

Notes towards the
Research Study
on
Educational Facilities and the Community

United Nations
Educational, Scientific
and Cultural Organisation

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Proposals

I In order to help clarify the functions of the innovative educational facilities and to work out a useful classification of such innovations in relation to the problems of development and the processes of planning and design (see page 6) the following tasks are proposed:-

- a) Review the current literature and existing approaches to such classification.
- b) Collect and catalogue examples of innovation (both of function and accommodation).
- c) Obtain supplementary information from those families with the history of the innovation and those currently involved with it.
- d) Obtain an evaluation of the innovation in particular cases so that analysis of the material might be enhanced; (this would tackle the problem of the discrepancy between intentions and outcome and show whether the intentions and outcomes of an innovation had changed over time).
- e) Devise a classificatory outline of innovations.
- f) Suggest scales providing profiles of a community's social, economic, political and cultural situation.
- g) Show where possible, with specific examples, the relationship and the appropriateness (or otherwise) of the innovation to the various profiles.

II In order to make explicit and to develop the task of consultancy both as a method and process within the newly emerging conceptual framework of the functions of education and in the context of the cross-cultural conditions of international assistance (see page 10) the following tasks are proposed:-

- a) Collect detailed examples of current consultancy practice and processes from
 - i. material extracted from reports and files
 - ii. interviews with consultants
 - iii. interviews with consultees
- b) Respond to requests for consultancy in the building of schools and educational facilities by offering experimentally a multi-disciplinary team

- c) Analyse the material becoming available from a), b), above.
- d) Identify and make explicit the skills and the range of effective roles for the planning consultant.
- e) Develop a set of operational guide lines.

BACKGROUND

"Accommodating the Education Revolution" is the title of John Beynon's contribution to "Prospects"*. He remarks upon the revolutionary vocabulary which increasingly appears in the professional literature. Certainly any glance at the literature yields a revolutionary ferment of ideas.

Sectoral and professional barriers are breaking down as each reluctantly feels the pressure of their limitations, short-falls, and failures when trying to apply their particular knowledge and skills to the newly perceived and awesome problems of a world whose people multiply both their number and aspirations. The arena of problems widens and we are forced by an empirical logic to attempt multi disciplinary approaches and begin to synthesise fragmentary understanding into concepts which will eventually both embrace the complexities and particularise action. It is no wonder that the ensuing potentially creative excitement of this thinking is bewildering. Especially confusing is the ambiguity of the words being used. School, Education, Community, Participation, Integration, Innovation, Development and so on, seem to have many different meanings and denote a variety of activity and functions according to who is using the term in what context. Clarification of the terminology and the interpenetrating dynamic relationship of the ideas one to another is urgent. Work is beginning on this. However, clarification cannot be just a task of academic abstractions but must become a way of ordering, and making connections between a wide range of empirical experience and lead to operationally defined action. A major tool towards clarification at the present time is undoubtedly to diagnose the symptomatology of social failure in this area of educational facilities and adequately to describe, analyse and classify the most fertile activities which are taking place or are being planned.

It is in this broad context that this paper is written. It attempts to assist in one area of the clarification process by sketching a direction for some ways of tackling the question which has been bluntly posed. "What are the implications for physical planning of schools and educational facilities of all these ideas around 'life long education' and 'community schools'?" The question is being set by a group of architects who, based in International Organisations,

* Prospects (UNESCO), Vol. II, No. 1, Spring, 1972.

are being called upon to advise national governments and are eager to find operational ways of implementing what is necessary for the education revolution and all the social rewards it implies. Their professional skills are understandably challenged by the multiplicity of views and especially those that argue for instance that schools are obsolete* ; that the equation "education equals school" is false** ; and by the nagging fundamental question which Beynon echoes "Education for what?". In addition they are faced with the discovery, as are most fields of expertise and of technology, that transplantations across national, cultural, social, political, economic, philosophical and psychological frontiers too rarely produce creative hybrid situations and too often for comfort give rise to unacceptable monstrosities as far as the intention of improvement of the human condition is concerned.

It is of significance to note that Beynon (who is one of this new breed of international architectural planners) states the situation thus:

"A new design vocabulary must be adopted by designers in order to provide a suitable environment for the new education. Educational spaces will be evaluated for their reflection of social needs - for their warmth, for the extent to which they invite the entire community to enter, for the extent to which these facilities demonstrate the challenge to participate in learning."

In the same paper he also uses such phrases as "building educational programmes around the realities of individual communities" and "Communities must therefore insist on an architecture that will be radically more humane than ...".

Chester Sprague, a similar professional, would seem to be suggesting that this "new vocabulary" would perhaps derive from the experience of architects themselves, along with the community, becoming true participants in learning:

"We listened a lot. We didn't say we knew what to do. We figured they knew."

Architects, he says "are learning that before they pick up a pencil they have to learn to listen". And further he wants "to design a process enabling the community to design its own school".***

If these views properly reflect the direction of thinking leading to new sophistications of practice by these emerging international

* See for example Ivan Illich "De-schooling Society".

** UNESCO "Learning to be", p.82. ISBN/92-3-101017-4

*** Community Schools Research Study Document "Navajo School: A Study in Community Control."

professionals, then the full significance of "social needs", "entire community", "participate in learning", "realities of individual communities", communities "insisting", "figuring they know", and "designing decision making processes enabling the community to design its own school", etc. have profound implications for the method and processes of the task of consultancy.

THREE AREAS FOR ATTENTION

A preliminary review of the literature and the discussion in this field leads to the conclusion that there are three interrelated areas demanding attention.

i. ACCOMMODATING

The core of the physical planners expertise - structure, space materials, design ... etc., etc. These are the solids so to speak of the profession, the task of accommodating, as Beynon puts it. The challenge is not too unfamiliar, technically speaking. The problem is creatively to keep pace with change and the novel situations presented in this new global cross-cultural context. While appreciating the task of accumulating and sharing such skills, this paper however has little to contribute in this aspect of the physical planners work.

ii. FUNCTIONS AND CLASSIFICATION

The need for clarity regarding the possible functions of the facilities to be designed and their relationship to the possible physical forms which are part of the professions "stock".

While general theories will continue to be debated and will develop, any given project cannot wait on events. The operational situation ordinarily calls for a statement of function as the basis for planning a facility. However the indications are that these are usually too general, implicit, and refer to a rather limited range of functions, especially when viewed from the broadening context of the "education revolution". Beynon's plea for a new vocabulary is a call for explicit specificity in the increasingly complex and subtle matter of function. This task of making explicit seems to involve problems of definition, and as we adequately identify the functions we must try to build sets of "profiles" according to different situations and demonstrate relationships between these and the accommodating skills as they develop.

The fact is that the ideas regarding "life-long education", "community schools", and what we have been calling here the education revolution has far outstripped attempts to "accommodate". Nevertheless many innovations of concept and physical form are to be found throughout the world and an attempt can be made to begin the process of bringing these innovations together in meaningful ways in order to illustrate a range of "options". What we have in mind is a kind of "identikit",* which could slowly be improved upon as we developed definition of function and increasingly useful classification suggested itself. The value of such an exercise will depend on how far the architects can show a direct line of reference between the physical facilities (buildings, non buildings (?) and mixes) and the chosen factors of classification.

To undertake this we make a proposal on page 2.

We shall have to begin with the current literature and an examination of the attempts made in this direction to date. Two sources immediately suggest themselves.

1. The Centre for Educational Research and Innovation has prepared for the international working conference "The School and the Community" information which they seem to have classified under the following headings -

Schools which have extended their services to include elements of the non school age population.

Schools which have reversed (or have had reversed) that pattern so their internal activities or policies are to some extent influenced by elements of their environment.

Schools which are making use of community resources on a systematic basis to enrich their practice or curriculum.

Schools which are engaged in programmes of cooperation for a specific task with one particular aspect of their environment, e.g. local industry.

Schools which are no longer "schools" in the accepted physical sense of the word but instead are physically integrated with other social services, or have disappeared altogether into a surrounding community.

2. Emerson** enumerates ten "educational concepts" which have "far reaching effects upon educational components and situations". He expresses the concepts "in their two extreme and opposite forms". Numbered (i) and (ii), the form nearer to the traditional tenet

* A device used for piecing together a picture of a person from fragments of description.

** L. H. S. Emerson "Innovation in Education" (UNESCO ED/WS/3CO).

has been put first. The ten concepts are:

- (a) Nature of the educational process:
 - (i) Education is something given to or performed on those receiving it or affected.
 - (ii) Education is an activity carried out by learners, and the desirable personality changes thereby resulting.
- (b) Extent of education:
 - (i) Education is a defined body of knowledge, skills, etc., usually organised in special institutions such as schools.
 - (ii) Education comprises all learning which affects peoples' attitudes, behaviour and abilities.
- (c) Duration of education:
 - (i) Education is a process limited to children and young people.
 - (ii) Education is a lifelong process.
- (d) Intensity of education:
 - (i) Education, to be effective, needs to be full-time - at least with children and young people.
 - (ii) Part-time education is effective at all ages.
- (e) Control of education:
 - (i) Education, to be effective, requires full-time supervision by specialised adults, at least in the case of children and young people.
 - (ii) Self-directed and intermittently supervised education is effective.
- (f) Location of education:
 - (i) Education requires full-time attendance at designated centres such as schools.
 - (ii) Education can be pursued in a wide variety of places and does not necessarily require attendance at special centres.
- (g) Learner grouping:
 - (i) Education, to be effective, requires that numbers of learners be assembled in homogeneous groups.
 - (ii) Education may be effectively pursued by persons working alone or in small or large groups, homogeneous or not.
- (h) Learner curriculum adaptation:
 - (i) Those being educated must master specified curricula and meet specified criteria.
 - (ii) Education is a process by which learners develop their potentialities through curricula adapted to their characteristics.

(i) Compulsion:

- (i) Education should be compulsory.
- (ii) Education should be voluntary.

(j) Payment:

- (i) Education should be free.
- (ii) Education should be paid for.

Along with the above a series of other scales might be adopted which would provide an indication of the position of the community economically, socially, politically, and culturally (aspects of Beynon's "realities of individual communities" ?)* In addition documentation and sources for collecting examples of innovations showing a wide range of situations involving school and community are many, to name a few:-

Survey to ascertain innovative practices in Indonesia

(currently in hand, according to Emerson)

"Non Formal Education for Rural Development"

UNICEF/ICEF E/ICEF/L1284

The examples and material collected for the International Commission which produced "Learning to be" UNESCO 1972

"Places and Things For Experimental Schools"

Educational Facilities Laboratories, 47 Madison Avenue, NY 10022

The various Regional Educational Building Institutes

Specialised centres such as:-

Centres for Educational Development Overseas LONDON, MANCHESTER.

Association for the Paedagogical Environment France

Centres at Hamburg, Geneva, Frascati, etc. etc.

The consultant's own experience in the community development field where it has touched upon educational facilities and approaches can also be drawn upon.

A major observation might well be made here. The attempt to systematise and make explicit a range of complex human interactions and relate these to physical form can only take us so far. The obvious problems of doing this is illustrative of the limitations of our current

* For example, distinction must be made between facilities planned for subsistence sectors of a society and those for other levels. See Arthur Lewis in "Qualitative Aspects of Educational Planning" C. E. BEEBY ed.

planning know-how in conditions of rapid change.

For such reasons it is our view that in order to focus upon the underlying problem posed in this assignment and to work out the operational action that is required, efforts should be concentrated on our third area of attention, consultancy, and it is upon this that the major thrust of this paper will reside.

iii. CONSULTANCY

... The need to develop the role of consultancy as a method and process, within this newly emerging conceptual framework of the functions of education and in the context of the cross-cultural conditions of aid.

This calls for a shift in professional emphasis which, without neglecting the subtleties of concern for structures, gives increasing attention to skills in human processes of interaction (which either need to be learned or the profession must develop modes of coordination with those who have such skills) in order actively to promote and arrive at the functions within the community which will need to be accommodated.*

As in the case of other terminology used in this field, "participation" has a multitude of meanings and there is a large literature.** Identifying kinds of participation in the planning of educational facilities should be given special treatment in the clarification task discussed earlier. Here we are concerned with working out effective participation of consultants in the planning process. The degree to which he will need to become involved in the community will depend upon the extent to which the community work has been done (and he recognises that it has been done), or the extent to which he belongs to a team and members of the team have provided the preconditions for the planning focus to be turned on to the physical facilities.

We begin from the value-laden promise that real advance springs from the latent vitality of community-based participation of specialists

* Such a view is in line with a number of responses already given to this assignment, for example D. J. Vickery writing from Ceylon says "buildings are the tail wagged by the dog and not of themselves of very great consequence. The thing that matters is community education and maybe we do not need any special buildings for this, ..."

** For an excellent discussion see United Nations ECLA "Social Change and Social Development Policy in Latin America" Chapter XIX. E/CN.12/826/REV 1

and citizen alike^{*}. A great deal of experimentation and effort will need to be made in all countries to devise satisfactory institutional ways of introducing and developing such activity. It should not be lost upon us that we are involved here with the whole nature of planning. Our problem concerns the placing of social planning properly into the planning context, not merely as an end of the planning process but also as a means. It implies the decentralisation of planning not only to shape targets but also to collect, supply and integrate the information required for setting goals, mustering resources and setting implementation in motion. It is a vision of the involvement of the community consciously planning for a future which they can consciously conceive and want, i.e. their future, involving their responsibility (hopefully operationally spelt out and clearly dovetailing with whatever the external inputs and responsibilities might realistically be). Setting up and mobilising this kind of participation requires skills which are beginning to be sophisticated in the field of community development and which of course has political, administrative and planning significance in the sense of who makes decisions and how the decision making process is carried out. It should be well observed that such participation itself is an educational process and it suggests the paradox that education must precede the establishment of physical educational facilities (as we think of them) and of a system of education. Implicit too is

* It should be noted that this does not suggest the naive belief that "citizens" (how does one become a citizen?) will immediately welcome and creatively participate. Myrdal points out that "these masses remain inarticulate and passive. Neither individually or collectively are they alert to the need for educational reforms." And Broady in "Planning as Education and Social Innovation" observes "it assumes that citizens will participate at the behest of the planning official, and it makes no allowance for the possibility that the participation will take place at the behest and on the initiative of the citizen." He goes on to add that it cannot be "thought of as a means of facilitating the planners task" for it "masks the politically relevant question, mainly at whose initiative does participation take place." The point to be made here is that participation is an activity that will take place in a climate of trust that has to be created.

the idea that education is closely related to developmental activity - development not seen simply from the standpoint of physical projects but also in development of human capacity, particularly in the skills of a participating citizenry. Furthermore one sees clearly that educational planning cannot be separated from an integrated multi-faceted planning process in which the social (and educational) aspects of development are given sufficient attention (and resources). Inherent in this situation is the need to work out precisely where a society is. This is not an abstract piece of research for a specialist or philosophical speculation but must be an operational activity involving the community in finding-out and making explicit for itself where it is and where it is going. The political meaning of this change in the decision making processes must not be underestimated nor resistance to such ideas ignored.* However here our immediate concern is the profound change which is being called for in the role of the expert. For one thing we may note that the clientele changes to that of the community and it follows that the expert's manner (manners ?) and style of operation to his new client must change accordingly. Our consultant must begin to find his own place in moving towards this style of operation and for plans to be mediated through the institutional structure of this kind of decision making community.**

The implications for the profession which are indicated by the direction of this discussion are profound. How exactly is the profession to move in this direction? It would certainly seem to suggest something along the lines of joining in interdisciplinary team work with the architects moving very much into the processes which are being explored in the field of community development. Ultimately of course the architects will have to decide the extent of their team involvement and only practise will bring about satisfactory answers and modes of collaboration. Towards this end of identifying the most effective role of the physical planning consultant we make a proposal on page 2.

* See George W. Parkyn "Towards a Conceptual Model of Lifelong Education", especially Chapter 12 "Strategies of Educational Change".

** For an interesting aspect of this see Nicholas Bennett "A Scheme for Improving the Quality of Rural Life through Community Centred Education" UNESCO January 1973, Cuernavaca, Mexico.

APPENDIX

INTRODUCTION

I have found it extraordinarily difficult to come to grips with this initial stage of the assignment. One aspect of the difficulty has been the very broad range of thinking that lifelong education and community schools is embracing and the relatively simplistic scope of some of the physical planning projects which have somehow to be related directly to the complex conceptual ideas. In order to get some of my thinking into perspective I thought it would be useful to take a specific situation and attempt some kind of analysis not dissimilar to the approach which I have taken in the first part of this report. I have selected certainly an extremely simple piece of physical planning but it does illustrate some of the complexities with which we are faced in this assignment. To do the matter justice one would certainly need much more information than that which I have been able to gather regarding this particular piece of work. If there is to be real value in this approach it would have to be directed to more complex physical plans possibly in more complex communities. However I think the material that follows illustrates well the areas which will need to be explored in an assignment of this kind.

The Material

There is a set of photographs illustrating a "model school" project in the central highlands of West Irian (Indonesia). The photographic report is entitled somewhat ambiguously "UNESCO in the Stone Age". One photograph is captioned "The framework of the model school" and goes on to explain

"Men live together in round houses; women live in long houses with the pigs. It was decided to make the school round, to conform with what was accepted as superior accommodation and to enable the teaching to be informal. Rectangular classrooms encourage formal methods when the teachers are of limited attainment; special training will be given to teachers in these schools."

Two more pictures show a "framework for the future" and the last picture "before crossing the river on the way back". This shows a small suspension bridge which to lay eyes looks complicatedly, but somewhat elegantly constructed and of similar material to that of the school.

Functional and secure too, if the relatively bulky UNESCO man crossing it is anything to go by!

Subsequently I understand the school was not used as a school - the teacher apparently "could not use the round house". It was suggested that a model school be built in the grounds of the teacher training college for practice purposes - a model was built - a rectangular one!!!

COMMENTARY

The Buildings "Foundations" ?

The emphasised major features of roundness derives from two stated premises.

1. Its association with male superior accommodation
2. That it enables teaching to be informal.

Significant (or arbitrary) Selection of Social Factors ?

The place of men, women and pigs are indicated but we learn nothing of the social and economic role in this specific community of the children for whom apparently the school is being provided. Of all the possible social associations that the school might have for these people why was the male superior one considered to be of major significance?

Related Planning: Teachers, Informal Teaching ?

The need for "special training" for the teachers is recognised. Was there an informal teaching component planned for in the teacher training programme? Did existing teachers (trainers) initiate and determine, agree to, the choice for informal teaching? Or was UNESCO's thinking about informality encapsulated in roundness and then injected into the teacher training programme? What determined the timing of the erection of the building (in the village: in the training centre)? Does roundness necessarily enable [^]formal teaching? Was the idea, meaning, and objectives of informal [^]teaching discussed with this community (at least to prepare them for it)? Essentially whose plan was this informal teaching?

Administrative Coordination

In the event apparently the "special training" either did not take place; was ineffective; or failed to be applied in this particular school. The subsequent rectangular building in the training college suggests either the non-acceptance by the educators and the trainers of the informal roundness, or a lack of relationship between those

responsible for building and the education authorities. Possibly it is also an indication of a common eagerness (financial and mystical?) by both recipients and donors for "hard-ware" irrespective of its actual or theoretical functions. There are subtle pressures for a physical proof of provision. (Often opening ceremonies are a way of providing for the need of reassurance that activity is actually taking place!) In passing we might also note that it suggests the lack of effective communication and/or follow-through into implementation between the international agency (here, UNESCO/FUNDWI ?) and the concerned national, local authorities.

Decision Making

We will remember in the caption to one of the pictures "It was decided to make the school round". It ?? Who exactly? How? With whom? and Why? What views did the "Stone-Age" men (and women? and children?) have regarding a school and were they invited to express these. What was the nature of the relationship of the community to the "donating" agents of the school and to the teacher who would be associated with it? What was the nature of this community's motivation in favour of a school? What were the specific concepts and connotations of school for this community? Where did the decision for a school in this community come from? How did this project (need?) dovetail with activities and plans for the development of this community? Why this priority for a school? Had alternate provisions been considered in providing education for this community? Was a school building necessarily required for informal teaching? What was the community's existing stock of public meeting places? What were the reasons for such places having achieved their public meeting status? Would these reasons have any relevance in attempting to establish a "framework for the future"?

Factors to be taken into Account ?

From the community's point of view who is the consultant? Whose interest is he understood to be pursuing? Why should the community believe he is there in their interests? How can the consultant be seen to be committed to the community's interests? In the example we are examining here, there are a number of factors worth considering. A majority of the officials of government in West Irian are Javanese. Conditions of service are such that those posted to West Irian (perhaps more than in similar situations elsewhere) yearn to return to the urban

centres in general and Java in particular. The cultural, social, and political bond between the people of West Irian (especially the highlands) and of Java is not a close one (this is not criticism but a fact of history and presumably the developments including the provision of schools are founded to deal constructively with this particular aspect of nation building, but nation building is a matter which needs technical skill as well as political will).

Some of the difficulties inherent in interrelationships which can be seen to be significantly connected to the establishment of a school in this region can be extrapolated from statements in reports such as

"It is worthy to note that non Indonesian missionaries are the major teachers of Bahasa Indonesian (the national language) in the highlands today."

"... Learning Bahasa Indonesian. They do this in part because they then can converse with the police and the soldiers who on occasion may attack their villages because of misunderstanding caused by the inability of the Indonesians to understand the local language..."

One can see that there must be pause for reflection regarding motivation following such statements and in these that follow

"They believe that learning to read bestows on a person some magical power which will cure all ills and result in a long and happy life on earth and a blessed eternal life."

And perhaps for UNESCO we especially need to ponder these and other implications for the consultant of

"One of the latest cargo cults is holding out hope that the United Nations will be sending ships and aeroplanes with food and clothing which will be freely and abundantly given to the highland people!"

Donor-Recipient Relationships

The indications are that to a large extent motivation for a school comes from outside the community and there is little to indicate the working towards some kind of effective consensus. The signs are of a donor-recipient relationship with the common practice of varying degrees of paternalism. Governments, and certainly officials and leadership, at a number of levels often behave as donors to recipient communities. Characteristically donors decide for reasons of their own (sectoral or

special interest, institutional and constitutional etc.). Where this is the case we need to ask: is there a sufficient match between the donors interests and the recipients? Are the donors primary interests connected only to secondary interests of the recipients? Does this secondary interest fit in some overall plan or will the recipients be "converted" into having the need for which there is provision rather than stress their need in the most meaningful manner to themselves - for which there is unlikely to be provision.*

In this sense provision is made or enforced from above with insufficient involvement of the recipients. Such situations will inevitably lead to distortion of purpose and utilisation if provision is made. There is sufficient reason in this West Irian case to judge that too much distance exists between the chain of organisations UNESCO-FUNDWI-Government of Indonesia-Provincial Government-district/local government and community leadership. All along the line there is much room for confusion to creep in of a social, cultural and economic kind. If this is apparent in respect with the general concept of schools how much more than with the specific educational function of the school related to this specific community! Even if there existed a clear idea of what education should eventually mean for such a community, there still remain strategies and detailed thinking to be done of how best to move from where this community currently is, in the direction towards which it is intended to go.

The Need to Find, Stimulate and Leave Behind Cumulative On-going Resources of Skill

A final area of observation regarding the West Irian situation: who had designed and built the bridge? Who were the Indonesian architects? Had this talent been drawn upon? How were they involved during and after the building of the "framework for the future"? How did it happen that there was no clear physical planning responsibility for follow-through to the model eventually built in the teachers training centre and on into the "future"...? Is this an example of underestimating local talent and initiative in technical know-how and planning competence? Was the community given appropriate and sufficient stimulation?

* This might be called the "apostolic function", i.e. agencies services and professions converting the client into having the problems and the solutions that the provider is most comfortable with!!

The Consultant's Brief

It would be a value to discover in such a situation: what was the content and the significance given by the consultant to his general briefing regarding the conditions he was to operate in? On what was the content of this brief based? Policy? Opinions? Facts? Experience? Studies? Research? etc. (whose and how obtained? trusted? tested? tried? and how appropriate to this specific project?). What was the synthesis that was made of all this and why was the actual approach and solution (?) adopted? Did the consultant's brief include any requirement to play a part in involving himself actively in the social considerations outlined in this commentary section?

We could continue to enumerate questions which relate to demonstrably important factors which will potentially result in the success or otherwise of the project. (The project is here not merely the erection of a building but is interpreted as the development of an educational facility with an appropriate function, and the likelihood of its being fully utilised by this community.) But we must arrive at the crux of our problem. What should the role and activity of the consultant be within the complicated and broad matrix of decision influencing situations. It is apposite to ask "but can all this really be part of the responsibility of the consultant architect?" To find out all these things, of course not, but to satisfy himself that someone has considered them and been involved and especially the people for whom the project is for (belongs?), must be crucial if his expertise is to be of value! If the assumption is that such matters would already have been sufficiently dealt with in coming to the statement of the function of the building as it appears in his brief we must ask "is it our actual experience that this assumption is justified?" The problem to be faced here is the consultant's "point-of-entry". How much work can he expect already to have been done and are these expectations borne out in practice? Does he assume that such work has been done or (being outside his professional competence) accept that his brief regarding function is a kind of shorthand for all this detailed work and therefore he can confidently proceed to exercise his skills and judgements in structure and design etc.?

UNESCO IN THE STONE AGE

UNESCO/FUNDWI

In conjunction with the Fund of the United Nations (FUNDWI), UNESCO has undertaken to execute several educational projects in West Irian, formerly Netherlands New Guinea.

Among the projects is one which includes the building of three model schools. One of these is in the Central Highlands, where the people still live in a neolithic culture.

These photographs show the people, the place, and the school in course of erection.

This particular work is only a small part of one of the Unesco projects; but the unusual environment provides a touch of the unique.

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UNESCO/FUNDWI

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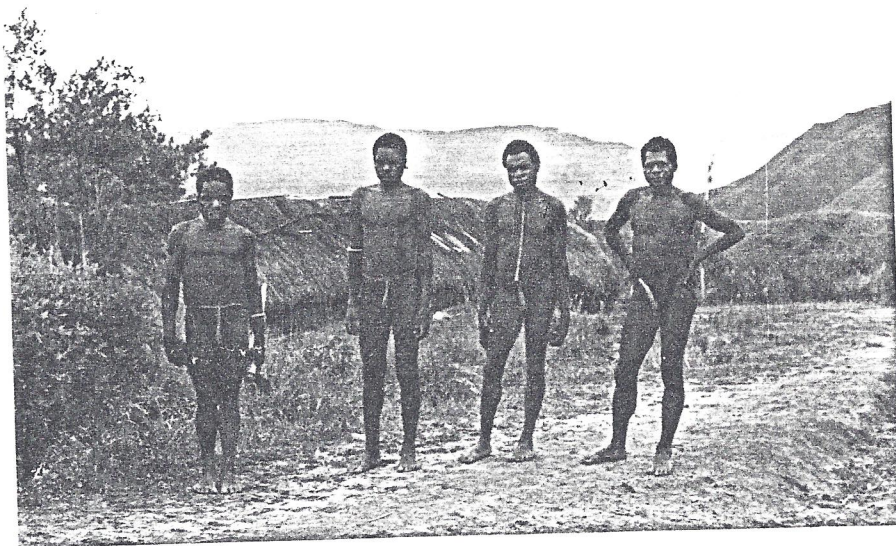
Among the projects is one which includes the building of three model schools. One of these is in the Central highlands, where the people still live in a neolithic culture.

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The Dhani live in the Baliem Valley,
surrounded by high mountains. The only way
to enter the valley is by air.



The Dhani men wear only a penis-gourd.
Anyone who wears clothes is thought to be
very odd indeed, rather like a hippy.





Neolithic man.



Women wear just a little more than the men.

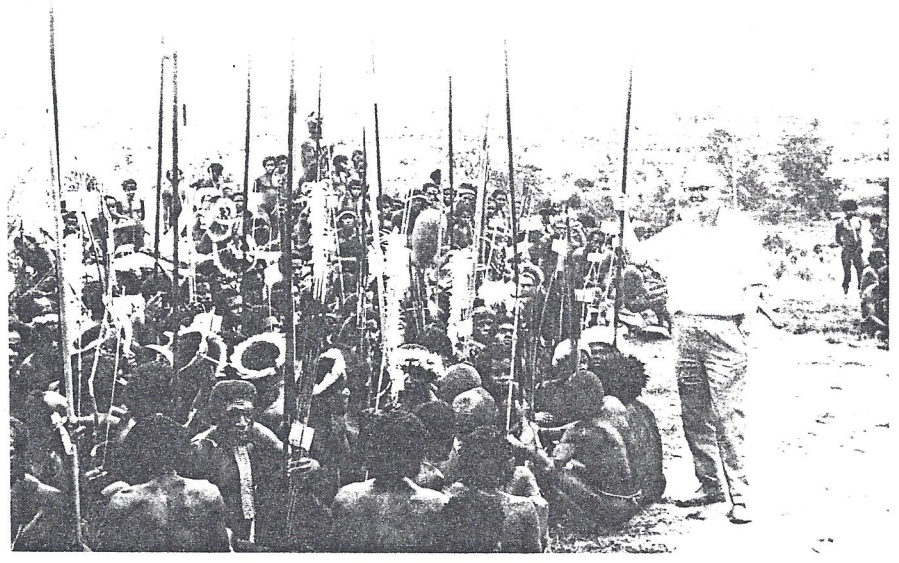


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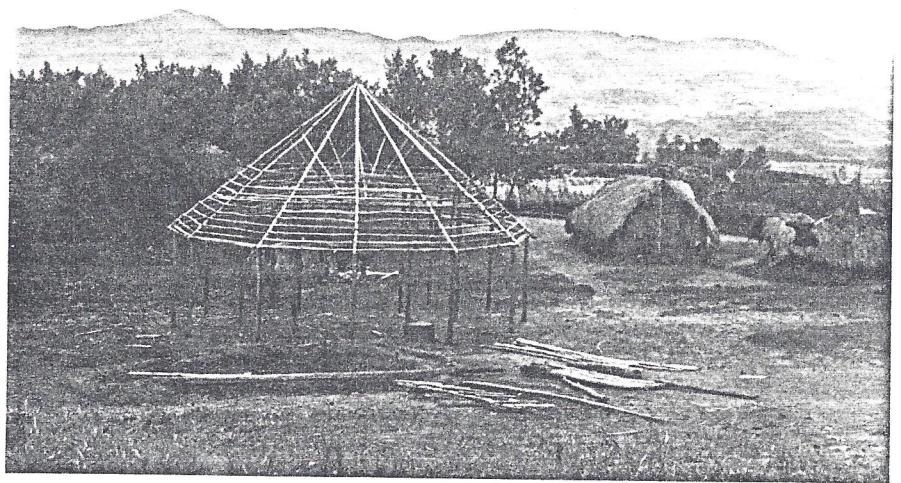
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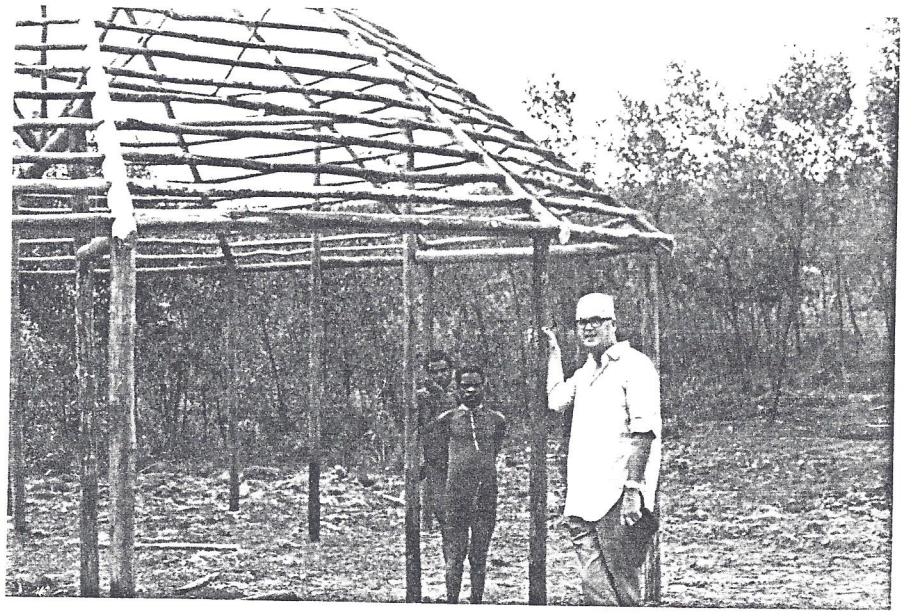


Unesco among the warriors.

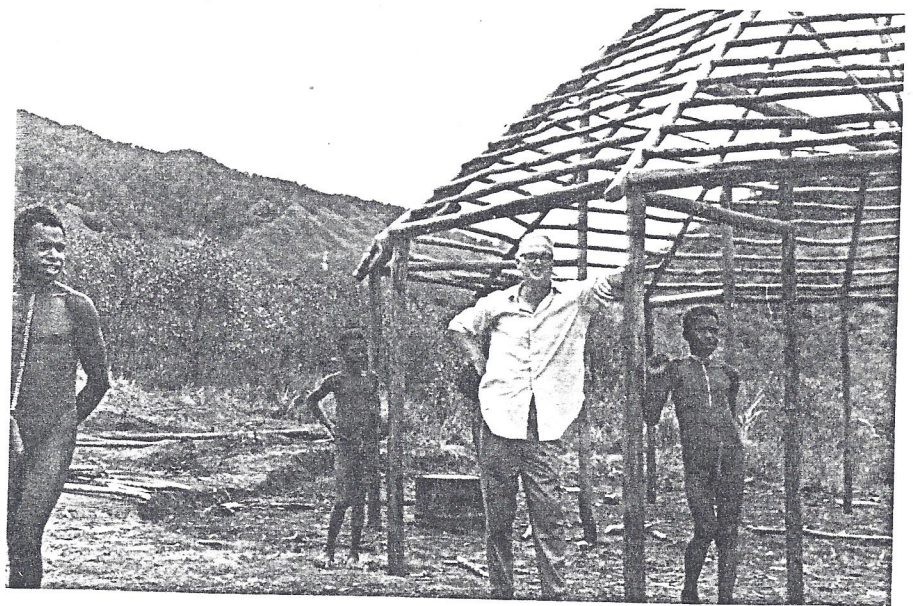


The framework of the model school.

Men live together in round houses; women live in long houses with the pigs. It was decided to make the school round, to conform with what was accepted as superior accommodation, and to enable the teaching to be informal. Rectangular classrooms encourage formal methods when the teachers are of limited attainment: special training will be given to teachers in these schools.

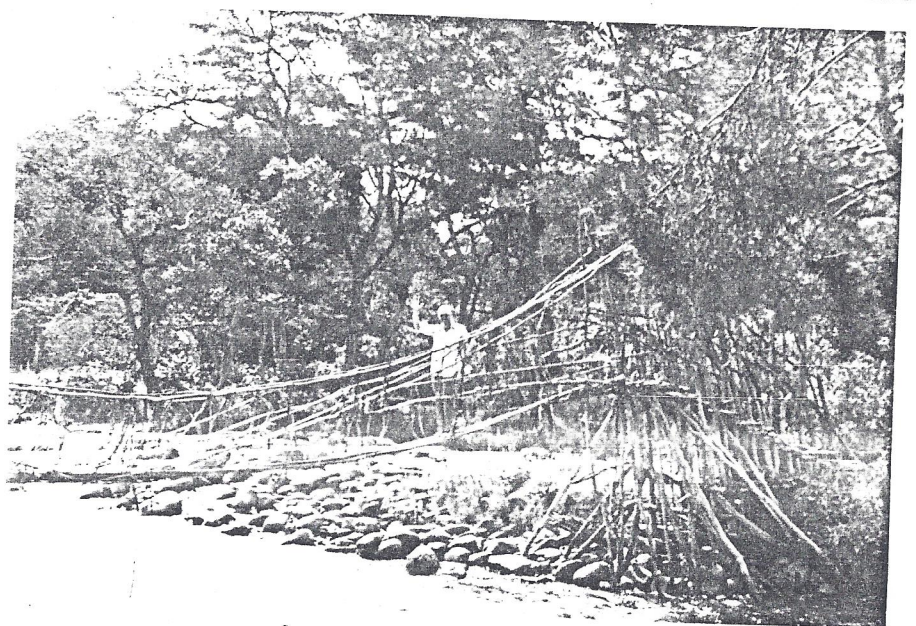


A framework for the future.





A gift for Unesco,



before crossing the river on the way back.