CONSTRUCTING EDUCATION: A FRAMEWORK FOR MULTI-STAKEHOLDER COLLABORATION

CEB
COUNCIL OF EUROPE DEVELOPMENT BANK
BANQUE DE DEVELOPPEMENT DU CONSEIL DE L'EUROPE

Phase 1: BRIEF — INITIAL PLANNING

Objectives:

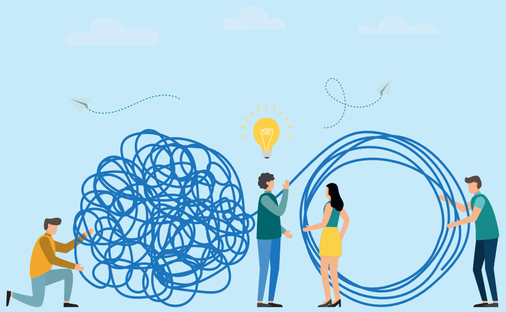
- Ensure adequate stakeholder consultation, i.e. directly involve future users in the design of the planned education infrastructure: e.g. school principal and teachers; operations and maintenance staff; etc.
- Promote more effective use of the learning environments.

Duration:

- Minimum 12 months, depending on the particular situation of each school.

Key activities:

- Ensure sufficient resources are foreseen to finance the participation of the main stakeholders or the 'spatial learning team' of each school to the consultation process.
- Mobilise an expert-facilitator to lead the consultation process - an educator or an architect specialised in learning environment planning (the 'pedagogical planning expert').
- Have a clear methodology to facilitate the consultation process and ensure that the school vision and design brief developed provide the necessary inputs to guide the investment.



TOOLS

- ACAD Toolkit
- Diamond ranking of images

Phase 2: CONSTRUCTION — GETTING READY

Objective:

- Support the professional development of teachers, in particular the development of environmental competencies that will promote more effective use of the potential provided by the new learning environments.

Duration:

- 12-18 months, during the school construction period.

Key activities:

- Ensure all teachers in the schools and the wider school community (e.g. parents, neighbours) are informed about the project and its implications.
- Provide an opportunity for teachers to test new environments in mobile prototype classrooms, experience the new furniture and have time to plan for the use of the new spaces.
- Include professional development activities focused on developing the teachers' environmental competencies.





TOOLS

- Collective preparation and trialling
- Baseline survey of students

Phase 3: HAND-OVER — MOVING IN

Objective:

- Support the school community in developing a sense of ownership of the building and of the new learning environment.

Duration:

- First 12 months of operation.

Key activities:

- Ensure that school principals have the required support to facilitate the transition and guide their communities towards the necessary ownership of the new spaces.
- Prepare school principals for unexpected technical problems, make proper resources available to solve them, and encourage principals to involve staff in creating a space that reflects school values and identity.
- Ensure the school community is fully on board with the vision reflected by the new spaces and has the necessary competencies to make full use of the potential they offer.
- Foster the integration of any new staff to the building and the school vision.



TOOLS

- Surveying students
- Mapping a day

Phase 4: POE — REFLECTING & ADJUSTING

Objective:

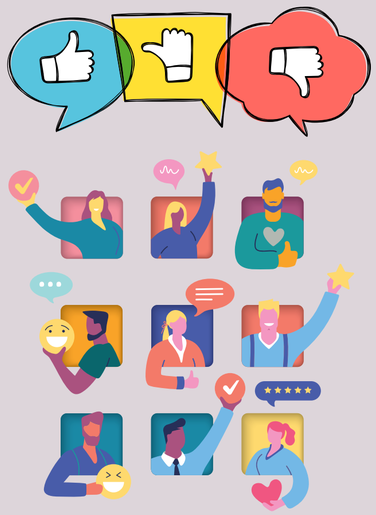
- Ensure future designs promote efficient and effective use of the space and that the existing school makes the best possible use of the building's potential.

Duration:

- 24 months into completion of the project.

Key activities:

- Invest in systematic Post-Occupancy Evaluation (POE) to collect data on the use of the new spaces, on the adequacy of the technology available, and on the resulting sustainability of the materials after use by hundreds of students.
- Look beyond established practices to consider how the space could support an extended range of teaching and learning activities. Propose specific professional development activities to accompany the teachers in such additional activities and set aside sufficient teacher time for that.
- Share good practices with other schools through local networks, support teachers to learn from each other and build a wider culture of collaborative innovation.



TOOLS

- Photo voice
- ACAD Toolkit

Architectural perspective Educational perspective

Overview based on Y. Duthilleul, P. Woolner, and A. Whelan (2021) *Constructing Education: An Opportunity Not to Be Missed*. Thematic Reviews Series. Council of Europe Development Bank, Paris.