

Effective Learning Environments



Special Edition on Tackling Coronavirus (Covid-19)





OECD NEWS ON EFFECTIVE LEARNING ENVIRONMENTS

JUNE 2020



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](#).



Coming soon: case studies report

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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)

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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.





School earthquake safety report noted by Council

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REPORT ON THE IMPLEMENTATION OF THE RECOMMENDATION OF THE COUNCIL CONCERNING GUIDELINES ON EARTHQUAKE SAFETY IN SCHOOLS

The OECD Council has noted and declassified the 2020 Report on the Implementation of the Recommendation of the Council Concerning Guidelines on Earthquake Safety in Schools on 30 April 2020. The draft Report was discussed in the 2019 GNEELE meeting before being approved via written procedure by the OECD Education Policy Committee in Q1 2020.

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](#)





Report on the A4LE design workshop

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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](#)





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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].





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News from OECD: publications

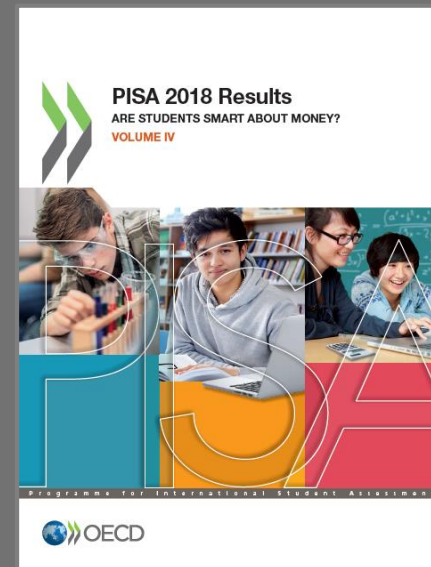
PISA 2018 RESULTS (VOLUME IV): ARE STUDENTS SMART ABOUT MONEY?

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.

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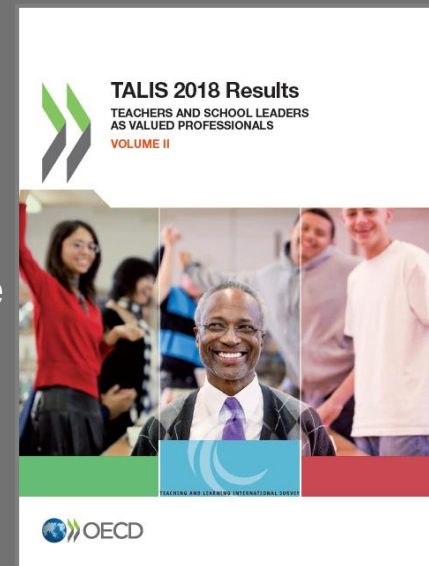
TALIS 2018 RESULTS (VOLUME II): TEACHERS AND SCHOOL LEADERS AS VALUED PROFESSIONALS

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.

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For TALIS Insights and Interpretations click [here](#)





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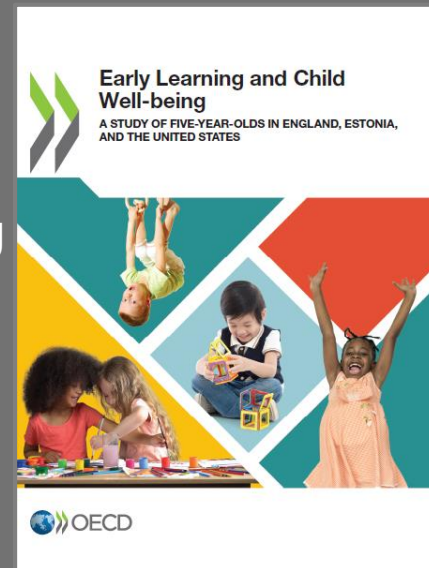
EARLY LEARNING AND CHILD WELL-BEING: A STUDY OF FIVE-YEAR-OLDS IN ENGLAND, ESTONIA, AND THE UNITED STATES

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.

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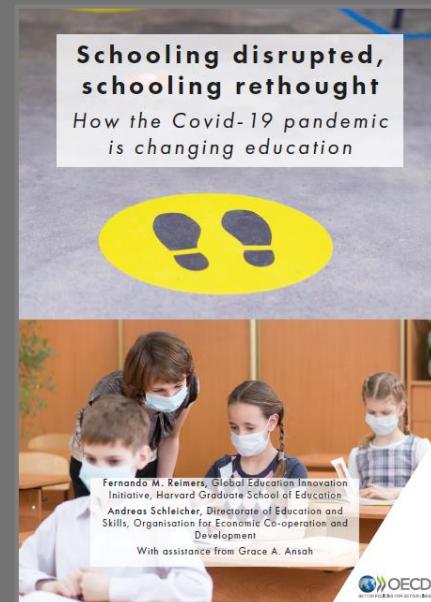
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SCHOOLING DISRUPTED, SCHOOLING RETHOUGHT: HOW THE COVID-19 PANDEMIC IS CHANGING EDUCATION

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





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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].

Trends for post-pandemic learning environments





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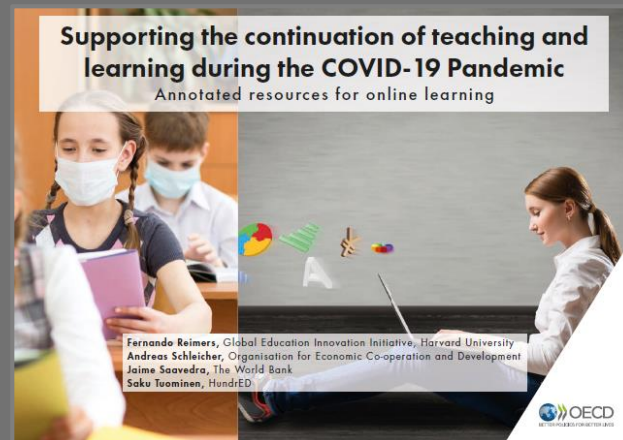
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SUPPORTING THE CONTINUATION OF TEACHING AND LEARNING DURING THE COVID-19 PANDEMIC: ANNOTATED RESOURCES FOR ONLINE LEARNING

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





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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

Trends Shaping Education Spotlight 21

Coronavirus special edition: Back to school

The 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.

Global pandemic

As our world becomes more interconnected, so too do the risks we face. The Covid-19 pandemic has challenged the world, with cities and towns at a standstill, borders closed and airports shuttered in an effort to contain the spread of the virus.

Choosing the best defence has not been easy. Although there is an overload of information, there is still much that is unknown. Aggressive testing in South Korea and extensive contact tracing in New Zealand, for example, contained the virus early. But questions remain about whether and how containment and immunity works. For countries in lockdown, it is not clear what the best exit strategy is. The economic, social and psychological toll Covid-19 has taken is severe.

Figure 1. Air traffic patterns
Total number of commercial flights per day, January–June 2020

Date	Number of flights
23/01/20	100000
27/01/20	100000
31/01/20	100000
04/02/20	100000
08/02/20	100000
12/02/20	100000
16/02/20	100000
20/02/20	100000
24/02/20	100000
28/02/20	100000
03/03/20	100000
07/03/20	100000
11/03/20	100000
15/03/20	100000
19/03/20	100000
23/03/20	100000
27/03/20	100000
31/03/20	100000
04/04/20	100000
08/04/20	100000
12/04/20	100000
16/04/20	100000
20/04/20	100000
24/04/20	100000
28/04/20	100000
02/05/20	100000
06/05/20	100000
10/05/20	100000
14/05/20	100000
18/05/20	100000
22/05/20	100000
26/05/20	100000
30/05/20	100000
03/06/20	100000
07/06/20	100000
11/06/20	100000
15/06/20	100000
19/06/20	100000
23/06/20	100000
27/06/20	100000
30/06/20	100000

Note: Commercial flights include commercial passenger flights, cargo flights, charter flights and some business jet flights.
Source: FlightAware (2020), www.flightaware.com/live/summary/





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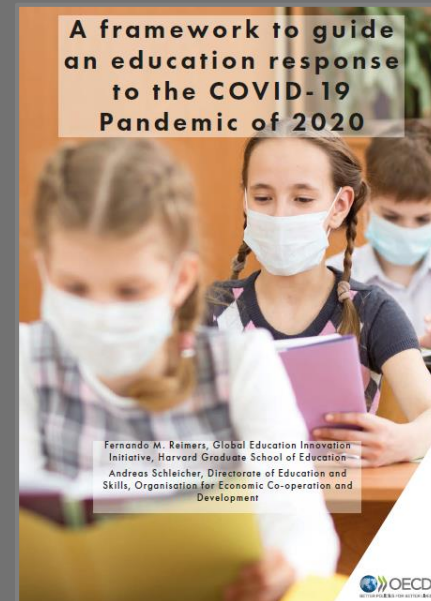
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A FRAMEWORK TO GUIDE AN EDUCATION RESPONSE TO THE COVID-19 PANDEMIC OF 2020

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





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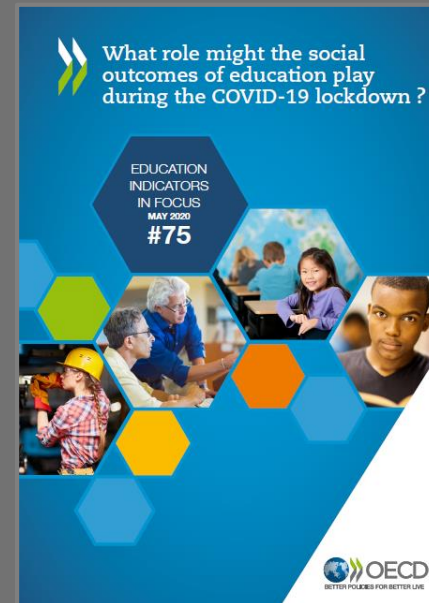
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WHAT ROLE MIGHT THE SOCIAL OUTCOMES OF EDUCATION PLAY DURING coronavirus (COVID-19) LOCKDOWN?

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.

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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



Education responses to covid-19: Embracing digital learning and online collaboration

Updated 23 March 2020

With the spread of the covid-19, countries are implementing emergency plans to slow down and limit the spread of the virus – and prepare for a possible longer term disruption of school and university attendance. Every week of school closure will imply a massive loss in the development of human capital with significant long-term economic and social implications. While this is a strong stress test for education systems, this is also an opportunity to develop alternative education opportunities. China, which was hit first by the corona virus, is already well advanced in providing a large share of its students with access to online learning opportunities.

Developing capacity

Most emergency plans include information and training about the virus (e.g. USA, FRA, ITA); training for teachers and school principals to work remotely (e.g. CHN, ITA, GBR); the deployment of online courses at scale (e.g. CHN); and the setting and training of task forces of counsellors and teachers to support parents and students (e.g. USA). Many economies already involve the closure of educational establishments, either nation-wide (e.g. CHN, ITA, KOR, JPN), regionally (e.g. FRA, GER, POR, ESP), or in a targeted way (e.g. USA, GBR).

EDUCATION RESPONSES TO COVID-19 EMBRACING DIGITAL LEARNING AND ONLINE COLLABORATION © OECD 2020



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_ 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](#)





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_ 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](#)





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__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](#)





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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](#)

TACKLING
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News from member countries and partners

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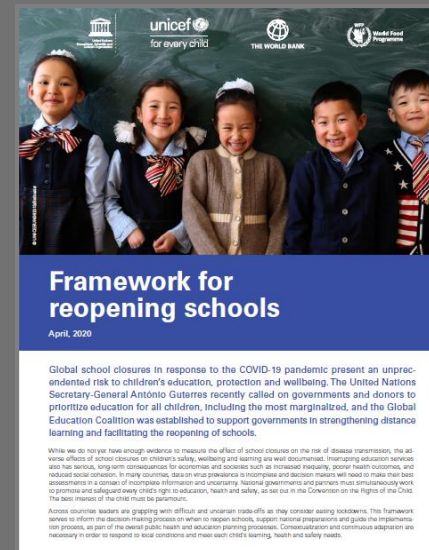
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FRAMEWORK FOR REOPENING SCHOOLS

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





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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.



Images credit: Toshinari Soga





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EZ KINDERGARTEN AND NURSERY, JAPAN

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.



Images credit: Toshinari Soga





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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





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ACADEMIE DES SACRES-COEURS, CANADA

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.



Images credit:
Maxime Brouillet





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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.



Images credit:
Alexander Angelovskiy





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[_KAI EARLY YEARS, INDIA](#)

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.



Images credit: Andre Fanthome



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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.

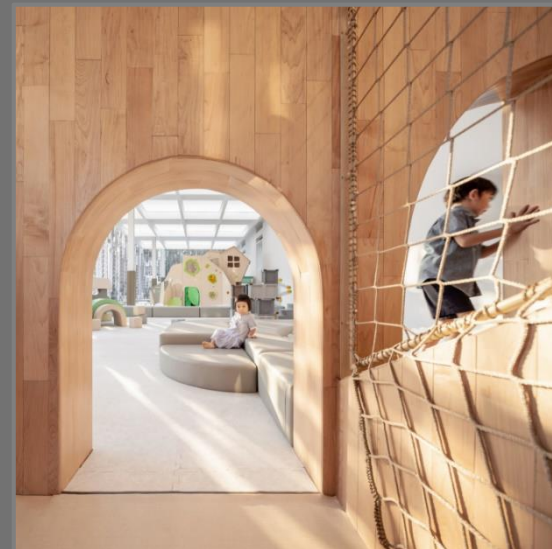


Image credit: Education snapshots





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_ LEARNING LANDSCAPES, SWITZERLAND

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.



Images credit: Weisswert





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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.



Image credit: Thomas Grady



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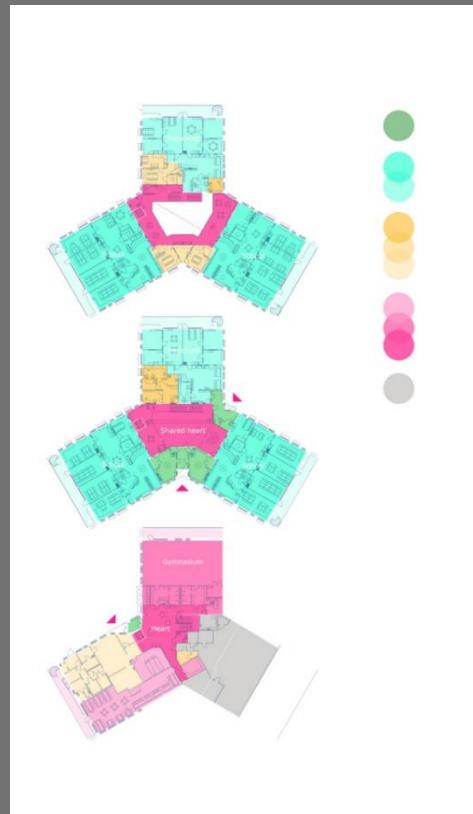
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SKALBY SCHOOL AND PRESCHOOL, SWEDEN

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.





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— **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 between 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





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JINLONG SCHOOL, SHENZHEN, CHINA

Read the designboom [article](#) about a 36-classroom prefabricated school in Shenzhen completed in just 13 months.



Image credit: Wu Kingshan





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RANE VIDYALAYA CBSE SCHOOL, INDIA

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)





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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.



Image credit: Son Wu





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BOBERGSSKOLAN 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.

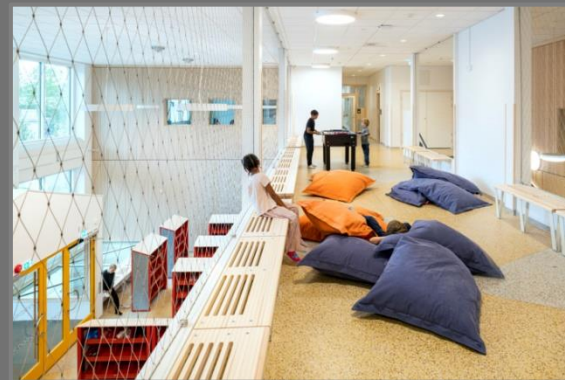


Image credit: Mattias Hamren





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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.



Image credit: Roni Chaani





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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.



Image credit: James Steinkamp





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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





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_ 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.





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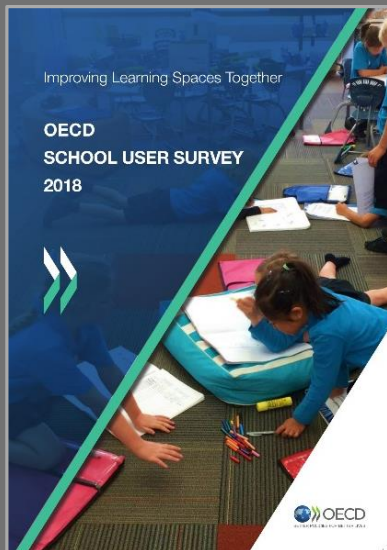
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EFFECTIVE LEARNING ENVIRONMENTS WEBSITE:

www.oecd.org/education/effective-learning-environments/



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Useful documents

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_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**



OECD SCHOOL USER SURVEY

IMPROVING LEARNING SPACES TOGETHER

DID YOU KNOW?

7 538 The number of hours an average 15 year-old student will have spent inside school buildings

3 USER GROUPS

THE OECD SCHOOL USER SURVEY EMPWERS



- 1 STUDENTS
- 2 TEACHERS
- 3 SCHOOL LEADERS

4-STEP CYCLE

CYCLE OF CONTINUOUS IMPROVEMENT



5 AREAS OF FOCUS

- 1 Physical environment and its use
- 2 Comfort and safety
- 3 Use of technology
- 4 Perceptions of learning environments
- 5 Overall satisfaction with the school facilities



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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.





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How to use the OECD School User Survey_p.2



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

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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





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





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JUNE 2020

Effective Learning Environments

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