



Centre for Effective Learning Environments  
*Learning Environments Evaluation Programme (LEEP)*

# OECD CELE LEEP News

January 2016

Please feel free to forward this e-mail to interested colleagues

[Update on CELE activities; News from GNE members;](#)  
[Some interesting projects; Latest research; Relevant OECD publications and resources](#)

## A “new” Newsletter for CELE LEEP



Welcome to the re-launch of our Newsletter. The aim is to provide another medium for exchanging knowledge and ideas among members on creating and supporting effective learning environments for contemporary society.

In this newsletter we give a brief overview of member and some non-member activities, as well as information on interesting projects, publications and other resources.

The intention is to publish the Newsletter twice a year to start with, and hopefully increase frequency in the future. We hope that you find it useful and we welcome both feedback and contributions for the next edition.

[Click here](#) to find out which countries are represented on **the GNE**. [Click here](#) to read more about **CELE LEEP**.

The Secretariat would like to **thank you** all for your support of CELE LEEP, and **wish you the very best for 2016!**

## Update on CELE LEEP activities

### Meeting of the Technical Advisory Group (TAG) for the LEEP instruments

*16 December 2015, Webinar, Paris*

Members of the Technical Advisory Group met to discuss the development of the LEEP instruments. It looked at how to modify the survey tools to enable them to be applied easily and reduce the respondent burden. There will be another TAG meeting in January 2016.

### 3<sup>rd</sup> Meeting of the Group of National Experts on Effective Learning Environments

*15-16 October 2015, OECD Conference Centre, Paris*

GNE members, country delegations and experts met to discuss the current work of the Group in 2015. At the meeting the Technical Advisory Group for the development of the LEEP survey instruments presented a progress report with a special emphasis on the core concepts of efficiency, effectiveness and sufficiency of the learning environment. Experts, Julia Atkin and Giuseppina Canella gave a presentation on how physical learning environments can help students develop skills required for

today's labour market emphasising that learning outcomes must go beyond literacy and numeracy and an encyclopaedic knowledge of the disciplines, to 'knowing why?', 'knowing how?' and 'knowing how to find out'. The physical learning environment must support 'lifelong learning capabilities' such as: Learning how to learn, collaboration, self-direction and self-management, and resilience to engage in complex, unfamiliar problems as faced in authentic projects.

Also during the meeting, member countries shared examples of national school building programmes and initiatives, supplemented by presentations from experts on recent and current research including Professor Peter Barrett (University of Salford, UK) on the outcomes of the "*HEAD project: Holistic Evidence and Design – sensory impacts, practical outcomes*" which explored the impacts of the physical learning environment on primary school students in the UK ([the paper is available here](#)); Professor Harry Daniels (University of Oxford, UK) on the outcomes of the project "*Design and Practice: Designing and building new schools: A post occupancy study of learning to use buildings for different purposes*"; and Siebren Baars (NHL University of Applied Sciences, Netherlands) on his research on the interrelation and interconnectedness of the psycho-social learning environment, comprising both psychological and social factors, and the physical learning environment.

For more information contact [cele@oecd.org](mailto:cele@oecd.org).

## Conferences

### Form Follows Learning, Athens, Greece



Organised by Building Infrastructures SA (BI) of Greece in partnership with the OECD Centre for Effective Learning Environments (CELE), the conference "Form Follows Learning" leverages the OECD's knowledge and expertise and supports the idea that education is a fundamental pillar of every country. 120 participants from 14 countries gathered in Athens, Greece, on the 9<sup>th</sup> -11<sup>th</sup> September 2015 to exchange ideas on how to create effective learning environments. The notion that the form of the building should be a natural consequence of the type of learning activities was important. Bringing together international and local expertise, the event included presentations, workshops and school visits and covered topics such as planning, designing, reusing, adapting and transforming these spaces. Trends and innovation in learning environments also played a key role in the agenda.

See also the seminar [Agenda](#). All materials are available on the website. [Read more...](#)

### INIFED 2015 Congress, Mazatlán, Mexico

Organised by Mexico's National Institute of Physical Education Infrastructure (INIFED), the theme of the congress which took place 23<sup>rd</sup> to 28<sup>th</sup> November was improving school facilities. The CELE LEEP Group of National Experts was represented by experts from New Zealand, Japan, Australia, Netherlands, UK and Greece who each presented examples and case studies of learning environments covering issues from seismic safety to innovative design. Alastair Blyth, OECD, was invited to talk on the international developments in learning environments and the work of the CELE LEEP GNE. [Read more...](#)

The Secretariat would like to thank the organisers of both events for the opportunity to collaborate and bring together GNE members and experts for to exchange ideas and information.

## News from GNE members

### GREECE...

The Greek agency responsible for public school building construction and renovation was recently part of a merger to form

**Buildings Infrastructure SA (BI).** The merger has brought together entities responsible for the infrastructure for education, health and justice in Greece. Overseen by the Ministries of Education and Infrastructure, **BI** aims to provide facilities and equipment for public primary and secondary education in addition to its work on hospitals, courts and prisons. BI has 100 projects under construction with a construction value of more than EUR500 million, 79 of these projects are for the education sector and 24 of these are PPPs. BI is using all financing tools to fund their projects, including EU funds from NSRF and a loan with the European Investment Bank. On January 2016, a new Board of Directors was appointed by the relevant Ministries.

## IRELAND...



**Tún** architecture + design is the winner of the architectural design competition for a new primary school in an urban setting organised by the Ministry of Education and Skills in co-operation with the Royal Institute of Architects in Ireland. The Competition was to design a school for a specific site at Harcourt Terrace, Dublin 2. The site comprises the former Garda Station and Irish Film Censor Building, overlooking the Grand Canal. The brief was for a 24 classroom primary school, with special needs classes, with a total floor size of about 4,500 square metres. [Read more...](#)



## ITALY...

The National Plan for School Buildings comprises constructing new schools as well as upgrading older schools in terms of maintenance, safety, accessibility and renovation. The work includes adaptation to meet current technical standards, building renovation as well as upgrading seismic safety of buildings, and increasing energy efficiency. [Read more...](#)

The **National Operational Programme**, with funding from the European Regional Development Fund 2007/2013 and the new 2014/2020, focuses on improving safety of school buildings, energy efficiency, and accessibility of school environments. The goal is to enhance connectivity and spread the use of information and communication technology (ICT).

## JAPAN...

Three recently published documents provide further insights into earthquake protection, reconstruction of schools and energy use in school buildings.

**“Guidebook for earthquake Protection for Non-structural Members of School Facilities (Revised Edition)”** which covers the implementation of earthquake resistance inspection. The guide also gives information on methods of inspection and checklists addressed at boards of education and school staff, those who use school buildings daily. [Read more...](#)

**“Report of the investigative research on the reconstruction of schools in conjunction with community development”**, records the examination of the process of school facilities’ reconstruction following the Tsunami damage in March 2011. [Read more...](#)

**“Survey of Energy Use, etc. in School Facilities in the Super Eco School Demonstration Program”** reports actual conditions of energy use at a school. The report is available at [here](#).

## MEXICO...

The National Institute of Physical Educational Infrastructure for Education (INFIED) has launched the **“Escuelas al CIEN”**, with the objective of dignifying education through construction, equipment, maintenance, preventive actions and reconstruction of physical educational spaces in Mexico. “CIEN” stands for both ‘hundred’ and the Certificate for National Scholar Infrastructure (CIEN).

The programme has a budget of 50 billion pesos for the certification of 33 thousand schools. The tasks to be carried out during the programme comprise the installation of floors and ceilings, enhancing structural safety, sanitation, furniture, equipment, and IT connectivity to multiple use areas, and guaranteeing accessibility. The emphasis is placed on the buildings to support all the functions of the schools: “schools are much more than just buildings, they are communities”. [Read more...](#)

## NEW ZEALAND...



Five years on from the major earthquakes in Christchurch, the **Christchurch Schools Rebuild programme** has made significant progress toward restoring the schools damaged or destroyed. This month, three rebuilt Christchurch schools will open in their new locations, and a new school will also open in Rolleston, south of Christchurch, to accommodate families who moved to the town following the earthquakes.



The 115 schools in the programme are being built or refurbished with innovative learning environments wherever possible, and overall, the Christchurch schooling network will have the most effective learning environments in the country. [Read more...](#)

## NORWAY...

As a strategy to increase school capacity in Oslo, prefabricated school buildings are being introduced. Indeed, the '**Superkuben**' is a concept for module-based schools and kindergartens which can be used as permanent or temporary solutions. The modules are approximately 90 % completed when they leave the factory and the facades are constructed mainly on site. Flexibility in the module system gives opportunities to create open learning spaces, as well as traditional classrooms. Four school extensions have been completed using this concept and a further four are underway.

## TURKEY...

Approximately 1,000 school buildings are constructed each year in Turkey, where the standard capacity of a school is 24 classes with 30 students per class. However, one of the main challenges faced by the country in terms of providing school places is population movements. Also adult education is rising sharply creating further demand. The Ministry of National Education has started research into seismic safety of school buildings.

## News from non-members

### UK-SCOTLAND...

The Scottish Government's **Inspiring Learning Spaces Fund**, is funding 20 projects to improve areas for learning in schools. With the aim of ensuring that Scotland becomes a world leader in education, Inspiring Learning Spaces encourages the creation of spaces for flexible learning and allows closer partnership between school and further education. [Read more...](#)

**Remade Learning Places**, published by Architecture & Design Scotland to help Scottish local authorities improve their school estate by refurbishing existing buildings was launched on 2 September. It highlights the benefits of school refurbishments and how local authorities can achieve high quality results and innovative designs in the most cost effective way. With contributions from Alastair Blyth, OECD among others, the guidance complements the Scottish Government's £1.8 billion Scotland's Schools for the Future programme and the Inspiring Learning Spaces Fund. [Read more...](#)



More information  
on GNE members

<http://www.oecd.org/edu/facilities>

Contact: [cele@oecd.org](mailto:cele@oecd.org)

## Latest research

- Barrett, P. et al., (2015), “**Building and Environment. The impact of classroom design on pupils’ learning: Final results of a holistic, multi-level analysis**”, El Sevier *Science Direct*, Vol. 89, pp. 118-133. [Read more...](#)
- Daniels, H.; Learoyd-Smith, S.; Stables, A. & Tse, H.M. (2015), “**Continuity and conflict in school design: a case study from Building Schools for the Future**”, *Intelligent Buildings International*, 7:2-3, 64-82. [Read more...](#)
- Daniels, H.; Tse, H.M.; Tanzi Neto, A.; Stables, A.; Ortega, L. & Cox, S. (2015), “**Design and Practice: How new school buildings influence teachers’ and pupils’ experience of schooling**”, *Plymouth School of Creative Arts*. [Read more...](#)

## Articles

### Crafting collaborative places by Peter Lippman

The classroom must be re-imagined as an open place that is flexible in use, allows for transactions to flow seamlessly across settings and where transitions between settings, activities, actions and technology is fluid. [...] Within these places, they [students] own their learning experiences; for, the physical environment is choreographed to enable, engage, and empower them to acquire knowledge and master needed skills. [Read more...](#)

### A bright future for everyone?

Daylight in schools is being a current topic in Norway related to physical learning environment. The latest input in this discourse came in the Norwegian review of architecture, “Arkitektur N”, late November.

The article “**A bright future for everyone?**” is a comparative study of daylight in teaching spaces for vocational and academic study programmes. The study was carried out and presented by Architect MNAL and Associate Professor Leif Houck and project engineer Nina Huynh. [Read more...](#)

## Some interesting projects from member countries...



### Hedge School, Ireland

The Hedge School is an informal learning space in nature where children are exposed to and learn from the elements, educated in the basic principles of living such as growing food & plants, cooking in the open, ecosystems, climate, seasons, flora & fauna. In this way the natural elements become a stimulating part of the space and the experience; creating an engaging & adventurous learning environment; where children can hear the rain and feel the wind. [Read more...](#)

## Maungaraki School, New Zealand



Even on a dull day, the solar panels on the roof of Maungaraki School in Lower Hutt, New Zealand, are capturing energy and powering the school, with savings of around NZ \$5,000 each year according to principal Lisa Cavanagh. “For us, that means putting the money toward digital devices and creating innovative learning environments” she says. The panels originally cost around NZ \$25,000, and have a life expectancy of at least 30 years.

The Ministry of Education provides funding to help boards of trustees with power, fuel and water costs, as well as advice on energy efficiency to help keep costs down. If the school uses less energy than it is funded for, it can keep the difference for use elsewhere in the school. For Maungaraki School, this means that in winter, the panels save the school up to a third of its power bill, and in summer it can be up to half. Ms Cavanagh says another advantage of having the solar panels is that the students are learning from it, and they tell their families about it. “It’s contributing to discussion amongst families and communities,” she says. “At the very least it’s raising awareness of alternative forms of energy.” [Read more...](#)



## Launch of a National School Safety Day in Italy



In a dedicated event held at the Italian Ministry of Education on the 20<sup>th</sup> of November, Minister Stefania Giannini launched the **National School Safety Day**, which will be celebrated every 22<sup>nd</sup> of November starting from 2016. This is a significant date as it commemorates Vito Scafidi, a student who died in 2008 when the ceiling of his classroom in Rivoli (Turin) collapsed.

The National Day is also dedicated to training for teachers and students on how to keep safe. In order to reach this goal, the Minister signed an agreement with INAIL, The National Institute for Insurance against Accidents at Work, an authority which deals with training for safe environments.

At the launch the Director General for School Buildings, Simona Montesarchio, announced that a school safety conference and a workshop lasting several days are being planned in April 2016 (with the expected participation of the OECD and LEEP members).



## Other interesting projects...

### Farming Kindergarten, Dongnai, Vietnam

With a continuous green roof, this kindergarten provides food and agriculture experience to Vietnamese children, as well as safe outdoor playground. [Read more...](#)



### The Penleigh and Essendon Middle Girls School, Melbourne, Australia

The form of this building is derived the Mandelbrot Set, the image of which offers almost endless formal adaption; a metaphor writ large for the endless possibility of intellectual exploration and the human imagination. [Read more...](#)

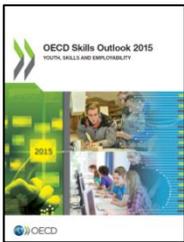
## Don't forget!

Submit your own completed project to the **OECD Database of Best Practices in Educational Facilities Investment** at <http://edfacilitiesinvestment-db.org/>!

## TED talks not to miss...

- Architect **Takaharu Tezuka** presents the **Fuji Kindergarten**, designed to maximize the space available for secure but unconstrained play –and featured in CELE's *Designing for Education* as the most outstanding example of a school building. [Watch it here...](#)

## Relevant OECD publications and resources

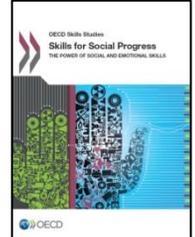


### **OECD Skills Outlook 2015: Youth, Skills and Employability**

The report shows how improving the employability of youth requires a comprehensive approach. While education, social, and labour market policies have key roles to play, coordination between public policies and the private sector is also crucial. The publication also presents examples of successful policies in selected countries. [On iLibrary](#)

### **Skills for Social Progress: The Power of Social and Emotional Skills**

This report analyses the effects of skills on a variety of measures of individual well-being and social progress, which covers diverse aspects such as education, labour market outcomes, health, family life, civic engagement and life satisfaction. The report discusses how policy makers, schools and families facilitate the development of socio-emotional skills through intervention programmes, teaching and parenting practices. [On iLibrary](#)



### **Students, computers and learning: Making the connection**

This publication examines how students' access and use of ICT devices has evolved in recent years, and explores how education systems and schools are integrating ICT into students' learning experiences. The main conclusion draws the attention on the fact that all students first need to be equipped with basic literacy and numeracy skills so that they can participate fully in the hyper-connected, digitised societies of the 21st century. [On iLibrary](#)

### **Schooling Redesigned: Towards Innovative Learning Systems**

The report draws as core material on analyses of initiatives specially submitted by some 25 countries, regions and networks. It describes common strengths around a series of Cs: Culture change, Clarifying focus, Capacity creation, Collaboration & Co-operation, Communication technologies & platforms, and Change agents. [On iLibrary](#)



## **Starting Strong IV: *Monitoring Quality in Early Childhood Education and Care***

Research suggests that quality matters most when it comes to early childhood education and care. A growing number of countries are establishing monitoring systems to ensure quality and accountability in these programmes. Thus, this publication explores how countries can develop and use these systems to enhance service and staff quality for the benefit of child development. It offers an international perspective and concrete examples to help policy makers, monitoring experts and practitioners in the field develop their own monitoring policies and practices. [On iLibrary](#)



### **Access to OECD online publications**

GNE member countries benefit from free access to OECD publications in the online database [OECD iLibrary](#). Please contact [cele@oecd.org](mailto:cele@oecd.org) for a login and password.

## **Keep up with [OECD blogs on education](#)**



### **[The innovation imperative and the design of learning systems](#)**

The report summarises the strategies that lead to innovation as a series of Cs: culture change; clarifying focus; creating professional capacity; collaboration and co-operation; communication technologies and platforms; and change agents.

## **OECD Education and Skills Newsletter, September 2015**

The third issue of our newsletter for 2015 delivers to you the key education findings and policy directions emerging from recent OECD analysis in a single accessible free source. [Read more...](#)

## **Call for entries for the Global High Schools Prize 2017**

Since 2012, the Global High Schools category – as part of the **Zayed Future Energy Prize** - has been awarding up to USD \$100 000 to a high school selected in each of the following regions: the Americas, Europe Africa, Asia and Oceania. High schools from all around the world are invited to submit a business plan that describes how they would like to utilise the prize in order to raise awareness of sustainability and reduce the school's environmental footprint, based on the three objectives of the UN Sustainable Energy for All Initiative: Energy Access, Energy Efficiency and Renewable Energy. For further information, contact [info@zayedfutureenergyprize.com](mailto:info@zayedfutureenergyprize.com). [Read more...](#)



**Keep in touch with CELE.** This e-newsletter aims to keep you informed about the activities, publications, research and events linked to LEEP and the GNE. Further information can be found on our [website](#) or by contacting [cele@oecd.org](mailto:cele@oecd.org).

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