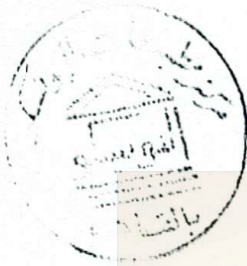


1737  
المركز القومي

# Buildings for school and community use: five case studies



D.

31 B 67



Unesco

## Preface

In 1972, the International Commission on the Development of Education reported that "... The need to harmonize school and out-of-school aims and methods in their broadest sense is felt more and more keenly. The opening of the school on to the world works both ways. The former tends to see itself as a multi-purpose cultural centre. The school library serves as public library; the assembly hall is the local theatre; the science laboratories, workshops, sports facilities, audio-visual studios and documentation centres are made available to the community, at least after school hours and during the holidays."

Since then, a large number of Unesco activities have been directed at bringing educational programmes into harmony with community life. Curricula are being made relevant to students' living patterns, adults and drop-outs are being induced to return to school in order to acquire skills corresponding to the requirements of their community, and some national educational systems are being reformed so as to replace academically-oriented structures with structures that will serve the majority of the population.

New ideas in education usually have an impact on physical facilities, and this has been particularly true in the present instance. New educational and social programmes based on community needs often mean providing more, better or different facilities than those provided by schools in the past. Alternatively, it has sometimes been found that certain educational activities can be more economically accommodated in facilities already at the disposal of the community, or that several local agencies can pool their financial resources to construct a facility to be used jointly.

This community education approach means that the actual planning of the facilities becomes a community activity. Buildings are no longer merely containers of an activity but become the medium through which individuals

and groups working at the local level can begin to participate in the planning process.

The present study presents a review of how the ideas presented by the International Commission on Education have been, or might be, developed in five Member States. While many countries are giving thought to the possibility of stimulating more endogenous educational patterns, such as community-centred schools, few have had a chance to put such programmes into operation and to evaluate them. This review offers the information in Unesco's possession to educational planners and architects who may be involved in planning and designing for integrated school and community facilities anywhere in the world. By definition, however, community education is of direct concern to all communities and it is therefore hoped that the study will interest an extensive non-specialist public.

Each case study has been prepared by faculties of architecture through teams made up of staff and students. In a number of them, even children and adults in the communities concerned have been able to share in the work. The material having been prepared by these national groups is not, therefore, necessarily a reflection of Unesco's policies and opinions in this field. Nor do the designations employed and the presentation of the material imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country or territory, or of its authorities, or concerning the delimitations of the frontiers of any country or territory.

There are clearly a large number of additional national experiences not included in this survey. Unesco is at present carrying out a world-wide assessment of these activities and will make available a more detailed report when the survey is completed.



## Table of contents

	Page
Introduction . . . . .	5
Community educational facilities in Australia: Some examples of community schools and a proposal for a remote aboriginal settlement . . . . .	9
Integration of educational and communal facilities in the Federal Republic of Germany and Berlin (West): An evaluation of existing and planned community schools . . . . .	33
Educational facilities serving a Greek island community: Adapting an old historical building to local educational and communal use . . . . .	59
A multi-service community centre in Kenya: The needs and problems of communities in transition from rural to urbanized settlements . . . . .	77
Urban community schools in the United States of America: Educational facilities as a resource for community-wide education and service . . . . .	97

المركز القومي لبحوث الإسكان والبناء  
Housing & Building National Research Center

Since 1954