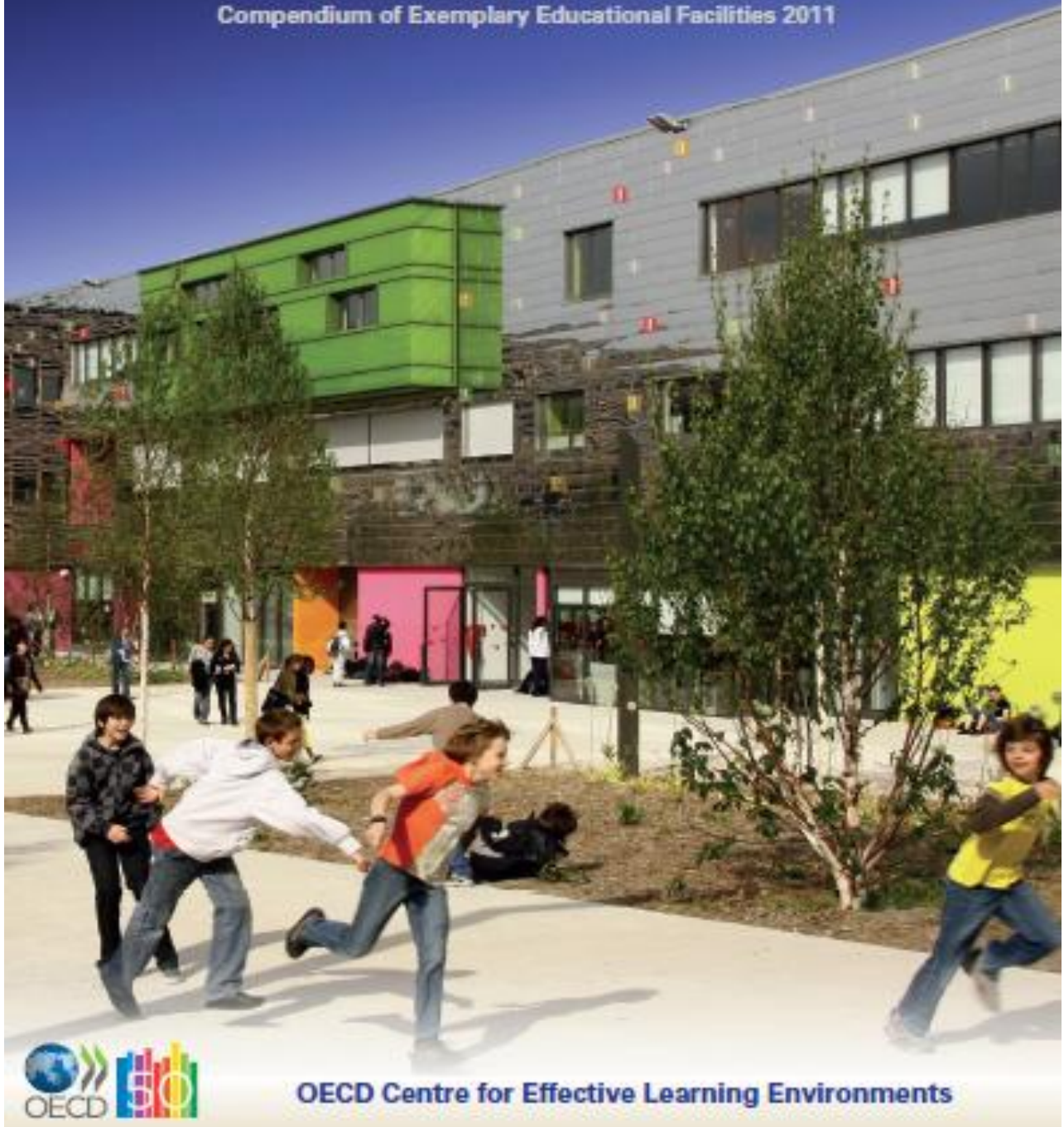


CELE

# DESIGNING FOR EDUCATION

Compendium of Exemplary Educational Facilities 2011



OECD Centre for Effective Learning Environments

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# **AUSTRALIA**

*Award-winning design: A world of exemplary educational facilities*

Outstanding international school designs are showcased in a new compedium and, for the first time, an education has won a major architecture gong. JO EARP takes a look at cutting-edge facilities.

A KINDERGARTEN that uses its sloping roof deck as a playground and a school in Burkina Faso where students worked on new building designs in lessons.

These are just two of the 60 eyecatching projects selected by an international jury from 166 submissions for the fourth Compendium of Exemplary Educational Facilities.

The OECD Centre for Effective Learning Environments publication was perhaps fittingly unveiled in Paris last month, a city bursting with impressive architecture.

Its pages feature two striking designs from Australia — Brisbane Grammar School’s Lilley Centre and the Victorian College of the Arts Secondary School (VCASS) in Melbourne.

“I think the proof of the pudding is if your peers think you represent good thinking — that’s a pretty reaffirming thing,” Brisbane Grammar headmaster Brian Short says of the accolade.

“We put a lot of time and thought and money, it must be said, into this and it has made a big impact on the school. It’s amazing how many visitors we’re getting from all over Australia, both secondary and tertiary, coming to see the building.”

Short explains that it was important the \$26 million Lilley Centre ((photo above: by christopher frederick jones), designed by Wilson Architects, respected the past while embracing the future.

“When you’re 140-plus years old you’ve got to keep balancing traditions and innovations.

“The materials are zinc slate, glass and timber. The walls in zinc are actually the same colour as all of the slate roofs of our neo-gothic buildings.”

A glass wall also treats visitors and passing motorists to a permanent reflection of the school’s Great Hall, which dates back to 1881.

Inside, staff and students can take advantage of a hi-tech resource centre and library, lecture theatre, flexible classrooms and inviting social spaces.

“It’s become, if you like, a social and a learning centre and it’s blurred the lines between the two,” Short comments. He adds there’s also plenty of provision for adult learning with experimental teaching labs and PD libraries.

“We’ve actually made a deliberate effort to say that the adults have got to learn in this space if they are going to better work with the students.” The OECD compedium is published once every five years and competition for selection is fierce.

This year 28 countries are represented and VCASS principal Colin Simpson says it’s great to see Australian facilities winning international recognition.

He tells me it first became apparent in the 1980s that the government school needed purpose-built facilities, but the “big push” which led to the new VCASS building (right) started a decade ago. “There has been a long journey to the point where we opened the building two years ago, involving multiple governments and projects, different thinking and different sites,” he explains.

Detailed planning with architects Williams Boag began in 2005 and the State Labor Government included VCASS as one of its election policy education projects.

“It was built and funded through Victorian Government money ... the Department of Premier and Cabinet.

This was about a \$22 million build and we were really keen that the money didn’t come from the building of other schools,” Simpson recalls.

Inside, the open and flexible secondary teaching spaces are combined with tertiary-level dance and music spaces. “The other thing was, because we are in the arts precinct, we were interested in a signature building.”

Simpson says one of his visions for the project was to create a building that would make children feel energised about coming to school and working in a high expectation environment.

“That’s a really important and, until recently, neglected element of school design. I would argue that the great thing about creating schools that feel good to be in is that children will achieve well in those spaces.”

*[http://ozteacher.com.au/html/index.php?option=com\\_content&view=article&id=1508:award-winning-design-a-world-of-exemplary-educational-facilities&catid=43:feature&Itemid=405](http://ozteacher.com.au/html/index.php?option=com_content&view=article&id=1508:award-winning-design-a-world-of-exemplary-educational-facilities&catid=43:feature&Itemid=405)*

## AUSTRALIAN TEACHER MAGAZINE

### *Award-winning design: Selections for the OECD Compendium of Exemplary Education Facilities 2011*

#### **BEST ALL-ROUND SUBMISSION**

##### *Fuji Kindergarten, Tachikawa City, Tokyo, Japan*

The oval building includes protruding trees and a roof deck sloping towards the centre. Some children run more than 5km a day on the deck.

(Photo: Katsuhisa Kida/FOTOTECA)

**COMMENDATION**

##### *West-Afrika Secondary School Dano, Burkina Faso*

The undulating roof provides shade outside the classrooms. Students were allowed to work on the designs for their new building as part of a school project.

(Photo: Erik-Jan Ouwerkerk)

**COMMENDATION**

##### *Liceo Tecnico Profesional Ia Florida, Santiago, Chile*

The courtyard, with its striking roof design, is at the heart of the complex. Ramps flow around the outer edges, linking all the rooms.

(Photo: Ministry of Education, Chile)

**SELECTED**

##### *Adharshila Vatika, New Delhi, India*

The main entrance is a playful riot of colour. Classroom windows have been lowered to allow younger children to see in and out.

(Photo, above: Kapil Aggarwal/Nikhil Kant)

**COMMENDATION**

##### *Tecnologico de Iztapalapa, Mexico*

Designers included style features for children with little or no sight, such as aromatic plants, rough and smooth surfaces and the sound of water.

(Photo: Luis Gordo)

**SELECTED**

*Tuomarilan Daycare Center, Espoo, Finland*

Activity rooms painted white provide a neutral canvas for learning and a strong contrast with the building's multicoloured checked exterior.

(Photo: Jussi Tiainen)

[http://ozteacher.com.au/html/index.php?option=com\\_content&view=article&id=1507:award-winning-design-selections-for-the-oecd-compendium-of-exemplary-education-facilities-2011&catid=43:feature&Itemid=405](http://ozteacher.com.au/html/index.php?option=com_content&view=article&id=1507:award-winning-design-selections-for-the-oecd-compendium-of-exemplary-education-facilities-2011&catid=43:feature&Itemid=405)

# FRANCE



## LA PROVENCE 1/12/2010

### ***CONCOURS. L'École internationale de Manosque primée***

*Elle figure au palmarès du 4e Florilège des établissements d'enseignements exemplaires organisé par le CEL et l'OCDE.*



Liée au projet d'envergure Iter, destinée à accueillir des élèves d'une trentaine de nationalités différentes dans dix sections linguistiques, l'École internationale de Manosque se situe à la pointe de l'innovation pédagogique. Mais l'établissement qui reçoit, prioritairement mais pas exclusivement, les enfants dont les parents travaillent sur le programme Iter, ne se veut pas seulement un modèle sur le plan éducatif.

Dessinée par les architectes Jean-Michel Battesti et Rudy Ricciotti, l'école vient d'être distinguée aussi pour ses

qualités architecturales et environnementales. Elle vient en effet d'être primée dans le cadre du 4e Florilège des établissements d'enseignements exemplaires organisé par le Centre pour des environnements pédagogiques efficaces (CELE), organisme étroitement lié à l'OCDE.

Ce concours organisé tous les cinq ans récompense des établissements scolaires récents situés dans le monde entier, de tous niveaux, qui font preuve d'excellence dans leur conception et d'innovation dans le domaine du développement durable, par leur aptitude à répondre aux besoins des enseignants ou encore dans le domaine de la sécurité.

Projet paysager, aménagements cyclables aux abords, grandes rues internes reliant les différentes entités, patios plantés, matériaux ayant un faible impact sur la santé et l'environnement, gestion des eaux pluviales, performances énergétiques... l'école internationale de Manosque disposait d'atouts évidents pour candidater.

Pour ce 4e Florilège, les dossiers de 166 établissements provenant de 32 pays différents ont été examinés. Le jury qui s'est réuni à Paris en a retenu 60 de 28 pays dont celui de l'École internationale de Manosque.

Michel Vauzelle, président de la région Provence-Alpes-Côte d'Azur, maître d'ouvrage, s'est réjoui de cette distinction qui "démontre comment la conception, l'utilisation et la gestion des bâtiments peuvent contribuer à la qualité de l'enseignement et à l'amélioration des conditions d'étude et de vie de notre jeunesse". Le palmarès figurera dans la prochaine édition du Florilège des établissements d'enseignements exemplaires qui paraîtra en 2001. Cette très belle revue en quadrichromie offrira une rétrospective mais également des réflexions sur les établissements de demain.

Dominique ARNOULT

# **IRELAND**

IRISH EXAMINER 17/10/2011

***CIT development hailed as one of world's best***

THE administration and student centre at Cork Institute of Technology (CIT), which ran €6 million over budget has been chosen as one of the world's best-designed education buildings. The project is one of just seven third-level facilities included in the latest Designing for Education, the OECD's salute to exemplary educational facilities produced every five years.

The three buildings are constructed around a circular green and were opened in 2006, accommodating the college's student centre, administration offices and CIT's tourism and hospitality studies block.

The 10,000-square metre complex was designed by two architectural firms, de Blacam and Meagher, and Boyd Barrett Murphy O'Connor Architects.

CIT development director Michael Delaney, said that the college authorities are delighted with the accolade which places it alongside designs of universities and other higher education settings in Belgium, China, France, Poland, Britain and the US.

"It's a really timeless building, as well as being an iconic design, we're really pleased with it. It will still look great in 20 or 30 years time," he said.

The jury of six distinguished architects for the OECD's Centre for Effective Learning Environments reviewed 166 projects from primary to third level in 33 countries and selected 60 of them based on innovative design, fitness for purpose, sustainability and safety.

The three-page entry on CIT in the just-published compendium says the buildings give the campus in Bishopstown a distinctive character, gravitas and sense of place, with the predominantly brick construction giving permanence and a sense of solidity. The construction time for the project was almost twice as long as expected when various delays saw it take almost three years to complete. A report by the Comptroller and Auditor General (C&AG) last year showed that the cost ran to almost €20m, compared with a €13.7m budget. The reasons for the overspend and delays included requirements to divert power cables and a water main, unforeseen changes to the foundation structure and disputes over the delay costs. Almost €1m of the additional cost was spent on conciliation, although far higher legal costs could have been incurred if the issues in dispute with the main contractor had gone further. The Department of Education told C&AG, John Buckley, that CIT could not have predicted the various delay and cost factors. Meanwhile, work could begin on a new library building at the CIT campus before the end of the year, after a recent planning decision by Cork City Council. Solas Education for Life Ltd has appealed a condition, believed to relate to development levies, but no third parties have objected to the permission. The company is involved in a public private partnership to build the 6,800sq/m, three- storey facility, to include book collections and reading areas, IT workstations, learning café, group study and postgraduate research areas along with a lecture theatre.

<http://www.irishexaminer.com/ireland/kfqlauidyey/rss2/>

# **ITALY**



***Ocse: Designing for education***



Tra edifici modello anche una struttura toscana (ANSA) - PARIGI, 29 SET - Tra gli edifici scolastici modello di tutto il mondo, raccolti nel 4/o Compendio del progetto 'Designing for education' Ocse, c'è anche una scuola italiana, della provincia di Firenze. Si tratta della succursale, realizzata nel 2009, della scuola primaria e secondaria 'Stefanacci' di San Piero a Sieve, una ventina di km a nord del capoluogo toscano. Un edificio "risolutamente moderno, sia fuori che dentro", scrivono gli esperti Ocse, che "rappresenta un contrasto rispetto agli edifici scolastici originali degli anni Cinquanta e

Sessanta, ma è in completa armonia con l'architettura tradizionale della città e l'ambiente circostante". "Le forme e i materiali semplici offrono una versione contemporanea degli edifici della tradizione toscana" sottolineano ancora gli studiosi parigini, in cui "i muri inclinati e curvi producono una forma interessante e dinamica". All'interno, ogni spazio è progettato per dare comfort agli utilizzatori", e "tutte le finestre sono posizionate per consentire alla luce naturale di entrare nelle stanze e offrire una buona vista dei dintorni". Il Compendio Ocse, spiegano i suoi realizzatori nella pagina web dedicata all'iniziativa, "esamina come il design può creare nuove opportunità per studenti, insegnanti, genitori e comunità. Opportunità di ridurre l'impatto ambientale delle scuole e promuovere l'educazione ambientale. Opportunità di creare un ambiente sicuro e rassicurante per i bambini. Opportunità per ispirare l'apprendimento, migliorare la qualità e inclusività del contesto e collegare scuole e università alle loro comunità". Il volume contiene, in questa 4/a edizione, 65 edifici "esemplari" di 28 Paesi. (ANSA) IL PROGETTO La Scuola elementare e media Stefanacci, San Piero a Sieve (FI) Progetto e direzione lavori: Fabio Capanni con Claudio Marrocchi. L'ampliamento della scuola Stefanacci, a San Piero a Sieve, in provincia di Firenze, ospita spazi relativi alla didattica, alcuni locali da destinare a segreteria e una sala polivalente utilizzabile dagli utenti della scuola e dalla cittadinanza. La luce anima le superfici e forma gli spazi attraverso la contrapposizione dialettica tra una cortina muraria, continua e opaca, e un muro perimetrale intessuto con una varietà di bucatore. La massiva superficie a intonaco, rimembranza dei muri di delimitazione delle ville della campagna circostante, viene interrotta esclusivamente in corrispondenza dell'ingresso principale da una tessile increspatura che conduce all'interno dell'edificio tramite una sottile linea d'ombra. Il blocco che ospita gli uffici e i laboratori, invece, è generato dall'interno, calibrando dimensione e disposizione delle aperture in funzione degli spazi interni. Allo stesso tempo, presenta un riferimento costante al carattere dell'opera che coniuga il percorso dell'apprendimento e della conoscenza del bambino attraverso l'esperienza del gioco. Il legame di assoluta interdipendenza che regola il rapporto tra i due volumi pervade anche la spazialità interna dell'edificio, dove la parte riservata a uffici e laboratori si sviluppa su due livelli. Il corridoio di distribuzione, a tutta altezza, è inteso come prosecuzione dello spazio urbano e termina in una sala polivalente, anch'essa a doppia altezza.

[http://www.a-realestate.it/news/speciali/110929\\_ocse.html?pg=1](http://www.a-realestate.it/news/speciali/110929_ocse.html?pg=1)

GONEWS.IT 29/09/2011

***La scuola 'Stefanacci' tra gli edifici modello nel rapporto Ocse***

E' l'unica italiana Gli studiosi parigini che hanno realizzato il testo hanno premiato il design della struttura e la sua adattabilità alla vita degli studenti Tra gli edifici scolastici modello di tutto il mondo, raccolti nel 4/o Compendio del progetto 'Designing for education' Ocse, c'è anche una scuola italiana, della provincia di Firenze. Si tratta della succursale, realizzata nel 2009, della scuola primaria e secondaria 'Stefanacci' di San Piero a Sieve, una ventina di km a nord del capoluogo toscano. Un edificio "risolutamente moderno,



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[http://www.gonews.it/articolo\\_101552\\_scuola-Stefanacci-edifici-modello-rapporto-Ocse-lunica-italiana.html](http://www.gonews.it/articolo_101552_scuola-Stefanacci-edifici-modello-rapporto-Ocse-lunica-italiana.html)

IDEALISTA.IT 03/10/2011

*Edifici scolastici più belli del mondo. Vince anche uno Toscano (video)*



L'ocse premia per il quarto anno consecutivo gli **edifici scolastici modello** in tutto il mondo. quest anno nel compendio del progetto "**designing for education**" c'è anche una scuola italiana, della **provincia di firenze** si tratta della scuola primaria e secondaria **stefanacci** di san piero a sieve in provincia di firenze, opera di fabio capanni e claudio marrocchi tra le prime **60 premiate**, al primo posto l'argentina, seguita dall'australia, austria, bangladesh, belgio, brasile, burkina faso, cile, finlandia e francia, tra i primi 10. l'italia è al 14° posto. guarda la classifica . nel video, invece, i primi 6 progetti di design scolastico più belli del mondo

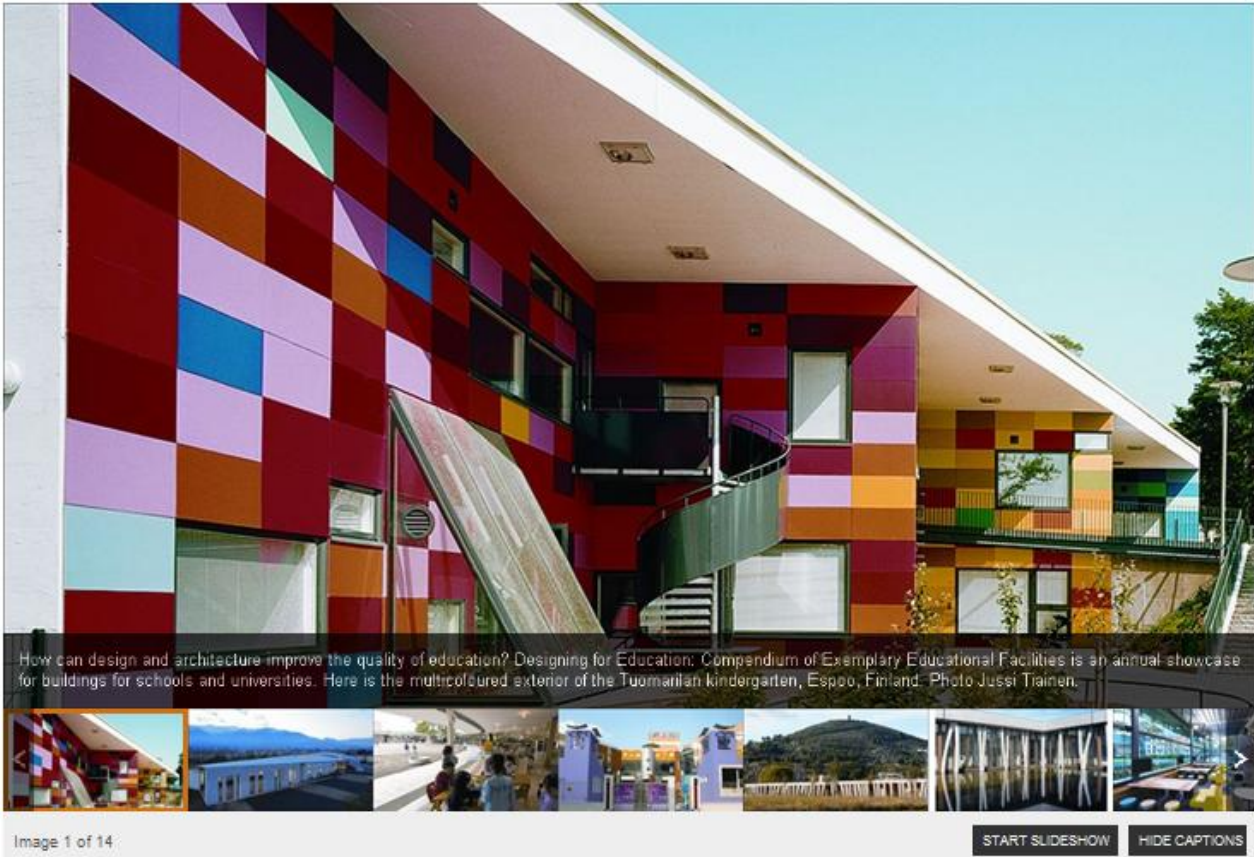
<http://www.idealista.it/news/archivio/2011/10/03/033532-edifici-scolastici-piu-belli-mondo-vince-anche-toscana-video>

# **UNITED KINGDOM**



BBC 4/10/2011

*Knowledge economy: Global best school buildings*



<http://www.bbc.co.uk/news/business-14975270>