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Organisation de Coopération et de Développement Économiques  
Organisation for Economic Co-operation and Development

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**English - Or. English**

**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**Centre for Effective Learning Environments Board of Participants  
Group of National Experts on Education Facilities Evaluation**

**UPDATE ON THE JOINT OECD/CELE AND EUROPEAN INVESTMENT BANK (EIB) PROJECT ON  
"STRATEGIC INVESTMENT PLANNING FOR EDUCATIONAL INFRASTRUCTURE"**

**To be held at the OECD Conference Centre, Paris  
on Friday 2 July at 9.30 a.m. to 5.30 p.m.**

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## **Project background and objectives of study**

1. In early 2008, EIB approached OECD/CELE about undertaking a joint project on good practice in investment planning for large-scale school construction projects. Since 1998, the European Investment Bank (EIB) has been appraising educational infrastructure projects and has been encouraging countries to conduct a school mapping exercise to ensure that countries make best use of EIB financing. This project seeks to harness the expertise of OECD/CELE and EIB to improve the process(es) by which decisions are made relating to the planning, design, construction and management of educational infrastructure investments. The objective of the project is to develop guidance material for strategic investment planning that identifies how countries can plan for and evaluate their educational infrastructure needs, for new and existing school building stock, taking into account not only educational considerations, but also physical, cultural, environmental, health and economic ones.

## **Project development**

2. The project, which was approved by the PEB Governing Board as part of the activity on “Evaluating the quality of and investments in educational facilities” in its 2009-10 Programme of Work [EDU/PEB(2008)13], has been guided by a small project team, the Project Advisory Committee (PAC). The PAC is composed of leading experts in the field of strategic planning for educational infrastructure. To date, there have been three PAC meetings, including one workshop.

### ***First Meeting of the Project Advisory Committee, 3 July 2009***

3. On 3 July 2009, EIB and OECD/CELE organised the first meeting of the Project Advisory Committee (PAC), which was composed of experts from Belgium, Canada, Ireland, Portugal and UNESCO. The PAC agreed on the project development plan, covering:

- *Basic principles of guidance*, which should seek to improve decision-making through practical guidance, be flexible, consider planning for the present, future and the unforeseen, build capacity in countries and improve accountability.
- *Structure of the guidance*: Context (structure, opportunity, constraints etc.), Facts (standards, situation, etc.) and Questions (needs and possible options to meet these needs).

4. The group also noted the dearth of existing data on the topic, so it agreed to work with the OECD/CELE and EIB secretariats to formulate a short questionnaire to collect information on planning and decision making processes for capital planning projects, and principal guidelines or regulations used to inform the planning process. The questionnaire was developed, eight countries responded and a summary of responses was prepared.

### ***Second Meeting of the Project Advisory Committee, 18 November 2009***

5. On 18 November 2009, a second PAC meeting was held in Paris involving a larger group. The objectives of this meeting were to:

- Review the quality and coverage of information provided by countries in the questionnaire described above.
- Start to develop guidelines for best practice in investment planning for educational infrastructure.

- Assess progress made during the meeting and plan the next steps for the project.

6. Although survey responses were reviewed, and the broad principles and processes for effective investment planning were mapped, the group agreed that discussion was too theoretical. In order to develop useful guidance, a greater understanding was needed of the issues and challenges facing countries involved in the early stages of implementing large-scale education infrastructure projects. The group therefore agreed to organise a more practical workshop involving some countries to which EIB are currently lending for educational infrastructure projects.

### ***Third Meeting of the Project Advisory Committee, 28-29 June 2010***

7. Building on the suggestions from the second PAC meeting, the third PAC meeting was organised as a Workshop on Strategic Investment Planning for Educational Infrastructure. It involves the enlarged PAC group and other representatives from national, local or regional ministries in countries to which EIB is currently lending. The objective of the workshop is to finalise the guidance for strategic investment planning.

8. Three themes were explored through a series of presentations by key international experts in the field and parallel workshop sessions:

- *Optimising the planning process using principles of good governance.* This theme explored factors that enhance good governance, thus ensuring that projects will run safely, smoothly and according to budget and schedule, for example the existence of a clear decision-making authority, process and system of accountability; clear roles and responsibilities of principal actors; knowledge of competing projects and priorities, and how they should be ranked; and an understanding of project risk.
- *Collecting critical information to assist planning: Developing inventories and conducting property condition assessments.* This theme explored how inventories and assessments of property condition and quality can be conducted in different contexts with different capacities. It also explores the data and information that can most effectively serve capital planning projects, and how inventories and data are used in priority setting, decision making, monitoring capital planning projects, and gaining the support of stakeholders.
- *Developing an effective "educational brief".* An "educational brief" outlines a school's educational objectives and planned activities in order to inform spatial requirements and design. Spatial requirements may be expressed as space standards, or as broad performance-based standards, interpreted at the local or school level. This theme explored the purpose of an "educational brief" and how it is developed, implemented and reviewed, with a view to facilitating the capital planning process.

### **Project output**

9. The principal output of this project, as agreed by the CELE Board of Participants in its Programme of Work and Budget for 2009-10 [EDU/PEB(2007)12/REV3], is guidelines for strategic investment planning for educational infrastructure. Following the first two meetings, OECD/CELE and EIB Secretariats developed a structure for a 50-70 page guidance document, which will be completed following the June 2010 Workshop (see Annex 1). The structure includes a literature review; information on broad principles of effective investment planning for educational infrastructure; mapping the planning process through the pre-project, project and post-project phases; and examples of existing practice, challenging scenarios, and solutions and mistakes in capital investment planning in the following areas:

- Planning for educational infrastructure, in theory and in practice.
- Developing inventories and conducting assessments of property condition and quality.
- Conducting needs assessment and priority-ranking.
- Establishing minimum standards of quality.
- Develop an effective educational brief.

10. The Guidance document will be published by the end of 2010.

**Action**

The Group of National Experts is invited to:

- TAKE NOTE of progress with this project.

**ANNEX 1. STRUCTURE FOR  
CELE/EIB GUIDANCE DOCUMENT ON STRATEGIC INVESTMENT PLANNING FOR  
EDUCATIONAL INFRASTRUCTURE**

1. How to use this Guidance
2. Broad principles of effective investment planning for educational infrastructure
3. Mapping the planning process
  - 3.1. Pre-project phase: Strategic phase
  - 3.2. Project phase: Implementation phase
  - 3.3. Post-project phase: Evaluation and monitoring phase
4. Planning for educational infrastructure, in theory and in practice
  - 4.1. Governance issues
    - 4.1.1. Introduction
    - 4.1.2. Examples of existing practice
    - 4.1.3. Challenging scenarios and solutions found
    - 4.1.4. Mistakes in capital investment planning
  - 4.2. Developing inventories and conducting assessments of property condition and quality
    - 4.2.1. Introduction
    - 4.2.2. Examples of existing practice
    - 4.2.3. Challenging scenarios and solutions found
    - 4.2.4. Mistakes in capital investment planning
  - 4.3. Conducting needs assessment and priority-ranking
    - 4.3.1. Introduction
    - 4.3.2. Examples of existing practice
    - 4.3.3. Challenging scenarios and solutions found
    - 4.3.4. Mistakes in capital investment planning
  - 4.4. Establishing minimum standards of quality
    - 4.4.1. Introduction
    - 4.4.2. Examples of existing practice
    - 4.4.3. Challenging scenarios and solutions found
    - 4.4.4. Mistakes in capital investment planning
  - 4.5. Develop an effective educational brief
    - 4.5.1. Introduction
    - 4.5.2. Examples of existing practice
    - 4.5.3. Challenging scenarios and solutions found
    - 4.5.4. Mistakes in capital investment planning
5. Literature review