

AN ETHNOGRAPHY OF GEOPOLITICS OF SPACE AND SAVE OUR SEAS SHARK EDUCATION CENTRE VISITOR NUMBERS

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TODAY'S PRESENTATION

- **Research question & aims**
- **Methods used**
- **Outcomes of this study**
- **Suggestions for the SOSSEC**

RESEARCH QUESTION & AIMS

- This research question aimed to look at three areas:
 - 1). Why are are schools in Strandfontein not visiting the centre?
 - 2). What are some of the challenges experienced by these schools in accessing programs such as those provided by the SOSSEC?
 - 3). What does it mean to receive knowledge from a previously ‘whites only’ area such as Kalk Bay in an area that was designated for forcefully removed Coloured bodies?

RESEARCH QUESTION & AIMS

- One of the aims of this research paper was to look at Strandfontein's labels of 'Coloured' and 'disadvantaged' or 'low-income', to understand its history and why they're still present today.
- It also aimed to look at these labels when trying to understand power relations between the spaces Kalk Bay and Strandfontein.

METHODOLOGY

- Questionnaires, Traditional Surveys & Online Surveys
- Interviews
- Participant Observation at the SOSSEC
- Looking at the visitor numbers of the SOSSEC

AIMS OF THESE METHODS

- **Questionnaires:**

To 'breakthrough' to the schools.

- **Interviews:**

To understand the barriers teachers & schools in Strandfontein faced when visiting the Centre.

- **Participant observation at the SOSSEC:**

To observe the way students & guests relate to the space in the SOSSEC.

AIMS OF THESE METHODS

- **Traditional Survey:**

To gather how aware Strandfontein residents are of the SOSSEC & engage in possible spontaneous conversation (Method by Geertz).

- **Online Survey:**

To gather more data.

- **Looking at SOSSEC visitor records:**

To understand if the overall visits to the centre were declining or increasing.

OUTCOMES

- What do the numbers say?
 - > From looking at the records, there was an overall increase to visits to the centre before the pandemic hit.
 - > Visitors in 2019 came from 70% affluent schools and 30% under-resourced schools.
 - > Visitors in 2020 came from 63% affluent schools, 32% under-resourced schools and the last 5% was an unknown school.

WHY SCHOOLS IN STRANDFONTEIN ARE NOT VISITING THE SOSSEC

1. The process for applying to have a field trip.
2. Transport (**solution**: ways in which we offer transport needs to change. Make transport a part of the package when doing field trips with schools in Strandfontein).
3. Food (**solution**: repackaging the offering of food, as something also on the package would look less like a ‘hand-out’).
4. Large numbers of learner per class

WHY SCHOOLS ARE NOT VISITING THE CENTRE CONTINUED...

5. The Coronavirus pandemic (teachers have asked for more ‘innings’, rather than outings).
6. Living in a ‘Coloured’ area.
7. Priorities of teachers
8. Pride
9. Lack of awareness of the SOSSEC

HABITUS & HOW STUDENTS ENGAGE WITH THE SOSSEC

- Habitus, put simply, is the way one perceives the world around them and reacts to that.
- POC students might feel shy in a space like Kalk Bay because it is perceived as ‘white’ and different to what is ordinarily seen.
- Students might react to this in various ways: shy away, be distracted, not participate, etc.
- Solution: Maybe warm up games... try to get students comfortable in the space before continuing with the programme

SUGGESTIONS

- On-site visits
- Offering the programmes in different languages
- Rewording/approaching differently the ways in which food and transport is offered
- Creating more awareness of the SOSSEC
- Warm up games



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