

## Executive summary

Can architecture and equipment contribute to improving the quality of education? Can architecture alone, through its spaces, volumes, colours, exteriors and materials also serve to educate? This third PEB Compendium attempts to reply positively to both these questions and to demonstrate how the design, use and management of buildings and grounds facilitate the learning process for teachers, students and the community.

This latest edition presents newly built or renovated facilities for all levels of education, from pre-school to tertiary, and describes how effectively those facilities serve the needs of their users: students, teaching and administrative staff, and the community at large.

### *Selection criteria*

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An international jury, appointed by PEB, studied the pedagogical information, photographs and architectural plans of all the projects submitted. The jury members are listed on page 3.

The jury chose the 65 facilities featured in this publication for their fitness for educational and community purpose, and evaluated and analysed in detail each project using the following criteria (described on page 6): flexibility, community needs, sustainability, safety and security, and alternative financing.

Buildings are not expected to be exemplary from all points of view; a building recommended for its original approach in energy management may not fully comply with the other criteria. However, the fact that one or two of the criteria are clearly expressed in a given project provides a strong character and personality to the resulting architecture.

The jury believes this Compendium presents a new vision of architecture for education, finding that the majority of the institutions are designed and used in a fresh, poetic and inspirational manner. The jury expects that readers, whether architects, educators or decision makers, will be inspired by

the examples presented here of innovative and beautiful responses to present and foreseeable changes in education, culture and society as a whole.

All the architectural projects selected, whether new, rehabilitated or refurbished buildings, small rural educational centres or large urban complexes, are creative in their volumes and spaces. They reveal how architecture can not only improve the quality of education but can also foster learning and community participation by reflecting local culture and introducing modern ideas into their design.

Some projects present new solutions to financing, such as public and private partnerships or fund-raising by parents, often with the active involvement of parents and students in the planning and design process.

Projects demonstrating a flexible curriculum and groupings based neither on grade nor age were particularly appreciated by the jury as a major innovation. These institutions offer subtle spaces of different sizes, “retreat” spaces for small groups and “streets” or circulation areas facilitating informal learning and socialisation among the users.

Certain institutions responding to rich and varied educational and architectural requirements provide a variety of spaces, resulting in architecture with great character, well integrated into the urban tissue and allowing community access all day long.

Readers can learn from the Compendium’s diverse design solutions, from a giant “happy crate” which houses learning and administrative boxes as well as an outdoor space, to a small urban site whose “outdoor” spaces are located on each floor and on the roof, to the refurbishment of existing schools using contemporary forms and energy saving designs to reinforce educational, cultural and societal values, including safety and security.

### *Publication structure*

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The jury wished to distinguish nine institutions which they found to be particularly remarkable; these are presented in Chapter One, which also includes jury comments.

The other chapters are each devoted to a different level of education, with Chapter Two presenting institutions that cover multiple levels. Within each level of education, the institutions are arranged alphabetically. The levels of education are defined on page 8.

Each project is labelled according to criteria, which are also listed on page 8.

At the end of the publication, the reader will find the contact details of all the institutions and architects featured, as well as an index of the institutions by criteria.

This Compendium follows a first edition entitled *Schools for Today and Tomorrow* (1996) and a second entitled *Designs for Learning: 55 Exemplary Educational Facilities* (2001).

## *PEB*

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The Programme on Educational Building, which operates within the Organisation for Economic Co-operation and Development, promotes the exchange and analysis of policy, research and experience in all matters related to educational building. The planning and design of educational facilities has an impact on educational outcomes which is significant but hard to quantify. Building and running those facilities accounts for a substantial part of public educational

expenditure in OECD countries. PEB's mission is to ensure that the maximum educational benefit is obtained from past and future investment in educational buildings and equipment, and that building stock is planned and managed in the most efficient way.

The Programme has three objectives:

- Improve the quality and suitability of educational buildings.
- Ensure that the best use is made of the resources devoted to planning, building, running and maintaining educational buildings.
- Give early warning of the impact on educational building of trends in education and in society as a whole.

The Programme's work is conducted through a set of activities determined by its member countries, and this third edition of the *PEB Compendium of Exemplary Educational Facilities* reflects concerns that PEB addressed during its 2002-06 Programme of Work.

See the Compendium site at [www.oecd.org/edu/facilities/compendium](http://www.oecd.org/edu/facilities/compendium). Further information about PEB is available at [www.oecd.org/edu/facilities](http://www.oecd.org/edu/facilities).