

**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE**

Centre for Effective Learning Environments Board of Participants

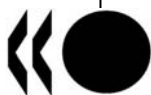
Draft CELE Programme of Work and Budget 2011-12

This paper provides an update for the information of the CELE Board of Participants on the preparation of the CELE Programme of Work and Budget 2011-12.

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JT03286167

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INTRODUCTION

1. This document presents three output proposals for the CELE programme of work and budget 2011-12. The final proposed programme of work and budget will be sent to the CELE Board of Participants for approval by written procedure.

- Innovation in the design of learning environments.
- Evaluating educational facilities policy and practice.
- Management and sustainability of learning environments.

2. The output proposals were developed with reference to the 2009 Strategic Orientations paper [EDU(2009)3], the discussion paper for the CELE programme of work and budget 2011-12 [EDU/EDPC/CELE(2009)4] and the subsequent discussions at the inaugural session of the CELE Board of Participants meeting in November 2009 [EDU/EDPC/CELE/M(2009)1].

3. Members of the CELE Board of Participants were invited to prioritise the proposals and concluded that they ranked equally. The output proposals have been revised in light of comments from the Board of Participants during the prioritisation process.

STRATEGIC OBJECTIVE:	Provide Employment Opportunities for All, Improve Human Capital and Social Cohesion and Promote a Sustainable Environment		
OUTPUT GROUP:	2.1 Human and Social Capital		
OUTPUT AREA:	2.1.2 Pre-school and schools 2.1.3 Higher education		
PROPOSAL TITLE:	Innovation in the design of learning environments		
ACCOUNTABILITY:	COMMITTEE(S): Education Policy Committee (EDPC); Centre for Effective Learning Environments Board of Participants (CELE) SG/DSG: Aart De Geus LEAD DIRECTOR: Barbara Ischinger MANAGER: Richard Yelland		
KEUR	2011	2012	
ESTIMATED PART II FUNDING	150	184	
ESTIMATED NEW VOLUNTARY CONTRIBUTION	200	50	
ESTIMATED VOLUNTARY CONTRIBUTION IN HAND			
TOTAL FUNDING			

PROPOSAL DESCRIPTION:

This proposal focuses on exploring new developments in innovative design of educational facilities, including specialised facilities.

The **main outputs** will be:

- *CELE Compendium of Exemplary Educational Facilities, 4th Edition*, to be published in 2011. The Compendium will feature approximately 70 examples of recently completed, new or renovated facilities from pre-primary to tertiary education. Facilities will be selected by an international panel of experts. This continues work started in the 2009-10 programme of work. The Compendium will also contain some analytical material on the development of educational buildings over the last 50 years and current issues relating to contemporary and future design and management of facilities.
- *CELE Exchange*. CELE's electronic journal will continue 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. Articles are drawn from a wide range of contributors including CELE participants and practitioners.
- *CELE Conference*: A conference on educational facilities, furniture and equipment is planned for September 2011 in Paris. It will explore the themes from the spectrum of CELE work, drawing on contributions from CELE participants and contemporary research and practice. The Compendium will be launched at this event.

If **additional voluntary contributions** are received, then additional outputs could include:

- *Compendium-related outputs*, such as a web-based database of educational buildings using Compendium case studies; non-English language versions of the Compendium; dissemination tools using other media including poster series and short videos; or in-depth analysis of Compendium case studies.

JUSTIFICATION:

POLICY ENVIRONMENT:

Countries at both national and local levels, through education authorities and education institutions, are dedicating significant resources to renovating existing and building new education facilities. The challenge is to provide facilities that meet contemporary and future needs of education within the constraints of tight capital and operating budgets. This work will identify strategies and successful examples which meet the challenges of providing physical environments that support educational needs and the policy implications. Innovative, collaborative approaches are required, which make efficient use of the resources invested in constructing, renovating and managing schools. Designing high performance, innovative learning environments for all is a shared concern amongst OECD member and non-member economies.

Why is it necessary for the OECD to deliver this output?

A primary role for CELE is to disseminate best practice on the provision of educational facilities to inform policy-making. No other body is capable of providing this international policy perspective. The Compendium showcases examples of innovative, quality design and presents current issues and challenges in educational facilities policy and practice from around the world.

Is this new work, or a continuation of/elaboration on existing output results?

This output is a continuation of the output area (2.1.2) on "*Identification and dissemination of exemplary educational facilities*" in the 2009-10 PWB. Three previous editions of the Compendium have been published.

Please specify links (if any) to other Output Areas / Results in EDU?**EXPECTED OUTCOMES:**

Improved quality (i.e. more efficient, more effective, safer and more sustainable) of educational facilities and the adoption of innovative approaches.

End-Users and Stakeholders:

End users are CELE members and non-members, including OECD non-member economies (i.e. national authorities, government agencies, sub-national authorities, research agencies, non government organisations and professional associations) which draw on the policy guidance to inform policy decisions.

Stakeholders are researchers, professionals (architects, engineers and planners), school leaders, facility managers, educators, parents, teachers and students in OECD and non-member economies, which draw on the broader research and practical guidance to inform the development of educational facilities.

Contributions to/from other OECD Output Areas, Links to Horizontal programmes :

Potential links with CERl's Innovative Learning Environments project.

Co-ordination with Other International Organisations (Name and Planned Contribution):

UNESCO is an observer to CELE, and will contribute to all output areas.

Gender Mainstreaming:

As appropriate.

STRATEGIC OBJECTIVE:	Provide Employment Opportunities for All, Improve Human Capital and Social Cohesion and Promote a Sustainable Environment		
OUTPUT GROUP:	2.1 Human and Social Capital		
OUTPUT AREA:	2.1.2 Pre-school and schools 2.1.3 Higher education		
PROPOSAL TITLE:	Evaluating educational facilities policy and practice		
ACCOUNTABILITY:	COMMITTEE(S): Education Policy Committee (EDPC); Centre for Effective Learning Environments Board of participants (CELE) SG/DSG: Aart De Geus LEAD DIRECTOR: Barbara Ischinger MANAGER: Richard Yelland		
KEUR	2011	2012	
ESTIMATED PART II FUNDING	195	183	
ESTIMATED NEW VOLUNTARY CONTRIBUTION	100	100	
ESTIMATED VOLUNTARY CONTRIBUTION IN HAND			
TOTAL FUNDING			
PROPOSAL DESCRIPTION:	<p>This proposal is a continuation of previous CELE work on <i>Evaluating the Quality of and Investments in Educational Facilities and Equipment</i>, which is carried out under the guidance of the <i>Group of National Experts on Education Facilities Evaluation (GNEEFE)</i>. This work seeks to analyse the effectiveness of educational facility policy and practice to meet the current and future needs of education.</p> <p>The main outputs will be:</p> <ul style="list-style-type: none"> <i>Evaluating Quality in Educational Spaces Project (EQES)</i>: A research report from a second phase of EQES. The initial EQES pilot project was conducted in the 2009-10 biennium. The 2nd phase would draw on lessons learned from the initial pilot project to further explore how quality learning environments contribute to educational effectiveness. 		

- *International profiles on educational facilities policy and practice*: Information resources to support educational facilities policy development. This is a continuation of work carried out in the 2009-10 biennium to collect information on national educational facility programmes.
- *Procurement and funding strategies for educational facilities*: A report focusing on procurement strategies and funding approaches, and the lessons to be drawn from the variety of educational building programmes carried out over the previous five years. The aim is to provide guidance for the future policy decisions and practical insights into managing programmes for policy-makers and all those involved in the process.

If **additional voluntary contributions** are received, then additional outputs could include:

- *Reviews*. At the request of CELE members, reviews could be conducted of national programmes and policies related to educational facilities, following completion of the first CELE review which was of Portugal's Secondary School Building Modernisation Programme in 2009.

JUSTIFICATION:

POLICY ENVIRONMENT:

Effective and efficient investments in education require strategic investments in the facilities in which teaching and learning occurs. The challenge facing governments is to make informed investment decisions that relate the investment in educational facilities to teaching practice and to student outcomes. An understanding of the economic, social, educational and cultural considerations that shape these investment decisions, and of how existing and new educational facilities can best serve the educational needs of users – school leaders, students, teachers and the wider community - will help governments maximise benefit in their investment over time. A further challenge is developing effective procurement strategies for educational facilities within the context of national and local budgetary constraints.

Why is it necessary for the OECD to deliver this output (*i.e.* what is the comparative advantage)?

This output is an important component of CELE's mission which is to assist countries maximise the benefits of their investment in educational facilities by providing tools to better manage the process by which educational facilities are procured and managed, the planning, design and construction of those facilities, and the performance of the buildings to meet current and future user needs.

Is this new work, or a continuation of/elaboration on existing output results?

This output is a continuation of the output area (2.1.2) on "Evaluating the quality of and investments in educational facilities" in the 2009-10 PWB.

Please specify links (if any) to other Output Areas / Results in EDU?

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EXPECTED OUTCOMES:

Changes to or reinforcement of policies that promote the development of effective and efficient educational facilities. Improved design and procurement of

educational facilities.

End-Users and Stakeholders:

End users are CELE members and non-members, including OECD non-member economies (i.e. national authorities, government agencies, sub-national authorities, research agencies, non government organisations and professional associations) which draw on the policy guidance to inform policy decisions.

Stakeholders are researchers, professionals (architects, engineers and planners), school leaders, facility managers, educators, parents, teachers and students in OECD and non-member economies, which draw on the broader research and practical guidance to inform the development of educational facilities.

Contributions to/from other OECD Output Areas, Links to Horizontal programmes :

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Co-ordination with Other International Organisations (Name and Planned Contribution):

UNESCO is an observer to CELE and will contribute to all output areas. Co-operation and contributions in kind from the European Investment Bank may be sought as they are already involved in this output area in the 2009-10 biennium. Other agencies such as the World Bank, UNICEF, Asian Development Bank and African Development Bank may also be invited to participate in this work.

Gender Mainstreaming:

As appropriate.

STRATEGIC OBJECTIVE:	Provide Employment Opportunities for All, Improve Human Capital and Social Cohesion and Promote a Sustainable Environment		
OUTPUT GROUP:	2.1 Human and Social Capital		
OUTPUT AREA:	2.1.2 Pre-school and schools 2.1.3 Higher education		
PROPOSAL TITLE:	Management and sustainability of learning environments		
ACCOUNTABILITY:	COMMITTEE(S): Education Policy Committee (EDPC); Centre for Effective Learning Environments Board of participants (CELE) SG/DSG: Aart De Geus LEAD DIRECTOR: Barbara Ischinger MANAGER: Richard Yelland		
KEUR	2011	2012	
ESTIMATED PART II FUNDING	195	183	
ESTIMATED NEW VOLUNTARY CONTRIBUTION	50	50	
ESTIMATED VOLUNTARY CONTRIBUTION IN HAND			
TOTAL FUNDING			
PROPOSAL DESCRIPTION:			
The aim of this work is to provide policy direction on the issues that impact on the management of educational facilities and the safety and sustainability of learning environments.			
The main outputs will be three reports:			
<ul style="list-style-type: none"> Report drawing on <i>themes from the CELE General Conference</i> identified in Output Area “<i>Innovation in the Design of Learning Environments</i>”, which relate to the impact on the management of educational facilities and the safety and sustainability of learning environments. 			

- Report from a study on the *relationship between educational facilities and local and community development*, conducted in collaboration with UNESCO.
- Report from events in this biennium on *Higher Education Spaces and Places: for Learning, Innovation and Knowledge Exchange*, which will focus on the sustainability of higher education learning environments.

Main output: (3) Good Practice Reports, Benchmarking Studies

JUSTIFICATION:

POLICY ENVIRONMENT:

In striving to create schools and universities that will meet the long-term needs of education and the community, policy-makers, designers, users, educators and facility planners must provide communities with not only safe and healthy learning environments, but environments whose operation and maintenance is sustained throughout the long term. The number of school building programmes being carried out over the last few years in OECD member countries and others, are in most cases a result of the lack of maintenance and continuous upgrading of the facilities. The challenge in meeting the needs of sustainable educational facilities rests in co-ordinating conflicting government policies, design philosophies and dynamic pedagogies.

Why is it necessary for the OECD to deliver this output (i.e. what is the comparative advantage)?

The global nature of education means that countries need to learn from each other about how the facilities best support educational needs. The OECD's Centre for Effective Learning Environments is a key inter-governmental grouping able to facilitate such learning across national and local governments. Through its relationships with practitioners (including educators, designers and other professionals), it is able to link the demands of policy with the delivery of practical solutions. This output will inform the Green Growth Strategy (CELE is the focal point for the OECD Green Growth Strategy in the Education Directorate) and draw on previous CELE work such as the OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools.

Is this new work, or a continuation of/elaboration on existing output results?

This output draws on all CELE output areas from the last biennium.

Please specify links (if any) to other Output Areas / Results in EDU?

EXPECTED OUTCOMES:

Improved long term viability and sustainability of educational facilities and better informed policies and practices for achieving them.

End-Users and Stakeholders:

<p>End users are CELE members and non-members, including OECD non-member economies (i.e. national authorities, government agencies, sub-national authorities, research agencies, non government organisations and professional associations) which draw on the policy guidance to inform policy decisions.</p> <p>Stakeholders are researchers, professionals (architects, engineers and planners), school and university leaders, facility managers, educators, parents, teachers and students in OECD and non-member economies, who draw on the broader research and practical guidance to inform the development of educational facilities.</p>
<p>Contributions to/from other OECD Output Areas, Links to Horizontal programmes :</p> <p>...</p>
<p>Coordination with Other International Organisations (Name and Planned Contribution):</p> <p>UNESCO is an observer to CELE and will contribute to all output areas, especially this one.</p>
<p>Gender Mainstreaming:</p> <p>As appropriate.</p>