

# Effective Learning Environments





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



## Update on the GNEELE meeting in Tokyo

home

OECD

news

media

about

contact

**7<sup>th</sup> ANNUAL MEETING OF THE GNEELE:** The meeting of the Group of National Experts on Effective Learning Environments took place on 19-20 November 2019 in Tokyo.

The focus of the GNEELE meeting revolved around the OECD School User Survey, its implementation in Japan and Russian Federation –by the World Bank– and its potential implementation in various countries, as well as the collection of case studies and the monitoring report on the OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools. Additionally the GNEELE discussed the outputs of the Effective Learning Environments project in the biennium 2019-2020.





## Update on the GNEELE meeting in Tokyo\_p.2

home

OECD

news

media

about

contact



Furthermore, the Group of National Experts had fruitful discussions about the long-term vision and strategy of the project, the priorities, options and potential directions of the future work.





home

OECD

news

media

about

contact



## Schools visits and symposium in Tokyo

**SCHOOL VISITS DURING THE 7<sup>th</sup> MEETING OF THE GNEELE:** Visits to the following schools were organised after the GNEELE meeting:

- Kasahara Elementary School | [link](#)
- Ashihara Elementary School | [link](#)
- Nagareyama Otakanomori Elementary and Junior High School | [link](#)

**INTERNATIONAL SYMPOSIUM ON EFFECTIVE LEARNING ENVIRONMENTS “PEDAGOGY AND SPACES FOR THE FUTURE”:** This public-facing event featured international speakers from the GNEELE and attracted over 60 Japanese participants from Ministries, school districts, architectural firms and researchers. The event provided an opportunity to foster peer-learning, share expertise and raise awareness about the OECD’s work on education and effective learning environments.





# Earthquake safety in schools

home

OECD

news

media

about

contact

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

The draft Report on the Implementation of the Recommendation of the Council Concerning Guidelines on Earthquake Safety in Schools was discussed during the 2019 GNEELE meeting and it was approved via written procedure by the OECD Education Policy Committee in February 2020. The revised report will be submitted to the OECD Council in April 2020.

For the OECD Recommendation click [here](#)

For the 2015 Report click [here](#)

For the 2017 Brochure click [here](#)





# Case studies about the transformation of learning environments

home

OECD

news

media

about

contact

**\_CASE STUDIES COLLECTION:** The OECD Secretariat is collecting case studies designed to explore how schools around the world are transforming from traditional teaching-led learning environments supported by conventional school building design to innovative pedagogical approaches supported by responsive spatial environments. Government officials, architects, school principals are invited to submit a case study using the [online form](#).

The OECD Secretariat will combine all collected case studies and will curate a final deliverable which will also feature the lessons learned and policy recommendations deriving from these examples.





# The complete set of the OECD School User Survey

home

OECD

news

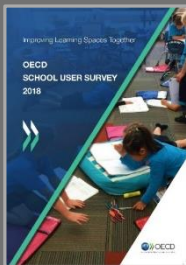
media

about

contact

## THE OECD SCHOOL USER SURVEY IN EIGHT LANGUAGES:

Two new languages since June 2019: Korean and Russian



For English click [here](#)



For French click [here](#)



For Greek click [here](#)



For Italian click [here](#)



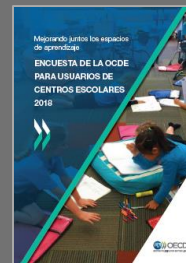
For Japanese click [here](#)



For Korean click [here](#)



For Russian click [here](#)



For Spanish click [here](#)







# OECD at the European Commission conference in Brussels

home

OECD

news

media

about

contact

## **SUPPORTING KEY COMPETENCE DEVELOPMENT: LEARNING APPROACHES AND ENVIRONMENTS IN SCHOOL EDUCATION**

The OECD Secretariat delivered a presentation during Workshop 5 “Learning spaces: thinking out of the box” of the Key Competence Development conference, organised by the European Commission in Brussels on 12-13 November 2019. The conference attracted more than 100 professionals in the area of education.

The conference report is available on the conference [web site](#) and the [EU bookshop](#).





# News from OECD: blogpost from Andreas Schleicher

home

OECD

news

media

about

contact

## **PISA TURNS 18 AND LOOKS TO THE FUTURE**

Read the [blogpost](#) by Andreas Schleicher about PISA turning 18 and how it needs to assume ever greater responsibility in guiding policy decisions towards education opportunities that are more relevant, of higher quality and more equitable.

Perhaps the most surprising finding from PISA is that, despite their many differences, high-performing schools and education systems share so many features that transcend cultural, national and linguistic borders.





home

OECD

news

media

about

contact



# News from OECD: PISA 2018 publications

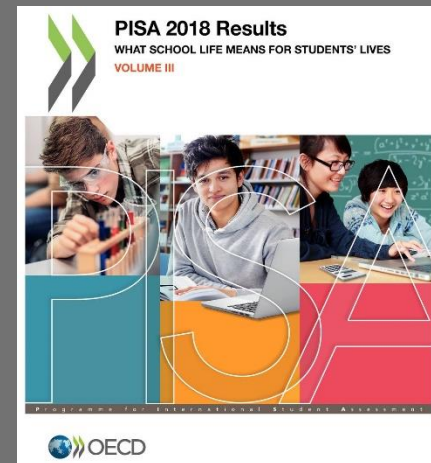
## **PISA 2018 VOLUME III: WHAT SCHOOL LIFE MEANS FOR STUDENTS' LIVES**

This is one of the six volumes that present the PISA 2018 survey results, published in December 2019. Volume III focuses on the physical and emotional health of students, the role of teachers and parents in shaping the school climate, and the social life at school.

[Read](#) and Share

[Download](#) (for institutions with a subscription to OECD iLibrary)

[Buy](#) the Book





home

OECD

news

media

about

contact



# News from OECD: PISA 2018 publications

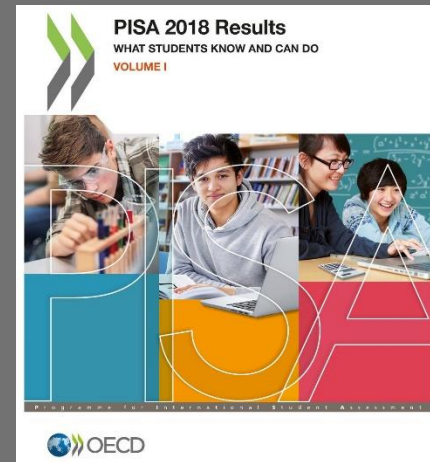
## PISA 2018 VOLUME I: WHAT STUDENTS KNOW AND CAN DO

Findings from the first volume of PISA 2018 results indicate that student performance in reading, math and science remained stable between 2015 and 2018 on average across OECD countries.

[Read](#) and Share

[Download](#) (for institutions with a subscription to OECD iLibrary)

[Buy](#) the Book





home

OECD

news

media

about

contact



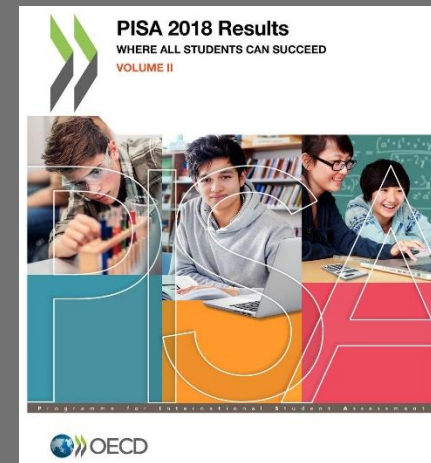
# News from OECD: PISA 2018 publications

## **PISA 2018 VOLUME II: WHERE ALL STUDENTS CAN SUCCEED**

The second volume of PISA 2018 results examines gender differences in student performance, and the links between students' socio-economic status and immigrant background. It also examines student performance and well-being.

[Read](#) and Share

[Download](#) (for institutions with a subscription to OECD iLibrary)





home

OECD

news

media

about

contact



## News from OECD: working papers on PISA

**INTRODUCTION OF MULTISTAGE ADAPTIVE TESTING DESIGN IN PISA 2018:** This [paper](#) describes and evaluates a multistage adaptive testing (MSAT) design that was implemented for the PISA 2018 main survey for the major domain of Reading.

**HOW ARE PISA RESULTS RELATED TO ADULT LIFE OUTCOMES?** This [paper](#) answers questions such as: What can the performance of 15-years-old students in 2018 tell us about the world in 2030?

**ARE STUDENT'S CAREER EXPECTATIONS ALIGNED WITH THEIR SKILLS?** Read this [paper](#) about how education systems can play a crucial role in channelling skills and talent into the labour market and helping young people develop a fair assessment of the opportunities available to them.





home

OECD

news

media

about

contact



## News from OECD: publications

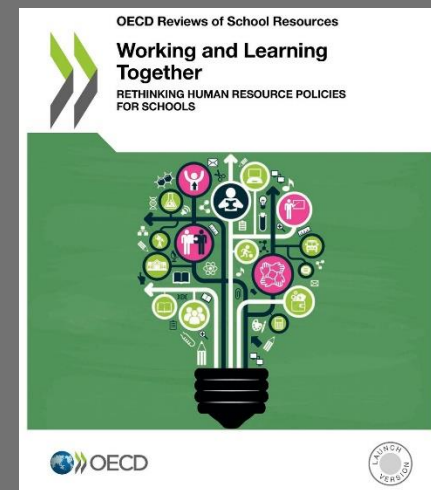
### **WORKING AND LEARNING TOGETHER: RETHINKING HUMAN RESOURCE POLICIES FOR SCHOOLS**

The staff working in schools are the most important resource for today's education systems. This report aims to provide guidance for the design of human resource policies that strengthen, recognise and preserve the positive impact that teachers, school leaders and other school staff have on their students.

[Read](#) and Share

[Download](#) (for institutions with a subscription to OECD iLibrary)

[Buy](#) the Book





# News from OECD: publications

home

OECD

news

media

about

contact

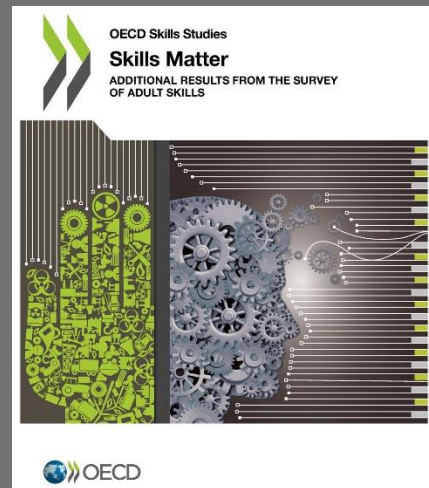
## **SKILLS MATTER: ADDITIONAL RESULTS FROM THE SURVEY OF ADULT SKILLS**

This publication reports on the results from the 39 countries and regions that participated in the 3 rounds of data collection in the first cycle of PIAAC, with a particular focus on the 6 countries that participated in the third round of the study.

[Read](#) and Share

[Download](#) (for institutions with a subscription to OECD iLibrary)

[Buy](#) the Book







home

OECD

news

media

about

contact



## News from OECD: publications

### **TEACHING IN FOCUS – THE TEACHERS' WELL-BEING CONCEPTUAL FRAMEWORK; CONTRIBUTIONS FROM TALIS 2018**

The OECD teachers' occupational well-being framework contributes to understanding and measuring the occupational well-being of teachers between and within systems. It provides a pathway to explore the association between the quality of working environments and teachers' levels of occupational well-being. It also covers the association of teachers' occupational well-being with the **quality of learning environments** (measured by classroom quality processes and association with students' well-being) and teachers' stress levels and motivation to continue teaching.

[Read](#) and Share

[Download](#) (for institutions with a subscription to OECD iLibrary)





home

OECD

news

media

about

contact



## News from OECD: infrastructure events

### **OECD INFRASTRUCTURE EVENTS, PARIS, 11-13 MAY 2020**

The OECD Directorate of Public Governance is organising the following events to advance the dialogue on infrastructure governance:

- 5th OECD Forum on Governance of Infrastructure: “Investing for the future: the increasing role of infrastructure governance”, on 11-12 May 2020. More information is available on the [Forum website](#).



- 13th Annual Meeting of Senior Infrastructure and PPP Officials (SIP) Network, on 13 May 2020.



## News from member countries and partners

home

OECD

news

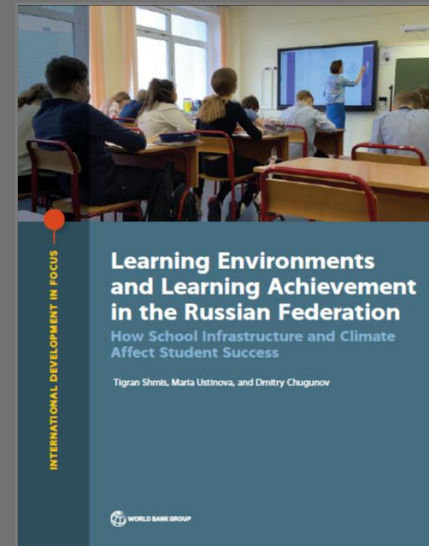
media

about

contact

### LEARNING ENVIRONMENTS AND LEARNING ACHIEVEMENT IN THE RUSSIAN FEDERATION: HOW SCHOOL INFRASTRUCTURE AND CLIMATE AFFECT STUDENT SUCCESS

This [book](#) presents the main findings of a study on school learning environments and student outcomes, conducted by the World Bank in three regions of the Russian Federation, in 2019. Using data collected through the OECD School User Survey and the pilot “Trends in Mathematics and Science Study” (TIMSS), the book analyses how a school’s infrastructure and learning environment may affect the progress and success of students in math and science.





## News from member countries and partners

home

OECD

news

media

about

contact

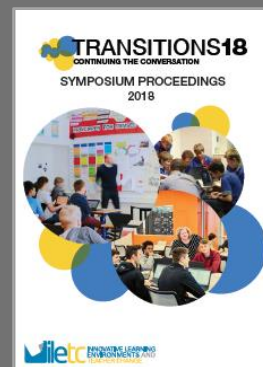
### **A SYSTEMATIC REVIEW OF THE EFFECTS OF INNOVATIVE LEARNING ENVIRONMENTS ON TEACHER MIND FRAMES**

Read the [article](#) about the fifth report in an ongoing series of technical reports aiming to collate and investigate a wide array of data gathered by iletc\*/University of Melbourne.

[Download](#) the report

### **TRANSITIONS 18 SYMPOSIUM PROCEEDINGS**

This [book](#) presents the proceedings of the 2018 international symposia for graduate and early career researchers in Australasia, Europe and North America, organised by iletc\*.



\*iletc = Innovative Learning Environments and Teacher Change





# News from member countries and partners

home

OECD

news

media

about

contact

## SUSTAINABLE DEVELOPMENT GOALS [SDG] BOOK CLUB

The aim of the Sustainable Development Goals [SDG] Book Club is to introduce children between the ages of six and 12 to the ways the UN wants to transform the world by 2030. For 17 months, the SDG Book Club will be choosing books with messages related to each of the 17 goals, to provide “a playful and participative way to learn about them, through stories and characters children can relate to”.



Click [here](#) for the SDGs Book Club

Read the [article](#) on World Forum





home

OECD

news

media

about

contact



## News from member countries and partners

### **READ – RUSSIA'S INITIATIVE TO IMPROVE LEARNING OUTCOMES IS MORE RELEVANT THAN EVER**

In 2008, the Russian Federation initiated the [Russia Education Aid for Development \(READ\) program](#), one of the first partnerships between the country and the World Bank, with a view to helping improve learning outcomes around the world through better measurement of student learning.

Click [here](#) for more information





## News: future events

home

OECD

news

media

about

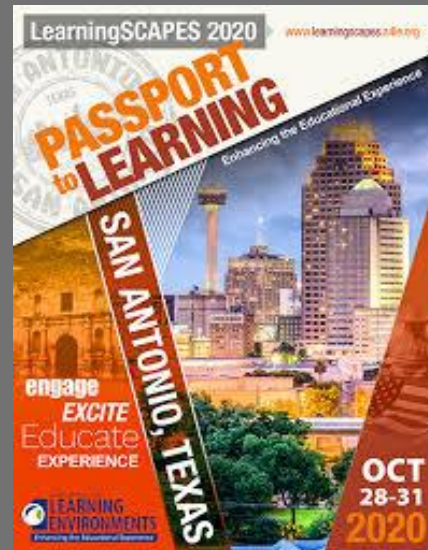
contact

### **LEARNINGSCAPES 2020:**

The Association for Learning Environments [A4LE] will host the “LearningSCAPES 2020” conference on 28-31 October in San Antonio.

The conference theme is: **Passport to Learning – Enhancing the Educational Experience – Engage, Excite, Educate, Experience.**

For more information click [here](#).





## Articles – presentations of school buildings

home

OECD

news

media

about

contact



### **FREDERIKSVEJ KINDERGARTEN IN COPENHAGEN, DENMARK**

Read the designboom [article](#) about this kindergarten which was conceived as a small village setting. The scheme consists of house-shaped volumes with play spaces organized around two winter gardens, creating a safe and stimulating environment for over 180 young children.



Image credit: Rasmus Hjortshøj –  
Coast studio





# Articles – presentations of school buildings

home

OECD

news

media

about

contact

## **KB PRIMARY AND SECONDARY SCHOOL, JAPAN**

Read the Education snapshots [presentation](#) about KB Primary and Secondary School. A closed public secondary school was renovated as a private primary and secondary school. The architects also designed the furniture in order to create “active Learning” spaces.



Images credit: Toshinari Soga (Studio BAUHAUS)





## Articles – presentations of school buildings

home

OECD

news

media

about

contact



### CHAMINADE HIGH SCHOOL, USA

Read the Education snapshots [presentation](#) about the Chaminade High School – Dolan Family Science, Research, and Technology Center.

The design approach for the Center focused on setting the stage for science and innovation, engaging students, faculty, staff and visitors at every turn.



Images credit: Garrett Rowland



## Articles – presentations of school buildings

home

OECD

news

media

about

contact

### **COPENHAGEN INTERNATIONAL SCHOOL, DENMARK**

CIS Nordhavn is a new school building for Copenhagen International School, located in Copenhagen's new Nordhavn district. The school is designed to link the school premises with the public sphere in the urban environment, and give the school an open ambience. [Read](#) the presentation





## Articles – presentations of school buildings

home

OECD

news

media

about

contact

### **EVERGREEN INTERNATIONAL KINDERGARTEN, CHINA**

Read the Education snapshots [presentation](#) about the Evergreen International Kindergarten, where the entire space is transformed into a huge toy, by placing a surprising curved slide in the centre of the reception waiting area. With this structure, it promotes children's curiosity and unearths their unlimited and self initiated exploration mode.



Images credit: Zhang Jing  
(Threeimages)





## Articles – presentations of school buildings

home

OECD

news

media

about

contact

### **BREARLEY SCHOOL EXPANSION, USA**

Read the Education snapshots [presentation](#) about the Brearley School expansion, where -in order to respect the strong academic focus of Brearley- the project has been designed from the inside out (programmatic needs) and then from the outside in (look and feel).



Image credit: Nic Lehoux





## Articles – presentations of school buildings

home

OECD

news

media

about

contact

### **DOVE MOUNTAIN CSTEM K-8 SCHOOL, USA**

Read the [article](#) about the Dove Mountain CSTEM K-8 School, where the architects used the district's guiding principles of creative, innovative and specialised learning. The design concept evolves around a plan to create a campus based on the community's goals of a collaborative environment, providing opportunity to break down siloed learning.





## Articles – presentations of school buildings

home

OECD

news

media

about

contact

### **LUTHER COLLEGE MIDDLE SCHOOL, AUSTRALIA**

Read the Education snapshots [presentation](#) about the Luther College Middle School. The redevelopment of Luther College's Middle School has been designed to support the school's approach to contemporary pedagogy. The diverse range of educational environments enhance student education processes; addressing what, how, when, where and with whom they learn.



Image credit: Rhiannon Slatter





## Articles – presentations of school buildings

home

OECD

news

media

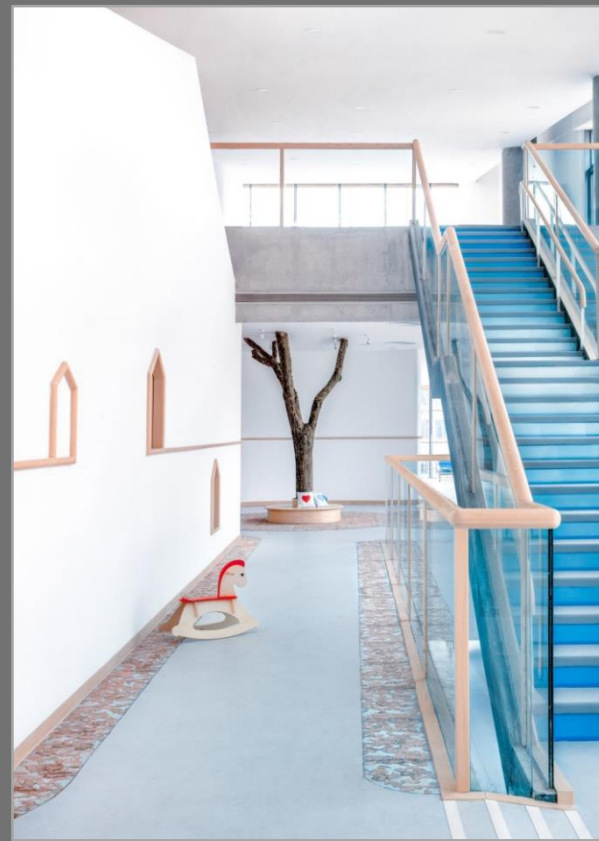
about

contact

### **MONTESSORI BEIJING KINDERGARTEN, CHINA**

Read the Education snapshots [presentation](#) about the Montessori Beijing Kindergarten, where a big blue staircase connects every floor as if it were a canal. The design of the classroom resembles a simple house and the library is transformed into an open space with a tree planted in the centre, just like the main square of a rural town.

Image credit: Chiara Ye







## Articles – presentations of school buildings

home

OECD

news

media

about

contact

### **MEADOWS CHILDREN'S NURSERY NORTHUMBERLAND, UNITED KINGDOM**

Read the Education snapshots [presentation](#) about the Meadows Children's Nursery Northumberland, where the building is arranged to frame the scenery; it merges into the landscape and reflects the rural aesthetic of the surrounding agricultural vernacular.



Images credit:  
Kristen McCluskie





## Articles about creativity

home

OECD

news

media

about

contact

**\_\_HOW CAN WE FOSTER CREATIVITY IN SCHOOL – AND HOW WILL WE KNOW WE ARE ACTUALLY DOING SO?** Watch the [talk](#) of OECD

Director Andreas Schleicher explaining how creativity and critical thinking are essential skills for students to succeed.

**\_\_WHY DANCE IS JUST AS IMPORTANT AS MATH IN SCHOOL:** Read the TED [article](#) of Sir Ken Robinson, who claims that dance and physical activity should have the same status in schools as math, science and language.

**\_\_"SCHOOLS ARE KILLING CREATIVITY": WHY WE NEED TO STOP TELLING CHILDREN TO SHUT UP AND LEARN:** Read the Guardian [article](#) about how the latest American research suggests we should be encouraging questions, because curious children do better.





# Articles from the University of Melbourne researchers

home

OECD

news

media

about

contact

## **\_\_ CASE STUDIES ON THE TRANSITION FROM TRADITIONAL CLASSROOMS TO INNOVATIVE LEARNING ENVIRONMENTS: EMERGING STRATEGIES FOR SUCCESS:**

Read this [article](#) on Sage Journal exploring the characteristics of a successful transition of a school from traditional classrooms to an innovative learning environment, through case studies of four schools in Australia and New Zealand.

## **\_\_ THE AFFORDANCES OF INNOVATIVE LEARNING ENVIRONMENTS FOR DEEP LEARNING: EDUCATORS' AND ARCHITECTS' PERSPECTIVES:**

Read this [article](#) about the study investigated the affordance for learning perceptions of educators and architects with respect to the possibilities for deep learning in both innovative learning environments and more traditional classrooms.





## Articles

home

OECD

news

media

about

contact

**THE NEXT GENERATION OF AUSTRALIAN SCHOOLS:** Read the University of Melbourne [article](#) about Australia, which will need an estimated 400 to 750 new schools to accommodate 650,000 additional students within the next decade. These new schools present an exciting opportunity to deliver buildings that support the way education happens in the 21st century, and better serve the broader community.

**THIS SCHOOL BANNED IPADS, GOING BACK TO REGULAR TEXTBOOKS:** Read the [article](#) about Reddam House Private School, in Sydney, which has officially phased out iPads and gone back to regular textbooks. Teachers agree with the decision, as iPads were found to do nothing in improving students' technology skills and instead hindered learning; however, parents had mixed reactions.





## Articles about design

home

OECD

news

media

about

contact

### **\_\_ THINKING OUTSIDE THE BOX: ADAPTIVE REUSE FOR EDUCATION:**

Read the [article](#) about how repurposing empty structures into educational and administrative facilities breathes life back into buildings and surrounding neighbourhoods.

**\_\_ DESIGN TRENDS INFLUENCING STEM EDUCATION:** Read the [article](#) about how design trends influence STEM education in many subtle ways; such trends may include informal spaces and colour combinations in space.





# Acoustics

home

OECD

news

media

about

contact

**FINNISH STUDY FINDS THAT THE SOUND ENVIRONMENT AFFECTS CHILDREN'S LISTENING SKILLS:** Read the [article](#) about a study

suggesting that noise and a poor sound environment can hinder linguistic development of nursery school children, and that more attention should be paid to children's sound and learning environments.

**CHANGING ACOUSTICS MEANS CHANGING EVERYTHING:** Read the [article](#) about a questionnaire survey done in large primary school in Poland which focused on a correlation between room acoustics and changes in the communication, behaviour and wellbeing of students and teachers; 378 students and 40 teachers participated in the survey. The students' questionnaire consisted of 73 questions while the teachers' one consisted of 121 questions in 23 topics.





## Energy efficiency & sustainability

home

OECD

news

media

about

contact

**\_ SUSTAINING A SUSTAINABLE BUILDING: THE KEYS TO OPERATIONAL SUCCESS:** Read the [article](#) about suggested best practices in sustainability that have an effect that goes beyond energy savings and can even help measurably improve outcomes for students.

**\_ CA DISTRICT OPTS FOR SOLAR CARPORTS AND BATTERY STORAGE:** Read the [article](#) about how a high school in California will be implementing solar carports and a battery storage system.

**\_ OHIO SCHOOL SYSTEM ADDS ROOFTOP SOLAR FIELD:** Read the [article](#) about 1,968 solar panels to be installed on the roof of the joint middle and high school building. The solar system is expected to generate about 700 kilowatts of renewable energy annually, which will cover about 70% of the building's energy needs during the year.





# Effective Learning Environments online

home

OECD

news

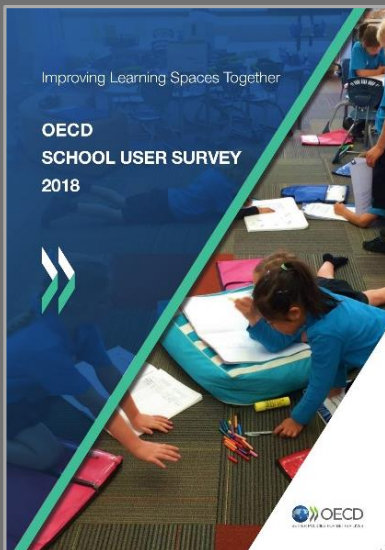
media

about

contact

**EFFECTIVE LEARNING ENVIRONMENTS WEBSITE:**

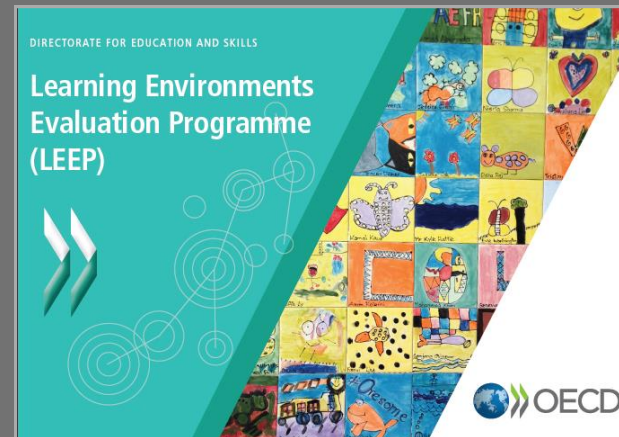
[www.oecd.org/education/effective-learning-environments/](http://www.oecd.org/education/effective-learning-environments/)



click [here](#)



click [here](#)



click [here](#)







# Useful documents

home

OECD

news

media

about

contact

Follow the links to view the files:

[\\_OECD SCHOOL USER SURVEY: Improving Learning Spaces Together \[English\]](#)

[\\_OECD School User Survey infographic](#)

[\\_The blogpost of Andreas Schleicher](#)

[\\_Watch the launch event on 15 June 2018](#)

[\\_LEEP FIELD TRIAL REPORT](#)

[\\_LEEP INSTRUMENT DEVELOPMENT REPORT](#)

[\\_LEEP FRAMEWORK](#)

[\\_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

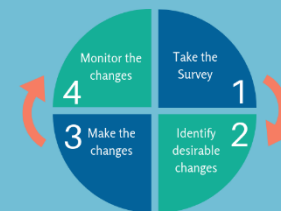
THE OECD SCHOOL USER SURVEY EMPOWERS



- STUDENTS
- TEACHERS
- SCHOOL LEADERS

### 4-STEP CYCLE

CYCLE OF CONTINUOUS IMPROVEMENT



### 5 AREAS OF FOCUS

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



home

OECD

news

media

about

contact



## How to use the OECD School User Survey

The OECD School User Survey is available online in a PDF format for free in **8 languages** -[English](#), [French](#), [Greek](#), [Italian](#), [Japanese](#), [Korean](#), [Russian](#) and [Spanish](#)- 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.





home

OECD

news

media

about

contact



## 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

home

OECD

news

media

about

contact

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

home

OECD

news

media

about

contact

**OECD EDUCATION AND SKILLS NEWSLETTER:** Read the latest issues online [[November](#) 2019, [January](#) and [February](#) 2020] that deliver the key education findings and policy directions emerging from recent OECD analysis in a single accessible free source.

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

## **GET FREE EDUCATION REPORTS AND STATISTICS:**

- [www.oecd.org/edu/workingpapers](http://www.oecd.org/edu/workingpapers) for a series of education working papers
- [gpseducation.oecd.org](http://gpseducation.oecd.org) for more data on education and skills
- [www.oecd.org/education](http://www.oecd.org/education) for a selection of free downloadable OECD reports and data





home

OECD

news

media

about

contact



## Support the project!

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

**\_CONTRIBUTE:** You are invited to suggest content for the e-newsletter to [EffectiveLearningEnvironments@OECD.org](mailto:EffectiveLearningEnvironments@OECD.org)





## Stay in touch!

home

OECD

news

media

about

contact

\_ **EMAIL:** Send your email to [EffectiveLearningEnvironments@OECD.org](mailto:EffectiveLearningEnvironments@OECD.org)

\_ **WRITE TO US:** Directorate for Education and Skills - OECD  
2, rue André Pascal - 75775 Paris Cedex 16 – FRANCE

\_ **CONNECT WITH US ON:**

- Educationtoday: [www.oecd.org/edu/educationtoday](http://www.oecd.org/edu/educationtoday)
- YouTube: [www.youtube.com/EDUcontact](http://www.youtube.com/EDUcontact)
- Twitter: [twitter.com/OECDEduSkills](https://twitter.com/OECDEduSkills)
- Slideshare: [www.slideshare.net/OECDEDU](http://www.slideshare.net/OECDEDU)

\_ **UNSUBSCRIBE:** Send your email to [EffectiveLearningEnvironments@OECD.org](mailto:EffectiveLearningEnvironments@OECD.org)





# OECD NEWS ON EFFECTIVE LEARNING ENVIRONMENTS

**FEBRUARY 2020**

**Effective Learning Environments**

*The information published in this e-newsletter does not necessarily represent the official views of the OECD or of its member countries.*

This e-newsletter may contain material from external sources and/or hyperlinks to external websites. The inclusion of such material/hyperlinks does not imply any endorsement of or responsibility for, the opinions, ideas, or information presented at these locations or guarantee the validity of the information provided. The sole purpose of providing such material and hyperlinks is to indicate further information available on related topics.