Effective Learning Environments

Special Edition on Tackling Coronavirus (Covid-19)
This e-newsletter aims to keep you informed about the activities, publications, research and events linked to Effective Learning Environments and the GNEELE. Further information can be found on our website.
CASE STUDIES COLLECTION: A VARIETY OF EXPERIENCES IN TRANSFORMING LEARNING ENVIRONMENTS: The OECD Secretariat is drafting the final report with case studies from around the world about the transformation of learning environments.

The collected case studies applied the relevant Framework, designed to explore how schools are transforming from traditional teaching-led learning environments supported by conventional school building design to innovative pedagogical approaches supported by responsive spatial environments.
Call for case studies on Coronavirus (COVID-19)

_MY SCHOOL IS OPEN: EXAMPLES OF ADAPTING LEARNING ENVIRONMENTS FOR A PANDEMIC:_ Getting schools up and running in the face of a global pandemic is challenging. What ideas are out there? How are schools meeting the challenges of social distancing, new hygiene, health and wellbeing of students and staff?

The OECD Secretariat is looking for examples of initiatives that schools around the world are taking and that can be shared with others.

If you have an example that you wish to share, please use this [link](#) to write a maximum of 200 words to describe the initiative, and upload a maximum of 5 images. Once you have completed the submission, you may visit the 'My School is Open' gallery to see all entries.

For the OECD Recommendation click here
For the online Compendium of OECD Legal Instruments click here for English and here for French
For the 2020 Report click here
For the 2017 Brochure click here
DESIGNING SPACES FOR FUTURE FOCUSED SCHOOLS: The one-day event “Designing Spaces for Future Focused Schools” brought together architects, designers, educationalists, teachers, researchers and students to design new “learning zones” in the context of an all-through school. The workshop was organised by the University of Westminster and the Association for Learning Environments on 14 June 2019, in London, and the OECD Secretariat had participated in it.

Read the report
Watch the video
For more info click on the A4LE website
Future event for officials: save the date

**GNEELE MEETING:** The next meeting of the Group of National Experts on Effective Learning Environments will take place in Seoul on **28-30 October 2020**. The Ministry of Education of Korea, EDUFA (Education Facility Disaster Association), KEDI (Korean Educational Development Institute) and KISEE (Korea Institute of Sustainable Design and Educational Environment) will host the GNEELE meeting, an international conference and school visits in Seoul and Gyeonggi.

In the event that a physical gathering proves impossible -due to coronavirus (Covid-19) pandemic- the GNEELE meeting will go ahead **on the same dates in the form of a virtual, online meeting**. The meeting may be attended by the official representatives of the OECD member countries and observers. For information about the meeting, please contact the OECD Secretariat [email to EffectiveLearningEnvironments@OECD.org].
PISA 2018 RESULTS (VOLUME IV): ARE STUDENTS SMART ABOUT MONEY?

This is one of six volumes that present the results of the PISA 2018 survey, the seventh round of the triennial assessment. Volume IV examines 15-year-old students’ understanding about money matters in the 20 countries and economies that participated in this optional assessment.

Read and Share

Download (for institutions with a subscription to OECD iLibrary)

Buy the Book
TALIS 2018 RESULTS (VOLUME II): TEACHERS AND SCHOOL LEADERS AS VALUED PROFESSIONALS

This report aims to provide an in-depth analysis of teachers’ and school leaders’ perceptions of the value of their profession, their work-related well-being and stress, and their satisfaction with their working conditions.

Read and Share
Download (for institutions with a subscription to OECD iLibrary)
For TALIS Insights and Interpretations click here
EARLY LEARNING AND CHILD WELL-BEING: A STUDY OF FIVE-YEAR-OLDS IN ENGLAND, ESTONIA, AND THE UNITED STATES

The International Early Learning and Child Well-Being Study was designed to help countries assess their children’s skills and development, to understand how these relate to children’s early learning experiences and well-being. The study provides countries with comparative data on children’s early skills.

Read and Share
Download (for institutions with a subscription to OECD iLibrary)
Buy the Book
SCHOOLING DISRUPTED, SCHOOLING RETHOUGHT: HOW THE COVID-19 PANDEMIC IS CHANGING EDUCATION

This report is the result of the joint OECD-Harvard Graduate School of Education second rapid survey on education responses to the coronavirus (COVID-19) pandemic, launched at the end of April. With over 1370 responses from 59 countries, this report includes a 15-item checklist to sustain education continuity in the second phase of the pandemic.

Download the report
HOW DO WE RE-OPEN SCHOOLS AFTER THE CORONAVIRUS (COVID-19) PANDEMIC?

Read the blogpost on the OECD Education today blog on the three areas of focus that dominate decision-makers’ discussions about post-pandemic physical learning environments: encouraging new hygiene habits; enabling social distancing in schools; and strengthening online learning.

The blogpost was featured on the University of Westminster website and it was also translated into Italian for ADI [the Italian Teachers’ Association].
SUPPORTING THE CONTINUATION OF TEACHING AND LEARNING DURING THE COVID-19 PANDEMIC: ANNOTATED RESOURCES FOR ONLINE LEARNING

Made in collaboration with the Harvard Global Education Innovation Initiative, HundrED, and the World Bank Group Education Global Practice, this repository contains resources that can be used to help educate learners while schools and universities are closed.

Download the report
CORONAVIRUS SPECIAL EDITION: BACK TO SCHOOL

The coronavirus (COVID-19) pandemic has disrupted education around the world. As the first shock passes, planning is taking place on two timescales: the short-term challenges in the return to school, and the challenges over the next 18-24 months as systems work to build resilience and adaptability for the future.

Download the special edition
A FRAMEWORK TO GUIDE AN EDUCATION RESPONSE TO THE COVID-19 PANDEMIC OF 2020

The result of a joint OECD-Harvard Graduate School of Education rapid assessment of education responses to the coronavirus (Covid-19) pandemic in almost 100 countries, this report provides policy makers with a framework to develop plans to ensure disruptions to education are minimised during the crisis.

Download the report
WHAT ROLE MIGHT THE SOCIAL OUTCOMES OF EDUCATION PLAY DURING coronavirus (COVID-19) LOCKDOWN?

During the confinement period, the positive social outcomes of education are more important than ever. Good mental health, a strong social network and a healthy lifestyle are all associated with the choices individuals made prior to coronavirus (COVID-19), and their choice of whether to continue with their education or not will have been amongst the most important.

Read and Share
Download the pdf
EDUCATION RESPONSES TO COVID-19: EMBRACING DIGITAL LEARNING AND ONLINE COLLABORATION

This policy paper explores some education policy responses including using existing online distance learning platforms and developing new online teaching platforms such as virtual classrooms. But governments should also work to ensure the disadvantaged don’t fall further behind.

Read and Share
SCHOOL-TO-WORK TRANSITIONS DURING CORONAVIRUS (COVID-19): LESSONS FROM THE 2008 GLOBAL FINANCIAL CRISIS
For the blogpost on the OECD Education today blog click [here](#)

HOW THE SOCIAL OUTCOMES OF EDUCATION MAY HELP DURING CORONAVIRUS (COVID-19) LOCKDOWNS
For the blogpost on the OECD Education today blog click [here](#)
WHAT CAN PARENTS DO TO HELP THEIR CHILDREN LEARN AND GROW DURING THE CORONAVIRUS CRISIS?
For the blogpost on the OECD Education today blog click here

CORONAVIRUS SCHOOL CLOSURES: WHAT DO THEY MEAN FOR STUDENT EQUITY AND INCLUSION?
For the blogpost on the OECD Education today blog click here

DURING THE CORONAVIRUS CRISIS, CHILDREN NEED BOOKS MORE THAN EVER!
For the blogpost on the OECD Education today blog click here
CORONAVIRUS AND THE FUTURE OF LEARNING: TOWARDS A NEW EDTECH INDUSTRY?

For the blogpost on the OECD Education today blog click here

HOW CAN TEACHERS AND SCHOOL SYSTEMS RESPOND TO THE COVID-19 PANDEMIC? SOME LESSONS FROM TALIS

For the blogpost on the OECD Education today blog click here
News from OECD: CORONAVIRUS (COVID-19)

OECD AND CORONAVIRUS (COVID-19)
For more information on the OECD CORONAVIRUS (COVID-19) response hub click here

OECD OBSERVATORY OF PUBLIC SECTOR INNOVATION [OPSI]
Read the article on OPSI website about the “Innovation in the Time of Coronavirus”
For the interactive database of responses to COVID-19, OPSI COVID-19 Innovative Response Tracker, click here
For the OPSI COVID-19 Innovative Response updates click here
The Framework for Reopening Schools, jointly developed by UNESCO, UNICEF, WFP and World Bank, covers a range of policy dimensions to inform decision-making, including health and hygiene, emotional well-being, compensation for lost instructional time and outreach to the most marginalised. The guidance is designed as a flexible tool that can be adapted to each content and updated as the situation evolves. It is available in English, French, Spanish and Arabic.

Download the framework
MRN KINDERGARTEN AND NURSERY, JAPAN

Read the Education snapshots article about a kindergarten and nursery, situated amidst the rural fields on the foothills of Mt. Kirishima in Miyakonojo, Miyazaki, Japan. The design theme was “Connection” taking inspiration from the cycle of older students returning to the school as parents of their own children/new students.
Read the Education snapshots article about the redesign of EZ Kindergarten and Nursery for kids to explore and play in Fukui, Japan. Mt. Asuwa surrounds this kindergarten and nursery and it was known as the symbol of this town by local people. The nursery environment was improved by installing activities similar to the ones that can take place in Mt. Asuwa.
TIANSHUI KINDERGARTEN, CHINA

Read the designboom article about how 483 pieces of polychromatic glass were used to decorate a kindergarten in China. SAKO architects applied the colourful elements above the glass doors and windows, as well as the handrails of corridors and stairs, creating a kaleidoscopic effect across the otherwise minimalist building.

Image credit: designboom
Read the Education snapshots article about how the architects brought innovation, a clean look, and fun colors to Académie des Sacrés-Coeurs, a private elementary preschool located at the foot of Mont-Saint-Bruno in Quebec.

Redeveloping the kindergarten classes and its adjacent corridor was designed around three major challenges: responding to the lack of space, improving the sections allocated to learning activities, and improving the feeling of well-being and belonging.
HELLO BABY’S CHILDREN CENTRE, UKRAINE

Read the Education snapshots article about a children’s centre on the first floor of a residential complex in the central part of Dnipro, Ukraine. Initially, the architects were commissioned to design an additional space for the existing centre. In the process, the name and branding were redeveloped, according to the new design concept.
Read the Education snapshots article about Kai Early Years, currently India’s largest early childhood campus. It comprises of a variety of indoor and outdoor spaces such as play and interaction spaces, a performance arena, dramatics & expression studio, a creative arts zone, music and movement studio and several others.
_PLAYVILLE, THAILAND
Read the Education snapshots article about how the architects were assigned with the task of creating a space for children to explore, learn, move and create at Playville in Bangkok, Thailand. The concept includes the implementation of multiple architectural terrains and topographical structures as the tool to encourage the little crawlers and toddlers to move in countless ways, allowing them to fully explore their physical and cognitive abilities.
Read the Education snapshots article about a primary school at St. Johann Basel in Basel, Switzerland, where the architects brought colour and creative play.

At the St. Johann primary school in Basel, the three main corridors have been reconstructed into multi-functional areas of learning and recreation. In a co-operation process, students and teachers developed their ideas and requirements as a basis for the project.
THE FRANKLIN SCHOOL EARLY LEARNING CENTRE, USA

Read the Education snapshots article about a light-filled space for young children in Spartanburg, South Carolina. The Franklin School is an early learning facility offering high-quality education to children up to fifth grade.
__SKALBY SCHOOL AND PRESCHOOL, SWEDEN__

Read the Education snapshots [article](#) about an educational facility with natural light and colour for early learners in Stockholm, Sweden.

The new Skälby School and Preschool building divides the outside space into three parts: a schoolyard, a smaller yard for the preschool and a fully accessible entrance and car park. The new school replaces a smaller school set at the site.
NIA SCHOOL, MEXICO
Read the Education snapshots article about this 600 square meter learning space for young children in Mexico City. Nia School is created to unlock the creative potential of children be-tween two and eight years old through design. Additionally, the growth of children is supported by environments that allow them to develop their skills through interactive learning.

Image credit: Aldo C Gracia
Articles – presentations of school buildings

JINLONG SCHOOL, SHENZEN, CHINA

Read the designboom article about a 36-classroom prefabricated school in Shenzen completed in just 13 months.

Image credit: Wu Kingshan
Read the designboom article about a school in rural India using low-cost construction techniques. The architects have drawn inspiration from the local context to design a low-budget school in Theerampalayam. Built in stacked layers and surrounding a light-filled courtyard, Rane Vidyalaya CBSE school offers quality learning spaces within the rural area.

Image credit: Shanmugam Associates (SA)
DAO SCHOOL, VIETNAM

Read the designboom article about a school in a mountainous region in Vietnam where local materials -such as thatched roofs, stone and earth bricks- were used.
BOBERGS KOLON SCHOOL, SWEDEN

Read the Education snapshots article about the new Bobergsskolan which is situated in the former Gasworks of Stockholm and is designed to be a comprehensive school for 900 students from the ages of six to 15. The school consists visually of three buildings one of which being an existing early 1900’s workshop.
BIKURIM INCLUSIVE SCHOOL, ISRAEL

Read the Education snapshots article about the first inclusive school in Tel Aviv, designed to support the inclusive learning model by creating an environment that works for everyone. This public school, covering 2000 square meters, supports the integration of students with disabilities into regular classrooms, with the understanding that each child is unique with his/her specific needs.
LISLE ELEMENTARY SCHOOL, USA

Read the Education snapshots article about a school located in suburban Lisle, Illinois, known as “Arboretum Village” for its lush greenery, native trees, wetlands, and the iconic Morton Arboretum. With 26 species of trees and 6 species of shrubs planted at grade, including a balcony garden, Lisle Elementary School celebrates learning and the surrounding landscape, combining two different school communities under one roof.
BERKNER STEM EXPLORATION CENTRE, USA

Read the article on Spaces4Learning about a brand-new state-of-the-art STEM facility that is open to all K-12 students in the district at Richardson Independent School District near Dallas, Texas. The Berkner STEM Exploration Centre was created to “rethink STEM integration for all and create a space that would welcome teachers across all subjects and students of all ages”.

Image credit: Spaces4Learning
4 REASONS TO BUILD CHOICE INTO CLASSROOM DESIGN: Read the Spaces4Learning article on the six key elements of a modern and highly engaging learning space that both supports and encourages 21st century learning: choice, comfort, versatility, connection, stimulation and technology. This article looks at choice in particular, why it is important and how you can incorporate choice into the design of a learning space.

COMFORT IS CRITICAL FOR STUDENT SUCCESS: Read the Spaces4Learning article about how the lack of comfort affects how well a student is able to learn, also supported by research.
Effective Learning Environments online

EFFECTIVE LEARNING ENVIRONMENTS WEBSITE: www.oecd.org/education/effective-learning-environments/

Improving Learning Spaces Together
OECD SCHOOL USER SURVEY 2018

Protecting students and schools from earthquakes: The seven OECD principles for school seismic safety

Learning Environments Evaluation Programme (LEEP)

click here  click here  click here
Useful documents

_Click here to read the **OECD SCHOOL USER SURVEY: Improving Learning Spaces Together**

_Click here to view the infographic

_Click here to read the blogpost of Andreas Schleicher

_Click here to watch the launch event on 15 June 2018

_Click here to read the **LEEP FIELD TRIAL REPORT**

_Click here to read the **LEEP INSTRUMENT DEVELOPMENT REPORT**

_Click here to read the **LEEP FRAMEWORK**

_Click here for the publication **PROTECTING STUDENTS AND SCHOOLS FROM EARTHQUAKES: The seven OECD principles for school seismic safety**
How to use the OECD School User Survey

The OECD School User Survey is available online in English, French, Greek, Italian, Japanese, Korean, Russian and Spanish in a PDF format for free and may be used by any interested actor. When using the Survey, the OECD recommends that:

- **Full recognition** be given to the OECD as the original author of the Survey, if applied independently.

- The Survey must be administered in its current format and layout. The OECD School User Survey has been designed as an **integrated tool** to collect information from all three user groups (students, teachers and school leaders). Therefore all three questionnaires should be used together, and with all of the questions rather than a selection. Please inform us if you do not intend to use the full Survey or would like to include additional questions.
The OECD be informed when the Survey has been completed and results collected. In the next 12 months, we are looking to compile a selection of case studies from those who have used the Survey in order to highlight the effectiveness of the tool for schools.

Requests for the right to translate the Survey into other languages be sent to the OECD publications team rights@oecd.org who will provide a free license to translate the Survey, and will request an electronic version of the translation. Please keep our team on copy as well EffectiveLearningEnvironments@oecd.org
OECD School User Survey: Partnership opportunities

How can you get involved? **The OECD is looking for partners!**

- **Take the test!**
- **Support efforts to translate the Survey into your national language.**
- **Actively help with dissemination and awareness-raising among relevant audiences (e.g. countries, school principals, teacher unions, local government authorities, universities).**
- **Provide feedback for the continuous improvement of the OECD School User Survey questionnaires.**

Send your email to [EffectiveLearningEnvironments@OECD.org](mailto:EffectiveLearningEnvironments@OECD.org)
OECD Education online resources

**OECD EDUCATION AND SKILLS NEWSLETTER:** Read the latest issues online [March, April, and May 2020] that deliver the key education findings and policy directions emerging from recent OECD analysis in a single accessible free source.

**ACCESS TO OECD ONLINE PUBLICATIONS:** GNEELE member countries benefit from free access to OECD publications in the online OECD database iLibrary [http://www.oecd-ilibrary.org/].

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- gpseducation.oecd.org for more data on education and skills
- www.oecd.org/education for a selection of free downloadable OECD reports and data
Support the project!

**GROW THE NETWORK!** Please feel free to forward this e-mail and e-newsletter to interested colleagues.

**CONTRIBUTE:** You are invited to suggest content for the e-newsletter to EffectiveLearningEnvironments@OECD.org
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