions encouraged open discussions and the diversity of skills contributed to collaborative decision making.

Awareness

The workshop (20-21/06/1992) indicates, in contradiction to Sanhoff that all participants agreed that there was not enough time considered by the facilitator to address all the identified and listed issues. It could have had an major weakening impact on the management and contributed to the closing down of the facility in 1994.

As required by Sanhoff, the convergence of interests, the analysing and consideration of cultural needs is part of the organizational workshop (20-21/06/1992)

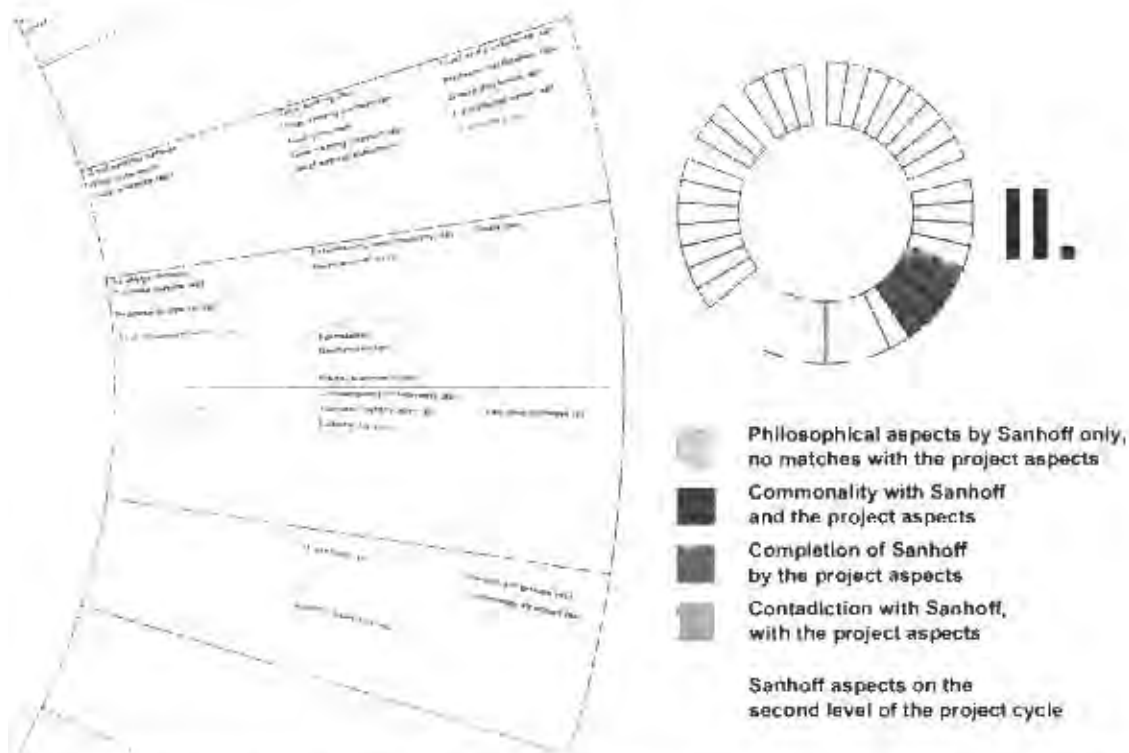
In this project case Lyons & Smuts (1997: 6) point out, that 'white' role players were identified as seeing themselves in a superior position towards 'black' role players because of their knowledge, which stands in contrast to Sanhoff to build a common basis of knowledge.

Order of discourse

The community did listen to each other and the facilitator during workshops. The amount and quality of identified issues indicates the individual's contribution for the advancement of the project (20-21/06/1992)

Lyons & Smuts (1997: 6) state that participant groups were formed and meetings with the Youth took place on a weekly basis for two years, which lead to the building of capacity.

Sanhoff points out that effectiveness is dependent on the community structure. Lyons & Smuts (1997: 6) refer to the ineffectiveness of the project management within the provisional community structure that was responsible for the project. Dlamini (1998: 3) contradicts with Sanhoff's and calls for a careful application of empowerment. Who and to what extent are the questions in accordance to this aspect.



Graphic by author (21). Project cycle third level segment II; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 1'

Dialogue encouragement

--No findings within CS-Studio's approach determined--

Perception

As required by Sanhoff, issues were pointed out and determined by the community. Expectations, objectives and experience was shared in workshops amongst participants (20-21/06/1992).

Addressing individual needs

CS- Studio's workshop (20-21/06/1992) indicates that a vision of need was set out by the facilitator and the community. The meaning of housing, related to culture was explored through a questionnaire.

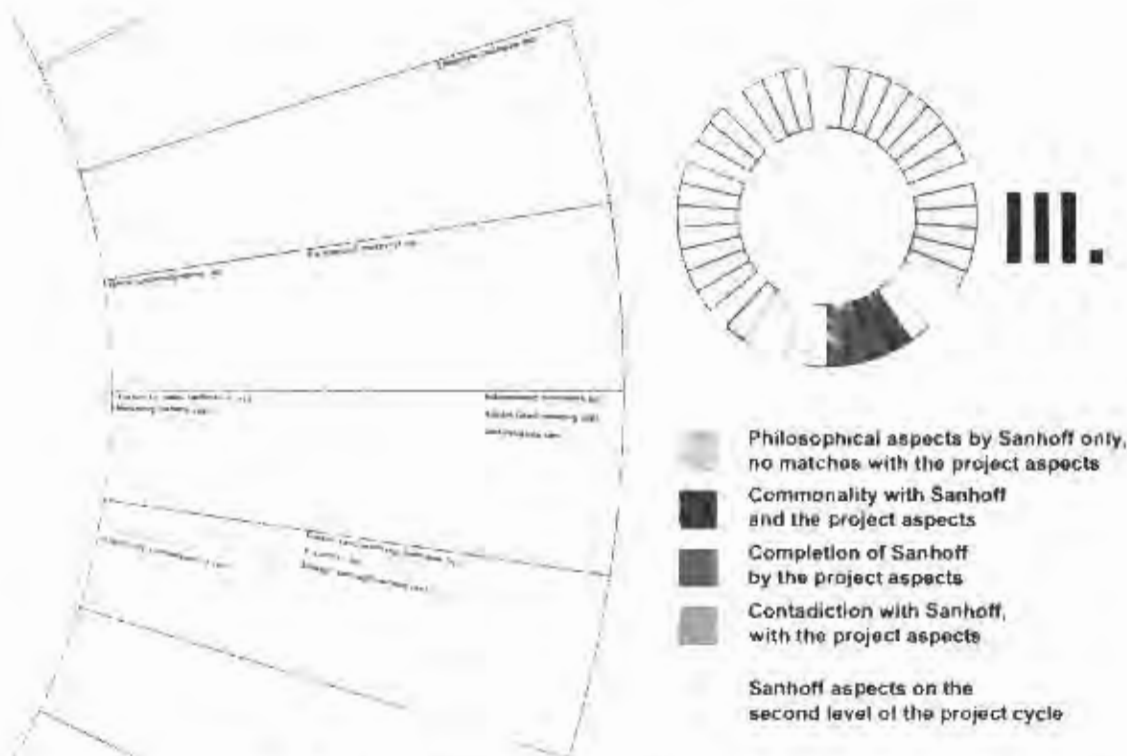
Problems were addressed, the meeting of social needs intended, which set the ground for self-reliance in community development (20-21/06/1992).

Decision making

In contradiction to Sanhoff's there were political and personal hierarchies found within the community structure. Those were identified in the workshop (20-21/06/1992) and recognized as an issue. The general meeting (09/11/1993) reports the existence of power struggles in the community as well and describes them as being an essential reason for conflict, frustration and tension.

The consequences of existing power struggles amongst participants by Sanhoff, meet the pointed out ones by Lyons & Smuts that were caused by racial injustice amongst participants. These are elaborated in chapter '4.5.5.8'

An democratic decision making process was recorded during the workshops (20-21/06/1992). Physical designs were made by the Youth for the entrance area of the Centre (Meeting: 05/09/1991).



Graphic by author (22). Project cycle third level segment III, Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 1'.

Conflict resolution

Lyons & Smuts (1997: 6) refer to the occurrence of conflict in the process of the project. Conflict occurred between external 'white' role players and the 'black' community in Langa and undermined the project in several stages. Meetings were conducted and used as a tool to mediate between participants affected by conflict. Mainly, personal interest and hierarchy, as pointed out by Dlamini (1998: 3), was reason for group conflict.

The proposal for a community psychologist for the centre indicates the consideration and intention to address issues and conflict with the support of a mediator. The mediator's area of responsibility was defined to train, consult, identify issues, develop the project, manage staff and skill training support for planned actions and programme running.

Consensus building

-No findings within CS-Studio's approach determined--

Communicating the process

Rasool in Sanhoff (2000:49) refers to the awareness of the social barriers between all participants within the progress. Lyons & Smuts (1997: 6) specify this aspects as being existent because of the racial prejudice of 'white' and 'black' community members. The workshop (20-21/06/1992) indicates that participants were given a voice in open discussions.

Face to face interaction did take place during workshops (20-21/06/1992). Dlamini (1998: 4) refers to the absence of transparency within the management of the project and the existence of hierarchy, which was reason for the emergence of conflict within the

project and identified as issue within workshops. For the opening process TV broadcasting companies were invited to the ceremony (General meeting: 21/11/1991).

Appropriate method selection

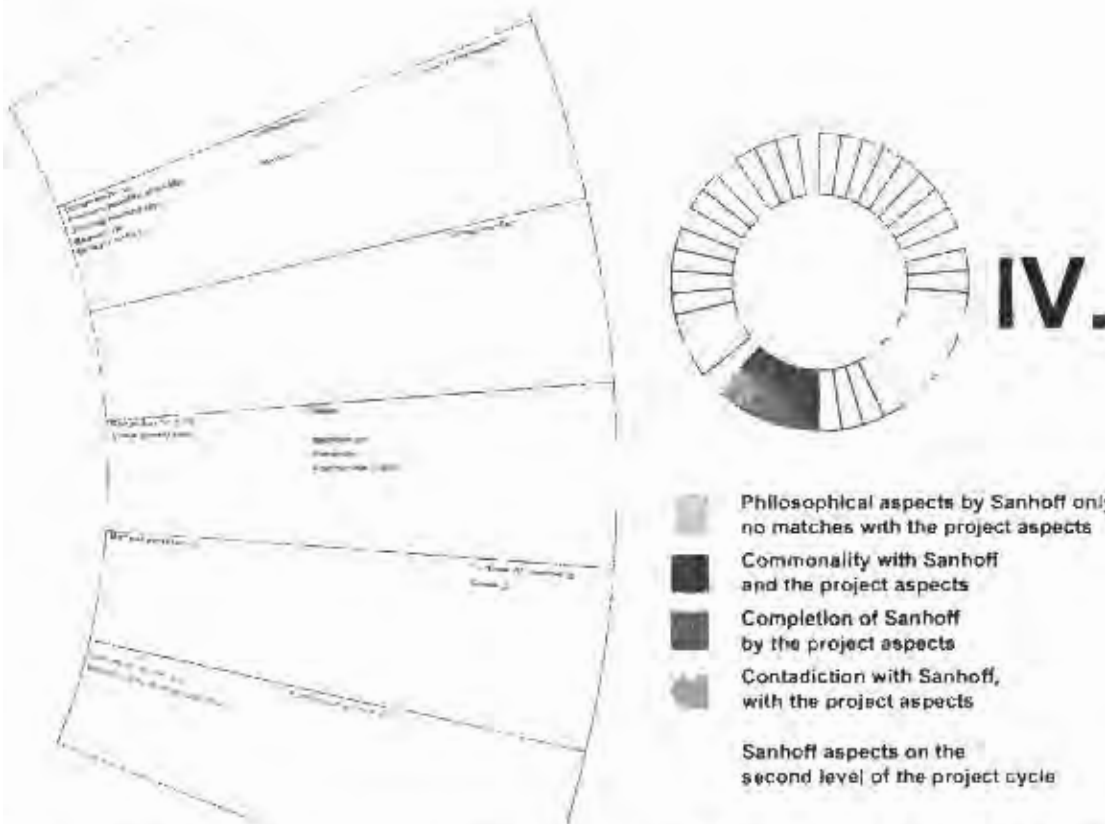
As required by Sanhoff, an appropriate method was identified and applied by CS-Studio, the workshop method.

The purpose was stated to the community by the facilitator and goals were set and pointed out. (20-21/06/1992).

Funding

Lyons & Smuts (1998: 6) add to Sanhoff's philosophy the building of a funding committee and the identification and addressing of funding organizations.

Proposals for the pre-school and the Youth education centre were identified as well as proposals for a specific educational programme. The community meeting (11/12/90) examines the funding sources for drug counselling with community members. Funding was required for sport equipment, literacy, games, body building, cooking, gardening (General meeting:12/09/1991). Funding proposals established a external network with organizations and therefore did help to share responsibility on the aspects of the project.



Graphic by author (23) Project cycle third level segment IV. Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 1'.

C Participation method

Participatory action research

Sanhoff points out that people's empowerment for social change leads to responsibility, pride and self-confidence amongst participants. In contrast to his statement stands the one by Dlamini (1998: 3) who asks for a careful consideration of this aspect.

Further elaboration of the undertaken research on the centre by *Lyons & Smuts et al.* (2001).

Community action planning

The workshops addressed strategies, options and conflicts according to the planning policy. Existing organizational structures, knowledge, resources and achievable goals were identified within the community. The nature of community action planning was clarified for any participant of any sample group. Key issues were identified and addressed and priorities agreed between participants. The project's feasibility was assessed and interfering factors identified. A plan of action was designed including partners, responsibilities and time frameworks. Proposals for the solving of the issues were designed and a community based method identified that drives the process.

Issues of the social and built environment were identified. The product was managed and re-evaluated.

In contradiction to Sanhoff long term goals for further community based projects were set but did not work. Action planning did not necessarily lead to capacity building and the improvement of the community structure that was negatively influenced by hierarchy and personal interest (General meeting: 09/11/1993).

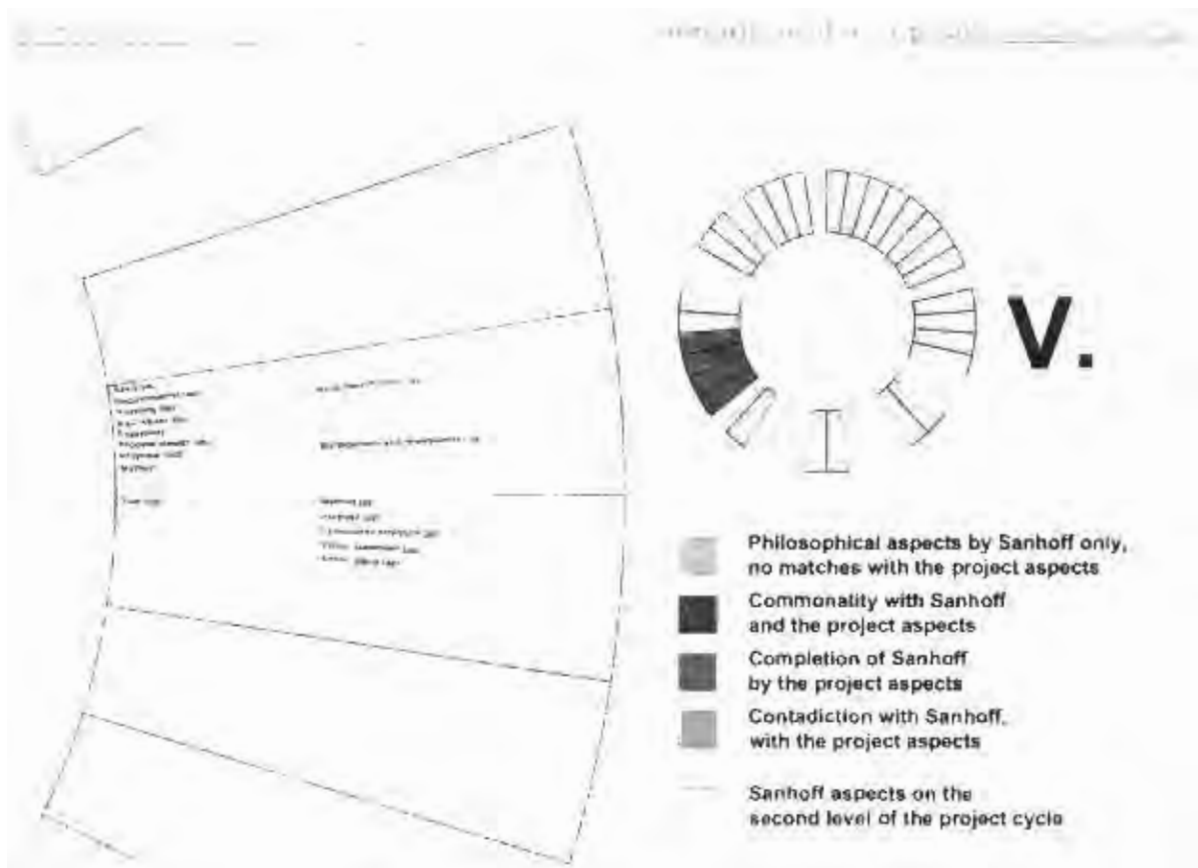
Visioning

The organizational workshop (20-21/06/1992: 8) did introduce visioning to help the community to arrive at a statement.

Participants were divided into small groups and visions were discussed on the contribution of the project for the community. Participants and the facilitator reflected on the community structure and the purpose of visioning. Action plans, the needs of the individual, responsibility, time frameworks and strategies were set up.

Charrette

--No findings within CS-Studio's approach determined--



Graphic by author (24). Project cycle third level segment V; Analysed, in theory and South Africa located philosophy by Sanhoff (Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 1').

Participation games

Games were conducted with community participants to simulate real-life situations, improve participant interaction and understand the social context of the project (02/06/1993).

The game was communicated and its programme and sequence was designed and clearly communicated.

The game was designed to incorporate conflict, which required participants to take on their own position within discussions amongst participants.

Workshops

Workshops were held on a regular basis in accordance to the organizational and project's development (Lyons & Smuts, 1997: 6). The workshop (20-21/06/1992: 3) was documented in form of typed up minutes, 50 attendants on the first and 38 on the second day were recorded, which got divided into groups of 5 people. Additionally to Sanhoff the purpose of the workshop was pointed out to participants.

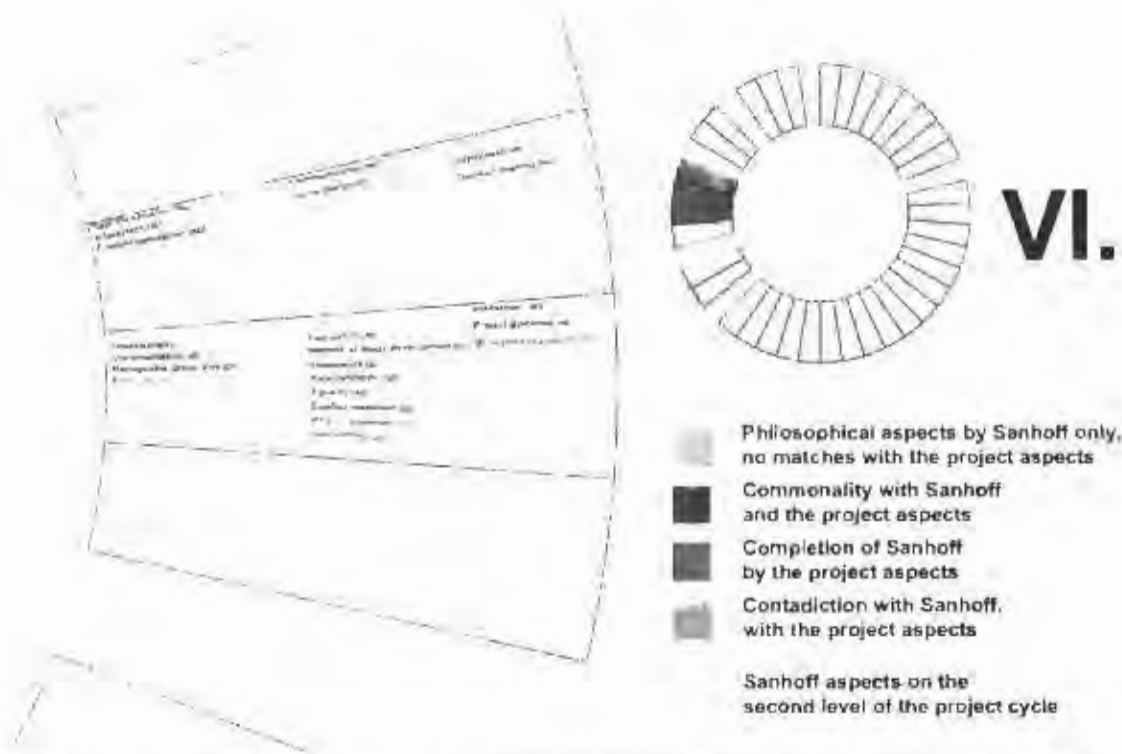
CS-Studio's workshop on gangsterism agrees with the working method, suggested by Sanhoff on the aspect of perception in form of group discussions. The workshops content was the formulation of a clear mission statement, the meeting of individual's needs, improvement of the organizational structure, strategy development, accountability improvement and monitor mechanisms (Diamini, 1998:10). The aim of this statement is, the education and training of the Youth, to create full participation, address cultural value systems and operate equally and on a high quality level. (Final report: 1993). Timelines, and involved participants and their role were identified in workshop minutes. Group discussion amongst participants were as required by Sanhoff based on equality under the guidance of the facilitator (20/06/1992: 3). These discussions discovered a vast number of

expectations that could not be covered within two days. The major ones were reflecting on the people's individual history and culture in order to discover common values. Moreover, people were asked why they wanted to participate. The majority wanted to serve the community. A paper exercise and development theory was introduced. Three stages were pointed out, the pioneer stage, scientific stage and the collective stage (20/06/1992: 6). People identified themselves as being at the pioneer stage, the basic stage, and listed existing internal and external community issues. Methods for resolving those issues were identified in an collaborative manner with the community and presented by the facilitator. The aspect by Sanhoff on conflict resolution by the professional is covered within the workshop on gangsterism (1990). Its purpose was to address and prevent this issue and create awareness amongst participants. CS-Studio add the aspect of a mission statement and the setting of common goals for the project, which were part of the process (20/06/1992: 3).

The interaction and guidelines were set for the advancement of the project (20-21/06/1992). Additionally, the workshop got evaluated by all participants.

Study circles

--No findings within CS-Studio's approach determined--



Graphic by author (25). Project cycle third level segment VI: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case: 'The Ulwazi Youth Centre Phase 1'

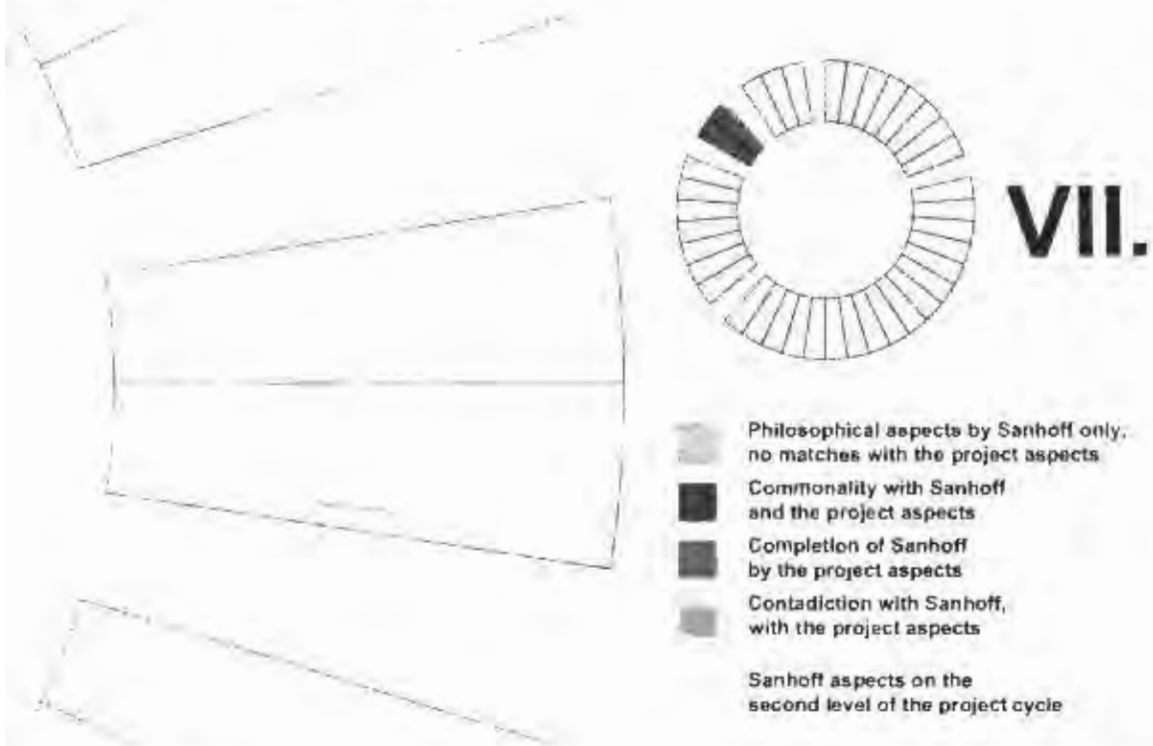
D Participation accomplishment

Site management

---No findings within CS-Studio's approach determined---

Project construction

Capacity building was mentioned as being part of the construction training, but was not recorded in the sources of the project.



Graphic by author (26). Project cycle third level segment VII: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 1'

E Participation post accomplishment

Implementation

Implementation is required by Sanhoff in financial issues, skill training and education. In this regard, Dlamini's (1998: 1) argument contradicts with the one by Sanhoff in terms of responsibility for this aspect. Financial mismanagement was pointed out as being one of the major issues of Ulwazi Youth Centre. Lyons & Smuts (1997: 7) agree with Sanhoff that selected participants have to stay involved in the process to see results and take on responsibility for aspects of the project after its completion. In this regard, the workshop (15/08/1992) adds and proposes to set up a management structure that considers resources and future vision, which is divided into planning, organizing, directing and controlling. The diagrammatic structure sets the rules for accountability of staff, the decisions on the committee level, fundraising, meetings, director constitution and election of leaders (General meeting:21/09/1992)

Lyons & Smuts (1997: 7) refer to a management committee that is responsible for the maintenance and management of the centre. Furthermore, they refer to the aspect of fundraising, which was neglected after its completion and lead to the closure of the Centre

in 1994. Reasons for this was the inability of finance management, lack of management capacity, lack of commitment and respect towards the Centre amongst participants (19/03/1992). The closure of the centre caused the reformation of the management group. Its members were the local authority, the Langa Development Forum and elected members of the community. In 1991, CS-Studio proposed an employment structure for the Centre. The structure included the departments and responsible persons. Part of the programme was childcare, mental health, education in health and environment and extra mural activities. Furthermore, a staff code of conduct was identified within the implementation for the project. The security of the work environment and the context of the project was examined and it was neighbour involvement was suggested in terms of security for the building (Meeting, 11/12/1990). Furthermore, it was suggested that the Youth should patrol around the centre during the night (General meeting: 27/11/1991). Aspects of security seem to be worth adding as it affected the work situation of staff and the running of the educational programmes in the Centre. Training was identified and added as programme for the centre in an funding proposal (1992). Training for counselling and career building, workshops, work experience, teacher training was intended for the Youth Facility

Dlamini (1998: 3) adds to Sanhoff, the success of a project, which in his terms is rooted in its sustainability and the programmes that run within the Centre. He points out the success of the Centre before its closure in 1994, reasoned in community involvement, activity, diversity of skills, coverage of running cost and maintenance, a sufficient network base and the high level of commitment amongst community participants. Part of the program in Ulwazi Youth Centre was, cooking classes, ballet, netball, art and culture, videos screening, boxing, soccer, chess and music classes (General meeting:12/09/1991). A network to other external organizations was established, which provided skills and funds for the project (General meeting: 04/10/1991). Codes of conduct for any participant of any sample group were set out, which included leadership, security and equipment (General meeting: 31/10/1991).

Post occupancy evaluation

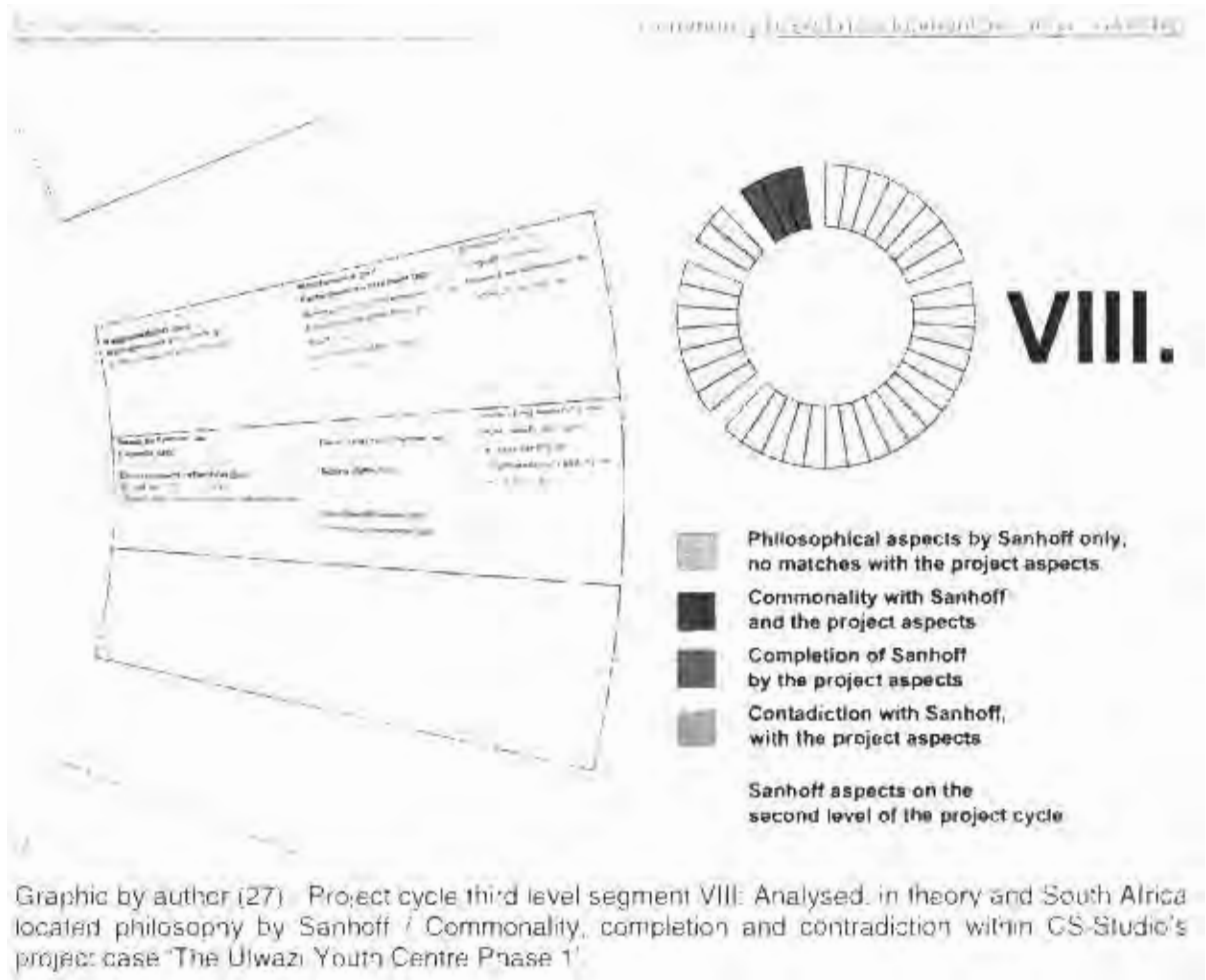
Dlamini (1998: 1) agrees with Sanhoff on the evaluating the Centre in terms of need fulfilment of the community and staff. Further, he points out that the users of the building have to reflect on the projects management structure and on environmental issues. Aspects of reflection on structure and the applied strategy of the organization are added to Sanhoff's

Appropriate data collection methods and the scope of the evaluation have to be defined. The architect is responsible for the identification of role players in terms of vision setting. In addition to Sanhoff 1 is suggested to challenge the management committee through vision setting.

For the resolving of the issues of Ulwazi Centre, Dlamini (1998: 5) recommends to add leadership and to redefinition the personal role, the increase of accountability and organizational capacity amongst community participants. The elected leader should have its origins in the Langa community and have organizational talent (Meeting: 11/12/1990). The hand over process by CS-Studio included the invitation of significant personalities as Archbishop Desmond Tutu. Security was provided for the process of moving into the building (General meeting: 21/11/1991).

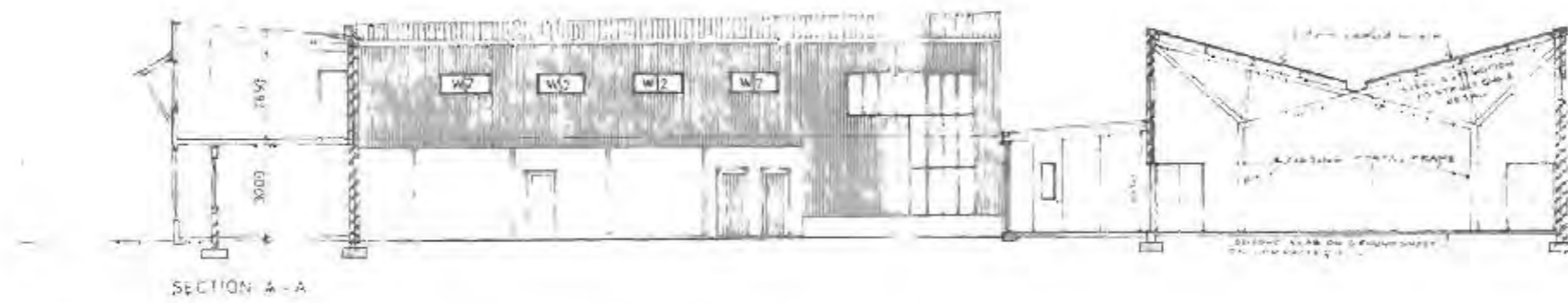
Visual appraisal

---No findings within CS-Studio's approach determined---

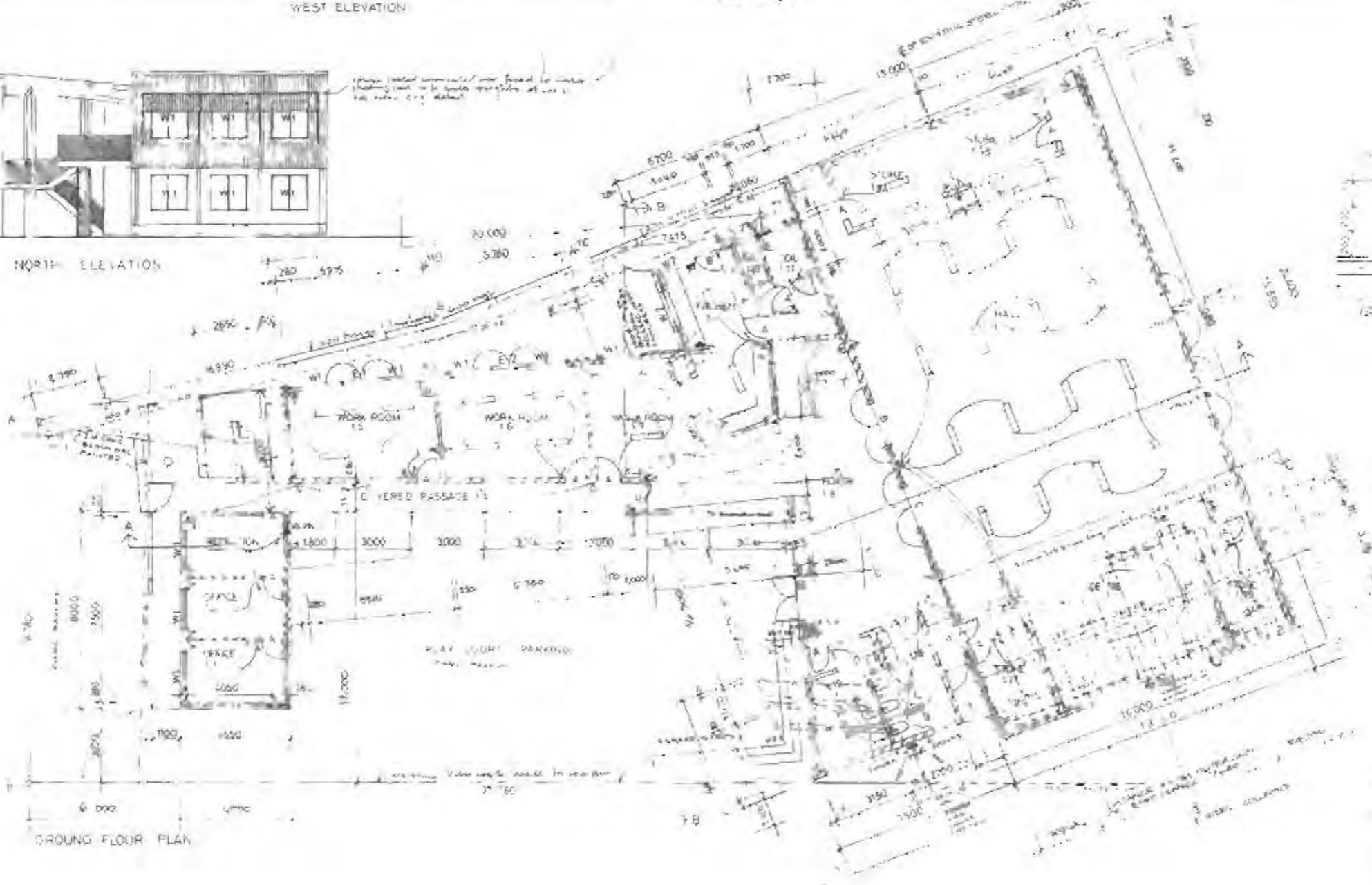
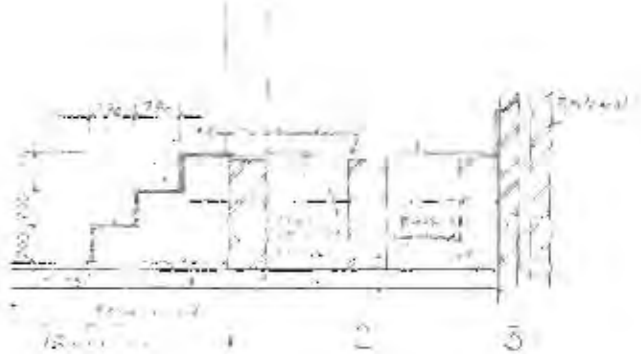
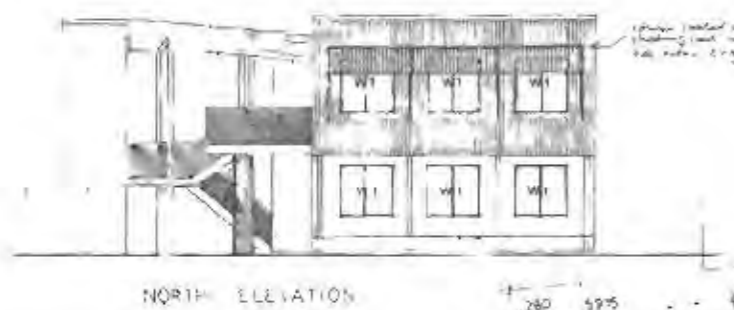
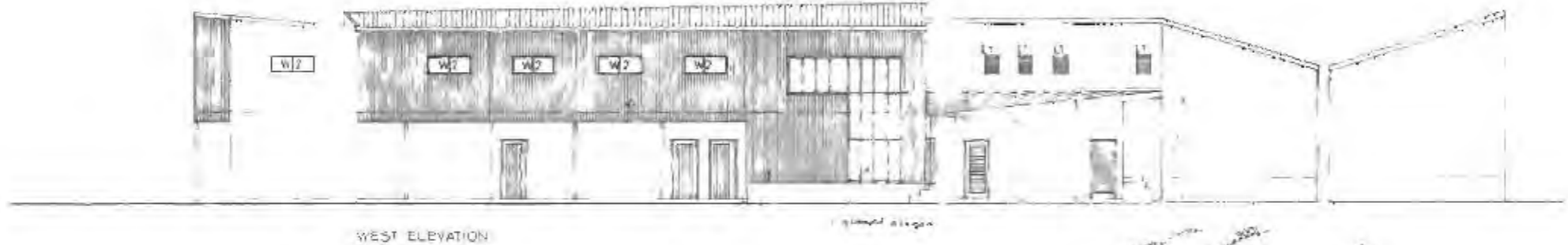


Questions derived from the community participatory process:

- How does power has to be distributed amongst participants?
- Who is responsible for finance management?
- How can be dealt with dominating political and personal interest?
- How can the grass root member be empowered that was not allowed to express its own opinion during apartheid oppression?
- How can be dealt with racial tensions amongst participants?
- How and where can unskilled staff involved and responsibility distributed?
- How can be dealt with lack of meeting attendance?
- How can conflict solved constructively?
- What criteria defines a priority in case of limited time?
- What are the basic aspects of community participation that have to be fulfilled to arrive at an successful project?



- 1. WALL CENTER
- 2. 2" SAND ON CONCRETE SLAB
- 3. STONE CONNECTION
- 4. BRICK CONNECTION
- 5. 1/2" PLATE GIRTH BRACKET FOR TRUSS RAFTERS
- 6. EXTERNAL BRACKET FOR ROOF SLABS
- 7. 2" x 4" WOOD BULK WALL MOUNTED
- 8. 1/2" x 1/2" WOOD BULK WALL MOUNTED
- 9. BRICK DISTRIBUTION BOARD
- 10. GROUND



- REVISIONS
1. 11.2.52 WITHIN THE EXISTING BUILDING UNDER ADDITIONAL DRAWING FROM ORIGINAL DESIGN WORKS OF THE ARCHITECTS SHOWING MODIFICATIONS AND IMPROVEMENTS TO THE ORIGINAL DESIGN AND DRAWINGS.
 2. 11.2.52 ADDITIONAL WITHIN THE EXISTING BUILDING UNDER ADDITIONAL DRAWING FROM ORIGINAL DESIGN WORKS OF THE ARCHITECTS SHOWING MODIFICATIONS AND IMPROVEMENTS TO THE ORIGINAL DESIGN AND DRAWINGS.
 3. 11.2.52 WITHIN THE EXISTING BUILDING UNDER ADDITIONAL DRAWING FROM ORIGINAL DESIGN WORKS OF THE ARCHITECTS SHOWING MODIFICATIONS AND IMPROVEMENTS TO THE ORIGINAL DESIGN AND DRAWINGS.

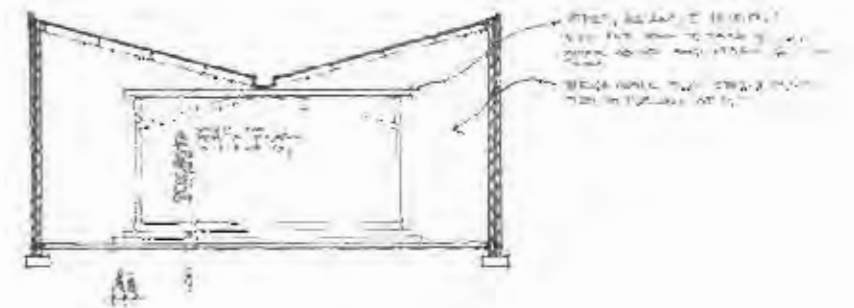
UJWAZI CENTRE LANGA

GROUND FLOOR PLAN, NORTH & WEST ELEVATION, SECTION A-A

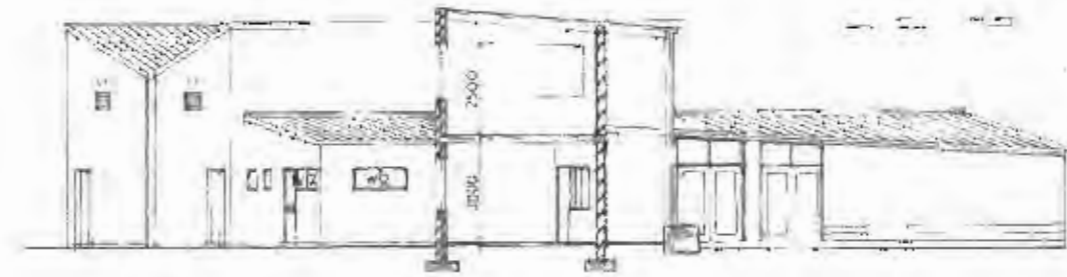
SCALE	DRAWN	DATE	DESIGNED ARCHITECTS
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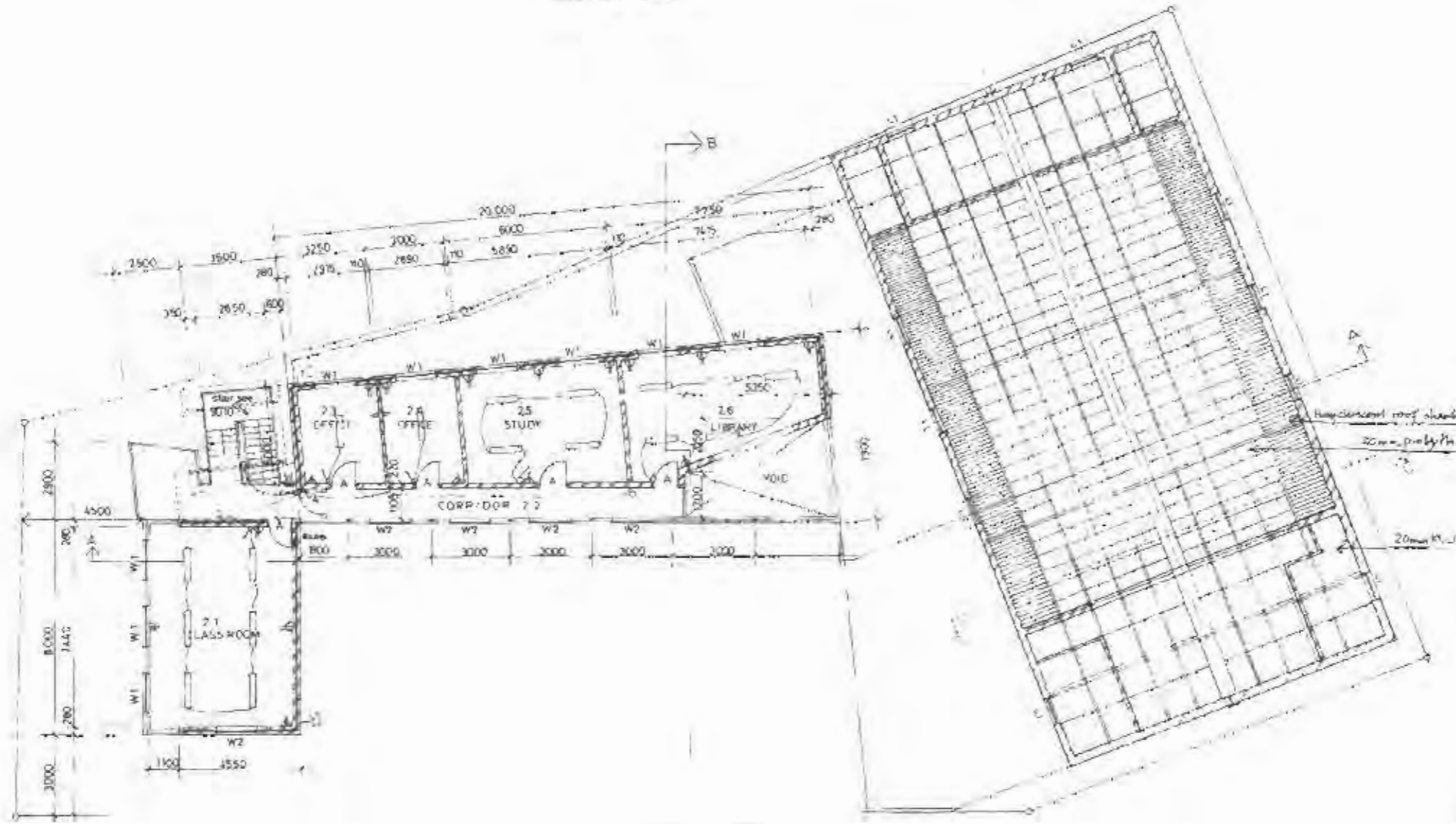
EAST ELEVATION



SECTION CC



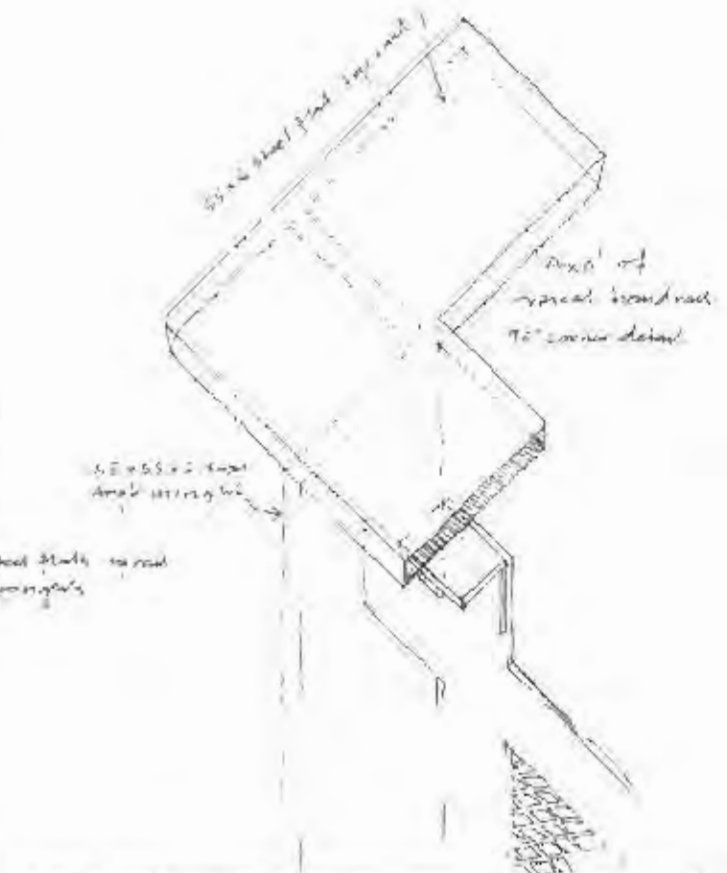
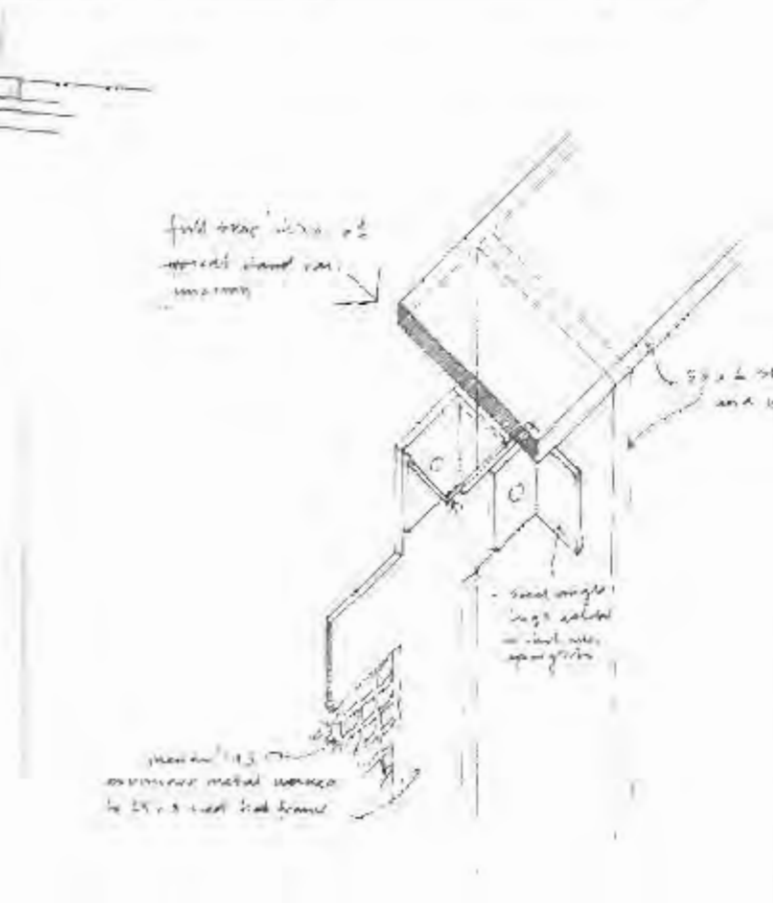
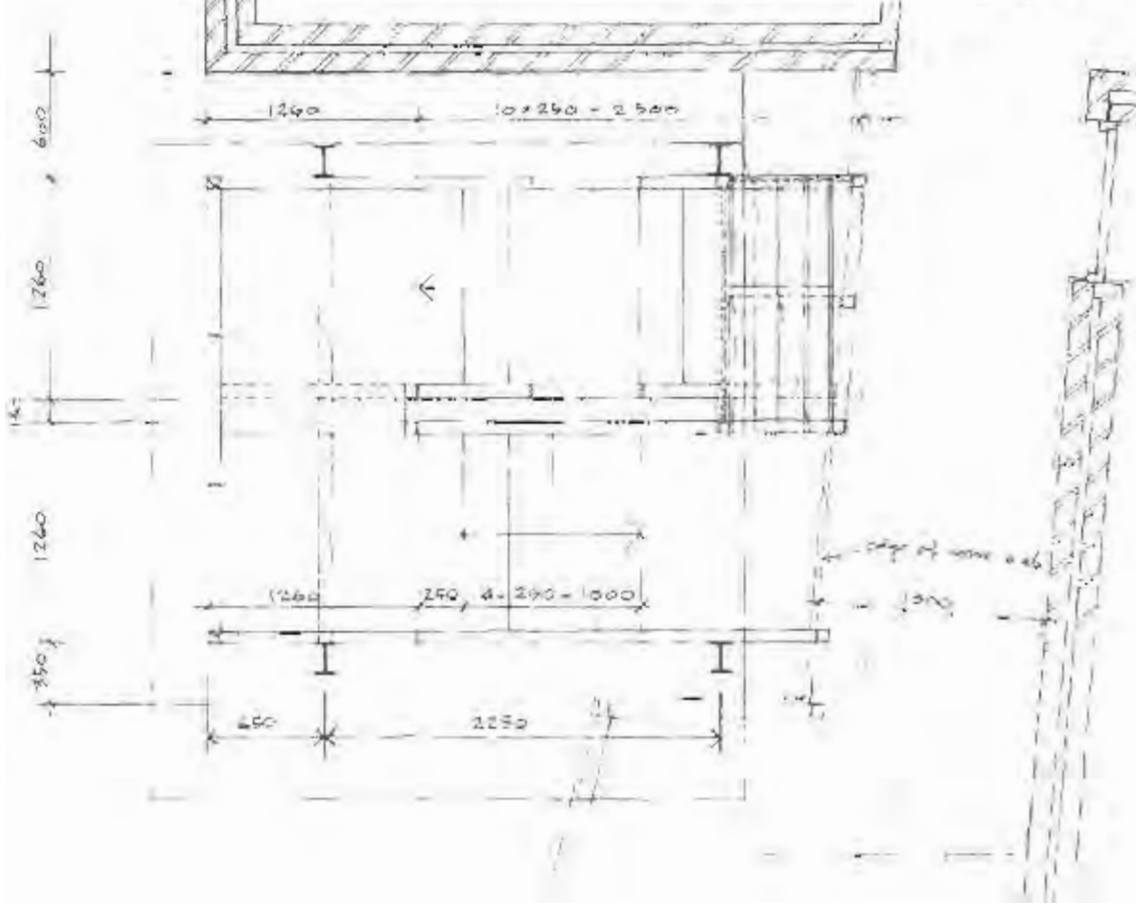
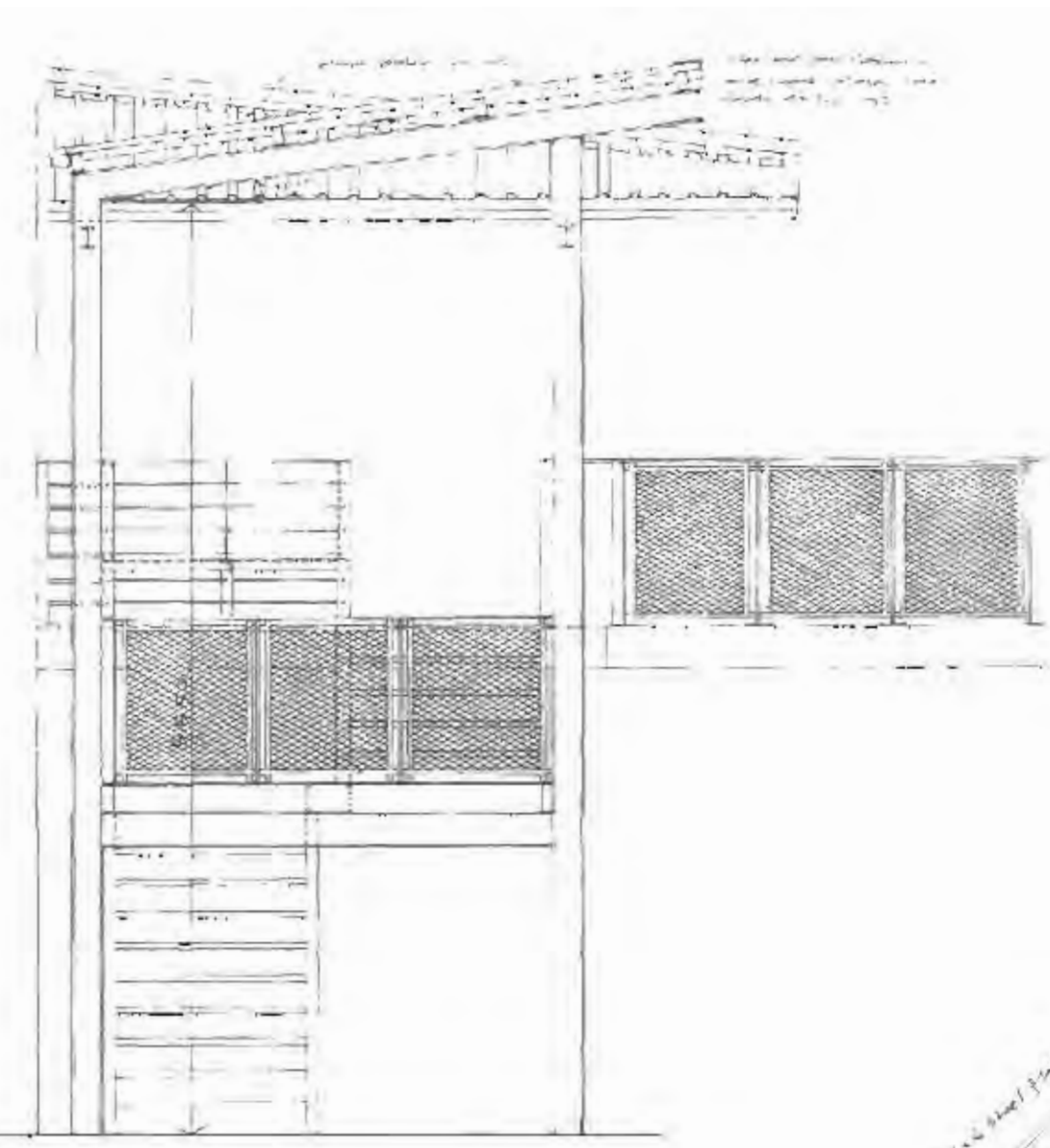
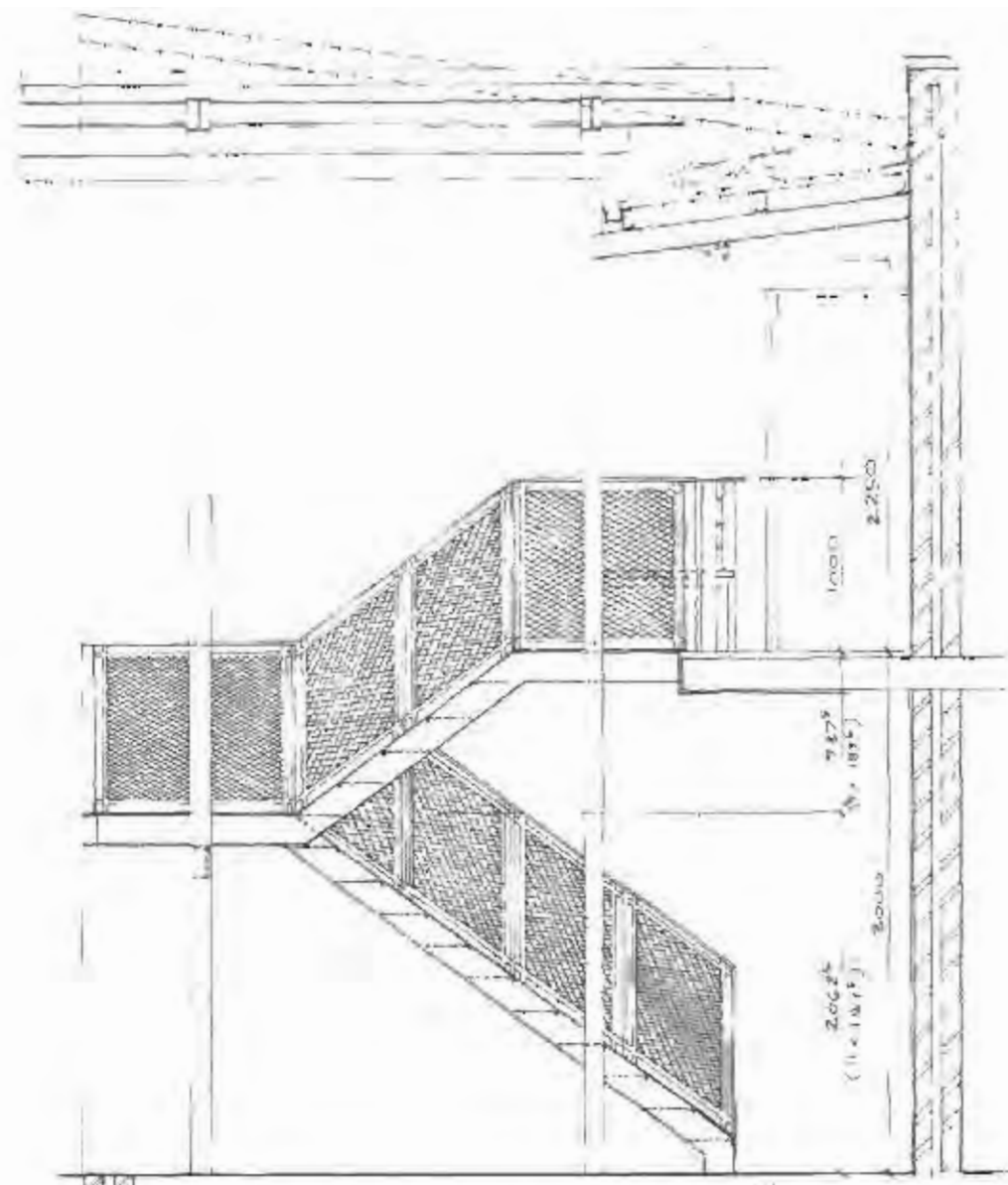
SECTION B-B



NOTES

1. UNLESS SPECIFIED ALL WORK TO BE IN ACCORDANCE WITH SANS 10400
2. ALL WORK TO BE DONE IN ACCORDANCE WITH SANS 10400
3. ALL WORK TO BE DONE IN ACCORDANCE WITH SANS 10400
4. ALL WORK TO BE DONE IN ACCORDANCE WITH SANS 10400

REV	UIWAZI CENTRE LANGA		
1	FIRST FLOOR PLAN EAST ELEVATION SECTIONS A-A		
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REV	U. WAZI CENTRE JANGA			
NO	4	VAIN STAIR		
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				SAFE 7/11/97 (1) + 12/12/97

In-between Phase 1 and 2 (1991-1998)

What followed were burglaries and acts of vandalism between 1994 and 1996 (Lyons & Smuts, 1997: 7). Some staff members kept working without salaries to keep the centre alive and as Mr. Hlathemayo (First meeting, 29/07/2004) puts it, "to prevent the building from becoming feet and walking away". After 1996 a new board member structure was formed, which was supported by the Langa Development Forum and the local authorities. Fund raising enabled the running of the Youth Centre before the second construction phase started in 1998. The General meeting (15/09/1993) indicated a crisis amongst the Youth. The Youth felt uninformed about processes within the Centre. So too felt other staff members, which split the involved participants of Youth and staff into two parties. The way that programmes were carried out was not based on collaborative action anymore and communicated in a transparent way. That undermined and confused the Youth and staff in the Centre (General meeting: 09/11/1993). Additionally, part of the Youth were members of the ANC and the other members of the PAC, which encouraged division and difficulty amongst the Youth. Another division was caused between paid staff and unpaid staff members. In this regard it was pointed out that most of the funds went into staff salaries rather than into programmes for the Youth. Loans for staff salaries were made even if it was decided that staff was working on a voluntary basis (General meeting: 09/11/1993). The economizing of staff during the financial crises lead to threats and violence against the people and the building. The suggestion was to close the Centre for a month or two. The reason for this was frustration, emerging of the team structure that was not able to run the Centre as a whole. Furthermore, inconsistency within the membership and commitment of the steering committee was recorded (17/09/1993). The general meeting (29/10/1993) refers to the inability of fund and finance management amongst the responsible people. Lyons & Smuts (1997) refer to the lack of accountability and management of staff for the Centre that caused a financial crisis, which lead to the closing down of the facility in 1994.

The restructuring and training of the Youth would be beneficial for the situation. Therefore, the appointment of an permanent manager and the strengthening of the steering committee was suggested (General meeting: 09/11/1993). What followed was confusion and non transparency in regard to funds and staff payment. It was recorded that only the pre-school was running as a programme (26/03/99).



Photograph by author (2), Ulwazi youth centre, Elevation South. Building phase 2.
Site visit Langa 28/07/2004

Sources of evidence on the firm's participatory approach:

General minutes of meetings with the community of a period of time between 30/05/1994 to 13/11/1997, the submitted council plan, reports, diagrams of the community structure, proposals for funding, training, environmental education and appointment of staff, were determined. Moreover, real life observation and statements given by participants of any sample group were used as sources for the following analysis.

Sketches, working models, workshop materials, articles in South African newspapers, articles in publications of South African architecture, photographs that identify participants and tape recordings of meetings were not available and therefore not part of the analysis in this project.

4.4.1 Outcome of analysis of the commonality, completion and contradiction on the second level of the project cycle

Besides the same findings, determined in the analysis of CS-Studio's philosophy, a large number of contradictory aspects between Sanhoff and the applied approach by CS-Studio were determined. There are also an immense number of contradictory aspects found, which are reasoned in the fact that the lack of participant involvement weakened the following process of the project cycle. That confirms the assumption that there are dependencies within the aspects of the project cycle found.

Substantiation of findings on the second level of the projects cycle

	Sanhoff's aspects	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %
Technique	8	2	25	---	---	---	---
Concept	17	12	70,5	5	29	6	47
Method	7	1	14	---	---	1	14
Accomplishment	2	1	50	2	100	1	50
Post - Accomplishment	3	2	66,7	2	66,7	1	33,3

Table by author (5): Project cycle second level; Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Technique

The analysis identified 8 voids. These are, the indirect method, open ended method, brainstorming, interactive brainstorming, group process and digital technology that were not determined in the sources on CS-Studio.

Out of 8 identified aspects within Sanhoff's philosophy on genuine community participation technique, the analysis determined that 2 aspects were in common and no completed or contrary in comparison with the applied approach by CS-Studio.

B Concept

The analysis identified 3 voids. These are perception, consensus building and the selection of the appropriate method, which were not determined in the sources of CS-Studio

Out of 17 identified aspects within Sanhoff's philosophy on genuine community participation concept, the analysis determined that 12 aspects were in common, 5 completed and 6 contrary in comparison with the applied approach by CS-Studio.

C Method

The analysis identified 6 voids. These are participatory action research, visioning, charrette, participation games, workshops and study circles that were not determined in the sources by CS-Studio.

Out of 7 identified aspects within Sanhoff's philosophy on genuine community participation method, the analysis determined that 1 was in common, no completed and 1 contrary in comparison with the applied approach by CS-Studio.

D Accomplishment

The analysis identified no void. Sanhoff and CS-Studio showed common, completing and contradictory aspects.

Out of 2 identified aspects within Sanhoff's philosophy on genuine community participation accomplishment, the analysis determined 1 aspect in common, 2 completed and 1 contrary in comparison with the applied approach by CS-Studio

E Post- accomplishment

The analysis identified 1 void. This is the visual appraisal, which was not determined in the sources by CS-Studio.

Out of 3 identified aspects within Sanhoff's philosophy on genuine community participation post-accomplishment, the analysis determined that 2 aspects were in common, 2 completed and 1 contrary in comparison with the applied approach by CS-Studio.

4.4.2 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle

Enrichment through the project

The intention to generate a strong community structure was beneficial for the aspect of funding for the project. It was argued that it was important to integrate as many participants as possible for the development and management of the project. It was recorded that a clarification in terms of the individual's responsibility was necessary and the reflection on the existing community structure. Responsibility for the construction, funding, involvement of the municipality, contractor responsibility and community involvement were discussed. The involvement of the municipality in the project is a significant new idea. It is pointed out that involvement would be useful for aspects of the project. The findings suggest that it was not clear where and how the municipality should be involved. This indicates that it was determined that community participation has got its limitations in aspects as its maintenance, insurance and security, where authority is required. A large number of women were intended to be included in the decision process. This aspect is significant for an African context, where women usually have limited or no rights, in the Western point of view, to participate in public decision making. In this regard Masepe (interview: 28/01/2005) points out that the voice of the women has always been heard. The difference is that the women's voice in the African culture is considered on an individual basis rather than in form of negotiations within public meetings. In the Western point of view this difference is often misunderstood and seen as the women's voice is not equally considered. Carin Smuts (Interview: 03/02/2005) states in this regard that the role of the women was always undermined in all project cases of this study. It was intended to empower the women in the projects.

However, it was intended to reduce tension within the community through collective action under the consideration of time and set goals. It was intended to increase the life quality of the individual and to democratise the development process. In this regard it was intended to work within the RDP principles and against the planning conventions of the former apartheid system. In order to resolve conflict it was decided to transfer responsibility of finances in the hands of elected community members. After the mismanagement of funding by those members it was suggested to transfer financial responsibility to CS-Studio architects. This indicates that it was recognized that certain aspects need to be managed by an professional person outside the community in order to avoid mistrust and dishonesty.

The management structure was reformed to resolve power struggle amongst community participants. It was recorded that effort was put in to resolve existing power struggles and hierarchies within the management of the Centre. Furthermore, the security of the site was established and a contractor was identified with participants. A plan of action involved the police and the Youth for the maintenance of security for the Centre. For the construction of the process it was recorded that mainly historically disadvantaged people of the community had to be involved. It was intended to establish a network to external organization in order to achieve long term sustainability of the project. Finally, the evaluation of the project was suggested on a yearly basis.

Issues and vulnerable aspects of the project

The findings in this analysis need to be treated with caution. A lot of the above mentioned aspects for the project were identified within the business plan of the project and therefore intended to be achieved. It appears that awareness on the major aspects of the project existed amongst the professionals. It appears that many of those aspects were not fulfilled in the development of this Phase. A major reason for this seems to be the lack of attendance by grass roots community participants. It is recorded that only a core of professionals and community leaders were participating in the project. The aspect of an adequate involvement of participants seems to have a vast impact on following aspects on the third level of the project cycle. It was determined that this aspect, if not fulfilled, undermines the whole process of community participation and limits its potential to a minimum. The opportunity for participation for the grass roots of the community was not given or not existent after the exclusion of the building committee from the process. This showed that the following aspects of the project cycle lost their meaning and value and limited the approach based on the small group of leftover participants. It did impact on the meeting of the broader community's interest and on group ownership. Furthermore, on the empowerment of the grass roots and the voice giving of participants of the community. The lack of involved participants in the general meetings endangered participants of any sample group arriving at a common language and basis of knowledge, on the site's historical, social, cultural, physical and economical aspects, the increase of learning, the development of a sense of belonging and ownership and the creation of identity through the project. The aspect of non participation of individuals is a highly vulnerable one for the application of community participation. The participation of the Youth and the grass roots was inconsistent. Time management for cost planning and distribution of responsibility was lacking. In this regard a limited time frame, given by the founder did not necessarily encourage the participatory process. The building of trust and confidence was undermined by the mismanagement of finances. It seems to be evident that the aspect of trust and confidence formation is a vulnerable aspect within the process. This could be reasoned because of the former and current racial discrepancies between participants of different sample groups. As identified by Davies in the beginning of this study many South African individuals of different race seem to carry a social barrier 'wall' inside that prevents trust by members of other races. This aspect seems to be a vulnerable one that has a vast impact on the efficiency of community participation. The generation of physical designs by the community participant were not existent within the process of community participation. It was recorded that no community participant was present as CS-Studio presented three alternatives. This indicates that the needs of the broader community was not met. This is a major vulnerable aspect for the development process. It is difficult to determine why the broader community was not participating in the development of the process. Reasons could have been the frustration based on power struggle, lack of commitment or interest. Existing hierarchies within the community structure suggest that non attendance was partly reasoned because of frustration amongst the broader community. The outcome of the interviews will give further information in this regard.

Sanhoff's appropriateness for the project

A major contribution to Sanhoff's philosophy was made by CS-Studio through the addition of space making for South Africa's historical, economical and cultural environment. It was intended to reverse the hostel and home tradition. This project investigation determined that responsibility for funding, in contrast to Sanhoff, needs to be addressed differently and that responsibility for this aspect needs to be considered carefully. This is reasoned within a by poverty driven context. Furthermore, it was determined that responsibility for certain aspects need to be transferred to the local authority. These aspects were, maintenance, insurance and security. Security needs to be provided on site and unskilled staff involved. The selection of staff is based on the Previous Disadvantaged Individuals

regulation (PDI) in addition to Sanhoff. The Centre had to be planned in accordance to the RDP principles. As mentioned in Phase I, funding was an additional aspect to Sanhoff.

4.4.3 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle



Graphic by author (28). Project cycle third level: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Ulwazi Youth Centre Phase 2'.

Substantiation of findings on the third level of the projects cycle

	Aspects overall	Commonality within CS-Studio's philosophy	Common in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %	Sanhoff's aspects only	Percentage %
Technique	8	2	25	---	---	---	---	6	80
Concept	167	75	43,7	12	7,1	21	12,5	61	36,5
Method	45	8	17,7	---	---	4	8,8	33	73,3
Accomplishment	11	1	,9	7	63,6	3	27,7	---	---
Post - Accomplishment	36	9	25	10	27,7	1	,2	16	44,4

Table by author (6). Project cycle third level: Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Participation technique

The awareness method was applied through the use of focus groups. Groups presented their ideas individually and the other group commented on them to improve them, which indicates the use of the group interaction method.

B Participation concept

Defining community architecture

The individual needs are the same as already defined in Phase 1. As pointed out in the business plan (01/06/1994) it was aimed to create awareness on the social and physical environment of Langa Township.

Furthermore, the process was characterised as being people driven which aims to meet the needs of the individual, being of multidisciplinary nature, managed by participants and contextualised to a specific situation and environment.

Community building

As required by Sanhoff, individuals of the community were participating in the management of the Centre because they saw the potential to address social, educational and political matters. A strong community structure of identified parties was initiated by the professional. The business plan (01/06/1994) intended to integrate opinions and diverse viewpoints, to operate on the exchange of information and to open the process to the individual of the community, the professional and the governmental institution.

In contradiction to Sanhoff is the opportunity of public to participation. It was not determined that CS-Studio ensured that individuals are informed about the consequences for not-participating. However, expertise of other fields were consulted and their opinions considered, as recorded in the minutes of meeting (13/05/1997). This refers to the invitation of the local councillor Mr. Mokoena to share responsibility with the municipality for the maintenance, insurance and security. The group size consisted mainly of 6 to nine

people and was therefore manageable. In this regard it is questionable if the involved number of participants was enough. A vision of how the community should function in cooperation with other involved institutions was built, as indicated in the minutes of meeting (08/09/1997). It is recorded that the community structure was analysed in terms of possibly existing beneficial facilities and valuable resources. Training programmes in accordance to leadership and skills were initiated for the Youth (15/02/1996). In this project the business plan (01/06/1994) adds the aspect of training programmes in accordance to skill development. Training did not take place in the construction phase of the project.

As mentioned earlier, the minutes of the meetings indicate that the number of participants was low. This stands in contrast to Sanhoff, who requires a high number of participants. Aspects as public acceptance, accessibility, good decision making, education and learning through the project, as well as time commitments and trust were pointed out as valuable for the community by the professional (01/06/1994).

Responsibility for participation

After the identification of the issues within the management of the Centre, the community was restructured. The Ulwazi board members were elected and their responsibility defined (Minutes of meeting: 08/09/1997). Location and responsibility, for participation is pointed out in the business plan (01/06/1994), which includes to clean the space in the centre. The clarification of responsibility of the individual participants was requested and the following aspects were recorded in the minutes of the meeting (08/09/1997). First, the building committee consists of Ulwazi board members, staff, LDF members, and skilled community volunteers. They are responsible to monitor the process and inform the Ulwazi board. Second, the Ulwazi board carries the overall responsibility for finance and management and the signing of contracts. Thirdly, CS-Studio has to act in the interest of the client, coordinate and implement the planning and construction process of the project and the supervision of finances and funding (Minutes of meeting, 08/09/1997). Fourth, DBSA and Eskom are responsible for the provision of funds. Fifth, the role of the municipality is uncertain but it was pointed out that they need to take on responsibility for certain aspects of the project, which were not identified at this stage. Sixth, the contractor is responsible that the architect's designs get built. Seventh, the community has to be involved. In this regard, it is not clarified where the involvement should take place, which endangers the participatory process. Furthermore, equality in the decision making process is required in the business plan. The minutes indicate that individual interests dominated within the management structure of the Centre. The lack of included grass roots community members indicates that the interests of the committee were met but not the ones of the broader community. Realistic fund raising strategies were set up by CS-Studio and other members of the skilled participants. Diversity of skills and active participants were implemented in the planning of the project. The aspect on group ownership shows contradiction according to Sanhoff because of the lack of community when responsibilities for aspects of the project were defined (Minutes of meetings: 08/09/1997).

The business plan (01/06/1994) refers to the responsibility and the incorporation of the police for the aspect of security for the project. The progress report (1996) refers to the requirement of an business plan from the department of social services as additional aspect to Sanhoff. The appointed contractor is responsible for the consideration of cultural values of the community (Bills of Quantities: 22/04/1997). Payment is made according to industry norms.

Furthermore, it is mentioned that a large number of woman were involved in decision making, which is significant in a typical African cultural environment regarding role and rights definition in terms of gender. This is already mentioned earlier in the enrichment through the project.

Experts were consulted in workshops, facilitated by Dlamini (1998). It is not indicated whether the local authorities at this stage did support public participation to create awareness amongst communities on development issues. Only a certain number of the

community was empowered in the project. There were no findings that showed the empowerment of the grass roots in the project by the professional or the local government. Actions and implications need to be studied by the local authorities and the professional to create sustainable communities. The investigation in the minutes of the development of the project indicates that the participant group mostly consisted of people of the Ulwazi board and CS-Studio architects. The participation of the grass roots or members of the Youth front in the development of the project does show vast inconsistency and is more or less non-existent. However, funding sources were identified and the dependency and management of it pointed out and established by the professional and the Ulwazi team (Minutes of meeting: 08/09/1997). It seems that in contrast to Sanhoff that there was not enough time for cost planning considered and responsibility shared. Transparency in the financial management of staff costs was lacking (Minutes of meeting: 09/11/1993). However, the aim to meet interests of the individual is mentioned in the business plan (01/06/1994).

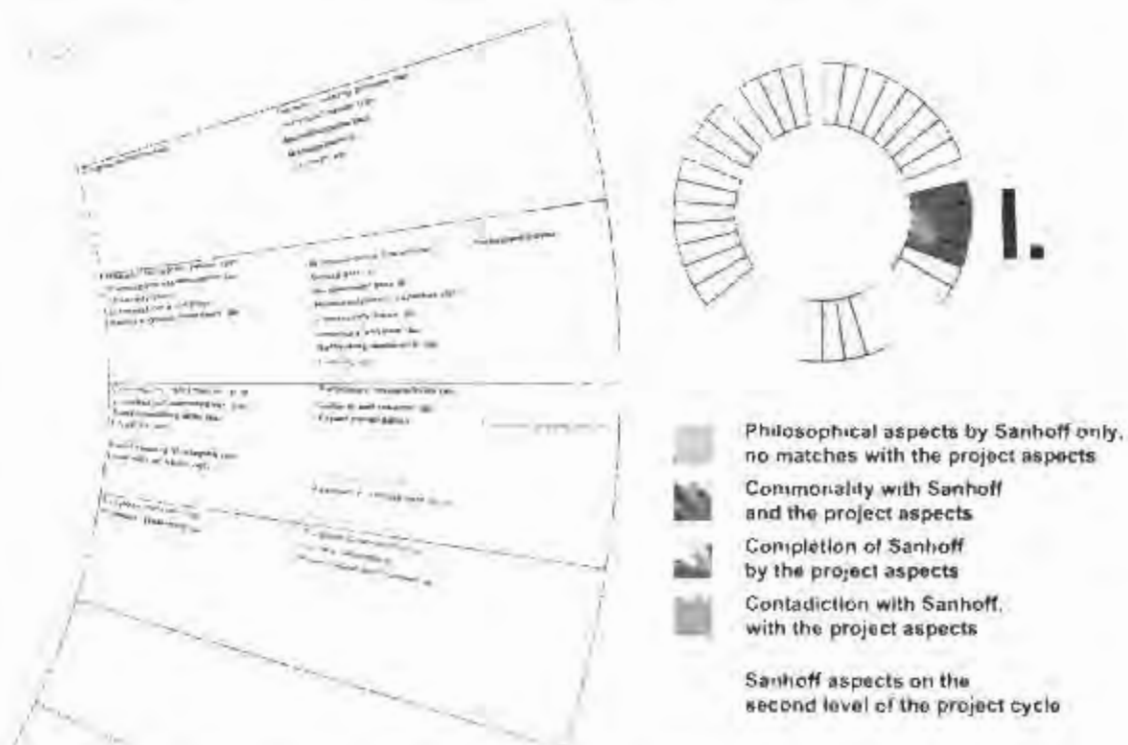
The business plan points out the aim to elect a facilitator to ensure participation at any stage of the process.

Purpose of community participation

The business plan (01/06/1994) indicates the purpose identification and statement by the professionals.

Participation was meant to reduce tension within the community derived of the former apartheid system. It was intended to encourage collective action and skill training (Business plan: 01/06/1994). A statement was made by the professionals and participants that considered available resources, the timeframe and the achievable goals for the project (Minutes of meetings: 08/09/1997).

The determination of the purpose of community participation did not necessarily lead to trust and confidence amongst the leaders.



Graphic by author (29). Project cycle third level: segment I: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 2'.

Goals and objectives

The business plan (01/06/1994) indicates that goals of the project were defined. Furthermore, the set goals did reflect the values of the community were addressed in four different aspects, the awareness, perception, decision-making and implementation.

The setting of the goals included, the Objectives, available resources, responsibility and methods related to time constraints. The set goals are related to the contextual priorities of the community. A statement was given in form of the business plan (01/06/1994) after community agreement.

The business plan (01/06/1994) adds the building of trust and confidence. The reality showed, contrasting to Sanhoff's aspect and to the statement in the business plan, that the mismanagement of finances undermined the trust and confidence of involved parties in regard to the management structure of the Centre. Goal setting identified and clarified problems and created a basis for planning, running and evaluating the process and the project. In contrast to Sanhoff's requirement, the definition of goals did not create the basis for good group dynamics. However, the proposed programmes for the Centre were meant to offer educational value for the community. CS-Studio add in their business plan (01/06/1994) the increase of life quality, peace and security, and nation building. Nation building means in CS-Studio's and community terms to reverse the hostel and home tradition amongst Langa residents. Further goals are mentioned, the reconstruction of existing buildings and democratization of development.

Strategic planning process

The progress proposal of 1996 indicates that a strategic planning workshop was planned in accordance to Sanhoff on collaborative nature. The constellation of the organization, planning of the project and the reason for need was clarified with community participants. It included the setting of goals, the identification of issues, building responsibility amongst participants and the evaluation of the process and the product as required by Sanhoff (Business plan: 01/06/1994). The project report (1993) referred to the establishment of the brief of the project. The brief of the new phase included a preschool, multi purpose and skill training rooms that are connected to phase 1 with an internal courtyard.

The business plan (01/06/1994) mentions the establishment of responsibility. Conventional planning procedures during apartheid were pointed out and replaced by RPD principles. The business plan is contradictory in terms of change consideration. The opinion of the Youth was not adequately considered in the development of phase 2, as indicated in the attendance list of the minutes of meetings.

The decision making process was meant to be clear and performed on an equal basis. It was announced as clearly designed and managed with all participants. The foundation of the strategic plan were environmental issues, the identification of needs, available resources and issues in the community and the physical environment. The usefulness of a strategic plan was pointed out to any participant of any sample group. A vision statement was undertaken on objectives and goals of the project.

Awareness

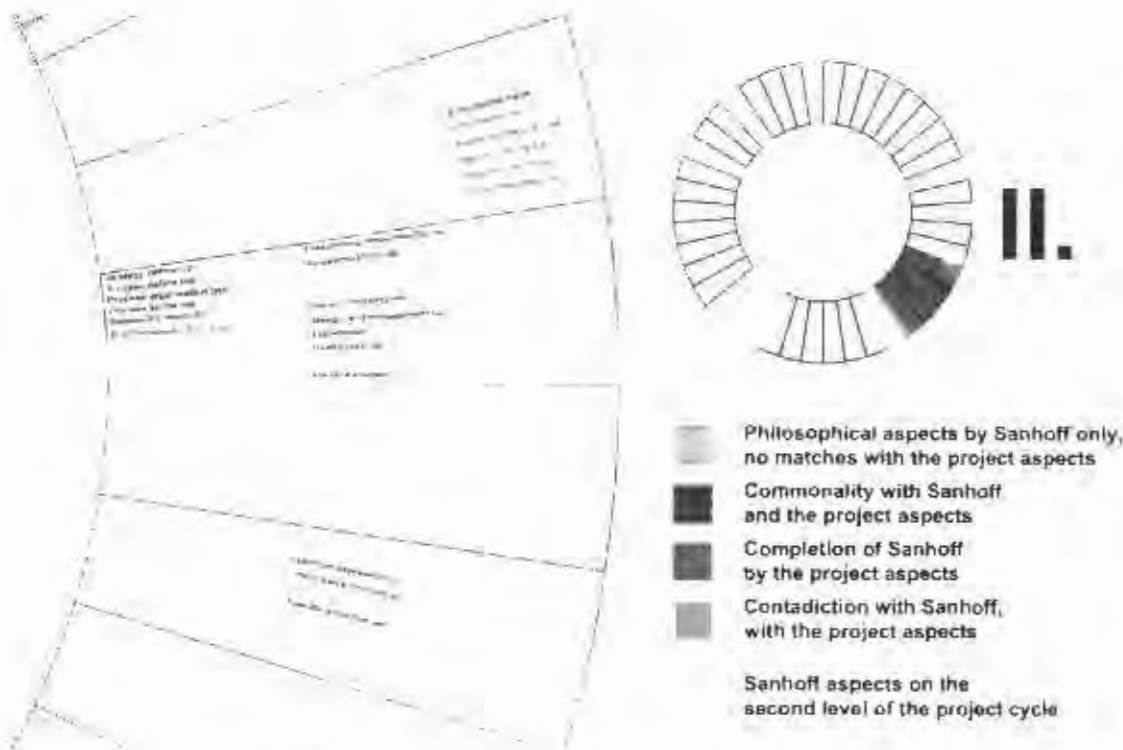
Because of the lack of attendance by participants, awareness on the given social and physical environment of Langa Township was not met to its full potential. The same counts for the aspect of adequate time consideration. It is pointed out that the major founder wanted to release funding and close the case. (Minutes of meeting: 30/07/1997). It was pointed out that the development of the project had to speed up. That endangered that not enough time for the analysis of community issues, the identification of resources and the project's objectives was considered.

In contrast to Sanhoff stands the aspect of the convergence of everyone's interests, reasoned in the lack of attendance of community meetings by the broader community. The meeting of the community's cultural specifics is therefore questionable as

well as the consideration of additional cost factors, based on the limited amount of time for the project (Minutes of meeting: 30/07/1997).

Order of discourse

The business plan (01/06/1994) indicates the open expression of ideas by the participants. The concerns of the individual were heard, understood and taken into consideration. The participant took actively part in the discussion and contributed with its own specific expertise or skill.



Graphic by author (30). Project cycle third level segment II: Analysed, in theory and South Africa located philosophy by Sanhoff : Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 2'.

Dialogue encouragement

Technical skills and consequences for alternative solutions were laid out and performed, as recorded in the minutes of the meetings (30/05/1994- 13/11/1997).

Perception

---No findings within CS-Studio's approach determined---

Addressing individual needs

The business plan (01/06/1994) indicates the definition of the communities needs in terms of the extension of the facility for more programmes.

Furthermore, it indicates the consideration of changing needs and alternatives for the community through analysis.

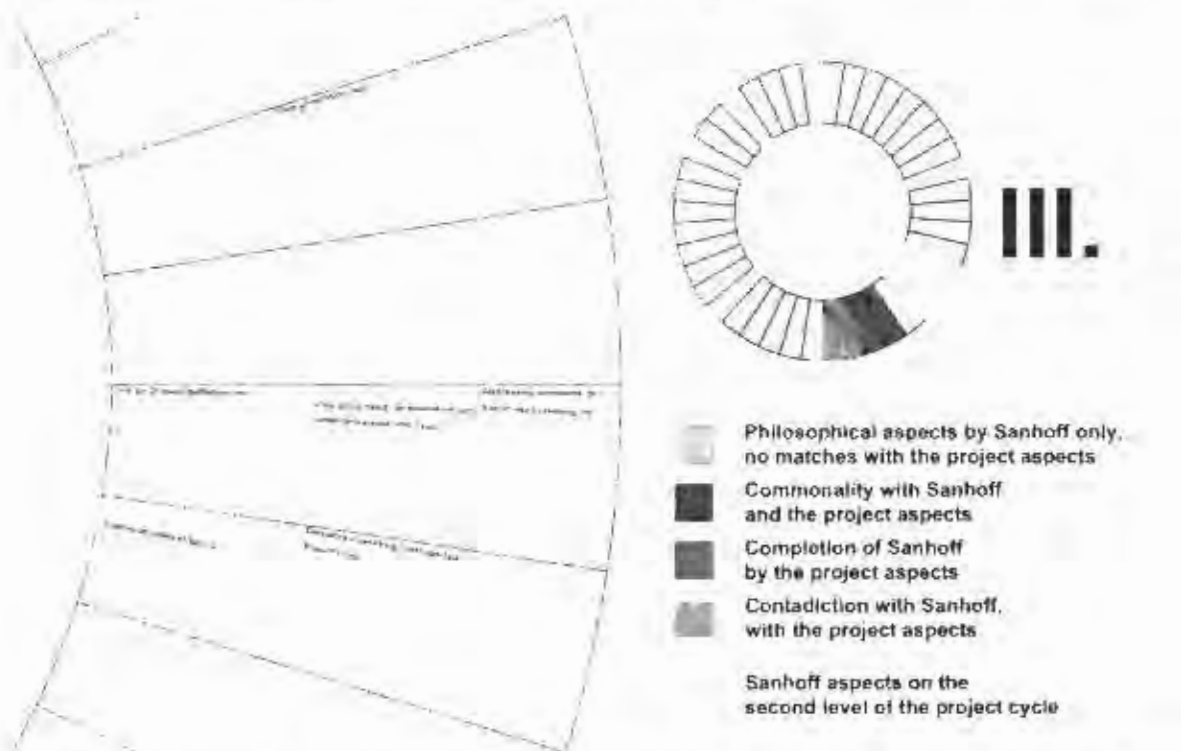
The meeting of social needs of the community is intended in the business plan (01/06/1994)

Decision making

A Trust Fund was formed by the community, which did not allow for individual profit in accordance to the buildings and the property (Business plan: 01/06/1994).

The business plan (01/06/1994) referred to the democratic nature of decision making of the organization in the process based on equality. In contrast stands the creation of physical designs by participants under the consideration of collective identified priorities within the given social and physical environment. These physical design products were neither generated or performed openly with all participants nor used by the professional to generate the final plans for approval (Minutes of meeting: 15/05/1996).

In contradiction to Sanhoff, social capital through partner and friendships was only partly formed between certain community participant groups.



Graphic by author (31). Project cycle third level segment III. Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 2'.

Conflict resolution

Conflict occurred because of the financial mismanagement of the centre. The minutes of meetings (08/09/1997) showed that responsibility to manage the sources of conflict were undertaken by all participants. In this meeting, the financial supervision was given in the hands of CS-Studio. Furthermore, the management structure was reformed in order to avoid confusion and power struggle between participants.

The professional did address conflict in the management of the centre, as recorded in the minutes.

Consensus building

---No findings within CS-Studio's approach determined---

Communicating the process

In contrast to Sanhoff only a very limited number of the community, Ulwazi board members and staff was given a voice in regard to planning decisions, as indicated on the attendant list of general meetings (30/05/1994- 13/11/1997).

CS-Studio's method is transparent in the progress of appointing a building contractor (26/08/1997). Furthermore, monthly reports are made to inform all stakeholders of the financial management of the project (Business plan: 01/06/1994).

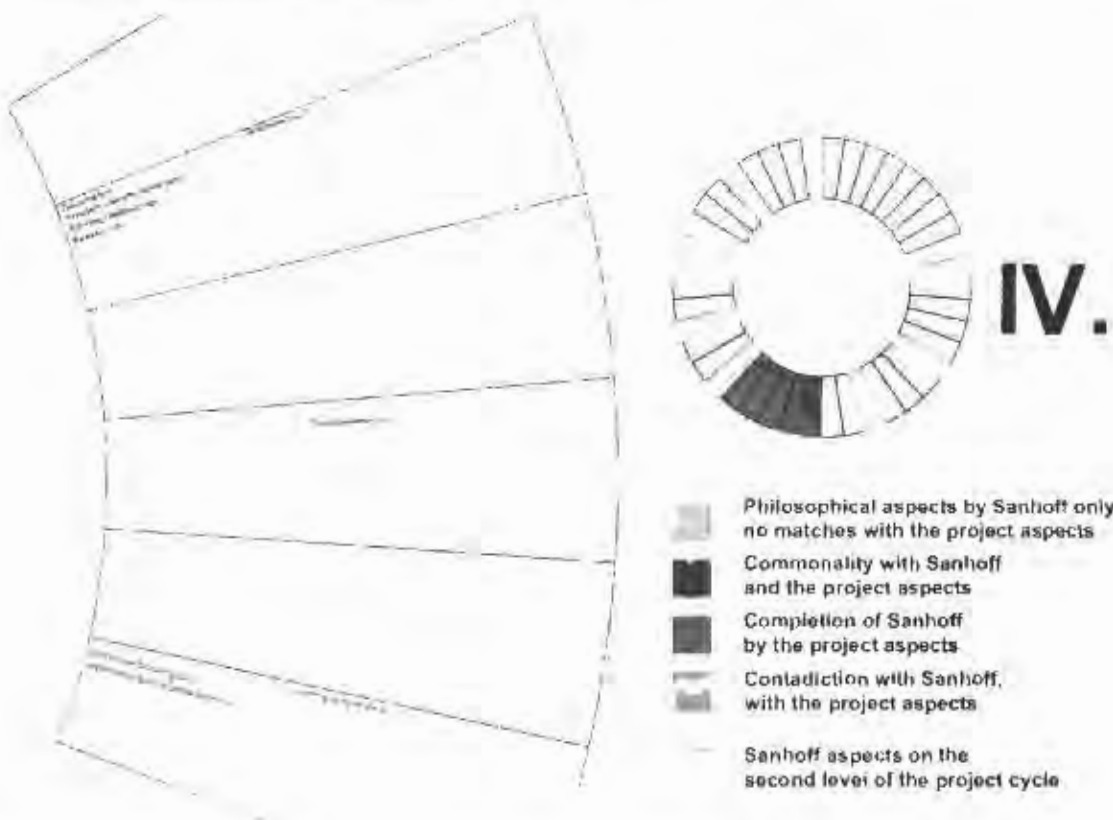
Appropriate method selection

--No findings within CS-Studio's approach determined--

Funding

A funding committee was formed, which identified founders for the upgrading of the existing phase 1 and the development for phase 2. The request letter by CS-Studio (03/07/1996) indicates and adds to Sanhoff the identification and addressing of funding organizations. In the business plan (01/06/1994) the enhancement of fund sources by strengthening the management structure is pointed out. Minutes of meeting (15/05/1996) indicate that the Uiwazi committee requested the opening of an own bank account for the project.

A significant founding proposal was identified, which refers to the assumption of CS-Studio that the Uiwazi organization was bankrupt in 1999. It was pointed out that a funding shortfall caused an expenditure that was not authorized. A report of the founders for this case was requested and left without response from the Uiwazi organization. This stopped the finance flow for the Centre. This case indicates and confirms the mismanagement of finances, which had a huge impact on the trust and confidence of internal and external participants of the Centre and its.



Graphic by author (32). Project cycle third level segment IV, Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Uiwazi Youth Centre Phase 2'.

C Participation method

Participatory action research

The elaboration of the undertaken research on the centre by *Lyons & Smuts et al. (2001)* is elaborated in chapter '4.2'

Community action planning

As required by Sanhoff, the exploration of strategies, options and setting of priorities was applied for programme building under the consideration of the planning policy of the site. The existing organizational structures, knowledge, resources and achievable goals of the community were used for fund raising. Key issues were identified and addressed and the project's feasibility assessed; but it was also recorded (Minutes of the meeting: 04/09/1997) by the chairperson of Ulwazi that many issues were not clarified in regard to the tender process. The plan of action included partners, responsibilities and time frameworks. In contradiction to Sanhoff stands the designing procedure of phase 2. The minutes of meeting (15/05/1996) point out that the architect presented three proposals, which considered the needs of the users. This meeting was attended by three staff members of the Ulwazi Centre, two members of CS-Studio and one Ulwazi board member, which indicates that no member of the community participated. The physical designs were not generated in cooperation with the community. A second report of a meeting (30/07/1994) indicates that the architect redesigned the building in accordance to the business plan requirements. The design considered material characteristics, economics, construction and building regulations but did not empower the community in actively generating designs for the facility. Furthermore, it was requested by the Ulwazi board that the architect had to prepare a sketch proposal for the following meeting. Those sources were asked for but were either non-existent or not shown to the me. It is therefore difficult to trace the implementation of meetings on the design process of CS-Studio. However, if participants are not actively involved in the generation of physical designs for the facility, than this working methods of community participation do not meet Sanhoff's (2000: 8) definition on genuine community participation. Sanhoff requires the incorporation of the community in all stages of the architect's work, in particular in the creation of physical designs. Nevertheless, this case rather suggests that the community accepts in what was planned for them, which is in Sanhoff's term not genuine.

Issues of the social and built environment were identified. The product was managed and re-evaluated.

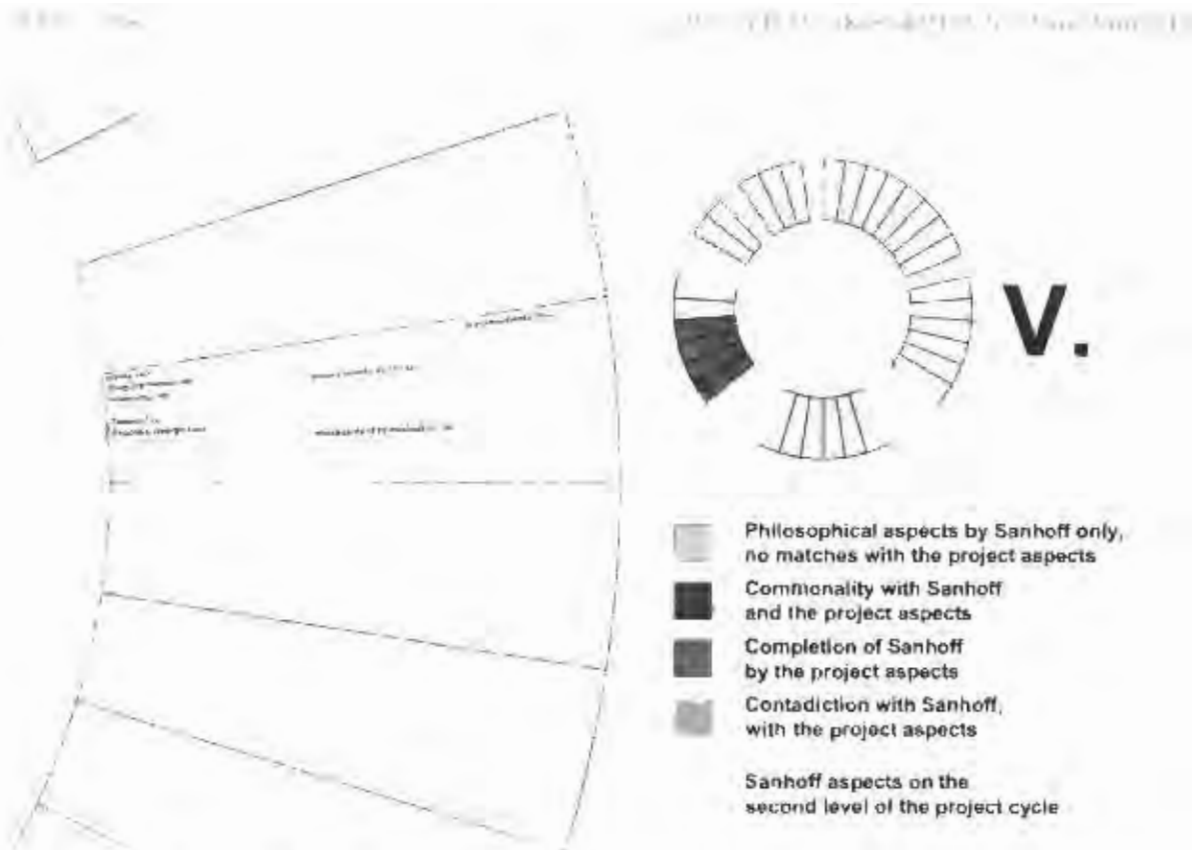
Long term goals were set with a limited number of participants for further community based projects (General meetings 30/05/1994- 13/11/1997).

Visioning

—No findings within CS-Studio's approach determined—

Charrette

—No findings within CS-Studio's approach determined—



Graphic by author (33). Project cycle third level segment V; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 2'.

Participation games

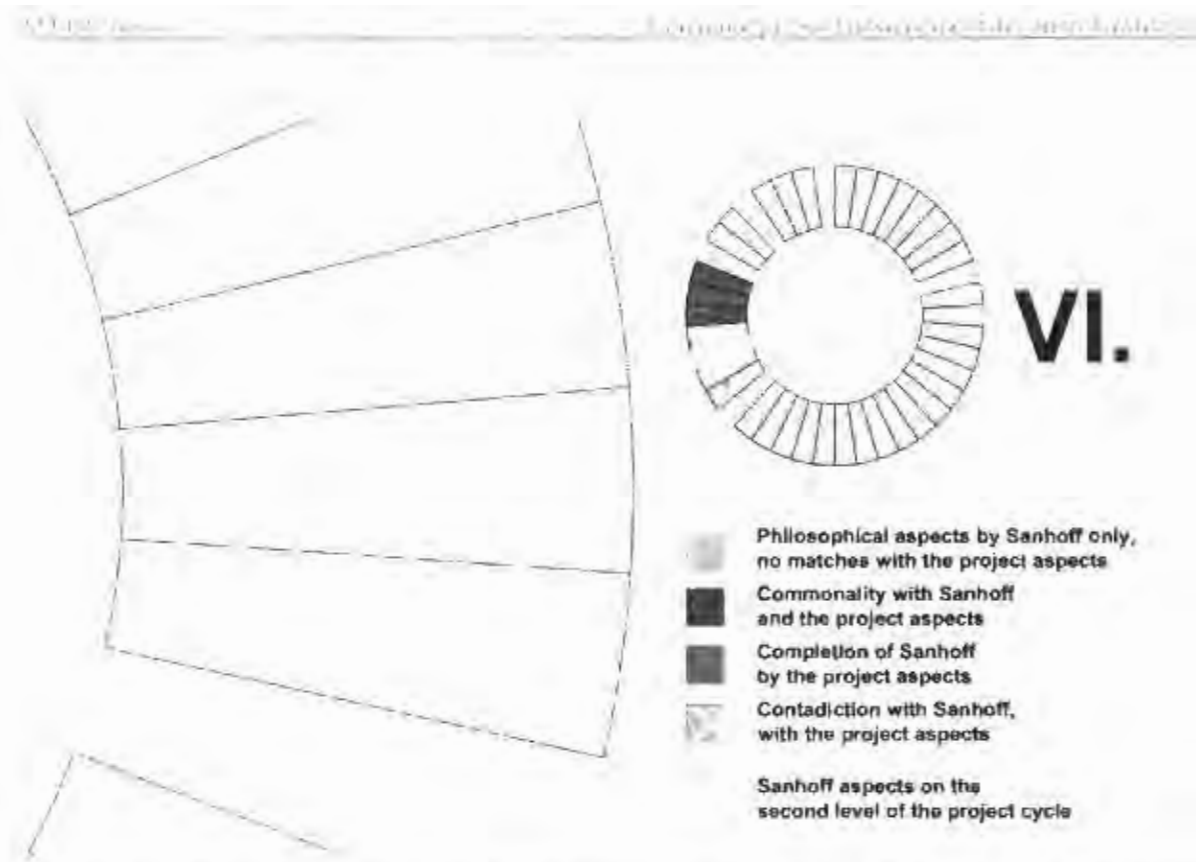
--No findings within CS-Studio's approach determined--

Workshops

The business plan (01/06/1994) indicates that the open expression of ideas by participants were considered. There were no findings recorded on the performance of a workshop within the development of the project.

Study circles

--No findings within CS-Studio's approach determined--



Graphic by author (34), Project cycle third level segment VI: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 2'.

D Participation accomplishment

Site management

The site was identified in the South of the existing building of phase 1 and was successfully rezoned on the 22nd of August 1996.

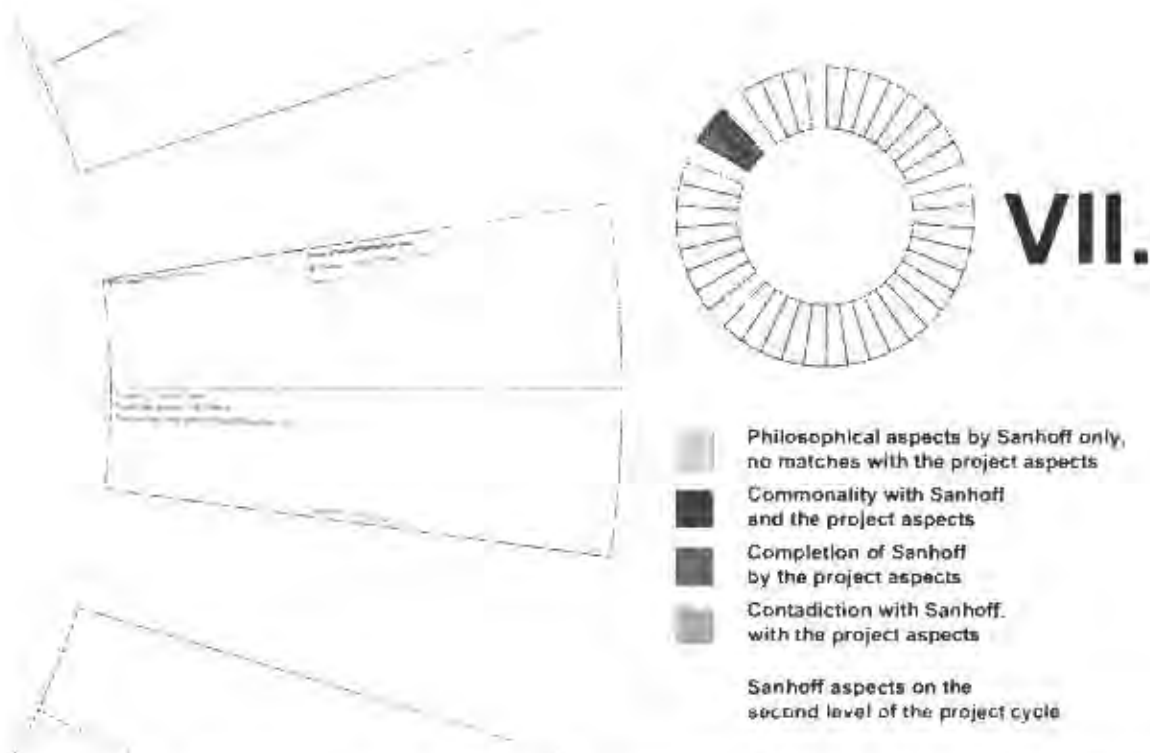
The characteristic of the site were determined and included the number of involved unskilled staff, the security of the site, its location, its economic stability and its neighbourhood. The identification of a site manager and the appointed contractor took place. A container to lock up tools was provided and a fence erected for the construction of the project.

Project construction

The business plan (01/06/1994) does add the establishment of an building committee, which is responsible to the Ulwazi board. In this regard, community members of strong character who can deal with arising construction and labour issues were required (Minutes of meeting: 15/05/1994). Furthermore, the identification by the professional of technical role players for the construction of the facility in collaboration with the community took place.

Workforce training, teaching of construction skills and management on site was decided on (03/07/1996). This contrasts with the taken decisions that were determined in the minutes of meeting (15/05/1994). In this meeting it was decided not to train the community or the unskilled staff. The contractor was responsible to recruit as many workers as possible and constantly report back to the architect (Minutes of meeting: 30/05/1994). Furthermore, preference was given to a person who has been historically disadvantaged (Minutes of meeting: 25/06/1997). Moreover, the contractor should have had his origins in Langa. This was not achieved in this case because of the given quote in

comparison to the others (Minutes of meeting:08/09/1997). The business plan (01/06/1993) points out that the team should consist of an contract coordinator, site overseer and leading hands personnel. The bill of quantities paper (22/04/97) underpins this aspect with the Previous Disadvantaged Individuals regulation (PDI), which legislate the creation of employment for areas as Langa, Nyanga and Guguletu. This includes the employment of 100% unskilled workers and 60 to 90% skilled workers in respect to the entire workforce, also pointed out in the business plan. On job training, as initially planned was not conducted. The business plan adds the intention of capacity building through the creation of employment, which was decided on not to take place in the actual construction phase of the facility.



Graphic by author (35). Project cycle third level segment VII. Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ukwazi Youth Centre Phase 2'.

E Participation post accomplishment Implementation

Implementation was located mainly in the improvement of the financial planning. The business plan (01/06/1994) refers to more control at this point for the financial aspects of the project. It is mentioned that all funds go into an separate bank account, which is observed and managed by three board members of the building committee. Those are responsible for book keeping and financial statements. Furthermore, the aspect to set up a management structure is added. This consists out of the Ukwazi board, which is assisted by the Ukwazi building committee. The employment of an full-time organizer is dependent of the management situation of the Center. The minutes of meeting (27/10/1997) refer to the employment of a part time person for the construction period. CS-Studio mentioned in the minutes of meeting (12/06/1994) that responsibility for the project in accordance of its maintenance, insurance and security should be transferred to the municipality.

The management committee, the Langa Development Forum, is responsible for the maintenance of the project (Business plan: 01/06/1994). Participants of any sample group stayed involved in the process to take on responsibility for aspects of the project

after its completion. In terms of financial management, the closure of the centre caused the reformation of a management group. The business plan and the minutes of meeting (09/02/1995) add to Sanhoff the improvement of employment and its structure for the Centre and the identification and involvement of responsible persons. Those are the members of the Langa development forum, community representatives and the Youth Front of Langa. Furthermore, it refers to the formulation of an staff code of conduct within the implementation for the project. The security of the work environment and the context of the project was referred to in the business plan. It was suggested to establish a connection with the South African Police Service to guarantee safety for the Centre and its visitors. The training of management skills was identified and part of the business plan, which again stands in contrast to the reality, recorded in the minutes of the meeting (15/05/1994).

The business plan (01/06/1994) adds to Sanhoff the establishment of a network to other external organizations to increase the long term sustainability of the centre. The Centre is intended to be an example for development in other communities. Furthermore, the business plan refers the application of RDP principles. Sustainability was intended to be achieved through the involvement of all role players, the sharing of ideas, the improvement of the environment, business skills, employability and economy growth. Codes of conduct in accordance to leadership, security and equipment for were set up. Part of the program in Ulwazi Youth Centre was art and drama, body building and pre-school care.

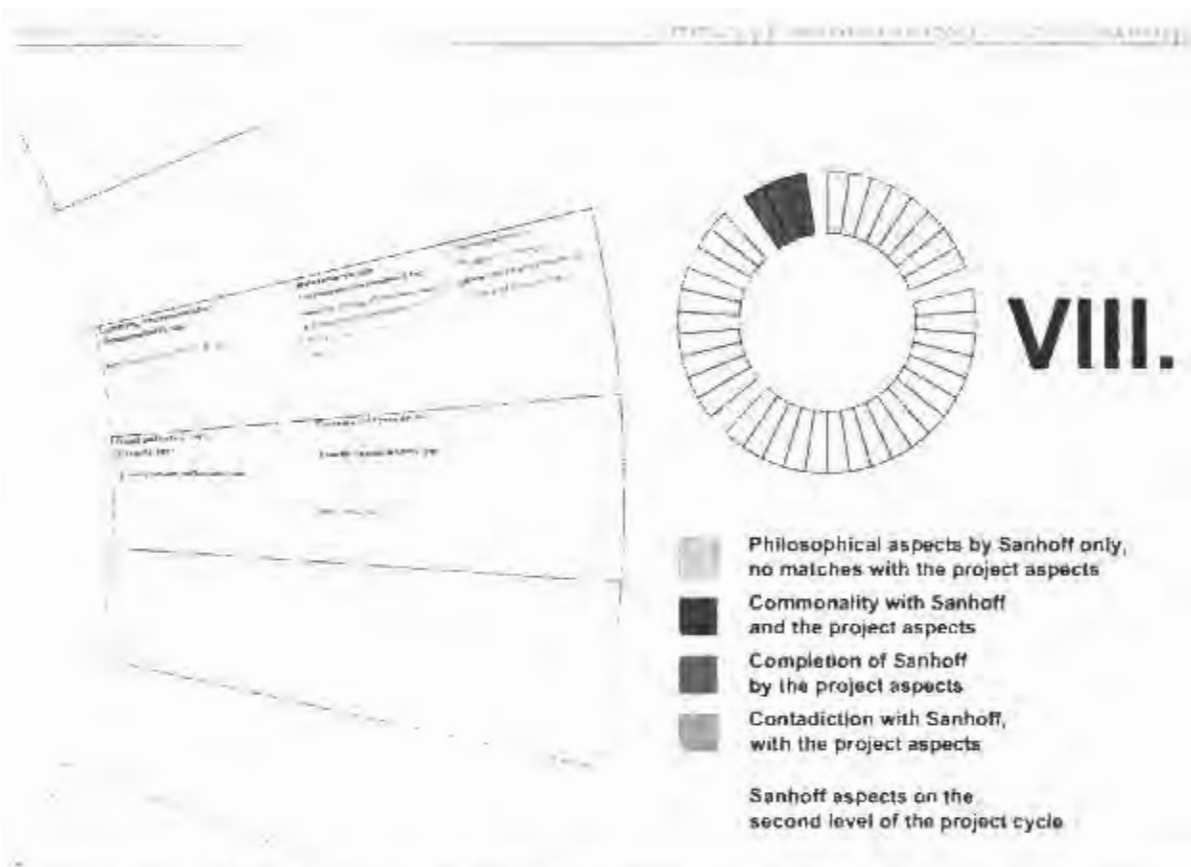
Post occupancy evaluation

The business plan (01/06/1994) meets the need for the evaluation of the project. It was proposed that the evaluation of the project should take place on a yearly basis with the community. The reflection on the Centre's structure was aimed to take place in the time period of three month, in which the facility was closed down.

The business plan (01/06/1994) points out the reason for the evaluation of the project. Security issues were identified in relation to taken planning decisions. Damages through vandalism and burglaries were recorded. Shared responsibility was identified in the minutes of meeting (15/05/1994) in accordance to the long term maintenance of the building by the elected building committee. CS-Studio adds the aspect of self reflection, which included the re-thinking of applied planning decisions of phase 1 for phase 2.

Visual appraisal

--No findings within CS-Studio's approach determined--



Graphic by author (36). Project cycle third level segment VIII; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Ulwazi Youth Centre Phase 2'.

Questions derived from the community participatory process:

- How have women to be considered in traditional African terms in public meetings?
- Where are the limitation of community participation in terms of responsibility?
- What are the aspects of the increase of life quality through participation?
- What are the aspects that need to be managed by external organizations or individuals?
- How can power struggle, social and political hierarchy be resolved?
- What are the aspects that sustain a community project after completion?
- How can be dealt with non attendance of meetings?
- What are the aspects of the project cycle that have a high level of impact on the following ones?
- How can awareness and perceptiveness achieved on the historical, social, cultural, economical aspects for the previous educational and racial disadvantaged community member on the ground?
- How can cost considered that is caused by emotions?
- How can trust be created amongst participants of different race, gender and sample groups?
- How can social and racial barriers be broken down?
- How can traditions of the former apartheid regime addressed architecturally?
- What are the aspects that have to be transferred to the local government?
- How can somebody be made attending meetings who's major concern is to feed himself?

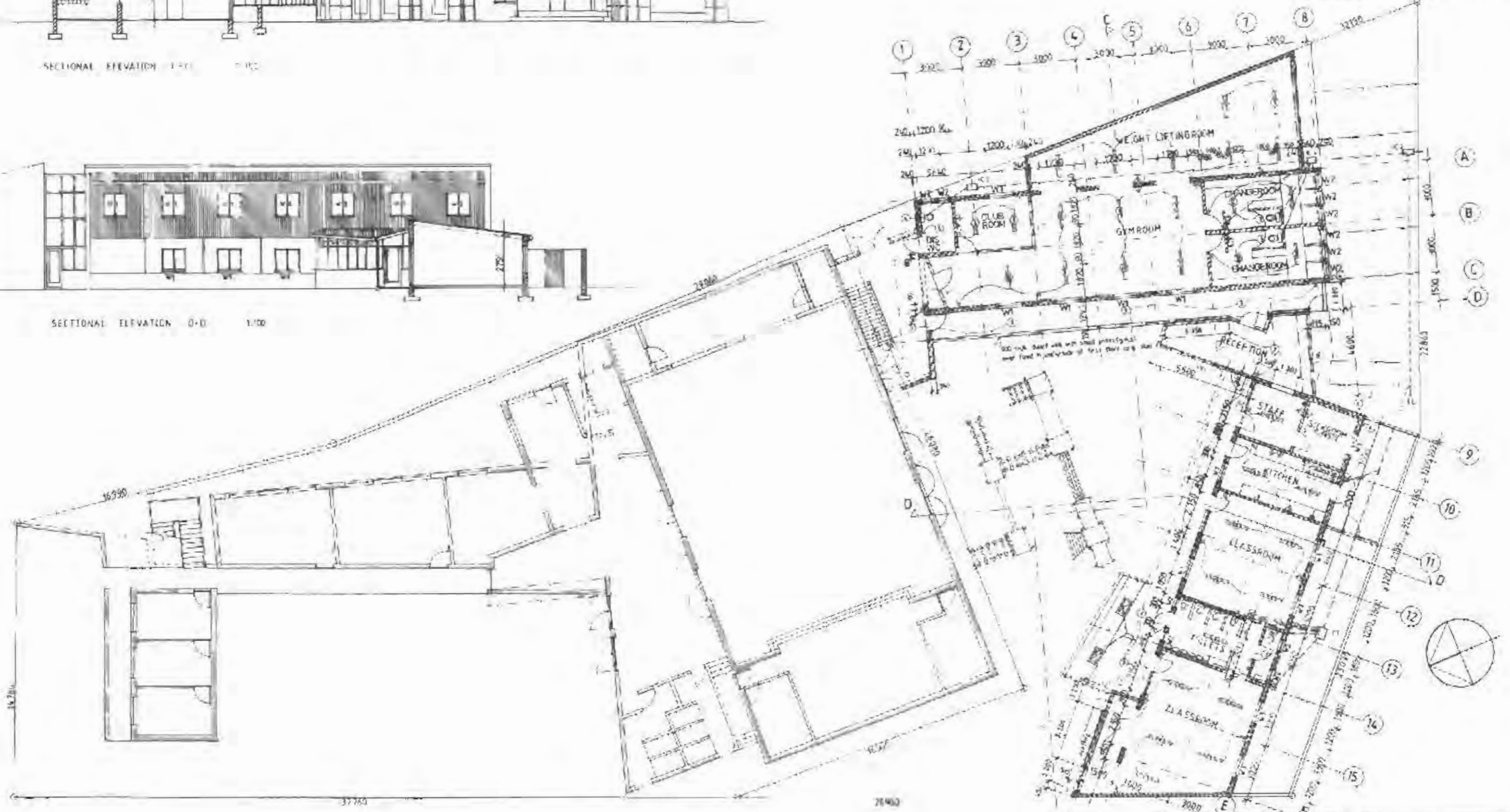


SECTIONAL ELEVATION 1-1 1:100

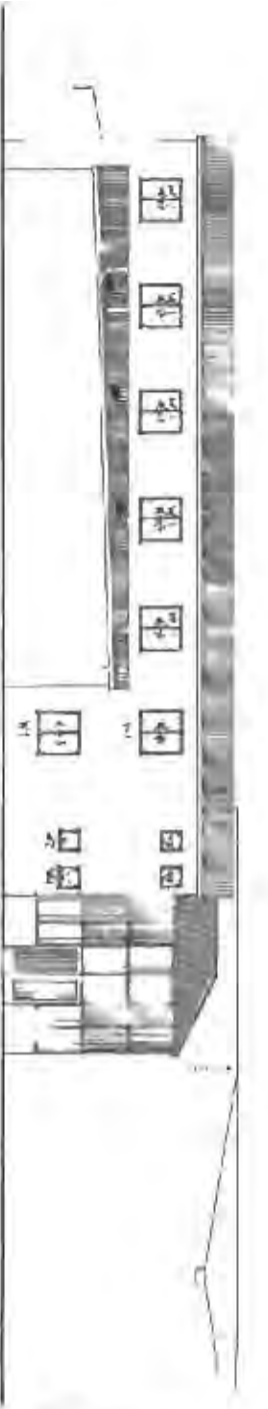


SECTIONAL ELEVATION 0-0 1:100

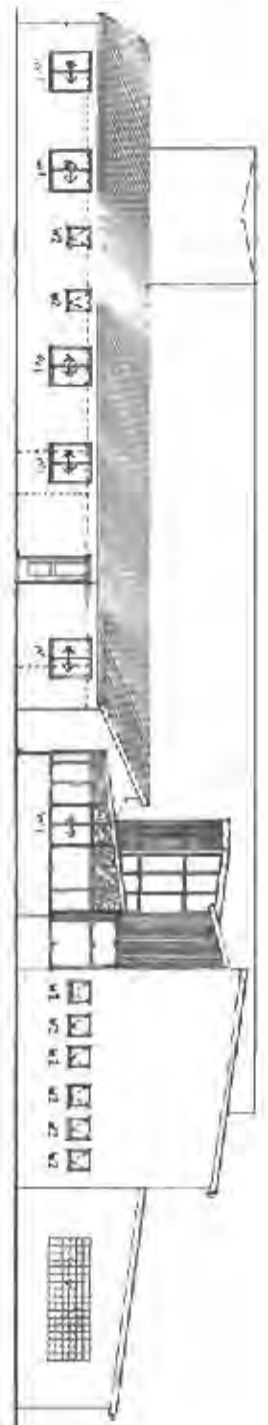
REV	DATE	NOTE	TYPE	QTY	ELECTRICAL LEGEND	DESCRIPTION
A	26.11.97	CHANGEROOM LAYOUT	CT	1	1	1 FROM 100 250 (S&S)
B	20.01.98	Plan & elevations revised	CT	20	20	20 FROM 300 250 (S&S)
			CT	4	4	4 FROM 12 12 (S&S)
			CT	5	5	5 FROM 12 12 (S&S)
			CT	1	1	1 FROM 12 12 (S&S)
			CT	1	1	1 FROM 12 12 (S&S)
			CT	1	1	1 FROM 12 12 (S&S)
			CT	1	1	1 FROM 12 12 (S&S)
			CT	1	1	1 FROM 12 12 (S&S)
			CT	1	1	1 FROM 12 12 (S&S)



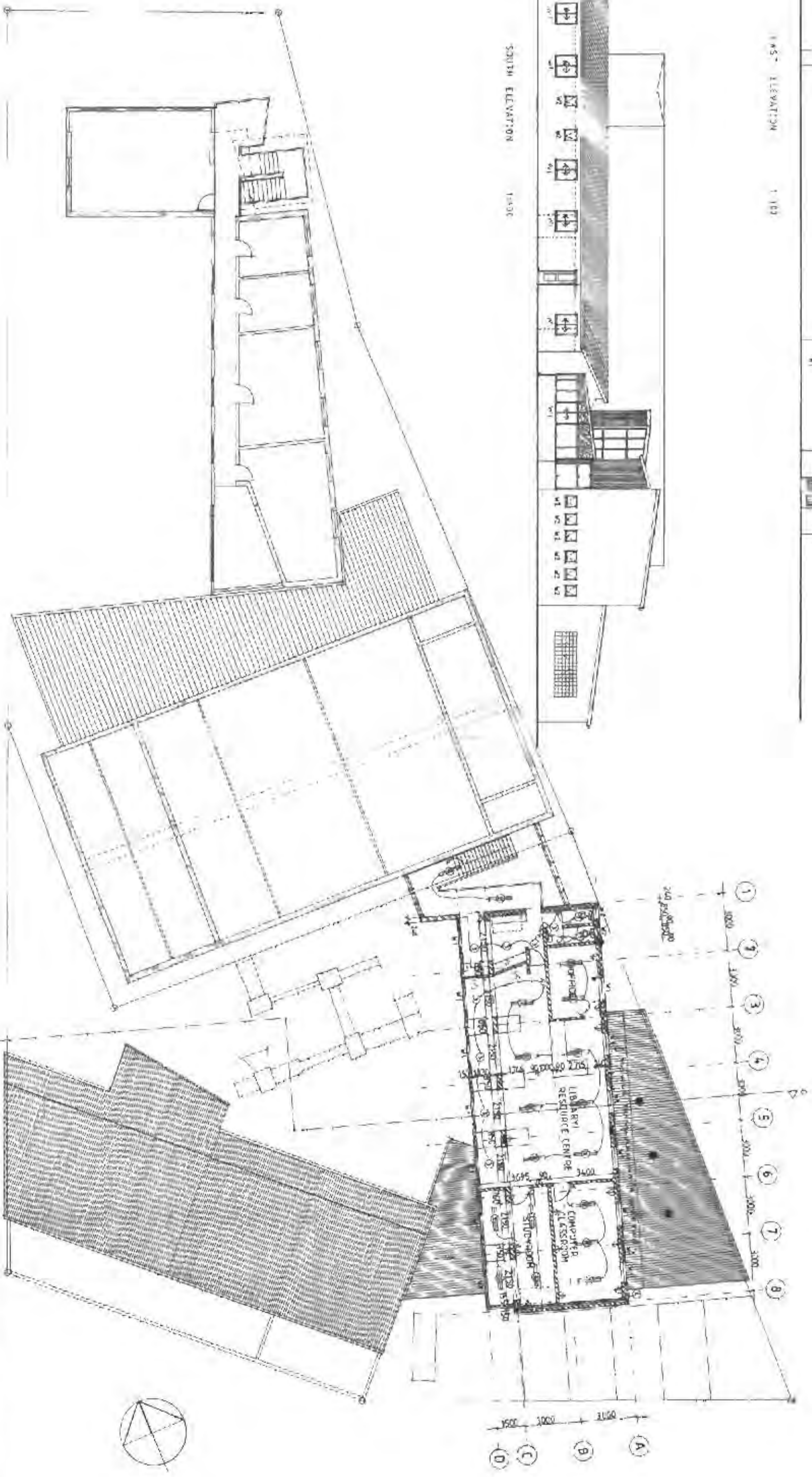
B ULWAZI CENTRE (K) LANGA PHASE 2
GROUND FLOOR PLAN
 scale 1:100 drawn SVA date 05.92 © S STUDIO ARCHITECTS
 37 RUGLEY RD VROBENHURK, LT 8001
 20 6512178 TEL 5015158



NORTH ELEVATION 1:100



SOUTH ELEVATION 1:100



REV	DATE	NOTE
A	26.11.97	OFFICE LAYOUT
B	20.07.98	Phone & reception moved

B		ULWAZI CENTRE LANGA		PHASE 2	
20-1 FIRST FLOOR PLAN					
DATE	05-96	DESIGNED BY	C.S. SINDIGA ARCHITECTS	SCALE	1:100
NO.	405	DRAWN BY	P. J. MATHIBANE	PROJECT NO.	2003-1
			ADDRESS	100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200	

4.5 Project case 2: The Public Bathhouses (1995 – 1997)

Introduction of the project

The 6 Public Bathhouses are located over several areas of Langa. Bathhouse No.1 is in the West of Langa on Buwga square. No. 2 is in the North of No.1 on Papu Square, No. 3 is in the East of No. 2 between Brington street and Mbambzeii street. No. 4 is in the South East of No. 3 between Am Sishua street and Simelo way. No. 5 and 6 are located at the old hostel areas on Xamiashe street and Albert Luthuli street. Those facilities are surrounded by different social income areas. The highest level of social change is between No.1-4, which are located in Langa middle class semi detached and row housing areas, whereas No.5 -6, are located next to the poorer old hostel areas.

The spatial programme of those 6 facilities, as indicated on the plans No 9611-SK and 9611-SK consists of 2 rondavals and a space for administration in-between. Both rondavals in habit shower and bathroom facilities for male and female. The office and storage space sits in between those 2. The overall square meterage of each of the 6 facilities are 200, including covered space.

The intention for the facility was driven by the situation that in 1995 only 40% of Langa's inhabitants had private bathrooms in their homes and access to hot water. This high level on lack of sanitarian facilities made Langa's residents collect water outside their homes. There were nine public bathrooms existent in the Township. Those were vandalized, did not segregate male and female toilets and operated unhygienic conditions, which were far from being appropriate for human need (Business plan: 1995).

The motivation of both, the Langa development forum (LDF) and the Langa Public works committee, was to upgrade those bathrooms and provide facilities that were of appropriate hygienic standard for the community. Besides the provision of adequate sanitarian facility, the upgraded bathhouses offered the opportunity to create new employment for community members that were responsible for the maintenance of those facilities. The aim was to create a facility that had public value and was flexible and easy transformable in its use. It had to contribute to the public space making and had to be of public rather than of private nature. In terms of flexibility the idea was that those facilities could function as a crèche or library after the upgrading of private homes with sanitarian facilities. The overall planning of those 6 facilities took 1 year.

The focus of this study are 2 bathhouses, No.3 and No.4 that are indicated on picture (1) and (2). Of those six Bathhouses 4 were upgraded and 2 were newly planned and erected by CS-Studio architects. Those 4 upgraded ones are Bathhouse No. 1, 2, 4,5.



Photograph by author (3). Bathhouse Zone 8, Elevation West, Site visit Langa 28/07/2004



Photograph by author (4). No. 02, Bathhouse Zone 10, Elevation South, Site visit Langa 28/07/2004



Aerial photograph (2) Source: Strategic Information (2002) Aerial photograph of Langa Township annotated by author

Sources of evidence on the firm’s participatory approach:

Submitted council plan, Articles appeared in publications of South African architecture, Business plan and technical report for the upgrading of the bathhouses in Langa, Funding proposal, Photographs of meetings and the projects identifying participants. Moreover, real life observation and statements given by participants of any sample group were used as sources for the following analysis.

Sketches, working models and tape recordings of meetings were not available and therefore not part of the analysis in this project.

4.5.1 Outcome of analysis of the commonality, completion and contradiction on the second level of the project cycle

Besides the same findings, determined in the analysis of CS-Studio’s philosophy explained in chapter ‘4.2.3’, a small number of common, completing and contradictory aspects between Sanhoff and the applied approach by CS-Studio were determined. This project was developed by the municipality, which is the reason that very little amount of community involvement took place. It explains the small number of findings within the project cycle, illustrated in ‘4.5.3’.

Substantiation of findings on the second level of the projects cycle

	Sanhoff's aspects	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %
Technique	8	---	---	---	---	---	---
Concept	17	11	64,7	2	11,7	1	0,5
Method	7	2	28	---	---	1	14
Accomplishment	2	---	---	2	100	---	---
Post - Accomplishment	3	1	33,3	1	33,3	1	33,3

Table by author (7). Project cycle second level; Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Technique

The analysis identified 8 voids. These are all aspects by Sanhoff on technique that were not determined in the sources on CS-Studio.

Out of 8 identified aspects within Sanhoff's philosophy on genuine community participation technique, the analysis determined no aspects in common, completed or contrary in comparison with the applied approach by CS-Studio.

B Concept

The analysis identified 5 voids. These are the order of discourse, dialogue encouragement, conflict resolution, consensus building and the selection of the appropriate method, which were not determined in the sources of CS-Studio.

Out of 17 identified aspects within Sanhoff's philosophy on genuine community participation concept, the analysis determined that 11 aspects were in common, 2 completed and 1 contrary in comparison with the applied approach by CS-Studio.

C Method

The analysis identified 5 voids. These are visioning, charrette, participation games, workshops and study circles that were not determined in the sources by CS-Studio.

Out of 7 identified aspects within Sanhoff's philosophy on genuine community participation method, the analysis determined that 2 were in common, no completed and 1 contrary in comparison with the applied approach by CS-Studio.

D Accomplishment

The analysis identified no void. CS-Studio showed completing aspects to Sanhoff.

Out of 2 identified aspects within Sanhoff's philosophy on genuine community participation accomplishment, the analysis determined no aspect in common, 2 completed and no contrary in comparison with the applied approach by CS-Studio.

E Post- accomplishment

The analysis identified 2 voids. These are the post occupancy evaluation and visual appraisal, which was not determined in the sources by CS-Studio.

Out of 3 identified aspects within Sanhoff's philosophy on genuine community participation post-accomplishment, the analysis determined that 1 aspect was in common, 1 completed and 1 contrary in comparison with the applied approach by CS-Studio.

4.5.2 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle

The conducted and graphically illustrated analysis compared Sanhoff's philosophy with the second project case, the Bathhouses by CS-Studio in Langa. There were no sources determined on the Bathhouses according to the applied participatory process by the firm. Therefore, this evaluation can cover the intended approach only. The findings are based on the listed sources above. A clearer picture and a more sufficient statement can be made after the analysis of the questionnaire and the conduction of the interviews. The criteria used for the analysis is explained in the Ulwazi Youth Centre Phase 1, the first project case of this study.

Enrichment through the project

The analysis determined that the firm intended to identify the needs of the individual. It was intended to separate facilities for females and males and to provide access for disabled people in form of ramps. The aim was to have hot water supply for 24 hours heated by solar energy. Security in the facility was laid out in a code of conduct. The indicated process aimed to revise the hostel and home tradition of the former apartheid system. CS-Studio aimed at fund raising and it is pointed out that 31 organizations were involved in the financial support of the project. Cost planning was concerned because of the aim of using the existing foundations of the previous Bathhouses. Security of the site during construction was established. Vandalism-proof materials were intended to be used. The creation of employment opportunity, workforce training and on job training for the community was pointed out. This is an essential aspect for the South African situation within environments as Langa Township. The opportunity to create employment for the community is a valuable aspect of community participation for South Africa. The project aimed to be maintained by participants through fees for the use of the facility. A major aspect that this project brought up was the initiation of similar projects within Langa or other Cape Townships.

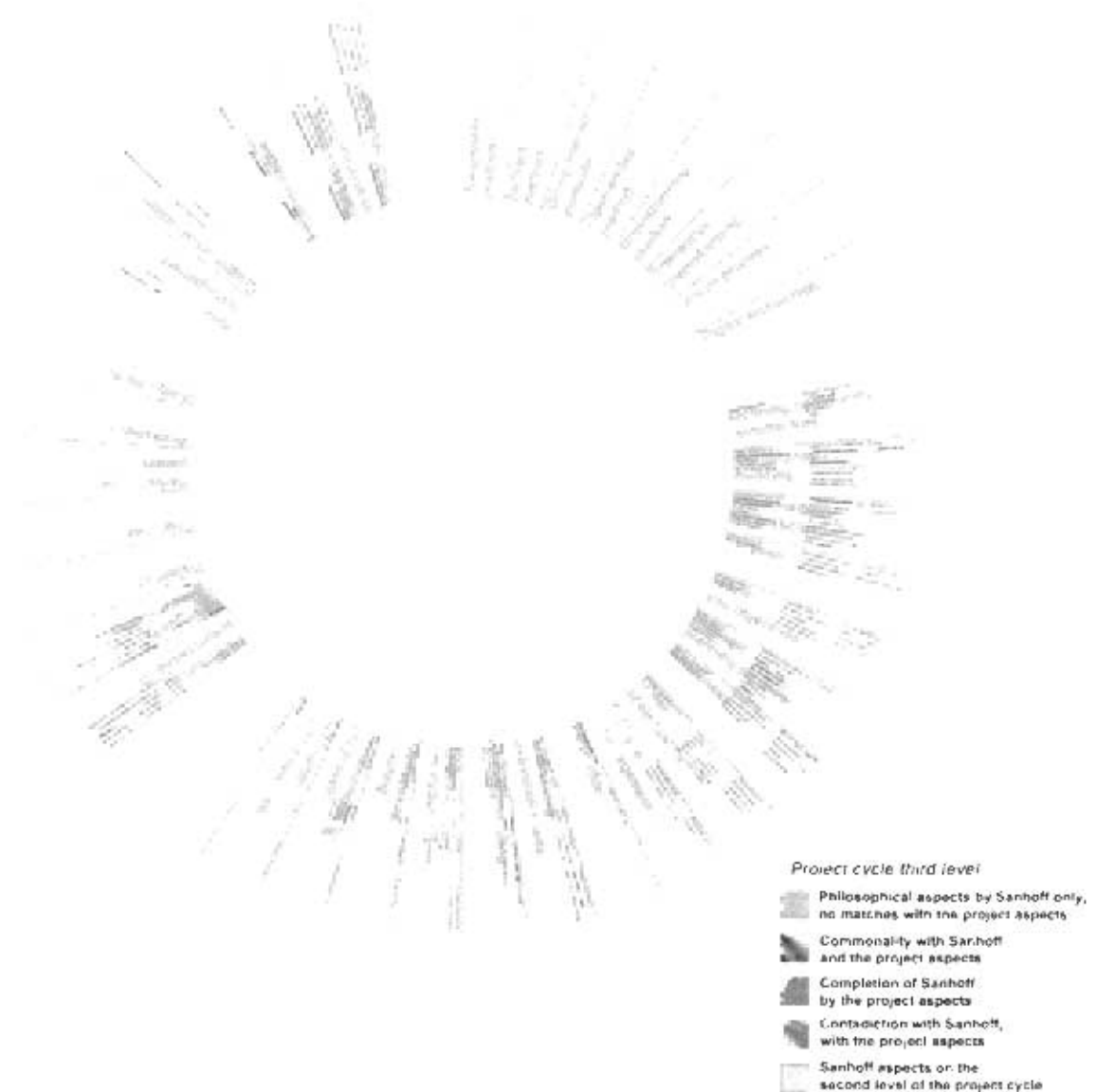
Issues and vulnerable aspects of the project

The immediate need for the facility was determined in the sources on the project. This could have endangered a lack of appropriate time consideration, which is a potential source that endangers sufficient community participation. The fact that 2 selected Bathhouses out of 6 in this study were vandalized, suggests that there were unsatisfactory aspects within the development of the project. It either could have been reasoned because of the ethnical tensions caused by the project. Open interview questions indicated that the purpose of the facility was highly questioned by community participants. The development of those public facilities was seen by some members of the community as an excuse of the local government to provide households in Langa with hot running water. This could have been reason for vandalism against the projects. Significantly, CS-Studio state that a lack of community involvement could have led to discrepancies in the acceptance of these facilities. It was pointed out that the municipality was taking over the project, causing a lack of community involvement. It suggests that the identification of use and less involvement of the community in the development process are vulnerable aspects within the process. The project brief aimed to apply efficient cost planning and the use of existing foundations of the previous bathhouses. This was partly achieved. The reason for this could have been the relocation of the facility, which seems to be an critical aspect for the project's acceptance. The analysis suggests that the area of development has to be selected carefully, as it seems to have an high impact on the sustainability and security of the facility. In case of non consideration, the proposed use of vandalism proof materials would not prevent from violent action.

Sanhoff's appropriateness for the project

A major contribution to Sanhoff's philosophy was made by CS-Studio through the cost reduction by the use of existing foundations of old bathhouses. Further aspects are the creation of employment opportunity, workforce training and on job training for the community. This is an essential aspect in addition to Sanhoff in South African Langa Township. The project maintenance was mentioned through fees of the users. Furthermore, it was pointed out that this project aimed for the initiation of similar projects within Langa and other Cape Townships.

4.5.3 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle



Graphic by author (37). Project cycle third level; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Bathhouses'.

Substantiation of findings on the third level of the projects cycle

	Aspects overall	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %	Sanhoff's aspects only	Percentage %
Technique	8	---	---	---	---	---	---	---	---
Concept	158	23	14.5	4	.2	1	.06	130	82.2
Method	32	3	9	---	---	1	.3	28	87.5
Accomplishment	6	---	---	5	83.3	---	---	1	16.7
Post - Accomplishment	28	3	10.7	2	7.1	1	3.5	22	78.5

Table by author (8). Project cycle third level: Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Participation technique

---No findings within CS-Studio's approach determined---

B Participation concept

Defining community architecture

CS-Studio intended to define the individual's needs with the community. These were basic needs as water and sanitation for the community in Langa.

Community building

CS-Studio (1995: 4) agrees with Sanhoff on the identification of role player and points out that this matter lies in the responsibility of the Langa Development Forum.

CS-Studio (1995: 3) do refer to the involvement of the local role players and particularly the ones of the Langa development forum. CS-Studio (1995: 4) do agree with Sanhoff on the integration of participants in the development of the project by the Langa Development Forum.

CS-Studio (1998:44) points out the purpose of participation, based on the values for each participant. The firm does address the values that are found within African participatory approaches and resources.

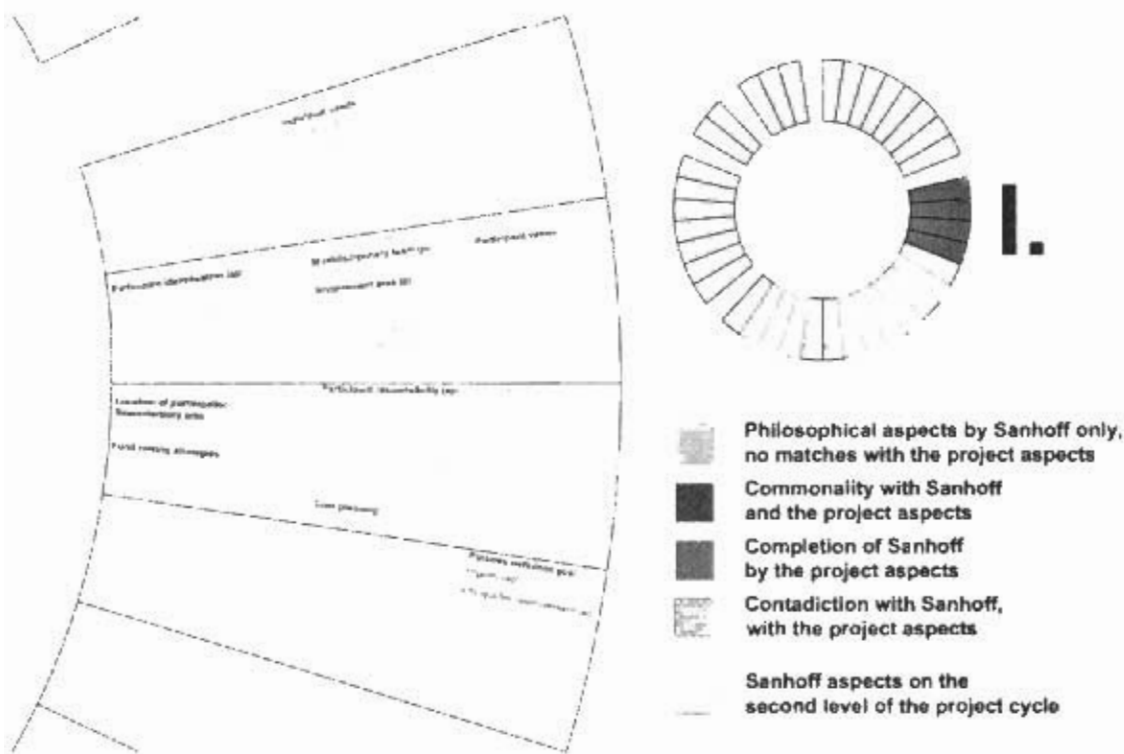
Responsibility for participation

CS-Studio's located responsibility for and the involvement areas for participants. Furthermore, as pointed out, fund raising strategies that include the identification of responsible and trustworthy people have to take place.

Participants are responsible for the planning, development, construction and maintenance of the project. The evaluation of the project is not existent in the identified sources of CS-Studio.

Purpose of community participation

CS-Studio (1995: 2) aimed for the definition of goals and added the aspect of dignity in terms of hygiene. This was intended to be achieved through the upgrading of the bathhouses. Furthermore, CS-Studio (1995: 3) added the intention to improve the physical environment and the community structure.



Graphic by author (38). Project cycle third level segment I; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'.

Goals and objectives

In this regard, CS-Studio (1998:44) refers to the educational values for participants.

Strategic planning process

Besides environmental issues and resource consideration, introduced by Sanhoff (2000: 39), CS-Studio (1995: 3) integrates the RDP principles in the upgrading process. Development based on those principle aims to integrate and arrive at sustainable solutions. It aims for job creation and the improvement of live quality. Furthermore, a process that is people driven, provides peace and security, does nation building, is linking reconstruction with development and democratisation. The constant consideration of change indicates an democratic environment (CS-Studio, 1998:44). Furthermore, CS-Studio (1995: 4) suggests the election of an facilitator and refers to the Langa Development Forum, which is in charge for the upgrading process and to run the services.

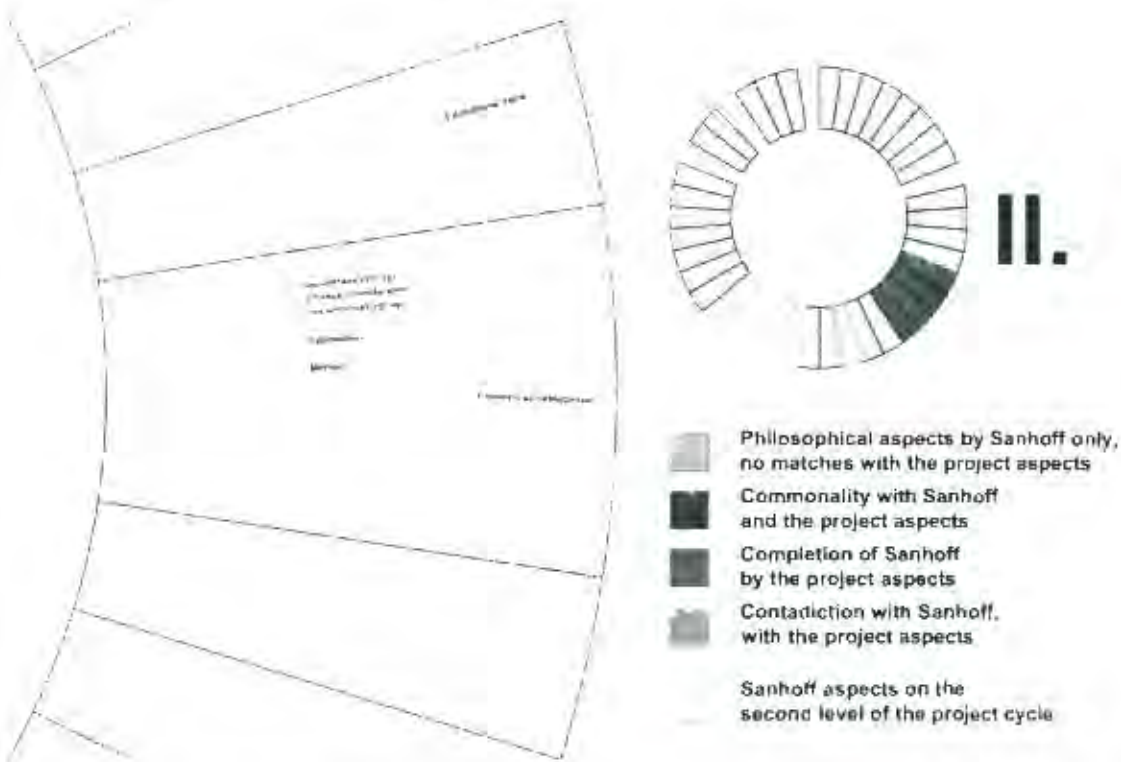
Awareness

CS-Studio (1995: 4) contradict with the aspect by Hamdi, cited in Sanhoff (2000:10) of time consideration. The statement in the funding proposal by CS-Studio architects (1995: 4) shows that there is an immediate need for the upgrading of the facility. This could lead to the prevention to apply appropriate community participation

CS-Studio (1998:44) aimed to meet the site's specific character and for the making of viable space under the consideration of its historical, cultural and economical aspects.

Order of discourse

---No findings within CS-Studio's approach determined---



Graphic by author (39), Project cycle third level segment II. Analysed: in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'

Dialogue encouragement

---No findings within CS-Studio's approach determined---

Perception

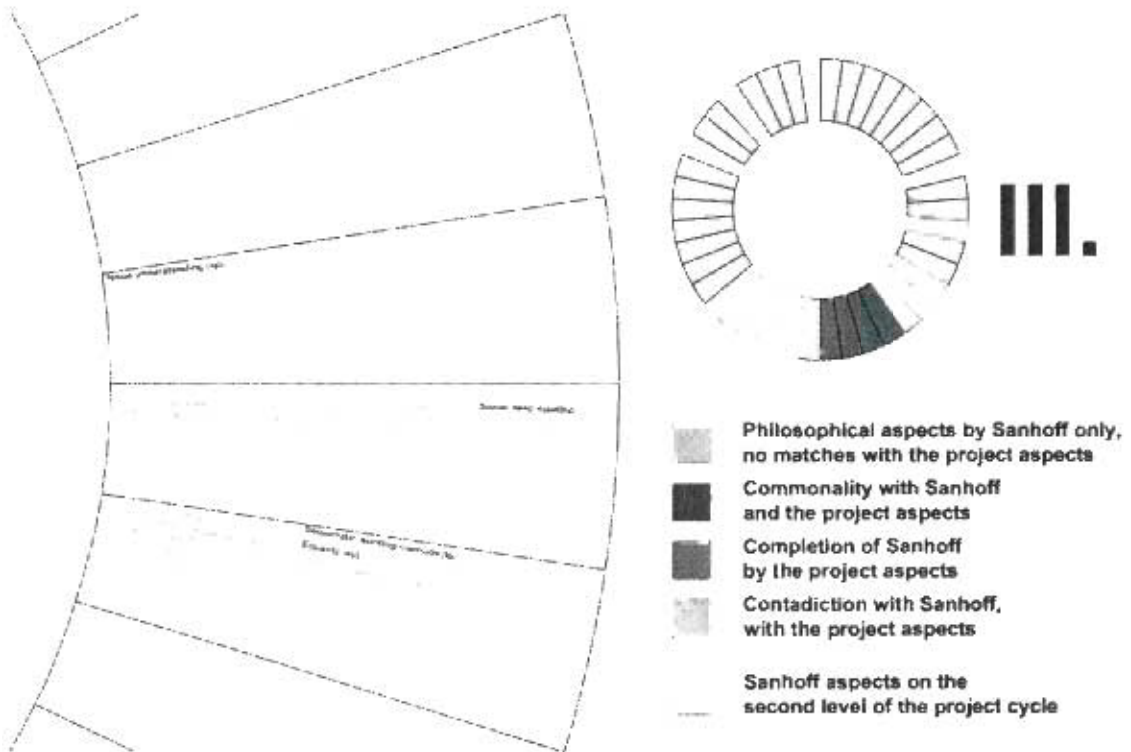
A requirement of genuine community participation is the understanding of the issues by all participants. CS-Studio aimed for achieving this aspect through the expression of the individual in cooperation with the Langa Public works committee and the Langa development forum. This included the separation of facilities for male and females, accessibility for disabled people, the planning of laundry areas, the consideration of storage space, flexibility of use, 24 hours toilet access, hot water supply, use of solar energy and the consideration of advertising space for financial maintenance.

Addressing individual needs

The business plan for the bathhouses by CS-Studio (1995: 1) indicates the aim to consider the needs of the individual by opening the washing facilities from 5:00 am to 10:00 pm. The toilets are open for 24 hours a day.

Decision making

CS-Studio (1995: 3) aims for decision making in open meetings where all matters are discussed. This indicates partly a democratic planning process.



Graphic by author (40). Project cycle third level segment III; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'.

Conflict resolution

---No findings within CS-Studio's approach determined---

Consensus building

---No findings within CS-Studio's approach determined---

Communicating the process

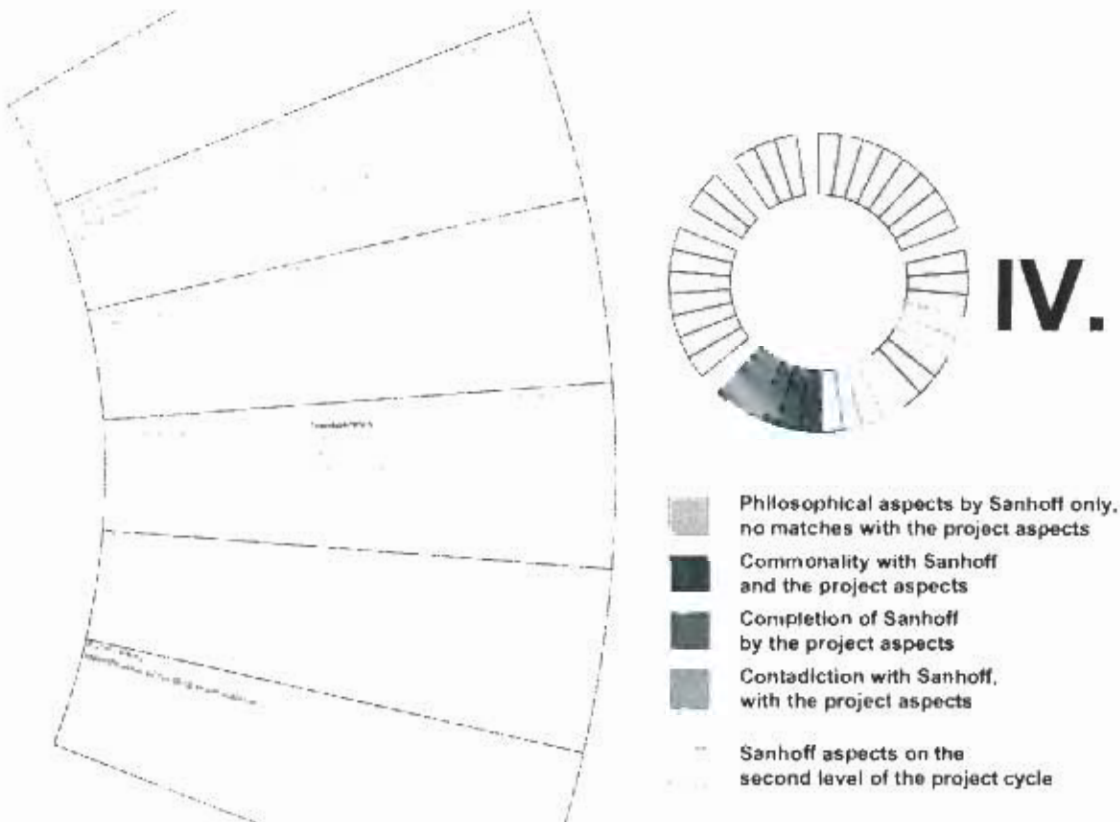
CS-Studio aims for an transparent decision making and communication process within the community.

Appropriate method selection

---No findings within CS-Studio's approach determined---

Funding

CS-Studio adds fund raising to Sanhoff. The intention was to involve the Cape Metropolitan Council to raise funds of 2 Million Rand for the upgrade of the project. Furthermore, an application was determined for the bathhouses, which indicates that 31 organizations were involved within the financial support of the upgrading of the project.



Graphic by author (41). Project cycle third level segment IV: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'.

C Participation method

Participatory action research

---No findings within CS-Studio's approach determined---

Community action planning

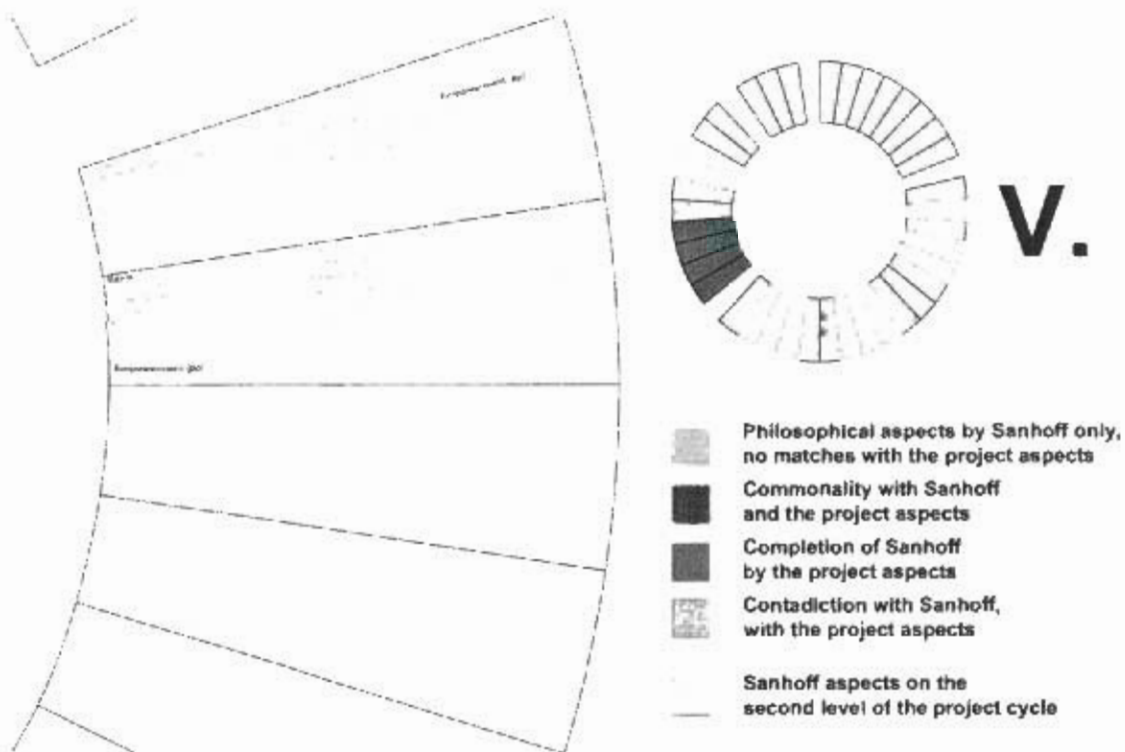
CS-Studio (1998:44) intended to build on existing resources. CS-Studio (1995: 4) contradict with the aspect on feasibility by Sanhoff. As this aspect requires the setting of an sufficient time framework, the immediate need and time pressure for the facility stands in contrast to this requirement and endangers an sufficient community participatory approach.

Visioning

---No findings within CS-Studio's approach determined---

Charrette

---No findings within CS-Studio's approach determined---



Graphic by author (42). Project cycle third level segment V; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'.

Participation games

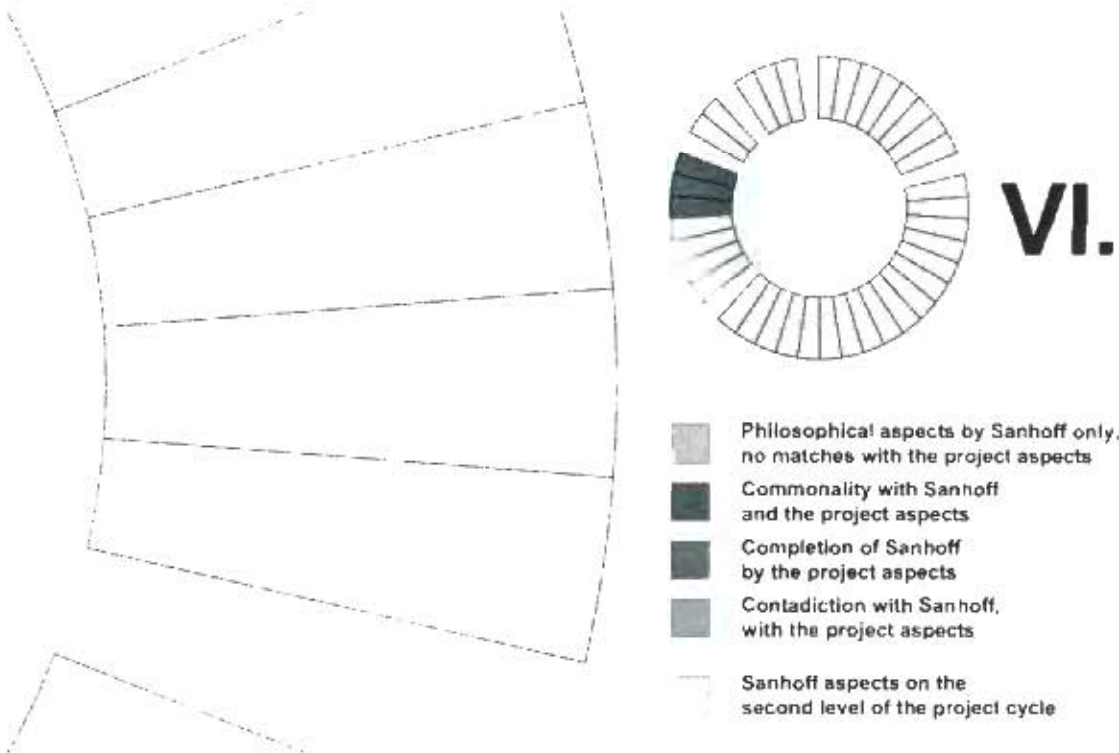
---No findings within CS-Studio's approach determined---

Workshops

---No findings within CS-Studio's approach determined---

Study circles

---No findings within CS-Studio's approach determined---



Graphic by author (43). Project cycle third level segment VI; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'.

D Participation accomplishment

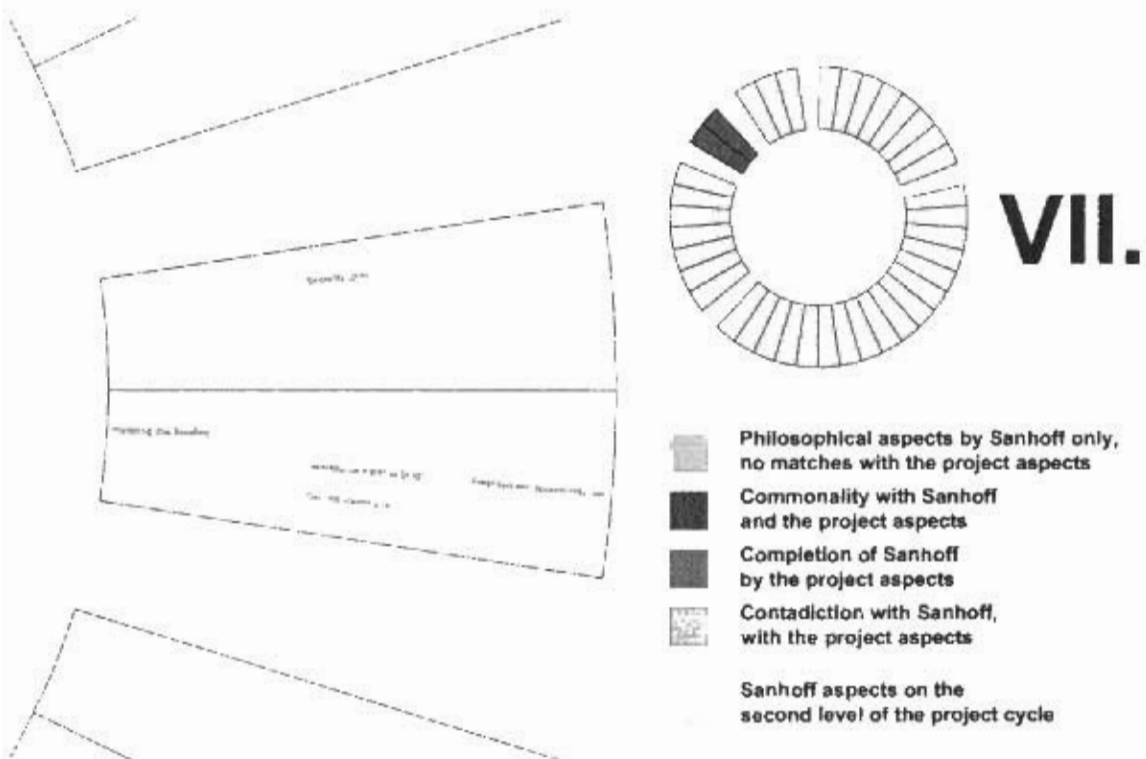
Site management

CS-Studio adds to Sanhoff the aspect of security for the site during construction (1995: 2).

Project construction

CS-Studio (1995: 3) adds to Sanhoff the planning of the project on existing resources. It was intended to keep the structure of the existing facilities and build on those foundations to reduce costs. The firm (1998:44) intends to meet the people's need through the use of rural materials and local resources.

CS-Studio (1995: 3) add the aspect of workforce training and on-job training for skilled, semi skilled and unskilled community members. This includes the involvement of the community in alteration work in cooperation with an project manager.



Graphic by author (44). Project cycle third level segment VII: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'.

E Participation post accomplishment

Implementation

CS-Studio (1995: 4) locates implementation within the distribution of responsibility of community members and local government. Security control for the building's condition lies in the responsibility of local government.

CS-Studio (1995: 2) proposed that a person from the community should be responsible for taking care of the facility during the day and its maintenance. The firm points out the aspect of financial management for the building, was planned to be covered by the service fees of the users. At night security was intended to be ensured by a guard. Appropriate lighting was planned to secure the facility. CS-Studio (1998:45) refer to the use of vandalism proof materials for the building. This aspect contradicts with the reality in Langa Township at the Bathhouses in Zone 8 and 10. The result of an direct observation by the researcher (28/07/2004) showed that those two Bathhouses were vandalized by the community to various degrees. Open interview questions with the neighbours of those two projects showed that some persons of the neighbourhood were very active in fighting against that violence (13/08/2004). In this regard, CS-Studio states that this vandalism could be reasoned within the lack of community participation in the process and management, undertaken by the municipality, which lead to no sufficient community involvement (Carin Smuts, Second meeting: 17/08/04).

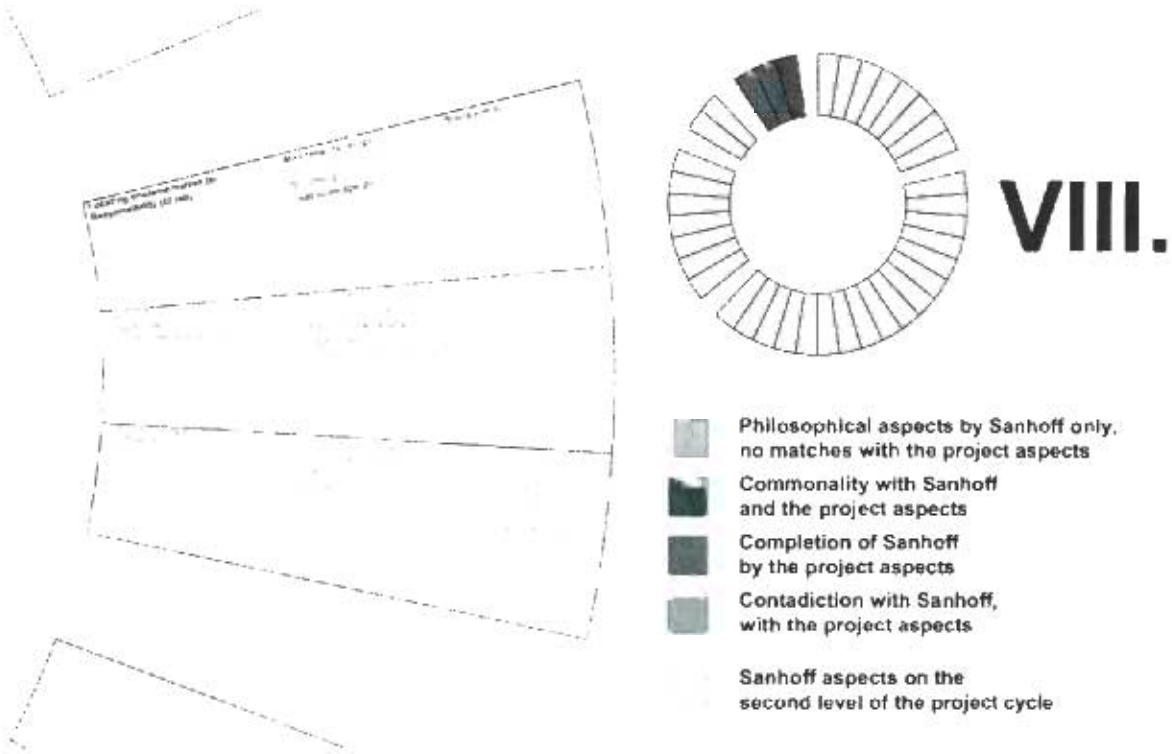
Chapter '4.3.8.1' examines what Lyons & Smuts et al. (2001:66) call the individual and first level of an sustainable product. In this particular case CS-Studio (1995: 2) refers to the transfer of the Bathhouse project into other communities and initiate the intended increase of public facility beyond Langa Township. The intention by CS-Studio was to achieve a project that is financially self-sustainable because of the fee that any user of the facility had to pay to cover the running cost. In addition, advertisement to support the facility financially was meant to generate income. This was not applied after the completion of the facility, as observed by the researcher of this study.

Post occupancy evaluation

---No findings within CS-Studio's approach determined---

Visual appraisal

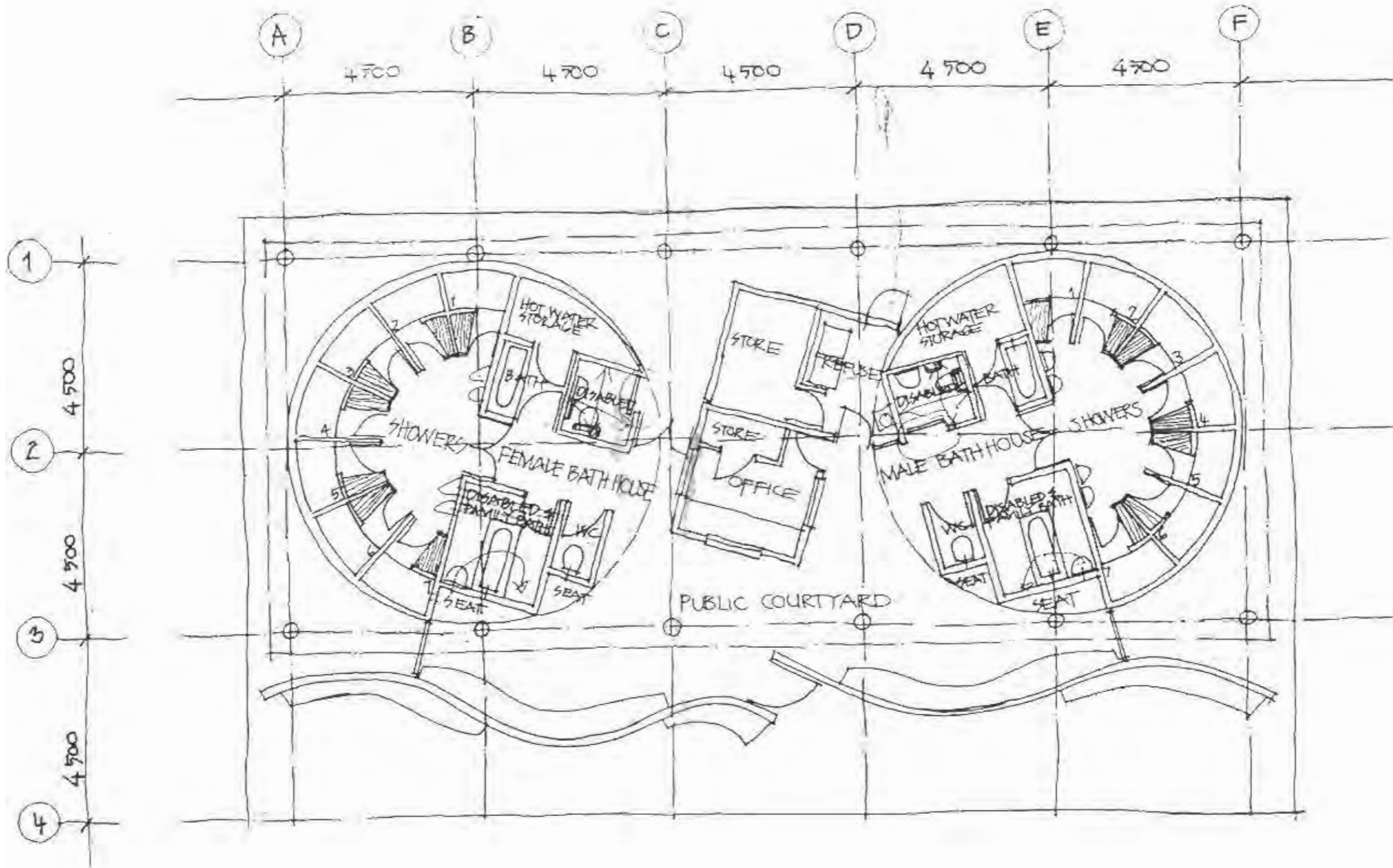
---No findings within CS-Studio's approach determined---



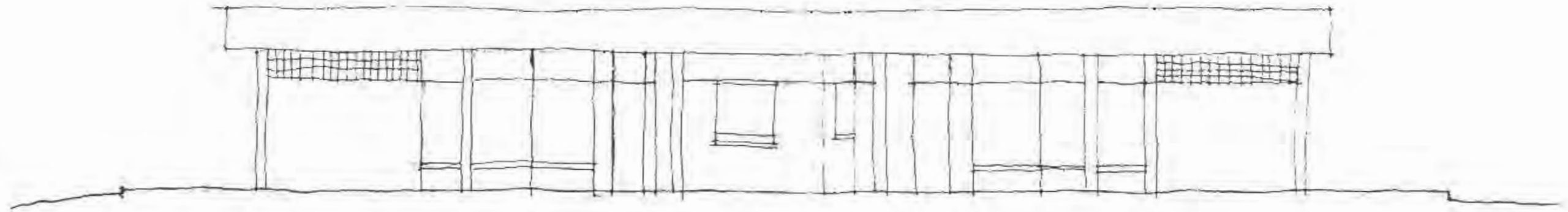
Graphic by author (45). Project cycle third level segment VIII. Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'The Public Bathhouses'.

Questions derived from the process:

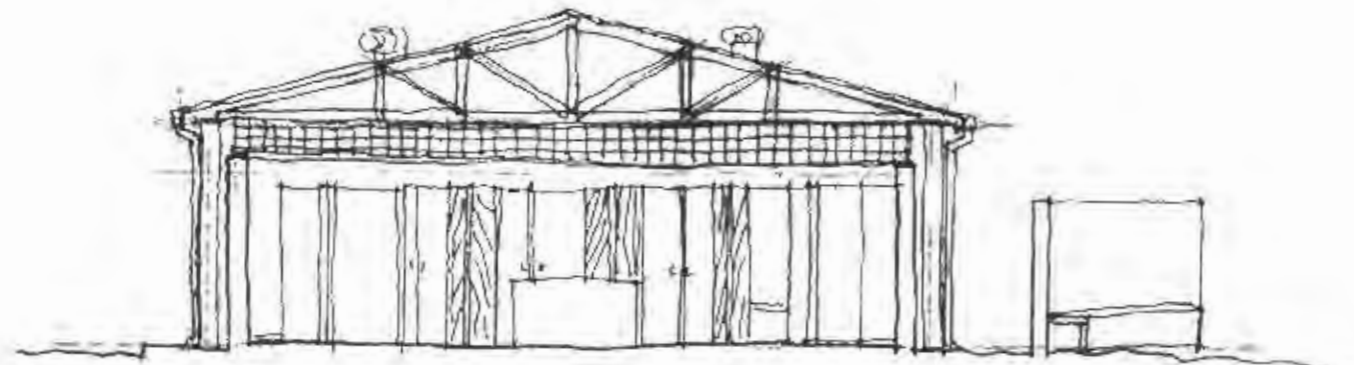
- Can community participation be repetitive?
- Can the plan just be rewritten and applied as in an other area?
- How can the former hostel to home tradition addressed architecturally?
- What are the aspects that save cost in community development?
- What are the aspects that hold the potential to create employment?
- How can a project financially be maintained?
- How can be dealt with a limited time frame of the project in order to address community participation?
- Does in appropriate community participation cause violent action against a project?
- What are the pre-conditions that have to be fulfilled for the location of the facility?
- What are the aspects in where training is required?



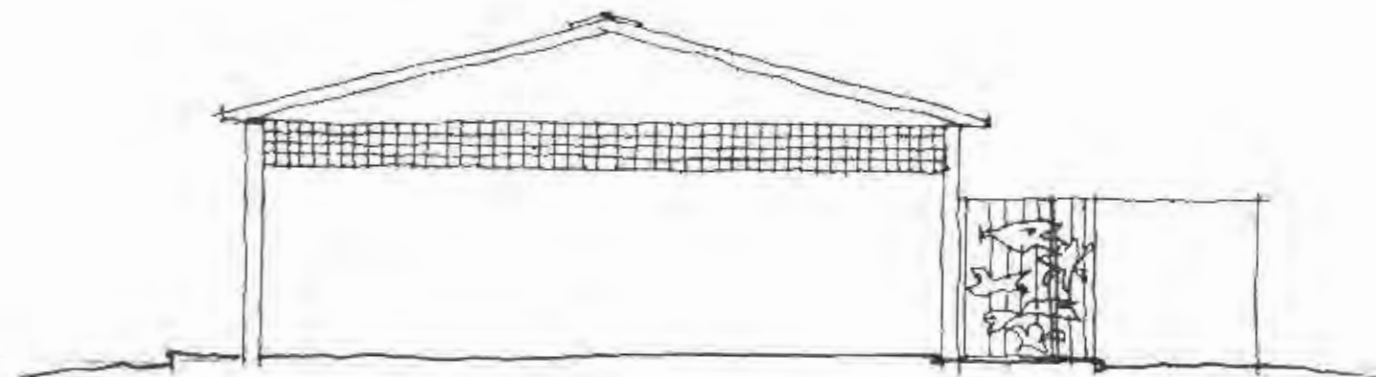
PROJECT FOR LANGA DEVELOPMENT FORUM (LDP)				
LANGA UPGRADING PUBLIC BATHHOUSES				
9611 SK	SKETCH PROPOSAL - TYPICAL UNIT			
	SCALE 1:100	DRAWN CS	DATE DEC 96	C5 STUDIO ARCHITECTS 37 RUGLEY ROAD VREDEHOEK 8001 TEL (021) 4612178 FAX (021) 4615158



FRONT ELEVATION WITHOUT WAVE WALL



SECTION THRU SHOWER AREA



TYPICAL SIDE ELEVATION

PROJECT FOR LANGA DEVELOPMENT FORUM (LDF)				
L ANGA UPGRADING PUBLIC BATH HOUSES				
SK	SKETCH PROPOSAL - TYPICAL UNITS - SECTION AND ELEVATIONS			
	SCALE 1:100	DRAWN CS	DATE DEC 96	CS STUDIO ARCHITECTS 37 RUGLEY ROAD YREDEHOEK 8001 TEL (021) 4612178 FAX (021) 4616158

4.6 Project case 3: The Guga'S Thebe Arts and Culture Centre (1999 – 2000)

Introduction of the project

The Centre is located in the Western part of Langa on Washington Drive opposite St. Cyprians Church, as indicated on the map attached in Appendix 4. It is surrounded by semi-detached housing in the West, open space in the South and East and by a Langa community centre in the North. The project is subdivided into three building phases.

The spatial programme of Guga'S Thebe Phase 1, as indicated on the plans No 9704-03, consists of an restaurant, exhibition space, studio space, administration space and an outside stage. The restaurant is located in the North of the facility on the ground floor. The entrance area connects the restaurant with 3 offices and one resource room in the South and the sanitarian space in the West. The main exhibition space, the cone in the North is the major focal point of the facility. Detached, there are 2 double story studios that surround the outside stage of whole Centre. The size of the project is 700 square meters.

The project was officially initiated by the Langa Development Forum in April 1997 with an business plan, which was submitted to the Department of Environmental Affairs. Jacobs (Interview: 14/01/2005) stated that the project initiation started in the end of 1993 and that the overall planning phase took 6 years. The purpose was to provide a facility that promotes and encourages education, training, art and culture of Langa's community. A rezoning proposal was designed and submitted by CS-Studio on request of the Langa Development Forum (LDF) to the IKAPA Town Council in October 1996. The facility is a tourist attraction and offers traditional Art and Culture programmes to the Langa community. The studios in the back of the facility offer training and educational programmes. The exhibition space is used as a theatre or a conference space that can be rented out for income generation.

The planning of Phase 2 is in progress and includes a heritage, political and cultural museum, as indicated in the sketch plan of Appendix 4. The aim is to restore a section of the hostels of Langa to reflect the urban history. The programme for Phase 3 includes accommodation for artists and tourists and public open space projects.



Photograph by author (5). Gugulethu Arts and Culture Centre, Elevation North, Site visit Langa 23/07/2004



Aerial photograph (3) Source: Strategic Information (2002) Aerial photograph of Langa Township annotated by author

Sources of evidence on the firm's participatory approach:

Sketches, Working models, General minutes of meetings with the community of a period of time between 11/12/1996 to 28/05/2001, Architect's site meetings from 20/07/1998 to 25/05/2000, the submitted council plan, Guga'S Thebe workshop on organizational development (18/07/1998), Research articles as referenced in the bibliography, Articles appeared in publications of South African architecture, Diagrams of the community structure, Proposals for funding, training, environmental education and appointment of staff, were determined. Moreover, real life observation and statements given by participants of any sample group were used as sources for the following analysis.

Photographs that identify participants and tape recordings of meetings were not available and therefore not part of the analysis in this project.

4.6.1 Outcome of analysis of the commonality, completion and contradiction on the second level of the project cycle

Besides the same findings, determined in the analysis of CS-Studio's philosophy explained in chapter '4.2.3', a large number of common aspects between Sanhoff and the applied approach by CS-Studio were determined. There are also some completing and contradictory aspects found. The reason for the vast number of common aspects with Sanhoff is the amount and character of different involved sample groups. That confirms the statement that as many participants as possible should be involved in the process. The sample groups and participates are elaborated in '4.6.3'.

Substantiation of findings on the second level of the projects cycle

	Sanhoff's aspects	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %
Technique	8	4	50	---	---	---	---
Concept	17	15	88	4	23	5	29
Method	7	2	28	1	14	---	---
Accomplishment	2	1	50	2	100	---	---
Post - Accomplishment	3	2	66,7	1	33,3	---	---

Table by author (9), Project cycle second level: Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Technique

The analysis identified 4 voids. These are, the open ended method, brainstorming, interactive brainstorming, and the group process were not determined in the sources on CS-Studio.

Out of 8 identified aspects within Sanhoff's philosophy on genuine community participation technique, the analysis determined that 4 aspects were in common and no completed or contrary in comparison with the applied approach by CS-Studio.

B Concept

The analysis identified 1 void. This is consensus, which was not determined in the sources of CS-Studio.

Out of 17 identified aspects within Sanhoff's philosophy on genuine community participation concept, the analysis determined that 15 aspects were in common, 4 completed and 5 contrary in comparison with the applied approach by CS-Studio.

C Method

The analysis identified 6 voids. These are participatory action research, visioning, charrette, participation games, workshops and study circles that were not determined in the sources by CS-Studio.

Out of 7 identified aspects within Sanhoff's philosophy on genuine community participation method, the analysis determined that 2 were in common, 1 completed and no contrary in comparison with the applied approach by CS-Studio.

D Accomplishment

The analysis identified no void. CS-Studio mainly completed Sanhoff.

Out of 2 identified aspects within Sanhoff's philosophy on genuine community participation accomplishment, the analysis determined 1 aspect in common, 2 completed and no contrary in comparison with the applied approach by CS-Studio.

E Post- accomplishment

The analysis identified 1 void. This is the post occupancy evaluation, which was not determined in the sources by CS-Studio.

Out of 3 identified aspects within Sanhoff's philosophy on genuine community participation post-accomplishment, the analysis determined that 2 aspects were in common, 1 completed and no contrary in comparison with the applied approach by CS-Studio.

4.6.2 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle

Enrichment through the project

The Centre achieved international acknowledgement and reputation. It aimed to work against the former principles of apartheid. That included the involvement of as many participants as possible in the decision making process. The biggest achievement of this facility was the involvement of the provincial government, the local government, the Department of Culture and Social Service, the Langa Development Forum, the Langa community, CS-Studio, academics from UCT and other experts of other fields. The provincial government was responsible to monitor the process. The local government and the Department of Social Services were responsible to distribute responsibility amongst participating sample groups. The Department of Culture was responsible for fundraising. The interest of the local government in the project is indicated by the stated intention to build 43 Arts and Cultural Centres in South Africa. Therefore, a detailed plan was worked out and consensus on the use of the Centre built. The same was done by the Langa Development Forum. That had a positive but also a negative impact on the project. On the one hand, it structured the process and distributed responsibility, but on the other hand it seemed that it created different opinions on the development and goals of the project that caused tension within the development process of the project. The management

consisted of a committee and a sub-committee with different responsibilities. This is an advantage for the management of the project, as it includes another participant group that monitors the activities of the other. The analysis showed that the Department of Social affairs and the Langa Development Forum defined common goals. This suggests that the process included different viewpoints and encouraged for discussion. Furthermore, it means that individual participates had to make decisions based on the decentralization of the individual. This aspect is essential for the application of community participation in South Africa. The principles of the Langa Development Forum, the municipality and the National White paper were included in the process. The needs of the individual were determined through a questionnaire. In collaboration between the Municipality and the Langa Development Forum, needs, talents, identity, income, social value, management costs, coordination of programmes, and GEAR principles were addressed. The culture of the community was considered in the physical form of representation of the facility. Funding was given by the Department of Social services and the *City of Cape Town*. Thereby, the planning and construction of the project was considered but also training and employment of permanent staff. Security of funding for training and employment seems to be an important aspect when applying community participation. The process does not stop as soon as the building is completed. It rather starts in terms of management and maintenance for the facility, which are important aspects of community participatory practice. Local workers were employed in the construction phase of the project. This encourages ownership amongst community participants. Responsibility for the maintenance of the project was given to the Department of Social Services. A net work with other similar facilities was established in order to root the project in a broader context.

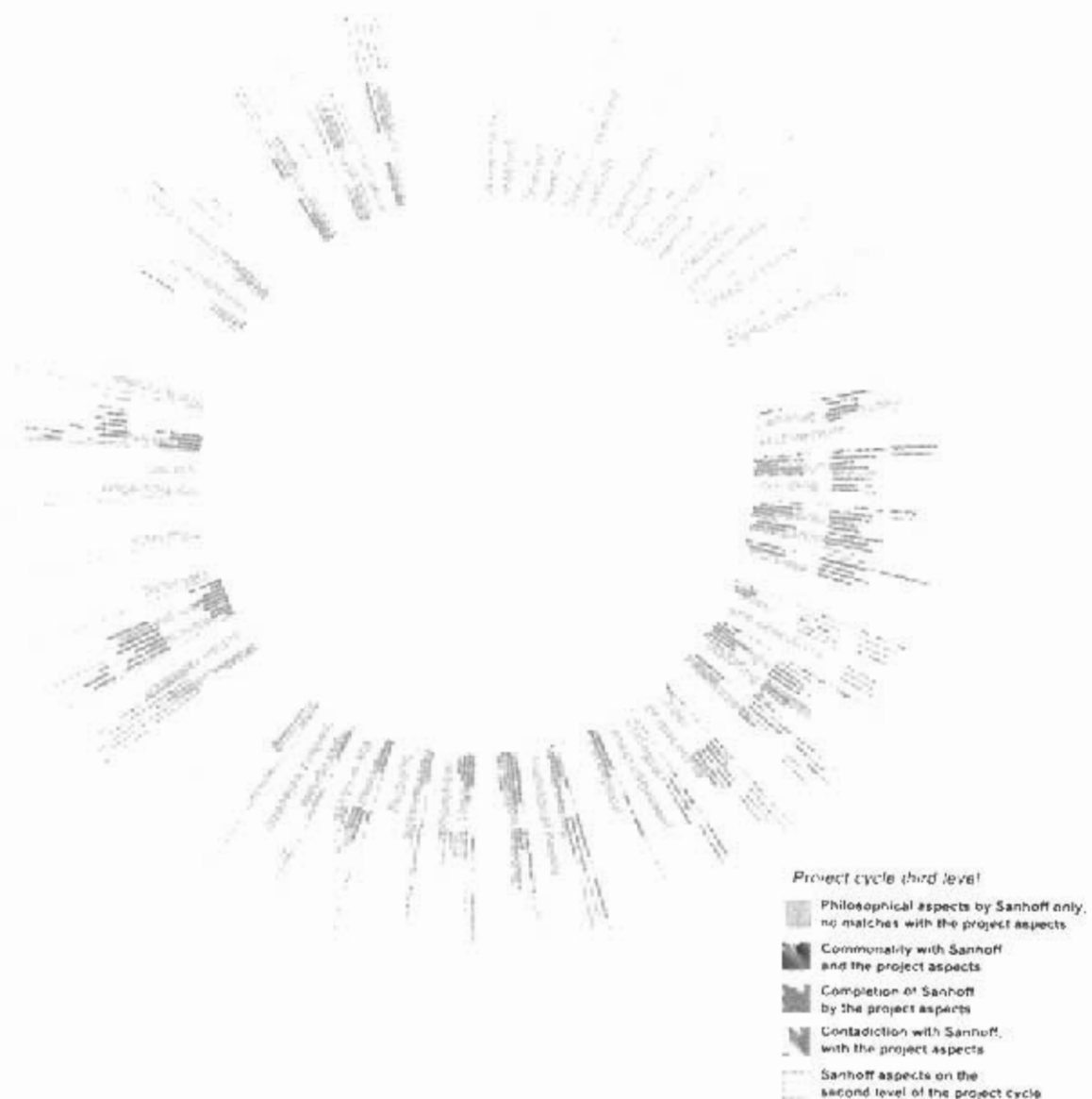
Issues and vulnerable aspects of the project

It is significant that conflict emerged within the process. It appears that the reason for its emergence lies in: the existence of hierarchy amongst participants of any sample groups. Furthermore, it was pointed out that trust and confidence amongst different sample groups was lacking, which probably is rooted within the former apartheid system that encouraged segregation between race and gender. Furthermore, it seems that additional cost caused by community participation was not adequately considered in the cost calculation of the project. In general there are definite calculations on cost found for the project but there are no calculations found that indicate the cost factor that is caused through community participation. Participants were not involved in the making of physical designs. This aspect of community participation is vulnerable, because it endangers manipulation by the individual. The process indicates that public forums took place in which the design was discussed only. Often the participant on the ground does not have any drawing skill and might be not able to read or understand the process. In my opinion, the full potential of community participation is not used, when not actively designing with the community. An active involvement would also lead to more spatial understanding and the training of skill in terms of design and planning. The process suggests that there was a strong governmental interest in the project. As the local government was responsible for the aspect of funding as well, this could have been a vulnerable aspect in the planning of the project. First of all, the community member on the ground feels disadvantaged and holds less power than a participant of the local government. Second, the community participant might have educational, social and language disadvantage in relation to the participant of the government. Third, reasoned in the former apartheid system, the community participant might be used of not being asked or involved adequately. In case of strong interest by someone in power all these aspects are vulnerable and could undermine the participatory process. This could have reasoned the absence of all councillors of the Langa Development Forum in the workshop (18/07/1998).

Sanhoff's appropriateness for the project

Besides the aspects of management, funding and construction, Sanhoff's philosophy is appropriate for many aspects of this project. The advantage of this project was that it involved many participants of many sample groups. This meant that responsibility for vulnerable aspects could be shared amongst those organizations. Furthermore, different viewpoints were involved, which were combined with hierarchy. This aspect can cause disadvantage for the member on the ground. The process requires therefore honesty of the individual and decentralisation of the individual's goals.

4.6.3 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle



Graphic by author (46). Project cycle third level: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

Substantiation of findings on the third level of the projects cycle

	Aspects overall	Commonality within CS-Studio's philosophy	Comparison in Percentage %	Completion within CS-Studio's philosophy	Percentage %	Contradiction within CS-Studio's philosophy	Percentage %	Sanhoff's aspects only	Percentage %
Technique	8	4	50	...	...	...	...	4	50
Concept	162	109	67,3	7	4,3	11	6,8	35	21,6
Method	46	29	63	1	2	...	...	15	32,6
Accomplishment	11	1	9	10	91	...	...	...	...
Post - Accomplishment	32	5	15,6	7	21,8	...	...	20	62,5

Table by author (10). Project cycle third level: Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within both philosophies

A Participation technique

The awareness method was applied through the use of questionnaires, interviews and focus groups. President studies on the Unobuntu Centre were held in public spaces and communicated through panels and physical models. The Indirect method was captured by the use of an survey in form of an questionnaire. The Group interaction method, explained in chapter '4.4.3' was applied. Digital technology was used for broadcasting the project on television.

B Participation concept

Defining community architecture

As required by Sanhoff, awareness amongst community members on Langa's social and physical environment was created, as indicated in the business plan by the LDF.

The LDF business plan (01/04/1997) points out that the major need for Langa is a facility that represents its heritage and culture on an international standard. Further needs are the improvement of the quality of public space and decision making in contrast to the former fragmented principles during apartheid. Moreover, development aims for the utilization of activity trough multidisciplinary involvement in contrast to separation principles. Furthermore, for the continuity of the urban fabric under the consideration of the social and built environment, in contrast to segregation. And finally, the involvement of as many participants as possible in contrast to the autocratic planning principles during apartheid

Community building

The Department of Environmental and Cultural Affairs DACST (13/08/1997) suggested, as required by Sanhoff, the invitation of all role players to a public meeting. The community structure, as listed in the following paragraph, was rooted in many sample groups, within the governmental, community and professional level. Academics from the School of

Architecture were invited and did point out the school's focus in terms of planning of spaces with historical value (Minutes of meeting: 25/08/1997). It was intended to integrate opinions and diverse viewpoints, based on the exchange of information amongst the sample group members. The process was therefore open to the individual of the community, the professional and the governmental institution. A letter, written in Xsosa, proves the invitation of community participants in Langa Township (02/07/1997).

As required by Sanhoff, the business plan (01/04/1997) by the LDF points out the aim for the involvement of more role payers in the development process of the project. The agreement by DACST (13/08/1997) of the LDF business plan refers to the close cooperation of the following participants of sample groups. Those are the community of Langa, Cape Town City Council, the provincial administration of the western Cape and the national Department of Arts, Culture, Science and Technology. Furthermore, Departments of UCT, the Baxter theatre and other culture related organizations were invited to participate and contribute to the advancement of the project. The group size of participants was high but manageable, as indicated in the minutes of meetings. The area of involvement of all participant sample groups was pointed out as being part of the process. Multidisciplinary expertise got involved as required by Sanhoff. A community vision statement was formed in the workshop (18/07/1998) and the existing community structure got analysed. In this regard, there were two major aspects identified. The first one is the criteria, which includes the employment of artists, users, professionals from outside, skilled people for programmes, the development of fund raising, secretary and marketing skills, the relation between the Department of Social Services and the City of Cape Town, staffing and time commitments. The second one was the development of the structure itself (see attached LDF structure). This included the analysis of the community structure and the rethinking of leadership in relation to the individual's responsibility.

It was a requirement to involve participants that are committed to the project and its aspects as accessibility, good decision making, education, learning through the project, time commitments and the development of trust amongst community participants (DACST: 13/08/1997).

Responsibility for participation

It was intended by DACST (13/08/1997) to organize the community and share responsibility on the project. In the meeting (30/03/1998) it was stressed that a management community structure had to be in place for management, maintenance and operation of the Centre. The progress report by the LDF (01/04/1997) distributes responsibility amongst members of the LDF. Aspects of responsibility are, housing, tourism, environment, public works, transportation, job creation, sport, health, welfare, education, trade and industry. In this regard, the Department of Culture announced itself responsible for aspects such as, funding access, building a positive sense of identity, develop essential life skills, achieve effective administration, guide career, maintenance and management of centres. It was pointed out that all participants had to operate on an equal basis. The workshop and minutes of meetings show that there was a strong governmental interest on the project. The Langa Development Forum did not accept the complete vision by government, as indicated in the minutes of meetings. The first proposal by the DACST was rejected by the LDF. Realistic fund raising strategies were set up. The diversity of skills of all participants were implemented.

The formation of a management structure was suggested in the meeting (12/09/1997) and participants of the different sample groups were announced. It was pointed out that the elected management structure has to monitor the process management and that DACST will apply strict control in order to meet the set inquiries by the municipality. In this regard, the local authority announced itself as responsible for the implementation of the project DACST(13/08/1997). A statement in the minutes of meetings (25/08/1997) refers to the fact that families of five generations lived in Langa Township and shaped its culture, which was considered in terms of Sanhoff on building cultural self reliance. Expert consultation was performed at a local level by the Langa

Development Forum (Business plan: 01/04/1997). The planning of the project had to stick to the financial resources that were made available by DACST (13/08/1997). The business plan by the LDF adds the aim of the Langa development forum to establish a trust management board that monitors the overall development of the project and its principles within a clear framework. This board was responsible to manage staff, to coordinate action and appoint a permanent executive officer. Promotions and fundraising were intended to be done by an person, appointed on a permanent basis. Awareness amongst communities was created through the workshop (18/07/1998). The empowerment of the community and the grass roots in the planning and management process was identified as essential for the project by any participant of any sample group. CS-Studio in cooperation with the LDF established a public participation process before any planning decision were made. Costs, caused by lack of commitment amongst participants and heavy emotional factors were not considered in the planning process of the project. As soon the management structure was in place a sub-committee has been elected that was responsible for the management of media and budget planning for the project (Minutes of meeting:25/05/1998).

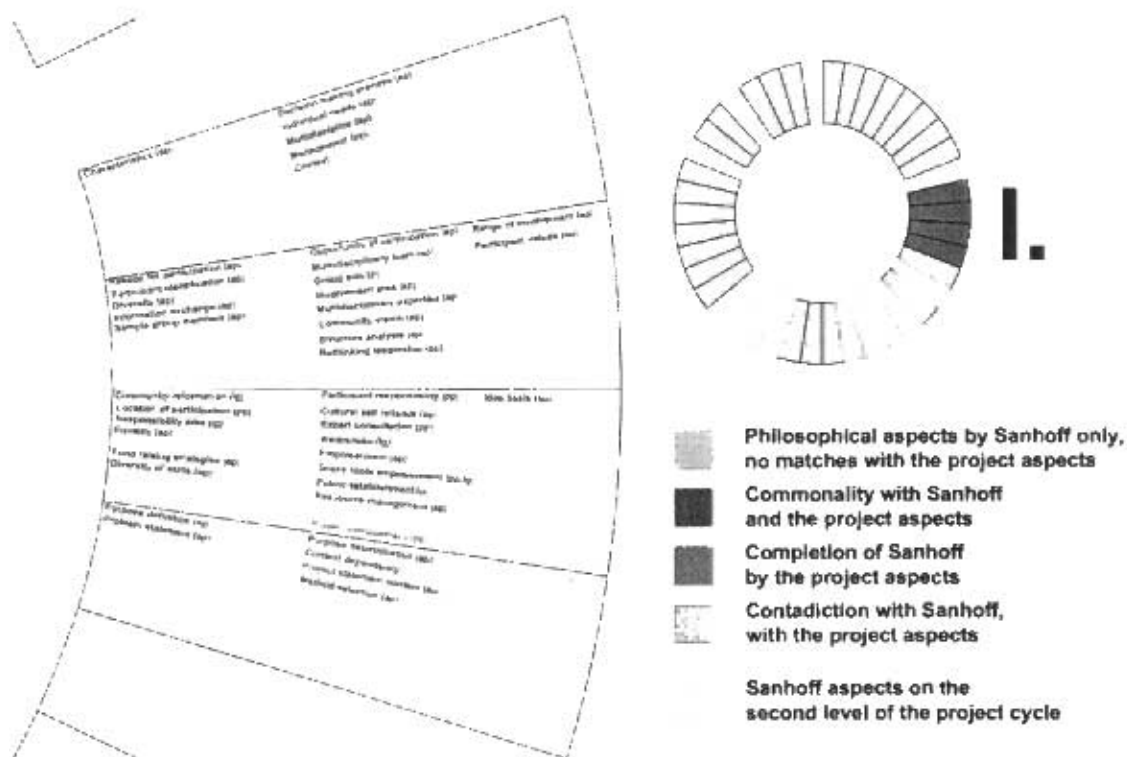
Ideas were built on former contributions of the group, as indicated in the minutes of meetings and workshop minutes.

Purpose of community participation

The purpose of community participation was identified in collaboration with the community. The collected information served as basis for the formulation of a problem statement as indicated in the workshop, meetings and business plan.

The purpose was determined and pointed out with the community for the social and physical environment of Langa Township. The participatory approach was meant to serve to build the Youth and to encourage collaborative action of all participants. A statement was formulated in cooperation with any participant of any sample group and considered available resources, timeframes and the achievable goals for the project. Methods and alternatives, appropriate to address the purpose of the participatory process were introduced, discussed and decided on with the community.

The determination of the purpose of community participation did not necessarily help to lead to the formation of trust and confidence within an organization as stated in the interview with Mrs. Jacobs (15/01/2005).



Graphic by author (47). Project cycle third level segment I; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

Goals and objectives

The Langa development forum (LDF) and the Department of Environmental and Cultural Affairs (DACST) did both define their goals in form of an submitted business plan and a letter of requirements. These goals and requirements indicated the value systems of the LDF and DACST.

The setting of goals included objectives, available resources, responsibility and methods, related to time constraints by the LDF and DACST. The goals by the LDF are addressed in the 'Strategic planning process'. The goals by the DACST are elaborated in the 'Addressing of the individual needs'. Goal priorities were set to secure funding for construction, maintenance, programme design, to conceptualise the project and to create a safe environment for the children and Youth. It is not indicated in any available source that the set goals included the identification of suppressed inexplicit, or expressed explicit, feelings amongst the community or of any participant of any sample group. The support strategy of goal setting was not applied in the process, which includes 'Preserving', 'Adding', 'Removing', 'Keep out' as described in Chapter 2.2.3.5'. The statement of a goal was not determined in the available sources on the project.

As the major purpose of goal setting is the development of trust and confidence, which was not necessarily achieved, as pointed out earlier in the interview with Jacobs (15/01/2005). The educational value for the Youth, adults and children of the Langa community was increased through the project. The Langa development forum (LDF) add in their business plan (01/04/1997) aspects as nation building and the intention to treat this project as an example for the rest of South Africa. Further goals are the reconstruction of the fragmented past and democratization through community participation.

Strategic planning process

The strategy, as indicated in the minutes of meetings and workshops, was directed towards the objectives of the project. The process was of an integrative nature and offered a plan of action in accordance to the shared vision of the future (Minutes of workshop: 18/07/1998). In this workshop it was pointed out that the process design allowed founders and officials of the City of Cape Town to understand the nature of the decision making process. The scope of the process was to set goals, to identify issues, build responsibility amongst participants and to evaluate the process and the product. It included the analysis of communication and participation practice. The process was strongly supported by the leaders of the City of Cape Town, the community and CS-Studio. The brief was established by all participants. Minutes of a meeting (07/08/1997) record the discussion of the brief of the project. Decentralisation of the individual's position in terms of contextual aspects, partnership was performed. The process was based on negotiation between participants groups, as exemplified in the process between the DACST (13/08/1997) letter of requirement and LDF business plan (01/04/1997). Changing needs of the individual were discussed and the form of decision making agreed on with any member of any sample group. The foundation of a strategic plan is the consideration of planning principles by government for the development of the project. The business plan by LDF points out that the development aims to apply the RDP principles, the Arts and Culture policy of the Cape Town Municipality and the National White Paper on Arts and Culture (01/04/1997). First, The project aims for the integration of Arts policy, which includes dance, drama music, theatre, visual arts, crafts, design, written and oral literature and film. Those are presented through performance, execution, exhibition, transmission and study. Second, culture, which includes spiritual, material, intellectual and emotional characteristics of the Langa community. Represented through modes of life, fundamental rights value systems, heritage and beliefs. The ground work included building a network and starting negotiations within other communities, the provincial government and the visit of the Olympic bid committee (LDF business plan: 01/04/1997). Participants got consulted through a questionnaire, which included a vision statement of all participants (LDF Questionnaire: 27/06/1997). Another vision statement was undertaken on the programme of phase 1 of the Centre (12/09/1997).

The set future visions lead to agreement amongst participants and encouraged open discussion and the contribution of the diversity of skills and collaborative decision making. One example for this is the appointment of Friedman, an artist who trained the community to make the mosaics and ceramics for the project, as indicated in the meeting of minutes (12/05/1998).

Awareness

The creation of awareness amongst participants included experiencing the given social and physical environment of Langa Township in the form of open discussions. In a meeting (12/09/1997) with all stakeholders, the urgency of the project was stressed by the DACST. It was decided that those proposed deadlines could not be met but that short cuts could resolve those time issues.

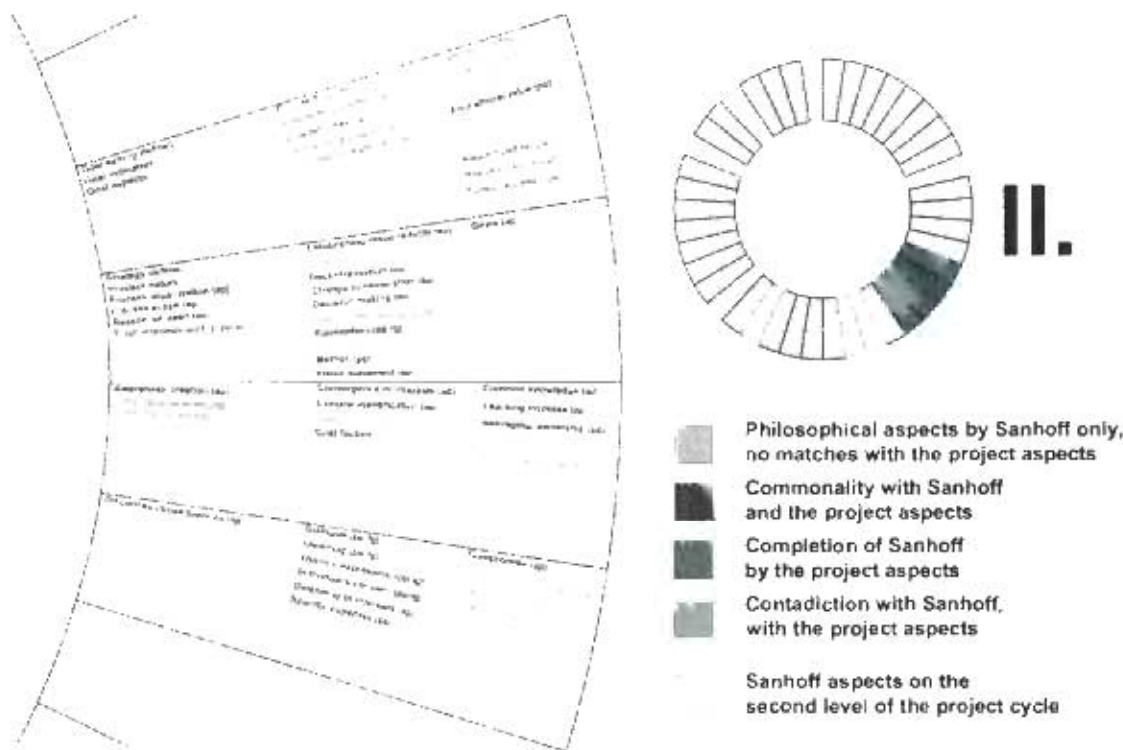
Open discussion in form of public forums were held with participants and the cultural specifics of the community were considered for the planning process. Besides resources and materials the interview with Jacobs (15/01/2005) determined additional costs, caused trough the application of community participation.

A common language and basis of knowledge amongst participants on the site's character, which consists of its historical, social, cultural, physical and economical aspects was formed. An increased effect of learning and a sense of ownership was referred to in the interview with Jacobs (15/01/2005) amongst community participants.

Order of discourse

All participants were aware that community involvement meant the occurrence of different opinions.

Dialogue emerged within the appointment of an community liaison worker. The Department of Social Services had a liaison worker who was responsible for Langa Township. The Langa Development Forum stated that there was a person from the LDF, who did this work on an voluntary basis already. It was suggested that this matter had to be clarified with the LDF before any appointment could take place (Minutes of meeting 30/03/1998). This case indicates that participants discussed the range of alternatives for employment, identified the advantages and disadvantages of each particular alternative. Further, planning solutions were developed on a constant dialogue between the professional, participant and local government.



Graphic by author (48). Project cycle third level segment II; Analysed. in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

Dialogue encouragement

Dialogue was also encouraged with the formation of different sample groups and decision consequences and solutions were laid out.

It is pointed out that ideas and its potential and scope were discussed, even on a provincial level (Business plan 01/04/1997). Advantages and disadvantages of each particular alternative were identified and discussed by all participants. Planning solutions were developed on a constant dialogue between the professional, participant and local government.

Effective dialogue was achieved and lead to learning and understanding of each other. as indicated on collaboratively taken decisions.

Perception

DACST (13/08/1997) pointed out that as soon as perception on the issues was achieved, formal agreement should be formed between the local and provincial government. This meets Sanhoff's requirement on the creation of a common ground of interests through the sharing of expertise.

Experience and the setting of objectives and expectations amongst participants took place on a collaborative basis.

Addressing individual needs

DACST (13/08/1997) defined the need for the community in the following matters. First, it was pointed out that the Centre has to meet the needs of the Youth and children and to accommodate arts, culture and heritage. The needs of the community should be prioritised in this regard. This did not mean the exclusion of the needs of the community, especially the women's need. Second, talent identification, the means of arts culture and heritage projects and the expression of the opinion of the Youth. Third, the establishment of identity through traditional art and the identification of life skills. Fourth, the creation of income for the Youth through the building of arts and cultural industries. Fifth, the increase of social value of the Youth and the community. Sixth, to manage ownership and maintenance responsibility by the national, provincial or local authority. Seventh, the coverage of staff costs for running the Centre. Eighth, the coordination of facility is crucial to the success of the project and needs to be discussed. Ninth, the effective management that is crucial for the success of the Centre that needs to be clarified. Finally, to work within the RDP principles.

In accordance with the presented plan by CS-Studio it was pointed out by the community that there would be an immediate need for a security office for the Centre. Furthermore, some changes in the programme were mentioned as useful and considered by the architect. Alternatives for the needs of the community were measured and evaluated for the project (Minutes of meeting: 12/03/1998). It was agreed that the plans at this stage reflect the needs of all stakeholders. Minutes of a meeting (21/07/1999) reflect the consideration of changing need in accordance to spatial requirements by the community.

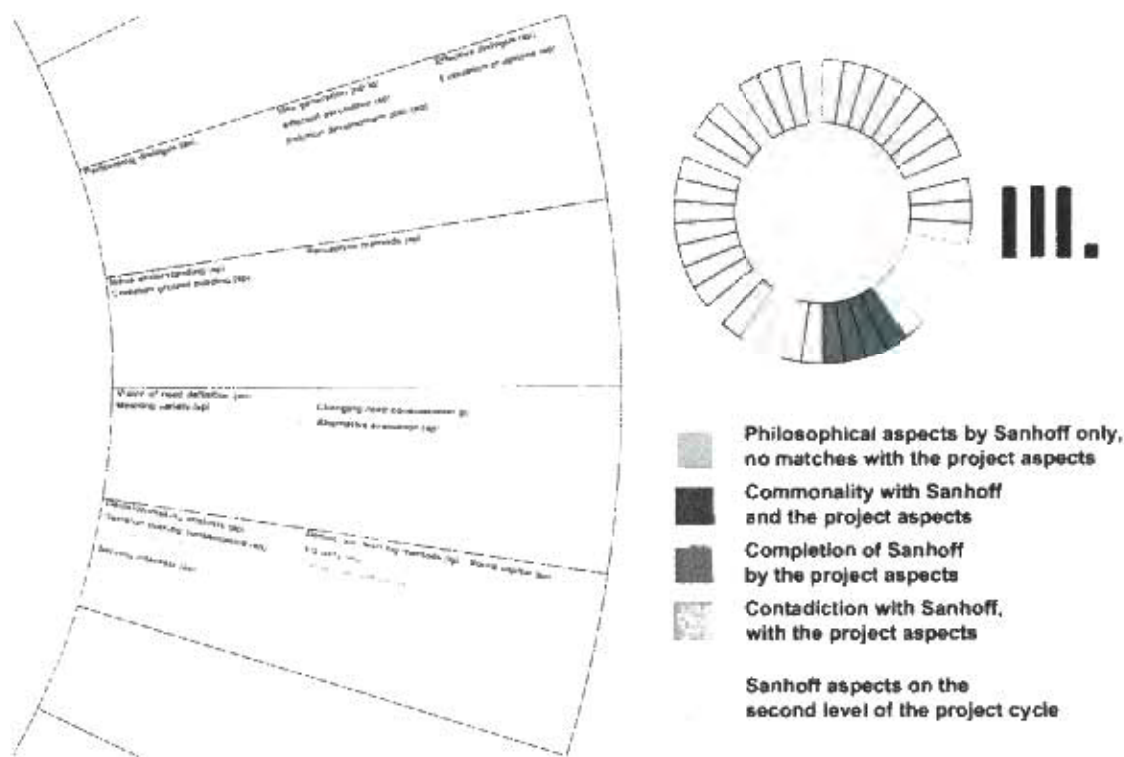
Decision making

The workshop (18/07/1998) indicates that it was required by the City of Cape Town and the Department of Social Services to investigate in the nature of decision making of any participant group to ensure an effective design process. The consequences on taken decisions for the social and physical environment were pointed out to all participants.

There is no indicated source existent that examines the existing power structures amongst participants. It is a requirement by Sanhoff to analyse power, its structure and distribution in the development process in a transparent way. Power on decisions was meant to be distributed in an vertical and horizontal way, but always in collaboration with the community to meet their needs.

The working methods were located inside local communities rather than from the outside or from the top down. Participants of any sample group had the right to participate equally in the decision-making for the project. Participants did not create physical designs under the consideration of collectively identified priorities within the given social and physical environment. These physical design products were therefore not performed openly with all participants and used by the professional to generate the final plans for approval, confirmed in the interview with Jacobs (15/01/2005).

The combination of top-down and bottom up approaches formed social capital through partner and friendships between community participants.



Graphic by author (49). Project cycle third level segment III; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

Conflict resolution

Conflict occurred in terms of funding for the project. Minutes of meetings show (03/09/1997) that there were discrepancies between the interpretation on the aspects of the project by the LDF and DACST. Those were reasoned in the time consideration and the funding for the project. In this meeting was suggested that a further meeting with the councillors of the LDF, members of DACST and all role players of the community to resolve the issue. The proposal from DACST was rejected by the LDF at this stage. Another indicator of conflict is that in the workshop of the project non of the councillors of the LDF were participating (18/07/1998). This could be an indicator of power struggle amongst participants, which needs to be considered in the interview with those persons.

The Langa development forum addressed the sources of conflict and suggested a meeting to resolve those issues. The workshop minutes (18/07/1998) report the willingness of the participant team to solve the conflict.

Consensus building

---No findings within CS-Studio's approach determined---

Communicating the process

Social barriers that were rooted in the former apartheid system were considered in the response letter by DACST (13/08/1997). Women and the Youth were given a voice in regards to the planning and decision making process.

The communication happened on a face-to face basis of interaction at the grass roots level. The process was articulated clearly and designed transparent for any participant of any sample group. A media strategy was suggested in the minutes of meetings (30/03/1998) to perform press realises and public meetings. In this regard a expert was appointed and announced as responsible for this matter. Certain dynamics and hierarchies or political streams may caused the absence of the councillors from the workshop (18/07/1998) and therefore disturbed the communication on an equal basis. The

process was communicated through a advertisement board, designed by CS-Studio and redesigned by the community. Instead of advertising the project as Multi Purpose, the community insisted on the name Guga'S Thebe Arts, Culture and Heritage Centre (Minutes of meetings: 25/05/1998). Its meaning is explained as being a serving platter, which emphasizes that people are invited to bring their knowledge to the Centre (Interview, Carin Smuts: 03/02/2005).

Appropriate method selection

Multiple participatory methods were introduced and applied in the workshop by the facilitator in order to address the management issues of the Centre accurately (Minutes of workshop: 18/07/1998).

Funding

The fundraising pointed out in the business plan (01/04/1997) was submitted to the Department of Arts and Culture and included the identification of funding organizations and the drawing up of funding proposals. The fund organizations were the Department of Social Services and the City of Cape Town. It was intended to include international sponsors, the government and sponsors on the private sector for the development of the project. 90 % of the overall funding sum was secured for the design and construction of the project. Training, capacity building and sports and recreation was considered with 10% of the overall sum out of the RDP fund (DACST:13/08/1997). Furthermore, an amount, 1,5 times of the one for the design, construction and capacity building was secured for the employment of permanent staff for the management of the project by the Department of Social services. More funding proposals were given to agencies and local business people after the building process started. This strategy was applied in my own kindergarten project as well. In this case the project started with an amount of 30.000 Rand, which was collected from private investors over a period of 2 years. During the construction phase of 8 weeks, another 80.000 Rand were collected through tourists agencies and private investors. This happened in form of Township tours and a Internet page that was constantly updated, parallel to the building progress of the project (Kapkindergarten: 1993).

C Participation method

Participatory action research

---No findings within CS-Studio's approach determined---

Community action planning

In form of public meetings, priorities were set and strategies explored to meet those aspects. The planning policy was identified and it was confirmed that the project gets planned in accordance to the RDP principles (LDF Business plan: 01/04/1997). The existing organizational structure, knowledge, resources and achievable goals were identified in collaboration with the community. Key issues were identified and addressed, as reported in the general meetings (11/12/1996-28/05/2001). The planning process was designed feasible and included the assessment of needs and the identification of factors that could interfere with the progress of the project. The process design included partners, responsibilities and time frameworks. Issue solving proposals were designed with the community (Minutes of meeting 03/09/1997). The process was driven by the community (Minutes of meeting 26/09/1997). The community was empowered in the design, implementation and management of the project and its development programmes.

The Langa Development Forum was given 2 weeks by the local authorities to secure community participation in its phases and techniques within the community and to convince the people that their issues are better solvable in collaborative action with governmental institutions and professionals (Minutes of meeting:26/09/1997). Issues were identified on the social and built environment. Local informants were identified in the community. A survey was conducted to gain a closer insight on the different viewpoints of all participants.

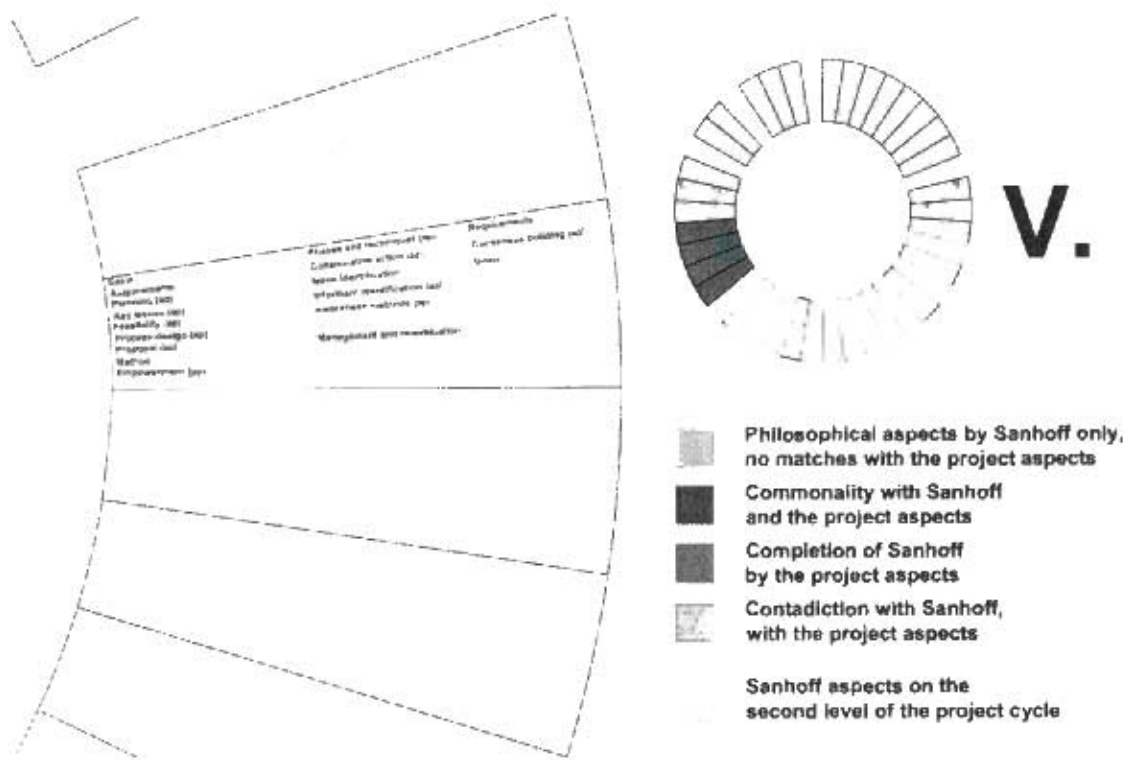
The ongoing planning of events and the setting of long term goals was done in public meetings. Consensus was built and responsibility of the individual towards the development of the urban environment shared. The project aimed for capacity building, improvement and the rebuilding of the community structure and aimed to create a shared vision of community development.

Visioning

---No findings within CS-Studio's approach determined---

Charrette

---No findings within CS-Studio's approach determined---



Graphic by author (51), Project cycle third level segment V; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

Participation games

---No findings within CS-Studio's approach determined---

Workshops

The minutes of the meeting (25/05/1998) indicate that the workshop venue was set up by participants for the workshop in July 1998. There were different stakeholders involved, which indicates that the process aimed for most effective learning. The workshop was documented through minutes of the meeting by CS-Studio (18/07/1998). Two groups were formed during the workshop with different responsibility areas. The groups did present to other participant groups and made summaries, which served for further activity.

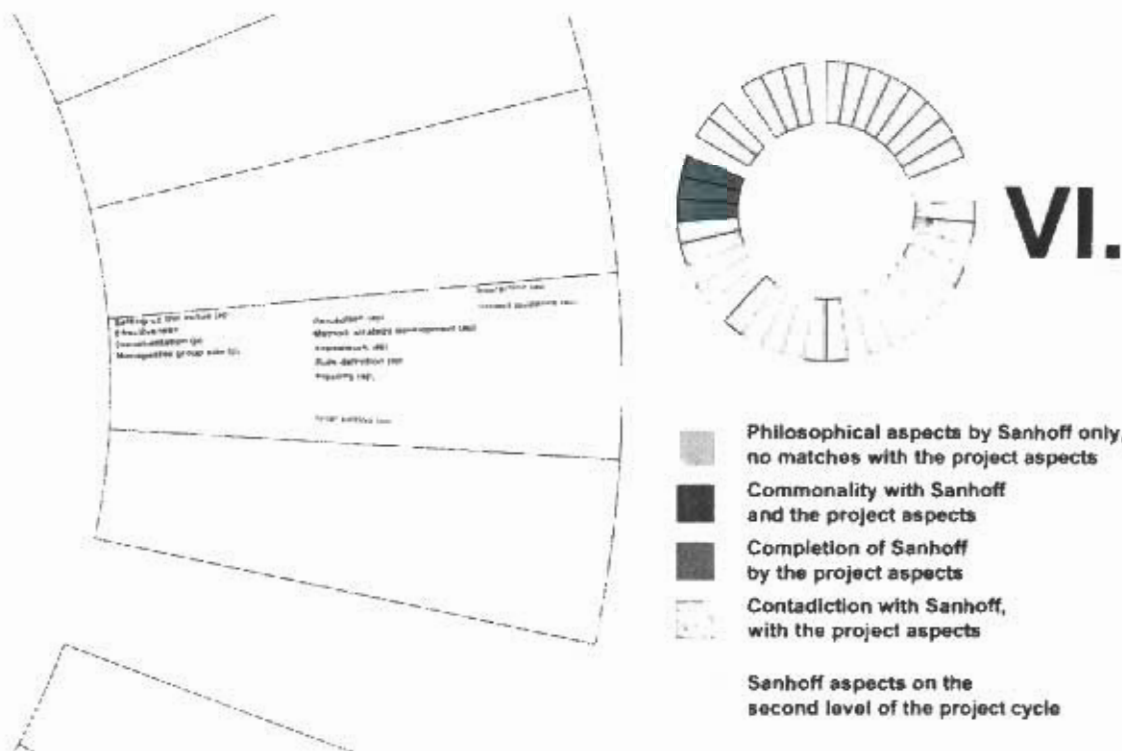
The facilitator of the workshop started the process with an introductory lecture on the social and physical environment of Langa and its role in relation to the city, in order to create participant's understanding. Goal setting, problem solving and team building took place through open discussions. There was agreement and disagreement in terms of the use of the Centre after its completion between the Department of Social services and the LDF. The DACST saw the Centre as multifunctional institution for own activities, whereas the community of Langa saw it as an Arts, Culture and Heritage Centre for cultural expressions. This differences were identified as crucial to be solved before the running of the Centre started. The discussions between participants were of constructive nature, which stressed to find solutions for the project. The topics, the timeframe and the goals were chosen carefully. These were the management structure, the individual's expectations, participant responsibility and the proposal for the community structure. The roles between participants were defined within the workshop. The opinion of the individual was considered in the process. Group 1 made discussions on the building of a trust, which included aspects as, the formation of it, the structure of the management, the board members of trustees, employees, communities, to raise funds and to determine policies.

Group 2 was discussing the management structure, which included the maintenance and management, testing of set goals, advertisement and growth of the facility, fund raising, marketing, sustainability of arts, economic growth, staffing, management in cooperation with the City of Cape Town and the constitution of role players. Goals were identified, which were grass roots empowerment, a well maintained and secure building and the stabilization of the community (18/07/1998).

The workshop created an face to face communication process between participants and channelled the progress into a constructive direction.

Study circles

---No findings within CS-Studio's approach determined---



Graphic by author (52). Project cycle third level segment VI: Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

D Participation accomplishment

Site management

In this project the Langa development forum (LDF) adds the aspect of site identification to Sanhoff. The business plan for the project (01/04/1997) points out the development area on Washington street because of its accessibility. This area consists of an existing community hall, the post office, court house, treed area and the open land for culture centre. The rezoning proposal was submitted by the Langa Development Forum and CS-Studio to the IKAPA Town Council in October 1996. The minutes of meeting (23/01/1998) point out that the rezoning included 13 ervens that used to be residential areas.

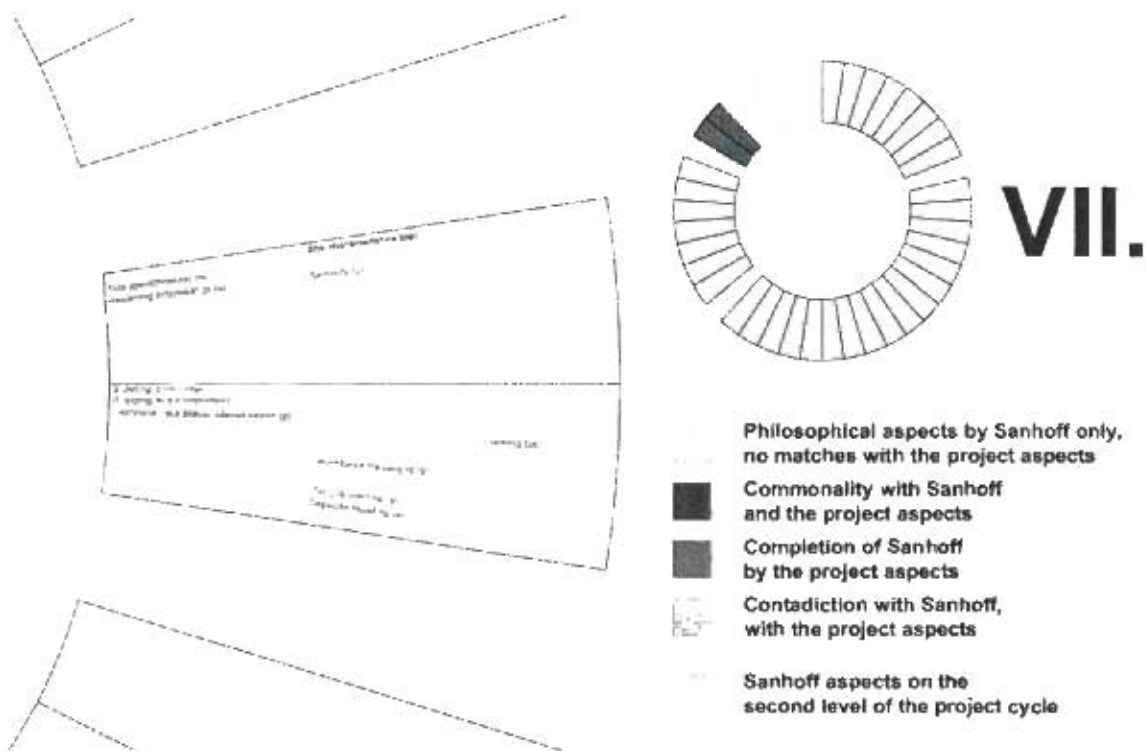
The characteristics of the site, as its history, culture and economy are pointed out in the LDF business plan. In addition to Sanhoff's requirements a container, to lock up tools was provided and the erection of a fence during the construction for the security of

the project took place. Additionally, there were 2 guards contracted that protected the workforce on site during the day. The container was stolen in December 1998, as reported in minutes of meeting (11/01/1999).

Project construction

DACST (13/08/1997) does add the establishment of an building committee, which was responsible for the construction of the Centre. The elected sub-committee was responsible for the budget planning of the Centre. Furthermore, the identification of technical role players for the construction of the project lied in the responsibility of the management board (Minutes of meetings:25/05/1998).

Minutes of meetings (11/01/1999) indicate that the discussion and planning of workforce training between the contractor and LDF took place to identify participants for the construction of the project. The contractor was asked to identify skills amongst participants to efficient on job training of the workers. In this regard it was pointed out that this needs to be recorded to the City of Cape Town. The workforce at present included 15 persons from Langa and 5 persons from Nyanga (Minutes of meetings: 22/02/1999). DACST (13/08/1997) adds the aspect of capacity building through the creation of employment. In another meeting (12/09/1997) it was decided that additional funds needed to be raised for the training of unskilled workers.



Graphic by author (53), Project cycle third level segment VII; Analysed, in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

E Participation post accomplishment

Implementation

DACST (13/08/1997) announced the City of Cape Town as being responsible for the implementation of the project. It is suggested that a project manager will be appointed. Legal advisors were elected (Minutes of meeting 26/09/1997). All participants had to stay involved in the process to see results and take on responsibility for aspects of the project

after its completion. Furthermore, the aspect of setting up an management structure was added as requirement. This consists out of elected community members and an full-time organizer of the City of Cape Town. The money for salaries for the first three years was confirmed in the minutes of meeting by the City of Cape Town (12/05/1998). The agreement on the appointment of a manger was confirmed (26/09/1997). The City of Cape Town and the LDF agreed on running the Centre collaboratively. A diagrammatic structure was part of the business plan, addressed to the DACST attached in Appendix 5. The management of the Centre was linked to capacity building in (Minutes of meeting 30/03/1998) and it was pointed out that management courses were offered by the Department of Social Services for managing multipurpose Centres.

Responsibility and maintenance of the project was therefore clarified by the City of Cape Town with the election of an community management team by all stakeholders. It was suggested to built up an employment structure for the maintenance and programme for the project. The National Access of Consortium Western Cape (NACWC) intended to incorporate training programmes within the Centre. Areas implementation were suggested in April 1998 and included business studies, tourism, music drama, arts and catering. A museum management course was suggested to be implemented in close corporation with the District Six museum, Robben Island museum and the UCT Oral history department (Minutes of meeting: 07/02/1998). The resolution of the issue of paid and voluntary staff members was pointed out as a matter of resolution. The sum of the money for capacity building was laid out and passed on the responsibility of the community, to divide that sum for the different training areas (Minutes of meeting: 30/03/1998). It was agreed that enough training happened in the past and that people's capacity had to be rather upgraded and re-evaluated. The saved money was used to train the community in the making of mosaics and ceramics for the Centre (12/05/1998).

It is intended to maintain the running of programmes by raised funds and to establish a network through the involvement of all role players in employability and economy growth. It was recorded that Guga'S Thebe was linked to the District 6 and Robben Island museum in order to establish a network between the institutions. The project is getting monitored by the City of Cape Town and it was confirmed that the progress reports of the development were sent monthly to Pretoria (Minutes of meeting: 23/01/1998).

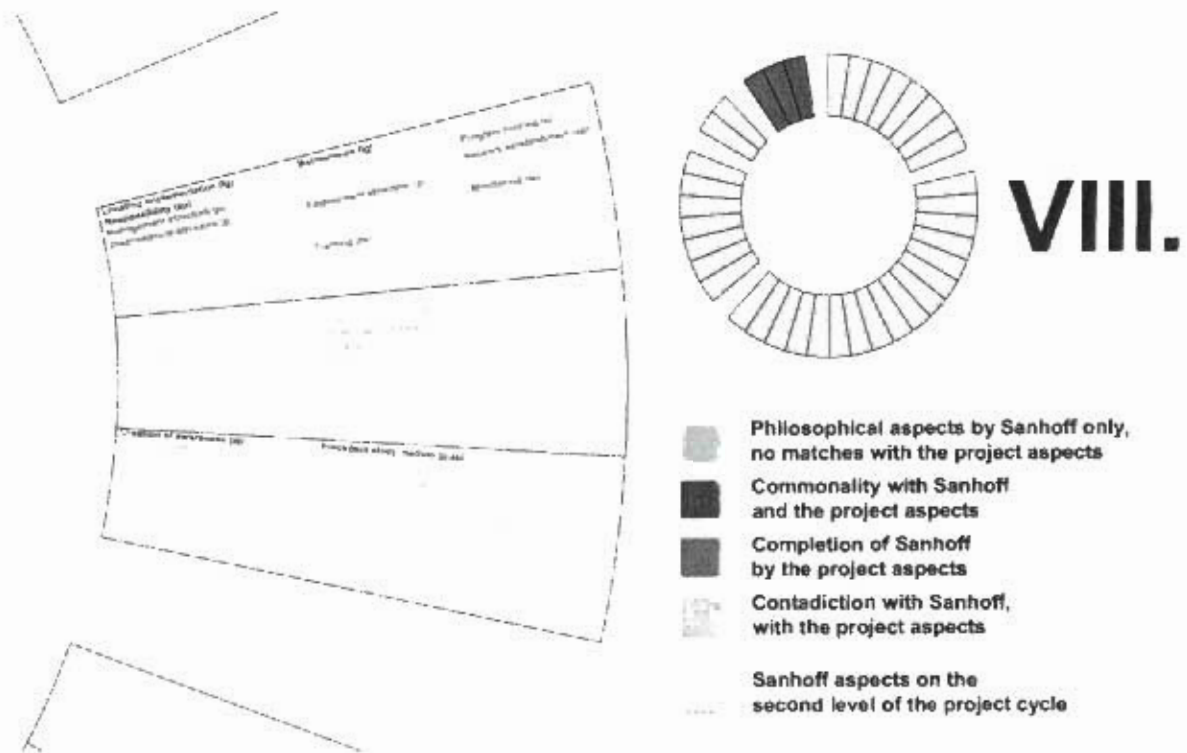
Post occupancy evaluation

---No findings within CS-Studio's approach determined---

Visual appraisal

In order to create awareness amongst participants on the characteristics of their social and physical environment, the precedent study method was applied by CS-Studio (LDF business plan: 01/04/1997).

CS-Studio explained the use of precedent studies to the community with an own built example of the Unobuntu Multi Purpose Centre in Worcester, which gave participants the vocabulary to describe their built environment.



Graphic by author (54). Project cycle third level segment VIII; Analysed. in theory and South Africa located philosophy by Sanhoff / Commonality, completion and contradiction within CS-Studio's project case 'Guga'S Thebe Arts, Culture and Heritage Centre'.

Questions derived from the process:

How can success be achieved in case of no government involvement?

How can the community participant be responsible for the vulnerable aspects of the project?

How can ownership amongst participants be achieved?

How can be ensured that feelings of the community participant expressed?

How can community participation be successful without the involvement and responsibility of the provincial and local authority?

How should small scale projects be developed, were governmental interest is not as present as in it was in Guga'S Thebe?

Was the process and product evaluated by CS-Studio to learn from mistakes and avoid those in the next project?

How can a project be maintained without financial support by government?

How can be dealt with dominating interest governmental responsible for the aspect of funding?

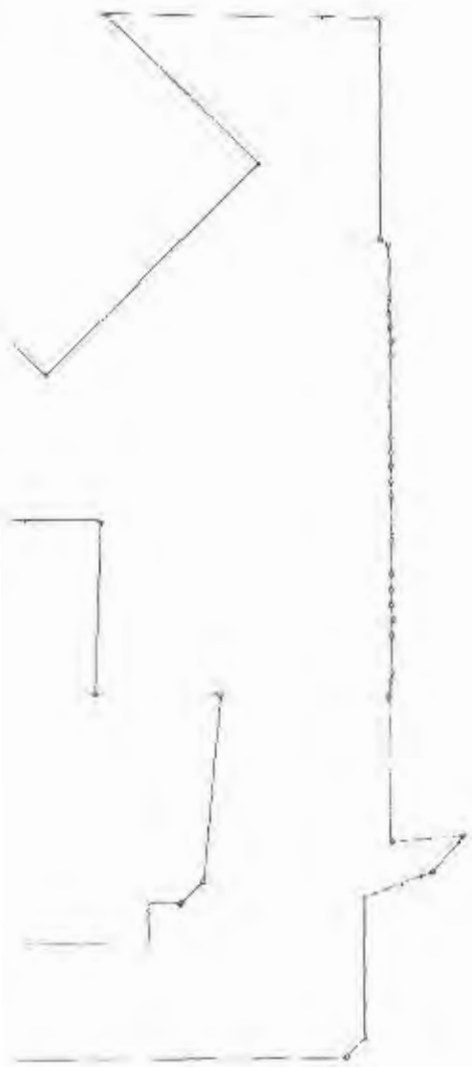
How can cost caused by community participation be considered?

Why were participants not involved in generating physical designs?

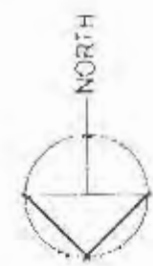
How can be achieved that the unskilled community participant understands the drawings that were generated by the architect?

How can balance and common knowledge achieved between skilled and unskilled participant?

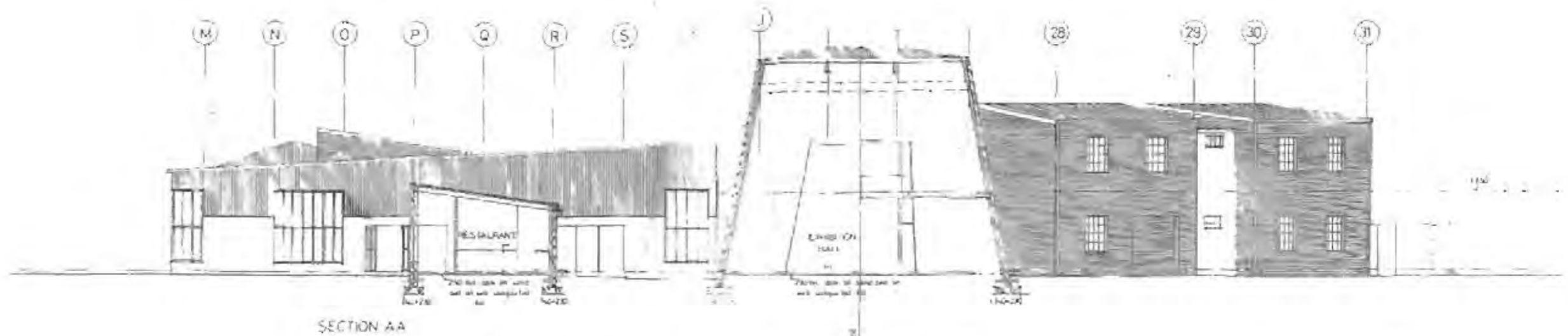
How can educational, social and linguistic disadvantage of different sample groups be mediated?



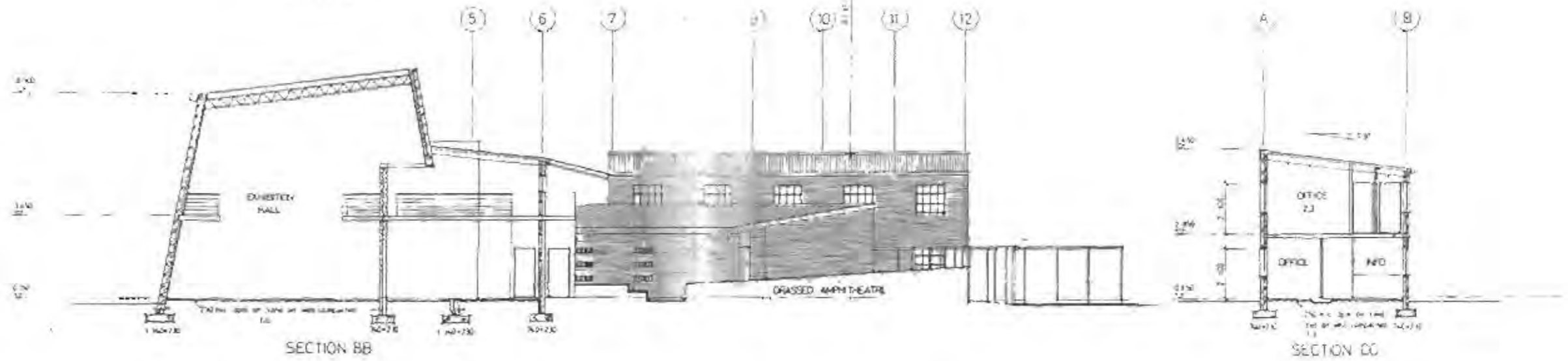
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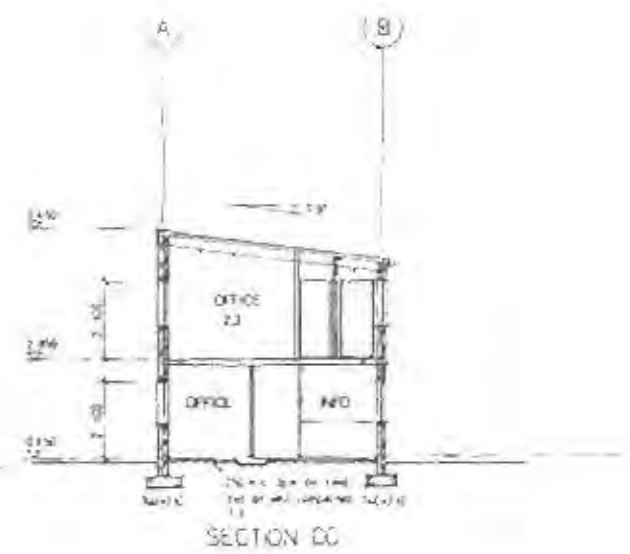
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	LOCALITY PLAN		
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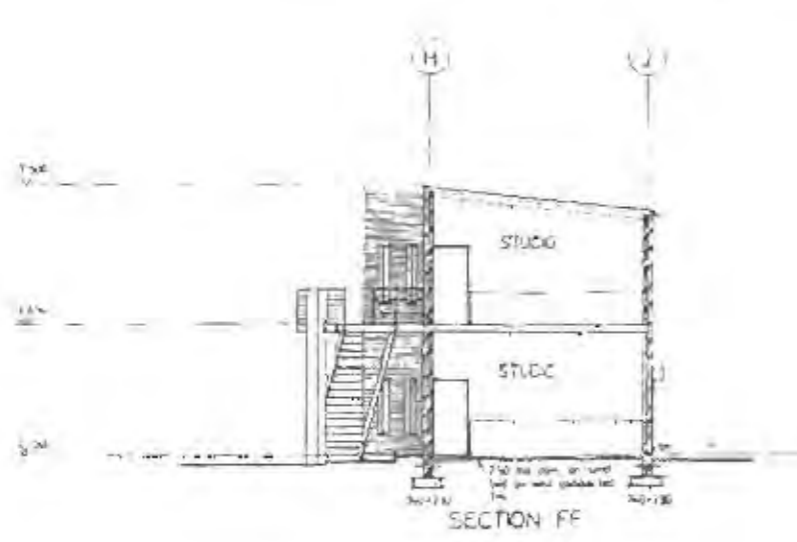
SECTION AA



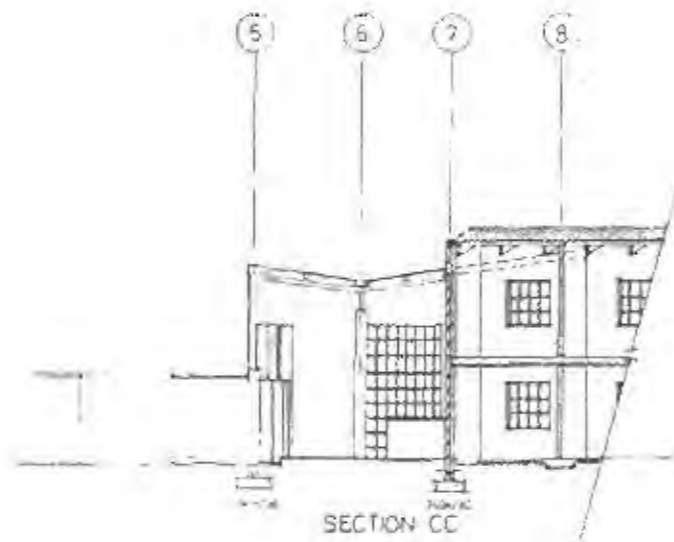
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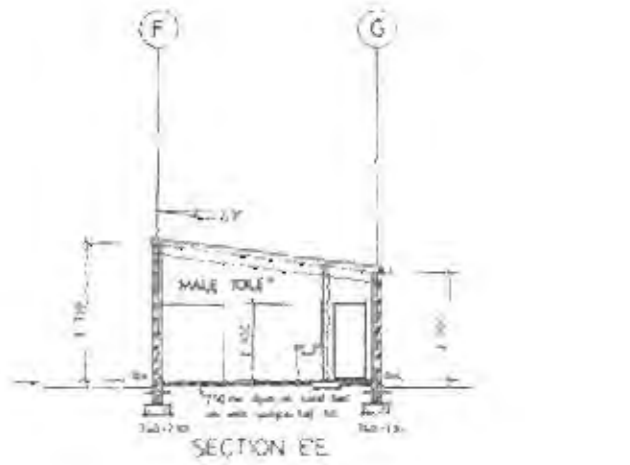
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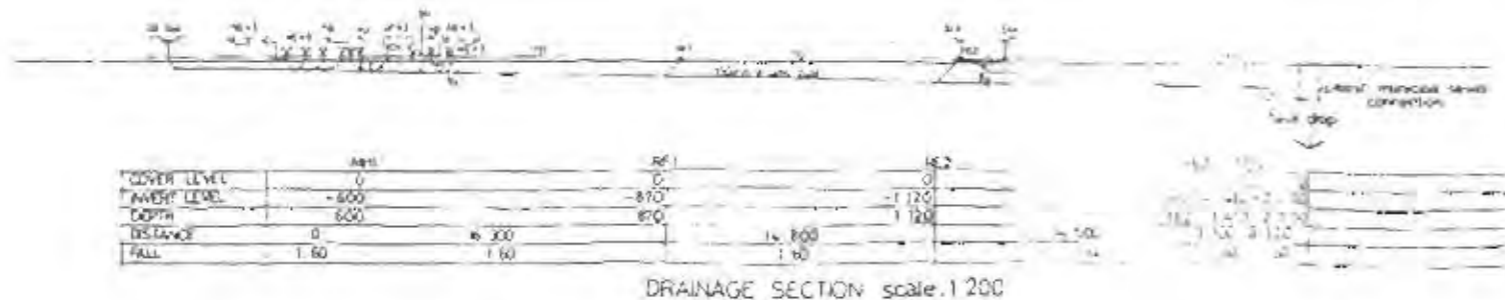
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SECTION CC



SECTION EE



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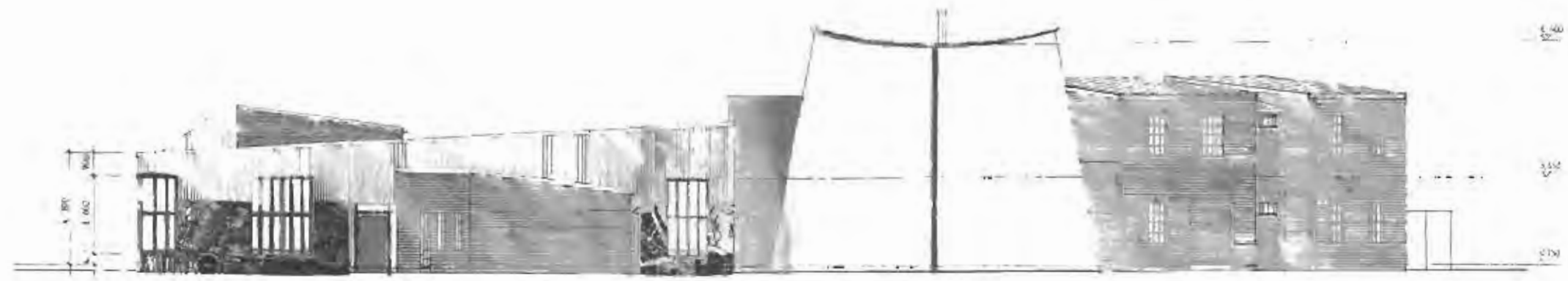
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GUGA S'THEBE ARTS & CULTURE CENTRE LANGA

SECTIONS

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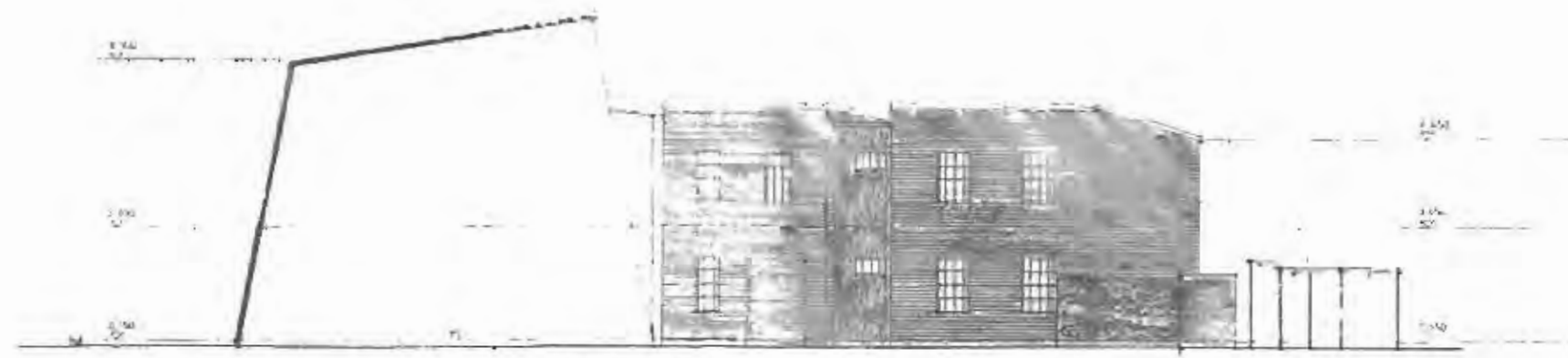
44-488 147 MADIBHELA AV. WILDENBURG, CT. B. 601
TEL 461278 FAX 461959



NORTH ELEVATION



EAST ELEVATION



WEST ELEVATION



SOUTH ELEVATION

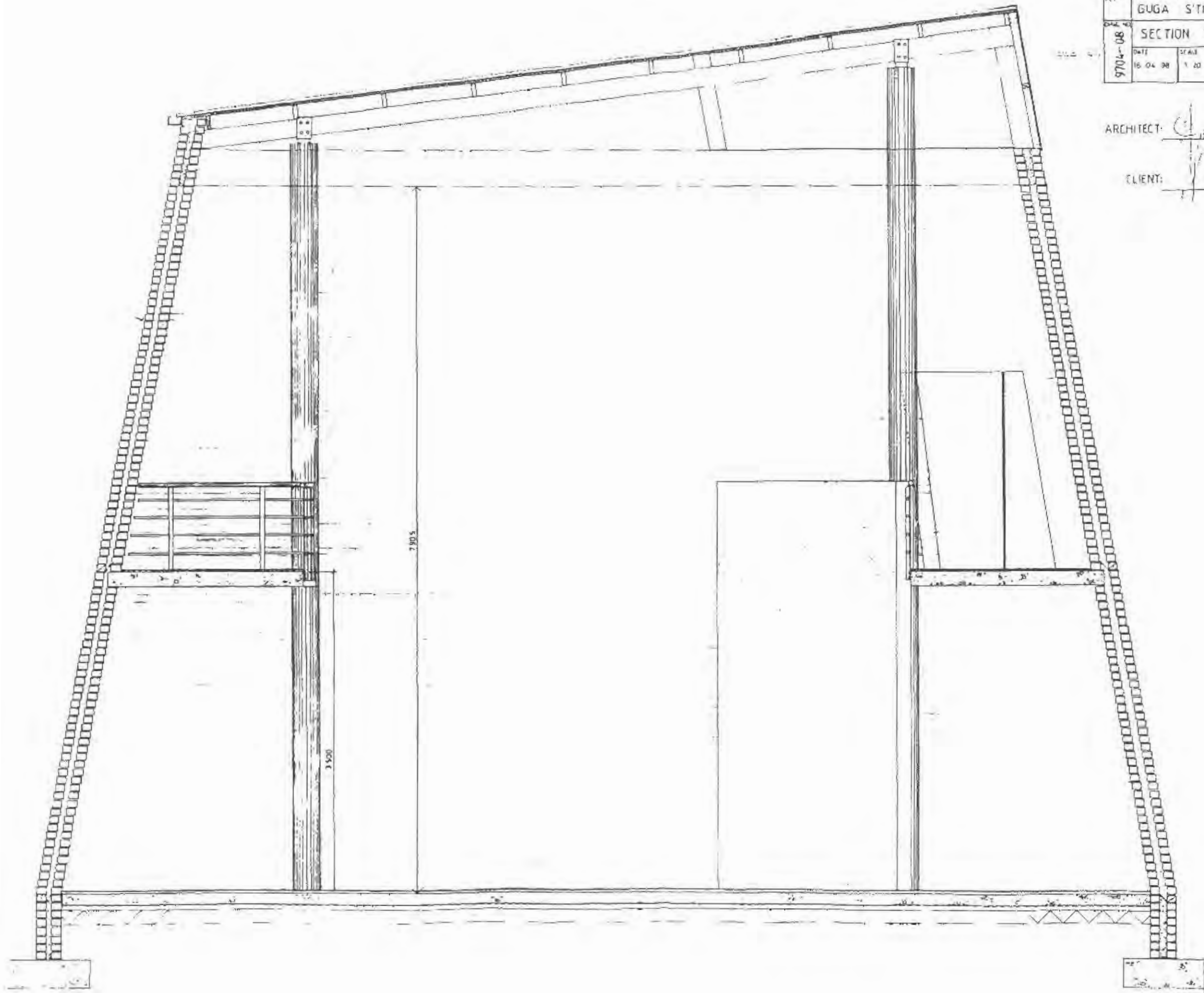
OUGA S'THEBE ARTS/CULTURE CENTRE			
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Scale	Drawn	Date	ES STUDIO ARCHITECTS
1:100	KS	0199	42 VREDENHOF AV, WREIDENHOF, C.T. & CO.
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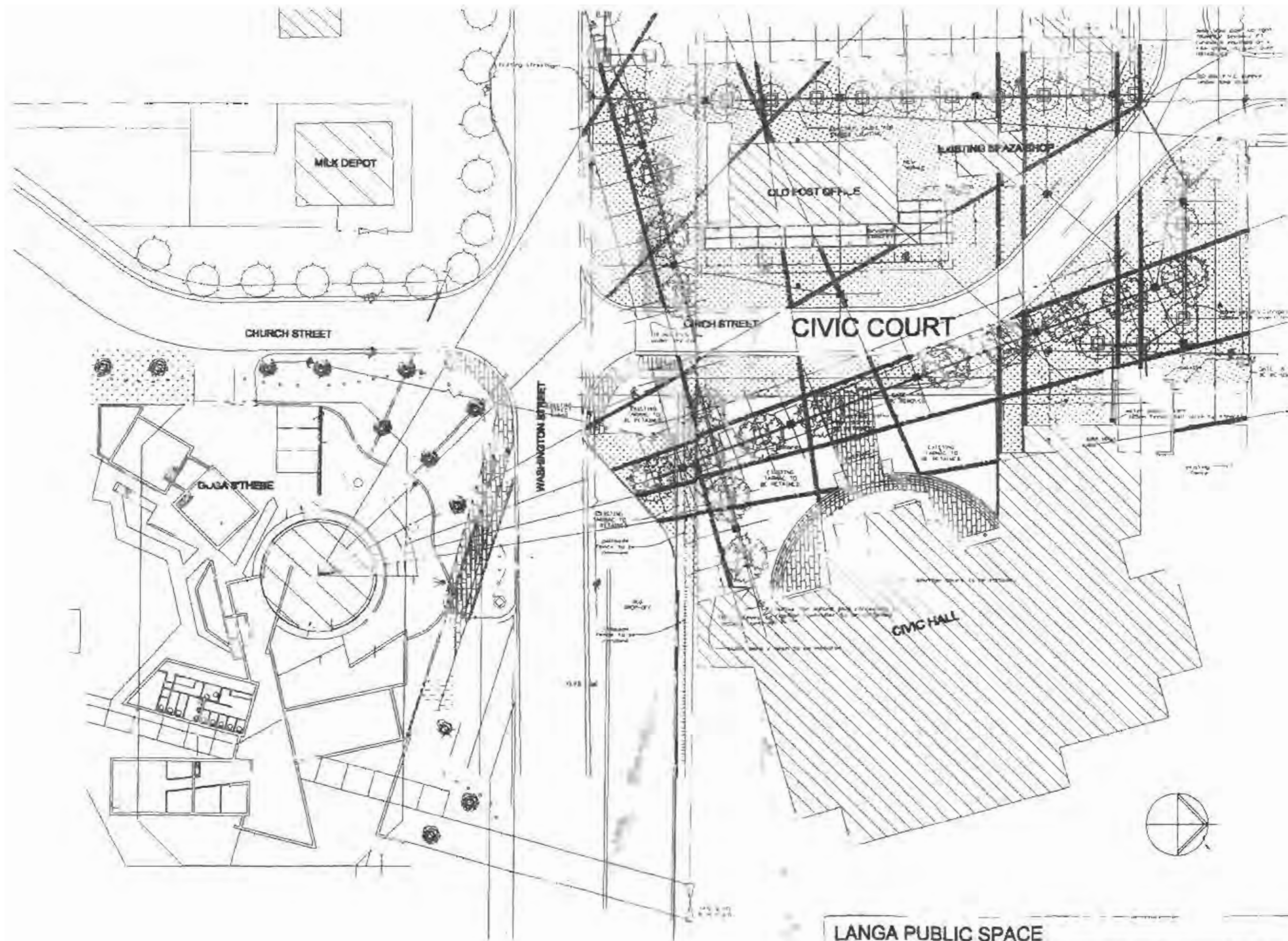
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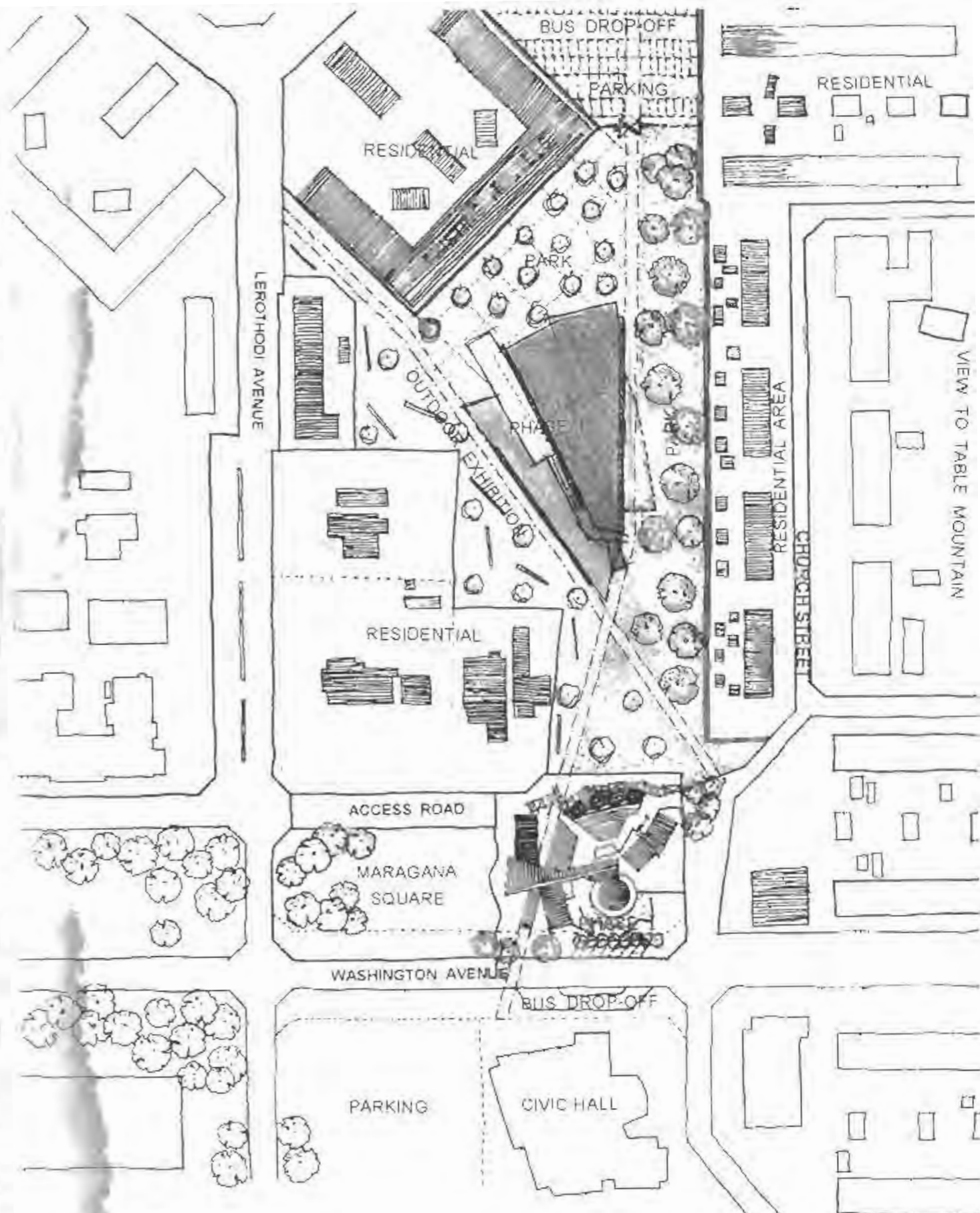
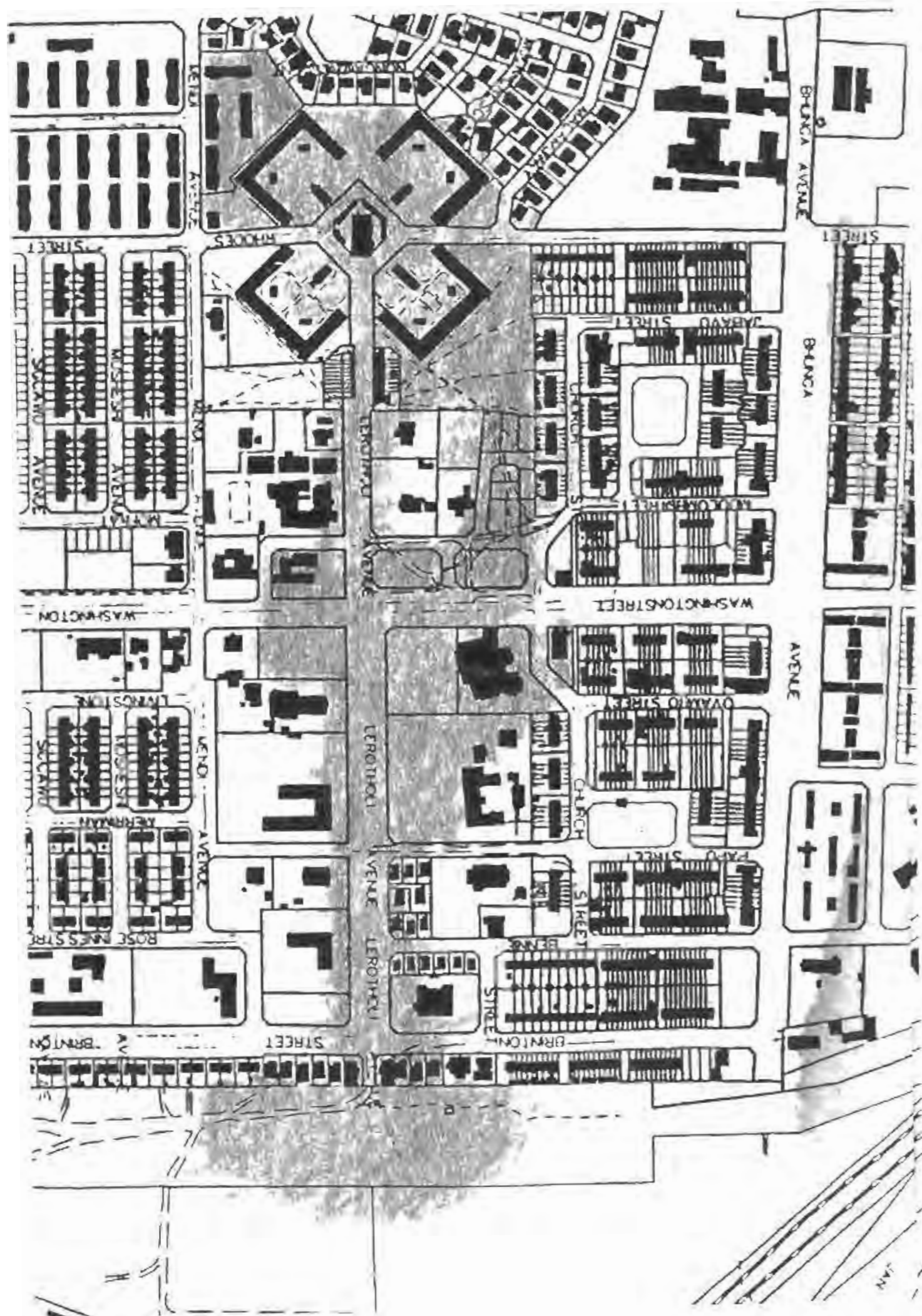
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LANGA PUBLIC SPACE			
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GUGA S'THEBE ARTS & CULTURE CENTRE, LANGA

MASTERPLAN

DATE	DRAWN	SCALE	CS STUDIO ARCHITECTS 42 VREDEHOEK AVENUE VREDEHOEK, CAPE TOWN 8005 TEL. (021) 461-2178 FAX (021) 461-5158
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CS-Studio Image (1;2) Architectural model and project construction



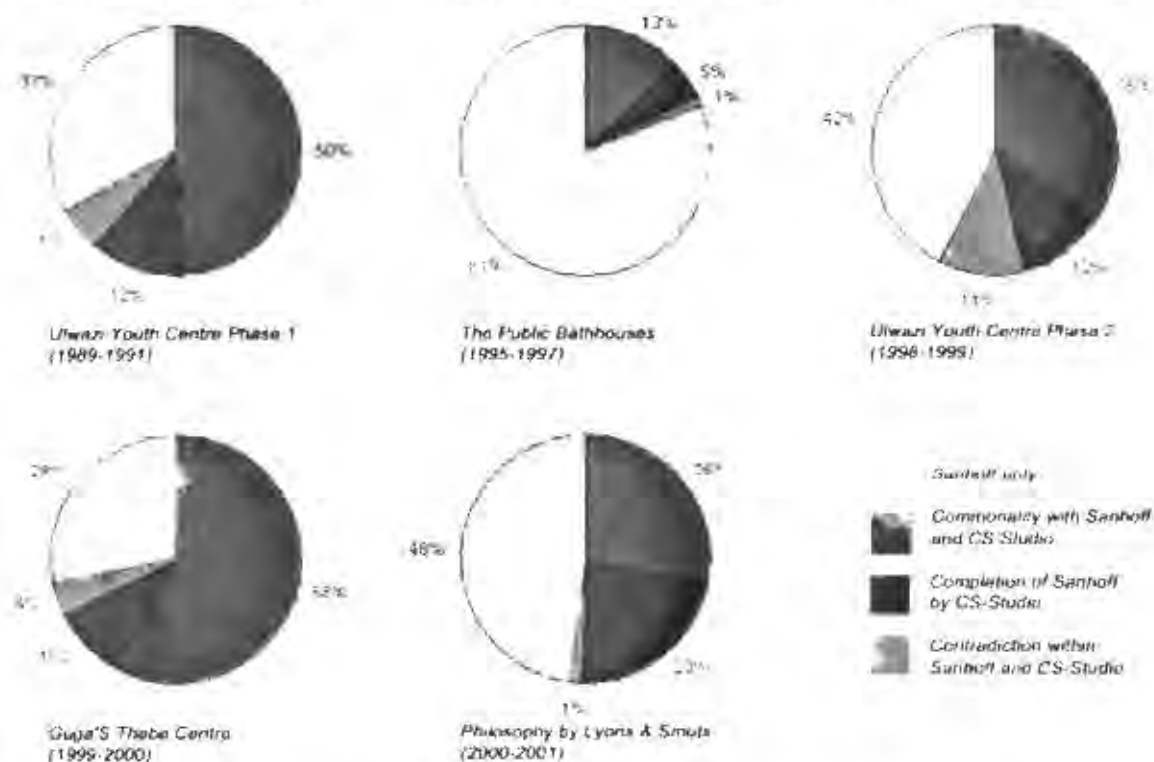
CS-Studio Image (3;4) project construction; Entrance Hall & Cone

Summary of the case study

This final comparison of the case study finding includes all selected project cases and the theory case. The graphic quantifies the findings of aspects in terms of Sanhoff, commonality, completion and contradiction by CS-Studio's philosophical and applied approach. The maximum number of aspects on the project cycle consist of 279 aspects on Sanhoff and CS-Studio's philosophy and applied approach. This number forms the scope of community participation, investigated in this study. The project cycle as a whole is quantified as 100% of all aspects. There is a variable to this diagram that is difficult to quantify. Different projects had different aspects within their approaches. Those aspects were important in one project case and in the other not even mentioned because of being not appropriate to apply. Therefore the researcher of this study decided to take the maximum of aspects and middle them between the project cases and accept these as 100% for this investigation.

The intention of this graphic is not to question the appropriateness of each particular approach by Sanhoff and CS-Studio for the South African context. It identifies the differences of philosophy and applied approach in relation to each other and to Sanhoff only. The pie charts for each particular project case are ordered in chronological order. The project cases in the pie chart below are chronologically ordered and therefore differ from the order of the case study.

Final comparison of Sanhoff with the philosophy and applied approach by CS-Studio



Pie chart by author (1). Project cycle third level. Philosophy by Sanhoff / Philosophy by Lyons & Smuts / Commonalities, completion and contradiction within three project cases by CS-Studio

In project case 1, the Ulwazi Youth Centre Phase 1, 50% of all aspects of the project cycle are in common between Sanhoff and CS-Studio's applied approach. 12% are added within the scope project cycle by CS-Studio, 6% were contradictory and 33% were

Sanhoff's aspects. This approach is successful in terms of applied community participation as required by Sanhoff. The number of aspects, completed by CS-Studio is explained through aspects of funding and construction of the project.

At project case 2, the Public Bathhouses, 13% of all aspects were in common by between Sanhoff and CS-Studio's applied approach. 5% were added within the scope of the project cycle by CS-Studio, 1% contradictory and 81% covered by Sanhoff. This participatory approach seems not successful, in comparison to the previous one.

At project case 1, the Ulwazi Youth Centre Phase 2, 35% of all aspects are in common between Sanhoff and CS-Studio's applied participatory approach. The same amount of 12% are added within the scope of the project cycle by CS-Studio's applied approach, 11% are contradictory and 42% are Sanhoff's aspects only. In this regard the number of contradictory aspects is significant. The lower number of common aspects and the higher number of contradictory aspects are reasoned in the finding that some participant's point of view was not considered in the development process of the project. This seems to have a vast impact on the whole process and the success of this project Phase. This project is in relation to Ulwazi Phase 1 less successful but in an better position as the Public Bathhouses.

At the project case 3, the Guga'S Thebe Arts, Culture and Heritage Village, 58% of all aspects of the project cycle are in common between Sanhoff and CS-Studio' applied approach. 10% are added within the scope of the project cycle by CS-Studio, 4% contradictory and 28% by Sanhoff. The number of common aspects is significant. It is reasoned that a vast number of participants were involved in the project. Furthermore, it seems that financial support by government has a high impact on the success of the community project.

The last case is the theory case in where Sanhoff's philosophy was compared with the one formed by Lyons & Smuts. Based on the sources applied for this study, 28% of both philosophy within the scope of the project cycle showed common aspects. 23% was added to Sanhoff by Lyons & Smuts, 1% was contradictory and 48% were Sanhoff's aspects. The high level of completion of Sanhoff by Lyons & Smuts explained by extensive amount of research, undertaken on community participation in South Africa. This graphic does not suggest what research outcome is more applicable. It rather suggests the amount of research and the contribution by Lyons & Smuts in relation to Sanhoff on genuine community participation.

4.7 Questionnaire analysis

4.7.1 Outcome of the pilot study of the questionnaires

First of all, the pilot study helped to identify mistakes within the interview questions. Some questions were designed to specific for any member of different sample groups listed in Appendix 1. Several questions needed to be added, as question 20 to 25, in order to gather information on the acknowledgement of the firm CS-Studio amongst the members of different sample group.

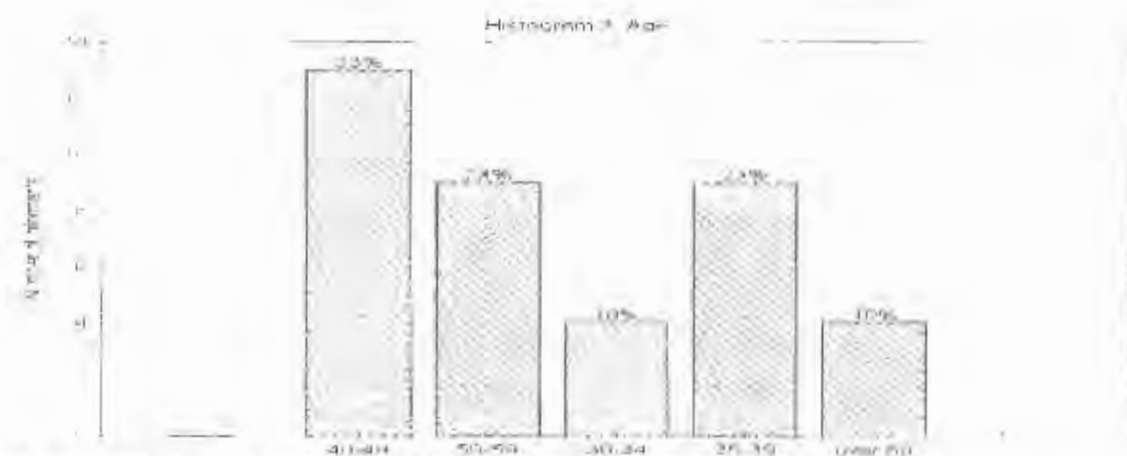
The major finding however, was the one particularly on question 16 to 19. In the case that the informant was involved in only one of the selected project cases, the questionnaire asked questions of very specific nature on this particular project case. On the contrary to the case that an informant was involved in more than just one of these project cases. In this case, the given information became in precise because the informant had to mediate between the different situations of these cases. Therefore, the on qualitative data based interview serves as a source to gather data on each particular project case by the informant who was identified as an 'hot spot' in relation to the projects in Langa Township by CS-Studio architects.

In general the informants of any sample group had no difficulties to respond to the asked questions. They rated the questions as being easy understandable and appropriate for the objectives of the research.

4.7.2 Outcome of the questionnaires of Section 1. Personal Information

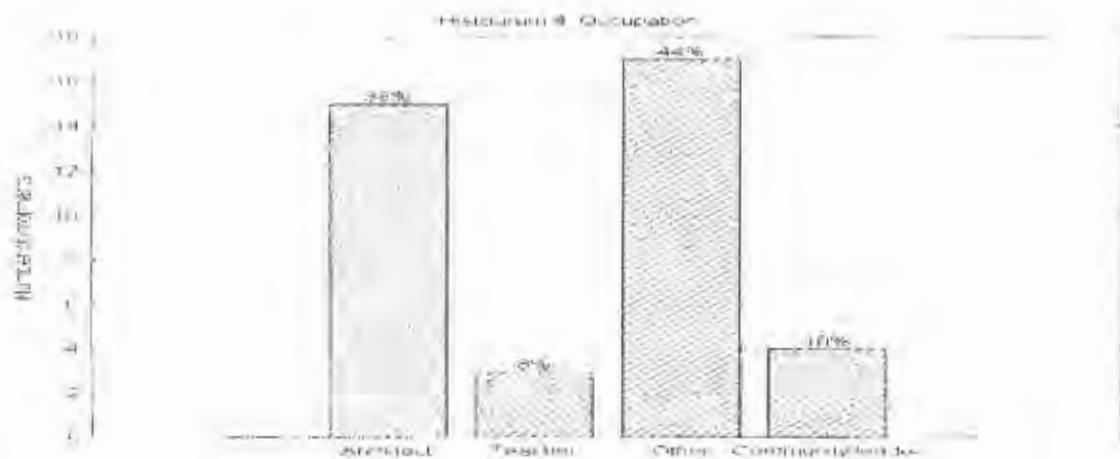
The following analysis concentrates on the, in my view, essential questions. Therefore only a selection of histograms on Section 1 'Personal Information' is illustrated in the following analysis. The other less important histograms are attached in Appendix 3.

The questionnaire was addressed to 65 informants and was answered by 39, which is a response rate of 60%. Of this percentage rate, 33% were females and 67% males. Amongst the 39 informants, 62% were 'black' South Africans, 36% 'white' South Africans and 3% were 'white' non South Africans (Histogram 1 and 2; Appendix 3).



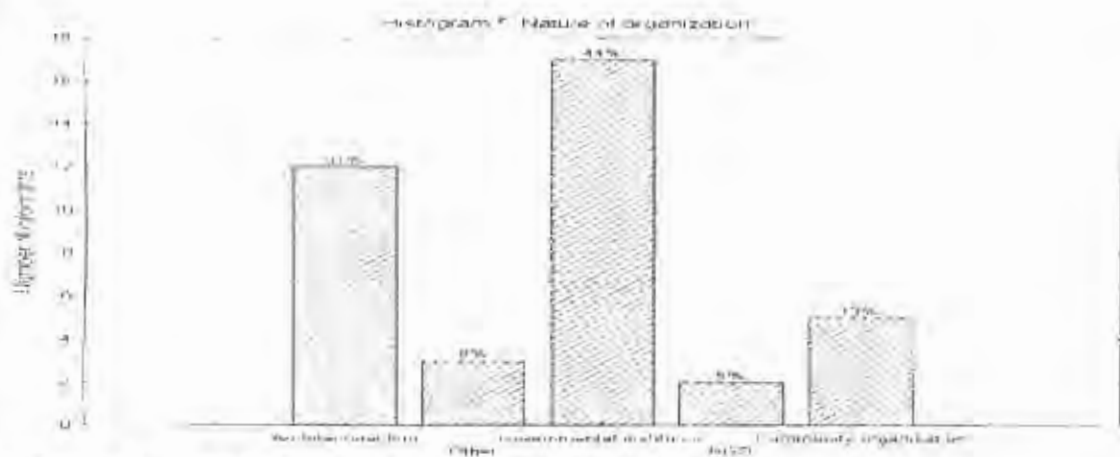
Histogram 3: Age of respondents

The age of the respondents covered a range between 30 to 60 years. The majority of the respondents were in the age of 40 to 49, accompanied with and equal respondent rate of 23% of 35-39 and 50 to 59 year olds (Histogram 3).



Histogram 4: Occupation of respondents

The occupation of the majority of the respondents was categorized with 'other', which is not surprisingly in this study. Many of the consulted community participants were in other positions that were not captured by the categories of the questionnaire. Many informants that were community activists are holding a management role at the city council, the Langa Development Forum, the Department of Social Services. Surprisingly, no one of the informants described its own position as community member. It appears that people relate themselves to certain positions within an organization. This investigation did not identify any informant that belongs to the category community member. Many informants were that were involved in CS-Studio's project cases were elected into management positions, either in the Langa development Forum or the City of Cape Town. That explains that the category 'other' holds the highest percentage rate of 44%. The category 'other' describes mainly the following positions: Client representative, city manager, administrator, project coordinator. Followed by 38 % of architects that were consulted, 'observing' the participatory approach by CS-Studio (Histogram 4).



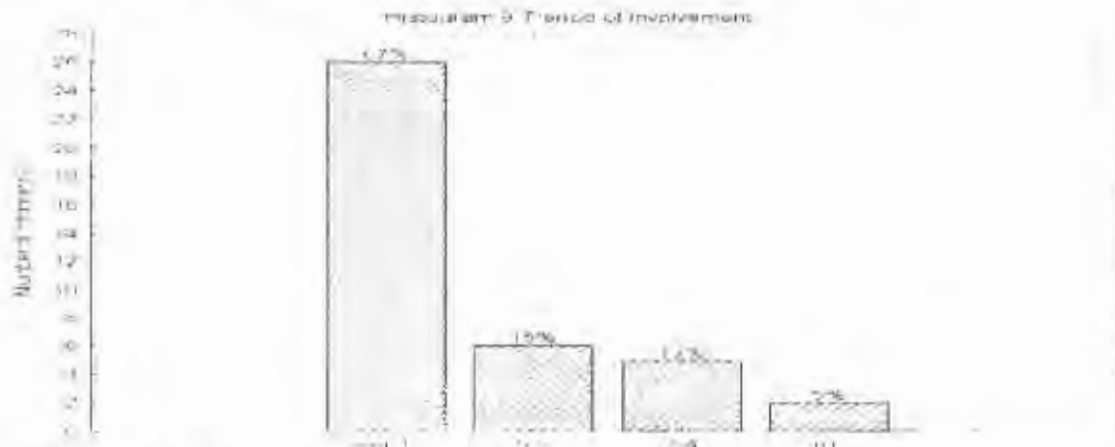
Histogram 5: Nature of organization respondent works for

As already mentioned, it turned out that many previous community activists were employed in other fields. The questionnaire determined that 44 % of the informants are currently working for the local government, 31% for an architectural firm and the rest of 26% for an community organization, NGO or 'other' institutions (Histogram 5).

The organizations, the informants work for are to a rate of 64% located in Cape Town and to 21% in Langa Township. Other organizations were located in the Cape suburbs or on the Cape Flats (Histogram 6; Appendix 3).

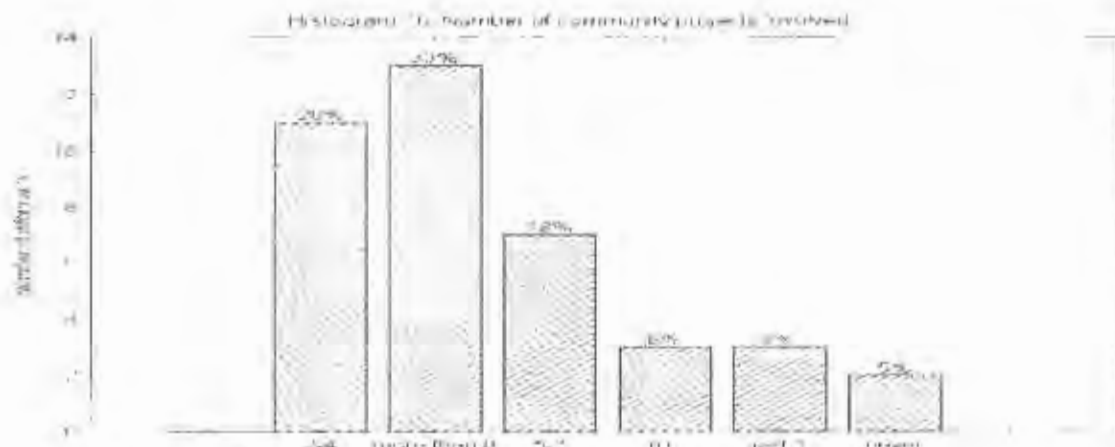
A rate of 62% of the category of more than 8 employees was recorded, followed by 13% of 5 to 7 employees. 21% recorded less than 4 employees (Histogram 7; Appendix 3)

97% of the informants were involved in community projects. The outlasting 3% are reasoned because of the category of the 'observer', were academics, not actively involved in community participatory projects, were consulted because of their theoretical basis of knowledge on that topic (Histogram 8; Appendix 3). The concept of the 'observer' is explained in Appendix 3.



Histogram 9: Involvement in community projects

A majority of 67% of informants were involved in community projects over than years. It was determined certain informants had experience in terms of community participation up to 29 years. 15% were involved for 5 to 9 years and 18% less than 4 years or did not respond to this question. The high experience in community participatory practice indicates high potential for further research in that field for South Africa (Histogram 9)



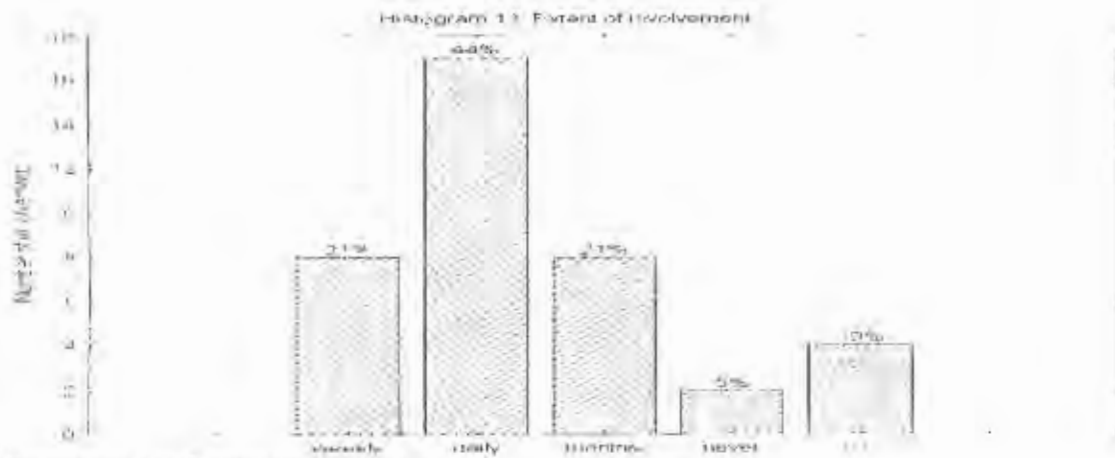
Histogram 10: Involvement in community projects

The high rate of community involvement explains that the majority of informants of 33% was involved in more than 8 community projects. The maximum was named with up to 100 projects. 18% were involved in 5 to 7 project, followed by 28% involved in 2 to 4. Only 5% were never involved, which is explained by the fact that non practicing academics were consulted as observer for the participatory approach by CS-Studio (Histogram 10).

The majority, 44% of consulted informants called themselves as very experienced. Followed by 23% that called themselves experienced. 28% did think they were adequately and basic experienced (Histogram 11, Appendix 3).

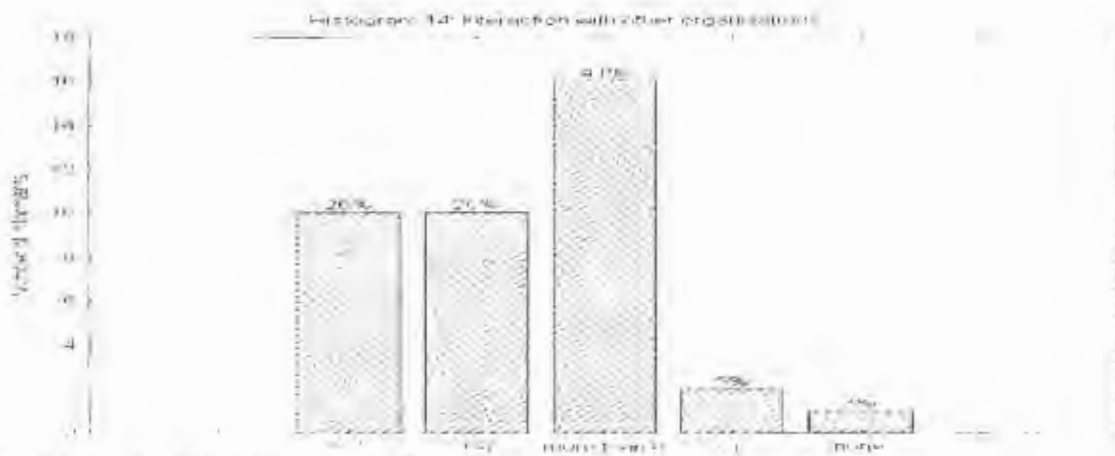
33% percent of the informant's organization employ more than 6 persons that are working on community participation projects. Followed by 28%, were 1 to 2 persons are

currently working on projects in Cape Townships. The outlasting 39% is split equally into 3 to 5 persons that work on projects in other Cape Townships, no person involved and no respond to the questionnaire (Histogram 12: Appendix 3)



Histogram 13: Extent of involvement

The majority, 44% of the informants is daily involved in community projects. Followed by 21% that is weekly and monthly involved. 5% was never involved, reasoned as explained above and 10% did not respond to that question (Histogram 13)



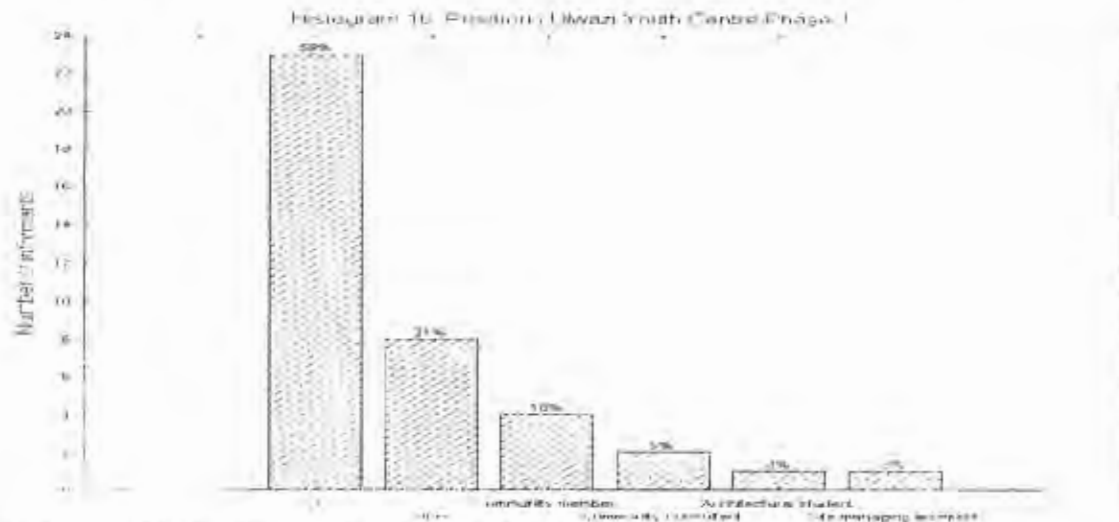
Histogram 14: Interaction with other organizations

It was determined that 41% of the informants interacted with 8 members of an other organizations because of a community project. That means that many project seem to be rooted within different parties involved, similar as in Guga'S Thebe. The equal number of 26% are interacting with another 5 to 7 persons or 1 to 4 persons on the project. 3 % do not interact, 5% did not respond to that question, reasoned as explained above (Histogram 14).

The average of interaction with CS-Studio took place on a weekly basis. The majority did interact with CS Studio on a monthly basis, 28%, and weekly basis, 26%. Only 15% percent of the respondents did interact with CS-Studio on a daily basis during a project (Histogram 15: Appendix 3).

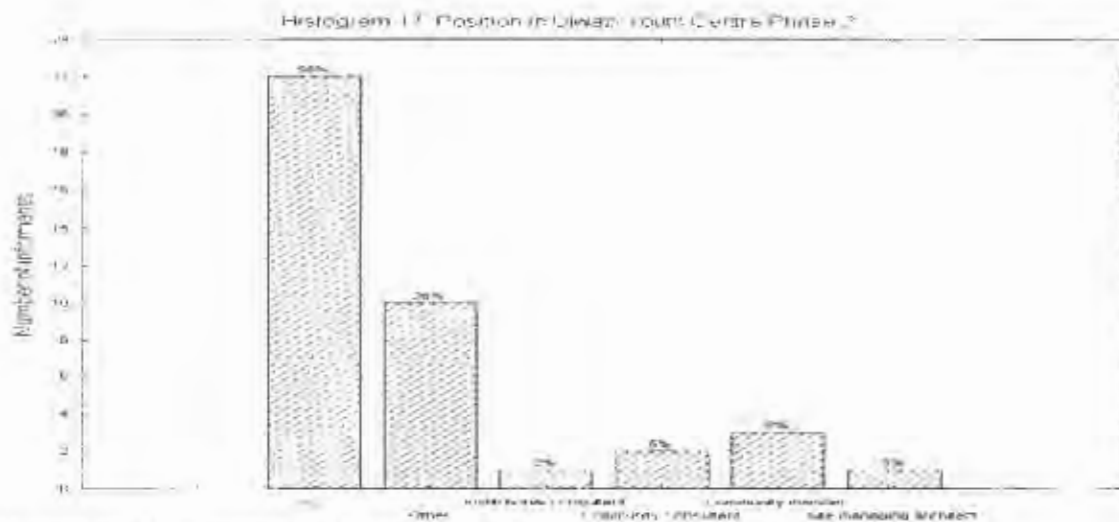
The informant's position in the three selected project cases determined the following. In all three project cases between 44% and 69% of the informants were not involved in the project. This is reasoned because of the consulted 'observers' Many respondents ticked

the category 'other'. Many informants did hold different positions in the development of these project cases. In this regard it was recorded that participants were member of the community in an earlier project of CS-Studio and later were elected into management positions for either the Langa development Forum or the City of Cape Town.



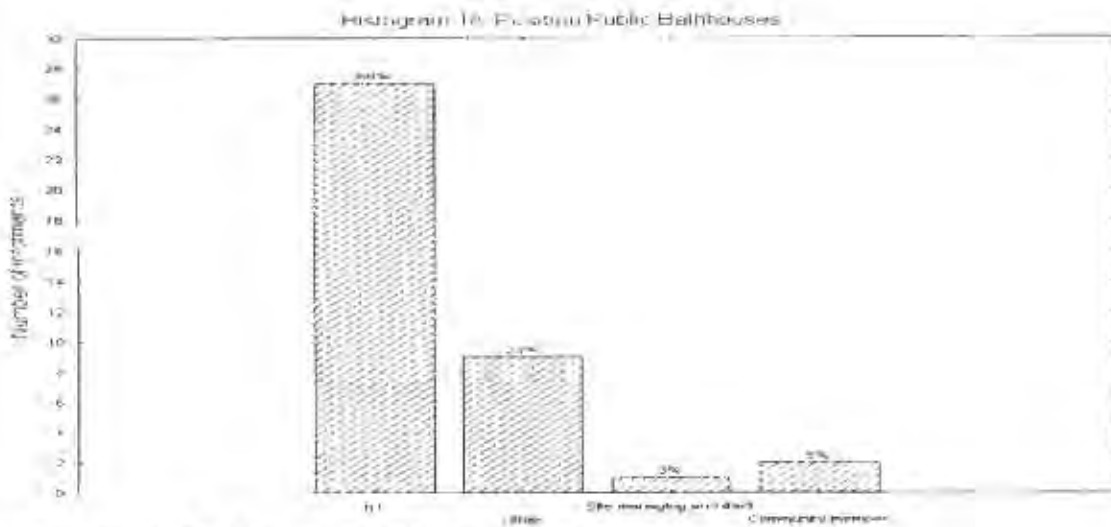
Histogram 16: Position in Ulwazi Youth Centre Phase 1

In Ulwazi Youth Centre Phase 1, 56 % of all informant were not involved, as being part of the category 'observer', 21% did belong to the category 'other', as explained above, 10% were community members, followed by 10% being community members, 5 % community consultants and 6% part of CS-Studio (Histogram 16).



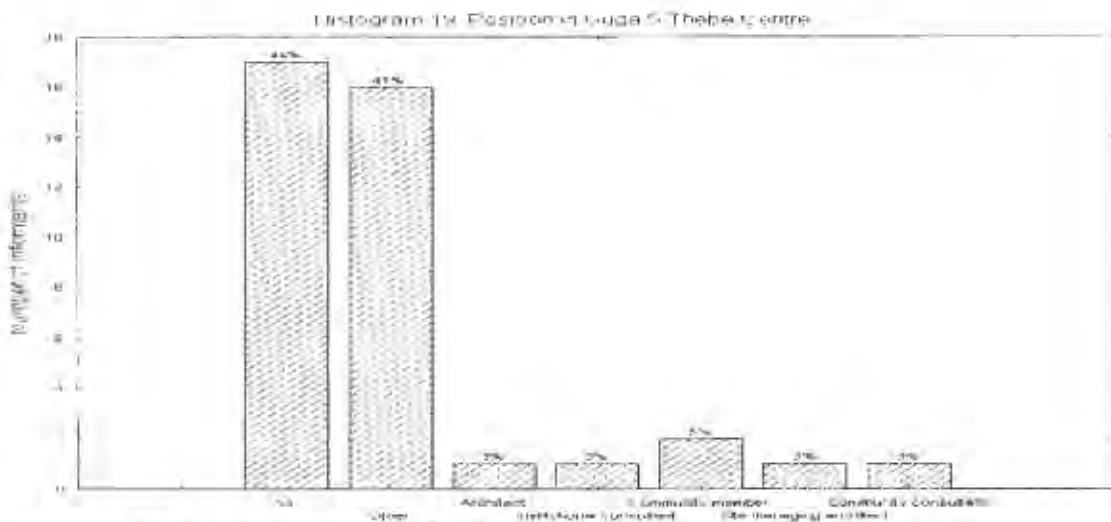
Histogram 17: Position in Ulwazi Youth Centre Phase 2

In Ulwazi Youth Centre Phase 2, 56 % of all informants were not involved, as being part of the category 'observer', 26% did belong to the category 'other', 8% were community members, 5% community consultants and 3% institutional consultants and the site managing architect. It seems in comparison to Ulwazi Youth Centre 1 that a rising number of other organizations was involved and less participants of the community (Histogram 17).



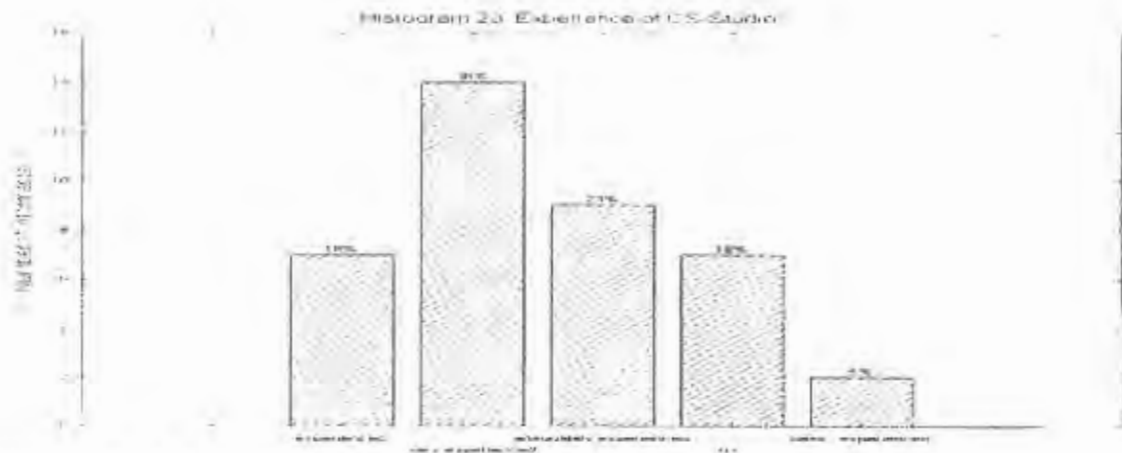
Histogram 18: Position in the Public Bathhouses

In the public Bathhouses, 69 % of all informants were not involved, as being part of the category 'observer', 23% did belong to the category 'other'. 5% were community members, 3% indicates the involvement of the site managing architect. Compared to ULwazi Phase 1 and 2 it that less community members were involved in the process and in comparison as high number of other organization's members, mainly from the city. That would explain that the facility was run by the municipality (Histogram 18).



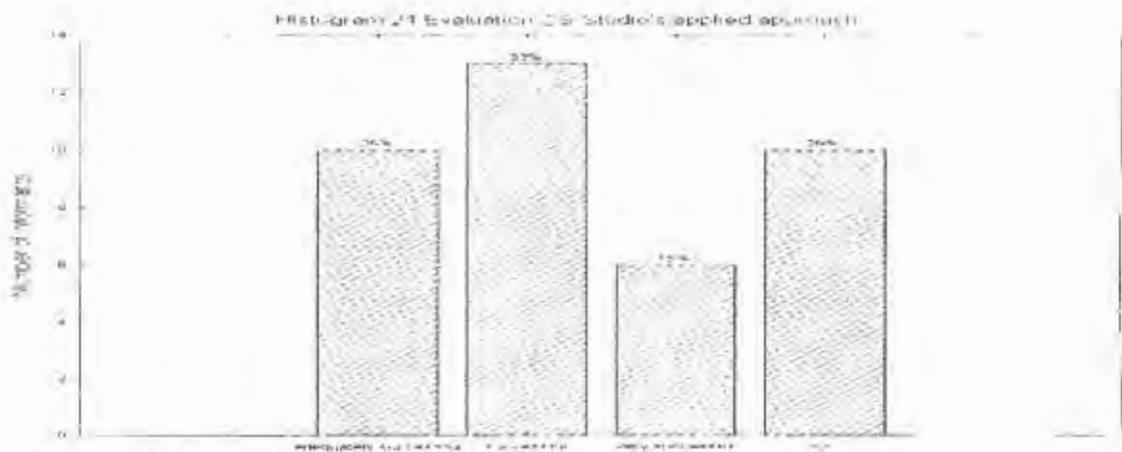
Histogram 19: Position in Guga'S Thebe Arts, Culture and Heritage Centre

In Guga'S Thebe, 44 % of all informants were not involved, as being part of the category 'observer', 41% did belong to the category 'other', 5% were community members, 3% were the architect, institutional consultant, the site managing architect and the community consultant. This diagram indicates that many other organizations besides the Langa community were involved in the process.



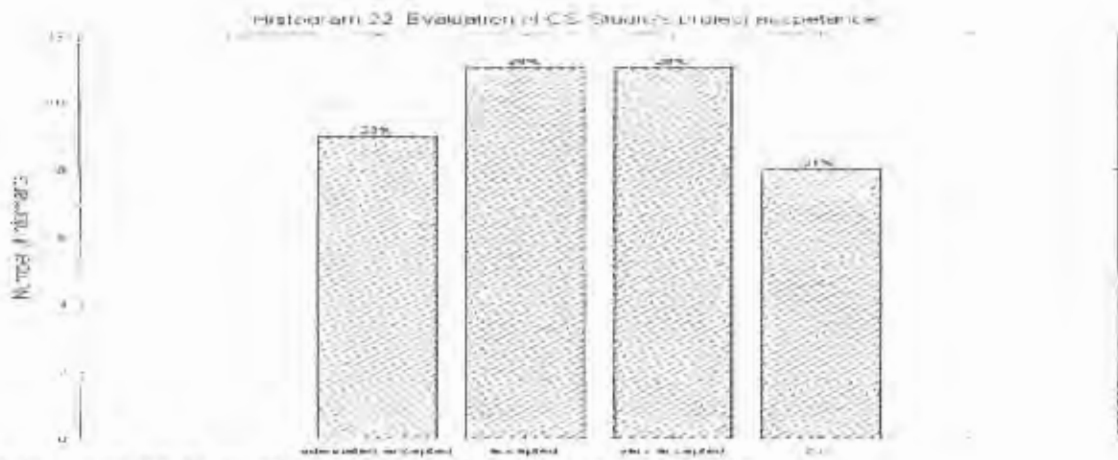
Histogram 20: Evaluation of CS-Studio's experience

The majority, 36%, evaluated CS-Studio as very experienced in terms of applying community participation. 18% described the firm's approach as experienced and 23% as adequately experienced. 5% found that the firm holds basic experience and 18% were not responding to that question. Reason for non responding was either lack of knowledge or refusal (Histogram 20).



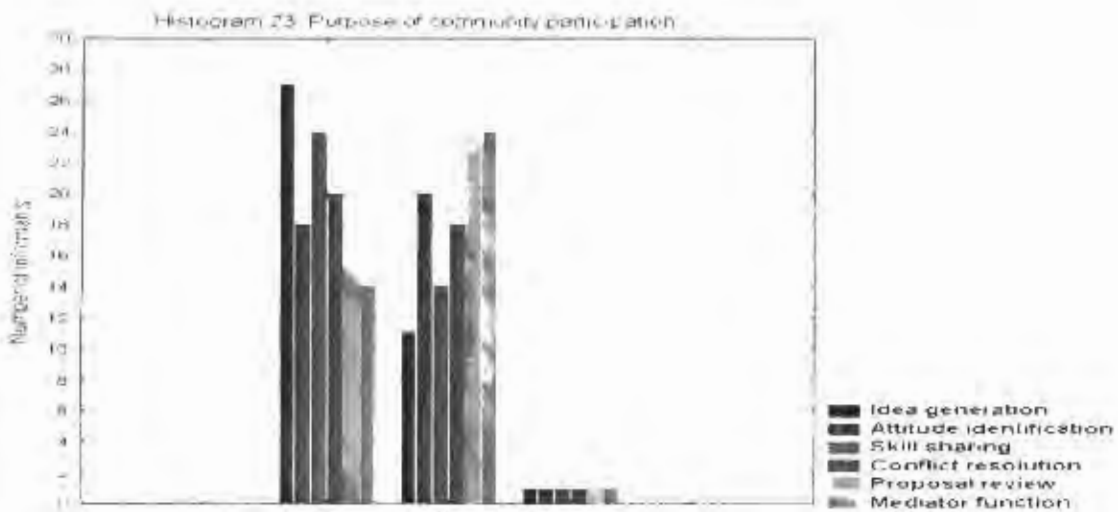
Histogram 21: Evaluation of CS-Studio's applied approach

The majority, 33%, described CS-Studio's approach as successful. 15% as very successful and 26% as adequately successful. 26% did not respond to that question. Reason for non responding was as explained above (Histogram 21)



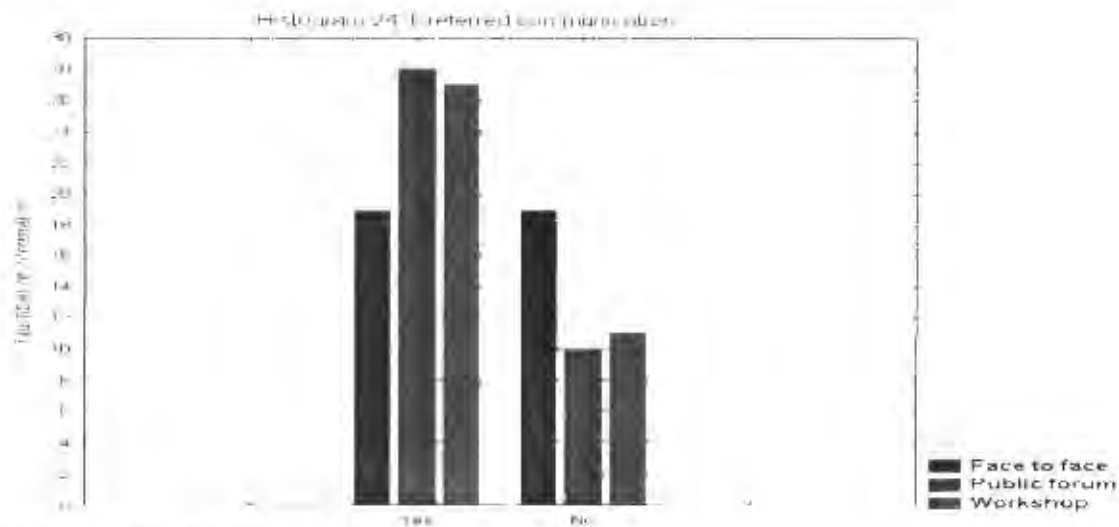
Histogram 22: Evaluation of CS-Studio's project acceptance

The majority of informants, 28%, found that CS-Studio's are either very accepted or accepted by the community. Whereas 23% found them adequately accepted, 21% did not respond because of the above mentioned reason (Histogram 22).



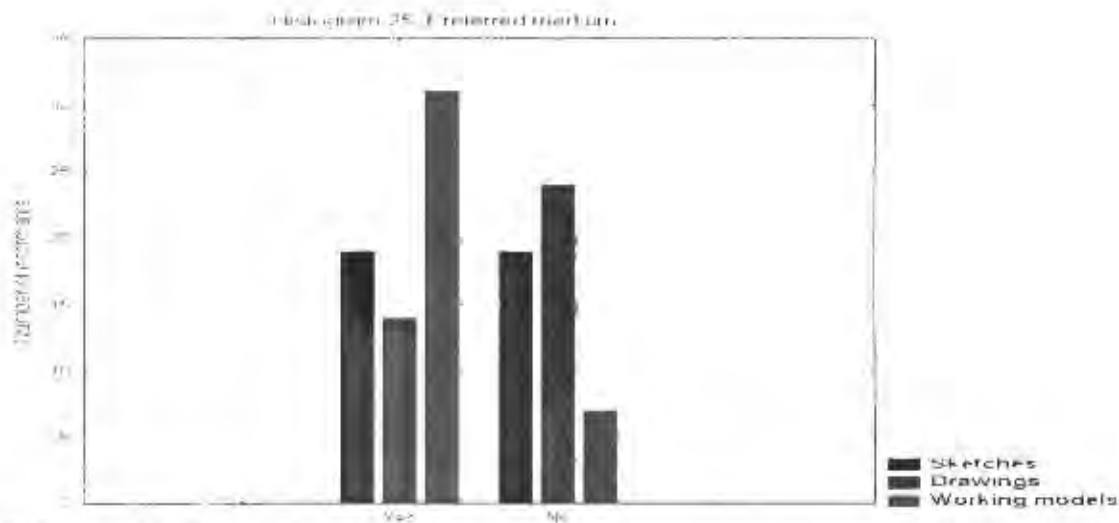
Histogram 23: Purpose of applied community participation

The majority of the respondents referred to idea generation as purpose of the applied community participatory approach by CS-Studio, followed by the sharing of skill, conflict resolution, the identification of attitudes, to review a proposal and to function as an mediator (Histogram 23).



Histogram 24: Preferred communication

The preferred form of communication was through collective public forums, followed by workshops and individual face to face interaction.



Histogram 25: Preferred medium

The preferred and easiest medium to understand were working models. It seems that sketches are not necessarily understandable for any participant of any sample group. Drawings were reported as being difficult to understand. The content of architectural drawings is mostly complex and therefore not necessarily understandable for somebody who is not skilled in that area.

Substantiation of findings

Outcome of the questionnaires of Section 2. Personal views on community participation

Personal opinion on the process

Besides 8% that disagreed of have been consulted, 92% of all respondents either strongly or agreed on have been consulted in the process. The same result counts for the involvement in the process. 59% of all respondents strongly agreed and 41% agreed on of having contributed to the process. 45% strongly agreed and 42% agreed that they were involved in the evaluation of the process. Only 4% disagreed and did not respond to that question. The majority of the respondents 88% understood their role in the project.

Discrepancies between respondents was identified whether training was performed in terms of community participation. The same number of respondents 45% did not agree on that aspect as the once that stated to have received training. In this regard it is significant to mention that the majority of 'black' South Africans stated to have received training, were the majority of 'white' South African males and females did not. This could be reasoned in the fact that the in 'black' community collective action is an aspect that is encouraged politically by 'black' parties.

The majority of all participants 87% felt supported during applying community participation by other members. The same rate was applicable for the gain of confidence and skills out of the process. This counts for the efficiency of the individual, based on own skill, to apply community participation. The majority of all respondents felt that the deadlines allowed for enough community participation.

A higher level of variety was determined on if the leaders treated other team members as equals in the decision making process. 41% and 29% strongly agreed and agreed in this regard. 24% of 'white' and of 'black' South Africans strongly disagreed in this regard whereas 8% did not wanted to respond to that question. It seems clear in a quantitative way that the majority felt treated as equals, but it has to be pointed out that 1/3 of all respondents felt not as equals during the process.

The majority of 96% of all respondents stated that the aspects of responsibility were clearly defined within the process. It was felt that the community was adequately involved in the setting up the brief for the project. 67% of the respondents felt that their diversity of skill did contribute to the project. Whereas 12% disagreed and 28% were uncertain in this regard.

Discrepancies were determined in the number of participants that were taking part in the process of the project cases. 62% did respond positively to the question, whereas 16% were uncertain and 21% disagreed. That indicates that the number of participants was enough for the majority of respondents but that it seems that there is a uncertainty existent that suggest that it could have been more participants involved.

The majority of respondents 70% replied that the community had control over the project, whereas 20% were uncertain and 17% disagreed in this regard.

Participants

The majority 67% of the consulted persons replied that participants were committed to work towards the goals of the project, whereas 12% were uncertain and did not agree with this aspect. The majority of respondents agreed that unskilled workers were involved in the construction of the process.

There was a high level of variety found in the replies of unskilled labor involvement in the site management. 50% of all respondents disagreed with that aspect, whereas 25% was uncertain and 25% agreed. The uncertainty could be reasoned that respondents were

4.7.3 Enrichment and vulnerable aspects of the project cases

The questionnaire was categorized by race and gender, as this plays a significant role in South Africa. The questionnaire aims to determine if there are any differences or tendencies related to race found in terms of community participatory practice. The categorized histograms in Appendix 3 show therefore 3 diagrams for answers by females and 3 for males. Those diagrams are subdivided into 'black', 'white' and 'white' non South African. The following question were answered by informants who were actively involved in the three selected project cases, the observed. The ones not involved, the observers, had to skip to question 63 'During apartheid, before 1994'. The following numbers of respondents is therefore related to those 24 respondents, which represent 100%, who were directly involved in the project.

The questionnaire determined the following significant findings. First, there seemed to be a lack of clarity about whether training was performed for participants in applying community participation. The same amount of respondents agreed and disagreed on that aspect. Second, 1/3 of all respondents felt not being treated as equals by their leaders during the decision making process. Third, the half of all interviewed disagreed with that aspect that unskilled participants were involved in managing the project's site. Fourth, almost the same amount of participants stated that they were and were not encouraged by another organization to apply community participation. Fifth, similar results determined the 3 questions on funding that indicates that the aspect on funding is not clear for many participants.

Questions on the situation in Langa before 1994 determined findings. It seems that there is a high level of uncertainty amongst planning professionals in terms of the historical, social and economical situation in Langa Township. On statement on the former planning conventions in Langa Township at least 1/5 of all consulted participants were uncertain about that matter.

1/5 of the respondents felt that the community is not in charge for the decision making process. That meets the result of 1/2 of the respondents that stated that planning decisions are made by local government. It appears that there are different viewpoints existent amongst participants. In this regard it is significant that mainly 'black' South Africans agreed on that statement. A similar finding was determined in terms of guidance of the project by government. It was determined that 1/3 of all respondents disagreed with that aspect. A high level of uncertainty was determined of the existent of a NGO in Langa Township.

A high number of uncertainty was determined on the aspect if some of the architecturally designed buildings are not accepted by the community. The majority agreed on that aspect, whereas a high level of uncertainty was recorded, which confirmed the assumption of the need of more clarifying studies in this regard. Furthermore, the transparency of governmental strategies was questioned by many respondents.

surprised about that question and wondered if it would be a requirement of community participation.

On the question if CS-Studio does apply community participation more efficient as other firms, 50% of the respondents were uncertain, 41% agreed and 9% did not agree.

Leadership and internal relations

The majority 86% of the organization leaders was committed to apply community participation. A marginal number disagreed on that aspect. 87% of all respondents replied that other people of the organization were committed to apply community participation. The bulk of 80% of all respondents answered that the responsible person for community participation was sufficiently skilled. That includes the facilitator of workshops as well as community leaders. 78% did respond that it was easy to communicate with team other organization's members and only 8% did disagree in that aspect. The majority 81% of all respondents agreed that common knowledge on community participation enables easier communication on the project.

A higher level of variety was found in the answers of the question of equality between team members and leaders. The majority of 63% felt that there was equality existent, whereas 24% disagreed on that aspect and 8% were uncertain about it. That indicates that 1/3 of the respondents felt that there were tendencies of non equality within or during the process.

57% of all respondents replied that there was equality between professionals and leaders on the site of the project, whereas 24% were uncertain and 21% disagreed on that aspect of the projects.

4.7.4 Outcome of the questionnaires of Section 3. External factors in relation to the projects by CS-Studio

External relations

The bulk 47% of all respondents responded that another organization did encourage for teamwork, 37% did not agree on that aspect. This could be reasoned in the fact that many organizations are not used to apply community participation and therefore were encouragement by another organization. On the other hand, especially in the development matters in Langa there seems to be a sufficient core of people of the community that are experienced in that field.

78% of the respondents agreed that expertise is shared with another organization. A marginal number disagreed in that aspect. The majority of respondents 87% agreed that common knowledge on community participation enable easier communication of the project.

Funding

A high level of variety amongst the answers of participants was found in terms if funding given by government was enough. 50% of all respondents disagreed with that aspect, 33% agreed and the rest were uncertain. In this regard it has to be pointed out that not every participant was involved in that matter.

The answers given on the aspect of funding given by non government for the project did vary as well. 50% of all respondents disagreed in that aspect, whereas 16% thought funding was enough and the same number was uncertain about that aspect. 74% of the respondents answered that the responsible person for funding was trustworthy, whereas the rest was uncertain or did not respond to that aspect.

In terms of responsibility for the aspect of funding it was found that 37% agreed on that aspect, whereas 25% did not respond, 21% disagreed and 16% were uncertain about that aspect. It seems that this particular aspect is not clear and transparent for participants. That assumption is visible in the question of delay of payment of funds for the project. 46% of all respondents were uncertain on that aspect were 29% disagreed and 12 agreed on that aspect. This seems to count for both 'white' and the 'black' South Africans.

The sites

The majority of respondents, 76%, felt safe to work on the project sites. A marginal number was uncertain and did not respond to that question. Security on the building sites during construction was given for 75 of all respondents. A high number of uncertainty does exist on that aspect, which could be that not all participants are informed of the project's process until its completion.

During apartheid, before 1994

The following numbers of respondents is related to all 39 respondents, which represent 100%. Those are part of the ones directly involved in the project, the observed and the ones not directly involved, the observers of CS-Studio architects.

The question if there was government harassment on community projects was answered with high variety. The majority 40% of the respondents agreed on that statement, whereas 19% did not agree and 16% were uncertain or did not respond. In this regard it is significant to point out that the answers amongst 'black' respondents seem are holding a high level of variety, 12 respondents did agree on the statement but 7 disagreed or were uncertain.

Similar results were determined in the answers of the existence of a community based organization responsible for development in Langa Township. The majority 58% agreed on its existence but 33% either were uncertain or disagreed.

There was high agreement on the statement that 'white' authorities have been in charge of development in Langa Township. 84% did agree that development decisions in Langa were made in a top bottom decision making process, whereas 11 disagreed on that aspect. 62% agreed that community members had no right to participate in the project, whereas 14% disagreed and the rest was either uncertain or did not respond. In this regard it was often pointed out by the informant that there participation took part to a certain extent, which would explain the disagreement and uncertainty rate. The majority of informants did agree with the statement that community members had to accept what was planned for them. 20% were uncertain in terms of answering that statement. 58% responded that no 'black' Langa resident was allowed to own land. 23% were uncertain about that aspect.

The question of if community meetings were prohibited by 'white' authorities did lead into a high variety of results. 42% of all participants did agree with that statement, whereas 37% did not agree. 135 were uncertain about it. In this regard it is significant that the response amongst the 'black' population is most contrasting. 12 participant did agree on that aspect, whereas 10 did disagree and 4 were uncertain. Amongst 'white' participants 7 did agree and 3 disagree with the statement.

78% of informants agreed that inadequate public facility for health was provided by government and 14% disagreed. Similar results were determined in the question on inadequate facility for education by the former government.

The response to the question if there was a development framework by government did lead to a high level of variety of answers. 53% did not agree with the statement, whereas 25% did agree and the rest was uncertain.

The same counts for the response rate on the question if individual architects did plan for the community in Langa. The majority of 53% did agree with the statement and,

23% were uncertain and 16% did not agree. On the statement if there was informal settlement in Langa found before 1994, 79% did agree and 11% disagree.

After apartheid, from 1994 onwards

The respondents did reply to 89% that the planning policy for Cape Townships changed after 1994. 88% of participants did agree that government was setting up a community based development framework for Cape Townships. 67% of the respondents felt that the community is in charge of the decision making process. 19% were uncertain and 13% did not agree with that aspect. The number of the uncertainty is significant in this aspect.

Surprisingly 52% of the respondents did agree with the statement that planning decisions are made by government. 34% did disagree and 11% were uncertain. That stands in contrast with the statement asked before on the decision making process by the community.

The majority 54% of respondents answered that the government authority guides the project in Langa Township. 27% did not agree with that statement and 14% were uncertain. In that aspect seems to be a high level of inconsistency in terms of clarity found.

53% of the participants were agreed on the existence of an non governmental organization in Langa, 26% were uncertain, which indicates a high level of uncertainty. 68% responded that decisions are made on a basis of equality amongst participants and 18% were uncertain about that aspect. 72% of the respondents felt that the community is empowered in the project, whereas 19% were uncertain in that aspect. The majority felt that many project are founded by government, whereas 19% did not agree on that aspect. Similar results were determined for the statement that many architects design for the community in Langa. Thereby was significant that almost 20% was uncertain on that aspect. 47% of all informants agreed that many architects provided skills in Langa, 26% were uncertain and 19% did not disagree with that statement. In this regard it is significant that 1/3 of 'black' informants disagreed and 2/3 did agree.

The majority of informants agreed on the statement that some of the architecturally designed buildings are not accepted by the community. 29% were uncertain and 24% disagreed. The most significant difference in the responses lied in the ones by the 'black' community. The questionnaire determined that 13 informant agreed and 8 disagreed. The high number of uncertainty indicates that there seem to be a lack clarity in this aspect. In this regard the statement on the non acceptance of development by government determined that the majority disagreed with it and that 1/3 of the informants were not certain about it.

54% of the informants replied that participants are well informed about government strategies. 24% were uncertain and 21% disagreed in that matter. The majority 78% agreed that there have been not enough academic studies evaluating community participation in the design process. 16% were uncertain about that matter. The statement that community participation is important for South Africa's new democracy was answered with 91% of informants agreement.

4.8 Outcome of the interview

Interview representatives for the project cases

	Ulwazi youth center Phase 1 (1989-1991)	Ulwazi youth center Phase 2 (1988 – 1999)	The Public Bathhouses of Langa (1995 – 1997)	The Guga'S Thebe Arts and Culture Centre (1999 – 2000)
Mr. V. Masepe Project coordinator, Ulwazi Youth Centre Phase 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. U. Hlatshmayo Chairperson building committee, Ulwazi Youth Centre Phase 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. N. Jacobs Community activist, Guga'S Thebe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. H. Lourens Client representative, The Public Bathhouses; Guga'S Thebe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. W. Ralarala City official responsible for the Bathhouses; Guga'S Thebe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. C. Smuts Leading Architect of all project cases	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

The role of the interviewees in the list above differs for each the project. 6 in-depth interviews with 48 questions were conducted. I aimed for 9 interviews but because of change in the management of Guga'S Thebe, the previous person in charge refused to respond to the interview. The councillor of the Langa Development Forum had to cancel the interview because of the fire on the 16th of January 2005, which destroyed 1500 to 2000 Shacks and made 15000 of Langa's Joe Slovo residents homeless (Cape Argus: 16/01/2005). The third person, a major community activist in all three selected project cases, did arrange an appointment with me for three times and did not show up. However, the interviews are attached in Appendix 3 of this study.

However, the selection of interviewees did focus on major activists and is therefore sophisticated in terms of the study. The interviewees did either represent one particular project case or more than just one. The major initiator and previous project coordinator, Mr. Masepe of Ulwazi Youth Centre Phase 1, Mr. Hlatshmayo, a major project activist and chairperson of the Ulwazi Youth Centre Phase 2 and Mrs. Jacobs, the major community activist of Guga'S Thebe was interviewed. All these interviewees were responsible for one specific project case. Mr. Lourens and Mr. Ralarala were particularly involved in the project the Bathhouses by CS-Studio. As stated earlier this project was mainly undertaken by the municipality and persons in charge were therefore interviewed. Informants, involved in more than just one project, were asked on their opinion on the other project cases. Finally, Carin Smuts, the leader of CS-Studio was consulted and interviewed for all project cases.

The selection procedure considered the following criteria. First, involvement was considered through the questionnaire that identified participants that were actively involved in either one or more of the three project cases of this study. Interviewees, involved in 1 project were consulted for specific information on the particular project case. The response of interviewees, involved in more that just one project case was used to confirm statements made by persons that represent only 1 particular project case.

Second, the interviewee's sample group was considered by selecting persons of the Langa community, local authority and CS-Studio in order to gather different viewpoints. Third, the positions of these persons vary. Therefore, a range of persons of management positions to the community member on the ground was covered. The following discursive analysis of the outcome of the interview does address enrichment and vulnerable aspects of the applied approach by CS-Studio.

4.8.1 Outcome of analysis of the commonality, completion and contradiction on the third level of the project cycle

Enrichment and vulnerable aspects of the project cases

All interviewees agreed that enough time was considered, participants were committed to attend meetings and that different viewpoints were considered. Besides the case of Ulwazi Phase 2 were Mr. Hlatshmayo (01/02/2005) did point out that the building committee was excluded from the development process, which did impact negatively on the the majority of aspects of the project.

All interviewees besides Smuts (03/02/2005) and Lourens (02/02/2005) stated that the community was not involved in the generation of physical designs as drawings and working models. It is significant in this regard that all 'black' participants pointed out as having not been actively involved in the physical design generation process and the interviewed architects state the opposite.

Differences between the statements of all interviewees were found on the question of whether of participation did impact on the cost of the facility. Cost increase was mentioned by Mrs. Jacobs (14/01/2005), Mr. Ralarala (02/02/2005) and Ms. Smuts on Guga'S Thebe and the Bathhouses. In Ulwazi Phase 1 and 2 was no cost increase stated by Mr. Masepe (28/01/2005) and Mr. Hlatshmayo reasoned within community participation.

The major social barriers were announced by Mr. Masepe in case of Ulwazi Phase 1 social, economical and educational differences between the children of wealthy and poor areas, which lead to domination of the privileged over the unprivileged. In case of Ulwazi Phase 2 transparency and accountability were pointed out as major social barriers. In case of Guga'S Thebe Mr. Lourens refers to lack of communication of architectural design, language and contractor issues, whereas Mrs. Smuts pointed out that political issues were the major issue in all the project cases. In the case of the Bathhouses Mr. Ralarala points out that the fact that the Bathhouses are used by poorer community members lead to tensions amongst participants.

The increased control of community projects was seen as beneficial by the majority of interviewees. Mr. Masepe and Mrs. Smuts did mention that government interest could endanger the meeting of the communities needs. The financial support for the project itself is beneficial in terms of financial support by the municipality. Management as in case of the Bathhouse and Guga'S Thebe does not necessarily meet the need of the community.

The goals and objectives were pointed out as met in case of Guga'S Thebe by all interviewees. In terms of management Mrs. Jacobs points out that change in this regard is not beneficial for the initial vision of the community that was formed in the development of the project. Furthermore, trust was mentioned by Mr. Ralarala as not existent in the development of Guga'S Thebe. It was pointed out that the community was divided to a high degree during the development of the facility. Major issues were pointed out by Mr. Hlatshmayo in terms of Ulwazi Phase 2. It was recorded that the location of the Centre plays an significant role for the security of the project. The poorest of the poor were not incorporated in the decision making process, which encouraged vandalism of the facility.

Therefore, the Centre is not protected by its closest neighbours, which could have been achieved in case of incorporation. The same issue raises Mr. Masepe as he refers to the fact that mainly the interest of the wealthier Youth in Langa was met. In terms of the Bathhouses Mr. Ralarala responded that they were meant as a temporary facility until the community was able to afford access to hot water in their private homes. In this regard it was pointed out that vandalism against these facilities, especially the ones focus of this study, is rooted in the isolation of the facility away from the community.

Surprisingly the majority of the interviewees were not aware of the existence of a manual by the local authority. Mr. Ralarala and Mrs. Jacobs described the manual as useful and appropriate for Langa Townships.

In order to improve the process at Ulwazi Phase 1, Mr. Masepe was referred to a higher degree of involvement of parents in the development process. Mr. Hlatshmayo, Ulwazi Phase 2, referred to a higher involvement of the poorer of the poor. Mr. Lourens, involved in the Bathhouses and Guga'S Thebe, refers to guidelines for all participants, whereas Mrs. Jacobs refers to the employment of permanent staff.

All participants stated that the community of Langa is aware of its historical, social and economical environment. The exception is Mr. Maspe, Ulwazi Phase 1, who points out that only some participants were aware of that fact. This indicates that the creation of awareness increased since 1989 in where the Centre was initiated, which was mainly encouraged by the Langa Development Forum (LDF).

Aspects such as the order of discourse, dialogue encouragement, the individual's perception and the addressing of the individual's needs did not show any significant statements, besides the one by Mr. Hlatshmayo of Ulwazi Phase 2. That his response to those aspects were highly negative in terms of the process. This is reasoned in the previous assumption of this study that certain aspects have a high impact on the progress of the development process and have to be fulfilled in order to achieve a genuine process.

The decision making process was dominated by political impact in the case of Ulwazi Phase 1 and 2. It was pointed out by Mr. Masepe and Mr. Hlatshmayo that politics impacted on the internal community structure and the decision making process. In this regard Mrs. Smuts refers to financial issues that were not beneficial for the process. Mr. Ralarala refers to Guga'S Thebe where personal goals of the individual had a negative impact on the process.

Mr. Maspe points out that hierarchy amongst participants existed, the majority of staff was not skilled enough and some individuals were prioritised towards others. As major issues were referred to the distribution of power amongst the inexperienced Youth. This was stated by Mr. Hlatshmayo as the most vulnerable aspect. In this regard it was the lack of responsibility of participants that was added as problematic. In the case of the Bathhouses less hierarchy was recorded than in Guga'S Thebe. Mr. Lourens, Mr. Ralarala and Mrs. Smuts refer to the existence of hierarchy in the development process of Guga'S Thebe. It was pointed out that this aspect separated community participants from each other. Violent action was not reasoned because of community participation as stated by the interviewees, besides Mr. Lourens who states that unequal employment opportunities lead to violent action.

Mr. Lourens and Mr. Ralarala are of the opinion that the current community structure of these projects is strong enough for their management. The rest of the informants did not share this opinion.

Mr. Masepe and Mr. Hlatshmayo refer to the evaluation of the Ulwazi Youth Centre Phase 1 and 2. The evaluation does not take place on a regular basis. Mr. Ralarala and Mrs. Jacobs refer to Guga'S Thebe's evaluation, in contrast to Mrs. Smuts and Mr.

Lourens. That suggests that there are either discrepancies in understanding of evaluation or lack of transparency found with the process after the project's completion.

4.8.2 Evaluation of the projects

The following evaluation of the three selected project cases considers the outcome of the questionnaire and interview. The evaluation criteria is based on the research criteria by Lyons & Smuts *et.al.*,(1997), who define the success of an project in the following terms:

- The project was either conceived under the RDP guidelines or the GEAR guidelines
- Project has gone through the full project cycle
- Project is running, offers programmes and maintained and managed well
- Project is serving the needs of the community
- Project reflect the cultural, economical and historical situation of the site

	Ulwazi Youth Centre Phase 1 (1989-1991)	Ulwazi Youth Centre Phase 2 (1998-1999)	The Bathhouses (1995 – 1997)	Guga' S Thebe Arts, Culture and Heritage Village (1999 – 2000)
The project was conceived under the RDP principles	X		X	
The project was conceived under the GEAR guidelines		X		X
Project has applied major aspect of the project cycle by Sanhoff	X	X	X	X
Project has gone through the full project cycle by Sanhoff				
Project is running	X	X	X	X
Project offers programmes				X
Project is maintained and managed	X	X	X	X
Project is serving the needs of the community				X
Project reflects the cultural, economical and historical situation of the site				X

Table by author (11), Project evaluation of three project cases by CS-Studio in Langa Township.

Summary

The research applied the case study method in the investigation in the philosophy and three applied project cases by CS-Studio. The project cycle, developed by the researcher of this study was supportive in the analytical part of these theory and applied cases by CS-Studio.

The questionnaire and the interview was used for the following aspects. First, the collected information determined issues and specific cultural aspects that are particularly relevant for the South African context. Second, those findings were used to confirm the findings, collected from the case study analysis on CS-Studio's philosophy and applied cases. Finally, the enrichment and vulnerable aspects within the philosophical and applied approach were identified.

V. Conclusion

5.1 Summary and recommendations

The community needs to be convinced about the participatory approach and the purpose of the project. The study determined in one project case that lack of conviction amongst participants does not lead to ownership and does encourage violent action against a project. It needs to be ensured that community members are convinced on the purpose and the usefulness of a facility for areas as Langa Township

Moreover, it was necessary to achieve a strong support structure within the community in order to protect the facility of theft or violence. Ownership amongst the community in the neighbourhood of the facility encourages taking on responsibility and for its protection.

In the earlier project cases, investigated in this study, the group of participants was limited to community members and the architect only, whereas in later stages the involvement of the provincial and local government and other organizations took place. This tendency seems to be beneficial for the development of the project and for aspects of maintenance after its completion. On the other hand dominating interest by government in community participatory development in South African Townships has to be treated cautiously. The study determined that governmental interest is mostly different from the one of the community. This aspect could endanger genuine community participation in 3 points. First, to achieve the cultural refection of the community through the project. Second, to meet community's needs. Third, it could undermine the process because of South Africa's former apartheid regime that dominated development in Township areas. It seems therefore necessary to consider the opinion of the other, especially the previous disadvantaged.

In this regard it was determined that the exclusion or the non participation of participants of any sample group has a vast impact on the progress of the process. The study determined that the process as a whole suffers and gets undermined by not fulfilment of this aspect.

The working conventions within the RDP and GEAR principles seem to make a contribution to work against the former planning principles of the apartheid system. In this regard it needs to be pointed out that principles of the Langa Development Forum, the municipality and the National White paper contribute and complete those principles. Therefore, it seems to be useful to consider these sources in the planning process of the project.

Empowerment of previous disadvantaged has to be considered carefully. One project case of this study determined that power in terms of management was distributed to inadequate experienced participants. Intensive training, education and transfer of skill was identified as necessary requirement in order to ensure success for development in social and economical areas as Langa Township.

It was determined that main issues are reasoned in conflict and finances, which are essential aspects that have too be managed in order to ensure a genuine community participation process. Responsibility for that aspect has to be considered cautiously in an by poverty affected environment as Langa Township. Accuracy and honesty are crucial to ensure the successful management of this aspect.

Social barriers amongst participants of different races seem to be an common issue that affects the process. The study identified 4 reasons for the existence of social barriers amongst participants. First, the participants may feel disadvantaged because of holding less power than others. Second, participants might have educational, social and language disadvantage in relation to others. Third, reasoned in the former apartheid system, the participant might be used of not being asked or involved adequately. Fourth, racial issues were determined, were one race group saw themselves in a superior position towards the

other. In this regard it needs to be considered that especially elders and the women of the 'black' community are disadvantaged for educational or traditional reasons. This means for the planning process that this aspect requires special attention. Transparency within communication, management and decision making is therefore a major requirement for the successful integration of any participant in the development of the project.

The decision making process requires the decentralization of the individual. In case of involvement of participants of different sample groups it seems to be useful that a detailed plan of action is worked in order to arrive at consensus on the development and use of the facility. This method achieves the integration of different viewpoints and does encourage for discourse in the development process.

The study determined that participants were not actively involved in the generation of physical designs. The design was shaped through discussions around the collectively generated brief of the project. This aspect of community participation is seen as critical, as it endangers the misunderstanding of spatial development by participants. As this subject requires mostly 6 years and at least 3 years of intensive study, it suggests that this working method is vulnerable in the South African context. It seems that the focus of any participant of any sample group lies on the building of social capital rather on the esthetical component of the design. In this case it would suggest that the architect, the expert, does not have to change its own role. In this regard the study is not clear of how to formulate the findings. The working method suggests that the approach protects the traditional role of making architecture with constant consultation of the community.

The author's own position in this regard is that the active involvement of the participants in the generation of the design does ensure its spatial understanding and the forces that shapes it. I believe that community participation's full potential lies in the physical involvement of participants in generation of sketches, drawings and working models.

Holistic planning was determined as essential for development in areas as Langa Township. Development should be integrated in the network of existing facilities. That means the social and physical interaction seems to be necessary to work against traditional planning conventions during apartheid and facilitate development. Transfer of knowledge seems to be the key to cross the social and physical boundaries that were caused by apartheid in South Africa.

Conflict and power struggle were determined as reasoned in the of lack of transparency in management, racial discrepancies and power struggle. The successful management of conflict is essential for trust and confidence formation amongst participants. Racial tension, reasoned in the former apartheid system, occurred in several cases between the Langa grass roots member and the external official. This seems to be understandable as an external advisor reminds of the way development was generated under the former planning conventions during apartheid. This aspect needs to be considered perceptively in the development process.

Power struggle affected all levels of the community participatory process. Power struggle seems to be an phenomenon that appears on a broad and narrow scale. Once it is controls systems, it controls its single units. This became true in the former apartheid system that was based on dominating power, planned and executed by its individual units. In the participation process, hierarchy, domination and power struggle is a phenomenon that occurs amongst individuals. It was determined that the political and personal interest of individuals dominated, which led to frustration and power struggle amongst participants. It seems that this phenomenon is part of human nature when people are working together.

This issue is highly vulnerable in South Africa because of the disadvantage that the misuse of power can have on the progress of a community project. In South Africa participants and previous disadvantaged participants are empowered in the development and management of community projects. Cautious treatment of this aspect seems to be necessary for 2 reasons. First, the previously by the former apartheid system disadvantaged 'black' participant in power is not used how to deal, apply and share it. Second, the 'white'

participant, previously advantaged by the former apartheid system is used to apply and use it. This pattern seems not completely eradicated of the South African society after 10 years of political change. Examples show that power, as soon as transferred to the individual is used for own benefit rather than for the collective.

Time consideration is an aspect that can endanger sufficient community participation. No adequate time investment for the identification of social and physical resources within the community and the process itself is essential to ensure a successful process. In this regard punctuality and attendance of meetings is required, which is a high demand for poor participants that focus lies on how to feed themselves.

The aspect of finances seems to be critical in an environment with a high level of poverty as Langa Township. The distribution of responsibility for finance management of finances seems to be a major vulnerable aspect of the process. The study determined that participant commitment was lacking for raising funds for the maintenance of the project after its completion. This aspect needs to be considered in the planning of the project. Funding not only for the physical building but also for social capacity building is crucial for the long terms sustainability of a project. In this regard it has to be pointed out that the responsibility of local government seems to be beneficial in terms of maintenance of the studied facilities. On the other hand it showed that funds are not always invested to meet the needs of the community.

Workshops on different topics were determined as being useful to identify existing issues inside and outside the community and aimed to address these in order to find adequate solutions. This form of spatial decision making is significant in terms of former South Africa's apartheid history where 'black' participants were not asked in terms of planning decisions on the built environment.

The identification of the project's site is essential to ensure the security and sustainability of the project. For this reason the project has to be 'rooted' in the neighbourhood. It seems to be necessary to choose area of development carefully in terms of historical, cultural and economical aspects.

In the construction process it was determined as an advantage to involve historically disadvantaged unskilled 'black' labour of the community. In this regard it has to be pointed out that this could have an impact on the workmanship.

5.2 Sanhoff's appropriateness for the South African context

The study outcome determined that participation is context specific and cannot be generalized and treated equally around the globe, even not in similar social and economical areas as Langa Township. Genuine community participation has to consider the historical, cultural and economical aspects of a community. The social and physical resources the planning conventions and regulations for areas as Langa Township impact and shape the end product. These aspects indicate that genuine community participation can only be achieved through flexibility. It seems that Sanhoff's philosophy is based on to a higher degree on an developed country context, as it excludes the aspect of participant involvement in the construction of the project. Those aspects are particularly important for the situation in developing South Africa. Furthermore, it seems to be essential for the South African context to train unskilled and previous disadvantaged community members in order to gather knowledge and skills on management and construction.

5.3 Reflection on the research

The research used a post-modern analysis and applied selected literature on current understanding of community participatory architecture. The thinking of theorists, philosophers and practitioners helped to understand the streams and forces that affect the philosophy and praxis of community participation. It helped to determine the reason for participant's behaviour during the process. The theoretical framework of Sanhoff and other theorist in accordance to community participation, served as a tool for development of quantitative and qualitative questions in order to answer the research question. The study identified aspects on commonality, completion and contradiction between Sanhoff and the philosophy and applied approach in three selected project cases by CS-Studio in Langa Township.

This comparison helped to understand the critical aspects that form genuine community participatory architecture in Sanhoff's terms in the current South African discourse. Besides the application of the case study method in this research investigation, the discussed literature on genuine community participation was used for an evaluative critique of efficacy, theory and practice in terms of community participation in architectural practice in South African Langa Township.

The study aimed to create an overview on community participatory practice in South Africa. It investigated in community participation, based on the horizontal distribution of power and gave sufficient insight into the major issues around that topic in South African Langa Township. There are aspects as empowerment and sustainability, which apply power vertically. It seems to me that the vertical distribution of power is required for an successful community participatory approach in by poverty affected areas of South Africa. It lies in the responsibility of political, sociological, psychological academic researchers to develop that topic further and to view it from different perspectives. It would be beneficial if those researchers would repeat this same study and view it from an other professional or academic point of view. A further in depth study around the internal power relations that drive community participatory development South Africa would be beneficial for the substantiation and challenge of this planning principle.

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Facilitator: Lucas Malekane

Organizational development workshop (20-21/06/1992 at Ulwazi Youth Centre in Langa,

Facilitator: Siphon Puwani

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CS-Studio files on proposals:

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CS-Studio files on regulations:

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Case study 2: The public bathhouses

CS-Studio files on funding proposals:

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Fund application, addressed to Eskom by the Langa Development Forum (n.a.)

Case study 3: Guga'S Thebe Arts, Culture and Heritage Centre

CS-Studio files on meetings:

Architect's site meetings from 20/07/1998 to 25/05/2000

General meetings from 11/12/1996 to 28/05/2001

CS-Studio files on workshops:

Organizational development workshop on the 18/07/1998

Facilitator: Sipho Puwani

CS-Studio files on diagrams:

Diagram by CS-Studio on the structure of the Langa Development Forum (LDF) in July 1997

CS-Studio files on reports:

Report April 1997 on the progress of Guga'S Thebe by the Langa Development Forum (LDF)

Working paper: What role does the Department of Culture play within community projects?, addressed to all participants

CS-Studio files on proposals:

Business plan by CS-Studio April 1997, Guga'S Thebe Arts, Cultural and Heritage Village, Application by the Langa Public Works committee (LPC) on behalf of the Langa Development Forum (LDF) addressed to Department of Social Services

Questionnaire Guga'S Thebe Arts Culture and Heritage Village on the 25/06/1997, addressed to all participants

Letter of requirement by the Department of Social Services on the 13/08/1997 addressed to any involved governmental and non governmental organization

Agreement of funding proposal between the Interim Council for Cultural Affairs and the City of Cape town for granted funds.

Rezoning application for ERF 2988,89,90, 91, 2964, 3004,5,6,7,8 and 3011, addressed to Ikapa Administration by the Langa Development Forum on the 19/12/1996

Appendix 1: Database of the selected project cases

The identification of the projects in relation to CS-Studio's participatory design approach in Langa

The following table's design aims to cover major information of the particular projects undertaken by CS-Studio in an overview. The projects, part of the three selected one's of investigation are indicated with an asterix *.

Project number	Project names	Phases of construction	Initiated by	Contract value (in million ZAR)	Community project	Affected by violent action of the community	in cooperation with LDF (Before 1991 called Civic structures)	Approved by the city council	Staff members, mainly working on these projects Positions: Firm leader (FL), Project architect (PA), Teacher (T), Social worker (SW), Student (S), Volunteer (V)
1	Ulwazi Youth Centre*	2 Phases: 1989 –1991 (1 st) 1998 –1999 (2 nd)	Zorra Mehlomakhulu	1.0 1.1	Y	Y	Y	Y	C. Smuts (FL) U. Schmidt (PA)
2	Guga's Thebe Arts, Culture and Heritage Centre*	3 Phases: Arts and culture centre 1999 – 2000 (1 st) Theatre (2 nd) not realised Museum (3 rd) not realised	Langa Development Forum (LDF)	3.5	Y	N	Y	Y	C. Smuts (FL) U. Schmidt (PA) M. Makolomakwe M. Ngetweni G. Passmore
3	Unubuntu Shelter	1 Phase: 1989 - 1990	Ms. Nobuntu	.2	Y	N	Y	Y	C. Smuts (FL) U. Schmidt (PA)
4	Phandulwazi Offices for ANC	1 Phase: 1989 - 1990	Zorra Mehlomakhulu	.35	Y	N	Y	Y	C. Smuts (FL) U. Schmidt (PA)
5	Public Bathrooms*	1 Phase: 1995 - 1997	Langa Development Forum (LDF); Monde Nyao in 1994	3.5	Y	Y/N	Y	Y	C. Smuts (FL) U. Schmidt (PA) M. Ngetweni E. Sediti A. Bezuidenhout
6	Urban Space proposal	2002	City of Cape Town	1.5	Y	N	Y	Y	C. Smuts (FL) U. Schmidt (PA) M. Makolomakwe In assoc. with urban design company 'Whanompe'

Table (12) by author Development based on the first meeting with CS-Studio architects 26th of July 2004

Appendix 2: Informants, Questionnaire and Interview

Observer

Questionnaire
Respondent

Researchers investigating in participatory design approaches in Cape Town

Name	Profession	CS-project	
Ms. V. Watson	Urban Planning (Prof.)		<input checked="" type="checkbox"/>
Mrs. A. Cowen	Urban Planning (M-Phil)		<input checked="" type="checkbox"/>
Mrs. S. Le Fevre	Urban Planning (M-Phil)	Guga S'Thebe	<input checked="" type="checkbox"/>
Ms. S. Parnell	Urban geography (UCT)		<input type="checkbox"/>
Mr. M. Swilling	Public management		<input type="checkbox"/>
Ms. S. Marschall	Author on participation		<input type="checkbox"/>

Architects practicing in similar terrain

Mr. A. Wegmann	Wegmann		<input type="checkbox"/>
Mr. R. Harber	Harber & Assoc. (Arch. Prof.)		<input checked="" type="checkbox"/>
Ms. N. Masojada	Liebenberg & Masojada		<input type="checkbox"/>
Mr. J. Noero	Noero & Wolff (Arch. Prof.)		<input type="checkbox"/>
Ms. G. Govender	ARG		<input checked="" type="checkbox"/>
Mr. L. le Grange	Le Grange		<input checked="" type="checkbox"/>
Ms. J. Perrin	Perrin		<input checked="" type="checkbox"/>
Mr. M. Campbell	ACG Architects		<input checked="" type="checkbox"/>
Mr. J. Cooke	Cooke Architects (Arch. Prof.)		<input checked="" type="checkbox"/>
Ms. D. Bossow	Cooke Architects		<input type="checkbox"/>
Ms. L. Foale	Cape Town City Council		<input checked="" type="checkbox"/>
Mr. M. Morejele	MMA		<input type="checkbox"/>
Mr. P. Mashabane	Mashabane Rose		<input type="checkbox"/>

Interview recommendations

Mr. P. van Heerden	Spatial planner		<input checked="" type="checkbox"/>
Ms. V. Erasmus	Community facilitator		<input type="checkbox"/>
Mr. B. Belu-Toni	Community facilitator		<input checked="" type="checkbox"/>
Mr. M. Byiki	Hostels to homes		<input checked="" type="checkbox"/>
Ms. B. 'o Donoghue	Heritage department		<input checked="" type="checkbox"/>
Ms. M. Lyons	Academic (PhD)	Community Research	<input type="checkbox"/>
Mrs. H. Lieberman	Ikamva Labantu		<input type="checkbox"/>
Mrs. L. Friedman	Artist	Guga S'Thebe	<input checked="" type="checkbox"/>

Potential informants	27
Respondents questionnaire	15

Observed members of any sample group

Questionnaire Respondent	Interview Respondent
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Architect and the community**Ulwazi youth center Phase 1 (1989-1991)**

Name	Profession	CS-project	Questionnaire Respondent	Interview Respondent
1. Meeting attendance				
Mr. V. Masepe	Managing director		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. A. Hlobongwana	Major project activist		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. I. Owens	Ressource Centre/ Anti-Drug		<input type="checkbox"/>	<input type="checkbox"/>
Mr. P. Powers	"		<input type="checkbox"/>	<input type="checkbox"/>
2. Persons interviewed who played a role in the lifecycle of the selected cases				
Ms. H. Liebermann			<input type="checkbox"/>	<input type="checkbox"/>
Mr. W. Mgoci			<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Staff members working for CS-Studio that are involved in the three selected projects				
Mr. U. Schmid	Project architect		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. C. Smuts	Leading architect		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ms. D. Weever			<input checked="" type="checkbox"/>	<input type="checkbox"/>

Ulwazi youth center Phase 2 (1998 –1999)

1. Meeting attendance				
Mr. U. Hlatshmayo	Managing director		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. Masepe	Chairperson			
Mr. A. Hlobongwana	Major project activist			
Mr. Nabe	Visitor since 1991		<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Persons interviewed who played a role in the lifecycle of the selected cases				
Mr. P. Simelela			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Qonongo			<input type="checkbox"/>	<input type="checkbox"/>
Mr. J. Mokoena			<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Staff members working for CS-Studio that are involved in the three selected projects				
Mr. U. Schmid	Project architect			
Ms. C. Smuts	Leading architect			
Ms. D. Weever				

The Public Bathouses of Langa (1995 – 1997)

1. Meeting attendance				
Mr. M. Ncayo	Major project activist		<input type="checkbox"/>	<input type="checkbox"/>
Mr. A. Hlobongwana	Major project activist			
Mr. Letchet	Actual city official		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. C. Ralarala	Previous city official		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Persons interviewed who played a role in the lifecycle of the selected cases				
Mr. M. Ncayo				
Mr. S. Mxolose			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. Z. Moya			<input type="checkbox"/>	<input type="checkbox"/>
3. Staff members working for CS-Studio that are involved in the three selected projects				
Mr. M. Makolomakwe			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. M. Ngetweni			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. U. Schmid	Project architect			
Mr. E. Sediti			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. C. Smuts	Leading architect			

The Guga'S Thebe Arts and Culture Centre (1999 – 2000)

Name	Profession	CS-project	
1. Meeting attendance			
Mr. Mama	Chairperson	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. N. Jacobs	Major project activist	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. A. Hlobongwana	"		
Mr. F. Dike	Treasurer	<input type="checkbox"/>	<input type="checkbox"/>
2. Persons interviewed who played a role in the lifecycle of the selected cases			
Ms. Z. Moya			
Mr. J. Mokoena			
Mr. S. Mxolose			
Mr. A. Hlobongwana			
Ms. K. Mkize		<input type="checkbox"/>	<input type="checkbox"/>
Mr. N. Jacobs			
3. Staff members working for CS-Studio that are involved in the three selected projects			
Ms. G. Passmore		<input type="checkbox"/>	<input type="checkbox"/>
Mr. M. Makolomakwe			
Mr. M. Ngetweni			
Mr. U. Schmid			
Ms. C. Smuts			

Local government and non governmental institutions

Provincial Government

Ms.H. Du Preeze	Heritage committee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. E. Hendriks	Dept. of social services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs.V. Pietersen	Director of social services	<input type="checkbox"/>	<input type="checkbox"/>

City of Cape Town council

Mr. H. Lourens	Previous chief architect	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mr. A. Safodien	Actual chief architect	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. V. Magagula	Councillor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. C. Ralarala	Director of Sports and Recreation		

Langa Development Forum (LDF); non-governmental

Ms. Dilima	Community participant	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Hlobongwana	"		
Mr. Skweyiya	"	<input type="checkbox"/>	<input type="checkbox"/>

Local authorities representatives; governmental

Mr. Mxolose	Councilor (LDF)(Ward 51)		
Mr. Gophe	Councilor (LDF)(Ward 52)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. Watkins	Councilor (LDF)(Ward 53)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Building survey department

Mr. C. Griffiths		<input type="checkbox"/>	<input type="checkbox"/>
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Potential informants	38	
Respondents questionnaire	24	
Respondents interview		6

A The Questionnaire

Project statement-illustrative letter

To whom it may concern,

This letter aims to introduce myself, Christoph Ullmann, a Masters student in the M-Phil postgraduate programme within the School of Architecture at UCT. My intention is investigating the following: 'The role of community participation in the architectural design process and product of three built projects undertaken by CS-Studio architects in Langa Township, Cape Town, South Africa'. These projects are 'The Ulwazi Youth Centre'; two out of six selected 'Bathhouses' and the Arts and Culture Centre 'Guga'S Thebe'.

The application of community participation became a significant element in the architectural profession in South Africa. CS-Studio architects are well known for having designed buildings in township communities using a community participatory process. More and more professionals have attempted to apply participatory design within the community in order to form a new South Africa. The success of these attempts varies enormously. Professional practice needs to be informed by academic research to ensure success. Studies undertaken on community participation in development projects show that the application of participatory design influences the degree of acceptance of a project by the community. This research investigation asks the following question on three selected case studies of undertaken projects by CS-Studio:

How does CS-Studio's applied design method in the South African township Langa relate to the definition of participation and its aspect of cooperation used by Sanhoff, a leading international expert on community participation? Do the three built examples above concur with the theory and thinking of this expert on community participation?

I will be interviewing Langa's community leaders and members, administrative staff, teachers and city officials. I request that you give your time, experience and patience. Your cooperation is most appreciated, as it will help to contribute of contemporary developmental strategies in townships in South Africa by governmental institutions. Furthermore, it is successful if this research is valuable for architects applying participatory design approaches and teachers in the educational sector in architectural education, as well as for independent architectural researchers.

I wish to express my gratitude for your assistance.

Yours sincerely,

Christoph Ullmann

Introduction of the quantitative questionnaire

In order to gain valid data for this study it is required that you answer the following questions to the best of your ability and honesty. Your given information will be treated confidentially. After the collection of answered questionnaires of each particular sample group, the answers will be pooled together and used anonymously for a statistical analysis. Consequently it will be not possible to identify your personal response to the questionnaire.

Directions of how to fill in the questionnaire

The answering of the questionnaire will take approximately 15 minutes. It is essential to read carefully through the questions. In order to answer each question, please tick on one box of each particular field only, which indicates for you the most accurate answer in relation to the asked question. If you cannot respond to a question, do not tick one of the boxes. Proceed with the following questions.

Section 1. Your person and your work environment

This section asks demographic questions about yourself and the environment you worked in. This serves as a base to classify your answers to the following questions.

Section 2. Personal views and interpersonal relation within the team

This section asks questions on your personal views and your interpersonal relation within the team and work environment of CS-Studio architects and how this affects the progress of the project. Furthermore it asks questions on the role of participants and leadership within the firm's team applying participatory architecture.

Section 3. External factors affecting the project's success or failure

This section asks questions on external relations affecting the projects success or failure. It asks questions on funding, the sites condition before and during development happened, and on planning conventions during and after apartheid.

1. The Questionnaire

Section 1. Personal Information

This section asks demographic questions about yourself and the environment you worked in. This serves as a base to classify your answers to the following questions.

Please tick the appropriate box only:

1	Are you?			
	<input type="checkbox"/> male	<input type="checkbox"/> female		
2	What race?			
	<input type="checkbox"/> 'Black' South African	<input type="checkbox"/> 'White' South African	<input type="checkbox"/> 'Black' non- South African	<input type="checkbox"/> 'White' non- South African
	<input type="checkbox"/> Other			
3	How old are you now?			
	<input type="checkbox"/> under 20	<input type="checkbox"/> 20 – 24	<input type="checkbox"/> 25 – 29	<input type="checkbox"/> 30 – 34
	<input type="checkbox"/> 35 – 39	<input type="checkbox"/> 40 – 49	<input type="checkbox"/> 50 – 59	<input type="checkbox"/> over 60
4	What is your occupation?			
	<input type="checkbox"/> Architect	<input type="checkbox"/> Architectural student	<input type="checkbox"/> Draftsman	<input type="checkbox"/> Community leader
	<input type="checkbox"/> Community member	<input type="checkbox"/> Teacher	<input type="checkbox"/> Others	
5	What is the nature of the organization you currently work for?			
	<input type="checkbox"/> Architectural firm	<input type="checkbox"/> Governmental institution	<input type="checkbox"/> Community organisation	<input type="checkbox"/> Quantity surveyor firm
	<input type="checkbox"/> Builder firm	<input type="checkbox"/> NGO	<input type="checkbox"/> Other	
6	Where is your organization located?			
	<input type="checkbox"/> In Cape Town	<input type="checkbox"/> In the suburbs of Cape Town	<input type="checkbox"/> On the Cape Flats	<input type="checkbox"/> In Langa Township
7	How many employees are working for your organization?			
	<input type="checkbox"/> less than 2	<input type="checkbox"/> 3-4	<input type="checkbox"/> 5-7	<input type="checkbox"/> more than 8
8	Have you been involved in community participation projects?			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
9	How long have you been working on community projects in Cape Townships?			
	<input type="checkbox"/> never	<input type="checkbox"/> under 2 years	<input type="checkbox"/> 2 – 4 years	<input type="checkbox"/> 5 – 9 years
	<input type="checkbox"/> over 10 years			
10	How many community participation projects in other Cape Townships have you been involved in?			
	<input type="checkbox"/> never	<input type="checkbox"/> just 1	<input type="checkbox"/> 2-4	<input type="checkbox"/> 5-7
	<input type="checkbox"/> more than 8			
11	How would you rate your experience in terms of community participation projects in other Cape Townships?			
	<input type="checkbox"/> basic experience	<input type="checkbox"/> adequately experienced	<input type="checkbox"/> experienced	<input type="checkbox"/> very experienced
12	How many employees of your organization are working on community participation projects in other Cape Townships?			
	<input type="checkbox"/> none	<input type="checkbox"/> 1-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> more than 6
13	How often are you involved in community participation projects in Cape Townships?			
	<input type="checkbox"/> never	<input type="checkbox"/> daily	<input type="checkbox"/> weekly	<input type="checkbox"/> monthly
14	How many members of other organizations that are involved in community participation projects are you interacting with?			
	<input type="checkbox"/> none	<input type="checkbox"/> 1-4	<input type="checkbox"/> 5-7	<input type="checkbox"/> more than 8
15	How often did you interact with CS-Studio architects?			
	<input type="checkbox"/> never	<input type="checkbox"/> daily	<input type="checkbox"/> weekly	<input type="checkbox"/> monthly

Continuation of Section 1

16	What was your position in the development of the project of CS-Studio 'Ulwazi Youth Center' Phase 1 (1989-1991)?						
<input type="checkbox"/>	Architect	<input type="checkbox"/>	Site managing architect	<input type="checkbox"/>	Architectural student	<input type="checkbox"/>	Draftsman
<input type="checkbox"/>	Community consultant in Langa	<input type="checkbox"/>	Institutional consultant for development in Langa	<input type="checkbox"/>	Contracted builder	<input type="checkbox"/>	Community member involved in the building process
<input type="checkbox"/>	Consultant	<input type="checkbox"/> Other, Please explain.....			<input type="checkbox"/> Not involved		
17	What was your position in the development of the project of CS-Studio 'Ulwazi Youth Center' Phase 2 (1998 -1999)?						
<input type="checkbox"/>	Architect	<input type="checkbox"/>	Site managing architect	<input type="checkbox"/>	Architectural student	<input type="checkbox"/>	Draftsman
<input type="checkbox"/>	Community consultant in Langa	<input type="checkbox"/>	Institutional consultant for development in Langa	<input type="checkbox"/>	Contracted builder	<input type="checkbox"/>	Community member involved in the building process
<input type="checkbox"/>	Consultant	<input type="checkbox"/> Other, Please explain.....			<input type="checkbox"/> Not involved		
18	What was your position in the development of the project of CS-Studio 'The Public Bathhouses of Langa' (1995 - 1997)						
<input type="checkbox"/>	Architect	<input type="checkbox"/>	Site managing architect	<input type="checkbox"/>	Architectural student	<input type="checkbox"/>	Draftsman
<input type="checkbox"/>	Community consultant in Langa	<input type="checkbox"/>	Institutional consultant for development in Langa	<input type="checkbox"/>	Contracted builder	<input type="checkbox"/>	Community member involved in the building process
<input type="checkbox"/>	Consultant	<input type="checkbox"/> Other, Please explain.....			<input type="checkbox"/> Not involved		
19	What was your position in the development of the project 'Guga'S Thebe Arts and Culture Centre' (1999 - 2000)						
<input type="checkbox"/>	Architect	<input type="checkbox"/>	Site managing architect	<input type="checkbox"/>	Architectural student	<input type="checkbox"/>	Draftsman
<input type="checkbox"/>	Community consultant in Langa	<input type="checkbox"/>	Institutional consultant for development in Langa	<input type="checkbox"/>	Contracted builder	<input type="checkbox"/>	Community member involved in the building process
<input type="checkbox"/>	Consultant	<input type="checkbox"/> Other, Please explain.....			<input type="checkbox"/> Not involved		
20	How would you rate CS-Studio's experience in terms of applied community participation?						
<input type="checkbox"/>	basic experienced	<input type="checkbox"/>	adequately experienced	<input type="checkbox"/>	experienced	<input type="checkbox"/>	very experienced
21	How would you evaluate the applied community participation by CS-Studio?						
<input type="checkbox"/>	poorly successful	<input type="checkbox"/>	adequately successful	<input type="checkbox"/>	successful	<input type="checkbox"/>	very successful
22	How would you evaluate the acceptance of the projects by CS-Studio by the community?						
<input type="checkbox"/>	poorly accepted	<input type="checkbox"/>	adequately accepted	<input type="checkbox"/>	accepted	<input type="checkbox"/>	very accepted

Please tick one or more of the following:

23	What do you see as the purpose of the applied community participation approach?						
<input type="checkbox"/>	generate ideas	<input type="checkbox"/>	identify attitudes	<input type="checkbox"/>	share skills	<input type="checkbox"/>	conflict resolution
<input type="checkbox"/>	proposal review	<input type="checkbox"/> function as a mediator for pent-up emotions					
24	In what form was the design process communicated?						
<input type="checkbox"/>	face to face	<input type="checkbox"/>	public forums	<input type="checkbox"/>	workshop		
25	What medium was the easiest to understand and work with?						
<input type="checkbox"/>	sketches	<input type="checkbox"/>	drawings	<input type="checkbox"/>	working models		

Please note:

If you ticked ' Not involved' at question 16, 17, 18 and 19, please skip to question 63

Section 3. External factors affecting the project's success or failure in relation to the projects by CS-Studio

This section asks questions on external relations affecting the projects success or failure. It asks questions on funding, the sites condition before and during development. It also explored planning conventions during and after apartheid.

Some of the questions are worded in the present and some in the past. The question's purpose is to find out what the informant is thinking now about what was then.

Please tick the appropriate box only:

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/ Uncertain
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External relations						
53	Your organization was encouraged by another organization to apply community participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	Expertise with another organization is shared on the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	The common knowledge with another organization enables easier communication on the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding						
56	Funding given by government for the project was enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	Funding given by a non-government organization for the project was enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	The participant responsible for fundraising was trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	A community participant skilled in fundraising was responsible for this aspect of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	There was delay in payment of funds for the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sites						
61	Participants felt safe to work on the site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	Building sites were provided with security during construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During apartheid, before 1994						
63	There was government harassment on community projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	There was a community based organization responsible for development in Langa Township	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	'White' authorities were in charge of development in Langa Township	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	Development decisions were made in a top-bottom decision process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	Community members had no right to participate on the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	Community members had to accept what was planned for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	No 'black' Langa resident was allowed to own land	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continuation of Section 3

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/ Uncertain
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Please tick the appropriate box only:

70	Community meetings were prohibited by 'white' authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71	Inadequate public facility for health was provided by the government in Langa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72	Inadequate public facility for education was provided by the government in Langa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73	There was a development framework set up by government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74	Individual architects did not plan for the community in Langa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75	There was informal settlement in Langa Township	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After apartheid, onwards 1994						
76	The planning policy for the project in Cape Townships changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77	Government policy is setting up a community-based development framework for Cape Townships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78	The community is in charge of the decision making process for the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79	Planning decisions are made by government authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80	Government authority guides the project in Langa Township	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81	There is a non government organization responsible for development in Langa Township	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82	Decisions on a project are made on basis of equality with community participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83	The community of Langa is empowered in the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84	Many projects get funded by government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85	Many individual architects design with the community in Langa Township	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86	Many individual architects provide skills in Langa Township	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87	Some architecturally designed buildings are not accepted by the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88	Development by government is not accepted by the Langa community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89	People are well informed about government strategies for community development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90	There have not been enough academic studies evaluating the success or failure of community participation in building projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91	Community participation is important for South Africa's 'new' democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of the questionnaire. Please save and return the document to the following e-mail address:
christoph.ullmann@gmx.net
 Thank you for your valuable time.

B The interview

Participation concept		
Community building		
1	In your opinion, was enough time considered to involve as many participants as possible? Please describe	Testing if the timeframe allowed for asking as many community members as possible to participate
2	In your opinion, did enough participants attend public meetings? Please explain	Exploring the rate of attendance of public meetings
3	Did the viewpoints of participants lead to debate? Were they considered?	Testing if public debate took place in the project's process
Responsibility for participation		
4	In your opinion, was enough time considered to investigate in resources? Please explain	Testing if the timeframe considered enough resource planning
5	Did participants do sketches, drawings and working models? Please explain	Exploring if the community was empowered in the design process
6	In your opinion, for what aspects of the project did the architect take on responsibility? Please explain	Testing the architect's responsibility during and after the project's process
7	In your opinion, for what aspects did the community take on responsibility? Please explain	Exploring self-reliance of the community
8	In your opinion, did participants gain skills and confidence out of the involvement? Please elaborate	Exploring the aspect of learning of the participation process
9	Did the applied community participatory approach increase the cost of the project? Please describe	Testing if Informant is aware of that applying community participation means the increase of costs for the project
10	In your opinion, what were the major existing social barriers between participants? Please explain	Testing the existence of barriers that could have had an impact on the progress of the project
11	With your experience, is the increased control of community development projects by government beneficial? Please explain	Testing the impact of governmental involvement on community development projects.
Purpose		
12	In your opinion, what was the purpose of community participation in the project?	Exploring if the involvement was used as a tool of mediation of ethnical tensions
Goals and objectives		
13	With your experience, what were the goals and objectives? Have they been clearly pointed out and were they achieved?	Exploring the encouragement of the community in identifying the purpose and goals for the project
14	With your experience, did community participants trust each other? Please describe	Testing the pre-conditions for communication on the project and the possible need for an mediator
15	In your opinion, did the project improve the social and economical stability of the neighborhood? Please explain	Testing the social and economical impact of the project on the context of Langa
16	With your experience, is the project accepted by the community? Please explain	Testing the acceptance of the end-product
Strategic planning process		
17	With your experience, was the planning process designed adversarial? How?	Testing if the process was designed to allow for doubt and for public debate
18	Did you get any support by any other governmental or non governmental organization?	Exploring if the informant's reflected on the participation process of the project
19	With your experience, was the manual by the local authority on community participation useful for the advancement of the project?	Testing if the participant was aware of the existence of a designed manual and checklist by (DCD) for the (IDP) process
20	Is the manual appropriate for community projects in Langa and Cape Townships?	Testing the regulation's appropriateness for the planning process in Langa
21	With your experience, were could the process be improved? Please explain	Testing the reflection of the interviewee on the process strategy

Awareness		
22	Was the community aware of the historical, cultural, social, physical and economical environment of Langa Township? How was awareness created?	Testing if historical, physical, social, cultural and economical awareness was created amongst informants
Order of discourse		
23	In your opinion, was the individual free to express personal desires and needs? How?	Exploring the interactive dialogue between participants of the community
Dialogue encouragement		
24	Was disagreement between participants used in a productive way? How?	Exploring the effectiveness of communication
Perception		
25	With your experience, did the community understand the socio cultural environment of Langa Township?	Testing the perceptiveness of participants
Addressing individual needs		
26	In your opinion, were changing needs considered after final decisions by the architect? Please exemplify	Testing the architects willingness for considering changing needs
Decision making		
27	What impact had the internal community structure on the process? Please explain	Testing the internal dynamic of the group of participants and its impact on the process
28	In your opinion, were decisions made collectively amongst participants? How?	Exploring if decisions were made on a basis of equality amongst participants
29	Did the applied community participatory approach built social capital within the community? Please explain in what aspects	Testing the value of community participation for the project
Conflict resolution		
30	Did hierarchy exist amongst participants? How did it impact on the decision making process?	Testing if hierarchy was existent in the community structure
31	Did conflict emerge between participants? In what way?	Testing the power relations between participants
32	Was conflict resolved in a constructive by the architect and the community? Please explain	Exploring the architect's position as a mediator
33	In your opinion, is there any relation between the applied participatory approach and the taken violent action on the project? Please explain	Testing if non-genuine community participation causes violence amongst the community
34	In your opinion, what were the most vulnerable aspects of the project? Please explain	Testing the aspects that require special attention within the planning process
Consensus building		
35	Was consensus achieved because of power or effective argumentation? Please explain	Testing the basis of decision making
Communicating the process		
36	In your opinion, was the suggested process clear communicated for participants? Please explain	Testing the pre-conditions to form common ground of knowledge amongst participants
37	Did the process encourage teamwork within the community? Please explain	Testing the value of the process in terms of collective action
Appropriate method selection		
38	In your opinion, was enough time considered for identifying the most appropriate participation method? Please identify	Testing the exploration of various community participation methods
39	With your experience, was the applied method appropriate for Langa's socio cultural environment?	Exploring the appropriateness of the applied participation method in Langa's socio-cultural context
Funding		
40	Was the fund raising strategy realistic for the project? Please explain the strategy	Exploring the applied fundraising strategy

Site management		
41	In your opinion, was enough time considered for analysing the projects site? How much?	Testing the given timeframe of the project
42	In your opinion, were participants committed to manage the project?	Exploring the commitment of the leaders and participants
Project construction		
43	Were unskilled labour trained in the construction process? In what aspects?	Testing if training was performed
Implementation		
44	Is the current community structure strong and skilled enough to manage the project?	Testing the community structure in regard to its maintenance and management capacity
45	With your experience, did the process and end product inspire other community participation projects in Langa or other Cape Townships?	Exploring the influence of the project in similar environments as Langa Township
Postoccupancy evaluation		
46	With your experience, was the process and the end product evaluated? In what aspects?	Testing the evaluation process of the project
47	Is the project evaluation performed on a regular basis?	Testing if and how often the project gets evaluated
48	In your opinion, does the project reflect the cultural value systems of the community in Langa? Please explain, the role of community involvement in this regard	Testing if community participation adds value to the project and finally contributes to the creation of identity

B Interview outcome

Interview No. 1 Guga'S Thebe Arts, Culture and Heritage Centre (14/01/2005)

Interviewee: Mrs. N. Jacobs; Community activist, Guga'S Thebe

Involvement in community projects: over 10 years

A Technique

---No interview question asked---

B Participation concept

Defining community participation

---No interview question asked---

Community building

Mrs. Jacobs (Interview: 14/01/2005) states there was enough time considered to involve as much participants as possible. In form of a public meetings people were informed. The frequency rate of public meetings varied and could have been more stable. People showed up if there was an issue of interest emerging. Debate was emerging in terms of the design. Important parts on the design were pointed out in form of public meetings.

Responsibility for participation

There was enough time considered to investigate in resources, as the process ran over a period of time of six years. It was pointed out that sketches, drawings and working models were not done by the community. The architect presented what was pointed out as important by the community. The architect took on responsibility for the design, funding and management structure for the facility. Participants gained skills and confidence out of the involvement. It was pointed out that the participatory approach did increase the financial cost of the project. In this regard it was pointed out to the emotional cost of the project. The process was describes as very demanding and as something that takes a lot out of the participants.

Purpose of community participation

The purpose of community participation in the project was the consultation of the community in contrast to the former apartheid system. It was aimed for an successful and vibrant facility. In this regard it was referred to several facilities that were not used are were vandalized by the community.

Goals and objectives

The goals and objectives were pointed out and to create an environment that reflects the history, culture and the communities origins. The fact that Phase 2 and 3 is missing so far indicates that all goals could have not been met. The goals were met in phase 1 were Arts and crafts workshops did take place and the community was trained in many ways. The change of management was pointed out as being not encouraging to carry through the original vision of the community. Community participants did not trust each other at the first stage. The challenge was to manage emotional and collective actions of participants. The project improved the social and economical stability of the neighborhood but not to the preferred extent. The adult's opinion was not considered to the extent as it should have been. For the community as a whole the project was successful, accepted and did stabilize the community economically. It does attract tourists and offers Art, which draws people into the community of Langa.

Strategic planning process

The planning process was designed adversarial but it was pointed out as difficult to plan the process as a whole. It was described as a process that creates and substantiates itself. The interviewee did gain support and was also consulted during the participatory process. The manual by the local authority on community participation was useful because it made the community stick to the guidelines and provided a framework for the development of the project. It did therefore contribute to the advancement of the project. It's content is appropriate for community projects in Langa and in other Cape Townships. Priorities were set within the process. The process could have been improved in the way that permanent employees are managing the process rather than community members. In this regard it was referred to the lack of commitment amongst community members. That is an issue that could undermine the process as a whole in terms of community involvement. It was suggested to involve paid employees by the municipality for the management of the process. Furthermore, it is pointed out that it is useful to train people on a specific project and its development and employ them later in the management to create and effective process.

Awareness

Awareness of the historical, cultural, social, physical and economical environment of Langa Township existed amongst community participants. The architect did point out, in collaboration with the community, those aspects.

Order of discourse

The individual was free to express personal desires and needs.

Dialogue encouragement

Disagreement between participants was used in a productive way. The community of Langa was described as demanding and difficult to convince. Therefore, the community does take time to arrive at a final decision and it requires long meetings to arrive at consensus.

Perception

The community did understand the socio cultural environment of Langa Township. The facility was planned under the consideration of those circumstances. The internal community structure did positively impact on the development process because of collectively made decisions.

Addressing individual needs

Changing needs were considered after final decisions by the architect.

Decision-making

The applied community participatory approach did built social capital within the community and friendships were formed. The process was based on equality. The architect was not able to move without the agreement of the community. In case of non agreement by the community, the municipality was responsible to interfere and to make sure that needs are met.

Conflict resolution

There was violence against the project. An Individual with its own political agenda and interest did want to make use of the land of the project for itself and started to mobilize against the project. Most vulnerable aspects were hierarchy in the management structure of the project, which excluded major activist of the community and CS-Studio of the involvement of the project

Consensus building

Good argumentation did contribute to consensus building rather than power.

Communicating the process

The process did encourage teamwork within the community.

Appropriate method selection

The applied method was pointed out as being appropriate for Langa's socio cultural environment. The process was clear communicated for participants and enough time considered for identifying the most appropriate participation method.

Funding

The fund raising strategy were realistic for the project. It was an interactive process amongst all sample groups. Therefore, it was possible to determine many founders, national and international on the private and public sector.

C Participation method

---No interview question asked---

D Accomplishment**Site management**

Enough time was considered to analyse the projects site and participants were committed to manage the project.

Project construction

Unskilled workers were trained in the construction process of the project

E Post accomplishment**Implementation**

The current community structure was questioned as being strong and skilled enough to manage the project. The process and end product inspired other community participation projects in Langa or other Cape Townships. The crafts and skills and design was transferred to other communities.

Post occupancy evaluation

The process was and the end product was evaluated in form of an public forum. To a current reflection of the project on a regular basis was not referred to. The project does reflect partly the cultural value systems of the community in Langa. It was described as being a modern approach whereas phase 2 and 3 should more reflect the meets of the older residents in Langa Township and its tradition. Without community involvement a project as Guga'S Thebe could not been achieved. The participatory approach is absolutely essential for the acceptance and protection of a project. Non participation leads to not acceptance. The process is described as difficult and time consuming but absolutely essential for the creation of an healthy social and physical environment.

Visual appraisal

---No interview question asked---

Interview No. 2 on the Ulwazi Youth Centre Phase 1 (28/01/2005)

Interviewee: Mr. V. Masepe, Project coordinator, Ulwazi Youth Centre Phase 1

Involvement in community projects: over 15 years

A Technique

---No interview question asked---

B Participation concept**Defining community participation**

---No interview question asked---

Community building

As stated by Mr. Masepe (Interview: 28/01/2005), there was enough time considered to involve as many participants as possible. The development process took around 18 month that gave enough time for participation. Furthermore, it was recorded that enough participants did attend public meetings, different viewpoints of participants encouraged debate and were considered. The driven force was to involve the Youth and give them a voice.

Responsibility for participation

It was stated that there was enough time considered to investigate in resources. It was pointed out that participants did not do sketches, drawings and working models. The only contribution of the Youth to the design was based on a verbal basis. The architect took on responsibility for the initiation of the project. CS-Studio was involved at all stages of development and the sketching and drawing up of the project. Furthermore, CS-Studio was part of the ongoing management of the Youth Centre. It was pointed out that participants gained skills and confidence out of the involvement. It was referred to the achievements of several Youth from Ulwazi Centre. The cost of the project did not increase because of community participation. As social barriers were pointed out two aspects. Firstly, the children from the squatter camps, and children from the elite from Langa had vast differences within their thinking. That caused the domination of the elite over the poorer children. Secondly, level education caused different visions between the Youth. Also external people from the outside, professionals saw developmental issues in a different way than the community, which led to tension amongst participants. At the time of Ulwazi there was no government participation. Today money is put into South Africa from international organizations. In this regard it is pointed out that the governmental, priorities, which are totally different for the ones of the people on the ground endanger the meeting of the needs of the grass roots. Funding, which can mean control, went in terms of Ulwazi directly to the management board and had therefore no impact on the interest of the grass roots and the Youth of the Centre.

Purpose of community participation

The purpose of community participation was stabilise the Youth and to provide programmes and education.

Goals and objectives

Mr. Masepe (Interview: 28/01/2005) states that the goals and object were clearly stated and pointed out to community participants. Mainly the process lead to trust amongst participants and the improvement of the social and economical stability of the neighborhood. The project was previously accepted by the community. It turned out that the acceptance of the Centre changed over time. That meant brake ins, vandalism against the facility and its equipment. It was pointed out that the revival of the Centre was based on personal interest than on collectiveness. Mismanagement was mentioned as reason for local government to hold back of further funds for the facility.

Strategic planning process

It was pointed out that the planning process was designed adversarial and support was given by any member of the community. Participants were working as a unit. A manual in this time by the local authority was not existent at this time.

The process could have been improved through the involvement of more parents. Furthermore, the location of the site was not benefiting the project's use. The Centre is mainly surrounded by squatter-camps and gathers therefore little support by the neighbours in terms of security. In this regard it was mentioned that the City Council did refuse the giving of an existing structure for the Centre, which is located in the Centre of Langa. This meant that long walkways had to be done by the users, which was not beneficial for all the Youth of Langa.

Awareness

Mr. Masepe (Interview: 28/01/2005) states that the community was not aware of the historical, cultural, social, physical and economical environment of Langa Township. It was pointed out that a few people carried that

knowledge but did not share it with the broad community. In this regard it was stated that the majority of participants were not aware of the historical, social and economical aspects of their environment. It was pointed out that people's priorities lies within to feed themselves. Therefore, even nowadays, the awareness of the social and cultural environment is rare within the community in Langa.

Order of discourse

It was stated that the individual was free to express personal desires and needs.

Dialogue encouragement

Disagreement between participants was used in a productive way. It was an healthy way of how discussion took place amongst people.

Perception

The perception of the social and cultural environment is rare within the community in Langa. The development process was identified as being healthy and decisions made on a collaborative basis as a unit.

Addressing individual needs

Changing needs were considered after final decisions by the architect.

Decision-making

The internal community structure of the process was pointed out as being as healthy. At a certain stage, politics were taking over in the process and contributed to the downfall of the Centre. The ANC Youth was more involved than the PAC Youth. Mr. Masepe did not allow for the Youth of the PAC to move into the Centre as a unit which made those members respond negatively and resisted to participate in further actions of the project. Another aspect in this regard was that the Youth were member of the ANC party and the staff were PAC members. It was seen by the Youth that the staff tried to influence the Youth in their political view. That was another reason that undermined the process and contributed to the downfall of the Center. The social capital between community members turned into segregation of the political parties.

Conflict resolution

Hierarchy amongst participants existed. The Youth, inexperienced in all spheres of live were in power and control of the Centre. Their inexperience was used by other individuals to manipulate decisions for the own meeting of interest. The hierarchy was unstable and combined with conflict. The applied participatory approach did not cause violent action on the project. Most vulnerable aspects of the project were that too many programmes were tried to be implemented within the Centre. Further, the majority of staff and participants were intellectually not experienced and prepared enough to run the Centre. Moreover, the Youth in control and the right to veto the decisions that were made by the administration board. Finally, the programmes were advancing the elite of Langa rather than the poor of the community. In this regard a allow process was not considered for the disadvantaged Youth of the squatter camps.

Consensus building

Consensus was achieved because of effective argumentation. Beside one participant who started to intervene and manipulate the process for its own advance at around 1993.

Communicating the process

The process was communicated clearly, encourage for teamwork and was community driven.

Appropriate method selection

The applied method was appropriate for Langa's socio cultural environment. Besides that made choices did not meet the interest of the majority of the community. Enough time was considered for the selection of the method.

Funding

The fund raising strategy were realistic. Participants were appointed particularly for this case.

C Participation method

---No interview question asked---

D Accomplishment**Site management**

The location of the Centre was not the first choice. It was not suitable in terms of centrality. Commitment amongst participants was never an problem. Participates believed in the project because of given a facility and seen themselves as the decision makers in terms of development an management. This was new in terms of the former apartheid days and culturally, were limited decisions by 'blacks' were allowed.

Project construction

The interviewee was not sure about if unskilled workers were trained in the construction process.

E Post accomplishment Implementation

The current management structure is not skilled enough to manage the project. Therefore, funding was not given by local government for the project. However, the process and end product inspired other community participation projects in Langa or other Cape Townships. Outreach programmes to other schools and the University of Stellenbosch.

Post occupancy evaluation

The end product was evaluated on a regular basis. In this regard it was pointed out that the evaluation team, facilitators outside Langa, were not applying an appropriate evaluation method.

The project did reflect the cultural value systems of the community in at its first stage. Honesty, accountability and transparency were existent. Today the stage in with the Centre has changed and does hardly meet any of the earlier values.

Visual appraisal

---No interview question asked---

Interview No. 3 on the Ulwazi Youth Centre Phase 2 (01/02/2005)

Interviewee: Mr. U.Hlatshmayo; Chairpers. building committee, Ulwazi Youth Centre Phase 2
Involvement in community projects: 29 years

A Technique

---No interview question asked---

B Participation concept

Defining community participation

---No interview question asked---

Community building

Initially, it was enough time considered to involve as many participants as possible. It changed after the previous chairperson of the Ulwazi Board decided to exclude the building committee from the process. Initially, enough participants did attend public meetings. After the exclusion of the building committee no meeting attendance took place.

Debate and different viewpoints in the initial stage were recorded. In this regard it must be added that during the development process an individual took on all responsibility and decision making over the process.

Responsibility for participation

Initially there were several meetings that were involved in the investigation of the available resources until the building committee was dismantled from the process. Participants did not actively generate sketches, drawings and working models. Instead they had to draw up a business plan in were community participation took place. The architect took on responsibility for generating the minutes of the meetings dealt with the engineering part of the structure. The community took on responsibility for providing the working labour. For financial issues expertise from outside the community was consulted.

Participants did gain skills and confidence out of the involvement in meetings until the stage were the committee was excluded. It was pointed out that no one of the excluded building committee did know anything about the development process of the project. The architect did not react on the exclusion of the building committee. It was stated that no effort was put into to resolve the problem. It was pointed out that an evaluation took place without the members of the building committee. The applied community participatory approach can increase the cost of the project. It was not recorded in this Phase, as the interviewee was excluded from the initial process. The major existing social barriers between participants were accountability and transparency in the process. The increased control of community development projects by government is beneficial for the project. In this regard it was referred to Guga'S Thebe, to its proper community involvement in the process and financial management. Ulwazi never had an major governmental interest as such. Fund raisers were approaching mainly private sponsors to maintain the project. A partnership with Guga'S Thebe was mentioned that could resolve the Centre's crisis.

Purpose of community participation

The purpose of community participation was pointed out as being the long sustainability of any project. In this regard was mentioned that the voluntary work in terms of sustainability is appreciated by the community. Therefore, the Centre's long term sustainability is the major focus of Phase 2 at current stage.

Goals and objectives

The goals and objectives were clearly pointed out but hey were only partly achieved. A resource Centre and interiors were part of the initial goals but not completed in the end product. Community participants did not trust each other and there was a high degree of anger involved. The project did not improve the social and

economical stability of the neighborhood. In this regard the location of the Centre was pointed out. The comparison to Guga'S Thebe was made, which is on the mainstream of the Langa Centre. Ulwazi Centre is hidden away, apart of any centrality. It was mentioned that the major problem of Ulwazi is its basement in the poverty district of Langa, Joe Slovo. Ulwazi is based within four social areas. These are the poorest of the poorest, the poor and the middle class settlers and a school area. Those different layers of economy classes caused a high level of tension and friction. Community members of those levels are coming together in the Centre and bring in conflict. The location of the facility is mentioned as very important for the security of the facility after its completion. It was mentioned that community development approaches should be holistic. It was pointed out that Ulwazi is not adequately incorporated in the holistic development approach of Langa Township. As long as the poorest of the poorest areas still surround the Centre it would always face security issues and burglaries. The project, Ulwazi Phase 1, was accepted by the community. Many mistakes in training aspects were mentioned that caused mismanagement of the facility. It was mentioned that certain aspects were not managed successfully in terms of the financial security of the project. In this regard it was pointed out as soon as the Phase 2 was completed, hierarchy of the individual undermined the process and the project went down.

Strategic planning process

Initially, the planning process was designed adversarial. The process was supportive in the first stage during the participation process. The informant was not aware of the manual by the local authority on community participation. The process could have been improved through more involvement of the poorer of the poor. It was mentioned that those Langa residents, mainly situated in Jo Slovo, were excluded of the Centre. Those are the potential guardians that need to become involved in the facility. It was mentioned that a high level of segregation within Langa is present, which dislocates and excludes certain social and economical classes of facilities.

Awareness

The community was aware of the historical, cultural, social, physical and economical environment of Langa Township

Order of discourse

The individual was free to express personal desires and needs. It was mentioned that the aspect of exclusion is crucial for the whole process of the project cycle. It impacts on many following aspects.

Dialogue encouragement

Initially, before the exclusion of the building committee, disagreement between participants was used in a productive way

Perception

The community did understand the socio cultural environment of Langa Township and the project considered those aspects until the dismantling of the committee member team. It was mentioned that several meetings were held to establish knowledge on the problems of Phase 1. The issues at Phase 2 were different and changed from developmental part to maintenance issues. The internal community structure did initially benefit the process until the stage where the building committee was excluded. That, again undermined the whole process of the building. Decisions were made collectively amongst participants at first.

Addressing individual needs

Changing needs were considered by CS-Studio after final decisions

Decision-making

The internal community structure did negatively impact on the process after the exclusion of the building committee. Before that, decisions were made collectively. The applied community participatory approach did not lead to social capital or friendships. It created discrepancies and segregation.

Conflict resolution

Hierarchy and the emergence of conflict was mentioned as existent amongst participants. Conflict, was mentioned as being not resolved in a constructive way by the architect and the community, especially in this aspect of exclusion of the building committee of the project. It was mentioned that this was a major aspect that was not taken on by CS-Studio. There was no relation between the applied participatory approach and the taken violent action on the project referred to. In this regard, the issue of individual ownership was pointed out, which can cause tension within a community. The most vulnerable aspects of the project were the segregation of participants and hierarchy amongst individuals.

Consensus building

Consensus was achieved because of power after the exclusion of the building committee of the process.

Communicating the process

The process did not encourage teamwork within the community

Appropriate method selection

Initially, the process was clear communicated for participants and enough time considered to identify the most appropriate method. To many meetings was referred to until the individual's power came into the process. Initially, the applied method was appropriate for Langa's socio cultural environment. Besides the fact that the poorest of the poor were not consulted in the development of the process.

Funding

It was mentioned that the fund raising strategy was not realistic to achieve for the project

C Participation method

---No interview question asked---

D Accomplishment**Site management**

There was enough time considered for analysing the project's site. It was mentioned that all participants had to work on an voluntary basis, which limited their commitment to time and effort.

Project construction

The interviewee was not aware of the involvement of unskilled workers in the construction process

E Post accomplishment**Implementation**

The process and end product did inspire other community participation projects in Langa and other Cape Townships. It was mentioned that people of other Cape Townships came in terms of advice for their projects. The current community structure was not seen as strong and skilled enough to manage the project. It was mentioned that education and training has to be performed and financed in order to arrive at sustainability for the Ulwazi Youth Centre.

Post occupancy evaluation

The process was evaluated. The last evaluation took place in 2000. In order to reflect the cultural value systems of the community in Langa, different educational and evaluation procedures were suggested. It was pointed out that the community seems not to be aware of the value of facilities as Ulwazi. It lies therefore in the responsibility of government to create awareness amongst the community. More awareness and education campaigns have to go hand in hand with funding by government for the maintenance of the project.

Visual appraisal

---No interview question asked---

Interview No. 4 on the Public Bathhouses and Guga'S Thebe (02/02/2005)

Interviewee: Mr. W. Ralarala City manager of sport and recreation of the City of Cape Town: Public Bathhouses; Guga'S Thebe; Involvement in community projects: 29 years

A Technique

---No interview question asked---

B Participation concept**Defining community participation**

---No interview question asked---

Community building

There was enough time considered to involve as much participants as possible and enough participants did attend public meetings. The different viewpoints lead to debate between participants, especially were to locate the Public Bathhouses in Langa. The major issue was that the community thought that the facility should be replaced by private individual sanitarian facilities for each private home rather than external ones.

Responsibility for participation

There was enough time considered to investigate in resources. This included the analysis of the existing foundation of the old Bathhouses in Langa. It was necessary to apply for funding and funding, which was given by local and provincial government. Participants did not generate sketches, drawings and working models. The participants agreed on the drawings that were done. The architect took on responsibility for designing the business plan and the application for funding. The community's responsibility was to prepare documents for business plan and funding proposals and to facilitate for consultation. The community was

responsible that local labour was employed in the process and that the facilities were used in the right periods of time. Participants did gain skills and confidence out of the involvement of Guga'S Thebe and the Bathhouses. It was pointed out that the workmanship was unsatisfactory in the case of the public sanitarian facility, which was caused by the high number of involved unskilled workers of the Langa community. The applied community participatory approach at the Bathhouses did increase the cost of the project because of time delays.

The process of Guga'S Thebe did divide the community. This was caused by an Langa resident who made business on the site of Guga'S Thebe. Many participants of the street community were on the side of the trades man, which lead to the division of the community. To move the tradesman caused delay and increased the cost of the development of the project. Major social barriers between participants were not existent in the project case of Guga'S Thebe as it was intended to serve the entire community. The Bathhouses were intended to be used by a certain category of people only. This lead to tension between community members. The increased control of community development projects by government was pointed out as beneficial for the project. In case of Guga'S Thebe it was essential that government secured the salaries of the managing director, the maintenance of the project and the coverage for training cost. The provincial government made finances available for the maintenance of the facility. This project was seen as an pilot project.

Purpose of community participation

The purpose of the Bathhouses was to develop sanitarian facilities that provide the community with hot water. In Guga'S Thebe the purpose was to provide an facility for artists that supports trade.

Goals and objectives

The goals and objectives were clearly pointed out and achieved in the case of Guga'S Thebe. In the case of the Bathhouses it was not the intention to achieve long term goals. The facility was seen as an temporary one that hoped to be used in other ways after the upgrading of Langa's private homes. The hygienic standard did increase in the community. The facility was seen as an development stage between poverty and wellness. Trust was not existent between community participants. It was pointed out that the community was extremely divided in the development of Guga'S Thebe. The project did improve the social and economical stability of the neighborhood to a certain extent in case of the Public Bathhouses and to a high extent in Guga'S Thebe. Around the Public Bathhouses trading by community members was recorded. Guga'S Thebe is accepted by the community, the Public Bathhouses are accepted to a lesser extent. One Bathhouse, No. 3 the focus of this study was vandalized because of its location away from the community. The location of the facility in this regard was pointed out as critical for the security and protection of the facility after completion.

Strategic planning process

The development process in both cases raised debate. Support in terms of knowledge exchange was provided by the architect and the Langa Development Forum. The manual by the local authority on community participation was useful for the advancement of the project and highly appropriate for community projects in Langa and Cape Townships.

The process was described as not improvable in any aspect.

Awareness

The community was aware of the historical, cultural, social, physical and economical environment of Langa Township. This is reasoned because of the rich experience community on participatory projects.

Order of discourse

The individual free to express personal desires and needs

Dialogue encouragement

Disagreement between participants was used in a productive way. In various meetings pure freedom of speech was referred to.

Perception

The community did understand the socio cultural environment of Langa Township

Addressing individual needs

Changing needs were considered after final decisions by the architect

Decision-making

The internal community structure on the process did positively and negatively impact on the project. Some individuals were announced as taking advantage to own goals of the project. Lack of accountability was recorded and delays in the construction process recorded. Decisions were made collectively amongst participants. Social capital, as friendships were formed within the community

Conflict resolution

Hierarchy did exist amongst participants and set community members apart from each other. In this regard it was pointed out that hierarchy seems to be a common tendencies when individuals come into power. This

lead to conflict amongst participants. It was pointed out that it would be useful to have guidelines to resolve conflict. Conflict did impact on the decision making process in the case of Guga'S Thebe and undermined the management process as a whole. It was pointed out that it was difficult to resolve the conflict in a constructive way. There was no relation between the applied participatory approach and the taken violent action on the project recorded. The most vulnerable aspects of the Guga'S Thebe were the emergence of hierarchy and dominance amongst individual participants. It was pointed out that unattended communities by the municipality are tending to dominate themselves. Therefore, it is essential to bring more role players into the process that monitor others. The Bathhouses were not affected by domination of individuals or hierarchy, as they were meant to be facilities for sanitarian use of the community. Guga'S Thebe had the potential to create to power related employment positions. This encouraged the cause of tension amongst individuals.

Consensus building

Consensus was achieved because of effective argumentation

Communicating the process

The process did encourage teamwork within the community

Appropriate method selection

The process was clear communicated for participants in the planning stages of the projects. The management structure of Guga'S Thebe is lacking of transparency at the current stage. The applied method of Guga's Thebe was appropriate for Langa's socio cultural environment and enough time for its selection was considered. The Langa Development Forum was pointed out as a strong community structure that was highly supportive in the development process of Guga'S Thebe.

Funding

The fund raising strategy was realistic for the project in Guga'S Thebe.

C Participation method

---No interview question asked---

D Accomplishment

Site management

There was not necessarily enough time considered to analyse the project's site. A high extent of time was invested to meet the needs of the community. Participants were committed to manage both project-cases.

Project construction

Unskilled workers were trained in the construction process in both project cases. That lead to unsatisfactory workmanship in the case of the Bathhouses.

E Post accomplishment

Implementation

The current community structure is strong and skilled enough to manage the project

The process and end product did inspire other community participation projects in Langa and other Cape Townships. It was referred to Nynaga in this regard. Experience and lessons learned were transferred in other communities.

Post occupancy evaluation

The process and the end product is constantly evaluated on a regular basis. The project does reflect the cultural value systems of the community in Langa in Guga'S Thebe. The Public Bathhouses are seen as temporary facilities and therefore not meant to meet the cultural value systems of the Langa community. Guga'S Thebe is an exciting project for the community and offers everything what the community requires. That's one reason why the community protects Guga'S Thebe to a high extent in contrast to the Public Bathhouses, which are seen as a temporary sanitarian facility only. It was pointed out that the community was afraid of having adequate Public Bathhouses, as they thought that the municipality will forget about the initial need of the community. The initial need was defined as hot running water in any private home and not in a public facility. In this regard it was made clear that the community has to be convinced about the project in order to arrive at its acceptance after completion. The benefit of the facility must be clarified which encourages its protection by the local community.

Visual appraisal

---No interview question asked---

Interview No. 5 on the Public Bathhouses and Guga'S Thebe (02/02/2005)

Interviewee: Mr. H. Lourens; Mr. H. Lourens; Client representative of the City of Cape Town: Public Bathhouses; Guga'S Thebe; Involvement in community projects: 8 years

A Technique

---No interview question asked---

B Participation concept

Defining community participation

---No interview question asked---

Community building

Under the consideration of the limited timeframe there was enough time considered to involve as much participants as possible and enough participants did attend public meetings. Some inconsistency was recorded. Different viewpoints lead to debate.

Responsibility for participation

There was enough time considered to investigate in available social and physical resources of the community. The community in Langa is experienced in that aspect, which encourages development. Participants did sketches, drawings and working models. CS-Studio had responsibility for the generation of the design. The process started with rough concepts, which gets discussed and modified through the discussion. This does not happen in form of a meeting with all participants present. Concerns get identified, discussed and implemented in the design of the architect. The role of the architect is therefore still the conventional. The method tries to consider concerns at early design stages. The intention of the project was not presented to the community as a product and the selling of the product, which is the traditional way of making architecture. The way the design was presented at earlier stages made it easier for participants to make contributions and changes. Architectural models were designed in the way that they could be cut and set apart. Therefore, there was involvement of the community in design generation even if the architect played the traditional role of making architecture. The community took on responsibility to make sure that the representations of each meeting were appropriate and the correct representation of the issues took place. Furthermore, community participants were responsible that the requirements of the brief were met. During the construction phase community participants were responsible to implement skills and local labour. Participants did gain skills and confidence out of the involvement. In the Bathhouses the labour involvement was mentioned as less organized than in Guga'S Thebe. The percentage of local labour involved in Guga'S Thebe was up to 85%. It was mentioned that the applied community participatory approach increased not the cost of the project. Community participation can cost more because the process is difficult and complex. The more participants are involved the more complex the project becomes, which leads to time and cost increase. Therefore, it was pointed out that the process has to be well organized to avoid time delay. The major existing social barriers between participants were the communication between participants. Furthermore, it was referred to language barriers, the way the building itself is presented by the professional and the understanding of legal and contractor issues. Racial issues were not recorded. The increased control of community development projects by government was seen as beneficial for the community. This enables that a number of departments can monitor each other and individuals involved. The interest is therefore shared amongst participating sample groups and individuals. In this regard it was referred to the high degree of willingness of governmental organizations to participate in the development Guga'S Thebe and to a lesser degree in the Bathhouses.

Purpose of community participation

The main purpose of community participation in the project was the fact that each project was intended to serve the community. The community could take ownership over the project, which was achieved to a less extent in case of the Bathhouses and to a high extent in Guga'S Thebe. In this regard it was pointed out that government not only in Cape Town but globally tend to neglect to consult communities for their actual needs. At the current stage it is often the case that finances are given for projects that do not meet the individual's communities needs.

Goals and objectives

The goals and objectives were clearly pointed out. The physical goals were met in both facilities. The set goals in case of the Bathhouses were not specific in contrast to Guga'S Thebe. The social goals were partly met in the Bathhouses in aspects as involvement, capacity building, skill development and financial benefits. Those have been met to a much higher extent in Guga'S Thebe. Community participants did not always trust each other. Mistrust emerged amongst individuals belonging to a different political party. The projects did improve the social and economical stability of the neighborhood. This happened to a much higher extent in Guga'S Thebe than in the Bathhouses. The Bathhouses transformed previous dangerous areas into safer areas. In Guga'S Thebe trading increased the social and economical facts of the neighborhood. Training in arts and cultural practice takes place and provides education for the community. The projects are accepted by the community.

Strategic planning process

The planning process was not designed adversarial. It became adversarial through the involvement of different parties with different points of views and programmes. There was no support by any other involved sample group member during the participation process.

The informant was not aware of the existence of a manual by the local authority on community participation. The process can be improved through guidelines that make participants of any sample groups aware of the aspects to consider at the different stages of the project.

Awareness

The community was aware of the historical, cultural, social, physical and economical environment of Langa Township. In this regard it was pointed out that there is a long history of community involvement based projects that helped to create this awareness.

Order of discourse

The individual was free to express personal desires and needs.

Dialogue encouragement

Disagreement between participants was used in a productive way and different opinions were considered in Gugu'S Thebe.

Perception

The community did understand the socio-cultural environment of Langa Township. The internal community structure did benefit of the process in Gugu'S Thebe and decisions were made collectively amongst participants.

Addressing individual needs

The architect was prepared to consider changing needs after final decisions.

Decision-making

Friendships and partnership were built within the community.

Conflict resolution

Hierarchy did exist amongst participants, which was resolved successfully. In this regard it was pointed out that in the community a certain extent of hierarchy is necessary. To some individuals was referred to that felt that their opinion were more important than others. Conflict did emerge between participants and the community did resolve it in an constructive way to a certain extent. The community was responsible to solve the conflict itself. There was a relation between the applied participatory approach and the taken violent action on the project pointed out. The majority of violent action did arise in the construction stages where some people felt they were not given an opportunity to participate in the construction of the project. The consultation of labour outside the community caused conflict. This was recorded on both project cases. On the Bathhouses the violent action took place to a higher extent than on Gugu'S Thebe. The vulnerable aspects of the projects were of how to operate the facility after its completion. This occurred in both project cases. The City was referred to as not having employed somebody of the community, who has an interest or ownership over the Bathhouse facility. The employment of external labour was not beneficial for the running of the facility and did impact negatively on the social stability of the neighbourhood.

Consensus building

Consensus was achieved because of effective argumentation and the existence of a shared goal. Power was not part of the process.

Communicating the process

The process was clear, communicated and did encourage teamwork within the community.

Appropriate method selection

The applied method was seen as appropriate for Langa's socio-cultural environment and enough time was considered. The method was based on experiences of previous projects. The process was described as an 'learning by doing' process and the projects as 'pilot' projects.

Funding

The fund raising strategy was realistic for both project cases.

C Participation method

-- No interview question asked --

D Accomplishment

Site management

There was enough time considered for analysing the projects site for the Bathhouses. The sites were identified on public spaces to create a public event. In this regard the project was described as difficult because it dealt with 9 different sites and social income areas. In Guga'S Thebe there were not many choices. The use of the facility decided on the spatial location of the facility. Participants were committed to manage the projects.

Project construction

Unskilled workers were trained in the construction process of both project cases.

E Post accomplishment

Implementation

The current community structure was described as strong and skilled enough to manage the project. The process and end product did inspire other community participation projects in Langa. In Langa Guga'S Thebe inspired for an public space project, the upgrading and conversion of a Bathhouse to an museum. In other communities Guga'S Thebe did inspire for similar projects.

Post occupancy evaluation

The process and the end product of both project cases were not evaluated. The Bathhouses were pointed as being probably not successful after evaluation.

Guga'S Thebe does provide a facility that enables the community to represent its cultural value systems, whatever they are. The Bathhouses was referred to as being not necessarily important to reflect those value systems.

Visual appraisal

--No interview question asked--

Interview No. 6 on Ulwazi Youth Centre Phase 1 and 2, the Public Bathhouses and Guga'S Thebe (03/02/2005)

Interviewee: Mrs. C. Smuts: Leading architect in all three project cases

Involvement in community projects: over 20 years

A Technique

--No interview question asked--

B Participation concept

Defining community participation

--No interview question asked--

Community building

It was stated that there was enough time considered to involve as much participants as possible in all three project cases. In this regard it was pointed out that the process of Ulwazi Phase 1 took 2 years. The one of the Bathhouses 1 year and the Guga'S Thebe 6 years. It was pointed out that no time limitations were interfering with the project. Enough participants did attend public meetings in all cases. Usually, there were 1 or 2 open public meetings and several meetings for interested people of the community on a regular basis of 2 weeks. No inconsistency in the attendance of the meetings was recorded. Different viewpoints were stated as leading to debate. In all cases the project brief was heavily debated by participants.

Responsibility for participation

There was enough time considered to investigate in resources from a planning and a human resource point of view. In all three projects there was as much local labour used as possible.

Participants did sketches and drawings of their dream and vision of the facility in case of Ulwazi in form of public workshops. In painting sessions, the community could paint their vision for the Centre. The Public Bathhouses were mainly generated through discussions with the older people of Langa. In terms of cultural representation it was decided to have a rondaval in Guga'S Thebe there were discussions that shaped the building after the architect's presentation of plans. The arisen aspects were used for the generation of the final plans.

The architect had to insure that the project is on track and to support the key people in the community. In all three cases the responsible person in the community was monitored by the architect in terms of accountability and presence within meetings. It was not the responsibility of the architect to facilitate the process but to

ensure that the project's facilitator are adequately supported in community participatory matters. The assistance from outside the community was pointed out as being essential for the progress of the project.

The community took on responsibility to identify and define own needs and to be clear about the brief of the project and the situation on the project's site. Participants did gain skills and confidence out of the involvement in all project cases. It was mentioned that especially educational skills and spatial understanding was gained. Capacity building of the people was mentioned as being primary. The outcome, the physical end product is secondary for CS-Studio architects. The applied community participatory approach did increase the cost of the projects because a higher time involved in the development process. Major existing social barriers amongst participants were of political nature. In Ulwazi four gangs were fighting in the initial stage of the project. In a later stage struggle between ANC and PAC parties did arise. In the project the Public Bathhouses no political problems were pointed out. In Guga'S Thebe struggle between ANC and PAC was recorded.

The increased control of community development projects by government was mentioned as beneficial for the management of the Bathhouses. In contrast to Guga'S Thebe a lack of management assistance by government was recorded. It was confirmed that government interest could endanger the meeting of the communities needs. This is an issue of the Bathhouses as well, which are managed by the municipality. The people of Langa need to use these facilities from 4 o'clock in the morning but the facility opens at 8 o'clock in the morning until 5 o'clock at the afternoon, which is the time were most of the community is at work. At Guga'S Thebe a similar problem was pointed out, were the community would need to use the facility after hours. Because of staff paid by the municipality the facility does close down at 5 o'clock in the afternoon.

Purpose of community participation

The purpose of community participation allowed to voice the people's need and participate on the design of the facility.

Goals and objectives

The goals and objectives were the participatory nature of all projects. The goals were achieved. The need of the community changed in terms of Ulwazi were the Youth does not need the facility as such anymore. The use of the Public Bathhouses changed as well as most of the hostels nowadays have hot water supply because of the upgrading process. Guga'S Thebe's initial goals are met to the highest extent of all cases, as it is the most used and successful project.

Community participants trusted each other but not any government officials or any external people. This was mentioned as reasoned because of the former apartheid system were communities were undermined by government. No racial issues were recorded within the development of the three project cases. The projects did improve the social and economical stability of the neighborhood. The areas around those projects were all upgraded CS-Studio's development. The project Ulwazi is not accepted by the community because of the financial and management crises the Centre went through. At the Bathhouses certain vandalism was recorded that is reasoned because of the opening hours of the facility that do not meet the need of the community. Guga'S Thebe was mentioned as accepted by the community.

Strategic planning process

The planning process was designed adhoc. As ideas came into play, the process took on a self dynamic. That indicates that the process it self was not planned adversarial. There was support by other sample group members during the participation process. The Langa Development Forum were highly involved in giving advice. There was no manual by the local authority on community participation used for the advancement of the development of the project. The process could be improved the increase of financial support for the development process itself. The process itself is not supported by founders or the local government.

Awareness

The community was aware the historical, cultural, social, physical and economical environment of Langa Township. Discussions around those issues helped to form the need of the community and the project at a later stage.

Order of discourse

The individual was free to express personal desires and needs. It was pointed out that the community member knows what is required. The individual member does not need to be encouraged to express itself. The Langa community takes on a strong position in the process, which is necessarily not the case in other Cape Townships. Langa is seen as the intellectual component of Cape Townships.

Dialogue encouragement

Disagreement between participants was used in a productive way.

Perception

The community did understand the socio-cultural environment of Langa Township. The Langa Development Forum played a key role in the involvement of the community. The most South African Townships nowadays have an local Development Forum as it exists in Langa.

Addressing individual needs

Changing needs were considered after final decisions by the architect. It was recorded that structural changes were undertaken because of the consideration of the individual's needs.

Decision-making

The infernal community structure was beneficial for the process. In financial issues tensions within the process started to arise. This seems to be an vulnerable aspect of community participation.

Decisions were made collectively amongst participants. The applied community participatory approach did built social capital within the community.

Conflict resolution

Hierarchy did exist amongst participants. This is reasoned that older and more educated people are respected to a higher degree than others. Therefore, it had to be ensured that everyone of the community was heard in the process. In Guga'S Thebe a high level of time was invested to make illiterate people understand and participate in the process. By handing out minutes the people that were illiterate felt disempowered because of not being able to read its content. Therefore, it was ensured that every voice was heard and everyone did understand developmental issues of the project. Conflict emerged between participants and was resolved in a constructive way by the facilitator. In this regard it was pointed out that a neutral person of the Langa Development Forum was consulted to ensure the well being of the project's process.

There was to no relation between the applied participatory approach and the taken violent action on the project mentioned. It was stated that the taken violence against the project is reasoned because of economic tension within the community. The most vulnerable aspects of the project were the lack of management and accountability in the development process and after the project's completion. Financial issues became an major issue as well as political difference amongst participants.

Consensus building

Consensus was achieved because effective argumentation. Power was not part of the decision making process.

Communicating the process

The process was transparent and clearly formulated. People were informed on every step undertaken on the project. The process started with the identification of the individual's need and turned into an accommodation schedule, which lead to the generation of drawings and models, for the local authority. Teamwork of community participants was encouraged.

Appropriate method selection

Enough time was considered to identify the most appropriate participation method. It was pointed out that no particular defined method was applied. The community decided on how to move forward in the development process of the project. The differences of applied method for Ulwazi was to empower the Youth and to rehabilitate them within the process. In the process of the Public Bathhouses consultancy of participants took place. In Guga'S Thebe the community was involved in the decision making process and the generation of the design. The way of planning, proposed in the civic movement of the 1980s was used for the progress of the project.

Funding

The fund raising strategies were realistic for the project. CS-Studio was designing the business plans, wrote fund raising letters assisted the community with their skill in this regard.

C Participation method

--No interview question asked--

D Accomplishment

Site management

Enough time was considered for the analysis the project's site. In case of Ulwazi, 5 different sites were discussed. In this regard one site, close to a park was found as not appropriate, as it was seen as impossible to rehabilitate the Youth from drugs close to a place where drugs were sold. The site amongst hostels, semi detached houses and close to a school was seen as the best alternative for Ulwazi.

As the building process for the Bathhouses started, the people of the hostels told CS-Studio to stop the building process and rather chose a site on an public space, in order to ensure the life time of the facility.

Guga'S Thebe is located on an highly cultural area where people burnt their passes in the past.

In terms of management a manager was appointed, not having been involved in the development of the project. Participants, part of the development of the project, were not considered to manage it. It was pointed out to appoint someone who is committed in the development of the process before the construction process is finished. In case of Guga S Thebe a major activist was excluded by the manager of the Centre after 6 years extensive commitment.

Project construction

Unskilled labour from Langa were trained in the construction process in case of the Ulwazi and the Bathhouse because of the high level of trained people in Langa it was not necessary to train the people during the construction phase of Guga'S Thebe. In Guga'S Thebe training was applied in designing and manufacturing the ceramics for the Centre only.

E Post accomplishment**Implementation**

The current community structure was seen as not being strong and skilled enough to manage the project, except the Bathhouses that are managed by the municipality. Guga'S Thebe and Ulwazi are facing a crisis because of people that are not skilled and trained enough to manage these facilities. The Langa Development Forum (LDF) does not support their management. The process and end product did inspire other community participation projects in Langa and other Cape Township. People in Nyanya came and wanted similar projects in their area.

Post occupancy evaluation

The process and the end product was not evaluated.

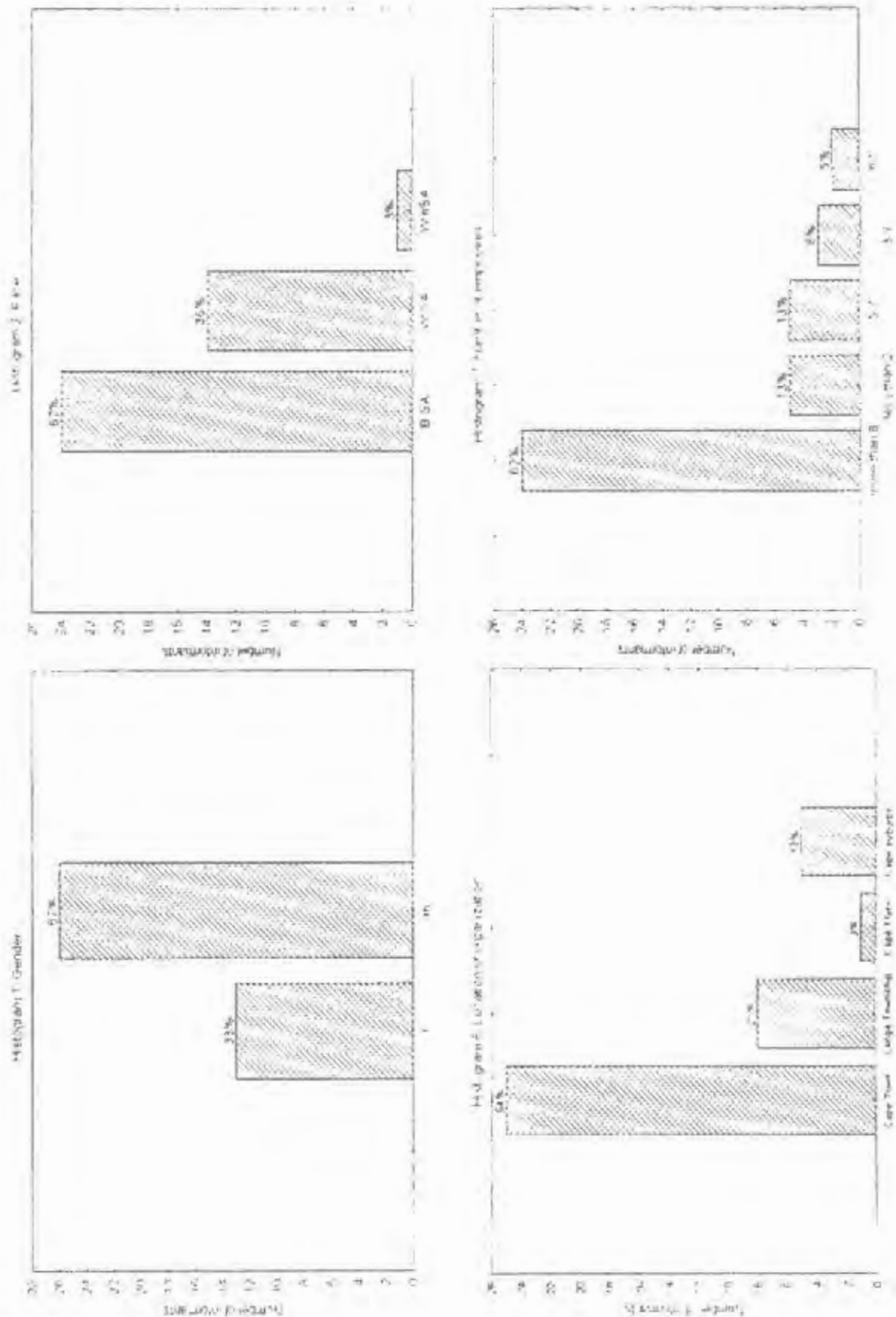
The projects do reflect the cultural value systems of the community in Langa. The intention of Ulwazi was to provide a safe and secure environment. For that reason Ulwazi has one entrance to ensure security for the Youth. That indicates the architectural response to the culture of former Youth gangs. The Public Bathhouses included the rondaval shape that reflected the communities traditional culture. Guga'S Thebe's juxtapositions reflect the way people from environments in areas as Langa. The cone represents a traditional hut were meetings, Art and Culture can be performed.

Visual appraisal

--No interview question asked--

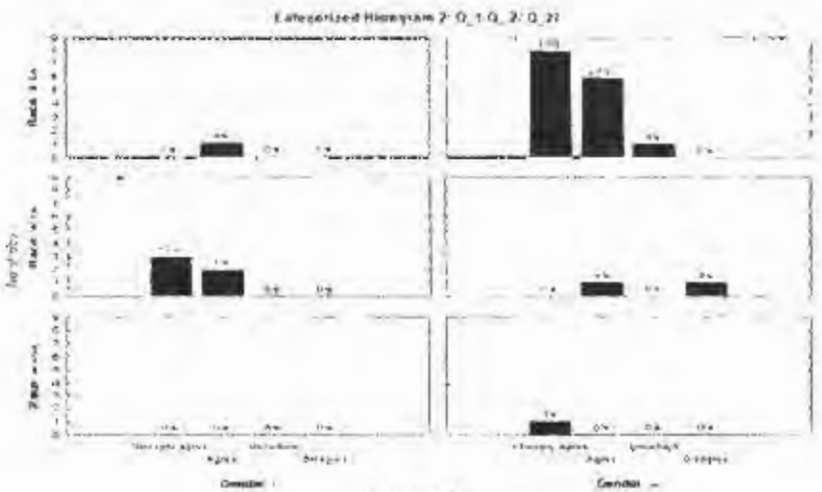
Appendix 3: Questionnaire and interview outcome

A Questionnaire outcome, Section 1. Personal Information

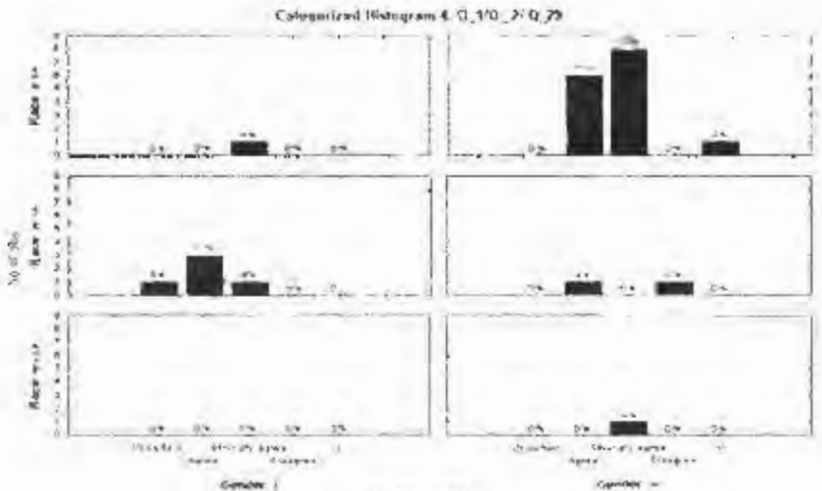


Histogram Question 1;2;6;8

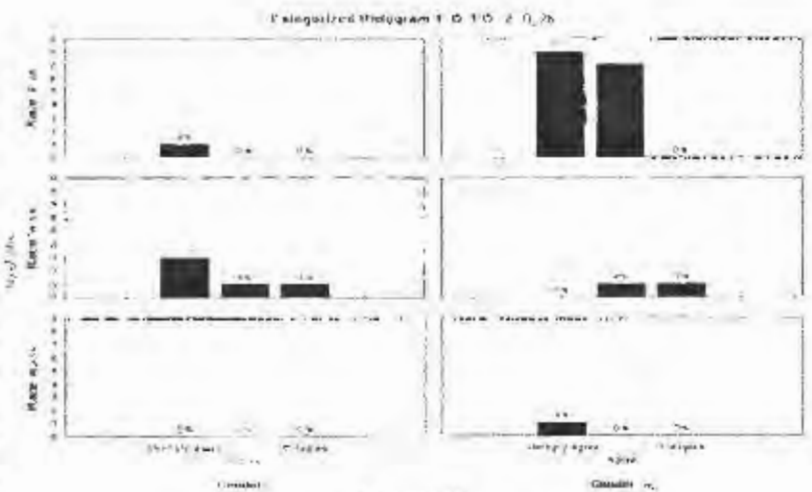
Section 2 and 3. Personal views and external factors in relation to the projects by CS-Studio



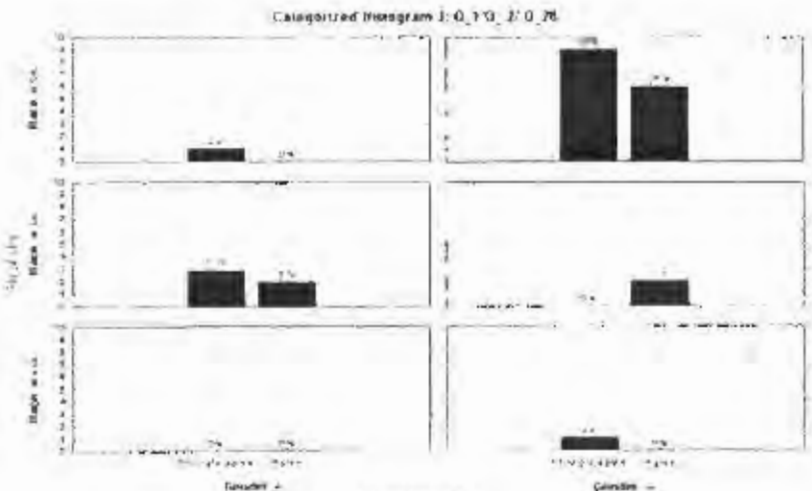
Question 27
I was involved in the decision making process



Question 29
I was involved in the evaluation of the project



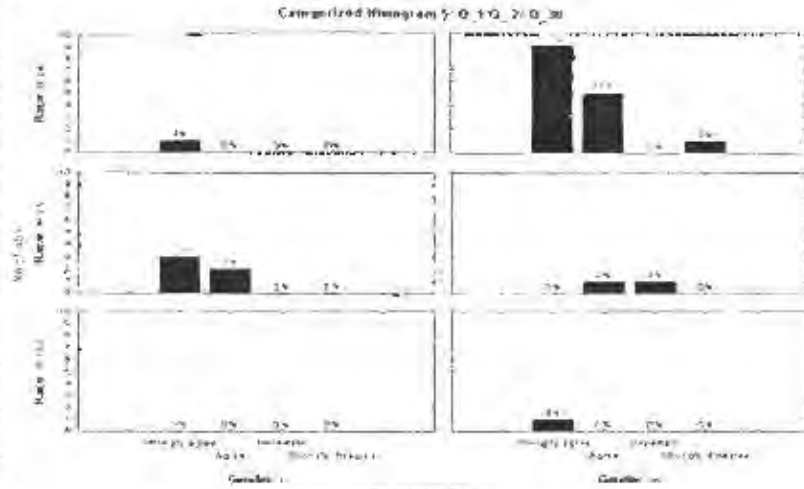
Question 26
I was consulted in the participation development process



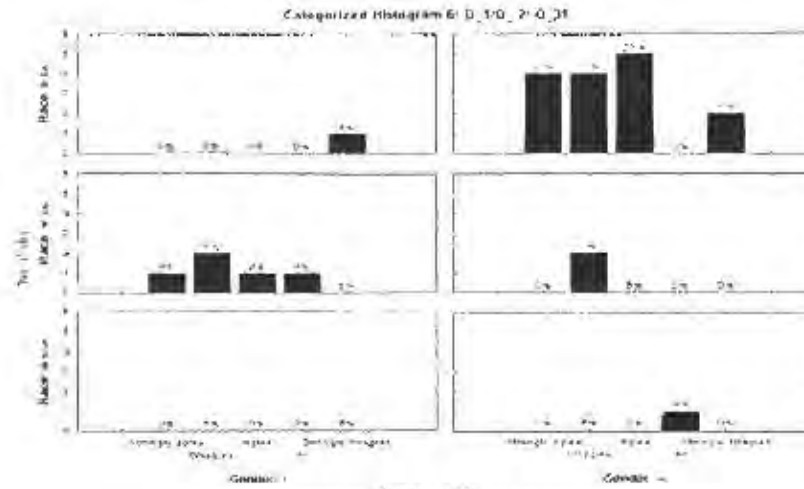
Question 28
I was able to contribute to the progress of the project

Histogram Question 26:27:28:29

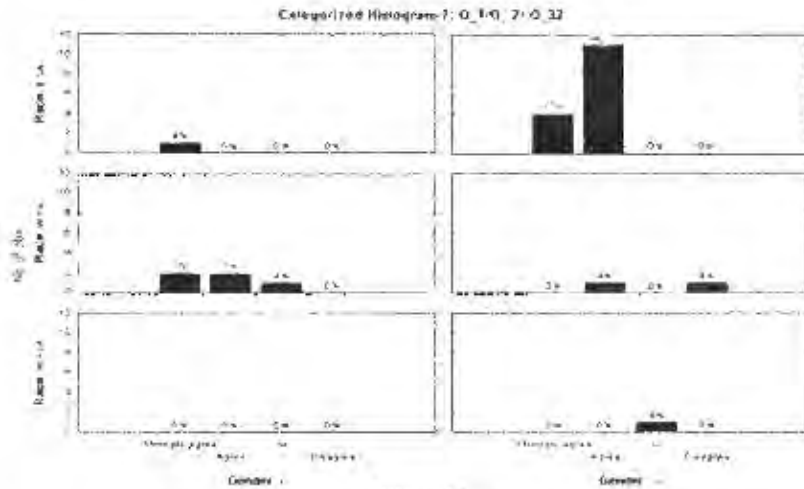
Histogram Question 30:31:32:33



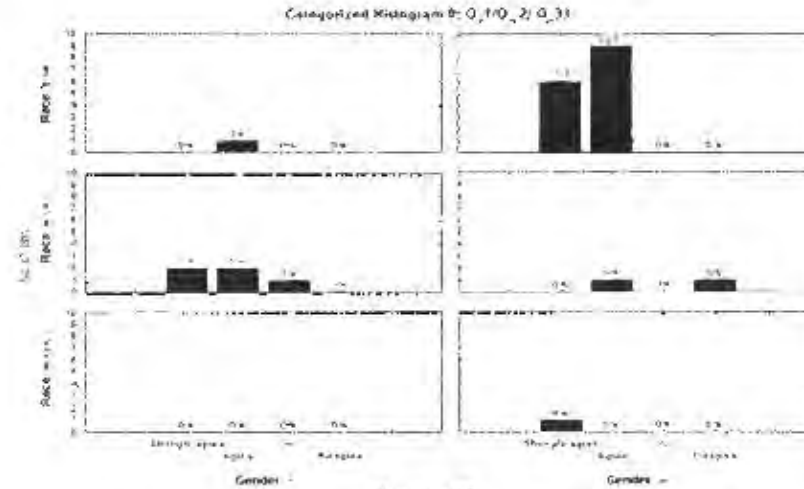
Question 30: I understood my role in the project



Question 31: I received training in applying community participation

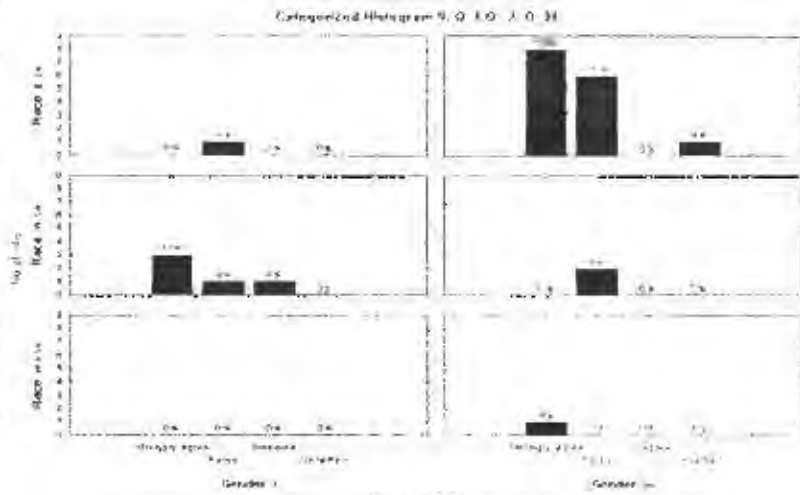


Question 32: I received support in applying community participation from other members in the team

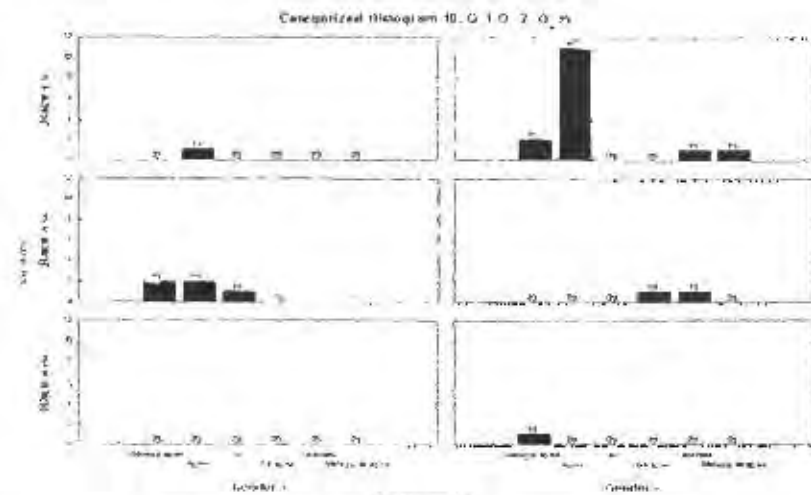


Question 33: I gained confidence and skills out of the community participation process

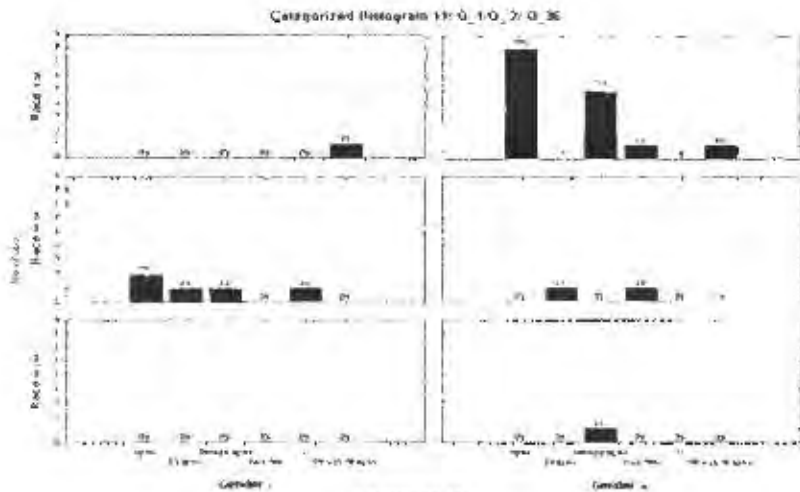
Histogram Question 34;35;36;37



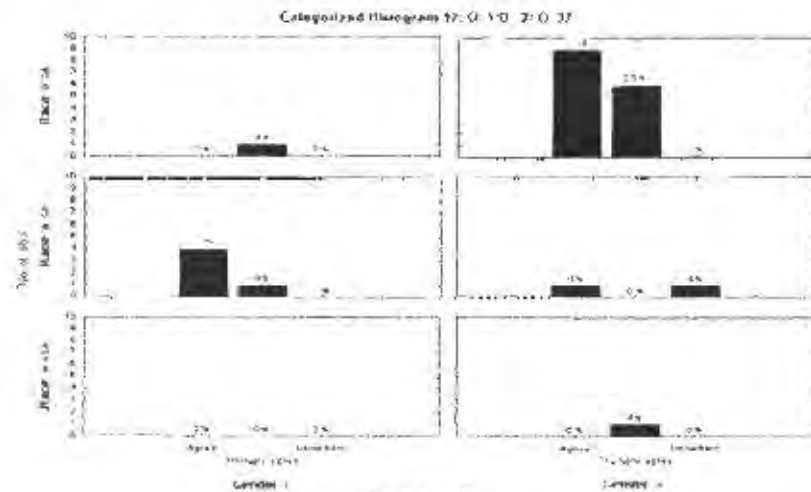
Question 34: My knowledge on community participation allowed me to work efficiently



Question 35: The deadlines gave enough time for full community participation

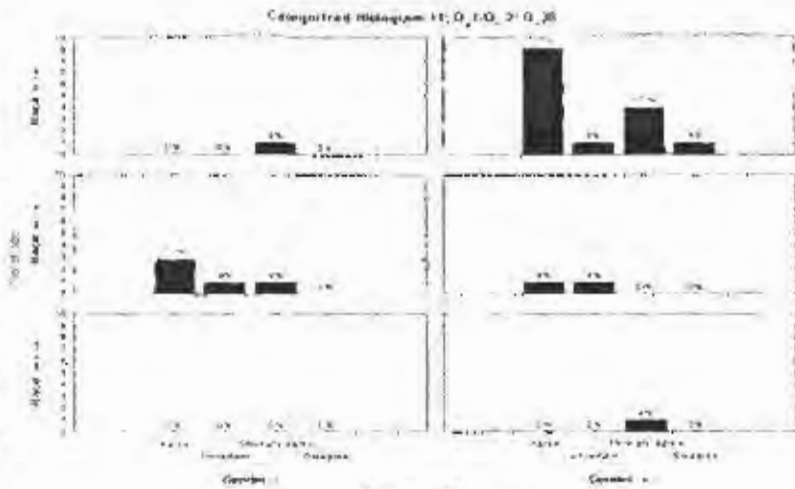


Question 36: The leaders treated other team members as equals

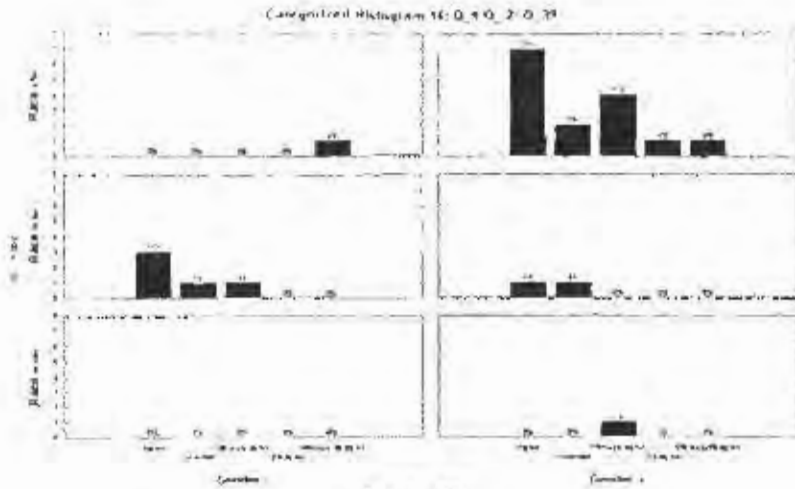


Question 37: Responsibility for aspects of the project was clearly defined

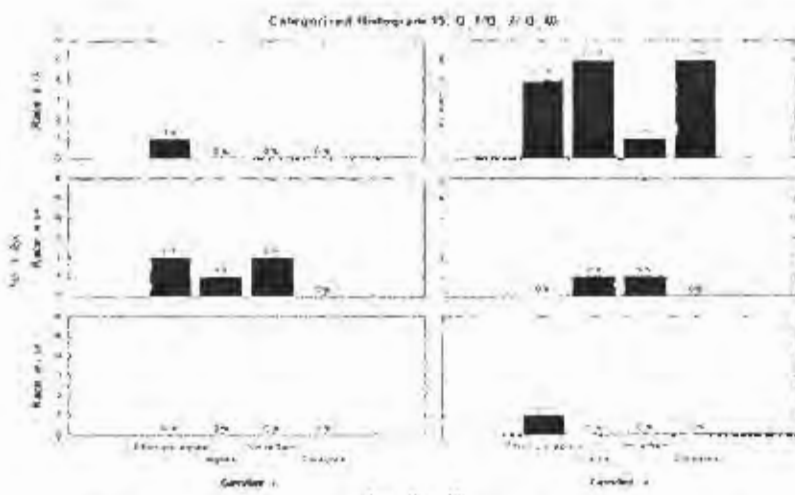
Histogram Question 38:39:40:41



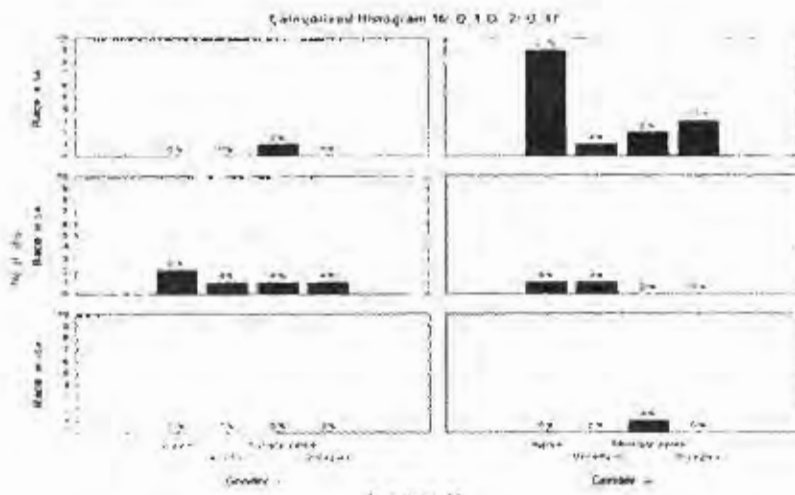
Question 38
The community was adequately involved in setting up the brief of the project



Question 39
The diversity of skills contributed to the advancement of the project

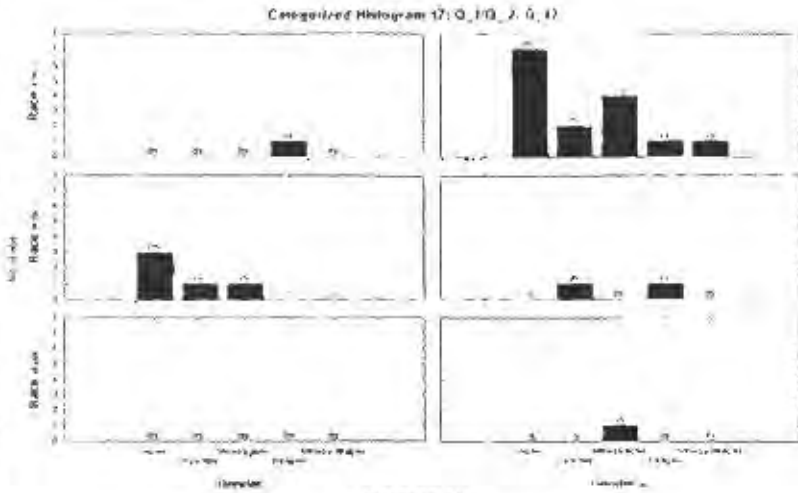


Question 40
The number of participants of the community taking part on the project was enough

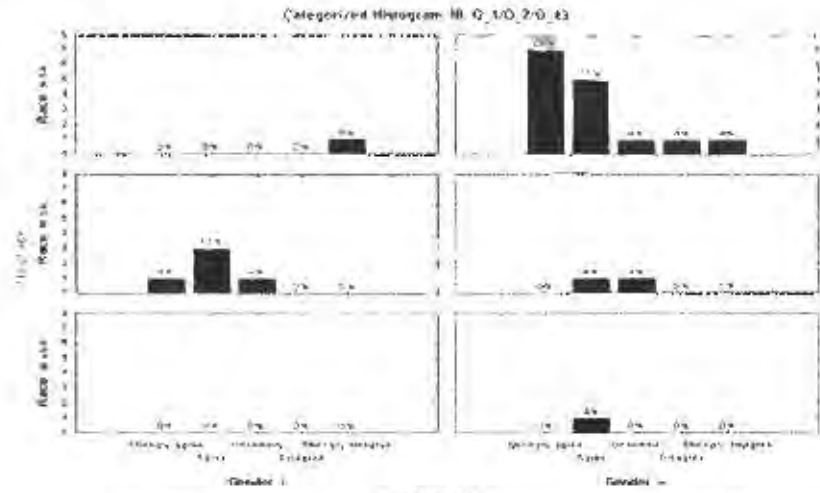


Question 41
The community had control over the project

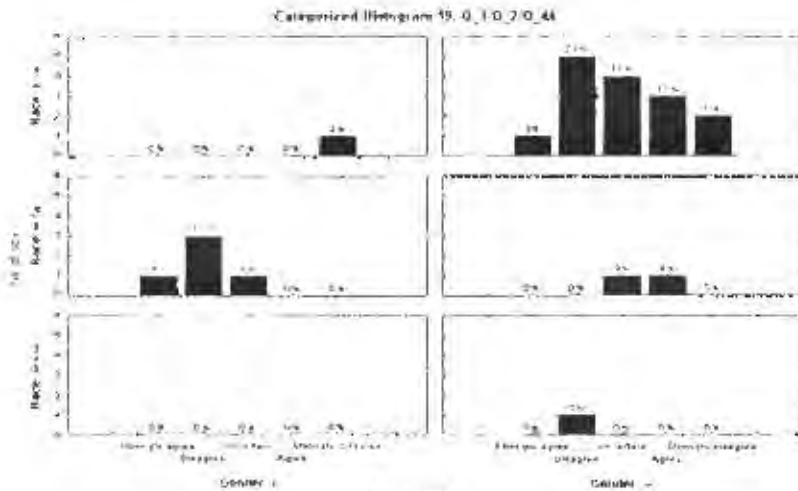
Histogram Question 42:43:44:45



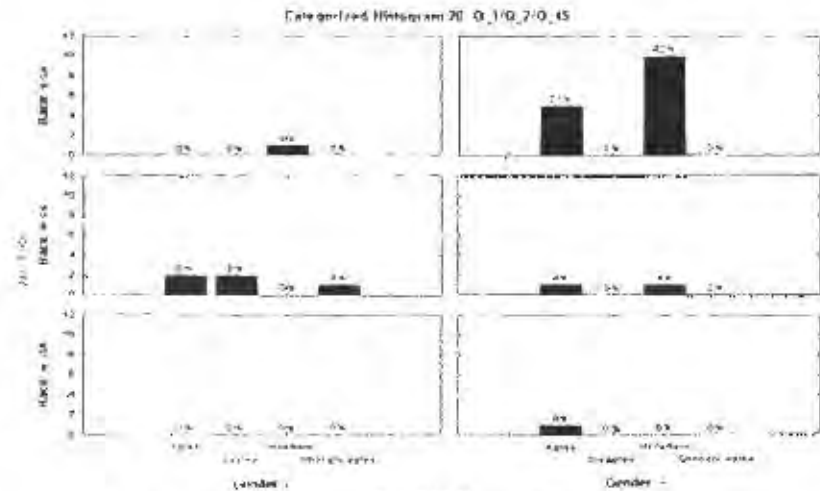
Question 42
All participants were committing to the goals of the project



Question 43
Unskilled workers were involved in the construction process of the project

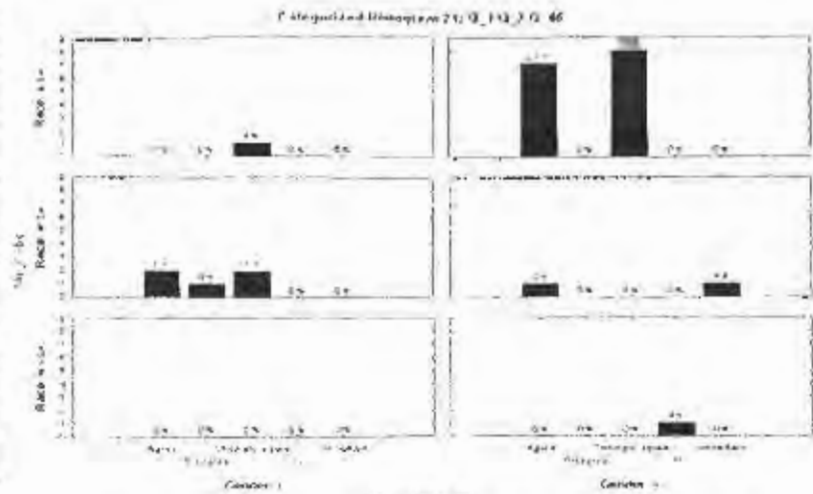


Question 44
Unskilled workers were involved in managing the project site

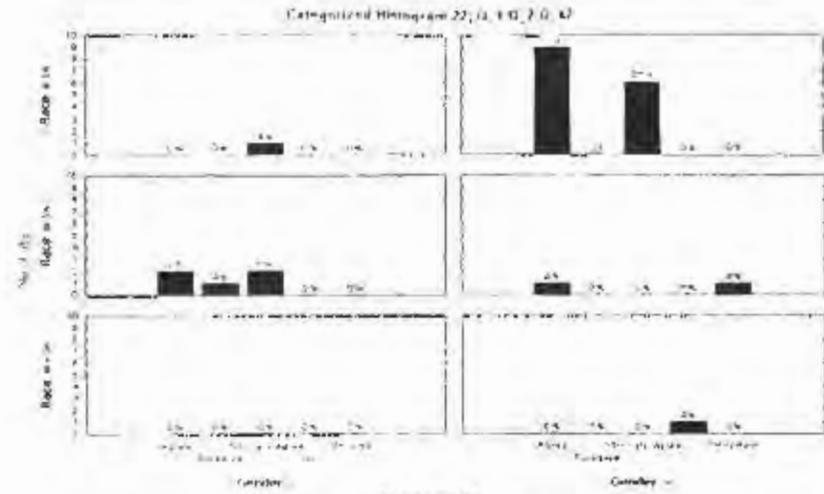


Question 45
CS-Studio applies community participation more effectively than other firms

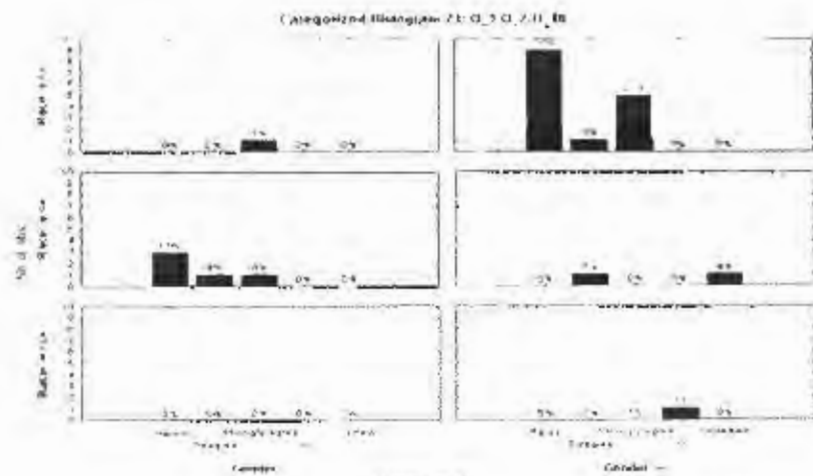
Histogram Question 46:47:48:49



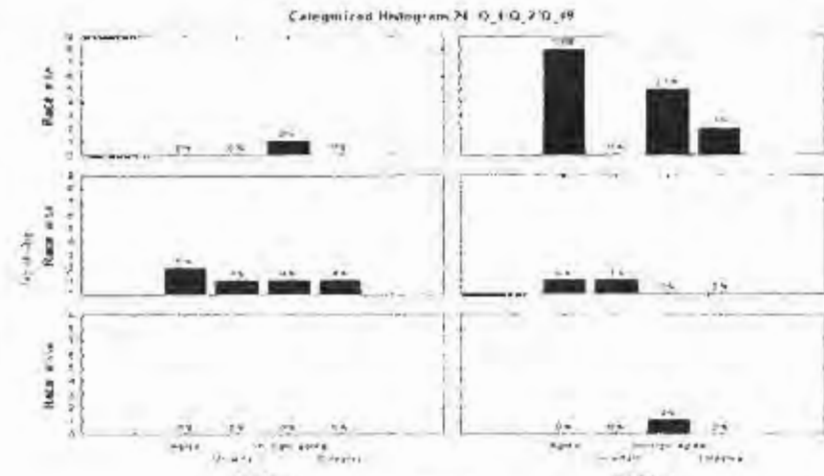
Question 46: Your organization leaders were committed in applying community participation.



Question 47: Other people in your organization were committed in applying community participation.

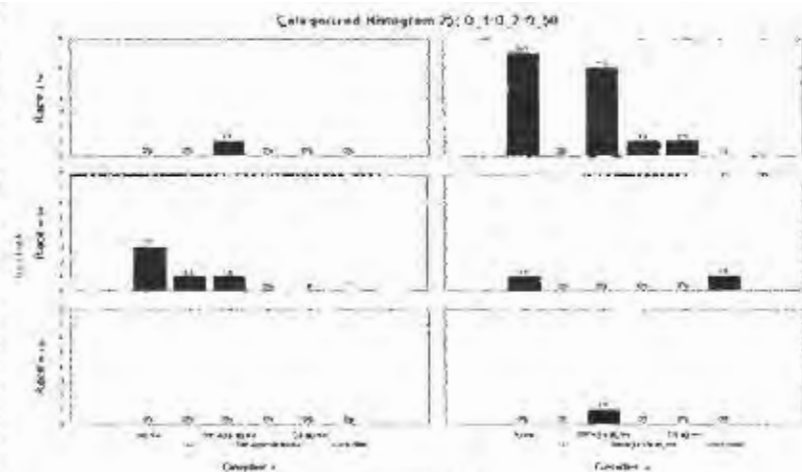


Question 48: The person responsible for community participation in your organization was sufficiently skilled.



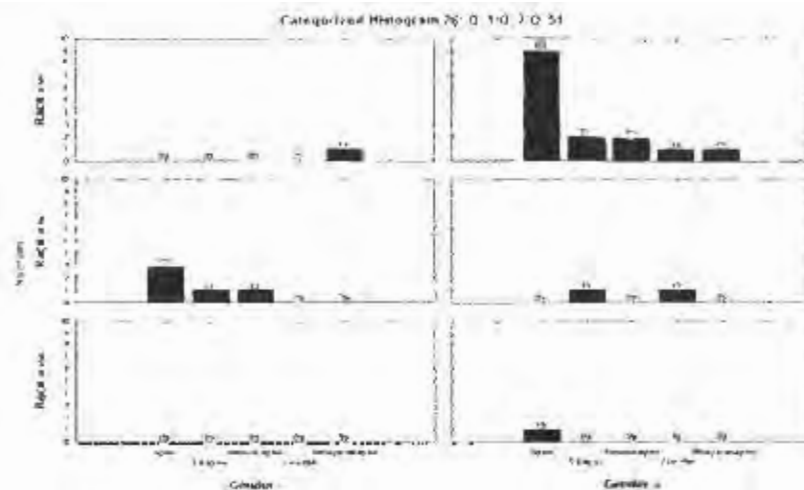
Question 49: It was easy to communicate with community team members.

Histogram Question 50;51;52;53



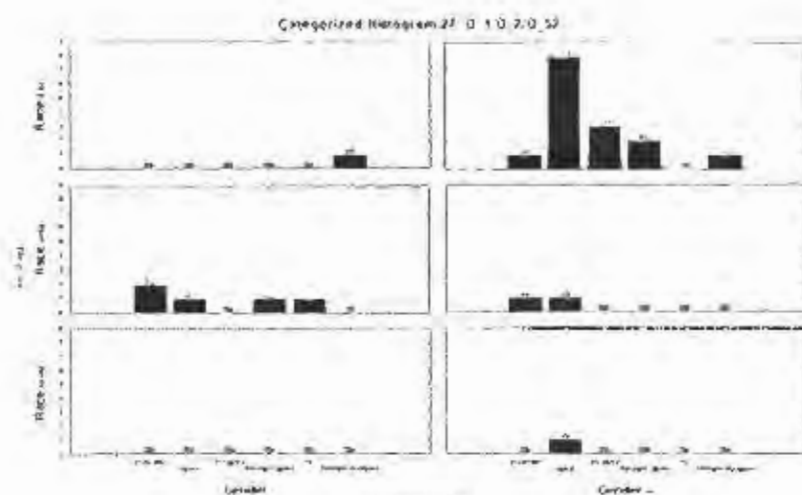
Question 50

The common knowledge on community participation enables easier communication on the project.



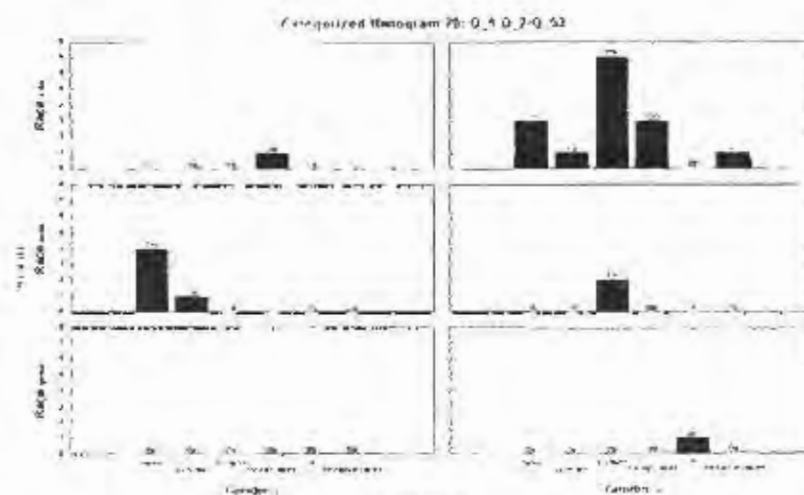
Question 51

There was equality between team members and leaders.



Question 52

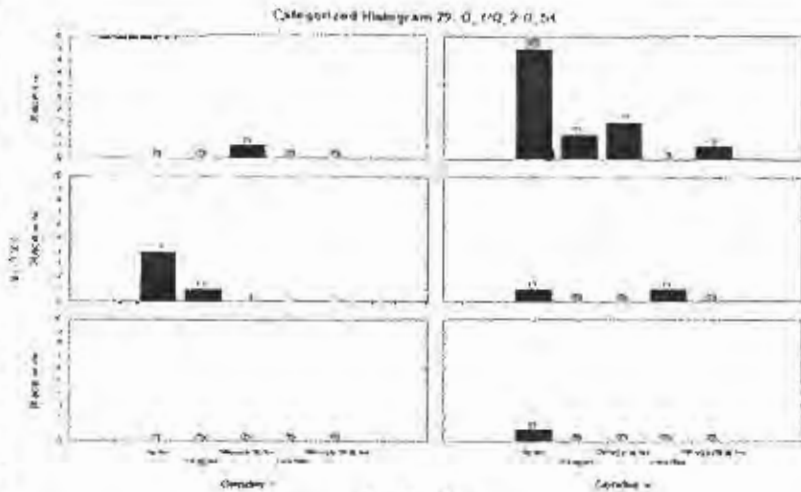
There was equality between professionals and community leaders on the project sites.



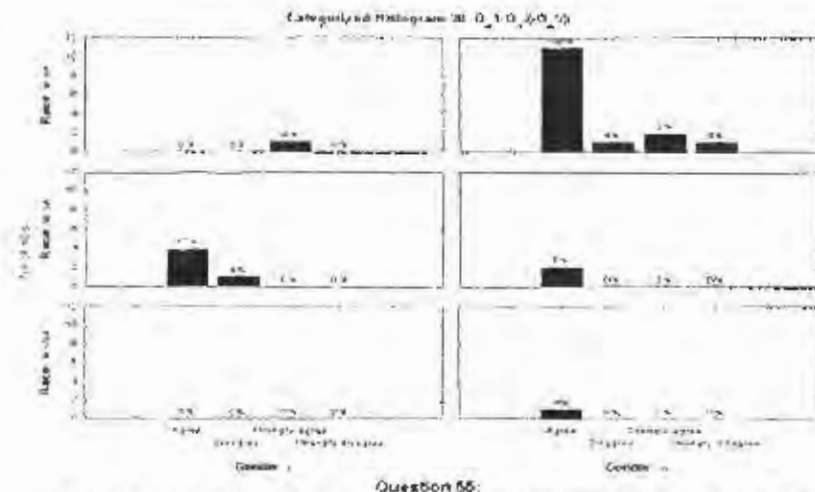
Question 53

Your organization was encouraged by another organization to apply community participation.

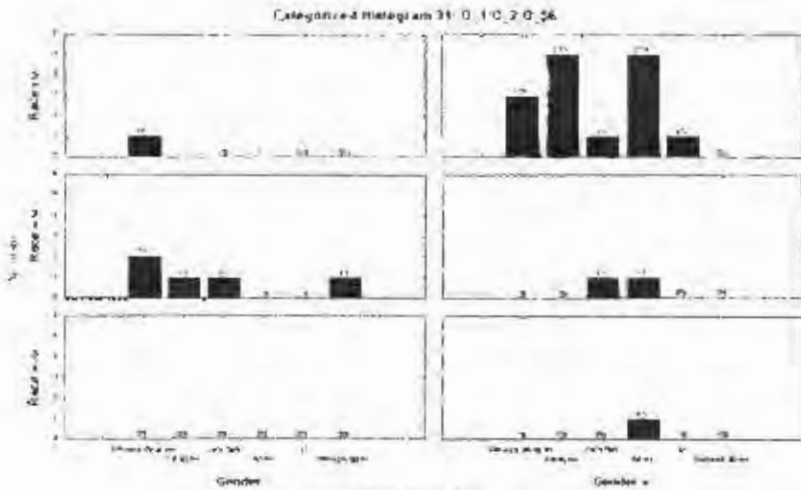
Histogram Question 54;55;56;57



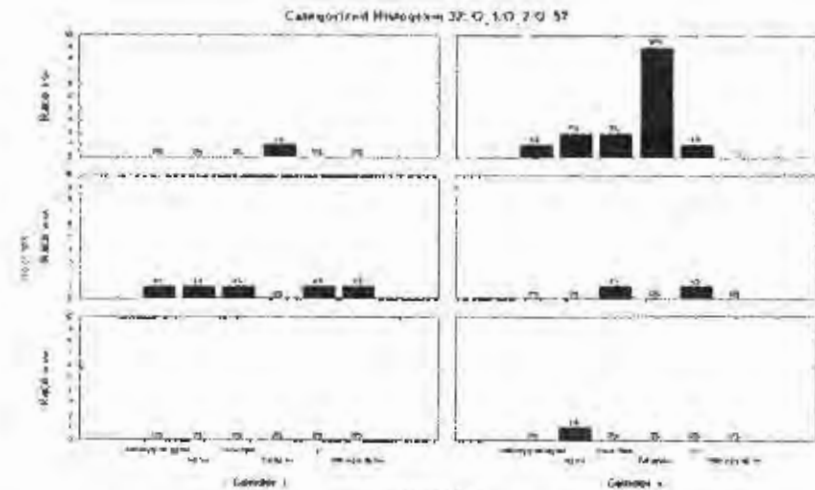
Question 54
Expertise with another organization is shared on the project



Question 55:
The common knowledge with another organization enables easier communication on the project

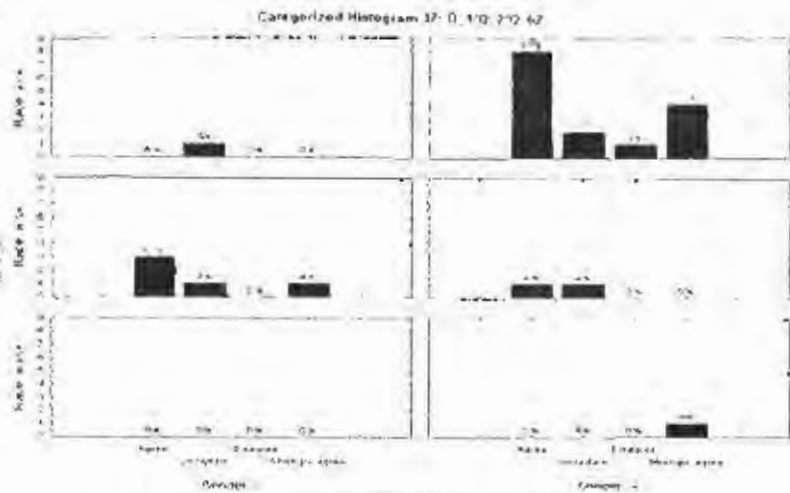


Question 56
Funding given by government for the project was enough

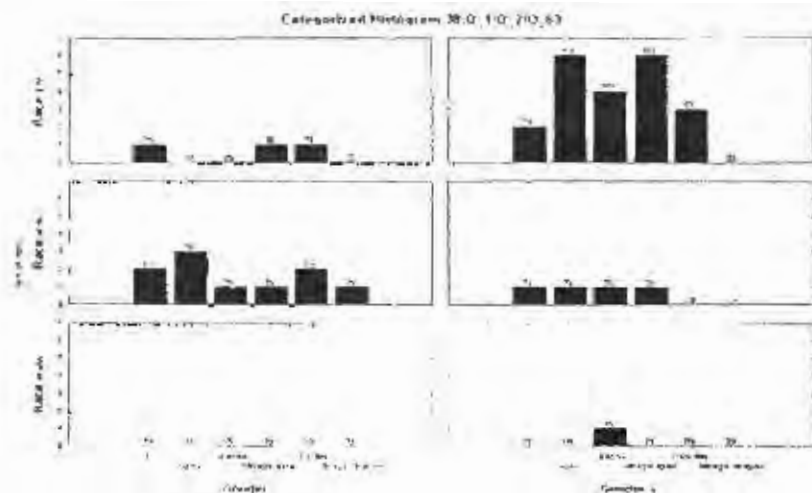


Question 57:
Funding given by a non-government organization for the project was enough

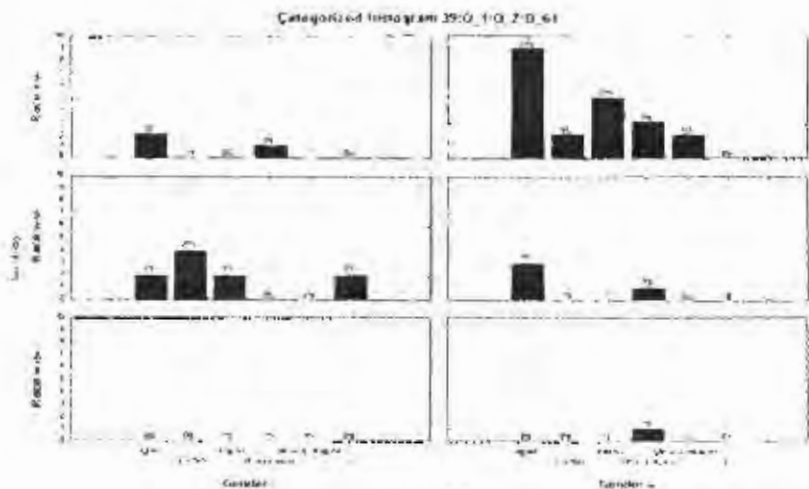
Histogram Question 62:63:64:65



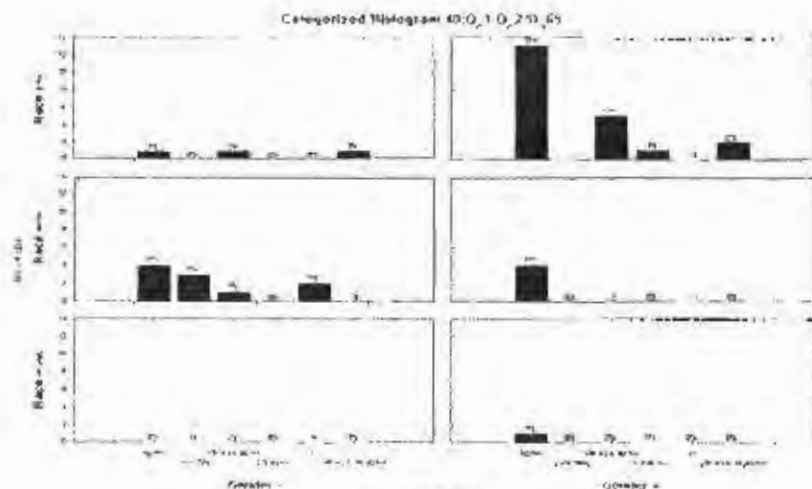
Question 62
Building sites were provided with security during construction



Question 63
There was government harassment on community projects

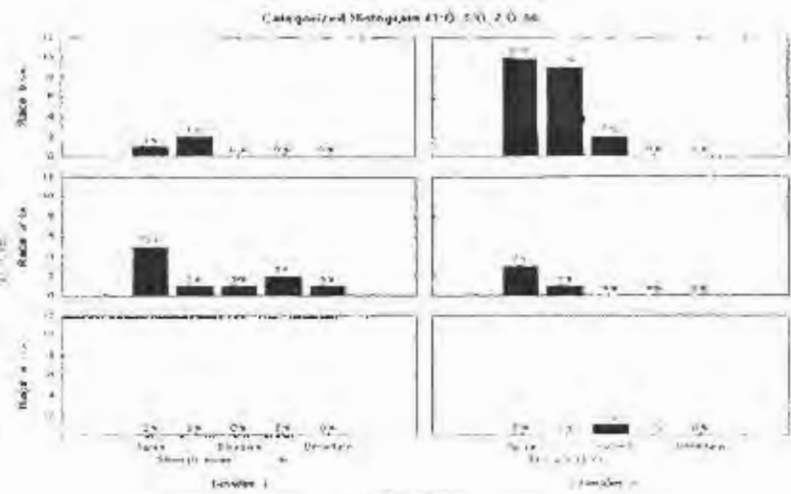


Question 64
There was a community based organization responsible for development in Langa Township

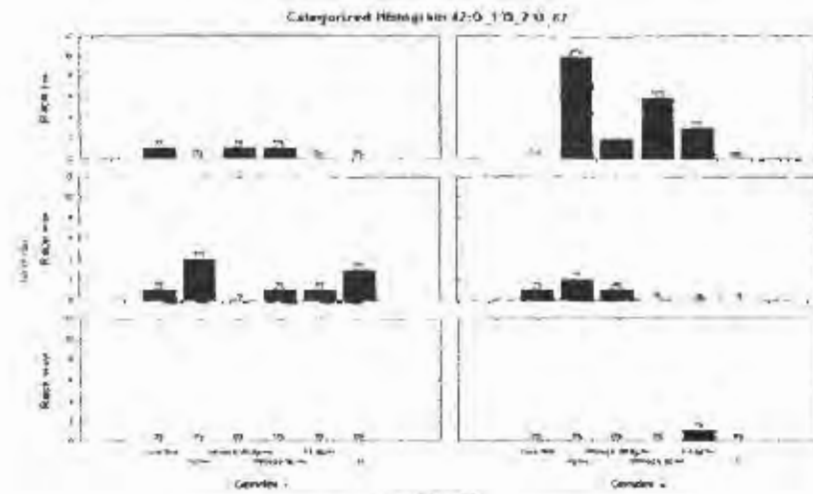


Question 65
White authorities were in charge of development in Langa Township

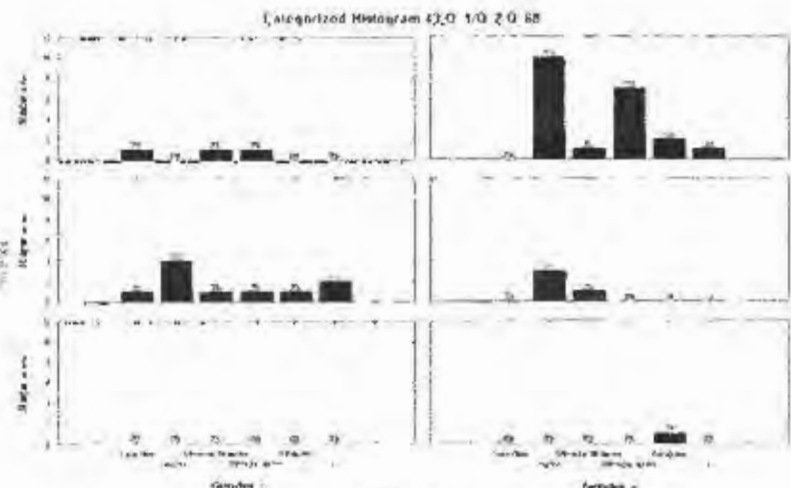
Histogram Question 66:67:68:69



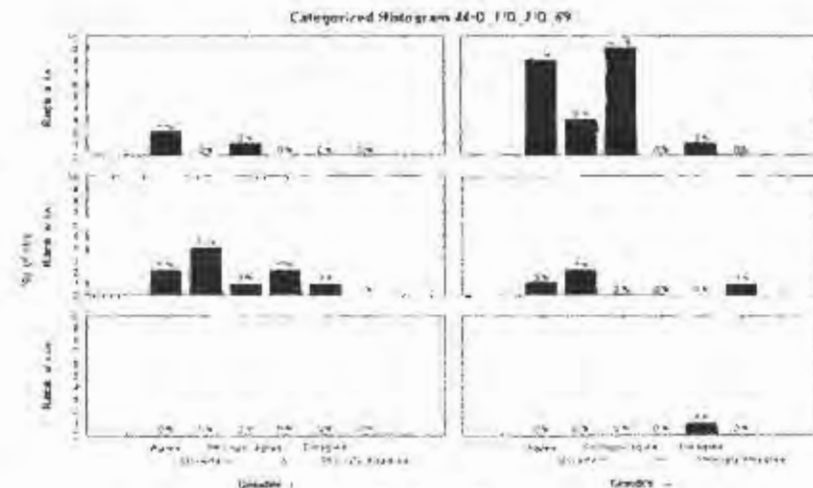
Question 66: Development decisions were made in a top-bottom decision process



Question 67: Community members had no right to participate on the project

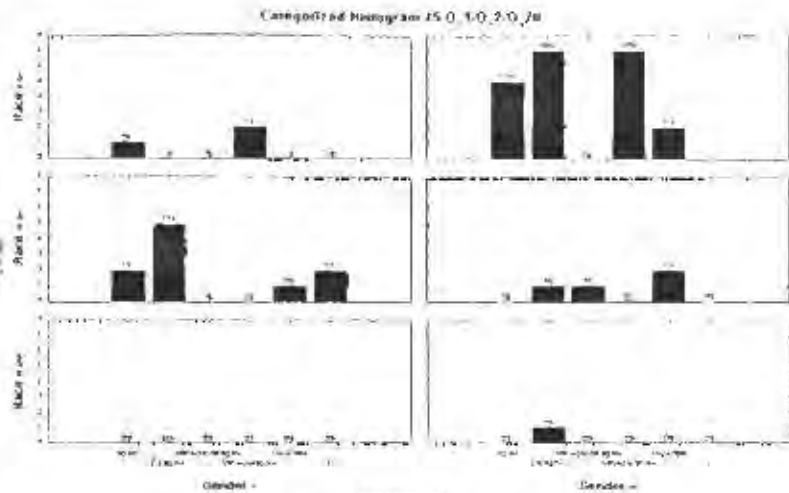


Question 68: Community members had to accept what was planned for them

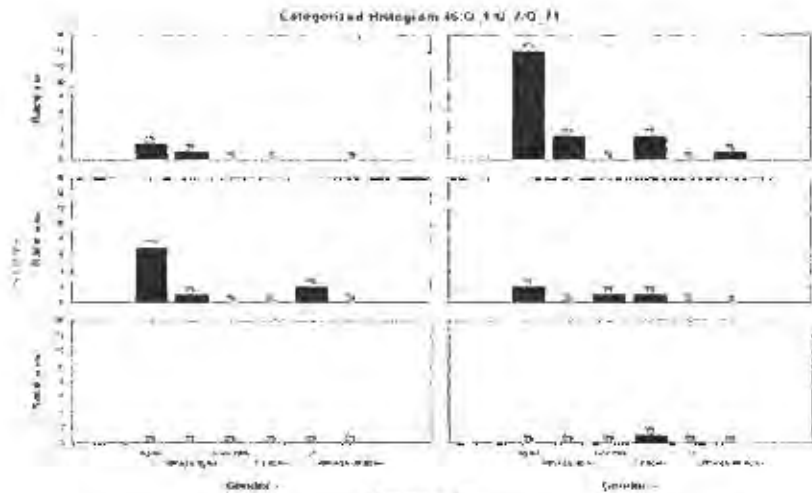


Question 69: No 'black' Langa resident was allowed to own land

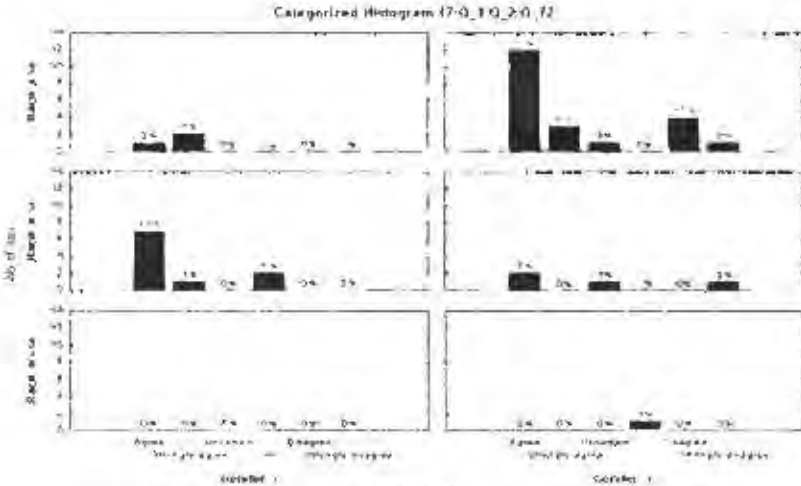
Histogram Question 70:71:72:73



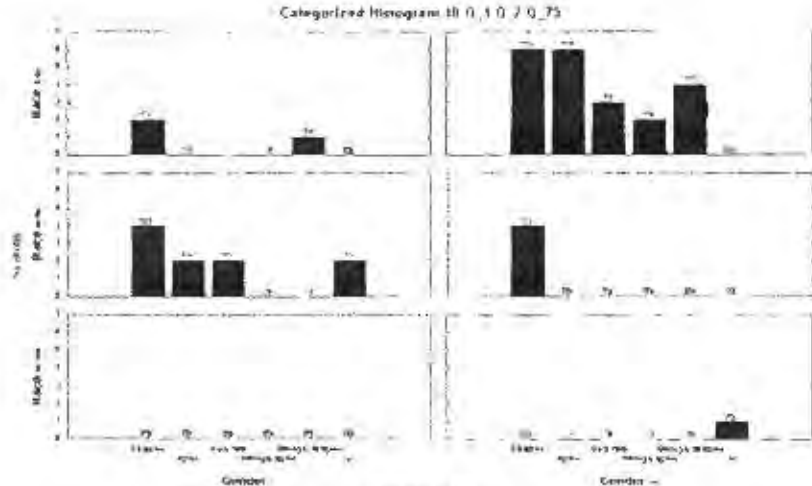
Question 70
Community meetings were prohibited by 'white' authorities



Question 71
Inadequate public facility for health was provided by the government in Langa

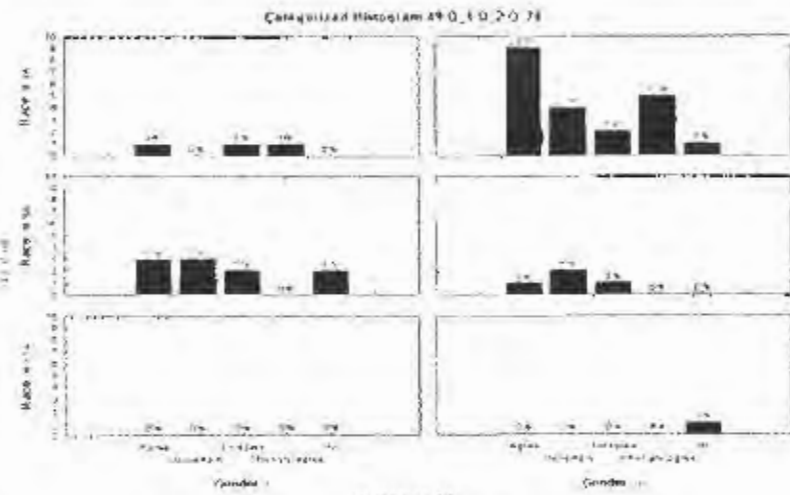


Question 72
Inadequate public facility for education was provided by the government in Langa

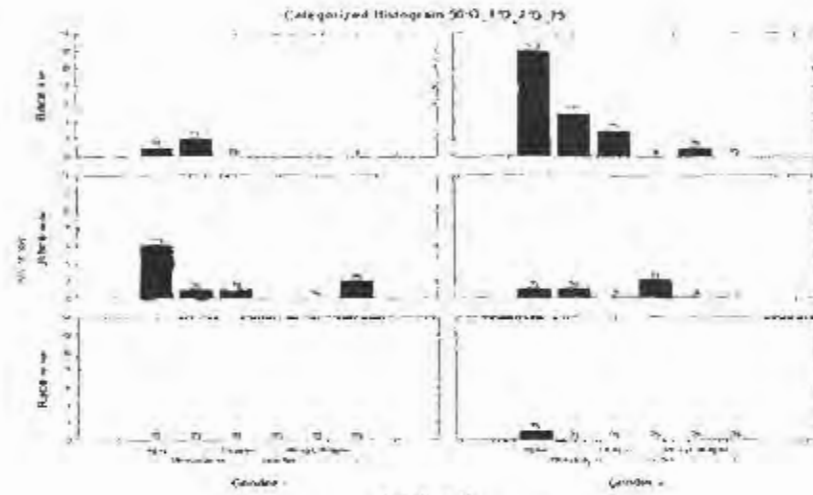


Question 73
There was a development framework set up by government

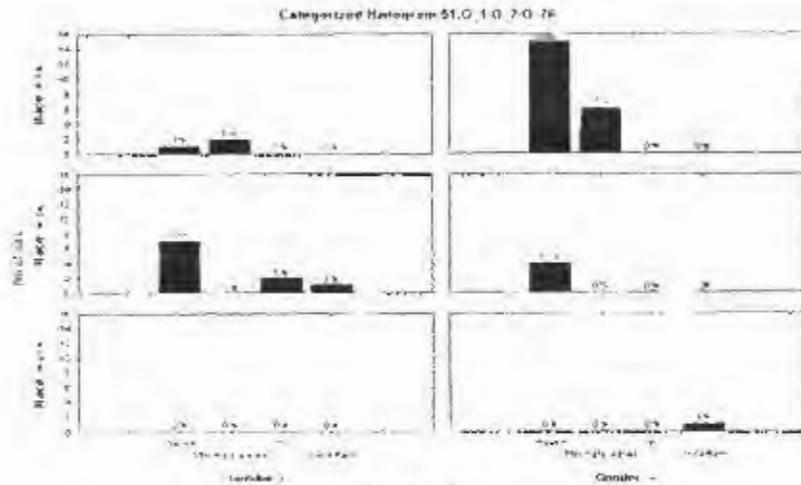
Histogram Question 74:75;76:77



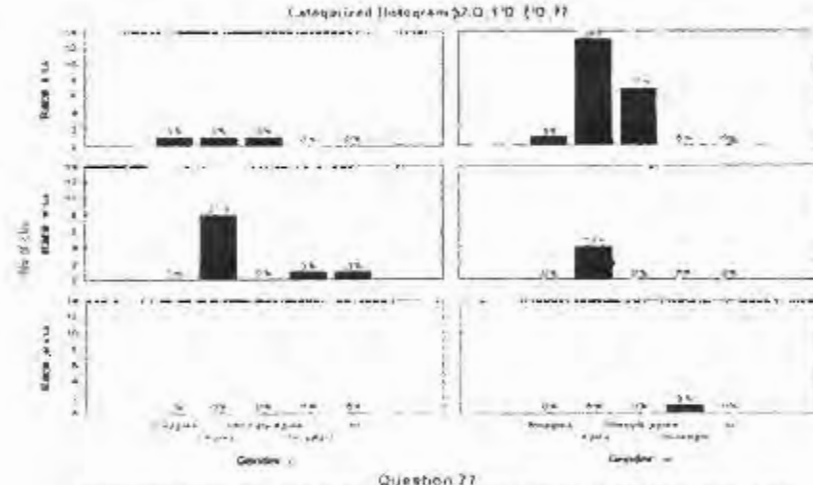
Question 74: Individual architects did not plan for the community in Langa



Question 75: There was informal settlement in Langa Township

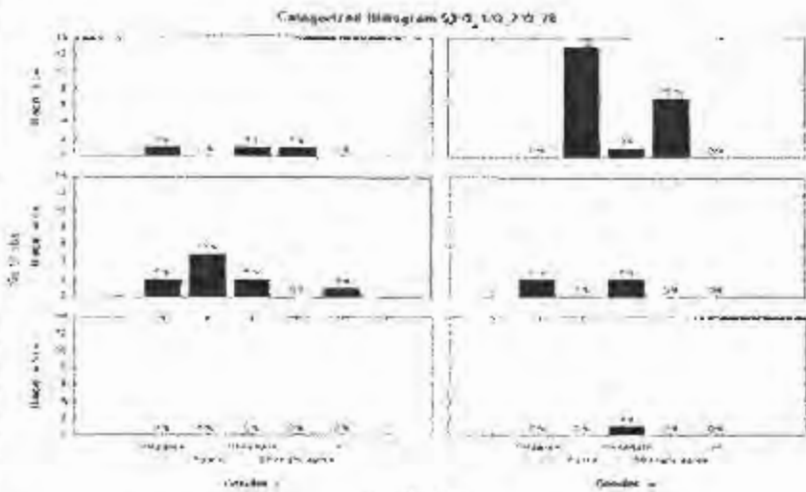


Question 76: The planning policy for the project in Cape Townships changed

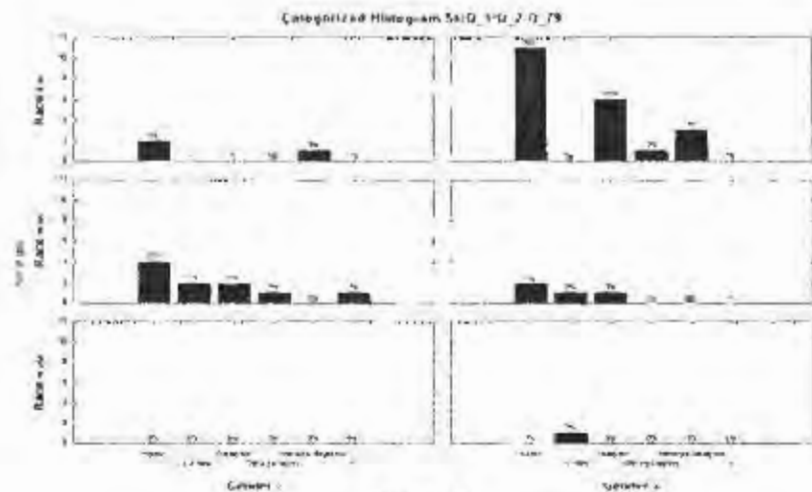


Question 77: Government policy is setting up a community based development framework for Cape Townships

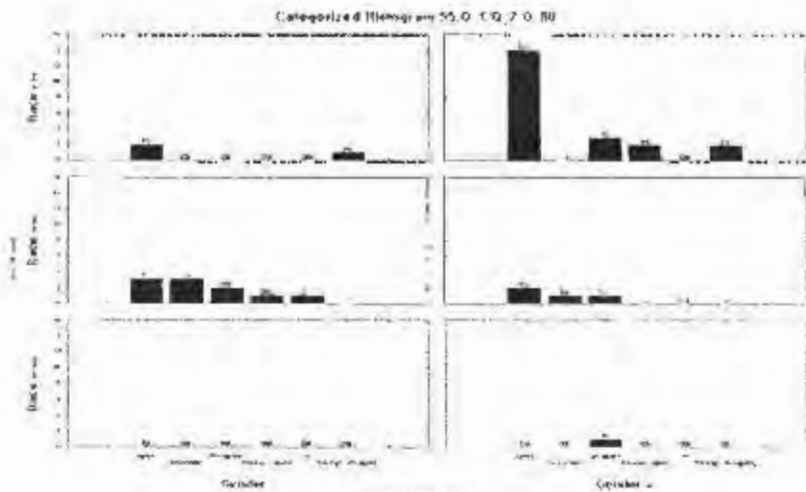
Histogram Question 78;79;80;81



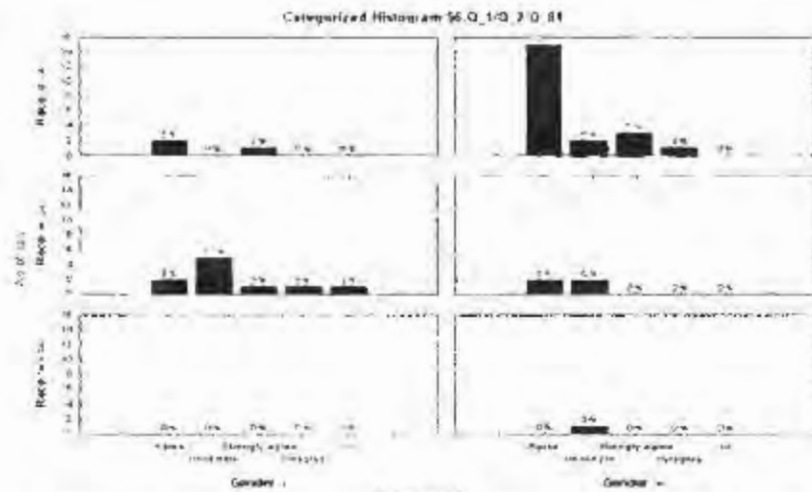
Question 78
The community is in charge of the decision making process for the project



Question 79
Planning decisions are made by government authorities

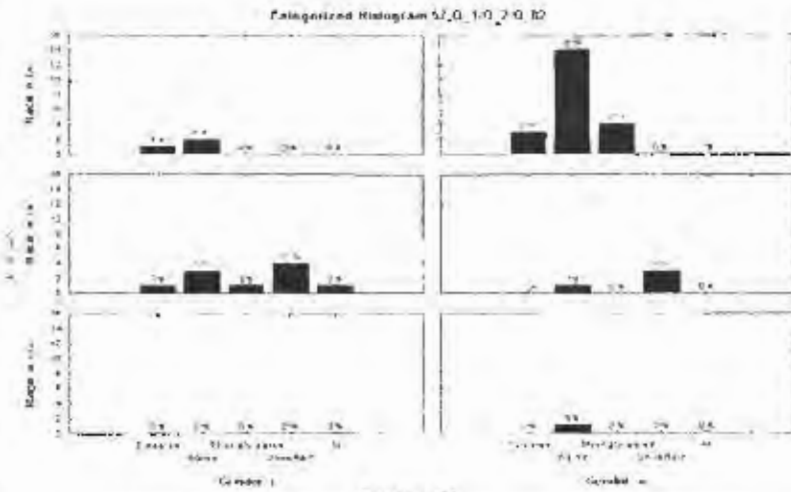


Question 80
Government authority guides the project in Langa Township

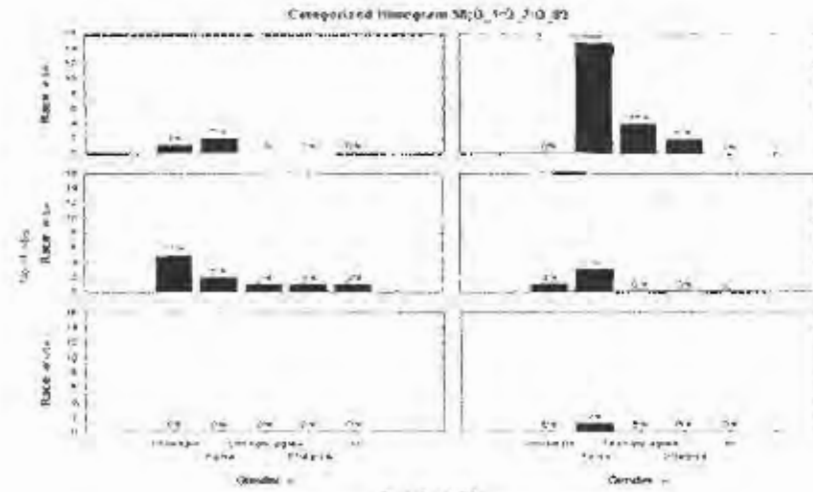


Question 81
There is a non government organization responsible for development in Langa Township

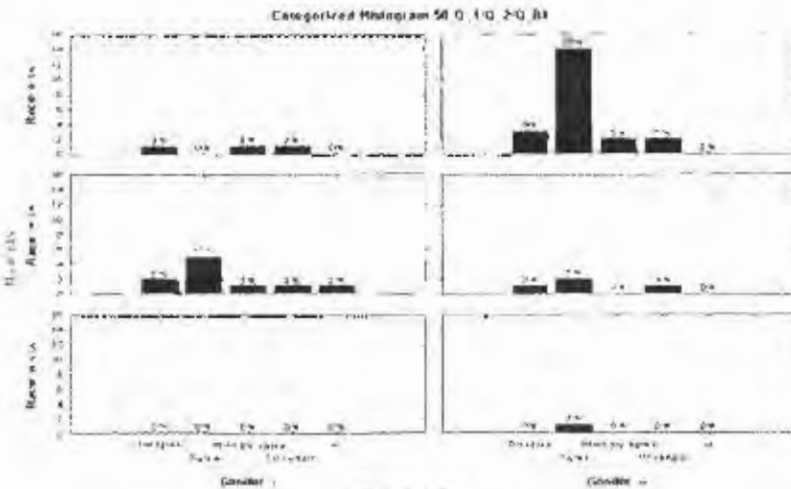
Histogram Question 82;83;84;85



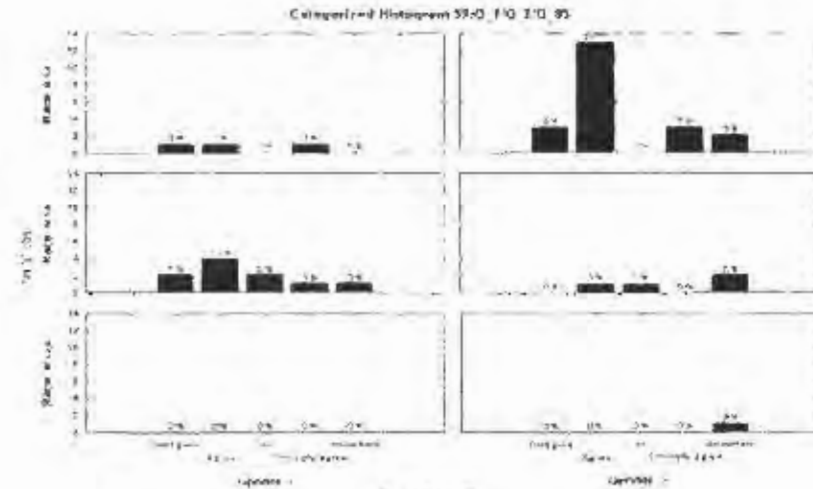
Question 82
Decisions on a project are made on basis of equality with community participants



Question 83
The community of Leno is empowered in the project

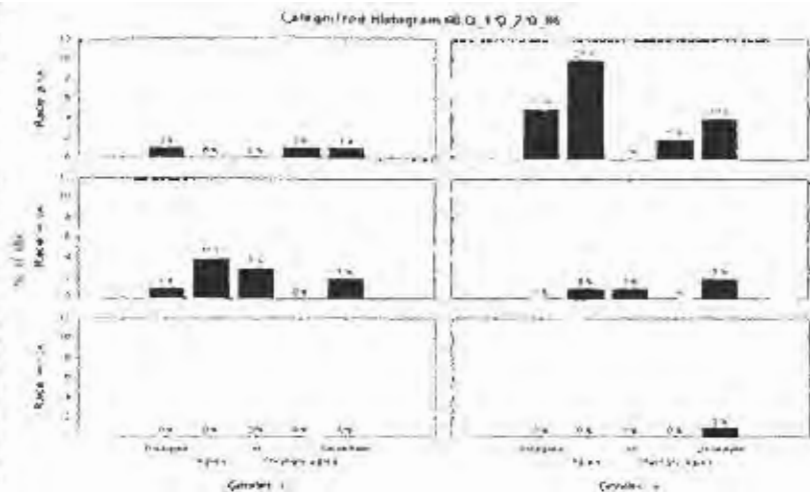


Question 84
Many projects get funded by government

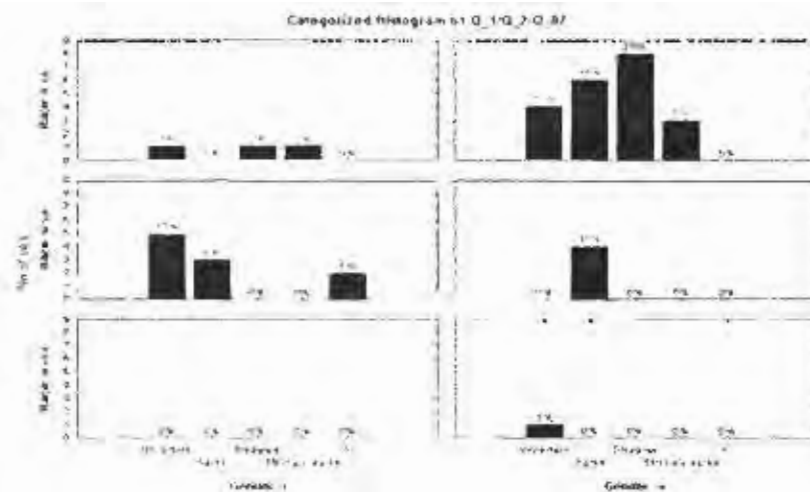


Question 85
Many individual architects design with the community in Leno Township

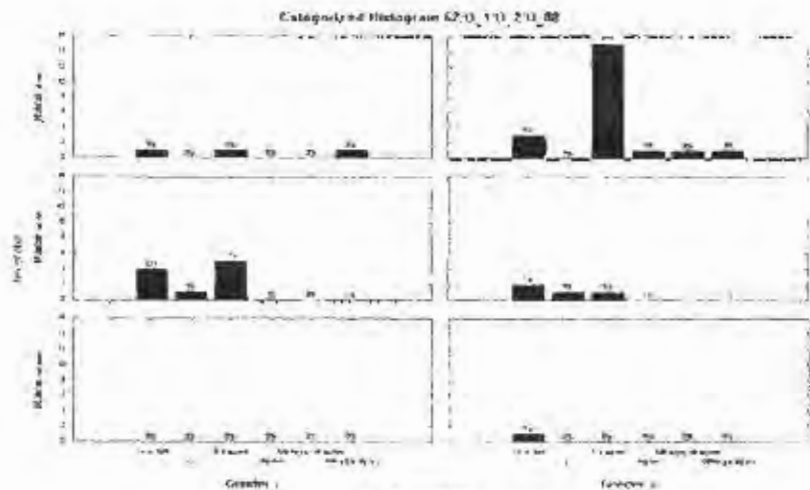
Histogram Question 86:87:88:89



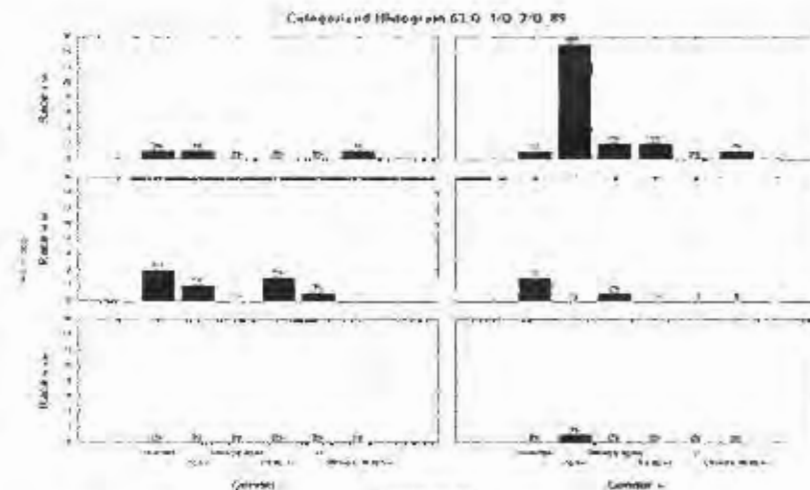
Question 86:
Many individual architects provide skills in Langa Township



Question 87:
Some architecturally designed buildings are not accepted by the community

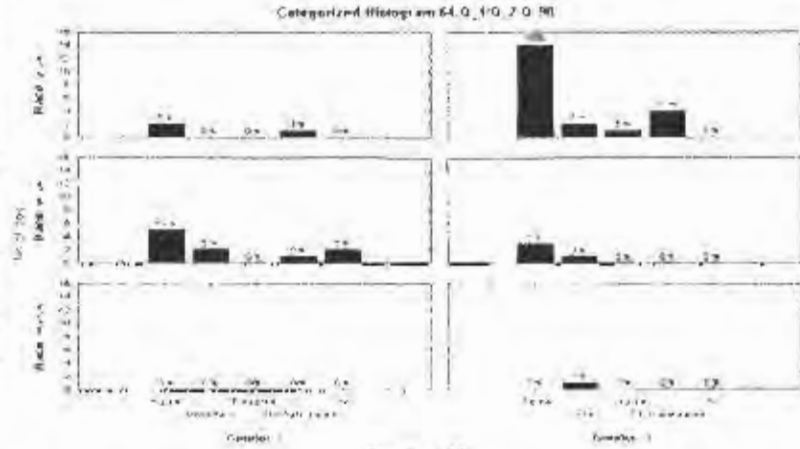


Question 88:
Development by government is not accepted by the Langa community

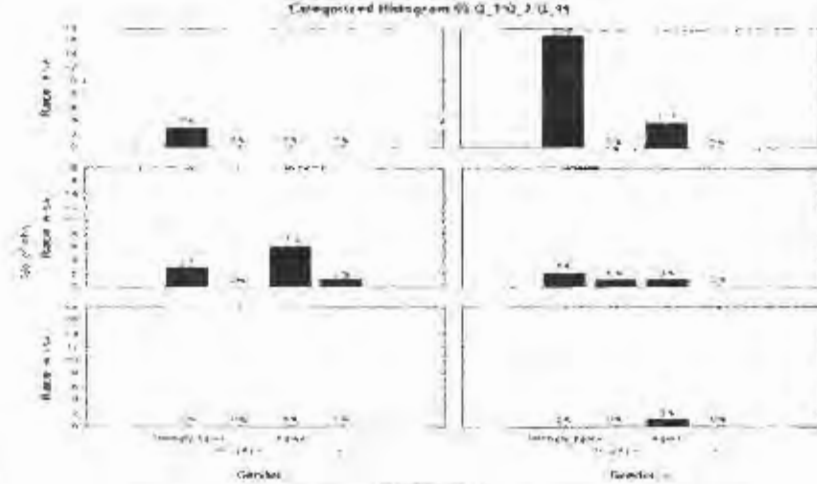


Question 89:
People are well informed about government strategies for community development

Histogram Question 90;91



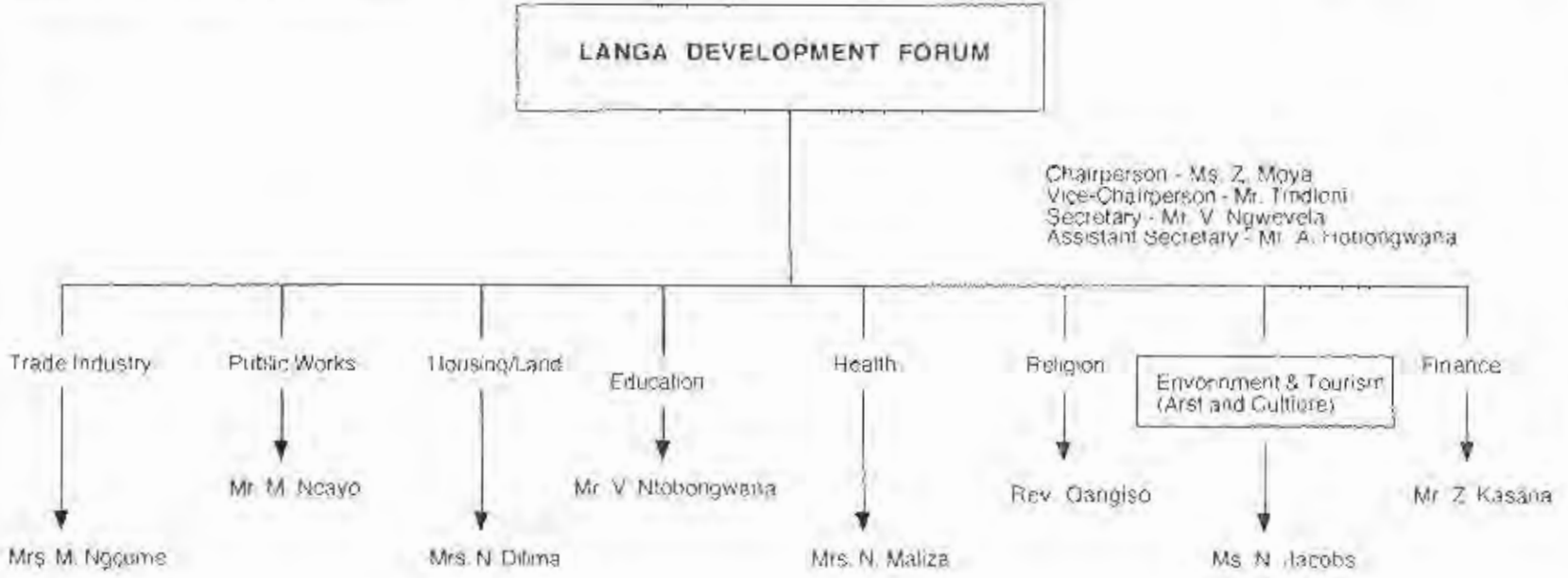
Question 90
There have not been enough academic studies evaluating the success or failure of community participation in building projects.



Question 91
Community participation is important for South Africa's "new" democracy.

STRUCTURAL DIAGRAM OF
LANGA DEVELOPMENT FORUM (LDF)

July 1997



Ex Officio Members
Now Councilors:

- Mr. J. Mokoena
- Mr. S. Mxolose
- Mr. M. Skweyiya
- Mr. Z. Mpotya

Prepared by
CS STUDIO ARCHITECTS
37 Rugley Road, Vredenburg, Cape Town, 8001
Tel: (021) 461 2170 Fax: (021) 461 5158

Diagram (1). Source: CS-Studio architects (1997). Author: CS-Studio and the Langa Development Forum (LDF). Structural diagram

Appendix 4: Forms and Diagrams

PROPOSED EMPLOYMENT OPPORTUNITIES

April 1997

LANGA DEVELOPMENT FORUM
INITIATOR AND FACILITATOR

BOARD OF MANAGEMENT

Overall Manager (Chief Executive)
Public Relations Officer
2 x Receptionists
1 x Typist
2 x Telephonists
1 x Admin/Bookkeeping
2 x Guides
2 x Security
4 x Cleaners
2 x Maintenance
2 x Gardeners

Information Resource Centre
Including arts, culture
and business.
Tourist Information
Township and Western
Cape Tours

1 x Manager
1 x Administrator
2 x Receptionists
2 x Librarians
2 x Business Support

Conference Centre
Arts and Culture Theatre
Business Centre
Training Company

Facilities Co-ordinator
Maintenance/Tech Operator
Curator + Security
Admin Person

National Traditional Food Fair
Indoor, outdoor, shebeen,
beer brewing

10 x Kitchen Staff
10 x Serving Staff
1 x Manager
2 x Cleaners
2 x Bar

Museum

1 x Curator
Assistant/Researcher
2 x Guides
2 x Security

Note: The accommodation is seen as a longer-term component and its position has to be clarified, as it needs to be of international standards and involve experts in the hotel trade.

WESTERN CAPE MULTI - PURPOSE CENTRE PROJECT

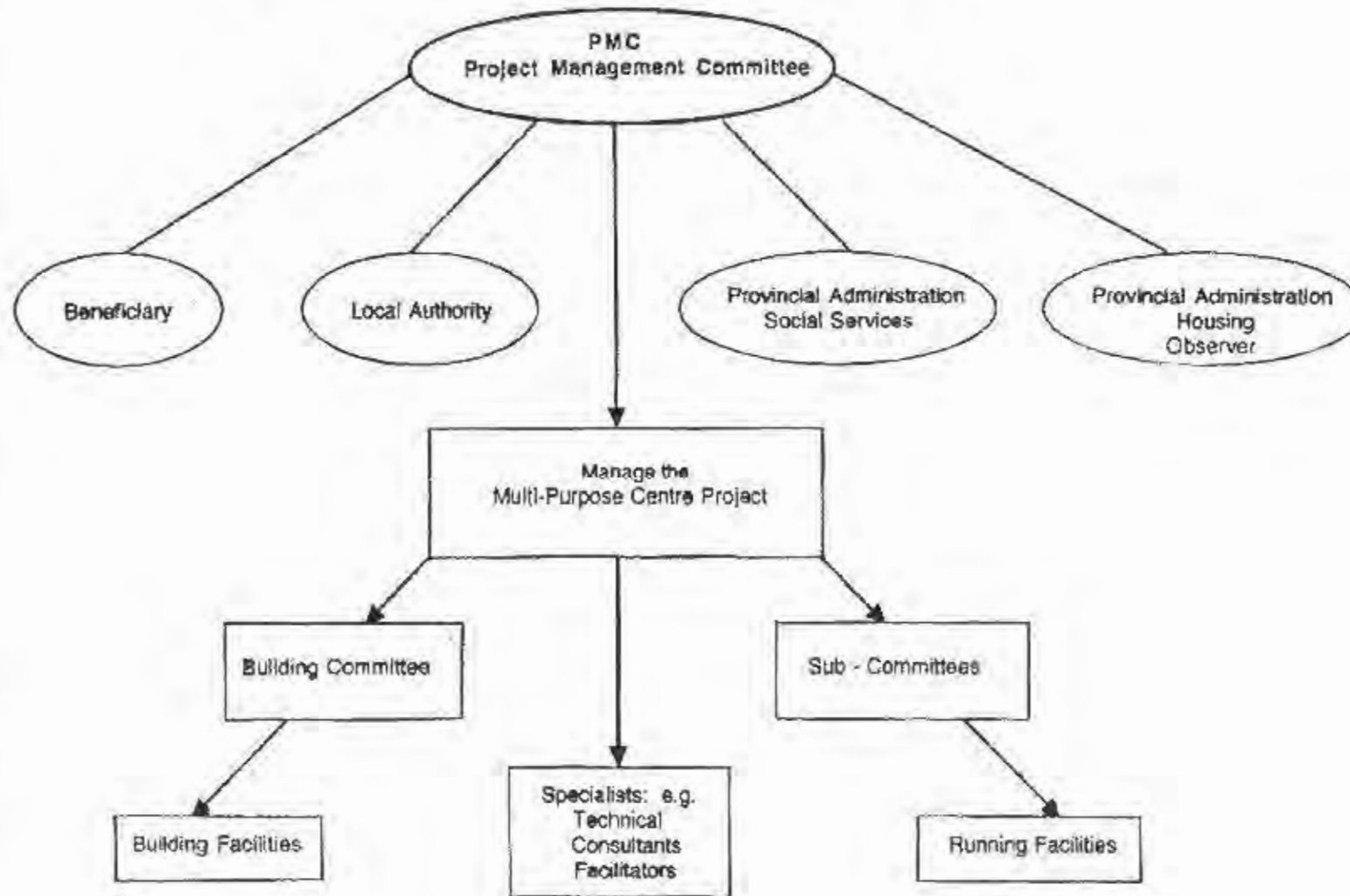


Diagram (3). Source: OS-Studio architects; Author: OS-Studio architects; Management structure for Multi Purpose Centre

Western Cape Multi-Purpose Centre Project

**LANGA DEVELOPMENT FORUM
GUGA S'THEBE ARTS, CULTURE AND HERITAGE VILLAGE**

This questionnaire has been compiled to gain information, which the Langa Development Forum will use to refine the planning of the Cultural Village in relation to the requirements to the users and future tenants

INFORMATION QUESTIONNAIRE

NAME OF ORGANISATION

NAME OF PERSON BEING INTERVIEWED

CONTACT INFORMATION

BRIEF BACKGROUND ON YOU/YOUR ORGANISATION

i) What are you doing in terms of art, culture and heritage?

ii) What vision do you have and what outreach programmes are you involved in?

iii) What type of structure and accommodation do you have for these activities? Are there any problems/is it adequate?

iv) How is your organisation/department managed and what are the problems/successes in terms of management?

v) What advice would you have for us in planning and running a project like this?

vi) Do you have any references you can recommend.

vii) What possible role do you see your organization playing in such a project?

viii) Do you support this initiative? (Kindly attach a letter of support where possible)

ix) Please provide us with any additional contributions you would like to make? Please feel free to use additional paper for your comments.

Please note this is strictly an information gathering exercise to assist us in the planning of the Guga S'thebe Arts, Culture and Heritage Village and in no way serves to commit your organisation to the project

Signature

Date

Please fax the completed questionnaire to Nomthunzi Jacobs at (021) 461 5158. If you have any queries please call Nomthunzi Jacobs or Carrn Smuts at (021) 461 2178

2.5. Any fees or remuneration calculated or specified in terms of the notice are exclusive of Value Added Tax.

STANDARD SERVICES

3. The standard services for which the architect is responsible are set out below in a manner indicating a common sequence of activities. Provided that the activities may be grouped differently by agreement with the client.

3.1 Stage 1: Appraisal and definition of the project:

Receive, appraise and report on the client's requirements with particular regard to site information, planning and statutory requirements.

Advise the client on the need for the appointment of consultants and procedures to meet his requirements including methods of contracting.

3.2 Stage 2: Design concept:

Advised by any consultants appointed, prepare a design showing space provisions, planning relationships, standards of materials intended to be used and standards and suitability of services, in sufficient detail to enable the design to be approved by the client.

Advise the client on the feasibility of the project as designed, the estimated cost, budget, time schedule and statutory requirements.

3.3 Stage 3: Design development:

After approval of the design, develop it sufficiently to incorporate the work and services of consultants and specialists who have been appointed.

Discuss the design with the statutory authorities concerned.

Review the budget and time schedule.

3.4 Stage 4: Approvals and technical documentation:

3.4.1 Prepare drawings and documentation for submission to local or statutory authorities for approval and:

3.4.2 Working drawings, specifications and other technical documents necessary for the execution of the project.

Coordinate the work of any consultants in the preparation of their documentation.

3.5 Stage 5: Contract administration and inspection:

Call for tenders and/or negotiate the building contract where required.

Advise the client regarding the award of the building contract and the completion of contract documents.

Administer the building contract and inspect the works.

Scrutinise the contractor's and subcontractor's shop drawings.

Provide the client with "as built" drawings and the relevant technical data from suppliers when the building is completed.

2.5. Enige geide of vergoeding bereken of gespesifiseer ingevolge hierdie kennisgewing sluit Belasting of Toegevoegde Waarde uit.

STANDAARD DIENSTE

3. Die standaard dienste waarvoor die argitek verantwoordelik is, word hieronder uiteengesit op 'n wyse wat die gewone volgorde van aktiwiteite aandui. Met hier verstande dat die aktiwiteite by ooreenkoms met die klient anders gegroepeer kan word.

3.1 Stadium 1: Waardering en definisie van die projek:

Ontvang waardeur en doen verslag oor die klient se vereistes, veral wat terreinligging, beplanning en statutêre vereistes betref.

Adviseer die klient oor die noodsaaklikheid van die aanstelling van konsultante en oor die prosedures insluitende die metodes van kontraktering, om aan die klient se vereistes te voldoen.

3.2 Stadium 2: Konsepontwerp:

Stel in samewerking met die aangestelde konsultante, as daar is, 'n konsepontwerp op wat die ruimtevoorsiening, beplanningsverhoudings, standaard van materiaal wat gebruik gaan word en die standaard en geskiktheid van die dienste in voldoende detail toon om die klient in staat te stel om die ontwerp goed te keur.

Adviseer die klient oor die uitvoerbaarheid van die projek soos ontwerp, die geraamde koste, begroting, lyskosse en statutêre vereistes.

3.3 Stadium 3: Ontwerpontwikkeling:

Na goedkeuring daarvan, ontwikkel die ontwerp genoegsaam om konsultante en spesialiste wat aangestel is se werk en dienste te koördineer.

Besprek die ontwerp met die betrokke statutêre owerhede.

Hersien die begroting en tye-skedule.

3.4 Stadium 4: Goedkeuring en tegniese dokumentasie:

3.4.1 Stel tekeninge en dokumentasie op vir voorlegging aan die plaaslike of statutêre owerhede vir goedkeuring en:

3.4.2 Stel werktekeninge, spesifikasies en ander tegniese dokumente op wat vir die uitvoering van die projek nodig is.

Koördineer die werk van enige konsultante in die opstel van hulle dokumentasie.

3.5 Stadium 5: Kontrakadministrasie en inspeksie:

Vra tenders aan en/of onderhandel oor die boukontrak waar nodig.

Adviseer die klient in verband met die toekenning van die boukontrak en die voltooiing van kontrakdokumente.

Administreer die boukontrak en inspekteer die werk.

Gaan die aannemer en onder-aannemer se werkwinkeltekeninge na.

Voorsien die klient wanneer die gebou voltooi is van tekeninge, soos gebou, en die ooreenkeende tegniese data van die leweransiers.