

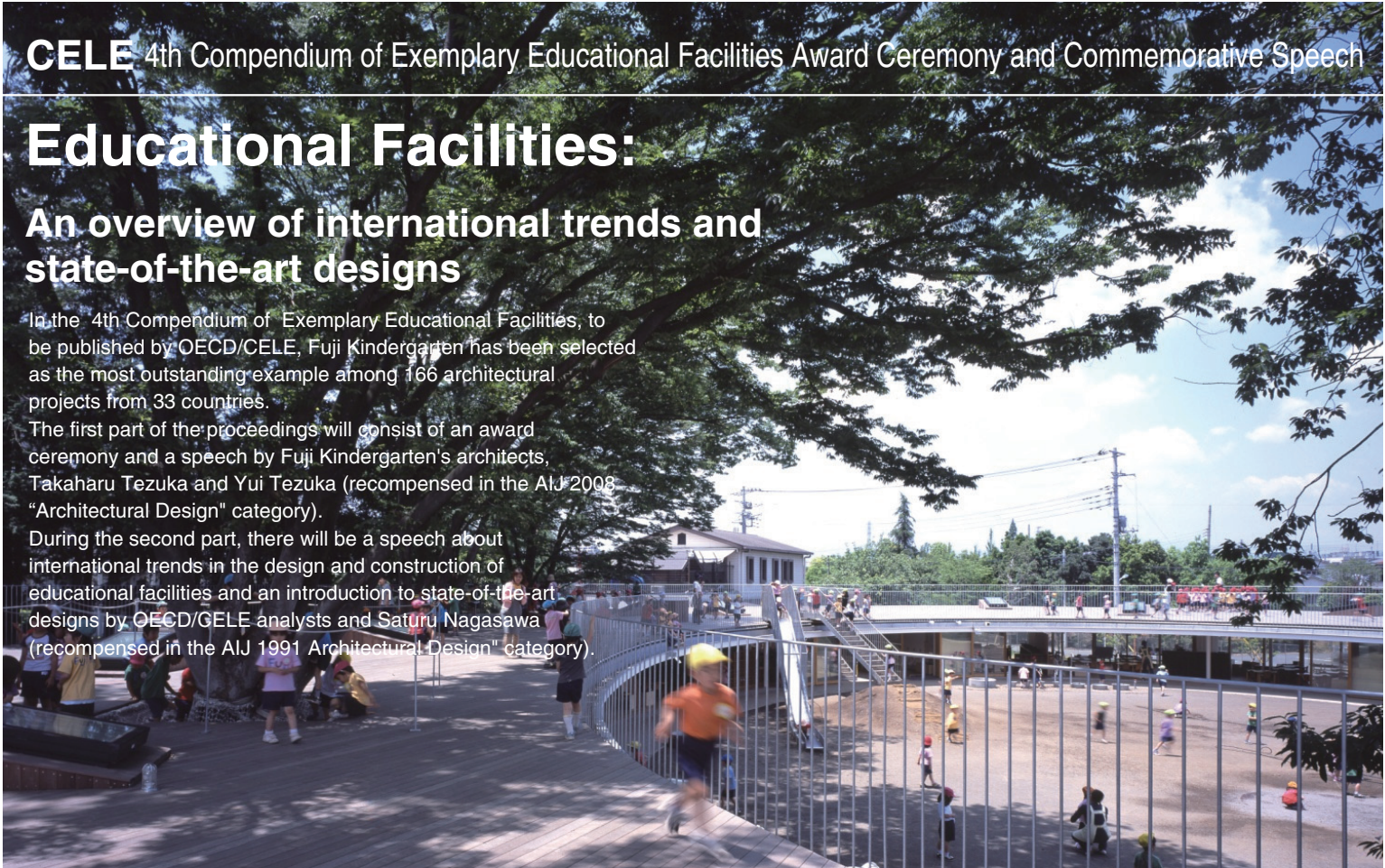
Educational Facilities:

An overview of international trends and state-of-the-art designs

In the 4th Compendium of Exemplary Educational Facilities, to be published by OECD/CELE, Fuji Kindergarten has been selected as the most outstanding example among 166 architectural projects from 33 countries.

The first part of the proceedings will consist of an award ceremony and a speech by Fuji Kindergarten's architects, Takaharu Tezuka and Yui Tezuka (recompensed in the AIJ 2008 "Architectural Design" category).

During the second part, there will be a speech about international trends in the design and construction of educational facilities and an introduction to state-of-the-art designs by OECD/CELE analysts and Saturu Nagasawa (recompensed in the AIJ 1991 "Architectural Design" category).



● OECD/CELE (Centre for Effective Learning Environments)

CELE's mission is to work with members to maximize the benefit of their investment in educational facilities and equipment through effective planning, design, construction, management and evaluation. CELE has 13 members countries and 14 associate participants. NIER has been a CELE associate participant since 2006.

Report

2011. 1. 19

(Wed)

15:00-18:00

Ministry of Education, Culture,
Sports, Science and Technology
Auditorium No.2

Cover photos of schools

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② ③ ① ④ ⑤ ⑥

①Fuji Kindergarten, Tachikawa City, Tokyo, Japan

②Liceo Tecnico Profesional la Florida, Santiago, Chile

③West-Africa Secondary School, Dano, Burkina Faso

④Bertha von Suttner Schule, Schwechat, Austria

⑤Tecnologico de Iztapalapa, Mexico DF, Mexico

⑥School of Art and Art History, University of Iowa, USA

○Architect: Tezuka Architects

○Architect: Marsino Arquitectos

○Architect: Diebedo Francis Kere

○Architect: fasch&fuchs

○Architect: Taller de Arquitectura

○Architect: Steven Holl Architects

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Educational Facilities:

An overview of international trends and
State of the art designs

2011.1.19 (Wed)

15:00-18:00 MEXT No.2 Auditorium

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OECD / CELE 4th Compendium of Exemplary Educational Facilities Award Ceremony and Commemorative Speech



Greeting from the host / Tamotsu Tokunaga
Director-General, NIER



Greeting from the co-host / Alastair Blyth
Analyst, Directorate for Education, OECD



Prize-giving / Sekiichi Kato
Principal, School Corporation Minnanohiroba Fuji Kindergarten



A few words from the Principal



Prize-giving / Takaharu Tezuka, Yui Tezuka
TEZUKA ARCHITECTS



Congratulatory speech / Hirofumi Ryu
Vice Minister, MEXT



Commemorative speech / Takaharu Tezuka, Yui Tezuka
TEZUKA ARCHITECTS



Takaharu Tezuka, Yui Tezuka



Commemorative speech / Hannah von Ahlefeld
Analyst, Directorate for Education, OECD



Hannah von Ahlefeld



Commemorative speech / Alastair Blyth
Analyst, Directorate for Education, OECD



Alastair Blyth



Commemorative speech / Satoru Nagasawa
Professor, Faculty of Science and Engineering, Toyo University



Satoru Nagasawa



Closing speech / Koichi Shinpo
Director Educational Facilities Research Center, NIER



Atmosphere of the venue



Atmosphere of the venue



Atmosphere of the venue

I . Greeting

1 . Opening

Mr. Masahiro Kobayashi (via translator):

Ladies and gentlemen, good afternoon, and thank you very much for your kind patient. We would like to now begin the special commendation for the fourth the Compendium of Exemplary Educational Facilities and commemorative a lecture introducing school facilities overseas and the international trends and advanced cases. Thank you very much for your kind attendance. It gives me a pressure to the chair today's session. My name is Masahiro Kobayashi, from the National Institute for Educational Policy Research (NIER), representing NIER, as that is the host of this event, Mr. Tamotsu Tokunaga who is the director of general of NIER is going to extend his greeting.

2 . Greeting from the host

Tamotsu Tokunaga

Director-General, NIER

Thank you very much. I represent national institute for educational policy research. I left first of all take this opportunity to thank you for your kind attendance at this special commendation and commemorative lecture. And also, we have a vice minister, Ryu, also Mr. Tezuka and Mrs. Tezuka. And from OECD/CELE, we have a distinguish representative Hannah von Ahlefeld, Alastair Blyth. I thank you very much for your attendance. Today, I would like to share with you the process which let to today's commemorative event. OECD is to publish soon the 4th compendium of exemplary educational facilities, which is on the school architecture, and we have the pressure of being selected, and CELE is extremely important because it is a Center for Effective Learning Environments with the aim of doing research and for the quality improvement and enhancement of educational effects. It was established in 1972 with now it has 13 full members and 7 associate members and 14 organizations on members, and we have become member in 2006. Now as for OECD/CELE, as a part of the 50th anniversary of OECD, they are going to be publishing the exemplary educational facilities. And they have received 166 submissions from 33 countries upon the requests recommends the suitable schools, and six members of jury that was established and in August. The jury examined all the submissions from 28 countries, and 60 actually outstanding schools have been selected and six out of 60 was selected and then as for the Fuji Kindergarten, and Yuyunomori Nursery School, these two had been selected as the most outstanding facilities in the world. And Fuji Kindegarten was voted most outstanding and particularly remarkable facility out of six best facilities. In October, the result was announced, and the operation committee at CELE has approved of it, and in November 4th, OECD, as the name of the successful facilities were unveiled by OECD deputy secretary general at the Educational Ministered Meeting, and we had a parliamentary secretary, Ministry of Education, Mr. Ryu extended actually greeting by attending this meeting. After that, we are very happy, delighted, and honored to be able to be selected that is “Minnano Hiroba Fuji Kindergarten” and

also Takaharu Tezuka and Yui Tezuka, these architects are going to be awarded, and this is a great opportunity. And through this project, we would like to exchange the information as to what to take the schools to have these optimum and excellent architecture. We are going to be hearing from today's representative best example and advanced cases from overseas and also inform about those best examples in Japan, and this is an excellent chance for the dialog. I would like to take this opportunity to thank all of you, distinguished guests, and also speakers as well as attendance. Thank you very much. Please enjoy the commemorative lecture.

(applauses)

Mr. Masahiro Kobayashi (via translator):

Thank you very much, Mr. Tokunaga. Next, I would like to invite Mr. Alastair Blyth. He is a director for education analyst representing OECD to extend his greeting.

3 . Greeting from the co-host

Alastair Blyth

Analyst, Directorate for Education, OECD

Ladies and gentleman, on the half of OECD Center for Effective Learning Environments, I would like to welcome all to this event. I would also like to take your opportunities of thanking national institute of education policy research for inviting us to common give this award and present this award ceremony, and being a very gracious host. We would also like to thank you all for coming alone and being part of this event. I am sure it will be interesting and stimulating. Thank you very much.

Mr. Masahiro Kobayashi (via translator): Thank you very much. Now ladies and gentleman, we like to have the award ceremony for the fourth Compendium of Exemplary Educational Facilities. I would like to have Mr. Blyth to be on the stage once again representing OECD.

II . OECD/CELE 4th Compendium of Exemplary Educational Facilities
Award Ceremony Most outstanding example “Fuji Kindergarten”

1 . Purpose of the Award Ceremony

Mr. Alastair Blyth:

On this fourth Compendium of Exemplary Educational Facilities received 166 entrees, submissions from 33 countries. As good as most of those entrees and submissions were the jury voted Fuji Kindergarten as the most outstanding example that is so of educational building. It was selected because as juries said it represented overall best examples of educational environments that meets the needs of students and communities providing stimulating and caring environment for learning and play. It was my very great honor yesterday to be taken and given a tour by both school principals and the architects of school, and playful it certainly was, wonderful learning environment, it certainly was. Therefore, it gives me great pleasure on behalf of center for effective learning environment learning environments, OECD to present to Fuji Kindergarten established by school corporation, Minnano Hiroba, Fuji Kindergarten. Especially commendation for being an outstanding example of educational facilities and awarded by the juries for the fourth Compendium of Exemplary Educational Facilities in 2010 and 2011.

Mr. Masahiro Kobayashi (via translator):

Now, ladies and gentleman, from OECD/CELE to Minnano Hiroba Fuji Kindergarten is going to be awarded. I like to call upon to meet Mr. Sekiichi Kato, who is the principle of the headmaster of the kindergarten on this stage.

Mr. Alastair Blyth:

Congratulations. Please accept the certificate for the award and good luck with your school for the school. (applauses)

Mr. Masahiro Kobayashi (via translator):

I like to call upon Mr. Kato to say just a few words having been awarded.

2 . Prize-giving

School Corporation Minnanohiroba Fuji Kindergarten and a few words from the Principal

Sekiichi Kato

Principal, School Corporation Minnanohiroba
Fuji Kindergarten

Mr. Sekiichi Kato (via translator):

Once again, on behalf of Minnano Hiroba Fuji Kindergarten, I serve as a headmaster. My name is Sekiichi Kato. I must say what a great honor it is for me to be bestowed with such an award, which is such a big award. I like to express my profound of appreciation to all those who involved. I am deeply moved. I like to thank the members of OECD/CELE as well as Mr. Ryu, who is a parliamentary secretary as far as Mr. Nagashima, who has supported an effort over the years. Once again, let me express my profound appreciation to you all.

On behalf of Minnano Hiroba, we call it; we call it Global Plaza so that we would like to educate the kindergarteners to be the global citizens even if they are small children. I say that we want them to be a member of the global citizen rather than to be a Japanese adult in the years to come. We just happen to be that it is the 40th anniversary since school foundation was established over the course of last 40 years, Montessori, it was the basis in providing the education to the kindergarteners, and many of the kindergarteners have knocked on our door. I must say that being bestowed with such a grand prize. We hope that we can continue with our efforts through the education as well as the building that is available for the kindergarteners so that together we would think, and together we shall create the future, and I am committed to do my best for the benefits of all the kindergarteners. Kindergarten education is very important to create the world as well as each nation, and with that commitment, I do my best. Once again, I like to thank for all your support ant corporation. Thank you so much.
(applauses)

Mr. Masahiro Kobayashi (via translator):

Thank you, Mr. Sekiichi Kato.

3 . Prize-giving

Takaharu Tezuka, Yui Tezuka
TEZUKA ARCHITECTS

Mr. Masahiro Kobayashi (via translator):

Next, from OECD/CELE, we would like to ask Mr. Takaharu Tezuka as well as Ms. Yui Tezuka, who are the architects of the kindergarten to be on this stage. Can we have Mr. and Mrs. Tezuka on the stage, please?

Mr. Alastair Blyth:

achievable without the dedicated commitments of the architects at collaboration with the clients those who will use the building. The project was achieved with great skills and creativity from the principle working from the principle. The building might start with the use the first. Therefore it gives me great pleasure to on behalf of with the Center for Effective Learning Environments to award to Mr. Takaharu and Yui Tezuka of Tezuka architects special commendation for the design of Fuji Kindergarten as an outstanding example of exemplary educational facilities awarded by jury of the fourth Compendium of Exemplary Educational Facilities. Congratulations. (applauses)

Mr. Masahiro Kobayashi (via translator):

For both Mr. and Mrs. Tezuka, (applauses)

Next, I like to call upon Mr. Hirofumi Ryu, parameter of secretary of Ministry of Education to give us some a few words, please.

4 . Congratulatory speech

Hirofumi Ryu

Vice Minister, MEXT

Mr. Hirofumi Ryu (via translator):

If I meant, I would like to thank you for your precious time to discuss your busy schedule for this award ceremony as well as the presentation you are about to receive. I like to offer my heart-felt gratitude and to Fuji Kindergarten among the 166 projects and from 33 countries, and the Fuji Kindergarten project was recognized as the best in the case in the entire world indicating that Japan certainly has one of the top levels here in Japan. On the fourth of November last year, I had an opportunity to participate and the OECD country education ministers. On the last day of that meeting, the chair actually made an announcement to hand out the Fuji Kindergarten was receiving the best award from OECD/CELE, and I was really surprised to have received the early information, and many people were so happy given the information. This award presented to Fuji Kindergarten definitely is given as a deep sense of gratitude as well as honor, personally me but also for the entire Japan. What a festive occasion for us to be able to commemorate among us. I do hope that this kind of Montessori methods can be accelerated into future, yes, 40 years of education definitely going to be very important critical foundation for the future development of human beings, and definitely this is the important part of the compulsory educational system here in Japan. I would like to take this moment to again on the all the people concern Fuji Kindergarten and all the other people supporting kindergarten facilities to make further effort for further betterment and further development as time goes on. In concluding, again, may I offer my sincere appreciation for further advancement of this National Educational Policy Research institute as well as OECD and CELE that has been my remark by Hirofumi Ryu, Vice Minister of Ministry of Education, Culture, Sports, Science and Technology. January 19, 2011. Congratulations, again. (applauses)

Mr. Masahiro Kobayashi (via translator):

That was Mr. Hirofumi Ryu, Vice Minister of Ministry of Education, Culture, Sports, Science and Technology. Thank you, indeed. We have Akihisa Nagashima from a lower house.

Thank you indeed for participating in this event, and also we have Yuichi Tatsuno from MEXT, Director-General, Department of Facilities Planning and Administration. Also, from the MEXT, Deputy Director-General, Department of Facilities Planning and Administration, we have Mr. Seiiichi Oka attending this ceremony. We are so happy having these three gentlemen's presence. This concludes the OECD/CELE Compendium award presentation, and Mr. Ryu is going to excuse himself. Thank you indeed for Mr. Ryu for your precious time and contributions.

III. Commemorative Speech

Commemorative speech

Mr. Masahiro Kobayashi (via translator):

We would like to now start the commemorative lectures. This is going to consist of four different parts. The first, we are going to hear from two architects, awardees at this very commemorative award. Mr. and Mrs. Tezuka, Takaharu Tezuka and Yui Tezuka speak about their designs. Ten minutes later, commemorative lecture, we are going to hear from Ms. Hannah von Ahlefeld from OECD center for effective learning environment on school facilities overseas exploring vision and functions of school of the future, OECD/CELE activities on the future learning environment. Followed by Mr. Alastair Blyth, also from OECD to discuss school facilities overseas introduction to international trends and advanced cases. We are also going to hear from Professor Satoru Nagasawa from Toyo University about his rich experiences of visiting various overseas schools and observing architectures. And as for questionnaire, please fill out the questionnaire and also feel free to give us your comments and make sure that you shall hand them to us prior your departure. Let us without any bother due begin the presentation by Mr. and Mrs. Tezuka, the title of the presentation is “Looking back on the design of Fuji Kindergarten”.

Commemorative Speech



Looking back on the design of Fuji Kindergarten

Takaharu Tezuka, Yui Tezuka
TEZUKA ARCHITECTS

Takaharu Tezuka

1964 Born in Tokyo, Japan
 1987 B.Arch., Musashi Institute of Technology
 1990 M.Arch., Architecture at University of Pennsylvania
 1990-1994 Richard Rogers Partnership Ltd.
 1994 Established Tezuka Architects
 1996-2003 Assistant Professor, Musashi Institute of Technology
 2003-2009 Associate Professor, Musashi Institute of Technology
 2005, 06 Visiting Professor, Salzburg Summer Academy
 2006 Visiting Professor, University of California, Berkeley
 2009- Professor, Tokyo City University

Yui Tezuka

1969 Born in Kanagawa, Japan
 1992 B.Arch., Musashi Institute of Technology
 1992-1993 Bartlett School of Architecture,
 University College of London
 1994 Established Tezuka Architects
 1999- Member, Visiting Faculty, Toyo University
 2001- Member, Visiting Faculty, Tokai University
 2006 Visiting Professor, Salzburg Summer Academy
 2006 Visiting Professor, University of California, Berkeley

Awards

1997 Good Design Gold Prize, Ministry of International Trade and Industry
 2002 Japan Institute of Architects Prize
 2007 Design for Asia Grand Award
 2008 Architectural Institution of Japan Prize
 2009 Japan Institute of Architects Prize

With spatial designs that are skillfully integrated with the outside environment, their designs range from private houses to community buildings. Their most important works are the Roof House, in which daily life expands onto the roof, and the Echigo-Matsunoyama Museum of National Science, which can be buried under 5m of snow. The Fuji Kindergarten takes the form of a 200m-circumference oval-shaped roof space. Woods of Net, 320 cubic meter of timber members are used and there is nothing same among all the 589 members.

Mr. Takaharu Tezuka:

(Picture1) Let me speak in English just a start to say because I wanted to directly address to overseas participants.

It is a big honor to receive this kind of prize. This prize takes very special place for us because this is not about architecture.

This is the about the architecture. There is a quite important sentence always we try to carry out throughout our life.

“Architecture is not a thing but an event. Architecture exists because human being is there.” I think that this kindergarten is really about human being and children, and we need to please because it was as understood internationally. I think it is going to make, I hope this is going to make new future for educational facilities in Japan, in the world, thank you very much.



Picture1

Mr. Takaharu Tezuka (via translator):

From now on, I am going to speak in Japanese.

We are so honored to be awarded this honorable commendation. Now I am going to talk about our architecture and please sit back and relax. I am wearing blue shirt, and when I met Norinomiya-sama, I was wearing this T-shirt and he felt that I was too casual. I have more than one hundred identical blue shirts, so I always wear clean one. Also I like blue, so that is my color. My iPhone is also blue, and I have this uniformity with the color blue, and my wife for red, and as for our daughter, yellow, that is her color, and the youngest son was supposed to be yellow, but our daughter said she wanted to stick to yellow as her color; therefore, youngest son now ended up with color green. Why am I talking about colors? Well, architecture, what is the purpose of architecture? Well, family and people centered architecture, which is the most important concept. Family, most of all is the most important things that matters, family matters, that is exactly what we always emphasized and that what we do at our architectural office and studio. A family oriented activity we are engaged in like play football, also have many family events that we are engaging, and we always say that if you want to become a great architect, you must be able to give and be willing to give yourself and dedication for the sake of happiness of the people. Now I was supposed to talk about design of Fuji Kindergarten but I want to start speaking about this roof top project. It is a very small project so that you will be able to

appreciate our philosophy.

Mrs. Yui Tezuka (via translator):

(Picture2) This is the roof top. Clients actually asked us to do the architecture and this is the place. I spoke with our clients and the clients said that our family love to die roof top. That what they said, so we looked at the small roof, and actually that is where four members of family enjoy our meal and unbelievable, and we could not believe it, but then this is the proof. (Picture3) It is a very small roof, and the roof top the family member are actually sitting there without even handrail, and there is a sharp slope, and it is not exactly safe, but nevertheless, the family and the family of among clients actually love to be on roof top whenever they are dining. We though it is fantastic. (Picture4) Two weeks later, we came up this concept and this site was the very edge of this residential area, nearby there is a mountain, and also this area is quite spacious, so we decided that we can afford for the large roof top, and the objective is that family can enjoy meal. As for the roof tops here, the roof top is flat, but the roof per say, slanted, so this is very important, it is slanted. When you go out for a date, now think about the first stage, and if the couple is sitting side by side on the slope, that is the best way to get closer.

Mr. Takaharu Tezuka (via translator):

I am a professor and I always recommend to students for your first date, never ever pick McDonald's. Why? Because At McDonald's you sit across each other, so this is your first date, and you have to face and look at her face to face, eye to eye, and unless you have a lot of things to talk about, there is going to be a silence and then, you do not know what to talk about and you run out of things to talk about,



Picture2



Picture3



Picture4

and then that is the end of it. No second date. So, rather than that type of first date, I recommend to my students something that surely works. Go to Tama river, and then find the slope and sit next each other on the slope, and they can look at the river, okay, that is very romantic even if they might have a half of hour silence, but it is no problem. Actually, it really works, and then it leads to the second date even could advance further relationship. So the slope is quite exciting place where many activities can be generated, and I have done the academic research on the slope, effective slope like all this Centre Pompidou and famous world famous squares, Trafalgar Square, all these places are actually not exactly flat. They are slightly slanted, so that is the wonderful discovery, so we decided that roof has to be slanted as well.

Mrs. Yui Tezuka (via translator):

Because it is slanted, it is perfect space for lying down and sitting down. This is what used to be. (Picture2) So you know people would usually think that it is not a good manner to step outside the windows to go somewhere, (Picture4)but we decided that it would be best if we put the sky light. It is very bright with the sky light, and the children said sky light is mine, and the study or den sky light is mine, the father said so and so rooms sky light is mine, and the wife said that kitchen sky light is mine, so each one identifies his or her own sky light, and actually whenever he or she likes, just can go up to the roof through the sky light. And then, we also installed the shower for summer, and also stove for winter, but because of the budget, we had to cut down with that. But on the roof top, this is the small wall that we designed. At the beginning of designing, we had to wonder because of our client said that the grandmother said that “Our mother lives at across the street, so we want to keep watching her to make sure she is still doing fine”, so we felt that it is very important to have this look out to make sure that the mother is in good shape, so the bench was installed. Also the roof, although we said to clients maybe we need some handrails on the roof, but then, our clients responded that “Look around, can you see any roof with the hand rails? No.”, so we decided to against installing the handrails. (Picture5) This is what they are doing on the roof top, on the roof. Actually this was introduced in a magazine and there was some feedback that the architect, they are so selfish that probably their making it up, the hook we would not think about having meal on the roof, and actually, in winter it is cold, and summer is too hot. It is not practical, but the client said that the

client said in summer, it is hot, therefore early in the morning in dawn or in late in evening we go out, and in winter, during the daytime, with the lot of sunlight we step out, it is so stupid and ridiculous people do not appreciate it. A lot of people think about always being in control of their environment or controlled by the environment nature, but actually you just have to switch our thinking and we have to find out what is the most pleasant way to live with the nature, (Picture6) and this is one of the cheapest design that we have made, and this kitchen. This is very cost effective, and we wanted to the gas table, but it was not possible, so electric heater was installed. (Picture7) Now, that is the shower, well, their little girl we probably love this shower we thought, and then after this house was built, the client phoned us that we had a big Typhoon, but this wonderful and fantastic experience of having hot shower in mixed with Typhoon, and I said, “Are you okay?”, and she said “It is okay because we were wearing T-shirt”, and that was kind of the response, from the wife. (Picture8-10) That how it looks and you can look down from the top, being on the roof top, (Picture11) so the children keep coming up like just imagining if you are on the roof top, it reminds ourselves that this little game center, at the center, the head pop up and you feel like you just want to punch them down, I mean, this is the game, and it is psycho. It is interesting and fun to watch all the heads popping up and popping down. (Picture12-13) You can also see these feet, and it is very thin roof. The structurally speaking, this is very important and significant because above the roof and below the roof, we want to



Picture5



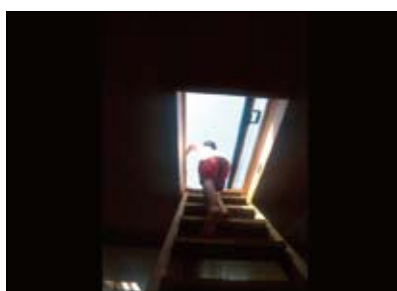
Picture6



Picture7



Picture8



Picture9



Picture10

make sure that we have very very thin demarcation only 15 cm.

Mr. Takaharu Tezuka (via translator):

(Picture14) Well, on the roof, there was a friend of ours Kashiwa Sato, who is in charge of the PR for Uniqlo, and he suggested why not redesigned the kindergarten building? This is Fuji Kindergarten, the old building, so we went along to see it with Mr. Sato, and we decided to persuade that old building is nice, they have the charm, it has a corridor on the outside, and the principle can come in and out. The principle has a very small room, and that is why he is not in his room all the time, as we were told. But as you go in and out of different classes, the children are having fun, and you can hear the laugh too. All the children feel that the principle is his or her teacher. What is the great about this principle is that he remembers all the names of kindergarteners. I think that's great. I can't remember all the name of the students of my university. The principle has said that he was having fun, (Picture15) so there was a dead end at the corridor both ends in the old building. And there was about seven buildings over here, but the principle had to go back and force, but if it is circular and in the way I thought that the teachers and principle would go round and round all day, and it went along fine. At the same time as what I said, if have children yellow and green, and one thing which is quite interesting about children I must say, in another words, it they something that children would



Picture11



Picture12



Picture13



Picture14

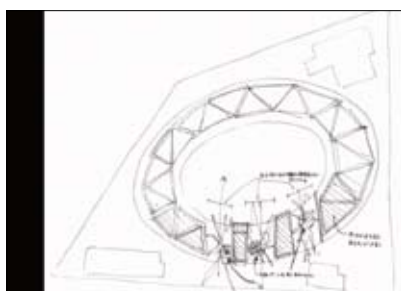


Picture15



Picture16

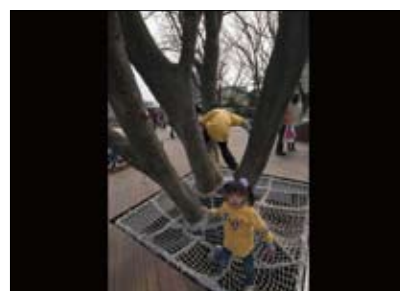
go around and around some objects all day, it is like dogs. The dogs going round and round and a little puppy going round and round trying to bite his or her tail, so that must be the intuitive memory of the dog and the children, and I thought it would be fun if they could go round and round. (Picture16) This was a big tree 27 meters in high. Even if you go to Omotesando, there is not a big tree, (Picture17) it is difficult to keep the tree which is nice and big because if you excavate, you need to make sure what the soil is, so we try to not interfere with the tree, and this is how we went about. What is important at this point is that roof house that was mentioned earlier, there are not handrails as was mentioned earlier, and the principle of kindergarten said I don't want hand rails on my roof top, but I said, "if there no handrails, I will be sued". But why not having some nets? So that children who fall from the roof will be caught by the nets. This principle is rather innovative and aggressive over to the regulatory people, and they said that "Are you crazy?", so that I went back and forth between the regulatory and the principle. I was told as long as the function of the nets, that's good. Since there was a scandal for Aneha some years ago; there are some handrails which we have earned it, still handrails. But to the children handrails taught me anything, I mean the nets were there, (Picture19) but children have fun falling into the net, (Picture20) and there were more and more children. (Picture21) They could be like 40 kids, and the children love trees and (Picture23) they tried as eating the trees. (Picture24) With handrails, we came up lots of mock up for handrails. There



Picture17



Picture18



Picture19



Picture20



Picture21



Picture22

were once for sludge of diameter and small diameter, larger diameter is for more study and study materials were used, and ordinary, if it's the thin diameter a handrail, people don't like it shakes and vibrates. But the principle was the one who didn't want the handrail to start with. He wanted to the handrail. Then space between the handrails is the 10 cm which is big enough to stick your legs and arms, but not his or her head. (Picture25) They are so cute. Look at them. Are they like animals in zoo cage or (Picture26) we are feeding the kids, no, no, no, that's just the joke. This is the agricultural festival. What is great about Fuji Kindergarten is that they have, for example, paddy fields and others farm land and they do cultivate their own produce. I was given one of big radish, and I said "Is it going to be okay?" They said "No, no, no, don't mind. There are 4 thousand more." (Picture27) (Picture28) Another characteristics, the roof is only 2.1 meters in heights, very low, and in the past, there was a regulation stipulating they had to be at least height of 3 meters. What we did was that if their roof top is too height, you can't see the children. What is important about the building of kindergarten is to be able to see the kindergarteners, and is slanted towards inside, so you could see the children on the other hand as you on the ground floor. This is how it looks. (Picture30) Digging it in, why said that we have a little mountain like? There was who said that maybe we could have a broken arm or wreck rather than broken neck, that how we have this greens to be planted by the side. (Picture31) In winter was okay, but the children know which dirt is soft and if 600 children would



Picture23



Picture24



Picture25



Picture26



Picture27



Picture28

bring along dirt, it was a mound but all the sudden, because all kids brought some dirt home, it become some small mounts, so we tried to add some more, and the director of the facility, Takenaka was half mad that he had to bring in more mad, (Picture32) they said big tree here, the leaves would crawl down, and there will be like a water fall if it's heavy rain. (Picture33) The children nowadays don't know the relationship between water and rainfall, so what great about the kindergarten is that the building is the teaching material for the kindergarteners. (Picture34) What is this? Well, this is with the kids wash their legs and feet. But it's very difficult to maintain them because of the dirt. The kindergarteners at Aoyama Gakuin which is maintain well, for the most kindergartens are not well maintained. Why? Because a little girl came out, and she was putting all the dirt into flush away, so that they tried to create something like a pool. That's why what we did was that there is water tank below this. On top of that, we have these logs, so that water sucks in between the space between the logs, and there will be little plants. It's so fun spring watered to your friends; there is a shower over here. And what is this little kid doing? Not washing his boots, but putting water in his boots, very cute, I would say. This is I would say a quite important slide in which this building looks very low tech. That's not true. It's highly technical because they are too many pillars and in terms of architects, it's difficult to design a nice pillar. We are going to have a pillar that would not interfere with children's movements, so that there are only 150 of these, but 4,000 people are being supported and it



Picture29



Picture30



Picture31



Picture32



Picture33



Picture34

would enough for even at the time of the great Hanshin earthquake. We have analyzed this that the analysis was far more difficult than that for high-rises, so that we have analyzed the vibration should they be in earthquake. These are the slides. These are not straight; they go back and forth, because some people might want to go in and out, so it's like creating the rails as though the train would be a running through, and you need to have the pillars which absorb all the vibration from the roof. The space inside was created through the 3D, so we have analyzed acoustics, so to see how long the noise would remain which is the analysis same as designing a concert hall, but that doesn't have to be visible. What is great about this kindergarten is that between the rooms to the next, there is only a box that separates them. You can hear what goes on and the next class room. That has been the case what great is according to the principle; he says that noise is so important in educating children. People are trying to create very quiet environment, but no matter how much you try, you hear the noise. If you go to Shibuya, you need to able to communicate with your friends, so that the children would have to have capability to get the information despite the noise. That was the true in the class room years ago. Even if you are being taught arithmetic, you could hear what is being taught in the next classroom, that's important. There was a number of TV broadcasting at the kindergarten, and they said this kindergarten is so great if they shoot in the kindergarten or elementary school, all the children would come close to the TV camera, but the teacher says something that all the kindergarteners would look at the teacher, so that I think it's the free environment that is creating this. Another point is there is no bullying. What is great about this kindergarten is that there is no bullying what is so ever at this kindergarten because it's visible. Everything is transparent, and if you put monkeys or men in the cage, there is going to be hierarchy in which the people at the bottom of the piracy are going to be bullied whether it's a monkey, but if you have no boundaries, they shot be any bullying any longer. It's



Picture35



Picture36



Picture37

true because the professor of behavioral science has said so, saying that this is great. The building has a done of way with any of the bulling between among kids. I often talk about the iPhone in which what we are trying to build is not the object. What is great about the iPhone is that it's not the design of the iPhone itself is great. It's very close to human, that's why Sony has lost because in the 20th century there was a movie called "Modern Times" in which people had to claim to technology in machines. They were replaced by computers, so that if you look at the movies, the people are sucked into the computer so that it's almost like being designed by the computers. And Computer becomes future, and there was another movie called, "Matrix" in the 20th century. Within the computing, it looks pretty real what it was happening with this advancement of the technology, technology itself is no longer going to be a the future, and the content of the speed of Sony cellphone has slowed, but it's so easy to switch on, and my daughter and sons would draw Pictures. They don't need to know manuals, and this is the size that just to write. It's a great technology, but they don't show off the technology which is so advanced, and as I was speaking with the principle, they were talking about good old days and good old future. And this is the good old future in the 20th century we have to adapt the technology, but with the advancement of technology, technology supporting the man, so that they are caring the future which did not exist. So I call it this the nostalgic future.

(Picture37) So how we can separate the room? Actually on the matter basis, frequently they are changing the allocation of their rooms to kindergarteners. Well, the people supposed to help us working on the re-arrangement of the rooms actually only the teachers were against for high.

(Picture40-42) It's not bulling. They are so happy on the pushing themselves into the box.

(Picture47) And this is Christmas holiday season, and what a freedom.

Now kids love to play games and Nintendo, and they talk about nothing but games, and we wanted



Picture38



Picture39



Picture40

to do something us for this, and this is what we created. Of course this is the faucet, and there is a tube and system here, and four kids are going to share these tubes and faucets. This is some long, and the disability in how to take into account here, even this disable kids should be able to use this.

(Picture48) Otherwise, kids among themselves are facing each other and quite friendly atmosphere.

(Picture49) That was just taken in Christmas season, holiday season, and (Picture50) there is a big tree like this. (Picture52) The principle has thought about this, (Picture53) “Why not use this rope and hanging kids on this rope just like monkeys, and they look so cute.

(Picture54) This is the skylight again. There're sometimes big scandals, because when people are fallen off and through this. However, such things are not going to take place, there are nets going to be close, so soon after people are going through it, another person on the double or triple in safe guard systems built inside this system.



Picture41



Picture42



Picture43



Picture44



Picture45



Picture46



Picture47



Picture48



Picture49

During the Christmas holiday season, the Santa Clause is going to lower the present according to the original found, did you know that? Yes, and I'm glad to hear that. There is no chimney. There are to this skylight how to lower the present for kids.

(Picture56) Another Pictures here, LED, people are talking about LED. Well, this is not LED, and this is a quite old bulb. What is important here is that each device in equipment has its own efficiency. From the view of point of efficiency, probably it's going to be LED in system, but efficiency doesn't mean that we are not using energy or you may be driving Prius, if you are driving three hours, actually you consume a lot of energy. I'm just saying there are about 100 strings lighting here, and actually there are three bulbs kids love to pull down the string in order to light up the bulb, they like to be lighten. In another words, there are rolling of in regard to efficiency of energy through this system.

(Picture57) It is fun, and actually 3D computers were used to show the brightness, and also the way



Picture50



Picture51



Picture52



Picture53



Picture54



Picture55



Picture56



Picture57



Picture58

using timers and at the edge. Actually settled art technology has been utilized here. (Picture58) There is some gaps right here space. Why? We believe that kids love to hit this with the brooms, so instead of having this in broken, we introduced this system. This is what we called Mike Tyson on details. Do you understand how fool Mike Tyson is?

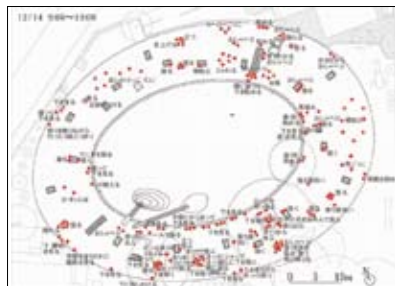
(Picture59) Anyway, going back to this light, again here we have atrium greenery. And lawn mower was discussed. I've never seen the lawn mower and I believe they do have a lawn mower. Teachers do actually keep horses and probably horses are having good time on the grass about they were thinking about that.

(Picture60) Next, this is something academic, sorry to say this. There is Professor Kobayashi. His expert goes to behavioral whole psychology. Having fun could be found in this kindergarten where they conduct as serve some facts actually here are eight-x more than convictional facilities. This gears, play gears are going to tell what you are supposed to do, but here, instead of children are encouraged in to find how they can have fun in this space, for example, this is the long and skylight, and here we have a pin lighting systems, where is large. This is the plan in the architects and objects, and they are finding goods to play fact less.

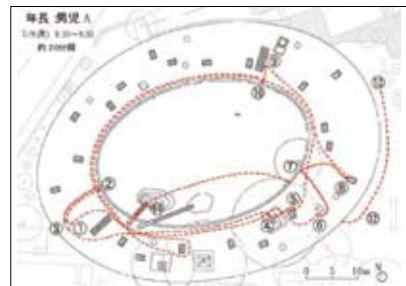
(Picture61) How old is this person? He is a six years old boy, and in 20 minutes and having places he moves around. Actually 200m out of circle, and he moves more than six km in the morning hours. Wow, six years old boy running six km, from 9:10 through 9:30, and he moved around as these spots indicate. Actually, the graduate students were founded difficulty of walking next day if they did the same thing. Fuji Kindergarten children are always running. It is no wonder they are running six km in every morning. Some of them, maybe they will be able to participate in Olympics game, and they may be able to win against Chinese count or bars something in the future. Why not? It is not going to be



Picture59



Picture60



Picture61

dream.

Here I want to show you the video.

This is actually broadcasted by Fuji TV. They had this feature program.

Children love to climb on the roof top as Mr. and Mrs. Tezuka had a plan. They love to run in full speed. We are not chasing after them, and they love to rise among themselves for no reasons. What makes them run so fast? Given these kinds of spaces and kids have tendency to run if there is a slope, right? If you run really fast, actually you are not being spinning out. Kids are feeling that sense. I think that makes them to wishing to run so quickly.

Thanks to this TV programs by Fuji TV.

Make the many people in the world aware of this kindergarten while they use Chinese music, and that was the criticism I got from the audiences. I don't know what to say.

I think this is where I should restart.

(Picture62) There is another project going on right now. We produce big donuts or this time we are going to create the small donuts. Next to here, this is the facility where the children can learn English. This is not a part of kindergarten and next to this kindergarten; we have a plan with the great facility. There is US army facilities in this neighborhood, and English should be fully leveraged within five meters; there are seven wooden plates, (Picture63) and this is a place, and (Picture64) trees and the buildings are going to be mixed together. (Picture65-66) This project is underway 1.2 meter and height and just wondered how teachers can teach English. Kids are going to be here and there around and deep in spot.

(Picture67) Light bugs are showing in here. Fire flies like design of actuated here.

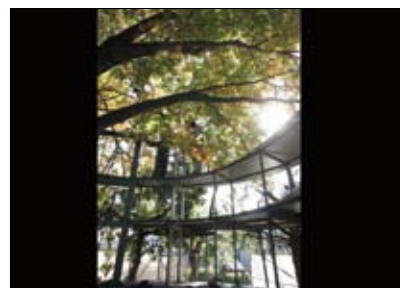
There are more examples that I would like to show. (Picture68) “Hakone Chokoku no Mori”,



Picture62



Picture63



Picture64

(Picture69) this is a kind of sculpture, where children can have fun. This collages inside. Aagia Sophia is a building in Istanbul, and size wise is exactly same, 60 cm x 60 cm, the biggest one, the smallest one is 45 cm. Referring to the Japanese architectural building, still be in using a settle of the art technology. Again, this is the educational of nostalgic in the future, (Picture70) and again, people and children are going to have fun. (Picture71) On these objects, 5,000 children play per day, so it's a quite huge. (Picture72-73) There were 3,000 people visiting per day in Shanghai expo, therefore, one point five times as high in audience.

(Picture74-79) This is the one of the thing we were able to learn from Fuji Kindergarten, in other words, children are going to find a place, where they can play and have fun. (Picture80-81) I love these Pictures, (Picture84) by the way. And no furniture is actuated, in other words, this is the set of structure, and children love to go under and move around and kids were inside in this structure.



Picture65



Picture66



Picture67



Picture68



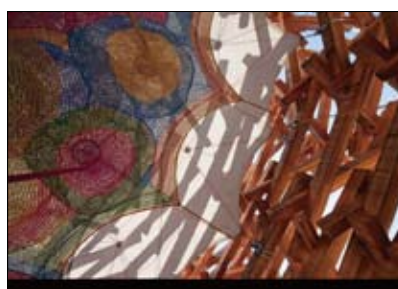
Picture69



Picture70



Picture71



Picture72



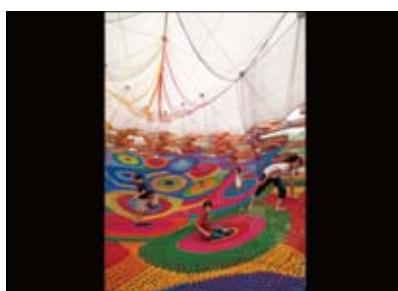
Picture73

Parents should be able to outside, sitting on the chair, but chairs were turned down. (Picture85) No chairs are usually there are going to be warning that you should not climb on the structure. However, people do ignore such a warning. People are, (Picture86) and this person is sleeping, (Picture87-88) and I think my son, friend's sister, (Picture89-90) and my wife is here, looks durable, sorry it is not related to this topic.

(Picture91) And, the last Picture here. This is our car. This is not the most sophisticated in design, but it makes it so wonderful, actually for the past in a half century, no change of design. Toyota cars normally change in model design in two years on average, but no changes in a half century for this car, and it is still popular. Also it still has many collectors from this vehicle. The mileage for Prius' is 30 km per liter, by the way, this car also runs 20 km per litter. Let's take an example; traveling up to Sendai from Tokyo is 350 km, therefore, it consumes less than only 20 litters. Thus, it gets good



Picture74



Picture75



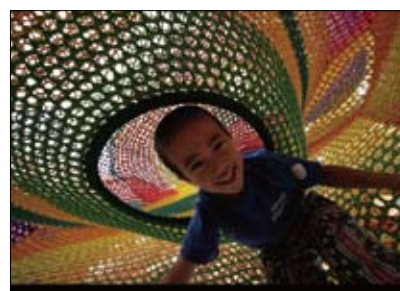
Picture76



Picture77



Picture78



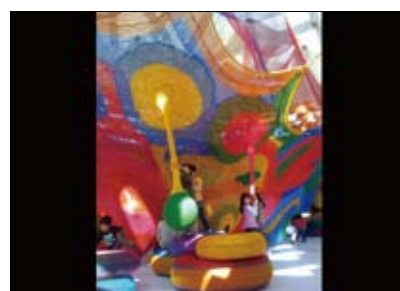
Picture79



Picture80



Picture81



Picture82

mileage, too. The horsepower is just one sixth, and simply stated, but it's so simple. The reason why this has such a longevity is not that so sturdy, actually it breaks down quite frequently. So what is happening with it? For example, during the summer time, if I open the roof to get fresh air, then the rain starts, I have to close the roof top, then here, we have a door. Once this window shield is opened, of course the air comes in, but if you get on the high way with that condition, the rain comes inside. Even though the inside gets soaked, there is a system that gets water out of the floor according to the manual. And there is a stop room, rubber stop or you have to put it off, that's what I found in the manual, quite interesting. This vehicle is loved by lots of people somehow.

I stand and wait in the roof top on the Picture. Actually the customers have tendency to say that there are not going to be 100% of perfect, but in terms of liking you love to come love, there what he has created, or I love that comments. Whether or not my customers do appreciate or like what I have



Picture83



Picture84



Picture85



Picture86



Picture87



Picture88



Picture89



Picture90



Picture91

created, 100 %, I think this is what I am going to aim at. In building the kindergarten, it's not aiming at perfect, and kindergarten facility, rather, whether or not I have created something and the children love to stay there, and my children love to be there. (Picture92) Many people in this vehicle, (Picture93) there are many objects things on the car give me as some sound factors (Picture94) and this is what we have to aim at in my architecture works. Thank you indeed for your commendation. (applauses)

Mr. Masahiro Kobayashi (via translator):

Thank you, Mr. and Mrs. Tezuka.

Okay, let us take a ten minutes break.



Picture92



Picture93



Picture94

Commemorative Speech



School Facilities Overseas

Exploring Visions and Functions of Schools of the Future

OECD/CELE's Activities on Future Learning Environments

Hannah von Ahlefeld

Analyst, Directorate for Education,
Organisation for Economic Co-operation and Development

Hannah von Ahlefeld

Hannah von Ahlefeld has been an analyst at the OECD Centre for Effective Learning Environments (CELE) since 2003. She is responsible for numerous international projects relating to school safety and security, evaluating quality in educational spaces, and innovation in the design of learning environments. Hannah previously worked on high-profile OECD projects in education, namely the annual statistical publication *Education at a Glance* and the OECD Programme for International Student Assessment (PISA) as a statistician, author, and publications and network co-ordinator. Born in Australia and a qualified secondary school teacher, she has a strong academic and research background in education and the social sciences.

Mr. Masahiro Kobayashi (via translator):

Ladies and gentlemen. Please take your seat if you still haven't done so. We shall begin part two.

Now under the theme of school facilities overseas exploring visions and functions of school of the future, OECD/CELE's activity on future learning environment and speaker is Ms. Hannah von Ahlefeld, who is from OECD Center for Effective Learning Environment. She is an education analyst. Please look at her profile in the handout.

Ms. Hannah von Ahlefeld:

(Picture1) Hajimemasite. Hannah von Ahlefeld desu. Watashi wa Oosutoraria jin desu.

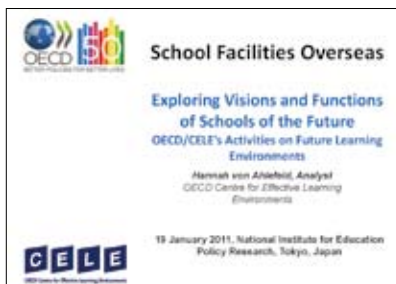
I am an Australian and I live in Paris. I am from OECD, and my work is an analyst, researcher, teacher.... and analyst.

Directed general, ladies and gentleman, on behalf of the OECD, the Organization for Economic Co-operation and Development, my colleague Alastair Blyth and I are delighted to be here today to present our vision of tomorrow's schools and to commemorate excellence in design at Fuji Kindergarten.

We thank again our gracious hosts at the National Institute for Educational Policy Research for inviting us to this wonderful event. Domo arigato gozaimasu.

(Picture2) First, let me tell you about a little about the OECD. This is a very special year for us at the OECD, because this year, we celebrate our 50th anniversary. The OECD Convention was signed on the 14th December 1960 and took effect in September 1961.

Your Prime Minister, Naoto Kan, recently marked the 50th anniversary of the OECD by reiterating the significant role the OECD has played in the stable development of the world economy. Since



Picture1



Picture2



Picture3

Japan joined the OECD in 1964, it is actively participated in the discussions and the activities of the organization, and it has made the best use of the policy analyses and advice in the planning of its national economic policies.

(Picture3) Now the OECD has 34 member countries, and we are very proud this year to welcome 4 new member economies, Chile, Israel, Estonia and Slovenia.

(Picture4) The OECD brings together the governments of countries committed to the market economy from around the world to; support sustainable economic growth; to boost employment, to raise living standards, to maintain financial stability, and assist other countries economic development, and to contribute to growth in world trade.

(Picture5) Now on to the of CELE, what we do, Alastair and I, the OECD Center for Effective Learning Environments and our members believe very strongly that the spaces in which students learn are very important. They have an essential role to play in enhancing access to education, educational effectiveness and social participation, providing a focal point for communities and also contributing to Green Growth. Constructing and maintaining these spaces, represents a significant initial capital investment that must be sustained over the while live cycle of the building if facilities are to adequately adapt to the changing needs and demands of the knowledge economy.

Founded in 1972, CELE's main areas of work are innovation in design of learning environments: evaluating educational; facilities poly and practice: and Management of learning environments.

(Picture6) CELE has 12 member countries and 14 associate participants, and this represents more than 20 countries around the world. We are very pleased to count the National Institute for Educational Policy Research and the Tokyo Institute of Technology among our members.

(Picture7) We encourage all of you to join our work – our projects, our journal, our CELE exchange,



Picture4



Picture5



Picture6

our meetings, our conferences – and have a look at our web site.

(Picture8) Now to the subject to my presentation, this afternoon, I hope to give you some food for thought about the future of learning environments.

In the next 30 minutes or so, I will be drawing on material from a successful OECD conference, which took place in Vienna in September 2010 entitled, “Exploring Radical Vision for Tomorrow's School and how to make them work.”

(Picture9) My presentation will cover three themes; First, how far have we come? -The evolution of learning environments in different countries-; Second, learning environments of the future, I will be presenting three scenarios; Lastly, some reflections on how learning environments should be supporting the 21st century knowledge and skills.

(Picture10) As Confucius said, to truly understand the present and define the future, we need to understand our past. How much progress have we made in terms of learning environments in the last few hundred years?

Although this photo shows a university building, it reflects some ideas about learning and teaching that may also hold true for schools. Let me show you a few slides about the development of learning spaces over the past centuries.

(Picture11) This first slide dates back to 1670 and shows a painting by Jan Steen of a Dutch village school. It looks a bit chaotic, some children are sleeping, others are standing on the table, and the teacher himself is rather relaxed as his wife is actually doing the work of teaching. Some art- historians claim this is a sarcastic comment on certain teaching practices of the times, but this is more realistic depiction of the situation.

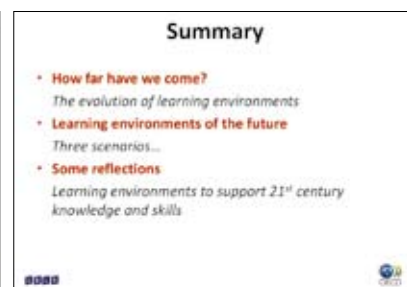
(Picture12) Now let's move 200 years into the future. This slide show is a painting by Albert Anker of



Picture7



Picture8



Picture9

a “German Village School in 1848”. Obviously the setting is very different. There are rows of benches; boys and girls have been separated, with the boys occupying the prime position and the girls placed on the sidelines. The teacher is armed with a cane, which helps him to at least to impress the first two rows of students.

Now, what has happened between those two Pictures?; At least two revolutions, a political one and an industrial one. The industrial revolution is actually more helpful in explaining this second image. The school has become an institution that drills people for the economy of the machine age, which depends on a reliable and accurate workforce.

(Picture13) Now, let's have a look at Japan, which has a very proud education tradition. Japan as most of you are noted as knows, has the oldest existing public school in the world. Shizutani School began its history in 1666 when Mitsumasa Ikeda built a school for the local villages in Kidani.

(Picture14) But for the most part, in Japan at this time, education remained the domain of the wealthy and elite classes – although temple schools, Terakoya, educated many peasants. We see here a teacher expressing some frustration at the small group of privileged though inattentive pupils gathered around him.

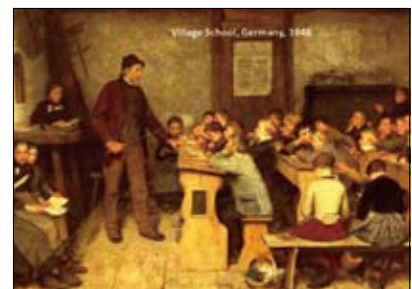
(Picture15) From 1868, the Meiji restoration sought to open Japan to the world. The Japanese



Picture10



Picture11



Picture12



Picture13



Picture14



Picture15

education system was reformed mainly according to European models, creating universal, compulsory education, and abolishing the rigid class distinctions in the education system, The Imperial Rescript of Education of 1890 complemented these models by reinforcing traditional Japanese values in the Japanese education system. However in the photo here, we can see similarities between the Albert Anker painting with students as being prepared for the economy of the machine age.

(Picture16) This final photo here is from Japan 1950'. It shows happy students and teachers in a stimulating though traditional class room setting. In 1947, the Fundamental Law of Education and the School Education Law of 1947 required all schools in Japan to want to six years of elementary schools, three years of junior and senior high school and four years of university or two years of junior college, very impressive.

(Picture17) Sixty years on to today, OECD report published in 2010 described Japan's latest results from the OECD Program for International Student Assessment as "A Story of Sustained Excellence". But look at these photos from Japan, also from Ethiopia, United States, England, and Denmark. All photos are traditional classroom settings where learning is directed by teacher.

It seems that learning environments are very similar across countries, and that they have not changed very much at all in the last few centuries.

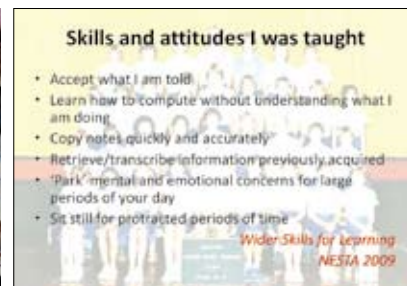
(Picture18) So should we question the appropriateness of this kind of learning environment for 21st century learners? Will this kind of setting support students as they develop the skills to survive in the new "knowledge economy"? It did for me, but that was more than 20 years ago, the background to this slide is my class photo. When I was in school, I learned to accept what I was told, learn how to compute without really understating what I was doing, copy notes quickly and accurately, retrieve information that require previously, and sit still for long periods of time.



Picture16



Picture17



Picture18

But shouldn't we move on from this? I am going to come back to these issues of 21st century skills at the end of the presentation.

(Picture19) As American computer scientist, Alan Kay, once observed, the best way to predict the future is to invent it.

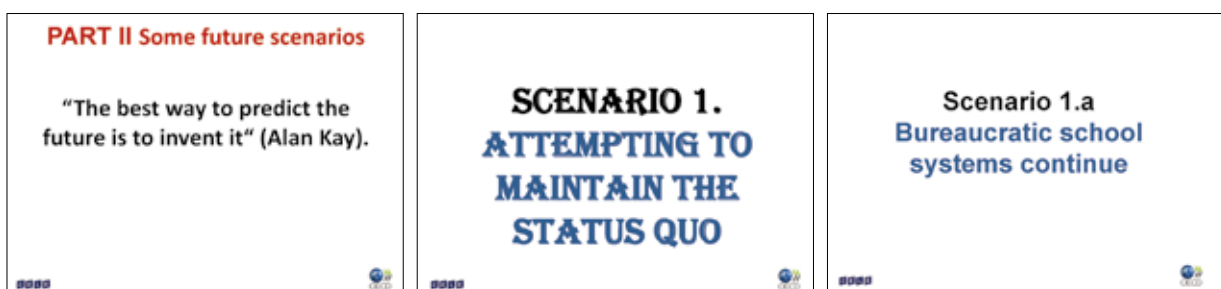
To help us to IMAGINE some possible scenarios for the future, I will be borrowing three scenarios up to 2020 developed by the OECD Center for Educational Research and Innovation, CERI. These scenarios are called, "Attempting to Maintain the Status Quo", "Re-schooling", and "De-schooling". Let this explore them.

(Picture20) With the first scenario, in the face of changing world imagine the scenario where the current system continues.

(Picture21) In one I will call it as sub-scenario; the basic features of existing systems are maintained well into the future, whether from public choice or due to resistance to change. There is no major increase in overall funding for schools, even in the face of increasing demands on the school, and the use of ICT continues to grow without changing school's main organizational structures. No, this kind of approaches obviously is not conducive to innovative school design and it does not challenge traditional classroom configurations.

(Picture22) In the wake of the global financial crisis and in the face of greater demand to provide quality learning environments for our children, public spending in many countries is being drastically cut in education. As you can see in this slide, and I know you have a translation in front of you, Britain's national debt is significant.

(Picture23) This is Halewood Center for Learning. It was constructed as part of the UK Building Schools for the Future Program, the largest school building programmed in the world. Now this



Picture19

Picture20

Picture21

school of 1,300 student's lies at the very heart of the community, but in 2010, the government decided to discontinue this impressive billion-pound program. The Government announced that more than 700 schools signed up for the program would not go ahead, and 100 academy schools which will be reviews on a case-by-case basis.

(Picture24) Another sub-scenario is called “Meltdown scenario”; there would be acute teacher shortages caused by rapidly ageing teaching population, low teacher morale and lack of incentives for teachers. This is happening already in a lot of countries.

(Picture25) In response, governments may be forced to increase salaries, and it would be possible take away from investments in areas such as physical infrastructure and ICT.

(Picture26) Let's move on to more positive scenarios; imagine a “re-schooling” scenario. We would see major investments and widespread recognition for schools and their achievements.

(Picture27) The first sub-scenario focuses on schools in communities and socialization goals, responsibilities for education are shared between schools and communities, local businesses, and institutions of further and continuing education.

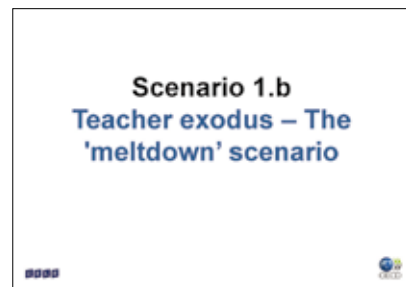
(Picture28) So “A house of learning” is not necessarily a school building. If every building in this community is a potential place for learning, then community resource centers, public buildings, leisure center, public parks, and other community spaces can be used as tools in the development and



Picture22



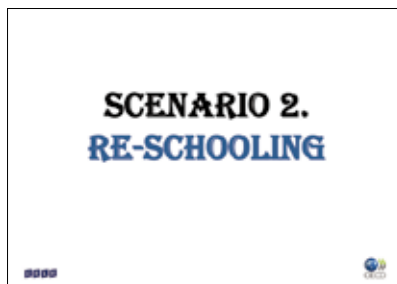
Picture23



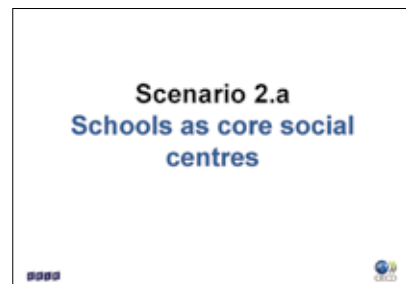
Picture24



Picture25



Picture26



Picture27

implementation of the community's educational program.

(Picture29) And as important as information and communication technologies are, community leadership and social participation are keys to the success of the community's educational program.

(Picture30) In the face of declining birthrates in many countries, including Japan, governments are closing schools or finding alternative uses for school facilities. Now, this kind of sub-scenario requires creative design and community-based approaches. Part of this customs office in Switzerland is being used as a school.

(Picture31) And this office building in Switzerland is not only a good example of re-using existing facilities within the community, but it has also created an innovative and realistic looking office-like working environment for students.

(Picture32) In the next sub-scenario, schools are revitalized around a strong knowledge rather than social agenda.

(Picture33) Here, learning is facilitated by teachers not directed by teachers. Teachers are trained to uses a range of different pedagogies to support individualized learning. This could take the format of workshops, lectures, self-directed learning, and virtual learning.

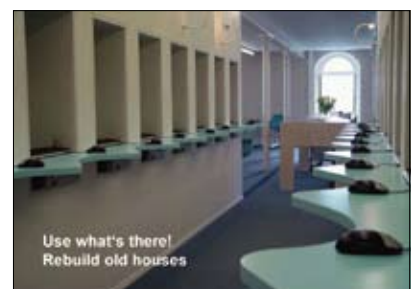
(Picture34) The type of learning environment that best supports individualize my opinion is a flexible, open plan solution. At Kunschapsskolan secondary schools in Sweden, personal coaching lies



Picture28



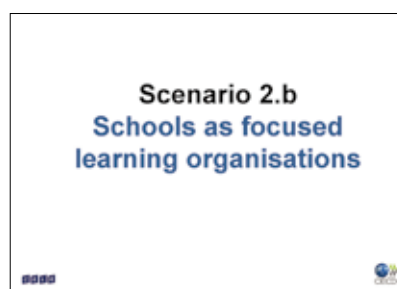
Picture29



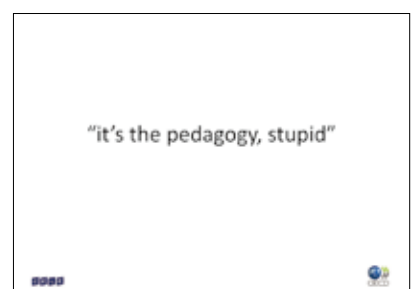
Picture30



Picture31



Picture32



Picture33

at the heart of the program. There are 22 schools in this program and no corridors. All spaces are potential learning spaces. Even empty spaces are converted to work stations, where students can long in to the portal and continue their learning outside classes. Open space, visibility and multiple usages of space are pillars of the architectural program.

(Picture35) Increasingly, in Japan and in other countries, we are seeing the re-introduction of open plan solutions. This was the idea that was tried in 1970s and failed. But with educators and design is working together to create usable open spaces, perhaps the school of tomorrow replaces classrooms with an open learning landscape.

However, this scenario requires a fundamental change in teaching paradigm. Teachers must become facilitators. This is a nice quote from Victor Hugo. It's said, "A person wishing to build a boat, should not focus on teaching his pupils shipbuilding, but rather demonstrate the long for the ocean".

(Picture36) Our visit to Fuji Kindergarten yester convinced me that by combining a great school leadership and design innovation can result in true educational transformation. This is a model for the future.

Now let me go to the last scenario called "No school", scenario. Obviously, this scenario, schools no longer exist, which means that a lot of the people this audience do not have jobs.

(Picture37) In one of the "No school" sub-scenario, all learning is a virtual. Students can access their educational programs anywhere, anytime, forming ad-hoc groups of learners where necessary. Soon, the human imagination will be able to generate its own interface. In a networked world, structured learning in institutional settings is a thing of the past.

(Picture38) Here is an excellent example. This school in New York called, "Quest to Learn", uses game-like learning to develop what are called, "21st century literacies". The school's goal is to respond



Picture34



Picture35



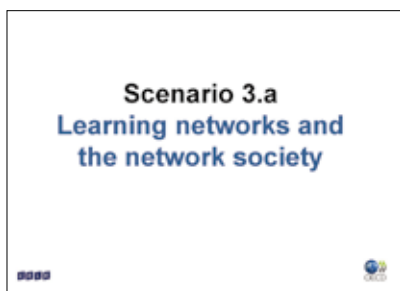
Picture36

to the needs of kids growing up in a digital, information rich, globally complex world, which prizes creativity, innovation and resourcefulness. All learning is based on access to online resources and tools and is organized into four curriculum domains, the way things work, being, space and place, code worlds, sports for the mind, and wellness.

(Picture39) Each curriculum domain in this school connects two or more subjects, for example, math and science. To give you some examples of one domain, this “Sports for the mind” domain, combines media arts and game design by introducing kids to game design platforms in the 6th grade, programming tools in the 7th grade, and work with virtual worlds in the 8th grade, and immersion in data visualization and knowledge and management tools in the 9th grade.

(Picture40) This last sub-scenario “IMAGINE” an extended market model. This means that due to general dissatisfaction by employers, consumers and others with schooling, a rage of different players come into the education market offering demand-driven services. This could result in customized education, customized education, customized learning, and very innovative approaches.

(Picture41) A very successful example of this approach is the Open University, which changed the face of higher education in the United Kingdom. It was founded in 191, on the belief that communications technology could bring high quality learning to people who had not had the opportunity to attend traditional campus universities. There are no entrance requirements for this



Picture37



Picture38



Picture39



Picture40



Picture41



Picture42

university, but it has educated more than two million students, 675,000 of whom studied enough courses to achieve a qualification after successful assessment.

(Picture42) So after exploring all these three possible scenarios, the future is still unknown to us. Let's try another angle. I posed this question at the start of the presentation. What are the skills and attitudes needed by 21st century learners, and what learning environments could support them?

(Picture43) A couple of years ago, CISCO developed a 21st century framework, which outlined three sets essential skills for 21st century learners, and the core subjects and 21st century themes to which these skills could be applied.

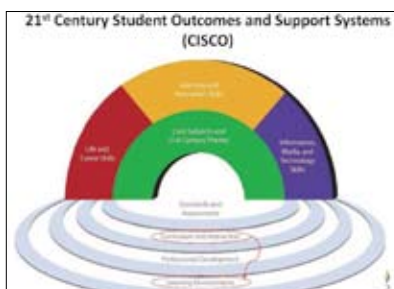
(Picture44) Now, core subjects written here in front of you include reading, foreign language, arts and geography. 21st century themes include global awareness, financial economic, business and entrepreneurial literacy.

(Picture45) The three sets of skills which I provided in great data here, please look at your handout include leaning and innovation skills, information media and technology skills, and life and career skills.

(Picture46) Now these are pretty differ to the skills that I showed you at the beginning of the presentation from about 25 years ago.

So if we agree with some or all of these skills and attitudes for 21st century learners, perhaps we can agree on the principles of the learning environments that will support the development of these skills and attitudes.

(Picture47) Learning environments for the future must support improved connectivity. Our colleague from CISCO envisaged to time when he would have avatars in virtual halls, virtual tele-presence with white boarding, and virtual and augmented realities. But as many of you know, we are



Picture43



Picture44



Picture45

very far from that kind of reality. ICT is posing a large problem in class rooms in most schools.

(Picture48) Learning environments must support environmental and global awareness.

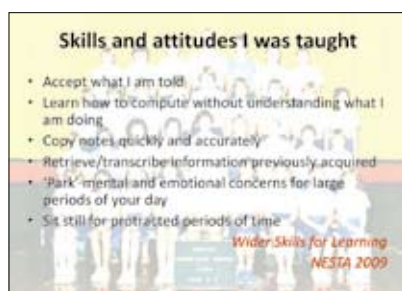
(Picture49) Learning environments must support learning anytime, anywhere by recycling old buildings and bringing schools into communities, not necessarily communities to schools.

(Picture50) Learning environments must support whole learning communities by developing strong partnerships with local leaders, school communities, other local players and importantly designers. There is no better example of this than the Fuji Kindergarten.

Domo arigato gozaimasu. (applauses)

Mr. Masahiro Kobayashi (via translator):

Thank you very much, Ms. Hannah von Ahlefeld.



Picture46



Picture47



Picture48



Picture49



Picture50



Picture51



School Facilities Overseas

Introduction of Advanced Cases:

**OECD/CELE Compendium of
Exemplary Educational Facilities**

Alastair Blyth

Analyst, Directorate for Education,
Organisation for Economic Co-operation and Development

Alastair Blyth

Alastair Blyth is an architect and analyst at the OECD Centre for Effective Learning Environments. Key areas of focus are the role of innovation in design of learning environments, the role and implications of procurement policy and practice and the design of higher education environments. Alastair joined the OECD in August 2007 from the School of Architecture at the University of Westminster. In architectural practice Alastair specialised in project briefing working on a range of education and commercial projects. He co-authored “Managing the Brief for Better Design” the second edition of which was published in July 2010.

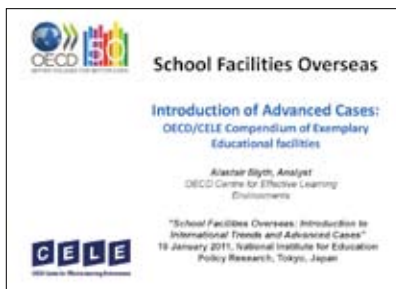
Mr. Masahiro Kobayashi (via translator):

Next time, I would like to invite Mr. Alastair Blyth from OECD, an education analyst to speak on the school facilities overseas introduction to international trends and advanced cases by refereeing to OECD/CELE, the excellent school facilities that has been selected as an exemplary educational facilities.

Mr. Alastair Blyth:

(Picture1) Arigatougozaimasu. I am going to talk about the Compendium of Exemplary Educational Facilities. (Picture2) And work on gathering examples for the particular publication. I also talk about the criteria by which these facilities in examples selected and the commendations given in addition to Fuji Kindergarten talked about already.

(Picture3) As part of working Center for Effective Learning Environments we have been publishing a compendium with examples for really since mid-1990s. We published our first compendium in 1996, second in 2001 and the third in 2006. We are now working on the fourth which we will publish later this year. (Picture4) The Compendium aims to show not only some of the best educational buildings. (Picture5-6) But also developments in the design of educational spaces to inform those who set the policy agendas to show what they can achieve to meet contemporary education needs. To show



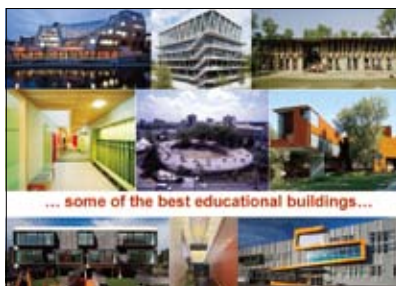
Picture1



Picture2



Picture3



Picture4



Picture5



Picture6

stimulate educators, school leaders and other involved in education to show how they can use spaces in different ways to meet their potential and the maximizing their potential both to support teaching and learning. And inspire designers in how they can design spaces to meet the needs of education.

(Picture7) The fourth edition will be published in September 2011. And I will talk a little bit more about that a little bit later on.

The call for submission in the way approached gathering these examples. The call for submission was actually started to and the process was started in 2009 where all the OECD member countries and other counties beyond the OECD counties to submit the best examples they had of educational buildings. (Picture8) And they would cover pre-primary write through to higher education.

(Picture9) The example cases had to be exemplary in at least one of four basic criteria, innovative design, and fitness for purpose, sustainability, and safety. (Picture10) In all, we received 166 submissions from 33 countries including non-OECD countries, which was much harder than previous compendium received.

(Picture11) Before I talk about these criteria in detail, I just thought for your interest share with you to have the breakdown of submissions, just interesting that we how we got these submissions and what people were submitting for. I was stressed while these figures shows the basic primary criteria by which people chose to submit the projects.



Picture7



Picture8



Picture9



Picture10



Picture11



Picture12

In most cases, applicants in fact identified the secondary criteria at least two or three of the other criteria as well. But it was interesting we had 82 submissions against innovative design, 60 against fitness for purpose, 21 against sustainability, and only three under safety. That is not said that the submissions of the entrance safety or sustainability were not important, but they just didn't select those as primary criteria for making the submissions.

(Picture12) An international jury with six members was tasked with selecting the submissions to be included in the Compendium. We also asked to identify a number of projects, so they thought would be commendations. They identified six and I will talk a little about in a few minutes.

(Picture13) Sixty projects were selected from 28 countries overall to be published in the Compendium. (Picture14) As I said, the fourth Compendium should be launched at in September at Effective Learning Environments Conference which will be held in the end of September, 2011 this year in Paris.

(Picture15) Before discussing in some details in specific projects, I want to just remind to say just a little bit more about the four main selection criteria and explore the responses that we had to those because it gives a little bit of in sighing to the way education design perhaps going.

(Picture16) The first criteria, Innovative design. To be innovative design, the facilities must not only serve the educational purpose for which they were intended, but also inspire learning, improve the quality of the learning environment, bind the school to the community, be responsive to developments in ICT and technology, and be responsive also for the future demands and needs of education.

(Picture17) In looking at the submissions that we received, we noted that many interesting faces and features. One of these things did strikes us was the design has created in many for sort of sense of



Picture13



Picture14



Picture15

community, community within the school as well as community beyond the school in engaging with the local community. Quote often there a sense of engaging everyone in schools with all the activities that going on. Even if those people engaged are really just casual observers. For example, in Marlow Academy in the United Kingdom, this is done by achieved by providing balconies on main circulation routes which people can observe and look to other activity areas. Often also, it is done by using glass screens, so people can see what's going on elsewhere in this school in classroom and other activity spaces to create sort of direct link between the observers and the activities, so all students feel much more engaged in whole activities of the school.

(Picture18) They are building in which the learning activity is visible and not just hidden away behind solids wall. Such buildings also look for ways to engage with the local communities, again perhaps by providing means with which people can see what is happening within the building without necessarily going inside it and it's about to show the activity of learning and at least where is not possible for people in the rest of community to visit the school, to see at least the activity of learning.

(Picture19) With the development of and focus on personalized learning and customizing learning to meet with the different needs of different students, there is much more focus on looking at providing learning spaces that are varied and enable different styles of teaching and learning.

This school in Dandenong in Victoria, Australia was a regeneration project in fact, which amalgamates three schools with over 2,000 students. It consists of seven buildings following the model of school within a school. So in another way, they have broken down 2,000 students into seven buildings with approximately 300 students in each.

(Picture20) Each building has learning studios and central learning common. Part of the idea was to



Picture16



Picture17



Picture18

create smaller and more intimate spaces to give a greater sense of inclusion within for students, and also great sense of student's ownership of the spaces, and from discrete private spaces to group learning spaces are much bigger spaces to suit the variety of learning styles. The school was developed under strong leadership by the school principal who guided the process with the lot of interaction between the designers and the teachers and students, so everyone was engaged in the development of the this school kinds of reflect perhaps the process with we heard a little bit about before with Fuji Kindergarten.

(Picture21) This is Modern Education and Training Institute, which is actually primary and lower secondary school in Rurapur village, Bangladesh, which was designed as a community facility in the way that it was paid for and constructed locally, perhaps not only a venue for schooling but also a place for use by the community for various events already had the focal point where it could hold such events. The construction of the building was used to train construction workers in earth and bamboo construction techniques. Those techniques were chosen for this building, because they could be replicated locally for helping local people improve to develop the housing and other facilities.

(Picture22) The philosophy of the school is to reflect learning with joy, and the plan is deceptively simple. On the ground floor small cave like rooms are placed next to main classroom spaces to allow children to study and play in small groups. Also, interestingly in this school, the students were involved in small aspects of the construction process which was able to learn a little about sustainable construction.

(Picture23) Fitness for purpose, to be fit for purpose, the school facility must support today's education needs, serve as a learning tool and be flexible and inclusive. The facilities also should be built to optimize investments and operational efficiency.



Picture19



Picture20



Picture21

(Picture24) Here, the Vitoria College of Arts Secondary School offers tertiary quality performance spaces meeting the needs of its many students who will go on to study performing arts in higher education. It enables teachers to pursue teaching strategies consistent with both teaching and performing arts professions. It allows a shift from the traditional classrooms to enable more interactive and collaborative learning. Again, this school can be possibly used by the community particularly the big performance spaces.

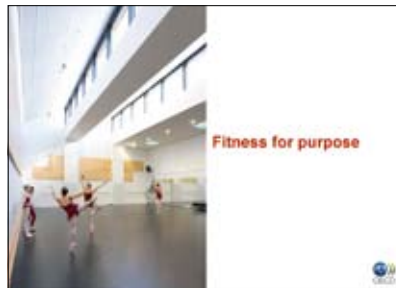
(Picture25) A school like this in a city location of course presents aggravated of problems not least to heavy road traffics which causes noise and air pollution which means that building have to be mechanically ventilated rather than relying on opening windows. So there are certain kinds of constrains often we found on schools placed in particular context.

(Picture26) Sustainability, facilities that are sustainable use materials and technologies that reduce environmental impact and lead to reduced carbon emissions. The design should also reflect and address the broader use of the school beyond traditional learning hours, and include aspects that promote environmental education.

(Picture27) The Waterhall Primary School in UK is an example which not reaches high environmental standards and uses technologies such as a wind turbine to generate power and other techniques such as rainwater collection and use of recycled material in many ways fairly standard. In



Picture22



Picture23



Picture24



Picture25



Picture26



Picture27

many building addressing sustainable technologies, but it also creates one of these created a habitat area in grounds for environmental study, so children can use it for study in the local environment. And it is much interesting the building we often hear about as using the building as the third teacher. There was a teacher's tradition in the classroom, and there are all the parents and teachers, and there is a build as a teacher. And so the use of physical learning environment has an important role as a teaching tool. The OECD's PISA report, "Green at Fifteen", published two years ago, highlighted the importance of the school as the place where students learn most about the environment, and showed how the physical environment might play a role in this.

(Picture28) Here, at Snells Beach in New Zealand again the external environment is used as a teaching tool and a nature with a set up to attract and encourage bird life. Again, students are encouraged to study this and they took part also in designing of the garden and orchards. Again, it's very much interactive in the environment.

(Picture29) Of course, encouraging animal life could be taken to some extremes. This might be how you deal with glass growing on the roof. I am not heard or we are not heard was the students to encourage to milk the cows or not. For the architects and engineers in this room want quite how you calculate the life loading when you have heard cows on the roof.

(Picture30) Here, we have a school in Portugal which shows another side of sustainability. It is renovation and modernization of set of 40 years of building, and Portugal has been engaged in a multi-naization program of secondary schools for last three years. These building many of which have been demolished because of poor maintenance, and no longer support current education needs. Important policy question raised in many countries we find is what should they do about buildings no longer meet educational needs. In this secondary school, modernization program focused was to



Picture28



Picture29



Picture30

renovate the existing buildings, and UK building school for the future program for school in England, it focuses primary on replacing the buildings. A separate perhaps but separated both related questions concerns changed demography and what to do with school buildings but no longer needed and how we create facilities can support education, but then support quite different uses throughout their lives.

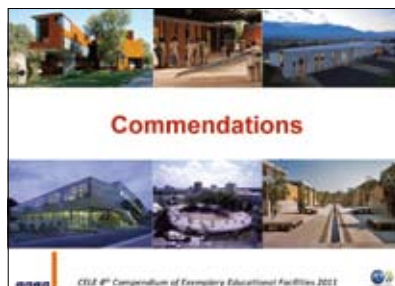
(Picture31) In fact in this particular school in Portugal in Enova, was also used to test various techniques for environmental construction. One was which was used of geo-thermal techniques for using cold stable ground temperature to cool air before pumping to the building, underneath of the stair case in bottom Picture. This created the comfortable environment in the hot summer and reduced significantly the amount of reliant on reliance on energy to cool the building. These buildings like this in this particular program are also being used as demonstration projects for the particular techniques which commend perhaps. If they are successful, it will be to other projects within the programs.

Of course, this old school was also an example of safety that was drawn to our attention, and the criteria that we set for covering safety included safety from natural disaster and among other disasters flooding and so on. As well as other issues around safety, safety of children from traffic hazards, as well as preventing school building, and this school, actually the focus was on size maker, grading which was important to in particular area, part of Portugal. This building was strengthen against earthquakes and part of the strategy was to strengthen the steel structure which you again you see in the bottom Picture.

(Picture32) Having said a little about the criteria, I want to touch on the commendations selected by the jury.



Picture31



Picture32



Picture33

One of the commendations was most outstanding example, I will just remind you about the end of this speech, but I just want to talk about some of the others because they are interesting and have very interesting faces to them.

(Picture33) The first I want to mention here is school of art history, the University of Iowa. This university in fact is a public university, so this building was public funds rather than private funds of many other universities. It was placed that one of the entrances to the campus, was designed to present a presence at the entrance and create the sense of place within its setting. The materials, the orange-brown type of materials you see there is in fact pre-weathered steel. (Picture34) The building has an arrange of different kinds of spaces from library studio, class rooms and exhibition gallery, media theater, painting and design traditions, a metal shop and offices. Combines of number of different kinds of functions perhaps within this one building, but the central atrium which you see on the left of this Picture, has all the dramatic steel staircase and again it is a quite opening environments we see in some other buildings we look at. This staircase allows high degree interactions between the people, who can meet on the staircase and so facilitate one of the ideas was to facilitate of the free flow of people as well as the exchange of ideas reflecting ideas perhaps the university is a knowledge exchange place as much as anything else.

(Picture35) The second commendation, I just want to mention is the Licio Tecnico Profesional la Florida, Santiago, Chile. This school has 900 lower and upper secondary school students, and vocational students. One of the aim was to create a strong reference point within the community for quality education. So they tried to use built art effect building as something set as the importance of quality of education.

Kinds of left had side half of this building is mainly a sports area, and right hand part is where all the



Picture34



Picture35



Picture36

class rooms and various learning spaces. (Picture36) There is a central courtyard here, again, around that courtyard, there is a ramp winds slowly up the interior of the atrium to give access to various classrooms, so the idea was create against sense of movement, but also trying to draw people into the sort of central area and focus the school creating using the atrium perhaps the heart of the school. Again, there is a lot of transparency between the classrooms or atrium and classrooms and other classrooms, so again, how students engage with the activity of learning or school importance.

(Picture37) The Bertha von Suttner Schule in Austria, a school for children with disabilities has 50 full time and 100 part-time primary and secondary aged students. Interestingly enough, transparency again is a key feature of this building because the building was designed with the idea that disabilities should not be hidden away. (Picture38) For example, the gallery overlooking the sports hall encourages people to watch what is going on below, but try to encourage people to below feel less self-conscious about the particular disability they might have. Again, this school suggests the notional being able to see right through the building another set before encourages is a sort of engagement with activities goings on all over the schools, so the learning itself is not hidden away.

(Picture39) In Technológico de Lztalapapa, Mexico, we see the building designed for students who are blind or partially sighted. In fact this school is not open for the whole community. But one of the features of this design was to way surface textures, plants and water to enhance the different senses of touch, sound and smell, and trying encourage creating and environment was really accessible to all, so again, trying to create environment that is inclusive was known so important future we see in many projects. (Picture40) For this part, Mexico, it has a swimming pool and theater in addition to classrooms which in schools this part of Mexico City in outskirts is unusual for the quite high investments in this kinds of school buildings.



Picture37



Picture38



Picture39

(Picture41) Jury also selected a school in Burkina Faso, Dano, West Africa. The main aim of this project was to provide a sustainable learning environment for 150 secondary school students. And also number of interesting feature about this school. One of which is to build using local materials, and local labor was used as well. Some of the local labor actually learned their construction skills on the previous school project built nearby elsewhere in the part of Burkina Faso. Indeed, those construction workers in those labors taught recently graduated students on this building project and construction skills were much needed for local economy. (Picture42) The classrooms in this particular on arranged in are “L” shape with you can see in the plan, with a small amphitheater is used for both teaching and informal gathering, and storytelling is very important, components of this culture.

(Picture43) The shape of the roof was designed to encourage air flow over the roof and into the actual classrooms as well, which comes in through the gaps and within the ceiling for fabric ceiling. So not only this school built was local material and using local labor, but also possible to use clever design to building and science, and also it presents in many senses a real sustainable learning environments, so there are not lot of sophisticated technology here, perhaps doesn't always need to be sophisticated technology for building work well although perhaps deceptively many ways there are some sort of technologies here that hidden and not quite so obvious.

(Picture44) Last, but by no means least, the Fuji Kindergarten, voted by the Compendium jury as the most outstanding example. As I said earlier, the jury selected it because it represented educational environmental meets that needs of its students and the community, it's stimulating and caring for learning and for play. They judges particularly liked design of the school because of the way physical environment that children can interact with physical environment. As we have seen from the description of the school, it is itself become a tool for learning. They also liked how the design



Picture40



Picture41



Picture42

connected with the community.

(Picture45) I cannot give a better description of the project than which was given earlier, so I will just leave you with this sort of reminder of this school through a couple of these Pictures about how it does engage with students and young children.

In terms of common themes across the compendium projects, we noticed that there is a focus on designing school buildings that provide a greater sense of community and inclusion within around the schools. They are developing more spaces that support different forms of learning, different type of learning to meet different pedagogies, and there is greater attention to the process of engaging students and teachers and others, who use the buildings during the development and design of the project, and Fuji is of course a key example of how to bring together the community of users and the design process to create a stimulating and enthralling environment for learning. Involvement and collaboration of course must be a key part of any design process in a design and a learning environment.

As my colleague Hanna said earlier, learning environments must support to improve connectivity, environmental and global awareness, and support learning anytime, anywhere must also support whole learning communities by developing strong partnerships with school leaders, school communities, and designers.



Picture43



Picture44



Picture45



Picture46



Picture47

I just want to end with really a quote from earlier, “Architecture is about human being, we should start with people”.

Domo arigatou gozaimasu. (applauses)

Mr. Masahiro Kobayashi (via translator):

Thank you very much, Mr. Alastair Blyth for your excellent presentation.

Commemorative Speech



School Facilities Overseas

Through the Visits to Schools Overseas

Satoru Nagasawa

Professor, Faculty of Science and Engineering,
Toyo University,

Satoru Nagasawa

Professor, Faculty of Science and Engineering,, Toyo University, Doctor of Engineering

Director, Institute of Educational Environment

1948 Born in Yokosuka, Kanagawa, Japan

1978 Graduate School of Tokyo University

1978 Assistant, Tokyo University

1987- Lecturer, Associate Professor, Professor,
College of Engineering, Nihon University

1999 Professor, Faculty of Science and Engineering, Toyo University

1988- Director, Institute of Educational Environment

Specialized Field: Architectural Planning and Design(Educational Facilities, Local Facilities, etc.)

His research is focusing on architectural planning of school facilities corresponding to various educational method and relation with community, planning and design process, etc.

When planning and designing school facilities, he proposes the ideal state of school for a new era through the participation of teachers, children, parents and local residents.

Awards

1991 The Prize of AIJ, Architectural Design Division("Namiiai Gakkou"-Namiiai Elementary School and Namiiai Junior High School, Namiiai, Nagano)

1998 The Second Prize of Fukushima Architectural and Cultural Design Award(Yashirogawa Elementary School, Tanakura, Fukushima)

2000 The Prize of AIJ, Specific Contribution Division
(Planning and Coordination of a Series of School Buildings in Miharu Town, Fukushima)

2006 Annual Architectural Design Commendation of AIJ(Oshihara Elementary School, Showa, Yamanashi)

2008 Annual Architectural Design Commendation of AIJ(Maruoka-minami Junior High School, Sakai, Fukui)

2010 Annual Architectural Design Commendation of AIJ("Fuchu Gakuen"-Fuchu Elementary School and Fuchu Junior High School, Fuchu, Hiroshima)

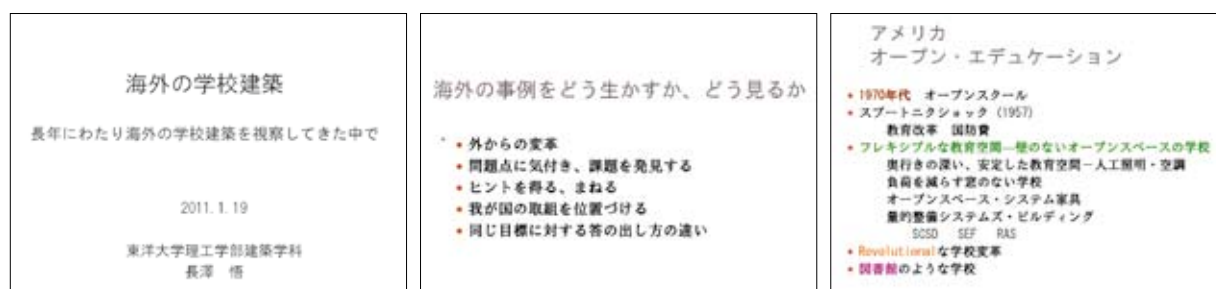
Mr. Masahiro Kobayashi (via translator):

Now last Commemorative lecturer, let me introduce to you. He is a professor Satoru Nagasawa, from Toyo University, and the theme of his presentation is by observing overseas school architecture for long time what I have learned and as for Professor Nagasawa's profile, you can look at the handout.

Mr. Satoshi Nagasawa (via translator):

(Picture1) Thank you very much for your kind introduction. The title given to me is as you can see since I have had a long experiences observing overseas architectures I can share some of the observations, in another words, I'm not dealing only the latest architecture, but actually latest architectures have been presented so appropriately by OECD representatives, so as for me, I want to share with you the prospectively with a historical perspectives because I have been engaged in research and planning of school architecture and in that context how do I identify overseas school architectures as well as what I believe that the challenges that confronting Japanese schools in view of what the overseas school architecture can offer. In 1971, the thesis I had written was the school architecture that where I started, so it has been for 40 years since the graduation thesis from the university. Back then, the standard design, that was the standard as far as Japanese architecture concerned in 1970s, on the other hand, the looking at the trends of the open school in the United States as very keen on gathering information and I felt that maybe perhaps, these Japanese schools can change or must change and reform of the school architecture was about to begin, so it was a dawn of reform of school architecture in Japan.

New schools architecture, I had to gather more information, that's why I was motivated to watch and study American and British school architectures because they were actually quite advanced, and there

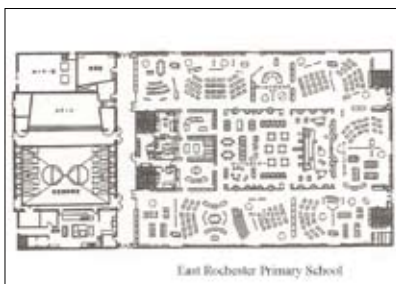


Picture1

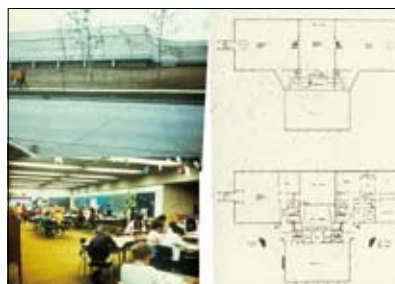
Picture2

Picture3

was also most of the school architectures, that has been introduced newly were emulating American and British architecture, that's why I decided to educate myself with those overseas school architecture. (Picture2) Now, back then, the actual process was done through pressuring from the outside, external pressure was very important to undertake any reform in Japan. In another words, stereo typical or fix notion had to be broken. That was the first step, and then identifies the issue and challenge and identifies the hits, and as for the new challenges, from those challenges we identify the seeds that may grow, so that's how we positioned the challenges that Japan was facing. Not only just refer to the overseas examples, but it was important to try to reflect what we saw in the overseas cases on the new positioning of the Japanese school architecture, it was extremely important, so relatively speaking, we could actually objectively compare Japanese school buildings with overseas buildings. It was quite clear as to what the differences in what we had to do to close the gap. There was one difference that we identified, perhaps, there were diverse ways of answering same questions, like personalized schooling and communication, and these were some of the challenges that have been mentioned, but how we arrive at the answers, how we arrive at the optimum school architecture or school design are could be quite diverse even within Japan, and also even more so globally. (Picture3) There is a diversity of reaching the right answer; here, this is the case of the United States. The open schools have stimulated in many ways in Japanese education systems, and the open school, architecture has also been stimulant which has enabled Japan to think more flexibly, and the library, that's the gate way to schools, different positioning in these school buildings. (Picture4) This is the very early example of open school. It looks at glance like a library, so once if you look at the architectural blue print, (Picture5) this is how it looks, no classrooms in conventional ways. Flexibility is a key to meet a diverse requirement, so that was the beginning of open school education,



Picture4

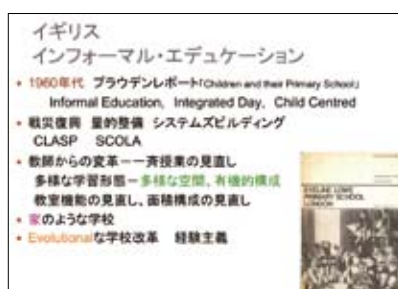


Picture5



Picture6

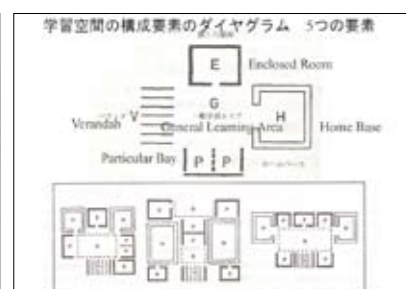
in other words, create flexible space, it was important to eliminate participant, so it's much better to minimize the windows to minimize road and if sunshine require, just step outside of the room. In other words, major driver was to reform education, and as a result, various changes have been introduced in these school buildings. (Picture6) In 1976, that was the first time that was the by the 10th annual year of the United states that when I first observed overseas schools, namely in the United States and prime periods for open schools in the United States. The actual sense of location and its sense of space were considered extremely important for education, and the system buildings on the other hand, were based on rational and economic principles in pursuit of a quality and educational requirement. Their system for sake was adopted, but at the same time, the education space has been altered from the artificial space to less artificial space, and I recall what I heard back then. Following, "School is not an institution. School is much more than the institutional space, but rather it has be centered on children", and the context of spaces was extremely important, and in ten days, 20 schools I observed, so you can see that how eager the researchers were in Japan to observe as much as possible in learning from foreign examples. It was pre-requisite to be successful as researchers in fact. (Picture7) In order to transform schools socially, the first stimulant of drivers came from the United States, and also many researchers had studied British school architectures again US made open education, and in UK, the informal education that was created, and grounded as reported presented, and this was something strikingly different and unique. (Picture8) As you can see here, these are some of the examples that systems buildings and this is actually printed in the magazines that still continuing on and the planning processes are shown with furniture and you can walk around. These are the drawings that you could actually virtually walk around. Without visiting the venue, you are able to imagine yourself being there, and the sense of sharing the spaces can be felt.



Picture7



Picture8



Picture9

(Picture7) This is the 36 schools and you can see this school you see here is Eveline Lowe Primary School and this was actually positioned as the exemplary school in London. Along with that, the school architecture was studied and researched, (Picture9) so conventional square classroom, the functionality of those completely disintegrated and also the space which was maintaining the sonic environment, and the also the conventional space, general space, so these are five different elements that composed the learning space. How can we most effectively combine this element? (Picture10) That was the major fresco of study to create optimum school architecture and experimental school was Eveline Lowe Primary School in London. This was quite different in distinguished from US open school in by looking at it, at glance that nobody could imagine was the school architecture, and if you compare five elements, you can see distinctly see the conventional classroom has box functionalities and only one box, everything contains in one box, but it was disintegrated and assembled and then recombined resulting more flexible free development.

(Picture7) As we talked about the American schools, which were revolutionary British in contrast, well, they have impaired experiences and experimented and the result was used in the second round of the experiments. Where is in the United States, they went through the revolution as to change the school overnight, so these two countries were in contrast each other. Earlier, I talked about importance of library and US school, whereas British schools, in a sense, extension of homes. (Picture11) So these are the original imagines of both British and the US school which can be seen from the photographs. You can feel the space and you can feel the furniture which again a very a home like atmosphere.

(Picture12) What you are seeing here is the Eveline Lowe was established in 1965, and the result of that was in cooperated into the next round in 1978, I believe. This is the Gulmont primary school.



Picture10



Picture11



Picture12

The five elements, which were talked about basis on the concept, however, for the school is just not by class but it goes by the grades and or could be beyond the grades, so that different groups will be formed at different timings. And for some of the zones and units, they can be linked, so that you could have different kinds of spaces to be created as a result at the same time different kinds of activities would be possible through the combination or such. Deviating somewhat from main talk, the Silakanse has created a lot of courses. However, I was talking with one of those Kojimasan, the Gilmont Primary school was mentioned at that time during the conversation, and he said that Gilmont Primary School is extremely important for me. I thought I was so conscious of that, but it seems that it was in DNA he designed the schools. For architects, this kind of space and creation of such is something that has been inspiring them. It was not just visiting the primary schools overseas, but as a researcher here in Japan, who was researching the changing schools in Japan, I was interested in noting the differences. (Pictur13) From this point onward, I would like to show some of the examples that I visited and together with the case studies, I like to communicate to you which kinds of space has been created by what country and what way is different from how we glass this for debate and what are some of the uniqueness and differences and what are lessons to be drawn. During the last 35 years or so, it was a 40 years ago that I started my research. I went to the States first time 35 years ago, and I'm going to use the next 30 minutes to talk about the 35 five years. I might have to skip some slides due to the limited time. I like to have your understanding.

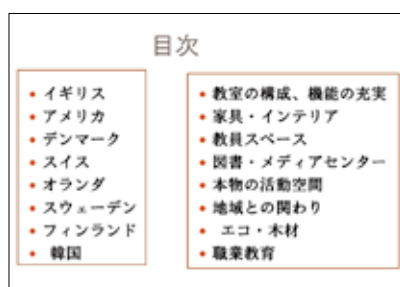
I visited more than 20 nations, and many dozens of schools have been visited, so that I tried to see the uniqueness of each of countries as well as the differences or commonness between these schools, which were not seen in Japan.

(Pictur14) First, let's look at the UK. Here, you see the ICT introduced to classrooms, and this is a wooden schools and continuation of educational effects. I did talk about the Gilmont Primary School earlier which was created in 1978 like thirty years ago. A few years ago, I had an opportunity to revisit that. The principle has changed and the first principle was there for 2-3 years, but the second principle was a lady who has been there for approximately 30 years, and I was being taught what the philosophy had been back then as well as the philosophy that they still continue to uphold. Back then, they highlighted on the child centered education, and since then, in the UK, they have gone through a quite bit of changes and reform in education. However, to educate the children to meet to needs of

today, we would say child centered, some of the critiques would say that they could be some children who may not be paying attention and having fun, but that was not true. Why so? Well, this was taught that it was because the learning was carried out in common atmosphere. Each child is learning. It's not just one single child, but they are learning with each other, so that they help each other, they talk to others, and at the same time, they do whatever they want to pursuit. In any case, they incorporate and present their needs, but by doing so, the school itself was lively in today's era which deeply moved me. What I would want you to see here is that it's a different school that I visited in UK, in Hampshire, PFI is the way that they do build many of these schools and the UK but in Hampshire, PFI is not restarted to but they tried to be creative in designing. As a result, they tried to create schools that they are pursuing; they use a lot of woods, so that the environment itself is quite rich and full-filling. (Picture15) What was shocking is that we talked about century schools in which we tried to build school buildings which are sustainable to last one century. But when we started talking, he said that this school can last for next 300 years. It's true. They have a big roof, lots of woods with nice slanting roof and it's brick that they use, and it's a not surprised to be told that this school is going to be last for next 300 years, Maybe that they are fewer earthquakes in the UK, so 300 years school was something that was positive shock for me where as we are trying to build a century school here in Japan.

(Picture16) This is another example in which in 2009 that year before last, it just happened to be that I dropped in to a school that was almost ready to open nearby London. You see the Picture in the back, which was the old buildings which has a kindergarten, which is going to be transformed to a kindergarten and other purpose, where a new primary school was built with woods in the full fronts.

(Picture17) Inside of this school, you see some photographs, like classrooms, and to the upper left,



Picture13



Picture14



Picture15

this is the back of the classroom, so that the video projector, you have a white board, and you can show the images as you wish, so that the children are going to be comfortable in this environment. In order to make a classroom, within the classroom, there is a lot of storage space. I'm going to come back to this later, but the classroom still has to have some storage spaces, so that was feasible to the children is nice and neat, and good learning environment. I would like to come back to that issue later on. So that being said that ICT technology is introduced in designing the classroom. However, on the other hand, it's been said that that teachers in Japan are written up on the blackboards so well, because, he or she can write from the very right from very right to very left without stopping for the whole hour which is enough information to be learnt in an hour. But it's not going to be good enough to stand just in front of the blackboard or white board as I said earlier. But these are the unique capabilities on part of the Japanese teachers and it would be interesting to verify that in it. It's not just good to say this is how things are taught on you. But what is eagerly important is what has been handed over for many years among teachers here in Japan.

(Picture18) We need to learn from outside of the country and I'm jumping a bit, but the security is important, so as to show the safety of the children in the UK up until age 10 or 11, I believe, you can't leave children on their own, because the teachers are going to be punished as well as the parents, so what is going to be done to protect the children, you see the fence, and these are wooden fences, and door is open, but what is important is that words of welcome. As you see, in the lower left, there is an entrance spaces that receive visitors, but this wooden fence which is quite easy to break is that whether you are inside the fence or the outside fence means that people who are inside the fence would have to be those who are going to protecting children. All you need to verify that you are there to protect the children by having name tags or parents have yellow jumpers which show that these are



Picture16

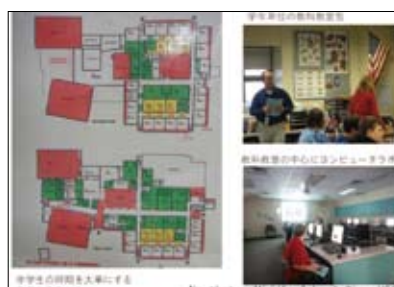
Picture17

Picture18

the parents who are there to protect the children at the entrance. So it's the people rather than the fences. It's the consciousness on part of the people rather than the study walls and fences which are going to protect the children. (Picture19) Now, I like to move on the United States, so that we are seen different kinds of stimulus about one is the issue of the junior high school. This is the example of Wisconsin, in which some are called in junior high school in secondary school, but rather than junior high school, in terms of social, sexual, and physical development, the children now in junior high, but rather the environment suited for these teenagers are going to be middle school instead. And I thought it was quite interesting that's why I decided to visit the United States. (Picture20) This plan shows there are three grades in both the first and second floor. I'm sorry for you too difficult to see this clearly, but this show the computer laboratories are surrounded by the classroom. Within this grade area, students go to difficult class rooms subject by subject. Here, we have the computers and library function, and this is the central computer laboratories. (Picture21) The environmental being offered and at centered on the each teacher for specific subject. Actually the students would go to classrooms depending upon the subjects, and I supposed to learn, so all building was being secured and this way between the students and teachers. (Picture22) This is a different theme, but in the same school, this is what they called as Cafeteriaum. Each grade has a collectiveness of spaces, but same time they have a beyond grade on the spaces where the presentation, art, and communication can be shared by different grades. Efficiency is quite important here. There are several halls connected to rather slow in the angle on the slopes. This can be functioned as cafeteria or it can be also acted as a classroom. On the stage, with this petitions are closed actually you can create independent music class rooms. So needs of spaces can be secured this way, and same time, I'm wishing to meet with required areas for each subject to be told. (Picture23) When I visited the US schools, it was quite exiting to have seen



Picture19



Picture20



Picture21

these special types of classrooms. Teachers there are great in these special settings in order to meet with the expectation for the specific activities, where the size rooms. Of course we have similar rooms such as science rooms, but there are not much varieties and I believe there is a perception of traditional conceptions or if it's a science room, this is the design. However, this is different from those perceptions; they are quite creative in these ways. (Picture24) Another important feature I found in the US facilities can be libraries. "Libraries are the center of the school", which connects the notion what I stated in the beginning of my presentation. This is the strong concept among American people. Therefore, they have a large space in the center of the campus, and the library is playing a central role, in terms of not only facilities but also human resources. In the background, there is the counter and spaces. The curators are not librarians, but they are the media specialist and have great communications connectivity with other in institutional staffs, in other words, they are actually acting as the engine driving force for the facilitation of whole different sets of activities. (Picture25) One Picture took the US school, calling place, particularly in secondary school, and on you go there, you will be quite impress with what you see there. This is a kind of challenging space offer the students. I believe I am hoping that I can realize this in somewhere in Japan. (Picture26) Of course there are differences in terms of cultures and school environments between Japan and USA. This is what we call custodian room. There were three custodians, who are experts and maintenance of facilities. Actually they were given the wide spaces for their works, so they are responsible for general activities to maintain tools, facilities, and equipment. Sustainable is one of the keys, and of course in strong equipment are going to be important. At the same time, maintenance has to be there in all the times, so maintenance has become one of the integral themes of these schools environments, and what is supporting learning across of course teachers space given to the teachers are quite important.



Picture22



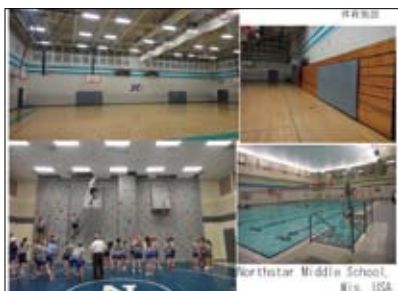
Picture23



Picture24

(Picture27) What you see in this face, there are teaching materials and can be made and maintained what we called printing rooms, but in this room, you can get to see many different devices machinery, and also well good maintenance is given to be developed to teaching materials. This is the part of official system on the campus. (Picture29) This is the elementary school example. (Picture30) Earlier I gave you and I talked about the safe and security spaces of UK schools. In 2002, that was taken in 2002, and this was also taken in 2002, and the production and through the gates and approach. Here, we have a policeman. A policeman, by the way, is usually quite friendly and smiling, and they are there to provide safety education. They are there to as an educator as well as the protector for children. Fence and as also as metal diction alone and will be able to protect the kids. I was impressed with that statement. (Picture31) Going inside and who are the types of people early in the day keep eyes on who are inside, so there are receptionists' spaces, one of the parents actually going through the receptionist procedure. You can tell that she is a parent, but actually if you go to the school without the name card, you'll be receiving a red card, and if you are violated as quite stringing full of second time in row, you will be banned in having access to school. In other words, this is the pasted upon on the members cards system, and greeting is now between the parents and receptionists, and you have to put on whatever you are supposed to put on your body.

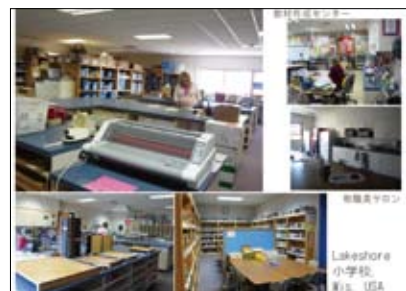
(Picture32) From now on, I like to back to Europe, several countries in Europe, and I wish to



Picture25



Picture26



Picture27



Picture28

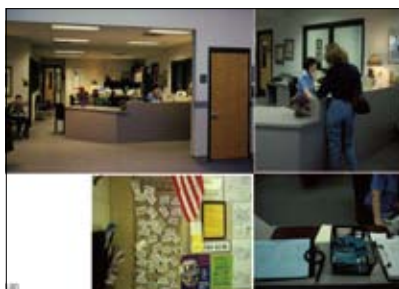


Picture29



Picture30

introduce some of the discoveries I made in Europe and this is a Denmark case. This is located in the suburb area of Copenhagen in Denmark, one the delighted facilities you will find it in that country. The lady from the OECD was saying that the open school back then failed, but now there are now new interests giving to the open space. I think this is the one of the examples in this genre. (Picture33) This shows the plan for open plan, and the teacher stations is here. In terms of the activity of children and drawing and knowing the classroom spaces, the center of the school, atrium, and staircase is located. I personally like this large staircase. Actually a personal grated these kinds of staircase, and I found the similar staircases in Denmark, they found it as quite interesting. (Picture34) This is the learning space, back in the 1970s, and this classroom to the spaces we found in 1970s, in the American public schools. They are acting on loose partitioning in fiction, and the teachers as central parts, and the children being attracted to the teacher, and sometimes is going to be spent there between the teachers and the children, and high degree of freedom in terms of learning space and this kinds of concepts is now receiving nowadays attention on you, quite interesting. (Picture35) This is a space giving to a teacher. When you go to European school while American schools, you will not find this centralized space for all the teachers, but at the same time, you will find this kind of quite relaxing all the spaces. I shall end the US cases, and actually you will find the spaces where the teaching materials are well maintained, so the communications among teachers are taken here. This is



Picture31



Picture32



Picture33



Picture34



Picture35



Picture36

happened them to help themselves, and also help themselves to have good communication among themselves. Based upon communication, this school, as an organization, is going to expect to meet with fulfill the expectations. At the same time, visibility of children is quite important, and the station here, and in this station, acts as teachers nest.

(Picture36) Next, Switzerland, there are many aspects in these cases. But this could be interpreted as one possible idea. In many in the world, the cities and villages, less children of schools are going through the process of mergers. From the first grader to the sixth grader are only quite a small number of students and teachers, and only 18 students and wooden schools. Their integration is no ways. Merger and cognition is no way. The school is going to survive within the community. Schools are expected to make their contributions to betterment of the community, (Picture37) because within the community, they can offer something which cannot be learned outside that community based upon the traditional practices and based upon the traditional skills and technologies, and all these things are going to be well fitted and visibility to things surrounding these communities. (Picture38) Going to their schools, classrooms, they are quite small. This is the always from the small scale school. Schools in Switzerland are well organized. You will find order in this classroom, and probably one of the best you find in the entire world; the classroom for 18 students. (Picture39-40) Furthermore, community has been a basis in these cases. In the world equipped, I am just saying these Pictures.



Picture37



Picture38



Picture39



Picture40



Picture41



Picture42

(Picture41) So school does have the own role of to play within the communities, and here is the closet when you open up this closet, you will see a kitchen in side. This space can be used for the gathering spaces for the community people. Actually on Sundays, community people come to while I went to school on Sunday, I was whether or not I can get inside, while the local people there and I was welcomed inside. Certainly, it is basically upon the community support and activities. I'm going to skip some slides. Same time, (Picture43) this is the case of Zurich. (Picture44) This is a school nearby Zurich. (Picture45-46) One of the latest example, here, we have classrooms, and besides the classrooms, there was a small corner introduced. It is not the square in design. Look at some classrooms, and the flexibility is very important in these spaces. (Picture47) Same school, this is centralized space for teachers or they call it as lounge for teachers. (Picture48) This is the ex and school facilities somewhat old, but blackboard or teaching materials and tools are well developed and well maintained.

(Picture50) Next one is Holland. Only two minutes left. All kid of schools in Netherland. Some are quite modern, and some are quite traditional, and some are quite open actually on these selections, higher degrees of the freedom, so the selections are given to parents. (Picture51) Several examples, architects in play are very important role of the in building these schools. (Picture52-53) Variety of spaces are being developed and offered. (Picture54) This is a space for a vocational training. I think



Picture43



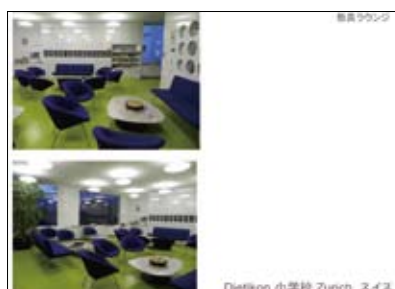
Picture44



Picture45



Picture46



Picture47



Picture48

this is the technology oriented schools and the adventure under follow hip is one of the important subjects in taught, enough space and quite flexible on these spaces being generally created. (Picture55-57) Likewise, this is the technology school, and here, in this case, of course, was Europe in of course a multiple nationalities.

You can learn a lot of the vocational skills and technology skills in order to live on and within that country. (Picture58) This is Gotland and built in the 11th and the 12th century. This is the school built on this island.

Of course, this island played a very important role, and for the security purpose for the country, back then. (Picture59) Also they have wind mills capability and they are not using oil resources for energy to support the people's lives in Gotland, Sweden.

(Picture60) Some Pictures are introduced to you. This is what they call a Green Room. Students can



Picture49



Picture50



Picture51



Picture52



Picture53



Picture54



Picture55



Picture56



Picture57

learn cyclic activities, and this cycle is going to be taught us part of the environmental efforts. Greenery, water, and eco system can be learned. (Picture61) Near the class rooms, in that island, of course is a zero emission on island, this is the school they have built, and they are quite active and teaching how important it is for them to become friendly to environment.

(Picture62) Collections of some Pictures are coming from Finland. Of course, in terms of OECD PISA in Finland is in the spotlight. The facilities wise, they have come long ways and wooden schools and variety of spaces and lots of reunites, and we can learn a lot out of this in cases. Transparent partition and open space for far front, the visibility of kids is well secured.

(Picture63) This is the elementary school and special schools are combined together. (Picture64) In other words, informal school also can vary depend upon for the facilities of age community.

(Picture67-68) Library and a cooking classroom.



Picture58



Picture59



Picture60



Picture61



Picture62



Picture63



Picture64



Picture65



Picture66

(Picture69) In this school, at the same time, you will find it like this. They call this space. This is a living room. They can relax themselves and actually they can have a good consultation of people, and the meeting can be held in back side, and also if they need to you machinery, they can come into this space.

This is a local space and computers are there for teachers, and also there is a kitchen and various equipments machinery available for teachers.

(Picture72) Secondary school for example, local and behind classrooms that is what you expect to see in Japan, but that is not a case when it comes to US or Europe. Local and audience side of class rooms are clearly separated, (Picture73-74) this is a high school example. The theme given to this school is art. Modern art. This is distributed in many places. (Picture76) Facilities wise, this shows in pipes. Actually the pipes are effective pipes come directly from ceiling. Pipes and poles coming out of floor,



Picture67



Picture68



Picture69



Picture70



Picture71



Picture72



Picture73



Picture74



Picture75

coming from the wall, so this was designed mainly aimed at meeting the life style of people concern. Another first building is, this is a flexibility example, (Picture79) and whenever you go to the school, you will find this kind of space.

This is space that communities people can get together can also presentation showing and communication can be fulfilled in this space.

Similar themes are in these Pictures, (Picture86) music classroom, (Picture87) apparel, (Picture88) and home making. They are creating those authentic spaces where inside is a school. (Picture90-91) Of course, wood is a part of important them in Finland.

(Picture92) The red is a primary school, and this is for a common space and behind that is the kindergarten. (Picture93-94) Part of community, community is expected to develop children. School is positioning this way. (Picture95) This is a Finland case, where high school and PISA in Finland.



Picture76

Picture77

Picture78



Picture79

Picture80

Picture81



Picture82

Picture83

Picture84

They keep eyes on slow learners. (Picture9) They are having spaces where they can offer space to face, where one basis is services.

(Picture98) Lastly, I will introduce Korean cases.

South Korea, in a way, more or less in US wise, wherever the new idea or moments, actually Korean people are quite happy to try them out and in order for them to do. They don't mind making huge investments and if they believe they are going too far, they believe they can come back, not to the original point, somewhere in between, and that is going to be their evolution according to them.

Secondary school, 600 junior high and senior high schools in one through this transformation processes, ICT has been brought into all the classes. They have spent a huge amount of money in questing this facility. Actually, they have created their task force inside the Ministry of Education in order to work on these projects. (Picture100) This is a space for teachers, centralized function for



Picture85



Picture86



Picture87



Picture88



Picture89



Picture90



Picture91



Picture92



Picture93

teachers.

(Picture101) 600 schools, they have planned and renovated existing schools as well. Aging of schools were corridor and projects, and the lines actually teaching materials are printed on the blinds. If necessary, they can put it down, and this can be shown to students. This is a lounge they have created for students.

Thank you indeed, this time given to me. I had to run rather quickly. What is going to be about, going through these facilities, schools are places where resources can developed in order to support communities and the nations. Also, school is a vehicle in which we can talk about, we can teach and how we can live inside the nations. World is throughout in tires in global. They can be many different definitions in ideas and discard at any rate in regard to a facility, as you have seen in these cases, for given problems and issues, actually it could be varieties and differences depending upon the culture and depending upon the nations.

I like to make a quite summary on facility. When we think about facilitates, the questions important we have to rise is that why we go to school, why we have to have learning process. We have to ask these questions. We have to start with that question in working on improving facilities whether or not we are going to realize better efficiencies, more efficiency effectiveness. At the same time, much broader communication in collaboration what people there in self-learning or learning among themselves can



Picture94



Picture95



Picture96



Picture97



Picture98



Picture99

be facilitated and supported.

School probably can offer such an ultimate in objectives realized and the spaces and facilities, this is my personal perception, but need to be looked out from these perspectives I believe that facilities schools can very play a very important role, and much duple way compare what the institutional ways in comparing the past.

Furthermore, maybe it's long for us just to look at situation in domestically in country; we have to go beyond national boundary. They owe to be a lot of examples and should be able to learn many lessons referring to schools in outside of Japan. My apology, I run out of time, but this concludes my presentation.

Thank you, indeed. (applauses)

Mr. Masahiro Kobayashi (via translator):

Professor Nagasawa thank you very much for your fine presentation.

I like to also take this opportunity to extend our deep gratitude all the presenters, excellent presenters, to give them big applauses, please. (Applauses)

Mr. Masahiro Kobayashi (via translator):

Finally, I would like to invite Mr. Koichi Shinpo, who is the director of the Educational Facilities Research Center at National Education Policy Research Institute.



Picture100



Picture101



Picture102

IV. Closing Speech

Closing speech

Koichi Shinpo

Director, Educational Facilities Research Center
National Institute for Educational Policy Research

Mr. Koichi Shinpo (via translator):

Thank you very much for giving me this final concluding remark.

2010 marked some wonderful years for Japan. Why? Of course it is because OECD compendium of Exemplary Educational Facilities have chosen Fuji Kindergarten as particularly remarkable facility and commented accordingly. This decision was actually approved by the participants during CELE committee meeting held at OECD headquarter in Paris in October last year. I had a pressure of participating in that meeting, and that was so happy to hear so many schools architecture experts from all over the world commenting on the great quality of Japanese school architecture.

Mr. Rodolfo Almeida, who is a chair of international jury and at UNESCO, he was a director of architecture for education unit at UNESCO Paris, and he is from Mexico. He also highly recommended that the great design capabilities realized by Fuji Kindergarten as well as the excellent philosophy.

Now, this compendium is going to present various excellent school architecture besides Fuji Kindergarten from Europe, North America, South America, Asia, Africa, and they are all the excellent standard.

We can see that education system and administration might be different depending on countries, but we have common in nominator that is to say our commitment and responsibilities to present and provide excellent environment for learning to the new generation for the future. That is the common wish.

Through this publication, project of compendium, I believe that there are so many people who are engaged in developing the superb school architecture all over the world. At NEPRI, we want to take advantages of these opportunities to try to transmit information on Japanese school architectures to overseas. Also, reciprocate by trying to collect information on oversea schools architecture and

analyze them and also community them to all of you and those engaging schools.

Please watch carefully as what our center is going to be doing.

Last but not least, I would like to take this opportunity to thank Hannah von Ahlefeld, and Alastair Blyth, thank you for coming all the way from Paris as well as Mr. and Mrs. Tezuka and Professor Nagasawa and distinguished speakers, thank you so much.

Also, those who have made it possible to hold this commemorative event, thank you very much.

Last by not least, I would like to extend our gratitude to so many of you who are present here to share this precious moments, I would like to extend my profound appreciation to all of you.

Thank you very much. (applauses)

Reference Data

The number of participants

The number of pre-registration : 392

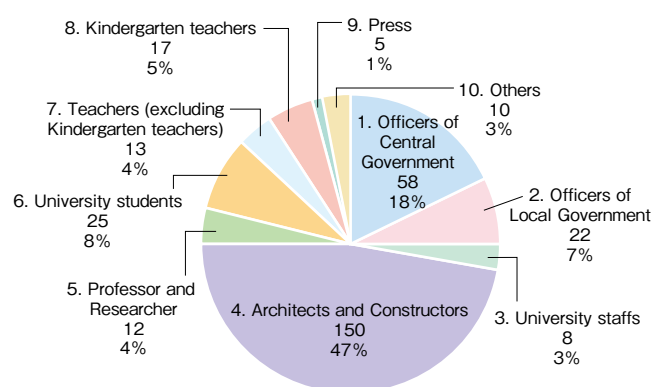
The number of participants : 320

Participation rate : 82%

Affiliation of participants

	Number	Rate
1. Officers of Central Government	58	18
2. Officers of Local Government	22	7
3. University staffs	8	3
4. Architects and Constructors	150	47
5. Professor and Researcher	12	4
6. University students	25	8
7. Teachers (excluding Kindergarten teachers)	13	4
8. Kindergarten teachers	17	5
9. Press	5	1
10. Others	10	3
Total	320	100

Affiliation of participants



Questionnaire Result

The number of participants : 320

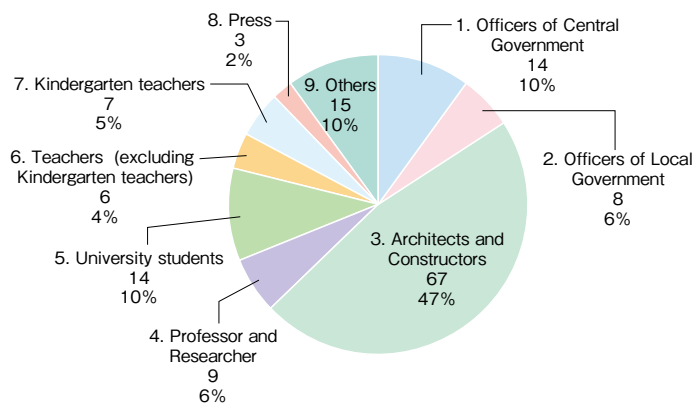
The number of respondents : 143

Collection rate : 45%

① What is your occupation?

	Number	Rate
1. Officers of Central Government	14	10
2. Officers of Local Government	8	6
3. Architects and Constructors	67	47
4. Professor and Researcher	9	6
5. University students	14	10
6. Teachers (excluding Kindergarten teachers)	6	4
7. Kindergarten teachers	7	5
8. Press	3	2
9. Others	15	10
Total	143	100

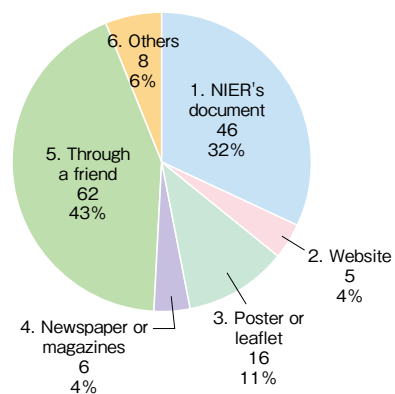
① What is your occupation?



②-1 How did you know this event?

	Number	Rate
1. NIER's document	46	32
2. Website	5	4
3. Poster or leaflet	16	11
4. Newspaper or magazines	6	4
5. Through a friend	62	43
6. Others	8	6
Total	143	100

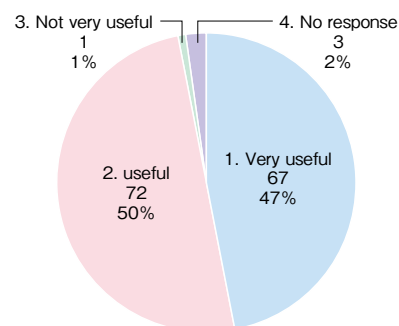
②-1 How did you know this event?



②-2 How much useful was this event for you?

	Number	Rate
1. Very useful	67	47
2. useful	72	50
3. Not very useful	1	1
4. No response	3	2
Total	143	100

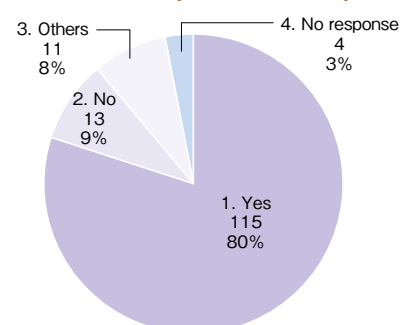
②-2 How much useful was this event for you?



②-3 Was January convenient for you?

	Number	Rate
1. Yes	115	80
2. No	13	9
3. Others	11	8
4. No response	4	3
Total	143	100

②-3 Was January convenient for you?



Comments

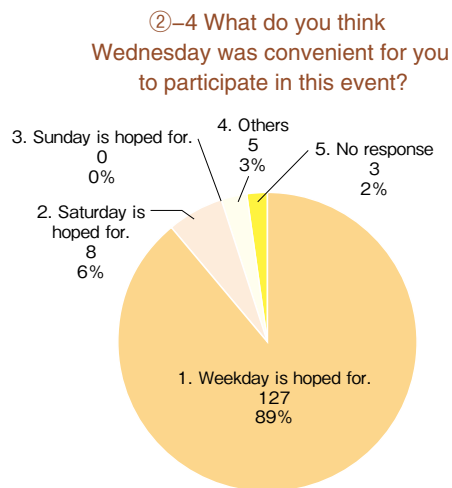
- Anytime
- Excluding the end of the year
- Spring and Autumn

②-4 What do you think Wednesday was convenient for you to participate in this event?

	Number	Rate
1. Weekday is hoped for.	127	89
2. Saturday is hoped for.	8	6
3. Sunday is hoped for.	0	0
4. Others	5	3
5. No response	3	2
Total	143	100

Comments

- Anytime
- Friday is hoped for.

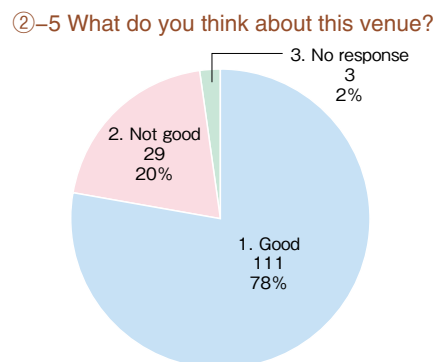


②-5 What do you think about this venue?

	Number	Rate
1. Good	111	78
2. Not good	29	20
3. No response	3	2
Total	143	100

Reason that you feel "Not good"

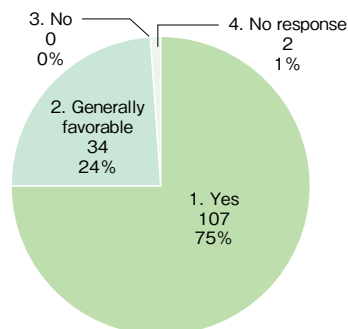
- A little difficulty hearing his or her voices.
- A little difficulty seeing the screen.
- Chairs in the venue are hard.
- Desks are needed.
- The location of the exit is not good.
- The location of the toilets is far from the venue.
- In school



③ Is it necessary of you that such events will continue to be held in future years?

	Number	Rate
1. Yes	107	75
2. Generally favorable	34	24
3. No	0	0
4. No response	2	1
Total	143	100

③ Is it necessary of you that such events will continue to be held in future years?



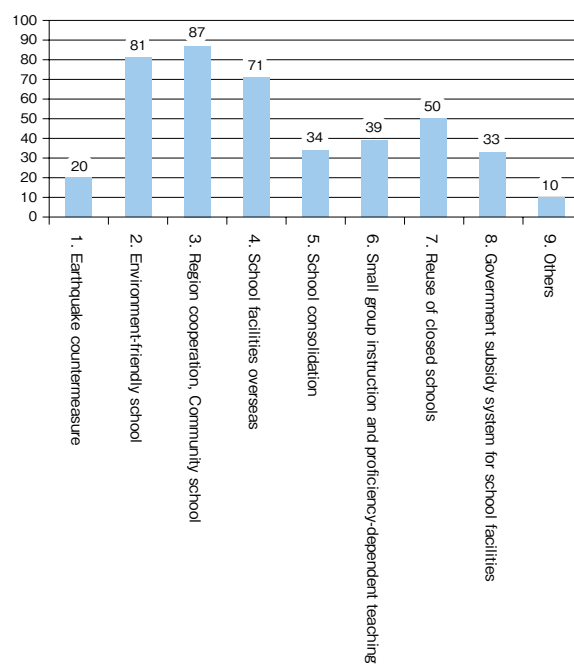
④ Regarding school facilities, what are you interested in?

	Number	Rate
1. Earthquake countermeasure	20	14
2. Environment-friendly school	81	57
3. Region cooperation, Community school	87	61
4. School facilities overseas	71	50
5. School consolidation	34	24
6. Small group instruction and proficiency-dependent teaching	39	27
7. Reuse of closed schools	50	35
8. Government subsidy system for school facilities	33	23
9. Others	10	7
Total	425	-

Comments

- Kindergarten
- School library
- Maintenance
- Use of domestic timber
- Correlation between learning environment and academic development
- Improvement of space

④ Regarding school facilities, what are you interested in?



⑤ We value your comments. (Free description)

Rethink the allocation time in speech
 A little difficulty hearing his or her voices
 Rethink questions and answers session.
 I would like to tell the case examples both internationally and domestically.
 Chairs in the venue are hard.
 The time of the event is too short.
 Break was too short.
 A little difficulty seeing the screen

OECD / CELE 4th Compendium of Exemplary Educational Facilities Award
Ceremony and Commemorative Speech

Educational Facilities

-An overview of international trends and State of the art designs- (Report)

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