

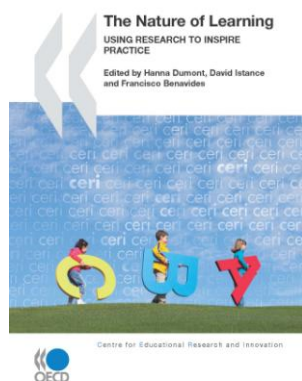
The OECD's Centre for Educational Research and Innovation (CERI) through the **Innovative Learning Environments (ILE)** project is analysing how young people learn and under which conditions and dynamics they might learn better. By identifying concrete cases of innovative learning environments from all over the world, ILE aims to inform practice, leadership and reform through generating analysis of innovative and inspiring configurations of learning for children and young people.

The distinctive contribution of the ILE project is to analyse with numerous international examples innovative ways of organising learning at the micro level (learning environment) and how this connects to the meso level (networks and communities of practice) and strategies to implement learning change at the macro, system level.

The ILE project has developed three strands:

Learning Research (2008-2010)

Starting with the Learning Research strand, a substantial volume was published by the OECD in 2010 - *The Nature of Learning: Using Research to Inspire Practice*. This aims to understand how and under what conditions people learn.



With the help of leading international experts, this volume explores the nature of learning through the perspectives of cognition, emotion, and biology, and provided analyses of the implications for different types of application in learning environments. The research was synthesized to create **seven** transversal “principles” to guide the design of learning environments for the 21st century.

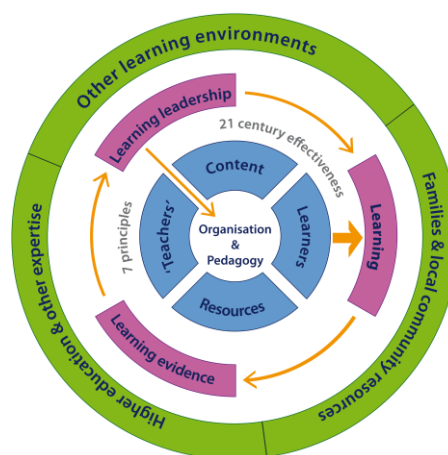
1. Learners at the centre
2. The social nature of learning
3. Emotions are integral to learning
4. Recognising individual differences
5. Stretching all students
6. Assessment for learning
7. Building horizontal connections

Innovative Cases (2009-2012) *being finalized*

Under this second strand we have collected over 120 short reports on innovative learning environments from more than 25 systems around the globe (the ILE *Universe*). 40 of these innovations were then researched in detail and constitute the project *Inventory*. An analysis of the cases will appear in the next OECD/ILE book, due to be published in end 2012/beginning 2013.

All these innovations are micro-level “learning environments”. Though many are in schools, some are not and “school” connotes institutions whereas our focus is on the organisation of learning. So, we prefer to refer to learning environments, and how the learners, teachers, resources and content interact to achieve effective learning in innovative ways.

All cases are available in our website.



The ILE framework

Implementation and Change (2011-2014) *ongoing*

The question for this last strand has been:

How to implement on a wider scale the directions for change suggested by our knowledge about learning and the practice of the innovative trailblazers?

The implementation and change strand aims to engage with different interested systems (countries, regions) and stakeholders (organisations, foundations) who share a commitment to identify ways ahead to implement desirable change. To date, approximately 25 systems and organisations have been active in ILE, covering national or regional/provincial bodies, international networks, and foundations but we are eager for more to become involved.

This third strand is the most directly policy-relevant part of the overall ILE exercise, exploring alternative approaches to growing and sustaining innovative learning, whether system-led, practitioner-led or driven by other stakeholders. *Now is an excellent moment for new systems or organisations concerned with how to make innovative change happen on the ground to come into this international project.*

Under “implementation and change”, the ILE project will be active in the following areas:

- **Operational activities:** The ILE project is gathering from the participating systems *specific examples of strategies and initiatives designed to spread and sustain innovative learning*, some of which will be system-led, others practitioner-led or driven by other stakeholders. This is done through a short questionnaire, the “System Note” that is used to gather relevant examples of such an initiative. A second, voluntary option is for systems to undertake more sustained monitoring of an initiative over time. Beyond this, as a third and voluntary option we envisage engaging with a small number of the ILE systems in more intensive operational work in 2013.
- **Analytical work with experts:** This includes a specific focus on ‘*learning leadership*’, to result in a report and international seminar in autumn 2013. We will be exploring the feasibility of additional analytical work on other relevant topics. To this end, we are also looking for potential funding partners.
- **Materials and tools:** Out of all the examples and analysis, the ILE project is creating different materials and exploring tool development, designed to assist those wishing to grow innovative learning in their own contexts.

Developing the ‘meso’ level via diverse networking and partnership arrangements is critical for spreading the prevalence of innovative learning environments—the key issue in this strand on implementation and change. At the same time, systems are critical for creating the necessary conditions, incentives and capacity for innovative learning to grow.

There is no financial contribution required to join the project. However, we are also looking for organisations, foundations or lead countries who might wish to enter into partnership with us to help support the development of the operational, analytical or materials work.

If you would like to join or need more information contact

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