

Oct 2020 | OECD ELE News

# Effective Learning Environments





# OECD NEWS ON EFFECTIVE LEARNING ENVIRONMENTS OCTOBER 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](#).



## 8<sup>th</sup> annual session of the GNEELE

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**\_GNEELE MEETING:** The 8<sup>th</sup> meeting of the GNEELE will take place as a virtual conference on **28-29 October 2020**. This will be the final session of the Group of National Experts on Effective Learning Environments.

The meeting will be attended by the official representatives of the OECD member countries and observers. Once the registration process has been completed, meeting participants will receive the invitation to join the two events on Zoom platform.

For information about the meeting, please contact the OECD Secretariat [email to [EffectiveLearningEnvironments@OECD.org](mailto:EffectiveLearningEnvironments@OECD.org)].





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## Case studies report to be released soon

**CASE STUDIES COLLECTION: A VARIETY OF EXPERIENCES IN TRANSFORMING LEARNING ENVIRONMENTS:** The OECD Secretariat finalised the report with case studies from around the world about the transformation of learning environments. The **Final Report: OECD Case Study Collection on Transforming Learning Environments** will be presented during the 8th GNEELE meeting.

The collected case studies applied the [Analytical Framework for Case Study Collection](#), 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.





# OECD contribution to A4LE Europe's publication

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**LOOKING THROUGH TO FUTURE LEARNING:** Further to the participation in the workshop organised by the University of Westminster and Association for Learning Environments Europe in London in June 2019, the Secretariat engaged in the current endeavour of A4LE.

From July to October 2020, the learning teams from the 2019 workshop gathered to reflect on the effects of COVID-19, the current education challenges and future learning. The teams developed approaches across a number of themes through collaborative, online design activities. The outcome of this process is a publication scheduled to be released in November 2020.

For more information please visit: <http://a4le.co.uk>





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## News from OECD: publications

### **PISA 2018 RESULTS (VOLUME V): EFFECTIVE POLICIES, SUCCESSFUL SCHOOLS**

This latest PISA volume focuses on issues relating to school organisation and the policies and practices that define how education systems work and change over time.

[Read](#) and Share

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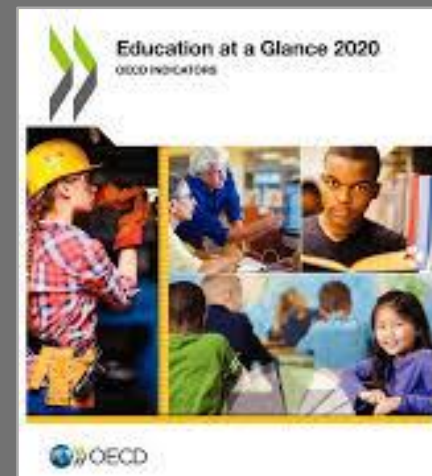
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## **EDUCATION AT A GLANCE 2020**

Education at a Glance is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems across OECD countries and a number of partner economies. This edition includes a focus on vocational education and training, as well as a chapter on SDG 4.

[Read](#) and Share





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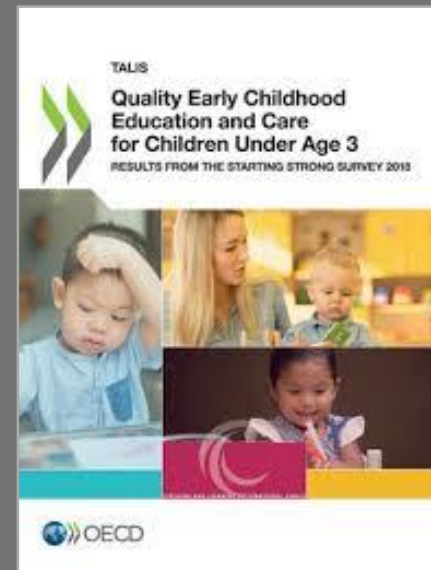


## News from OECD: publications

### **QUALITY EARLY CHILDHOOD EDUCATION AND CARE FOR CHILDREN UNDER AGE 3: RESULTS FROM THE STARTING STRONG SURVEY 2018**

The experience of children under age 3 with early childhood education and care is crucial for their learning, development and well-being and for parents' return to work.

[Read](#) and Share







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### **FOREIGN LANGUAGE TEACHERS AS AMBASSADORS OF MULTILINGUALISM AND INTERNATIONAL EXCHANGE: EVIDENCE FROM TALIS 2018**

Some 18% of teachers teach modern foreign languages, and they can contribute to their schools' activities and missions in unique ways including helping students to learn how to live together in multicultural and multilingual societies.

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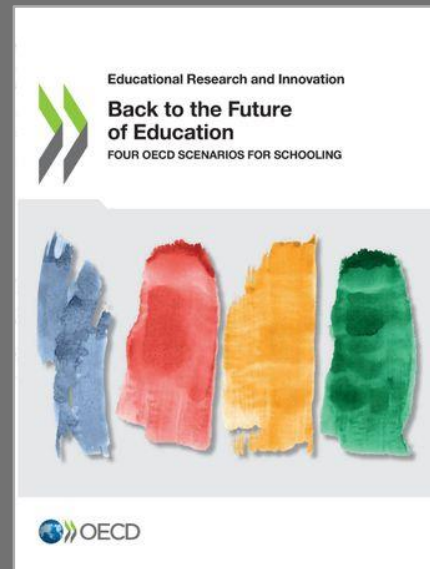
## News from OECD: publications

### **BACK TO THE FUTURE OF EDUCATION: FOUR OECD SCENARIOS FOR SCHOOLING**

Inspired by the ground-breaking 2001 *Schooling for Tomorrow* scenarios, this book provides a set of scenarios on the future of schooling, showing not a single path into the future, but many. Using these scenarios can help us identify the opportunities and challenges that these futures could hold for schooling and education more broadly.

[Read](#) and Share

[Buy](#) the Book





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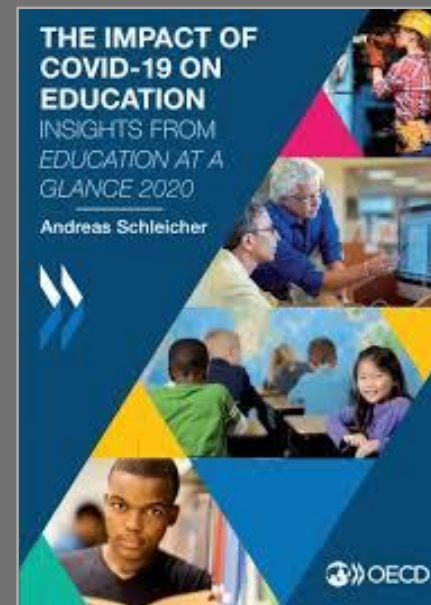


## News from OECD: publications

### **THE IMPACT OF COVID-19 ON EDUCATION: INSIGHTS FROM THE OECD'S EDUCATION AT A GLANCE 2020**

OECD Director for Education and Skills Andreas Schleicher gives his insights and interpretations from the OECD's Education at a Glance 2020 report – the go-to source for information on the state of education around the world.

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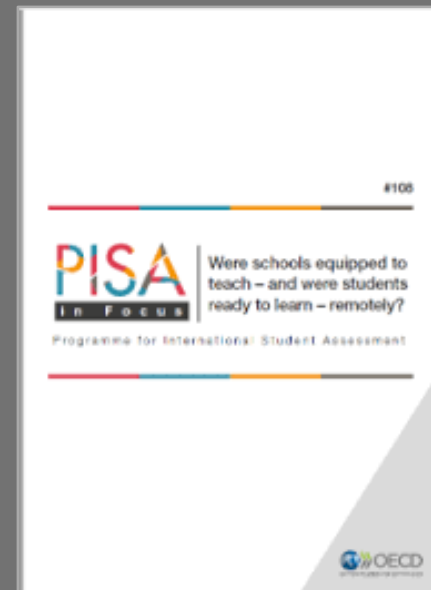
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### **WERE SCHOOLS EQUIPPED TO TEACH – AND WERE STUDENTS READY TO LEARN – REMOTELY?**

The COVID-19 crisis arose at a time when most education systems were unprepared to make the most of the potential of digital technologies. This PISA in Focus looks at how prepared schools and students were to be learning remotely.

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## News from OECD: working papers

### **THE ECONOMIC IMPACTS OF LEARNING LOSSES**

This working paper suggests that while the precise learning losses are not yet known, the students in grades 1-12 affected by the closures might expect some 3 percent lower income over their entire lifetimes. For nations, the lower long-term growth related to such losses might yield an average of 1.5 percent lower annual GDP for the remainder of the century. These economic losses would grow if schools are unable to re-start quickly.

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## News from OECD: working papers

### **EDUCATION RESPONSES TO COVID-19: IMPLEMENTING A WAY FORWARD**

This paper proposes a framework that can help governments structure the implementation strategy of their evolving education responses to COVID-19. It consists of a set of general recommendations and guiding questions that can inform the development of mid-term education strategies and, more broadly, help build school systems' resilience for potential education emergencies.

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## News from OECD: publications

### **EDUCATION RESPONSES TO COVID-19: AN IMPLEMENTATION STRATEGY TOOLKIT**

This toolkit provides education system leaders with an implementation framework and questions to consider in the development of their education responses to the COVID-19 crisis. It builds on an analysis of education policy actions taken during the initial stages of the COVID-19 crisis.

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## News from OECD: country notes

### **SCHOOL EDUCATION DURING COVID-19: WERE TEACHERS AND STUDENTS READY?**

The COVID-19 country notes aim to bring together evidence from various OECD education surveys, to examine countries' responses to the COVID-19 crisis, with a view to inform and guide future policy responses to the crisis.

The country notes focus on the level of preparedness of educational systems to support the learning of students during the health crisis.

[Read](#) the country notes







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## News from OECD: blogposts

### **NAVIGATING AMBIGUITY DURING CORONAVIRUS: RECOMMENDATIONS FOR TACKLING THE INFODEMIC**

Read the [blogpost](#) on the OECD Forum Network co-authored by Andreas Schleicher about how teachers and policymakers need to pursue a new literacy for the digital world.

### **THE SCHOOL OF LIFE: DO LEVELS OF EDUCATION AND SKILLS INFLUENCE THE HEALTH RISKS OF COVID-19?**

Read the [blogpost](#) on the OECD Forum Network that presents OECD evidence suggesting that more skilled individuals tend to live healthier lives.





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### **EDUCATION AT A GLANCE 2020: WHY DATA IS CRUCIAL DURING THE COVID-19 CRISIS**

Read the [blogpost](#) on OECD Education Today about the new edition of Educations at a Glance, that provides a lot of data to consult and sheds light on important indicators that not only shape education, but that will be critical to monitor during and after the crisis.

### **SCHOOL-TO-WORK TRANSITIONS DURING CORONAVIRUS: LESSONS FROM THE 2008 GLOBAL FINANCIAL CRISIS**

Read the [blogpost](#) on the OECD Education Today that provides important insight into why youth are so vulnerable, but also how some countries were able to buffer the young against the worst consequences of a global economic downturn.





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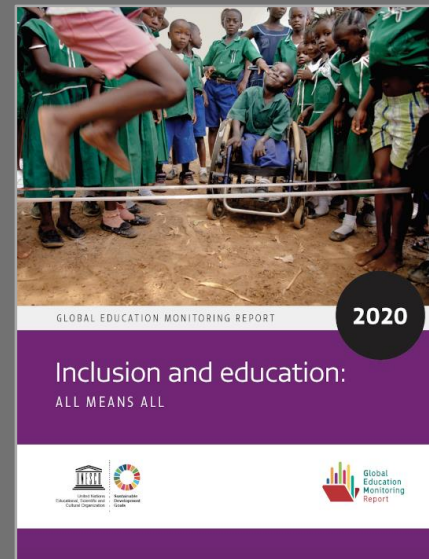
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### **INCLUSION AND EDUCATION**

The UNESCO's 2020 Global Education Monitoring (GEM) Report: Inclusion and Education provides an in-depth analysis of key factors that cause the exclusion of learners in education systems worldwide including background, identity and ability (i.e. gender, age, location, poverty, disability, ethnicity, indigeneity, language, religion, migration or displacement status, sexual orientation or gender identity expression, incarceration, beliefs and attitudes).

Read the [report](#)

Read the [article](#)





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### **2 IN 5 SCHOOLS AROUND THE WORLD LACKED BASIC HANDWASHING FACILITIES PRIOR TO COVID-19 PANDEMIC**

Read the UNICEF [article](#) about the latest data from the WHO/UNICEF Joint Monitoring Programme (JMP) revealing that 43% of schools around the world lacked access to basic handwashing with soap and water in 2019 – a key condition for schools to be able to operate safely in the midst of the COVID-19 pandemic.

[Read](#) the report

### **HEADING BACK TO SCHOOL IN THE PANDEMIC**

Read the UNICEF [article](#) about how schools reopen, with examples from Cambodia, Democratic Republic of the Congo, Georgia, Ghana, Jordan, Lao People's Democratic Republic, Mauritania, Mongolia, Sri Lanka.





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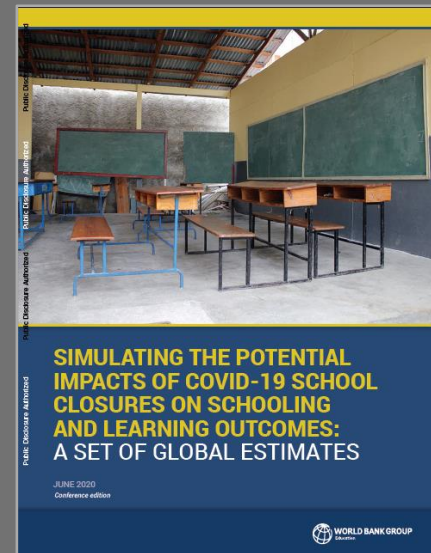
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### **SIMULATING THE POTENTIAL IMPACTS OF COVID-19 SCHOOL CLOSURES ON SCHOOLING AND LEARNING OUTCOMES: A SET OF GLOBAL ESTIMATES**

The World Bank paper presents the results of simulations considering different length of school closure (3, 5 and 7 months) and different levels of mitigation effectiveness, resulting in an optimistic, intermediate, and pessimistic global scenario. The paper uses data from 157 countries.

[Download](#) the paper





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## LAUNCHING A NEW ACADEMIC YEAR UNDER THE CLOUD OF COVID-19

Read the World Bank [blogpost](#) about the safety of students and teachers vis-a-vis the COVID-19 pandemic, also presenting the common trends and policies in countries who have started to reopen schools.

**Conditions for re-opening**

- Lower rates
- Testing of teachers and staff

**Whom to return and when**

- Prioritize classes prepping for exams
- Prioritize early grades
- Modify attendance policies (student return optional at onset)

**Delivering Education Safely**

- Blended learning (face-to-face and online)
- Staggered attendance
- Smaller classes
- Additional teachers
- Review of assessments/examination approach

**Safety Measures**

- Temperature testing
- Masks and other protective materials
- Regular handwashing
- Limited interactions among students
- Limited access to schools (no parents)



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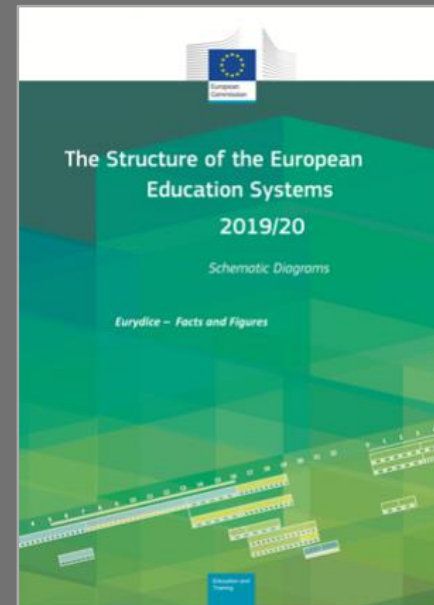
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### **THE STRUCTURE OF THE EUROPEAN EDUCATION SYSTEMS 2019/20: SCHEMATIC DIAGRAMS**

The European Commission/Eurydice [report](#) provides information on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2019/20 school and academic year. It includes national schematic diagrams, a guide to reading the diagrams and a map showing the main organisational models of primary and lower secondary education.





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## News from member countries and partners

### **EU COUNTRIES RESPOND TO THE EFFECT OF CORONAVIRUS ON THEIR EDUCATION SYSTEMS**

Read the CEDEFOP [article](#) about how countries in CEDEFOP's ReferNet partners responded to the challenges posed by the COVID-19 pandemic on national education and training systems, including vocational education and training (VET).

### **SEPTEMBER IS HERE: HOW VET SCHOOLS IN EUROPE ARE REOPENING**

Read the CEDEFOP [article](#) about the challenges for VET schools, teachers and training providers in the midst of the COVID-19 pandemic.







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## News: future events

**\_LEARNINGSCAPES 2020:** The Association for Learning Environments [A4LE] announced that the “LearningSCAPES 2020” conference will go virtual on 4-6 November. K-12 educators, architects, designers and industry leaders are invited to join LearningSCAPES for three days of learning, collaboration and inspiration.

For more information click [here](#).





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## [\\_ NUBO SYDNEY, AUSTRALIA](#)

Read the Education Snapshots [presentation](#) about a creative hub for learning and exploration for children from 2 to 8. The school offers a stimulating and inclusive learning environment to encourage boundless imagination, while its name, NUBO, means cloud in Spanish.



Images credit:  
Michelle Young



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### LA RUCHE MATERNAL SCHOOL, FRANCE

Read the Education Snapshots [presentation](#) about “La Ruche” Maternal School, located in the regional natural park. The project is built in both wood framing and cladding, and its linear layout creates a spacious area.



Images credit: Guillaume Amat





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## **COURTYARD KINDERGARTEN, CHINA**

Read the [dezeen article](#) about Courtyard Kindergarten, featuring a dynamic roof that surrounds a historic Chinese courtyard and acts as a playground for the children.



Image credit: CreatAR Images





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### **ECOKID KINDERGARTEN, VIETNAM**

Read the Education Snapshots [presentation](#) about a new kindergarten in Vinh, Vietnam, which unfolds with three semicircular buildings over three levels linked by bridges. The eco-kindergarten encourages curiosity, activity-based learning and interaction with nature for the next generation of children in Vietnam.

Image credit: Hiroyuki Oki, Nguyen Thai Thach





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### **BENEBABY INTERNATIONAL DAYCARE, CHINA**

Read the Education Snapshots [presentation](#) about an early childhood educational daycare centre in Shenzhen, providing American daycare service for parents.



Image credit: Zhang Chao





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### SOLBE LEARNING CENTRE, USA

Read the Education Snapshots [presentation](#) about an early learning centre where the classroom is re-imagined as distinct zones of activity with specific spatial characteristics that better match the quality and level of activity within them. Some spaces of the facility are utilised -outside school hours- by the extended community for music lessons, winter weekend play and education.



Images credit: Trent Bell



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## Articles – presentations of school buildings

### **POP-UP CAMPUS – INFINITY 6, CHINA**

Read the Education Snapshots [presentation](#) about Pop-up Campus – Infinity 6 school in Shenzhen, which takes an interlocked “X” shape, positioned on a 18x18m site. The architects’ vision is that the school extends beyond its walls and becomes an open, interactive space.



Image credit: BAI Yu







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### **MAIDENHILL PRIMARY SCHOOL AND NURSERY, UNITED KINGDOM**

Read the Education Snapshots [presentation](#) about a primary school for 400 pupils and an early years facility for 120 children. Set over two floors, the school is organised around a central atrium, which contains interactive zones including science, performance, music, technology, library, art, storytelling and play. Additionally to open play rooms, the school provides a birdhouse hideaway, an internal climbing wall and an auditorium.



Images credit: David Barbour





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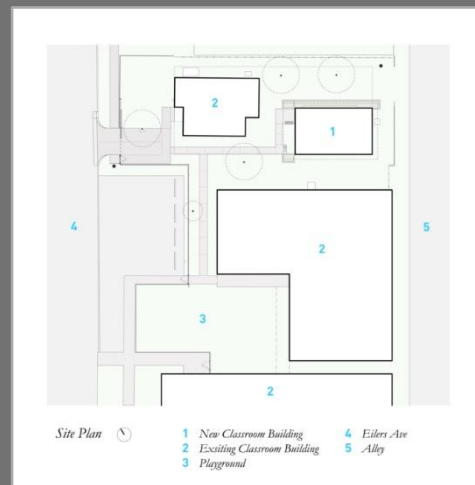


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### **LITTLE TIGER CHINESE IMMERSION SCHOOL, USA**

Read the Education Snapshots [presentation](#) about the addition of a new one-room classroom structure to create a small scale campus and increase enrollment for the Little Tiger Chinese Immersion School, a Chinese language immersion school.

Image credit: Leonid Furmansky





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### **SOUTH MELBOURNE PARK PRIMARY SCHOOL, AUSTRALIA**

Read the Education Snapshots [presentation](#) about South Melbourne Park Primary School, built on the site of the old Albert Park Signal Depot and Drill Hall. The school has direct connections with Albert Park's green open spaces and its network of pedestrian pathways.



Images credit: Peter Clarke





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### **\_FOREST SCHOOL IN PUNE, INDIA**

Read the [dezeen article](#) about the winning entry for a competition to design a new educational facility in Pune. The school is covered in plants and topped by a cycling track shaped like an infinity symbol. Due to the COVID-19 pandemic, construction will not begin before 2021.

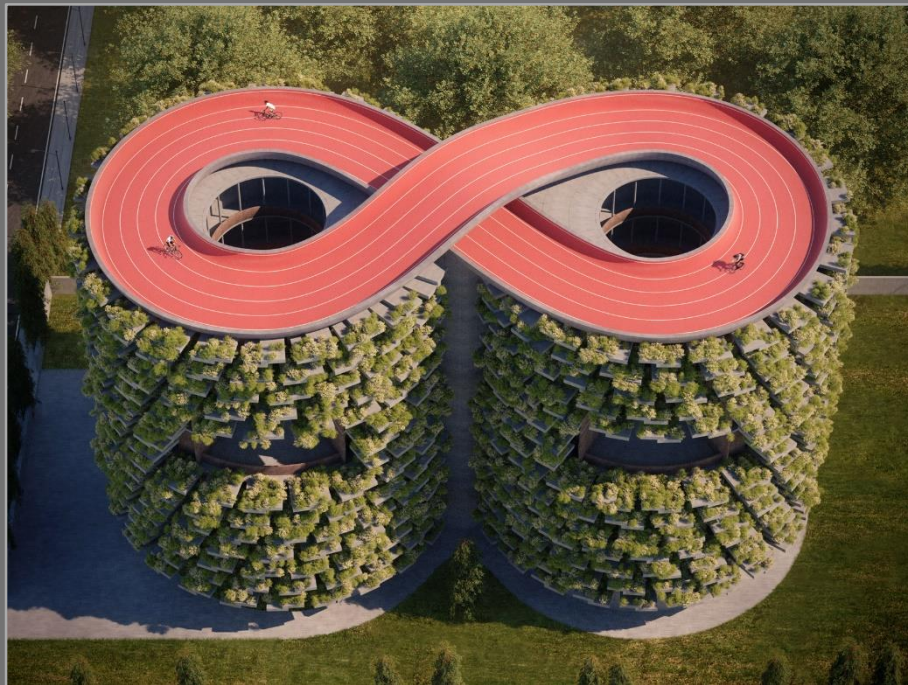


Image credit: Nudes, dezeen





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### **\_\_ FASS SCHOOL AND TEACHERS RESIDENCE, SENEGAL**

Read the designboom [presentation](#) about a school that can serve up to 300 students from ages five through ten in Senegal. The oval-shaped construction comprises four classrooms and two flexible spaces arranged around an interior courtyard. Local, traditional skills and materials were utilised in the construction.



Images credit: Iwan Baan





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### **\_ELEMENTARY SCHOOL VRESOVICE, CZECH REPUBLIC**

Read the Education Snapshots [presentation](#) about the reconstruction of the Baroque Rectory at the Elementary School Vřesovice in Vřesovice, where the main building of the old rectory has been used by the primary school since 2013. The architects were invited to redesign part of the school.



Image credit: BoysPlayNice





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### PRIMARY SCHOOL IN MILICZ, POLAND

Read the Education Snapshots [presentation](#) about the transformation of a building that was part of the old Christmas tree bauble factory in Milicz, Poland. The architects aspired to maintain the continuation of the building's history, as well to feature the old factory spaces or elements in a new way.



Images credit: Stan Zajaczkowski





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## DOVE MOUNTAIN CSTEM K-8 SCHOOL, USA

Read the Education Snapshots [presentation](#) about the first C-STEM school in Arizona, that promotes student interaction in a 21st-century learning environment.



Images credit: Corgan architects







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## DISCOVERY HIGH SCHOOL, USA

Read the Education Snapshots [presentation](#) about a new facility delivering project-based learning to 9th through 12th grade students. The facility features flexible and adaptable learning spaces intended to provide an alternate education option for 600 students.



Images credit: Josh Partee





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### [PRAHRAN HIGH SCHOOL, AUSTRALIA](#)

Read the Education Snapshots [presentation](#) about a new school in Australia, that spans across five levels. The architects developed two ‘slipped and shifted’ planes around a central light-filled void. By offsetting each level, the void evolves as it runs up through the building, exposing more spaces to natural light and providing unique learning spaces visible throughout the building.



Image credit: Peter Clarke





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### **NOOR E MOBIN SCHOOL, IRAN**

Read the ArchDaily [presentation](#) about this school designed for the NGO Noor e Mobin. The school complex emphasised the freedom of students by providing open educational space and a distinctive educational system. Watch the [video](#) presenting the school.



Image credit: FEA Studio





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### PULTENEY GRAMMAR MIDDLE SCHOOL, AUSTRALIA

Read the Education Snapshots [presentation](#) about a new 3-storey building that encompasses learning studios, break-out zones and collaborative learning spaces. Designed to be inclusive and progressive, the Middle School building responds to contemporary pedagogy with the creation of open and adaptable social and learning spaces.



Images credit: Sam Noonan





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### CHINOOK TRAIL MIDDLE SCHOOL, USA

Read the Education Snapshots [presentation](#) about the engagement of the District in the brief development with the architects. As a result, classrooms became flexible learning communities centered upon project-based learning. Classrooms are conducive to various learning modalities such as independent study and small and large group collaboration.



Images credit: David Lauer Photography





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## CHAoyang FUTURE SCHOOL, CHINA

Read the Education Snapshots [presentation](#) about a 26,000m<sup>2</sup> renovation of an existing educational campus built in the 1980s in Beijing.



Images credit: Yang Chaoying



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## Articles about design

**\_ LEARNING SPACE DESIGN PLAY A KEY ROLE IN SUPPORTING TECH USE:** Read the Spaces4Learning [article](#) about designing a learning space and making it easy for teachers and students to use any technology.

**\_ DESIGNING THERAPEUTIC SPACES IN SCHOOLS:** Read the Architecture and Education [case study](#) about how design for therapeutic spaces in schools could be improved –using a specific school example.

**\_ VERSATILITY IS A CRITICAL DESIGN ELEMENT FOR MODERN LEARNING SPACES:** Read the Spaces4Learning [article](#) about the need for flexible, dynamic learning spaces that can easily be adapted.





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**\_\_HOW LEARNING WORKS: 10 RESEARCH-BASED INSIGHTS:** Read the Getting Smart [article](#) about how the environment can affect learning and suggestions in improving the learning environment in that direction.

**\_\_SPECIFYING FOR EXTREME WEATHER PREPAREDNESS AND SAFETY:** Read the Spaces4Learning [article](#) about the need to create life-saving spaces in schools, as the threat of extreme weather events -including tornadoes- continues to grow.







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## Articles about acoustics

**ACOUSTICS IN LEARNING SPACES:** Read the iletc website guest [post](#) about case studies of acoustics in learning spaces in Germany and the Netherlands.

**HEART RATE IS A MEDICALLY RECOGNISED STRESSOR:** Read the Acoustics bulletin [article](#) about how noise reduction gives teachers a significant long-term benefit.

**HOW THE RIGHT ACOUSTIC CEILING CAN IMPROVE A SCHOOL'S PERFORMANCE:** Read the Spaces4Learning [article](#) about the relationship between acoustics and school performance.





## Articles about outdoor learning

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### **WITH SAFETY IN MIND, SCHOOLS TAKE CLASSES OUTDOORS:**

Read the Edutopia [article](#) about how educators say outdoor classes keep kids and teachers safer and provide much-needed fresh air.

### **OUTDOOR LEARNING CAN HELP STUDENTS DURING COVID-19**

**AND BEYOND:** Read the Fordham Institute [article](#) about a school in Idaho where classes have moved outside the school walls, as an accommodation designed to decrease the risk of Covid-19 transmission.

**NATIONAL COVID-19 OUTDOOR LEARNING INITIATIVE:** Read about the Green School Yards [initiative](#) and how outdoor spaces can be essential assets for schools' COVID-19 response. Read more about the relevant [call for landscape architects](#).





## Articles about equity

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**\_\_THE “GIFTED GAP” WAS ALREADY GROWING BEFORE THE PANDEMIC:** Read the Fordham Institute [article](#) about how the COVID-19 pandemic has further exposed the inequities that have long existed in K-12 education system.

**\_\_CREATING A BETTER FUTURE THROUGH EQUALITY IN EDUCATION:** Read the WISE [article](#) about how school closures have disproportionately affected the most disadvantaged students, who often do not have the devices or home environment to effectively transition to online learning.





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**\_\_ WILL SCHOOLS AND UNIVERSITIES EVER FULLY REOPEN AFTER COVID-19?** Read the Foreign Policy [article](#) with the contribution of nine experts -including OECD's Andreas Schleicher- about the future of education after the pandemic.

**\_\_ THE RISKS OF KEEPING SCHOOLS CLOSED FAR OUTWEIGH THE BENEFITS:** Read The Economist [article](#) about the necessity of opening schools and keeping them open.

**\_\_ REINVENTING SCHOOLS FOR THE FUTURE:** Read the Nesta [blog](#) about building a more inclusive education system as part of the recovery from the pandemic.





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**\_\_ SIGNS OF THE TIMES: UTILISING GRAPHICS TO SAFELY TRANSITION BACK TO SCHOOL:** Read the Spaces4Learning [article](#) about how graphics will play an integral role in the transition back to school, as well as a few key attributes of effective signage.

**\_\_ SEVEN STEPS TO DESIGN SAFE AND HEALTHY SCHOOL DROP-OFF AND ENTRY ROUTINES:** Read the Fordham Institute [article](#) about school drop-off and arrival that support social distancing and wellness measures.

**\_\_ SENSORY ROOMS MAY HELP EASE THE ANXIETY STUDENTS FEEL FROM COVID-19:** Read the Spaces4Learning [article](#) about how sensory rooms can prove to be effective at helping students with anxiety or sensory processing issues to calm down and relax.





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## Articles

**\_RETURNING TO THE CLASSROOM AFTER COVID-19 SHUTDOWNS: WHAT TO EXPECT AND HOW TO BE PREPARED:** Read the Lexia [article](#) about a Northwest Evaluation Association (NWEA) policy brief, presenting the expected slip in progress due to COVID-19.

**\_HERE'S WHAT DESIGNERS AND ARCHITECTS ANTICIPATE SCHOOLS WILL LOOK LIKE IN THE FALL AND AFTER COVID-19:** Read the Spaces4Learning [article](#) presenting the answers of designers and architects from the USA about the impact of COVID-19 on school design in the long-term.





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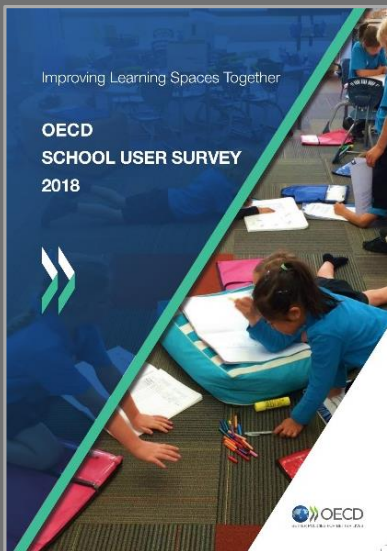
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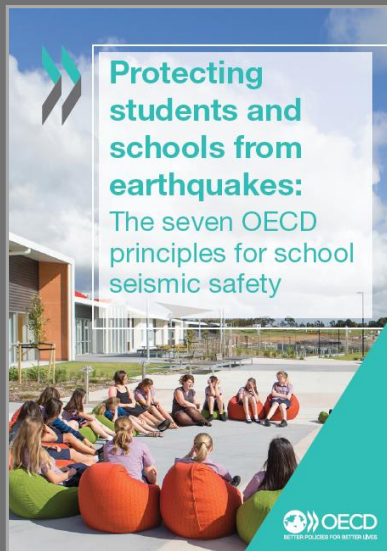


**EFFECTIVE LEARNING ENVIRONMENTS WEBSITE:**

[www.oecd.org/education/effective-learning-environments/](http://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

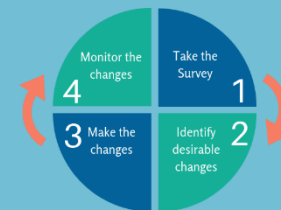
THE OECD SCHOOL USER SURVEY EMPOWERS



- 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](mailto: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](mailto: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](mailto:EffectiveLearningEnvironments@OECD.org)





# OECD Education online resources

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**OECD EDUCATION AND SKILLS NEWSLETTER:** Read the latest issues online [[June](#), [July](#), and [September](#) 2020] that deliver the key education findings and policy directions emerging from recent OECD analysis in a single accessible free source.

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# OECD NEWS ON EFFECTIVE LEARNING ENVIRONMENTS

**OCTOBER 2020**

**Effective Learning Environments**

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