



**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**EDU/EDPC/CELE(2009)2/REV1  
For Official Use**

**Centre for Effective Learning Environments Board of Participants**

**OUTPUTS IN THE CURRENT BIENNIUM**

**BOARD OF PARTICIPANTS**

*This update on progress regarding outputs in the 2009-10 CELE Programme of Work is made available to the Board of participants FOR INFORMATION*

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1. This paper reports on progress in each of the six output areas in the OECD Centre for Effective Learning Environments (CELE) Programme of Work and Budget [EDU/PEB(2008)12REV3].

### **Environmentally Sustainable Educational Facilities**

#### ***Objective***

2. To analyse policy and implementation of strategies and practices that address climate change and effective use of resources across all types of education facilities.

#### ***Output***

- A report on good practice in developing sustainable educational facilities - that contribute to Green Growth strategies - through effective procurement, design, construction and use (Q4, 2010).

#### ***Staff contact***

3. Alastair Blyth and Christin Cave.

#### ***Project summary***

4. Educational facilities make a significant direct contribution to carbon emissions through their construction, maintenance and use. Their use, for example the times during the day when they are open and the periods of the year during which they operate, also have significant indirect impacts on carbon emissions through generation of road traffic and energy use of the buildings. The construction and renovation of education buildings have been seen by governments as an important strand in their economic stimulus plans that can also contribute to their sustainability agendas ([www.oecd.org/edu/facilities/sustainableschools](http://www.oecd.org/edu/facilities/sustainableschools)).

5. CELE work is informing core OECD work in this area, which is in turn contributing to the UN Decade of Education for Sustainable Development (2005-2014), led by UNESCO:

- ***OECD Green Growth Strategy***. This strategy is being developed in response to the “Green Growth Declaration” agreed at the 2009 OECD Meeting of the Council at Ministerial Level (MCM), which commits countries to pursuing green growth strategies, which both respond to the current crisis and promote sustained economic and environmental growth. The strategy aims to help governments to identify policies to achieve environmentally sustainable growth through supporting continued economic growth while reducing pollution and greenhouse gas emissions, waste and inefficient use of natural resources, and at the same time addressing social implications for the transition to a green economy.
- ***OECD Innovation Strategy***. The OECD Innovation Strategy, which is currently being developed, aims to develop a set of principles that span across the entire policy arena on governance systems for promoting innovation and assessing its impact and a framework for dialogue and review at the national and international levels. Eco-innovation is embedded in one of the five pillars of this strategy, which will be finalised in 2010.

#### ***Status report***

6. From 1-2 October 2009, CELE co-organised an international conference in Ljubljana, Slovenia on “Sustainable school buildings: from concept to reality” with the Ministry of Education and Sport,

Slovenia. The objective of the conference was to explore the obstacles to co-ordinating legislation, budget and other policy challenges, and present and share knowledge on good practices and innovative facilities. Attended by over 130 delegates, the conference focused on the challenges of creating school buildings that are sustainable in the long term and how to create adaptable learning environments. It also addressed the more immediate challenge of mitigating climate change and how governments are addressing this through their building programmes. The conference included visits to three schools and an exhibition showing examples of sustainable school buildings from Australia, Austria, Burkina Faso, Japan, Slovenia, United Kingdom and the United States. A report from the conference is being written.

7. On 22 June 2009, CELE, with the Centre for Education Research and Innovation (CERI), participated in a special session of the OECD Annual Meeting of Sustainable Development Experts (AMSDE) on “Education and employment at the service of eco-innovation: Innovation and sustainable development beyond the crisis”. The OECD Global Forum on Eco-innovation will take place from 4-5 November 2009.

8. On 25 September 2009, CELE participated in the OECD Inter-Directorate Meeting on the Green Growth Strategy and subsequent meetings of the group. The aim of the meeting was to agree on the deliverables for each OECD Directorate to the OECD Green Growth Strategy and to agree on the process for developing the strategy. The CELE Secretariat is the contact point within the OECD Directorate for Education for this work. An analytical report on the Strategy, which will draw on CELE’s work in this area, will be delivered to the OECD MCM in 2010. CELE’s work on the impact of both the current financial crises and economic downturn on the construction of education buildings is also informing this work.

## **Evaluating the Quality of and Investments in Educational Facilities and Equipment**

### ***Objective***

9. To evaluate the nature and effectiveness of procurement policy and practice relating to educational facilities.

### ***Outputs***

- Synthesis reports on maximising quality and investments in educational facilities, including:
  - A report on the strategic investment planning for educational infrastructure pilot project (Q2, 2010).
  - A report on the International Pilot Study on the Evaluation of the Quality of Educational Spaces (EQES) (Q4, 2010).
  - Development of a database for statistics, indicators and good practice case studies relating to educational facilities (ongoing).
  - A report on the CELE Review of the Secondary School Modernisation Programme in Portugal (additional output).
  - A report on the impact of both the current financial crises and economic downturn on the construction of education buildings (additional output).

### ***Staff contact***

10. Hannah von Ahlefeld and Alastair Blyth.

### ***Project summary***

11. Effective and efficient investments in education require strategic investments in the facilities in which teaching and learning occurs. An understanding of the economic, social and cultural considerations that shape these investment decisions, and of how existing and new educational facilities can best serve the educational needs of its users - students, teachers and the wider community - will help governments to ensure maximum benefit in this investment over time for all stakeholders. ([www.oecd.org/edu/facilities/evaluatingquality](http://www.oecd.org/edu/facilities/evaluatingquality))

12. To ensure the sustained development and dissemination of this growing area of work, which commenced in 2005, the CELE Group of National Experts on Education Facilities Evaluation (GNEEFE) was created and formally approved by the OECD Council in 2008. The mission of the Group, which is composed of nominated representatives from member and non-member economies, is to help countries improve their physical learning environments by providing information and tools to better manage (1) the process by which educational facilities are procured and managed, (2) the planning, design and construction of those facilities, and (3) the performance of the buildings to meet current and future user needs. The task of the GNEEFE is to oversee the EQES pilot project; guide data collection and analysis related to educational facilities; and develop new proposals for the consideration of the CELE Board of Participants in its next mandate.

*Status report*

13. At its meeting in November 2008, the Programme on Educational Building (PEB) Governing Board (now CELE Board of Participants) requested the Secretariat to carry out an appraisal of the impact of both the current financial crises and economic downturn on the construction of education buildings [EDU/PEB/M(2009)2]. The purpose of the survey, which was undertaken by phone interview during January, February and March 2009, was to look at how both the financial crises and the economic downturn are affecting the procurement of education building programmes, and to reflect on the policy initiatives being taken by governments. The survey focused on the impact on publicly funded projects; the impact on projects funded by the private finance initiative (PFI) and public-private partnership projects (PPP); and the extent to which the crises have affected the construction the industry's ability to build schools. Ten countries responded to the survey. This work will feed into the output on "Environmentally sustainable educational facilities", and the OECD Innovation Strategy.

14. In February 2009, the Ministry of Education, Portugal – following the launch in 2007 of a policy to rehabilitate 332 secondary schools by 2015 – asked the CELE Secretariat to carry out a review of its Secondary School Modernisation Programme (SMP). The purpose of the review is to produce an objective assessment and evaluation of the effectiveness of programme. The objectives of the SMP are to modernise the physical infrastructure of secondary schools in Portugal, with a view to opening the schools up to the wider community; to providing for the future maintenance and conservation of these buildings; and to reducing their environmental impact. The review visit took place from 11 to 15 May 2009, and covered four of the five education regions: the North, Centre, Lisbon and Tagus Valley, and Alentejo. The 5-member expert review team, which included the CELE Secretariat, held discussions with a wide range of stakeholders over a 5-day period. Seven schools were selected for in-depth visits throughout Portugal, which enabled interaction with school principals and school boards, teachers, students, staff and parents. The draft report was discussed at the Board of Participants meeting in November 2009 and the final report was published in December 2009. On 26 February 2010, the Secretariat and three members of the review team presented the report to the Minister of Education and participated in a press conference in Lisbon.

15. The first session of the CELE Group of National Experts on Education Facilities Evaluation (GNEEFE) took place in Paris from 30-31 March 2009. Experts and national delegates from 18 OECD member and non-member economies and UNESCO attended [EDUEDPCCELEGNEEFEM(2009)1]. At the meeting, CELE presented its ongoing work in this area and organised a special session on the impact of the financial and economic crisis on the procurement and construction of educational facilities. In March 2010, a new web-based GNEEFE “community” was launched to enable members of the GNEEFE and others involved in CELE evaluation-related projects to share information, comment on documents, discuss and generally create an active community. The 2<sup>nd</sup> session of the GNEEFE will take place from 1-2 July 2010.

16. Progress in each of the outputs in this output area, which are overseen by the GNEEFE, is reported below:

- **EQES.** EQES was launched in early 2007 as the OECD Facility Performance Evaluation pilot project [EDU/PEB(2007)3]. A small number of secondary schools in Brazil, Greece, Mexico, New Zealand, Portugal and the United Kingdom (England and Scotland) agreed to participate in the pilot project, which aims to assist policy makers, the school community and others to formulate and implement policies that improve the quality of educational spaces, with a view to maximising the school's educational effectiveness. In April 2009, the 70-page manual for the project was finalised. In May 2009, Brazil and Portugal conducted a successful pre-test of the web-based student and teacher questionnaires. In initial activity reports, submitted in June 2009, participating countries reported that the four research tools - priority-rating exercise for OECD

quality performance objective; educational facility analysis; student and staff questionnaires; and focus group – would be implemented between June 2009 and March 2010. The manual is also available on the web in Portuguese (Brazil and Portugal) and Spanish. The final report is in preparation, and a meeting of EQES national co-ordinators will be held on 1 July 2010 as part of the GNEEFE meeting to review each phase of the project as a group and to discuss next steps for this work.

- ***CELE/European Investment Bank Project (EIB) on Development Strategy for Investments in Educational Facilities.*** The aim of this project is to develop a methodology for strategic investment planning that identifies how countries can plan for and evaluate their educational infrastructure needs [EDU/PEB(2008)13]. On 3 July 2009, EIB and OECD organised the first meeting of the Project Advisory Committee (PAC), composed of small number of experts in various disciplines from different countries. The role of the PAC is to advise OECD/CELE on the methodology and provide guidance on the implementation of the project. The PAC agreed on the project development plan, data collection framework and next steps. Following the meeting, a short questionnaire was developed on the planning process; decision makers in the planning process; and the principal guidelines or regulations used to inform the planning process in school construction projects in different countries. On 18 November 2009, a second meeting was held in Paris involving an enlarged Advisory Group. Broad guidelines for best practice in educational facilities were developed, and it was agreed that the next meeting should focus on practical advice and involve facility planners at local, regional or national levels in those countries to which EIB is currently lending. The objective of the third meeting, which is a Workshop on Strategic Investment Planning for Educational Infrastructure in Luxembourg from 28-29 June 2010, is to finalise the guidance, based on existing technical expertise and good practice in different countries, by exploring three themes relating to the planning process: optimising the planning process using principles of good governance; collecting critical information to assist planning; and developing an effective "educational brief".
- ***International profiles on educational facilities policy and practice.*** Following discussion of the draft questionnaire on international profiles at the GNEEFE meeting [EDU/EDPC/CELE/GNEEFE(2009)3], Belgium (Fl.), Ireland, Korea, Mexico, New Zealand, Palestinian Authority and Portugal agreed to assist the CELE Secretariat to simplify the questionnaire and to undertake the data collection exercise as a pilot project as a first phase. In collaboration with the CELE Secretariat, a questionnaire was developed on current issues and challenges that could be seen as responding to changes in education, health, social or other policy; decision-making and procurement approaches in educational infrastructure; and additional sources and reference material. Responses have been received from five countries. The use and dissemination of information contained in the profiles and the next steps for the project, will be considered by the GNEEFE..
- ***Usability Symposium, Manchester 2010.*** The CELE Secretariat co-organised a symposium from 10-13 May 2010 with the International Council for Research and Innovation in Building and Construction (CIB) working group W111 Usability on "Learning Environments: Usability and sustainability", as part of the CIB World Congress in Manchester, United Kingdom. The CIB provides a global network for international exchange and co-operation in research and innovation in building and construction, in support of an improved building process and of improved performance of the built environment ([www.cibworld.nl](http://www.cibworld.nl)) [EDU/PEB(2008)17]. The symposium explored several themes, including evaluation and participation and how they relate to the usability of learning environments. Principals, deputy principals and students from a nearby secondary schools participated. The second day included visits to two schools and workshops looking at the themes of educational transformation and quality learning environments.

- ***Audio-visual case studies: Listening to students and teachers.*** Initial preparations are underway for a study in 2010 seeks to explore the use of video for both obtaining and communicating information and perceptions on the learning environment; and to provide case study examples on the needs that a quality learning environment must meet. In the study, interviews will be recorded with students and teachers in a sample of six schools in OECD member countries about the facilities they use for learning and teaching [EDU/PEB(2008)16]. Schools would help assemble a set of video recordings to provide case study examples of student-teacher attitudes to their educational facilities, and the usability of the learning environment.

## **Exemplary Educational Facilities**

### ***Objective***

17. To promote good design, use, management and evaluation of educational facilities by showcasing examples of design quality and presenting current issues and challenges in educational facilities policy and practice from around the world.

### ***Outputs***

- Identification and dissemination of exemplary educational facilities policy and practice, through:
  - *4<sup>th</sup> Compendium of Exemplary Educational Facilities* (to be published in 2011).
  - *CELE Exchange* (published three times per year).

### ***Staff contact***

18. Carola Miras and Alastair Blyth.

### ***Project summary***

19. Policies to improve the quality of education rely on feedback related to good practice. CELE's two publications – the *Compendium of Exemplary Educational Facilities* and *CELE Exchange* – disseminate international good practice related to the design, construction, renovation, management and evaluation of educational infrastructure for all levels of education.

20. So far, three editions of the *Compendium* have been published. The third edition, published in 2006, featured 65 recently completed or refurbished schools and universities from 20 countries, chosen by an international jury for their innovation in the areas of safety, sustainability, alternative financing, community needs and flexibility. The edition also covered pre-schools and gave special attention to how effectively the facilities meet the needs of their users: students, teachers, parents and the community. The full-colour publication was a best-seller at the OECD, and the bilingual poster exhibition was shown in many countries ([www.oecd.org/edu/facilities/compendium](http://www.oecd.org/edu/facilities/compendium)). Following the success of previous editions of the *Compendium*, the PEB Governing Board at its final session in 2008 approved a proposal for a fourth edition [EDU/PEB(2008)12].

21. Since 1972, CELE's newsletter, *CELE Exchange* (previously entitled *PEB Exchange*), has been published in English and French three times per year. The newsletter seeks to inform its readers – educators, policy makers, architects, managers and others concerned with schools and universities – about international events, recent publications and research, member countries' experiences and OECD activities promoting the efficient planning and management of educational facilities. In 2007, in an effort to increase dissemination, *CELE Exchange* was published as a free electronic journal via e-mail and [www.oecd.org/edu/facilities/journal](http://www.oecd.org/edu/facilities/journal). Its major articles are made available through the OECD's online library, [www.sourceOECD.org](http://www.sourceOECD.org).

### ***Status report***

22. Although the 4<sup>th</sup> edition of the *Compendium* will not be published until in 2011, preparations are well underway in this biennium. In early 2009, a six-person international jury was assembled. While the main task of the jury is to select the schools and universities to appear in the publication, the group also assisted the CELE Secretariat to update the submission form for entries, which is now available as an on-



line submission form, and to finalise the four selection categories for the *Compendium*: innovation in design, fitness for purpose, sustainability and safety. In October 2009, national representatives were invited to submit up to five institutions per country. During the first phase of the submission process, the CELE Board of Participants and OECD delegations co-ordinated the identification of facilities and submissions. During the second phase of the submission process, entries from individuals such as schools, architects and educators were considered for pre-selection by the Secretariat. Over 160 submissions have been received from more than 30 countries. The search for sponsors to cover the cost of producing the publication commenced in early 2009 and will continue throughout 2010. Promotional material, including a video animation and brochure, have been developed to attract potential sponsors.

23. Four editions of *CELE Exchange* have been published in this biennium to date: in February, June and October 2009, and March 2010. Articles from Australia, Belgium, Canada, China, Ireland, Israel, Indonesia, Italy, Palestinian Authority, Portugal, Spain, United Kingdom and the United States addressed themes including innovative and environmentally sustainable design, design types for 21st century schools, asset management, special education facilities, seismic safety and campus development. Readership for the electronic journal continues to expand, with a current readership of several thousand individuals.

## **Futures Thinking in Educational Infrastructure**

### ***Objective***

24. To explore future learning scenarios and trends, and their implications for short- and long-term education facilities policy and practice.

### ***Outputs***

- A report, following a seminar, on future learning scenarios in educational facilities (Q3, 2010).

### ***Staff contact***

25. Hannah von Ahlefeld.

### ***Project summary***

26. One of the greatest challenges for governments and designers, especially given the current financial constraints in the public sector, is to ensure that today's learning environments are able to respond to the educational and other needs of future generations. By exploring the design implications of future scenarios, governments may be better equipped to respond to the needs of tomorrow's learners.

27. At the 1<sup>st</sup> session of the CELE Board of Participants, the CELE representative from Austria offered to host a conference on this topic.

### ***Status report***

28. Preparations are well underway for this conference "IMAGINE! Exploring radical visions for tomorrow's schools...and how to make them work" ([www.gbl.tuwien.ac.at/imagine2010](http://www.gbl.tuwien.ac.at/imagine2010)), which will take place from 20-22 September 2010. It will be co-organised by CELE, Ministry for Education, Arts and Culture, Austria and Vienna University of Technology, with the participation of the OECD Centre for Educational Research and Innovation (CERI). Four themes will be explored: designing future learning environments, educational spaces which meet the educational needs of future learners, technologies for future learning environments, and financing and procurement strategies of the future. It will draw on international research findings, examples and expertise, with inputs from CERI projects *Schooling for Tomorrow*, *Innovative Learning Environments* and *Trends Shaping Education*. The conference will include a poster exhibition entitled "Visions for tomorrow's schools".

## **School Safety and Security**

### ***Objective***

29. To explore the impact on schools and communities of threats arising from natural hazards - such as earthquakes, floods and storms - or from human actions, such as bullying, violence and crime.

### ***Outputs***

- Reports and policy briefs on school safety and security (Q1, 2010 and Q4, 2010).

### ***Staff contact***

30. Hannah von Ahlefeld.

### ***Project summary***

31. Providing a safe and secure learning environment for students, teachers and communities is a crucial element in building social cohesion. Governments have a responsibility to provide students with a safe learning environment. Building on CELE's previous work in this area - published in the School Safety and Security Series *Keeping Schools Safe in Earthquakes* (2004) and *Lessons in Danger* (2005) - work in this mandate will continue to explore issues of common interest to countries. It will also seek to promote the adoption of the OECD Recommendation concerning Guidelines on Earthquake Safety in Schools by OECD member and non-member economies.

32. In 2008, the CELE Secretariat was required to report to the OECD Council on OECD countries' efforts to implement the principles and elements of the OECD Recommendation concerning Guidelines on Earthquake Safety in Schools ([www.oecd.org/edu/facilities/earthquakes](http://www.oecd.org/edu/facilities/earthquakes)). Since the Recommendation's approval by OECD Council in July 2005, the CELE Secretariat – with the support of GeoHazards International - has been working to engage the 19 OECD countries that could potentially suffer some damage in the event of an earthquake to participate in the OECD School Earthquake Safety Review. The aim of this review – which is composed of a self-evaluation questionnaire and an expert review visit - is to evaluate the extent to which countries are taking steps to implement the principles and element of the Guidelines. However, despite concerted effort on the part of the CELE Secretariat and others, few countries agreed to participate in the review. The OECD Legal Directorate advised the OECD Director for Education, Barbara Ischinger, to request country participation one final time before reporting to OECD Council. A letter to this effect was sent to OECD Ambassadors on 26 November 2008. On 10 December 2008, the CELE Secretariat reported to OECD Council that only four countries had responded to the self-evaluation questionnaire [C(2008)211]. In response, the OECD Council granted the CELE Secretariat an additional year to gather information before the presentation of the final report to OECD Council.

### ***Status report***

33. Due to lack of registrations, the international conference on "Safer Schools, Safer Communities: Ensuring safe and secure environments for children, young people and the community", scheduled to take place from 13-15 January 2010 in London, United Kingdom, was cancelled. The conference was being organised by CELE, the UK Home Office, Department for Children, Schools and Families, and the Building Research Establishment. International speakers from a range of disciplines – including members of the former OECD Network on School Violence and Bullying – had been assembled to address themes relating to crime prevention through environmental design and management of the physical environment; programmes of social intervention; and actions of the police and the justice system. The conference may be rescheduled if a country is willing to host the event.

34. In the wake of the L'Aquila earthquake in Italy in April 2009 and the G8 Summit in the city, on 20 July 2009, the OECD Secretary-General, Angel Gurría, sent a message to OECD Ambassadors encouraging them to participate in the OECD School Earthquake Safety Review. However, since the CELE Secretariat's interim report to Council on 10 December 2008, only one additional self-evaluation questionnaire has been received.

35. Following its approval at the first session of the CELE BP, in January 2010, the Education Policy Committee approved the final report for Council on actions taken by countries with regard to the 2005 OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools. On 1 April 2010, the Secretariat presented the final report to the OECD Executive Committee [C(2010)37], which asked the CELE Board of Participants to examine how the level of involvement could be increased, and to report back in another 12 months

36. In related work on school earthquake safety:

- On 2 December 2008, CELE organised a meeting of 25 central, provincial-, city- and county-level officials responsible for reconstruction work in the most affected provinces of Sichuan and Shaanxi, China. The visit was part of a 10-day International Training Programme on the Post-Earthquake Reconstruction of Public Facilities, which was organised by the China Development Research Foundation (CDRF), with the support of CELE. Following the visit, the Secretariat was requested by the CDRF to prepare a proposal for a full-scale review of school seismic safety in that country. Discussions about a possible programme are continuing.
- The Economic Co-operation Organisation (ECO), an intergovernmental regional organisation that includes Afghanistan, Azerbaijan, Iran, Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan, Turkey, Turkmenistan and Uzbekistan, has approached the CELE Secretariat about possible collaboration. Following exchanges in 2009 between the OECD Secretary General, Angel Gurría, and the ECO Secretary General, Khurshid Anwar - both of whom expressed interest in further collaboration and concrete activities in this area - representatives from ECO met with the CELE Secretariat and GeoHazards International in Paris on 3 December 2009 to finalise a proposal for a collaborative activity on improving school earthquake safety in the ECO region and explore how to secure the required funding for the activity. A number of potential sponsors have been approached to fund this activity.

## **Higher Education: Spaces and Places for Learning, Innovation and Knowledge Transfer**

### ***Objective***

37. To identify and analyse ways in which higher education facilities can be planned and managed to support the activities of higher education defined by their role in learning, research and knowledge transfer through education, skills development and cultural and community development.

### ***Outputs***

- An analytical report, using material from two conferences on the topic, on facilities for higher education.
- A report on higher education for sustainable development, in collaboration with IMHE (additional output).

### ***Staff contact***

38. Alastair Blyth and Christin Cave.

### ***Project summary***

39. Research shows the increasing importance of the role of higher education in local and regional economies through knowledge creation and knowledge transfer including education and skills development, and cultural and community development. For governments, the key justification for supporting innovation-related activities in higher education institutions (HEIs) is the potential socio-economic impact and the benefits that may result from new products, services and companies. Governments are rethinking how to maximise the benefits from higher education for skills and development at both national and regional levels. ([www.oecd.org/edu/facilities/highereducation](http://www.oecd.org/edu/facilities/highereducation))

40. Following the success of the OECD conference on "Higher Education: Spaces and Places for Learning, Innovation and Knowledge Transfer", held in Helsinki, Finland, from 21-23 May 2008, the PEB Governing Board at its last session agreed to organise another conference on this topic in the 2009-10 biennium [EDU/PEB(2008)11]. The conference focused on how the spaces provided within higher education need to evolve to meet changing needs. It looked at the nature of the work, learning and research that takes place in higher education institutions. It followed two earlier conferences also in partnership with the OECD Programme on Institutional Management in Higher Education (IMHE). The first conference was held in San Jose, California, United States, in April 2005, in partnership with the Association of Higher Education Facilities Officers (APPA), focussing on the planning and management of higher education institutions. A subsequent conference entitled "Higher Education Facilities: Issues and Trends" took place in Zacatecas, Zacatecas, Mexico, in May 2006, with the support of the Mexican Secretariat of Public Education (SEP), the Administrative Board of the Federal School Construction Programme (CAPFCE, Mexico) and the National Association of Universities and Higher Education Institutions (ANUIES, Mexico).

### ***Status report***

41. Following the postponement of the conference outlined in [EDU/PEB(2008)11] at the Dublin Institute of Technology, Dublin, Ireland, the University of Latvia in Riga, Latvia, offered to host a CELE conference on "Higher education spaces and places: For learning, innovation and knowledge exchange" from 6-8 December 2010. The conference addressed themes around creating sustainable learning and knowledge transfer environments; innovative approaches to the design of learning environments (now and

in the future); developing new places for higher education; and managing higher education places to meet current and future needs. It featured case studies from universities in Latvia, Spain, China, the UK, the Netherlands, Finland, Mexico, Lithuania and Japan with more theoretical presuppositions about the future needs for higher education spaces. More than 80 people attended the conference, which was opened by the Minister of Education, Prof. Tatjana Koke, and the Rector of the University of Latvia, Prof. Indriķis Muiznieks. Videos from the event are available on the conference web site (<http://www.oecd.lu.lv/materials/>) and the OECD YouTube page. Preparation of an analytical report on facilities for higher education is well underway.

42. CELE and IMHE collaborated with researcher Andy Johnston from Forum for the Future, a non-profit organisation based in the UK, to examine higher education's engagement with sustainable development and to determine whether a reporting framework could be applied internationally. A total of 15 higher education institutions in 12 OECD countries participated in the research project by responding to a questionnaire about social, environmental and economic policies and practices in sustainable development. Additionally, 11 of the 15 institutions participated in a visioning exercise, whereby the participating institutions worked to develop a statement of sustainable development objectives over a ten-year period. The report *Higher Education for Sustainable Development* is in its final stages.

43. The CELE Board of Participants is invited to:

- TAKE NOTE of progress regarding outputs in the 2009-10 CELE programme of work.