



2025

TAJKISTAN SCHOOL
USER SURVEY
BASELINE REPORT

The baseline report was prepared for the Ministry of Education and Science of the Republic of Tajikistan within the framework of the “Learning Environment – Foundation of Quality Education” Project.

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Consulting services for organizing and conducting Baseline Tajikistan
School User Survey (SUS)

BASELINE REPORT

Customer: **Ministry of Education and Science of the
Republic of Tajikistan**

Consultant: **“Tahlil va Mashvarat”, LLC**

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LIST OF ABBREVIATIONS

ASoES	Agency for Supervision of Education and Science
Consultant	Limited Liability Company «Tahlil va Mashvarat»
DRS	Districts of Republican Subordination
GoT	Government of the Republic of Tajikistan
LLC	Limited Liability Company
LEARN Project	Project "Learning Environment – Foundation of Quality Education"
MoES	Ministry of Education and Science of the Republic of Tajikistan
OECD	Organization for Economic Co-operation and Development
PIU	Project Implementation Unit
RT	Republic of Tajikistan
SUS	School User Survey
WASH	Water, Sanitation and Hygiene
WB	World Bank

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EXECUTIVE SUMMARY

The School User Survey (SUS) conducted under the “Learning Environment – Foundation of Quality Education” Project in Tajikistan, provides a comprehensive assessment of the educational environment in 65 project and 65 control secondary public schools across four regions of Tajikistan: Khatlon, Sughd, DRS, and GBAO. Utilizing the OECD SUS tool, the survey targeted students in grades 7–11, teachers, and school principals to evaluate the physical, social, and pedagogical environments shaping educational outcomes. Data collection took place between 11 March- 26 April 2025. In general, 130 school principals, 2698 teachers and 6984 students took part in the survey.

A large majority of the surveyed schools (92%) were located in rural areas and most schools (92%) were government-funded. The survey included a significant number of teachers, with a slightly higher percentage of female teachers (53%). Most teachers worked full-time (86%) and had an average of 10 years of experience. The survey also included a large number of students, with a nearly equal gender balance. Approximately 60 students are enrolled in each of grades 7 through 9, with a relatively equal number of male and female students. In contrast, grades 10 and 11 have lower enrollments of 45 and 34 students, respectively. This decrease suggests that the completion of 9th grade may be a point at which students continue their education in educational institutions of primary vocational or secondary vocational education.

The infrastructure of the schools was assessed through the survey. A positive finding is that all the schools have access to electricity, although 80% of school leaders report limitations. A majority of schools had personal computers/desktop computers that are used for pedagogical purposes (75%), but internet access for teaching purposes was limited. Many schools had access to basic water, sanitation, and hygiene (WASH) facilities, but accessibility for students with disabilities was poor, as it existed in only 17% of the schools.

Traditional classroom settings and teaching methods were predominant. Teachers reported limited use of collaborative teaching spaces and a lack of specialized facilities. Teachers generally had positive perceptions of school leadership but expressed concerns about the suitability of school buildings for their teaching practices.

The survey data highlights several critical areas for improvement in creating a conducive learning environment in the future. Thermal discomfort is a prevalent issue, with 44% of teachers and 40% of students frequently feeling too cold in winter, and 37% of teachers and 31% of students reporting feeling too hot in summer. Furthermore, 74% of students lack access to outdoor shelter during rain. While lighting and odors are generally satisfactory (only slightly more than 10% of students find classrooms too dark and a small percentage of students (15%) and teachers (14%) report unpleasant odors), control over classroom conditions is limited, as 76% of teachers cannot control air conditioning.

External noise is a significant disruptor, affecting 73% of students and 66% of teachers in multiple classrooms, and 63% of teachers are distracted by internal classroom sounds. Visual access to learning tools is also a concern, with less than half of students (48%) being able to see the whiteboard clearly and a striking 83% of students lacking access to projectors. Finally, student comfort and autonomy regarding seating are poor, as 33% find chairs uncomfortable and nearly half (48%) are unable to adjust their chairs and tables. Addressing these issues, particularly thermal comfort, noise reduction, and access to essential learning equipment, is crucial for enhancing student health and academic success.

The data collected also highlights significant challenges in the availability and utilization of modern technologies within educational settings, negatively impacting student learning and

development. A striking 75% of teachers reported a lack of interactive whiteboards or screens, while 81% lacked projectors, 80% in-school laptops, 70% desktop computers, and 90% tablets. Internet access is also severely limited, with 85% of teachers reporting no wireless internet and 87% no cabled internet. Encouragingly, 50% of teachers indicated the availability of charging points for electronic devices.

But even in schools where modern technologies are present, their utilization by teachers on a regular basis is low. The survey showed that only 24% of teachers use the available interactive whiteboard or screen at least once a week, 22% use projectors weekly, and 28% incorporate desktop computers into their learning activities at least once a week.

Furthermore, student engagement with technology for collaborative learning is minimal, since only a small proportion of students (21%) and teachers (29%) leverage technology for presentations or reports. However, technology is more frequently used for homework, with 46% of students reporting its use, and another 46% for practical skill-building tasks. Additionally, 81% of students rarely or never use it to collaborate with students in other schools and a staggering 92% with students in other countries. These findings underscore an urgent need to improve both the availability and effective integration of modern technologies to support student education and sustainable development.

The report proposes actionable recommendations using the RIGHT+ framework (Resilience, Inclusivity, Green, Healthy, Teaching & Learning Conducive, Effective Implementation). The RIGHT+ recommendations provide a strategic roadmap for MoES to create resilient, inclusive, and modern learning environments, leveraging the LEARN Project to improve educational outcomes and equity across Tajikistan. You can find the detailed recommendations at the end of this report.

BACKGROUND FOR CONDUCTING SCHOOL USER SURVEY IN TAJIKISTAN

National Education Context

Tajikistan's education system has made notable strides in recent years, yet significant challenges persist, such as While enrollment rates in general secondary education are high, learning outcomes remain low. For instance, the World Bank reports that in 2019, enrollment in general secondary education stood at 96.6%. However, the learning-adjusted years of schooling dropped to 6.8 years, indicating a learning gap of 4.1 years.

Moreover, the education sector faces issues such as overcrowded classrooms, inadequate infrastructure, and a lack of modern teaching materials. In 2018-2019, 88% of students attended double-shift schools, and 5.2% attended triple-shift schools. Additionally, only 55% of students in grade 2 could read the benchmark of 40 Tajik words per minute, decreasing to 41% in grade 4.

Importance of User-Centered Data

Traditional monitoring mechanisms often focus on quantitative indicators, overlooking the qualitative experiences of students, parents, and teachers. A School User Survey can bridge this gap by capturing perceptions, satisfaction levels, and unmet needs directly from the primary stakeholders. This approach aligns with global best practices, emphasizing the importance of user feedback in shaping effective educational policies and interventions.

Donors and Reform Priorities

The Government of Tajikistan, in collaboration with international partners like the World Bank and UNICEF, is actively engaged in comprehensive reforms to enhance the quality of education. The World Bank's significant \$50 million grant for the "Learning Environment – Foundation of Quality Education in Tajikistan Project" directly aims to improve teaching and learning outcomes, modernize schools, and strengthen capacity for learning assessments. Concurrently, UNICEF is dedicated to achieving universal connectivity within the education sector, a crucial undertaking given that in the 2022-2023 academic year, only 16% of Tajikistan's 3,967 schools had internet access. Beyond infrastructure, UNICEF's broader initiatives focus on improving access to education, particularly for marginalized groups, and enhancing educational quality through evidence-based policy and planning. The World Bank also complements these efforts by financing projects that modernize education infrastructure and develop national assessment systems to monitor learning outcomes.

Cultural and Practical Considerations

Conducting a School User Survey in Tajikistan requires sensitivity to cultural norms and practical challenges. Language diversity, with Tajik as the official language and Russian widely spoken, necessitates careful translation and adaptation of survey instruments. Additionally, varying levels of literacy among parents, especially in rural areas, may require oral administration of surveys or the use of visual aids to ensure inclusivity.

Relevance and Benefits

Implementing a School User Survey in Tajikistan offers several benefits:

- **Informed Decision-Making:** Provides policymakers with data-driven insights to design targeted interventions.
- **Enhanced Accountability:** Empowers school communities by giving them a voice in the evaluation of educational services.
- **Improved Learning Outcomes:** Identifies areas for improvement, leading to better educational experiences for students.
- **Resource Allocation:** Assists in prioritizing areas that require immediate attention and investment.

Information on the LEARN Project

The Government of the Republic of Tajikistan has received grant funding of USD 50.0 million from the World Bank for the implementation of the “Learning Environment - Foundation of Quality Education” Project (LEARN | Project) for the period 2023-2029. The Project is implementing by the Ministry of Education and Science of the Republic of Tajikistan (MoES) in close coordination with the Agency for Supervision in Education and Science (ASoES).

The goal of the Project is to improve the quality of teaching and learning in selected project secondary public schools. In this context, the “teaching and learning environment” refers to the physical, social, and pedagogical environment in which learning takes place. This environment is shaped by the skills and competencies of teachers as well as the physical learning spaces available for educational activities. It encompasses not only classrooms but also the broader school environment where students learn and teachers teach. Improving this environment is essential to boosting the quality of education and student outcomes.

The Project consists of the following components:

- **Component 1. Development of the National Framework**
 - Conducting a review of existing teaching standards and practices;
 - Development and implementation of a new national framework in project schools;
 - Improving the processes of monitoring and evaluating the educational environment;
 - Improving the qualifications of teachers without interrupting their work.
- **Component 2. Improving the quality of the educational environment**
 - Restoration of the physical infrastructure of schools;
 - Ensuring compliance with minimum teaching standards;
 - Reduction in the number of school shifts;
 - Modernization of the educational process in cooperation with donor.
- **Component 3. Strengthening the capacity of the education system**
 - Developing capacity to conduct national learning assessments;
 - Implementation of international assessment standards;
 - Strengthening the management potential of the MoES.

The current School User Survey was implemented under Component 1.

SURVEY METHODOLOGY

1. Purpose of the survey

The purpose of this survey was to *assess the quality of the educational environment in project and control secondary public schools of the Republic of Tajikistan.*

In particular, the survey aimed to:

- ✓ *assess the current state of the educational environment in state secondary schools, including teaching and learning conditions, as well as the use of educational spaces;*
- ✓ *identify key factors influencing the quality of education and satisfaction of participants in the educational process (students, teachers and school principals), which will help develop specific measures to improve the effectiveness of the educational environment;*
- ✓ *propose effective strategies and mechanisms for implementing changes in educational institutions, based on the results of the analysis of data obtained within the framework of the survey;*
- ✓ *provide the MoES with scientifically based conclusions and recommendations for subsequent planning of reforms and improvements in the education system, which will help create more favorable conditions for learning and achieving high educational standards.*

2. Objectives of the survey

The main task was to conduct the survey in project and control secondary public schools of the LEARN Project using the OECD SUS tools² adapted to the country context. As part of the survey, the Consultant was responsible for completing the following activities grouped under the respective stages:

1. Preparatory stage

- Review the OECD SUS methodology and adapt to Tajikistan context;
- Translate the OECD SUS methodology, as well as its tools and instructions into Tajik language;
- Conduct pilot-test and revise methodology and questionnaires accordingly;
- Finalize the methodology with MoES and international consultant and present the methodology to MoES and its departments.

2. Data collection

- Organize and conduct training for interviewers;
- Collect quantitative data on perceptions of the school environment, teaching conditions and levels of satisfaction with the educational process among students in grades 7–11, teachers and school principals;
- Monitoring and quality control.

3. Data processing and analysis

² School User Survey “Improving Learning Spaces Together”, 2018, Organization for Economic Co-operation and Development (OECD): [https://one.oecd.org/document/EDU/EDPC/GNEELE\(2018\)1/en/pdf](https://one.oecd.org/document/EDU/EDPC/GNEELE(2018)1/en/pdf)

- Ensure the data transfer of project and control schools into a single database;
- Carry out the data error checks and raw database cleaning;
- Prepare and submit the database in Microsoft Excel and/or STATA and other requested formats;
- Conduct statistical analysis of data to identify key trends and patterns in the educational environment in collaboration with international consultants.

4. Preparation of report and presentation

- Prepare detailed report based on the findings of the survey with recommendations for improving the quality of the educational environment in collaboration with the international consultant;
- Organize a presentation of the survey results and recommendations to MoES and key stakeholders at the national level for further implementation of improvements in the education system.

3. Survey mechanism

The OECD School User Survey: Improving Learning Spaces Together (2018) is a unique tool developed by the OECD that gives voice to those who use schools on a daily basis. It consists of three self-assessment questionnaires designed for students, teachers and school leaders. They can be used to collect and triangulate evidence on the actual use of learning spaces, as well as to solicit user perspectives.

The OECD SUS gathers data about temperature, air quality, noise, allocation and use of space, different spatial layouts, furniture, technology, safety and overall satisfaction (*see the Picture 1*).

Picture 1. Key focus areas of SUS



The OECD SUS focuses on five areas:

- The physical environment and its use;
- The use of technology;
- Comfort and safety;
- Perception of learning environments;
- Overall satisfaction with the school facilities.

The OECD SUS is designed to:

- provide evidence for the continuous improvement and intelligent use of learning spaces in schools;
- put the learner at the centre of the cycle of continuous improvement;
- empower students, teachers and school leaders by giving them a voice in how the design of their school building meets their needs.

The OECD SUS is neither a learning assessment tool for students nor a performance evaluation tool for teachers.

The results collected from the tool can be used at school and/or regional and national levels to support the continuous improvement and rational use or renovation of educational facilities. It can help the MoES determine effective strategies for enhancing current learning spaces and optimizing the use of new educational layouts. Finally, the results can provide greater insight into how physical learning environments shape teaching practices and affect learning outcomes and student well-being.

4. Sampling design

Sampling frame and size

The Project Team supplied a comprehensive list of secondary public schools across all target districts, serving as the **sampling frame** for this survey. This list encompassed 2,837 schools with a total enrollment of 1,527,127 students, comprising 783,652 boys and 743,475 girls. It should also be noted that there are 85,300 teachers employed in all these schools, the majority of whom are women (52,663).

The **sampling size** was a requirement of the World Bank in relation to the implementation of the School User Survey. The project team provided the list of project and control secondary public schools (65 project secondary public schools and 65 control secondary public schools, a total of 130 schools) across 4 regions of Tajikistan: Khatlon and Sughd region, DRS and GBAO.

The target groups of the survey are:

- ✓ *students in grades 7-11;*
- ✓ *teachers; and*
- ✓ *school principals.*

Table 1. Sampling of the survey

Region	Schools		Leaders		Teachers		Students	
	Project	Control	Project	Control	Project	Control	Project	Control
DRS	16	16	16	16	246	229	852	826
GBAO	5	5	5	5	65	66	229	192
Khatlon	35	35	35	35	858	817	1933	1948
Sughd	9	9	9	9	218	199	504	499
Total	65	65	65	65	1387	1311	3518	3465
	130		130		2698		6983	

Sampling method and plan

Several sampling methods were used under the survey for selection of schools and respondents.

The **target sampling method** was used for the selection of the schools' sample, taking into account the logistical issues of the schools in districts.

It should be noted that in close cooperation between the World Bank and the MoES, criteria for selecting the Project schools were developed. The project schools were chosen based on the following criteria:

- ✓ availability of land within the school for the construction of an additional educational building;
- ✓ schools that are in a state of emergency or in need of major repairs;
- ✓ schools that have not been allocated funds for construction and reconstruction from any source of funding over the past 10 years, with the exception of schools damaged by natural disasters;
- ✓ schools that are not located in a disaster zone;
- ✓ schools that have access to drinking water;
- ✓ prospects for increasing the number of students in the school's area;
- ✓ socio-economic indicators of the region.

The control schools were selected in the same area where the project school was located, having approximately the same characteristics.

As for the respondents, the survey used **simple random sampling** which means that every respondent has an equal chance of being selected. The respondents were chosen through random number generation. Selected respondents couldn't be replaced unless they explicitly decline to participate in the survey.

Selection of students. At the initial stage, the total number of students in each grade level is determined by summing up all students within the same grade (e.g., 7A, 7B, 7C). The selection process then follows these principles:

- If the total number of students in a grade exceeds 100, a random selection of 10% is made to ensure proportional representation. For example, if a school has 120 students in the seventh grade, a random selection of 12 students will be made.
- If the total number of students is fewer than 100, such as 70, a random selection of 10 students will be conducted.
- If a class has 10 or fewer students, all of them would participate in the survey.
- If a grade consists of exactly 100 students, 10 students will be randomly selected.

This approach accounts for variations in student populations across schools and grade groups, ensuring that the sample remains representative and the survey results are reliable.

Selection of teachers. All teachers who taught students in grades 7 to 11, except for those teaching visual arts, music, and physical education, had a chance of being selected. If a teacher was

responsible for more than one subject, they were asked to complete the questionnaire only once, ensuring that each respondent was represented only a single time in the data.

Selection of school leaders. The selection of school leaders for this survey was targeted and included the school principal, deputy principal, and heads of department. It is important to note that all school principals took part in this survey.

You can find the detailed sampling in **Annex 1. Detailed sampling of the survey.**

5. Survey Instruments (questionnaires)

The survey was carried out using the OECD SUS tool. It consists of three questionnaires designed to assess the use of learning spaces and collect feedback on the perception of the physical learning environment; the questionnaires are addressed to students, teachers and school principals. The student questionnaire consists of 29 questions, the teacher of 39 questions and the school of 18 questions. All questionnaires end with a common question about the overall satisfaction of the user (see *Picture 2*).

Picture 2. OECD SUS questionnaire structure

Section	OECD School User Survey		
	Student questionnaire	Teacher questionnaire	School questionnaire
Section 1	About You 4	About your school 2	The structure and organisation of the school 7
Section 2	Spaces you use 9	About You 6	The physical environment of the school 7
Section 3	Comfort 8	About school leadership 2	Technology at the school 3
Section 4	Arrangement of the space 2	Spaces you use 9	Overall satisfaction 1
Section 5	Emotional and physical safety and well being 4	Comfort 6	
Section 6	Technology use at school 1	Arrangement of the space 5	
Section 7	Overall satisfaction 1	Emotional and physical safety and well being 5	
Section 8		Technology 3	
Section 9		Overall satisfaction 1	



Each questionnaire is structured so that it is easy to understand and use. Each of the three self-assessment questionnaires designed for students, teachers and school leaders take between 20 to 30 minutes to complete.

- The questions either specify a particular time period, which the respondent needs to consider, or they may ask about their perceptions in general.
- Most of the questions are multiple choice. Users are allowed to pick only one answer in each question or pick all answer options that apply.
- Most of the questions have been developed so that responses are given using a scale.
- A few questions have an extended introduction with some images as well.
- There are a few open questions and follow-up questions, where the users are expected to add comments.
- Some questions use soft validation and some answer options generate error messages: for example, where a question asks what percentage of time was devoted to an activity, the respondent's answers must sum up to 100%, before the respondent can move on to the next question.

To ensure high quality data, survey responses are **anonymous** to protect the identity of those answering.

These questionnaires were translated into Tajik and passed the stage of pilot-test and adaptation to the local context taking into account socio-cultural and age-sensitive characteristics in Tajikistan. More information on the pilot-test you can find in below section.

The full questionnaires can be found in **Annex 2. Survey questionnaires**.

PILOT-TEST OF OECD SUS INSTRUMENTS

On 21 January 2025 the pilot-test of the questionnaires was conducted in Hisor (school No.89), and on 28-29 January 2025 in Varzob (school No.40) and in Rudaki (school No.119). The main objectives of the pilot-test are:

- **Assess clarity and understanding:** To ensure respondents understand the questions as intended and that the language is clear, unambiguous, and appropriate for the target audience.
- **Evaluate question flow and order:** To check if the questions are logically sequenced and if the transition between questions is smooth and natural.
- **Identify potential for bias or leading questions:** To spot any questions that might unintentionally influence respondents' answers.
- **Determine the time required to complete the questionnaire:** This helps in planning the main data collection process and informing participants about the expected time commitment.
- **Test the effectiveness of instructions:** To verify if the instructions for completing the questionnaire are clear and easy to follow.
- **Gather feedback for improvement:** To solicit suggestions from pilot-test participants on how the questionnaire could be improved in terms of clarity, relevance, or ease of use.

During the pilot-test at school No.89, 50 self-completion questionnaires were collected from students in grades 7-11, along with 10 completed by teachers across different subjects and 1 school principal. Although the student questionnaire had been simplified before the pilot-test, 7th-grade students still encountered challenges with some questions. Notably, Question 22 in Section 4, which offered various classroom space organization options, proved to be a primary source of confusion for students across all grades.

At school No.40 in Varzob, 43 self-completion questionnaires were gathered from students in grades 7-11, and an additional 1 questionnaire was completed by a teacher. Among the 7th-grade students, a total of 7 were unable to answer the questions.

In Rudaki at school No.119, 46 self-completion questionnaires were administered to students in grades 7-11, and 9 surveys were completed by teachers. Similar to the other schools, 4 students from the 7th grade in this school also struggled with the questions.

Based on the results of the pilot-testing, the following actions were taken:

- the wording of difficult questions, particularly for 7th-grade students, was revised;
- question 22 in Section 4 (student questionnaire) was rephrased to improve clarity;
- additional discussions were held with teachers and school principals to incorporate their recommendations for improving the questionnaires.

It should be noted that in the first school, the pilot-testing was conducted using paper-based questionnaires, while the rest two schools used the questionnaires in tablets (*see Picture 3*). The

results of the pilot-testing allowed for the necessary adjustments to be made, thereby enhancing the quality of the main data collection phase.

Picture 3. Templates of questionnaires on tablets

<p>SUS_Хонандагон</p> <p>SECTION 7: OVERALL SATISFACTION</p> <p>* 29. In general, how satisfied are you with the spaces you use for learning?</p> <p><input type="radio"/> 1 - Dissatisfied</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 1 - Satisfied</p> <p>< НАЗАД ДАЛЕЕ ></p>	<p>SUS_Хонандагон</p> <p>SECTION 6: TECHNOLOGY USE AT SCHOOL</p> <p>28. In a typical week, approximately how often do you use technology devices to do the following tasks for learning?</p> <p>* online research</p> <p><input type="radio"/> Never or hardly ever</p> <p><input type="radio"/> Once a week</p> <p><input type="radio"/> 2 to 4 times a week</p> <p><input type="radio"/> Everyday</p> <p>< НАЗАД ДАЛЕЕ ></p>
<p>SUS_Омузгорон</p> <p>* Is your current employment as a teacher full-time or part-time</p> <p><input checked="" type="radio"/> Full-time</p> <p><input type="radio"/> Part-time (equivalent to three days per week or more)</p> <p><input type="radio"/> Part-time (equivalent to less than three days per week)</p> <p>< НАЗАД ДАЛЕЕ ></p>	<p>SUS_Омузгорон</p> <p>* What year levels/grades are you teaching this term/year?</p> <p><input type="checkbox"/> Grade 7</p> <p><input checked="" type="checkbox"/> Grade 8</p> <p><input type="checkbox"/> Grade 9</p> <p><input checked="" type="checkbox"/> Grade 10</p> <p><input type="checkbox"/> Grade 11</p> <p>< НАЗАД ДАЛЕЕ ></p>

LIMITATION AND MITIGATION

During the entire survey period, the following limitations were identified and subsequently addressed. Mitigation strategies for their resolution are provided below:

Methodological Limitations:

- **Informed Consent.** Obtaining truly informed consent from teachers is necessary. Students might feel pressured to participate, particularly if the survey is administered by someone in authority.
- **Confidentiality and Anonymity.** Ensuring participants that their responses will be kept confidential and anonymous can be difficult, especially in smaller school settings where individuals might be identifiable.
- **Potential for Harm or Distress.** Survey questions, particularly on sensitive topics, could cause emotional distress or trigger negative feelings in some students or teachers.
- **Voluntary Participation.** Ensuring participation is genuinely voluntary without any perceived negative consequences for non-participation is crucial.
- **Measurement Error.** Inaccuracies or inconsistencies in the data collection process can lead to flawed data. This could stem from faulty instruments, poorly trained interviewers, or ambiguous survey questions.

Contextual Limitations:

- **Access and Permissions in GBAO.** Obtaining necessary approvals from region authorities is necessary, and potentially ethics review boards is a lengthy and complex process, which affected on the data collection timeline.
- **Lack of internet connection.** Lack of internet connection, especially in remote villages and cities may significantly affect on the data collection timeline.
- **Proper selection of schools.** The secondary school No. 57 of Tursunzade city was selected for the survey, where students are taught up to grade 6, and is a branch of secondary school No. 23 of this city.

Mitigation measures:

- **Informed Consent.** Develop age-appropriate consent forms for teachers in regards of pupils, clearly explaining the purpose, procedures, risks, benefits, and voluntary nature of the survey. Emphasize the right to withdraw at any time.
- **Confidentiality and Anonymity.** Clearly explain how data will be stored and reported to protect individual identities. Avoid collecting identifying information unless absolutely necessary and justify its use.
- **Potential for Harm or Distress.** Pilot-test survey questions to ensure clarity, avoid leading or biased language, and identify potentially sensitive items. Provide options for students to skip questions they are uncomfortable answering.
- **Voluntary Participation.** For surveys on sensitive topics, provide resources and support information for participants who may experience distress
- **Access and Permissions in GBAO.** To conduct the survey in GBAO, a separate letter addressed to the chairman of the region by the MoES.

- **Lack of internet connection.** The provided tablets have the function of recording and storing data in offline mode, which allows to share the data to the database once the internet connection was restored.
- **Measurement Error.** Developing clear and standardized data collection protocols and providing thorough training to interviewers can reduce measurement errors and ensure consistency.
- **Proper selection of schools.** The survey was conducted at secondary school No. 23 in Tursunzade city following a schedule adjustment.

RESULTS AND FINDINGS

ABOUT THE SCHOOL AND ITS ORGANIZATION

This report presents in detail the findings of the School User Survey that was conducted during the period of 11 March - 26 April 2025 in 130 secondary schools throughout four regions of Tajikistan: Khatlon, Sughd, DRS, and GBAO.

The survey included both project and control groups (65 schools each). Notably, a large majority of the surveyed schools were in rural areas (92%) with 84% serving communities of less than 3000 residents (*see Figure 1*), and primarily government-funded (95%, *see Figure 2*). The survey engaged 2698 teachers (53% female) and 6984 students (52% female) in grades 7-11 of public secondary schools, with data collected by 23 trained interviewers (65% female).

Number of schools		130
% of rural schools		92%
% of urban schools		8%
Number of teachers		2698
% of female teachers		53%
% of male teachers		47%
Average number of teachers in school		38
Average age of teachers		38
Average experience of teachers		10
Number of students		6984
% of female students		52%
% of male students		48%
Average number of students in the class		25
Number of students by grades	Grade 7	1518
	Grade 8	1509
	Grade 9	1432
	Grade 10	1283
	Grade 11	1242
Number of teachers by subjects ³	Mother tongue	464
	Literature	390
	History	307
	Russian language	261
	Math	373
	Biology	232
	English language	212
	Physics	166
	Physical culture	147
	Chemistry	144
	Geography	139
	Informatics	132
	Law	129
	Labor	118
Geometry	90	
Art	82	
Others	298	

Figure 1. Community of schools

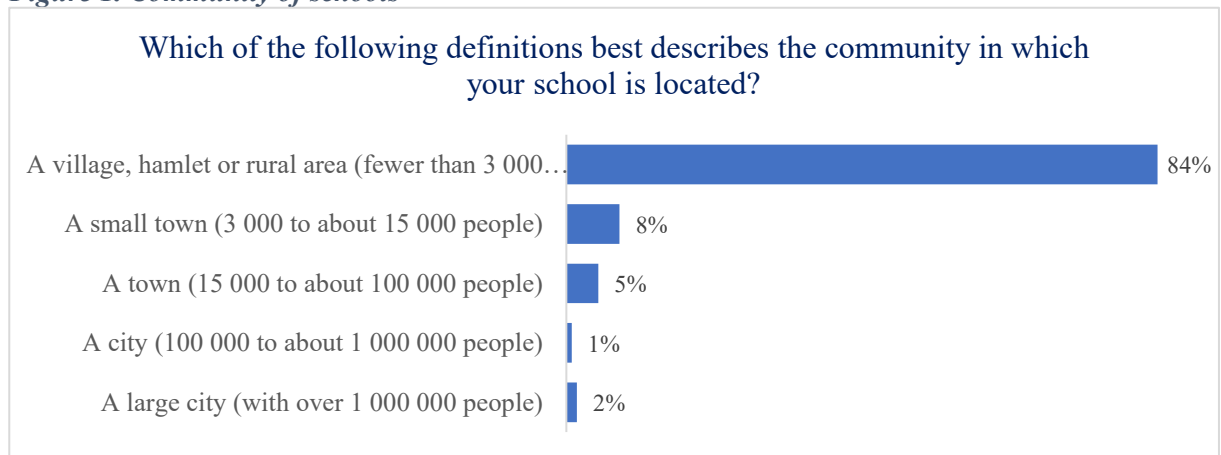
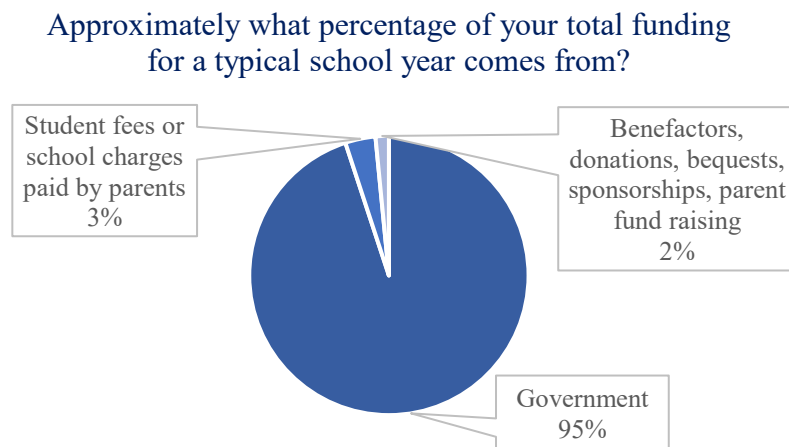


Figure 2. Funding source of schools



It's important to highlight that the majority of teachers (86%) work full-time, with almost a third (29%) being in the 25-34 age range and having an average of 10 years of experience (see Figures 3 and 4).

Figure 3. Age of teachers

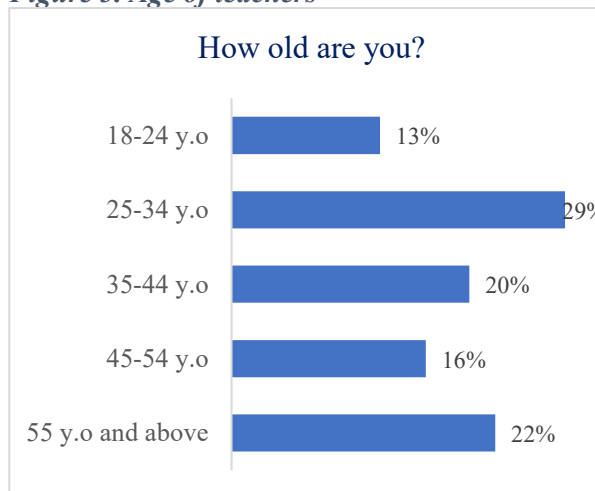
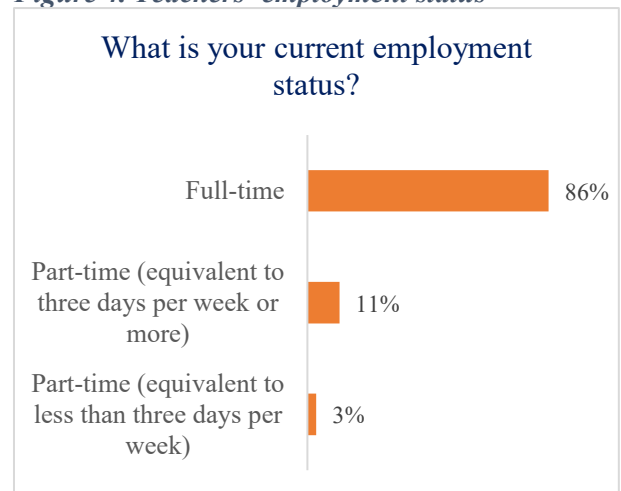


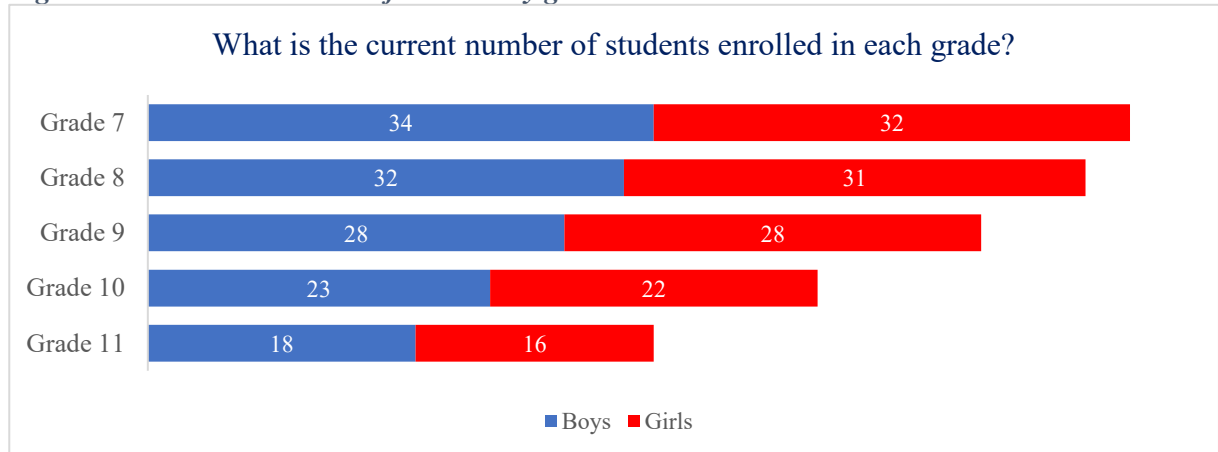
Figure 4. Teachers' employment status



³ It should be noted that 1 teacher may teach several subjects

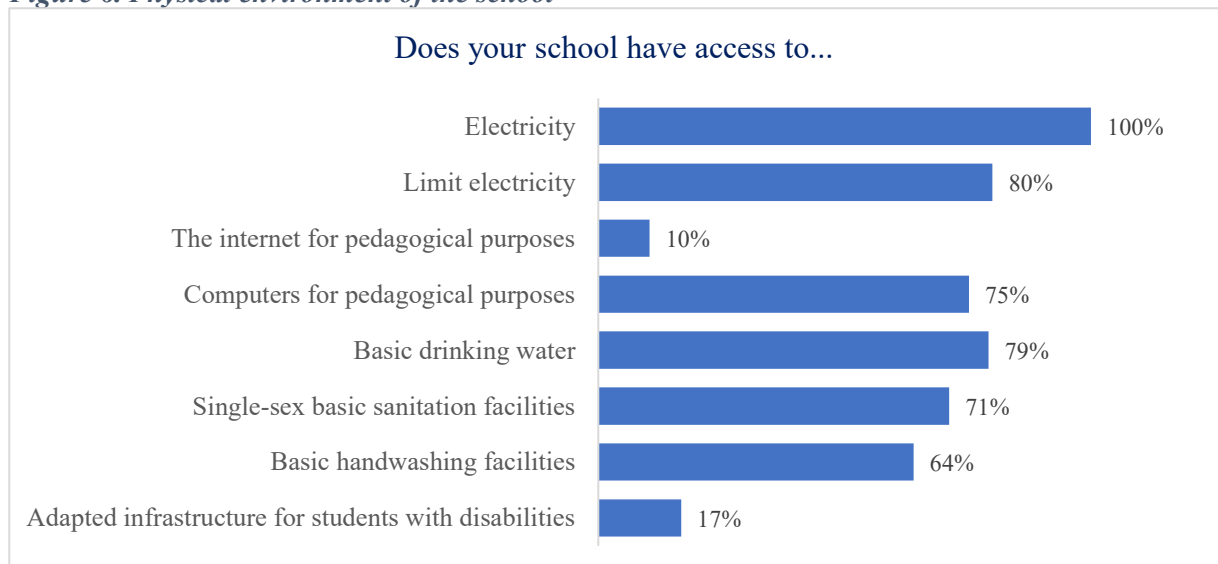
Approximately 60 students are enrolled in each of grades 7 through 9, with a relatively equal number of male and female students. In contrast, grades 10 and 11 have lower enrollments of 45 and 34 students, respectively. This decrease suggests that the completion of 9th grade may be a point at which students continue their education in educational institutions of primary vocational or secondary vocational education (*see Figure 5*).

Figure 5. Current enrollment of students by grades



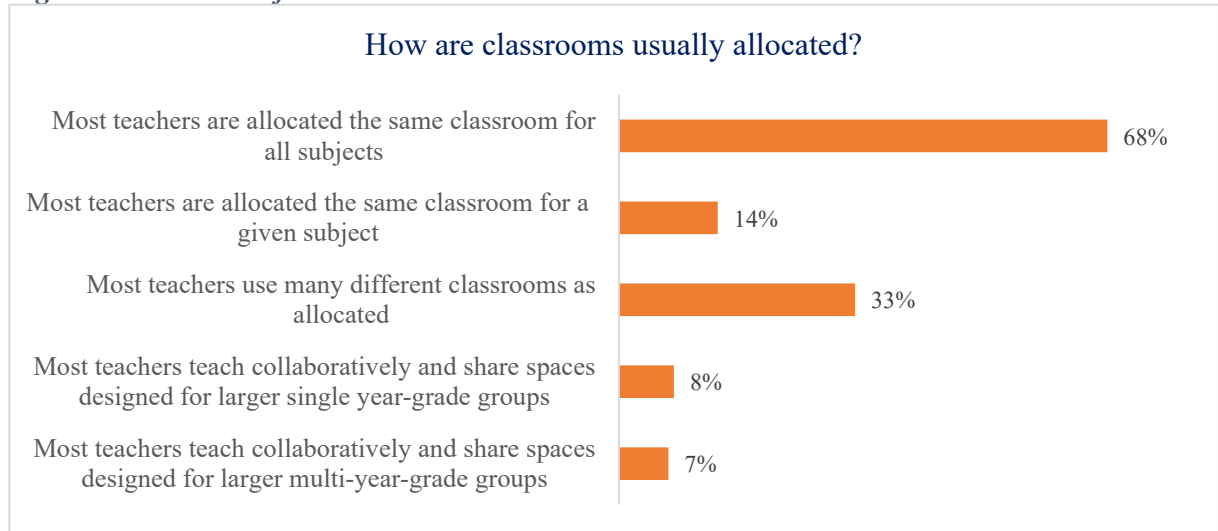
A positive finding is that all the schools have access to electricity, although 80% of school leaders report limitations. Furthermore, 75% of schools have computers available for teaching. Nevertheless, internet access for pedagogical purposes remains a significant challenge, with only 10% of schools having this resource. Regarding WASH (Water, Sanitation and Hygiene), a significant portion of schools do not have access to basic drinking water (21%), single-sex sanitation (29%) and handwashing facilities (36%). Accessibility is a critical area for improvement, as only 17% of schools have adapted infrastructure for students with disabilities (*see Figure 6*).

Figure 6. Physical environment of the school



According to the data, the majority of school principals (69%) reported that teachers are typically assigned the same classroom for all subjects. In contrast, very few teachers utilize spaces designed for collaborative teaching with larger single-grade (8%) or multi-grade (7%) groups (*see Figure 7*).

Figure 7. Allocation of the classrooms



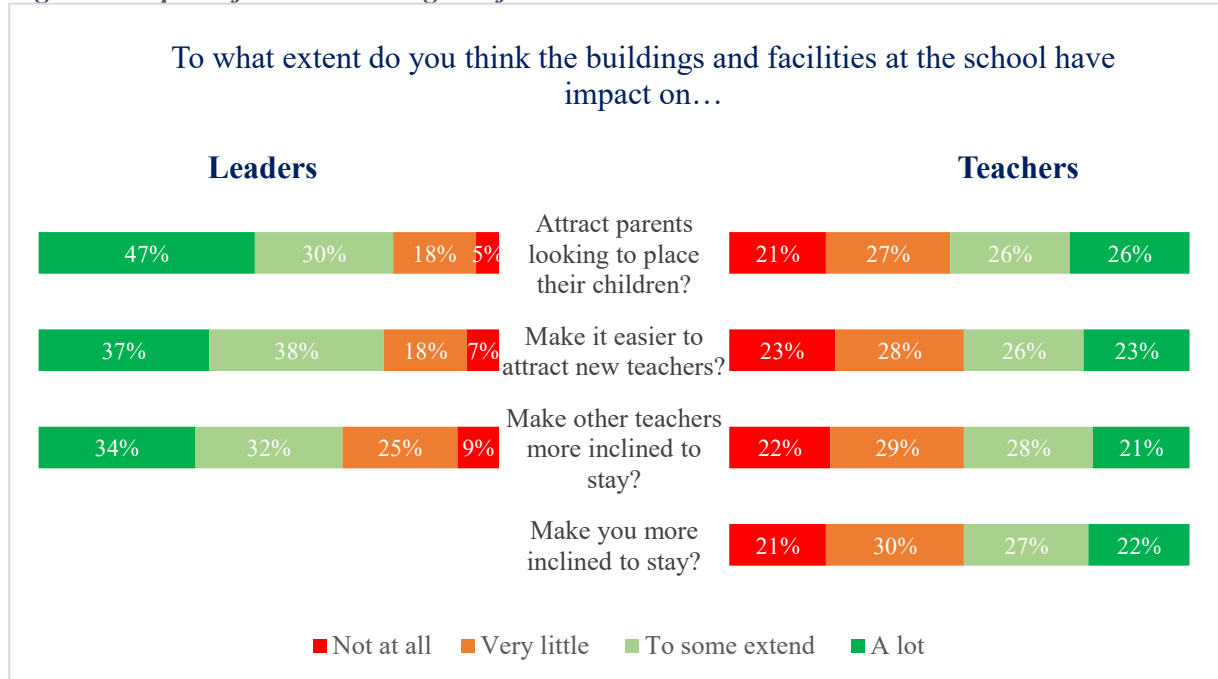
The survey results show overall positive results perception of the teachers concerning school leadership, and the autonomy and support leaders provide to teachers about the use of learning spaces. A strong majority of teachers agree (95%) that school leaders and teachers share a vision about how to best use the learning spaces for learning; additionally, teachers agree (94%) that school leaders encourage them to experiment with different ways of using the learning spaces. However, one third of teachers (30%) believe that the school building and learning spaces do not suit their preferred teaching practice (see Figure 8).

Figure 8. School leadership and learning environment



Teachers overwhelmingly believe that the condition of school buildings and facilities plays a crucial role in their job satisfaction and the school's overall appeal. A large majority indicated that better facilities would make them more inclined to stay (79%), facilitate the attraction of new colleagues (77%), and draw parents to the school (79%). While a smaller, yet still substantial, proportion of school leaders (47%) strongly believe in the significant impact of school buildings on parental enrollment decisions (see Figure 9).

Figure 9. Impact of school building and facilities



SPACES YOU USE

The data indicates a strong prevalence of traditional learning environments, with 84% of schools employing a model where students remain in the same group and learning space. While teachers have access to and utilize various allocated learning spaces (68%), the overwhelming majority (94%) report spending most of their time teaching alone in a classroom with an average of 25 students, while 6% of teachers report the presence of two teachers (see Figure 10 and 11).

Figure 10. Using of learning spaces

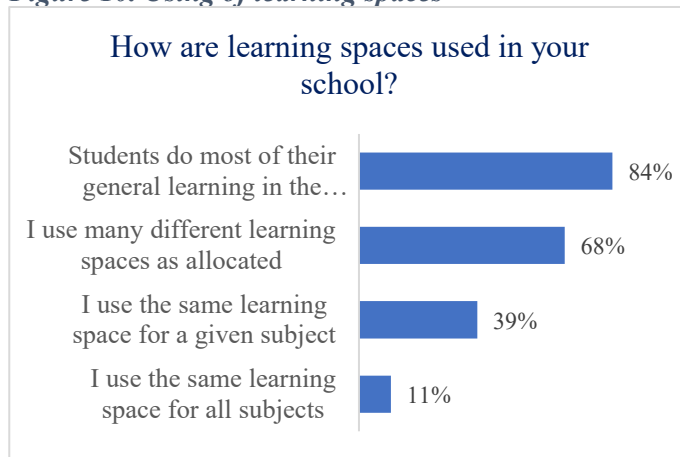
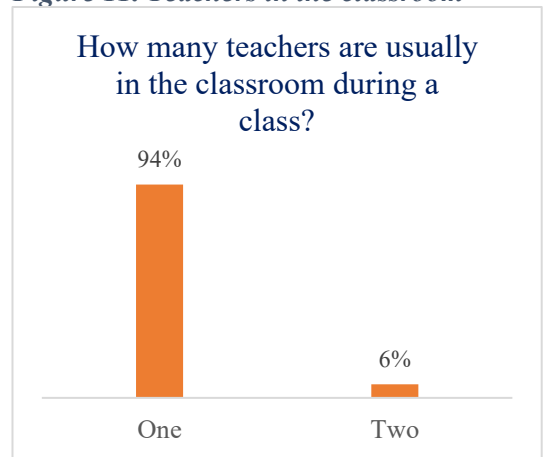
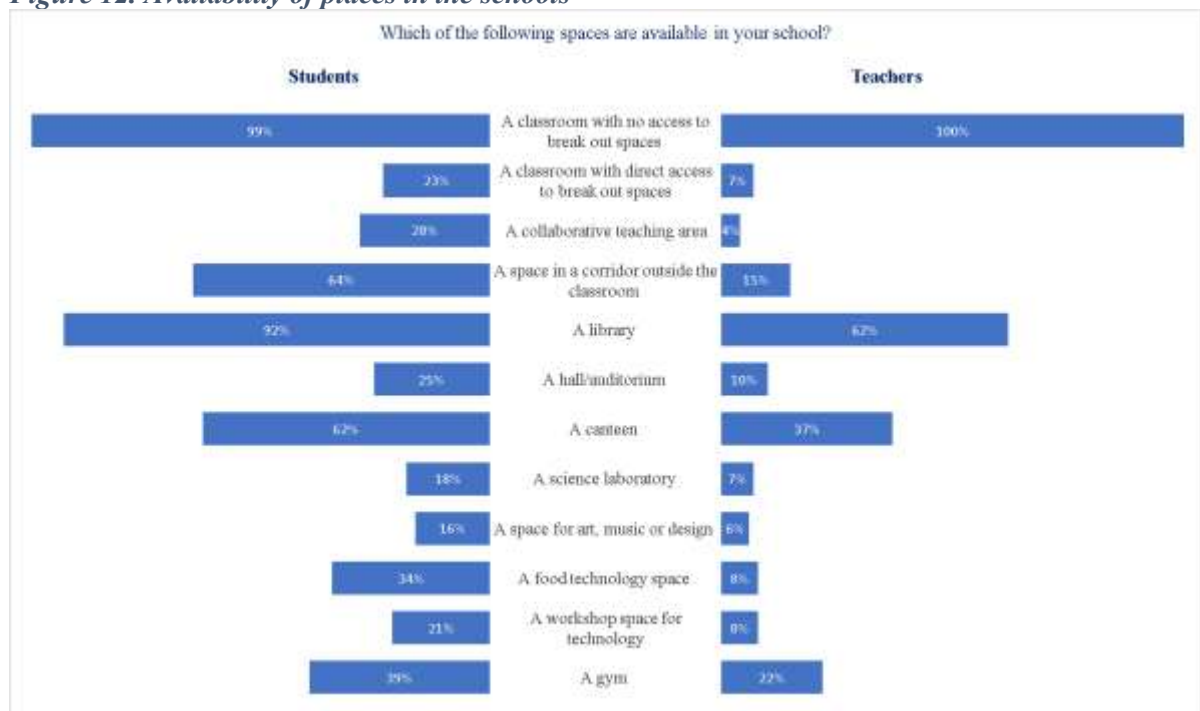


Figure 11. Teachers in the classroom



Survey data highlights that all schools utilize traditional classrooms without internal breakout spaces. Teachers reported a notable lack of key learning environments, specifically classrooms with direct access to breakout areas (7%) and collaborative teaching spaces (4%) designed for shared teacher-student work. They also pointed to the limited provision of specialized facilities, including science labs (7%), art, music, or design studios (6%), food technology spaces (8%), and technology workshops (8%). In contrast, more students than teachers report the availability of a library (92%) and a canteen (62%) (see Figure 12).

Figure 12. Availability of places in the schools



Regarding how often spaces are used, both teachers (87%) and students (97%) indicated that the traditional classroom without breakout areas sees the most frequent use during the lesson time everyday. Additionally, most of them reported engaging in collaborative group work, project work, or individual work in classrooms with direct breakout access (45% of teachers and 33% of students) and collaborative teaching areas (35% of teachers and 37% of students) approximately once a week. The data also reveals low usage for practical skills spaces like cooking, as reported by 91% of teachers and 76% of students (*see Figures 13 and 14*). Outside of lesson time, over half of the students use the gym (57%), and nearly half (47%) use the library. Notably, more than two-thirds of students consistently don't use the canteen, both during class time (75%) and outside class time (67%) (*see Figure 14*).

Regarding outdoor spaces, both teachers and students report moderate usage. External areas such as outdoor classrooms with seating, sports fields, and school yards are used at least once a month by 44%–54% of teachers and 48%–59% of students. More students than teachers reported using the school field daily (*see Figure 16*). However, it's important to note that very few teachers (14%) and students (23%) indicated the availability of external classrooms or spaces with seating at their schools (*see Figure 15*).

Figure 13. Frequency of use of school spaces by teachers

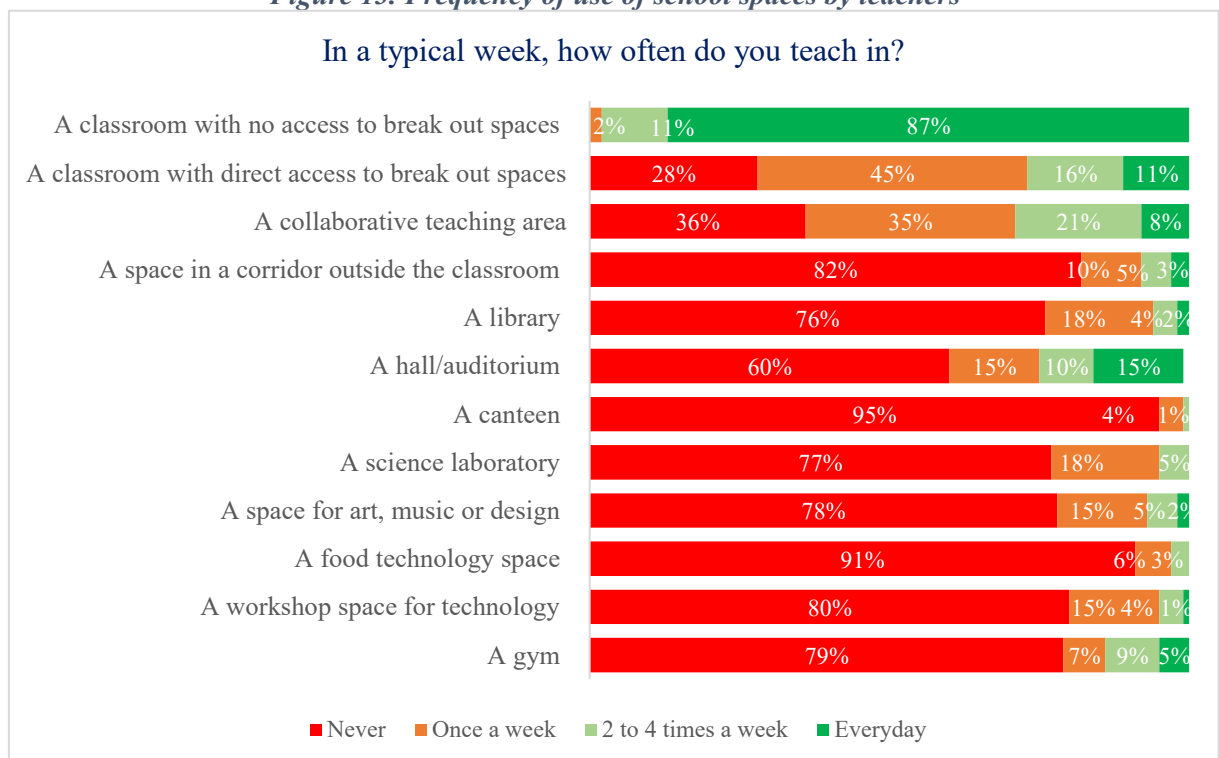


Figure 14. Frequency of use of school spaces by students

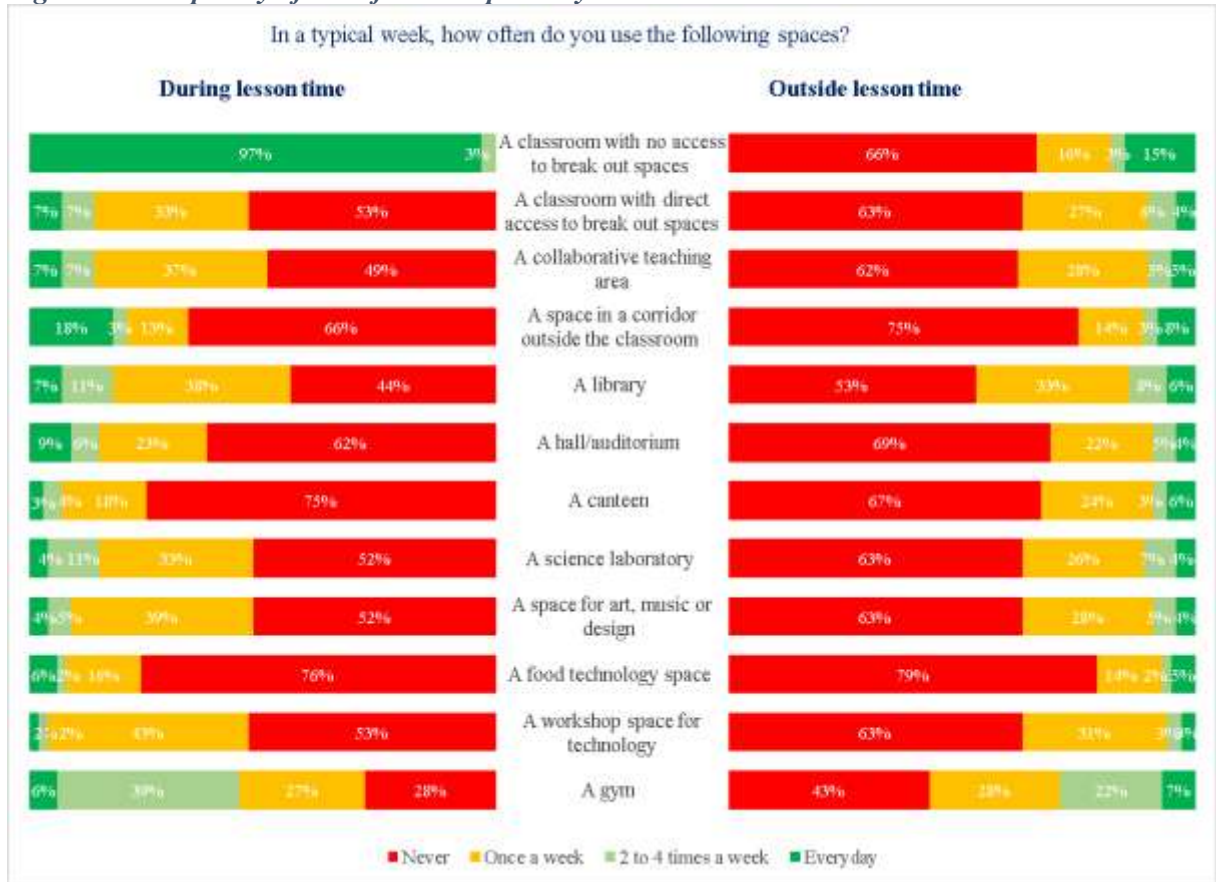


Figure 15. Availability of external spaces in the schools

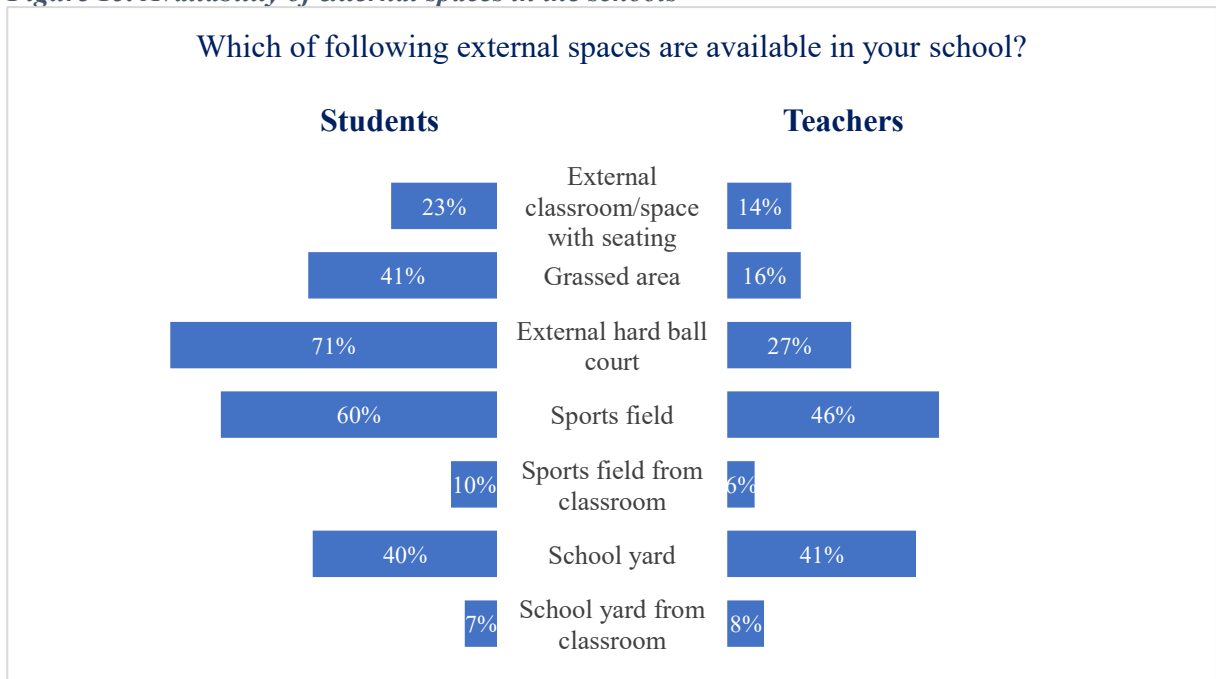


Figure 16. Frequently of use of external spaces directly accessible from a classroom

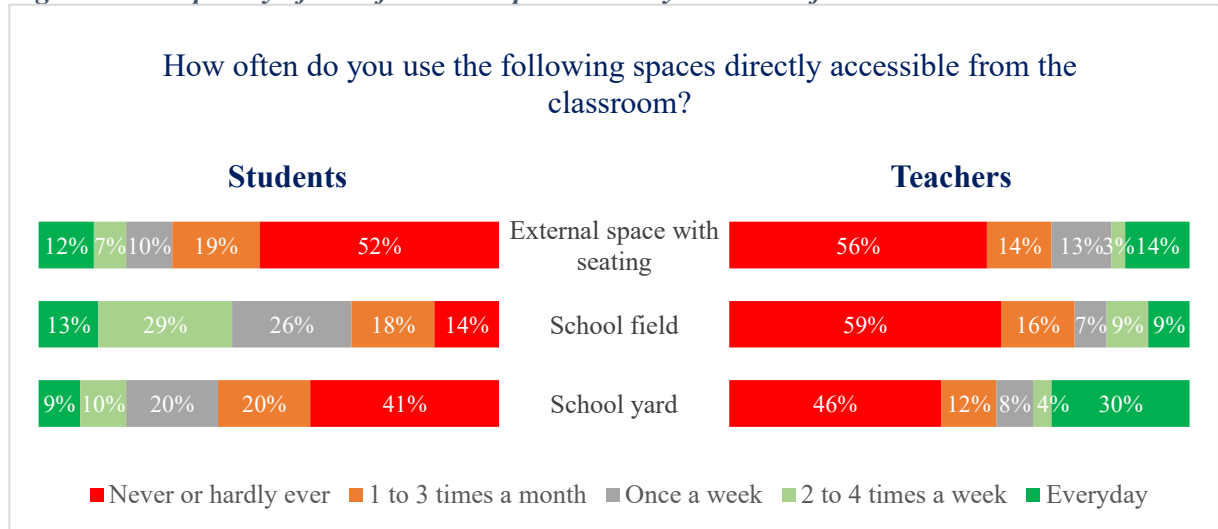
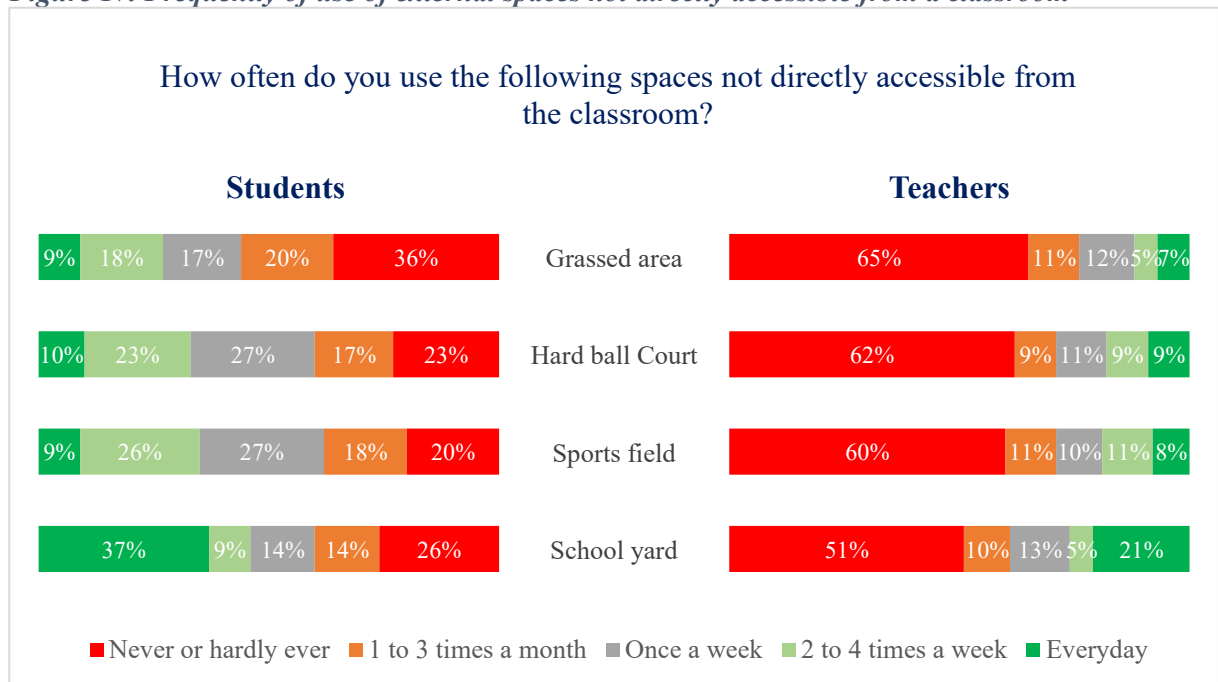


Figure 17. Frequently of use of external spaces not directly accessible from a classroom



Teachers reported a lack of satisfaction with the additional spaces provided for their use, including meeting rooms, social areas for interaction with colleagues, and quiet work zones before or after classes (see Figure 18). This lack of suitable spaces is mirrored in the student experience, with very few students indicating the availability of quiet areas for individual (6%) or group work (5%) outside of instructional time.

For students, the primary driver for effective learning in a space was the subject being taught (40%). However, environmental factors like appropriate temperature (29%) and the presence of necessary learning equipment (17%) were also identified as significant contributors to their learning experience (see Figure 20).

Figure 18. Teachers' satisfaction of provision of...

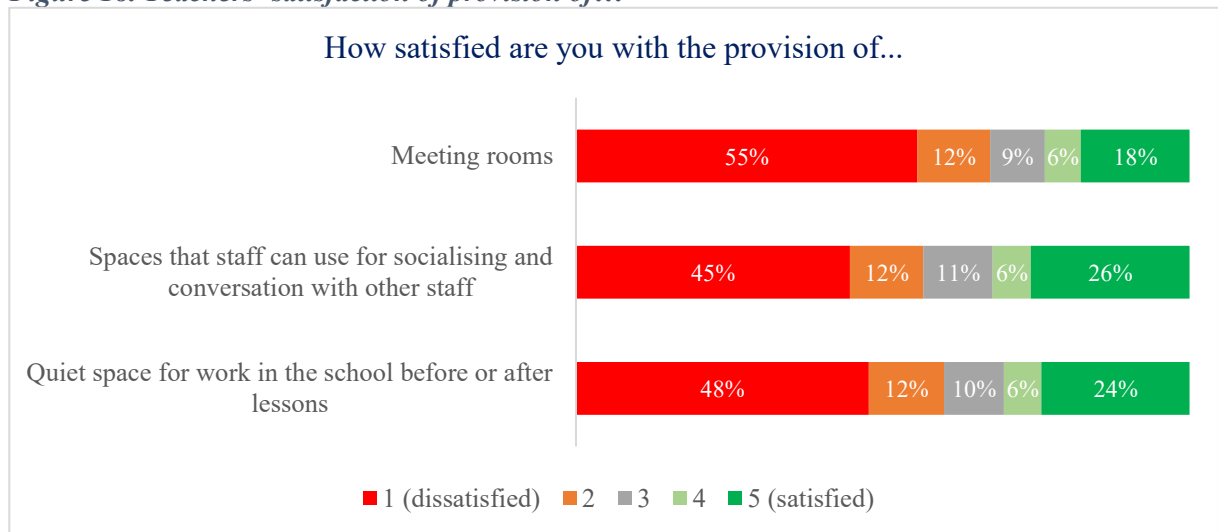


Figure 19. Availability of spaces to work quietly in the school

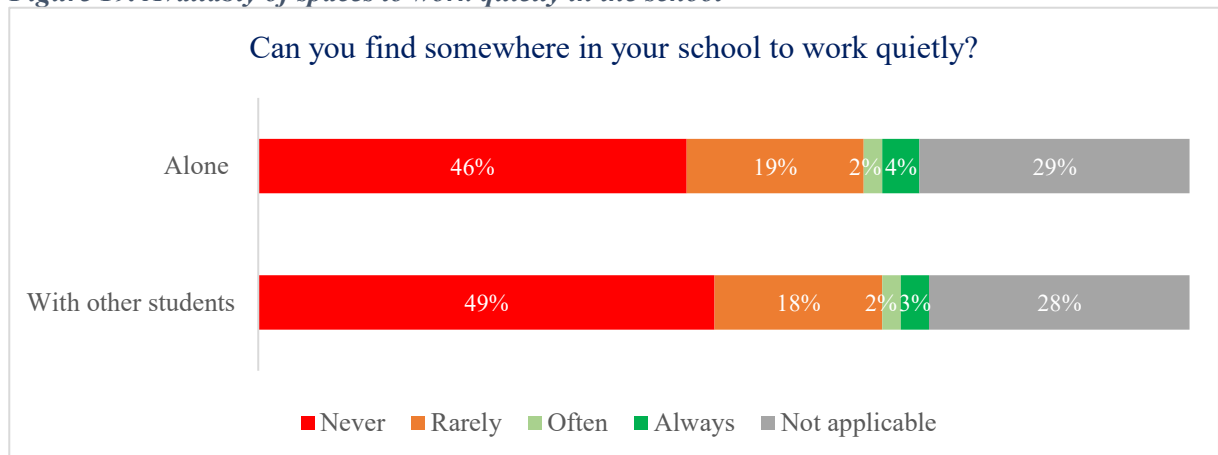
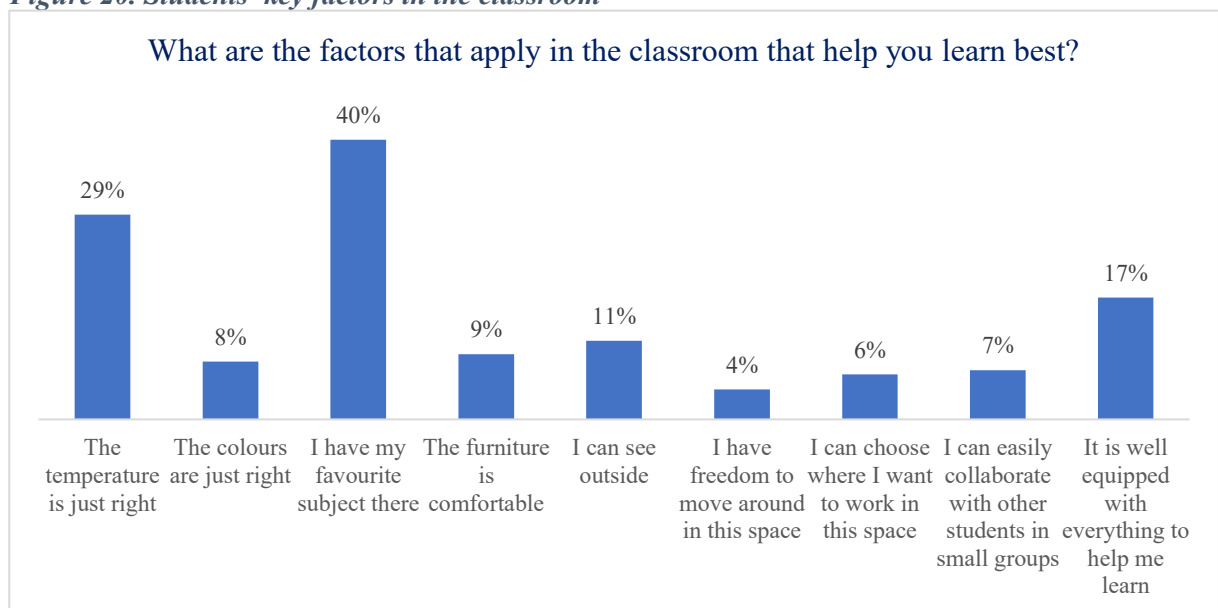


Figure 20. Students' key factors in the classroom



Variability analysis

An analysis comparing project and control schools regarding teacher and student space utilization reveals similar patterns. The data indicates that, like students in project schools, the majority of students in control schools also primarily conduct their general learning within the same group in a consistent learning space (see *Figure 21*).

Regarding the availability of different spaces, the analysis showed no significant differences between the project and control groups. Students in both types of schools predominantly reported the availability of traditional classrooms without breakout spaces as their main learning environment. Furthermore, similar percentages of students in both project and control schools indicated the availability of a library (92% vs. 94%), a canteen (62% vs. 61%), and a gym (39% vs. 45%) (see *Figure 22*). Notably, the data shows the difference in availability of a collaborative teaching area between project (28%) and control (37%) schools.

Across all grades, the vast majority (at least 95%) of students primarily use classrooms without breakout spaces. However, students in grades 10-11 report more frequent use of the library (60-62%) and gym (15-18%) compared to students in grades 7-9 (library: 46-47%; gym: 71-74%), with usage defined as at least once a week or more (see *Figure 23*).

Figure 21. Comparison of using of learning spaces

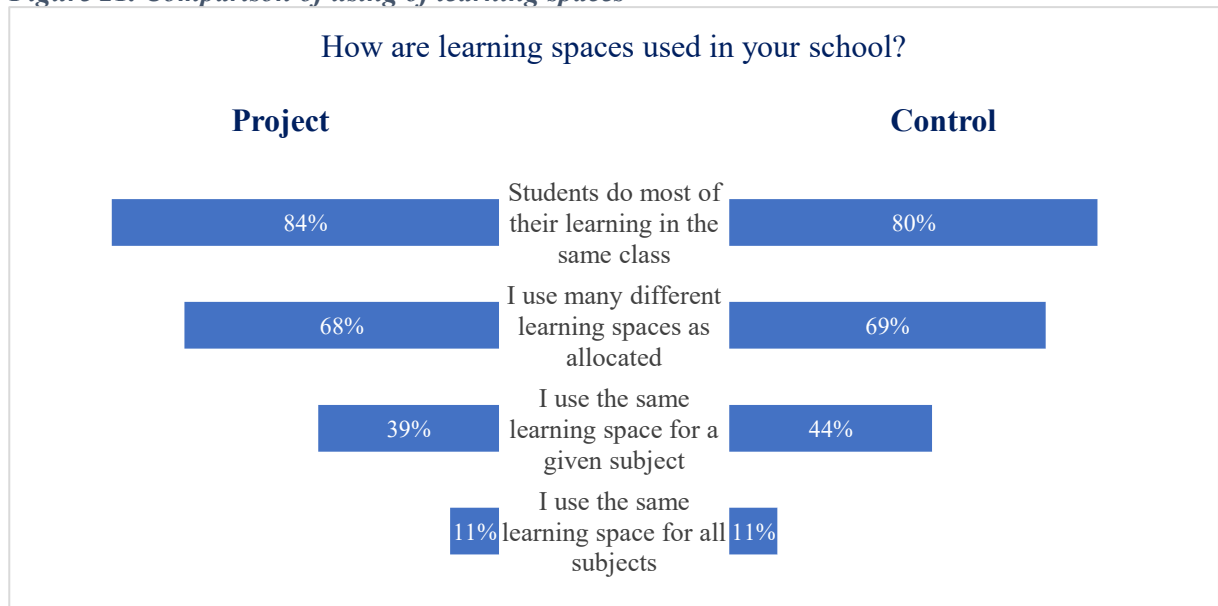


Figure 22. Availability of spaces in project and control schools by students

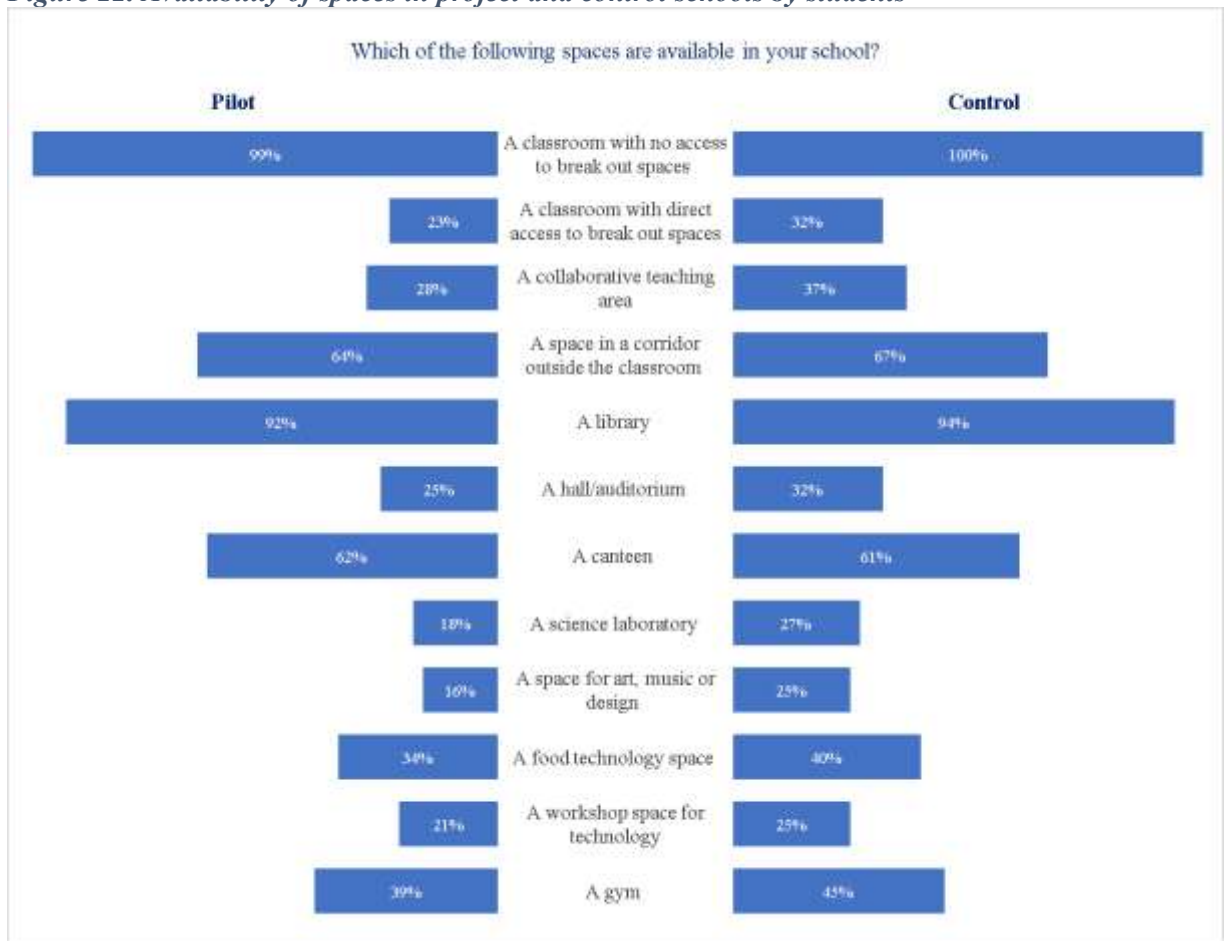
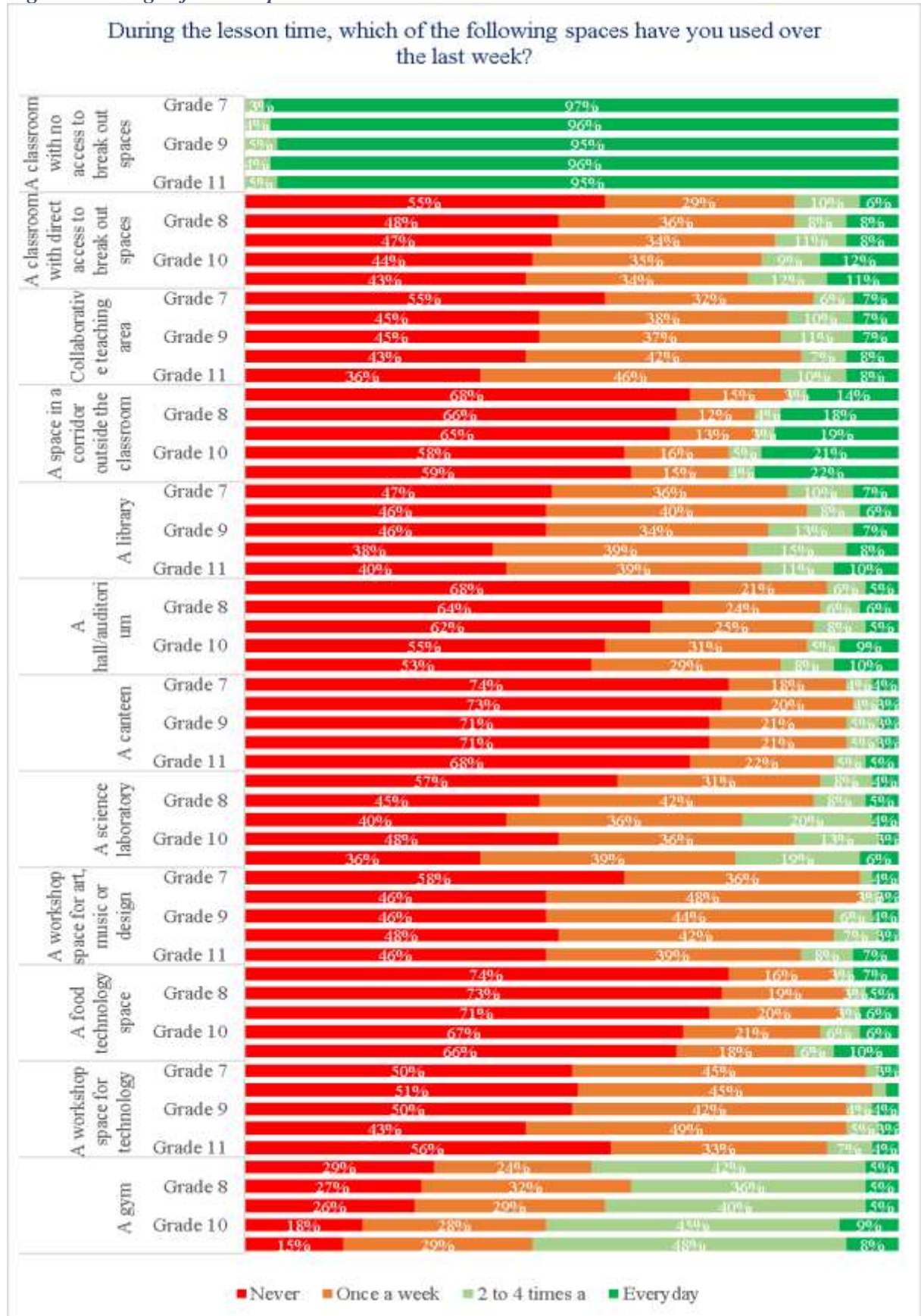


Figure 23. Usage of school spaces over the last week



Regarding the availability of outdoor spaces, students in both project and control schools reported similar access to external hard ball courts (71% vs. 77%), sports fields (60% vs. 64%), and grassed areas (41% vs. 46%). Notably, both groups also indicated a similar lack of external spaces with seating (23% vs. 25%) (*see Figure 24*). Interestingly, the perceived availability of external hard ball courts and sports fields increased with school size, as indicated by student responses (hard ball courts: 68% small, 75% medium, 78% large; sports fields: 48% small, 62% medium, 70% large) (*see Figure 25*).

It's worth pointing out that teachers in control schools expressed slightly higher satisfaction with the provision of certain spaces compared to their counterparts in project schools. For instance, approximately 40% of teachers in control schools were satisfied with meeting rooms, compared to only 23% in project schools. Similarly, satisfaction with the availability of quiet workspaces for teachers before or after lessons was higher in control schools (45%) than in project schools (30%) (*see Figure 26*).

Figure 24. Availability of external spaces in project and control schools

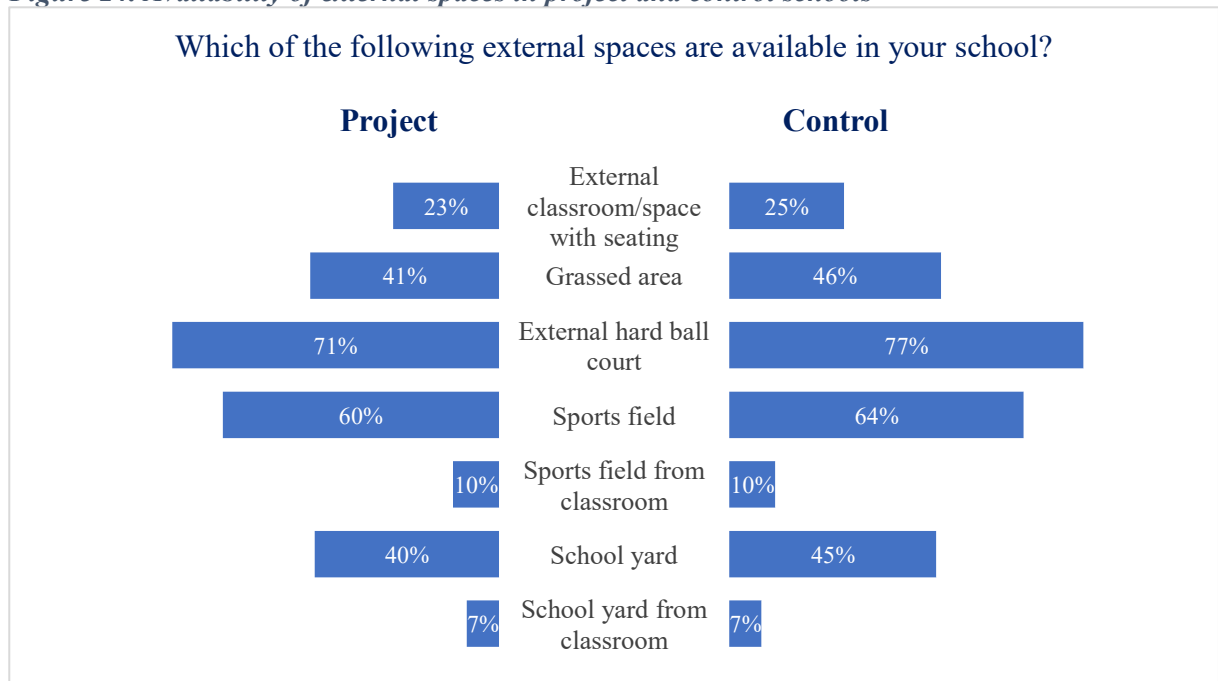


Figure 25. Availability of external spaces by school size

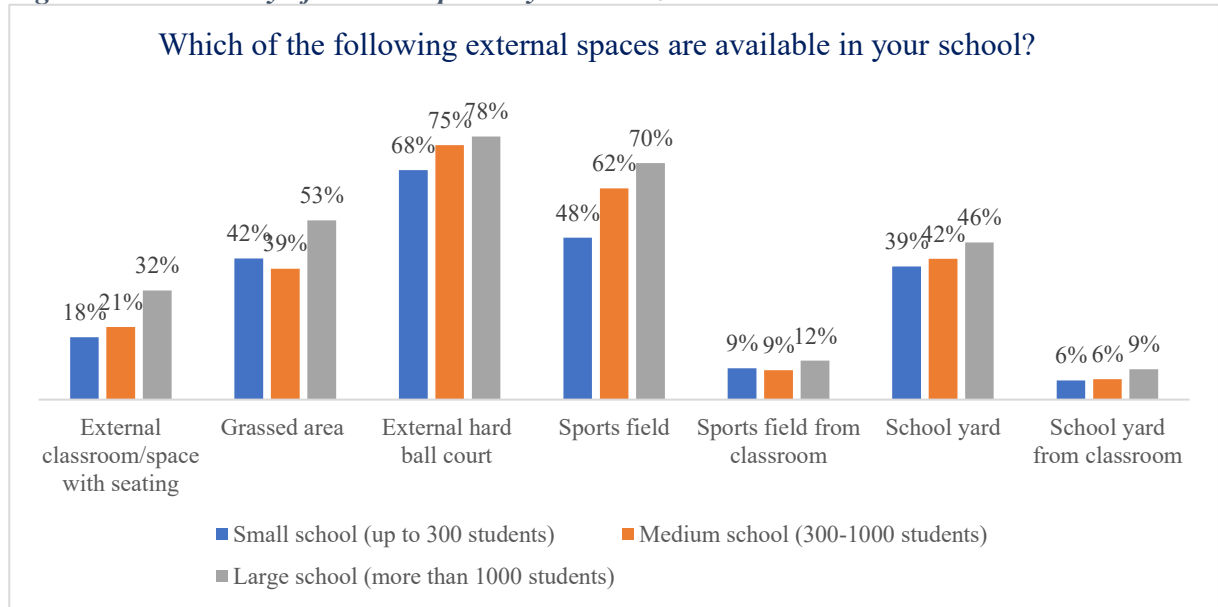
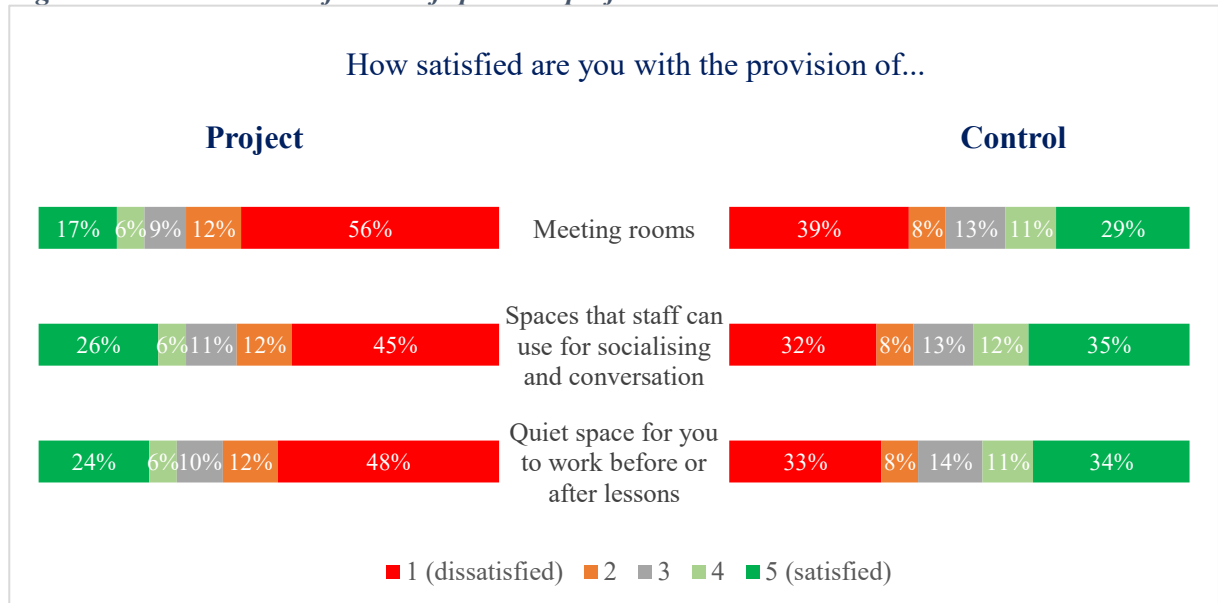


Figure 26. Teachers' satisfaction of spaces in project and control schools



The primary factors that students believe help them learn best are largely consistent between project and control schools. In both groups, having their favorite subject taught is the most significant factor (40% in project and 42% in control). Classroom temperature and available equipment also play a role (see Figure 27). Interestingly, a slightly higher percentage of girls (43%) than boys (39%) identified their favorite subject as the key to best learning, while more boys (33%) than girls (29%) cited classroom temperature as the crucial factor (see Figure 28).

When considering grades, the analysis indicates that having a favorite subject is a more influential factor for 7th-grade students (47%) than for those in higher grades. In contrast, student perspectives on the remaining factors were consistent across all grade levels analyzed (see Figure 29).

Figure 27. Key factors of learning for students in project and control schools

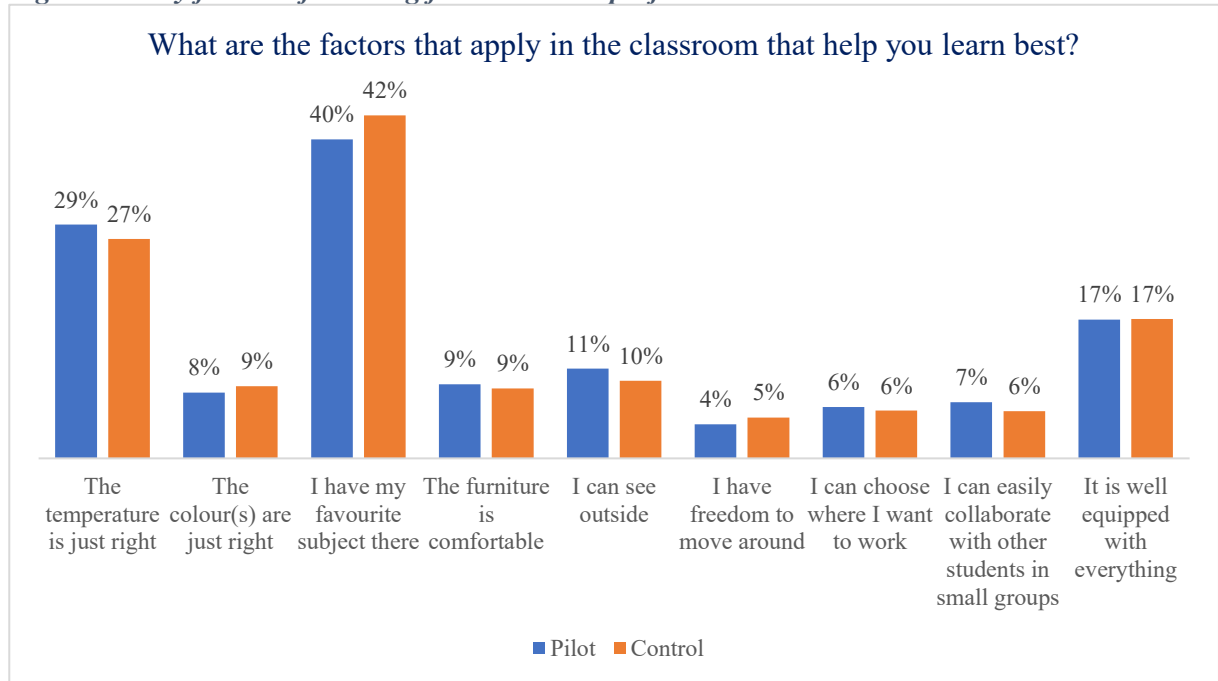


Figure 28. Key factors of learning for students in project and control schools by gender

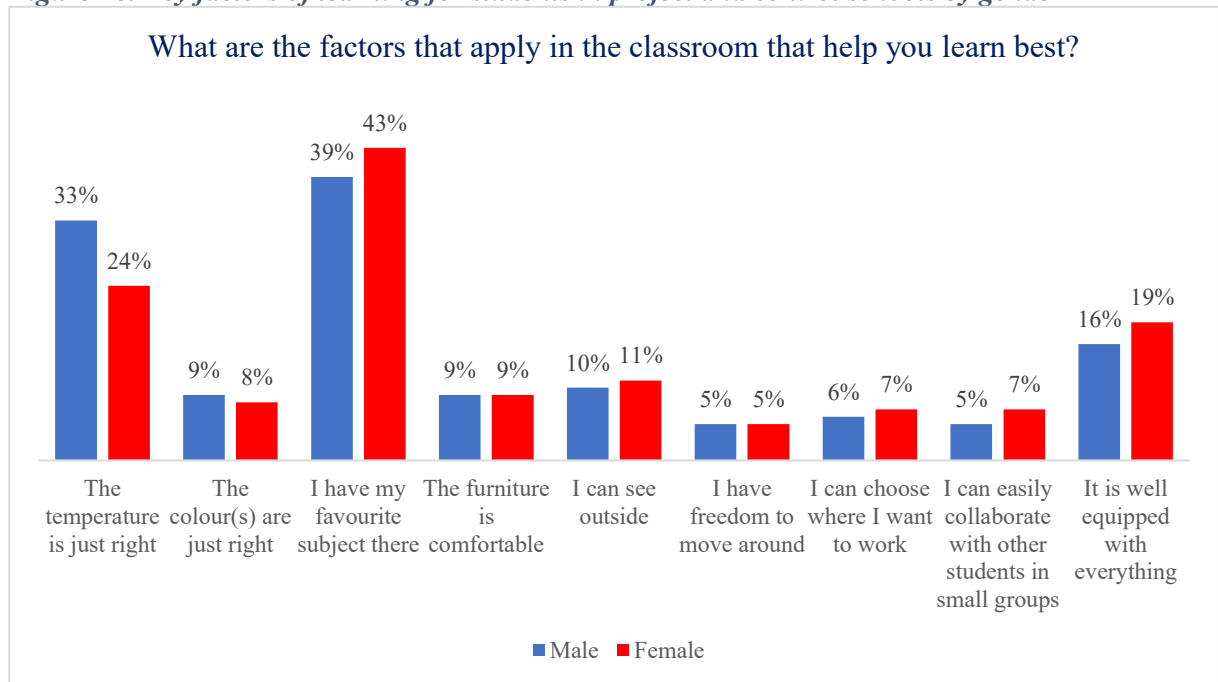
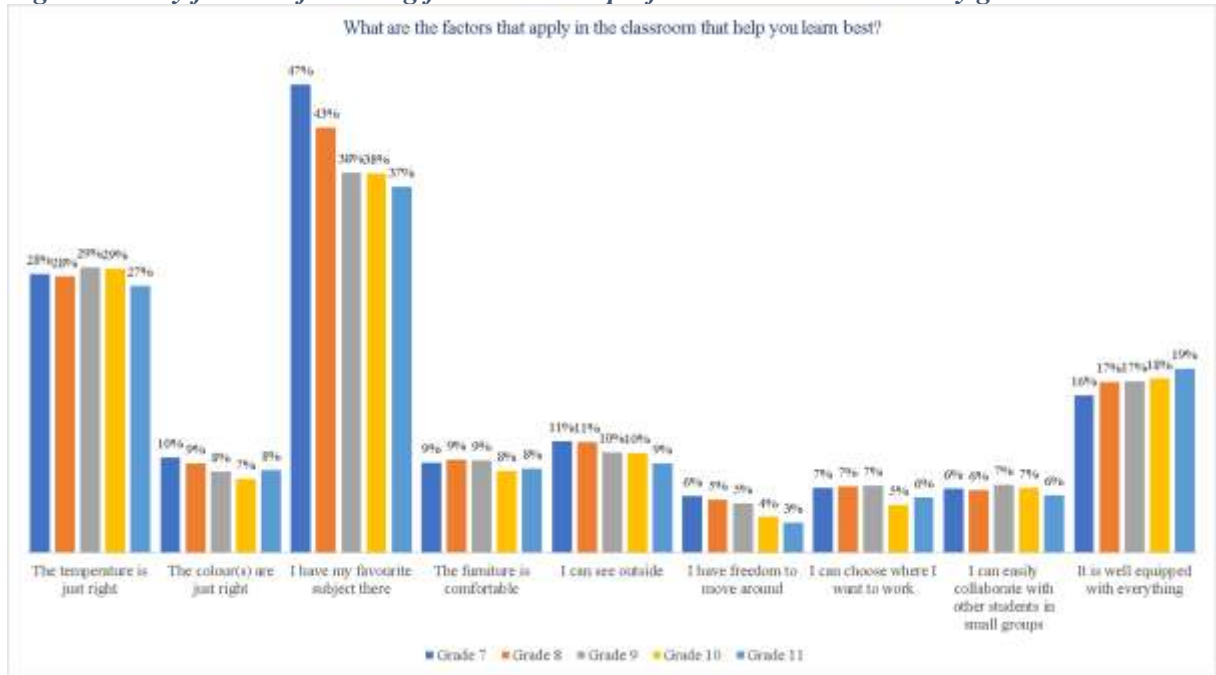


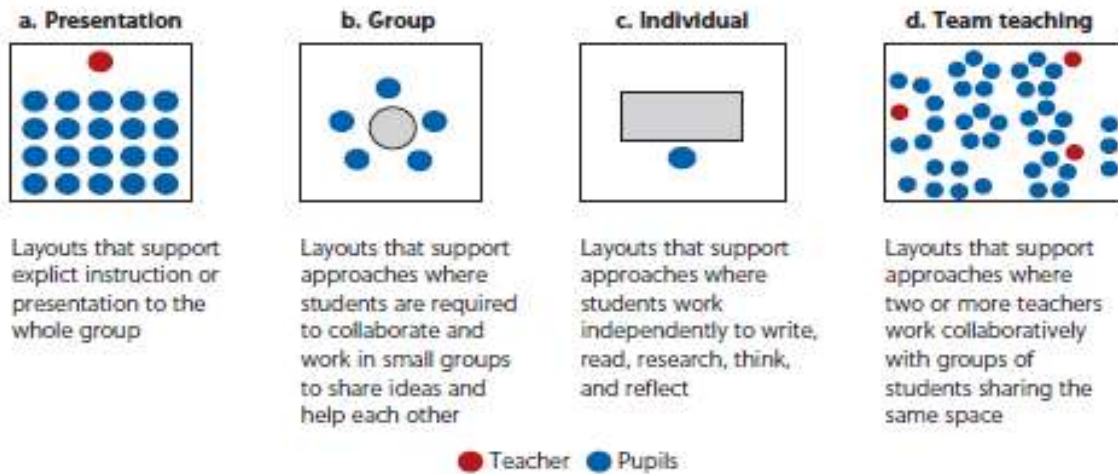
Figure 29. Key factors of learning for students in project and control schools by grades



ARRANGEMENT OF THE SPACE

According to the OECD SUS Toolkit there are several types of teaching and learning styles (see Picture 4).

Picture 4. OECD types of teaching and learning styles



The survey reveals that traditional direct teaching (Type A) is the dominant instructional method in Tajikistan, with 42% of students and 32% of teachers reporting its daily use. Individual and team teaching are infrequent. However, small group instruction is more common, utilized at least 1 to 3 times a month by approximately 43% of students and 46% of teachers (see Figure 30). Interestingly, nearly half of the students (48%) indicated they would not change anything about their current classroom setup and would remain there, while only 16% would move to nearby spaces better suited to their needs (see Figure 31).

Figure 30. Type of teaching and learning styles

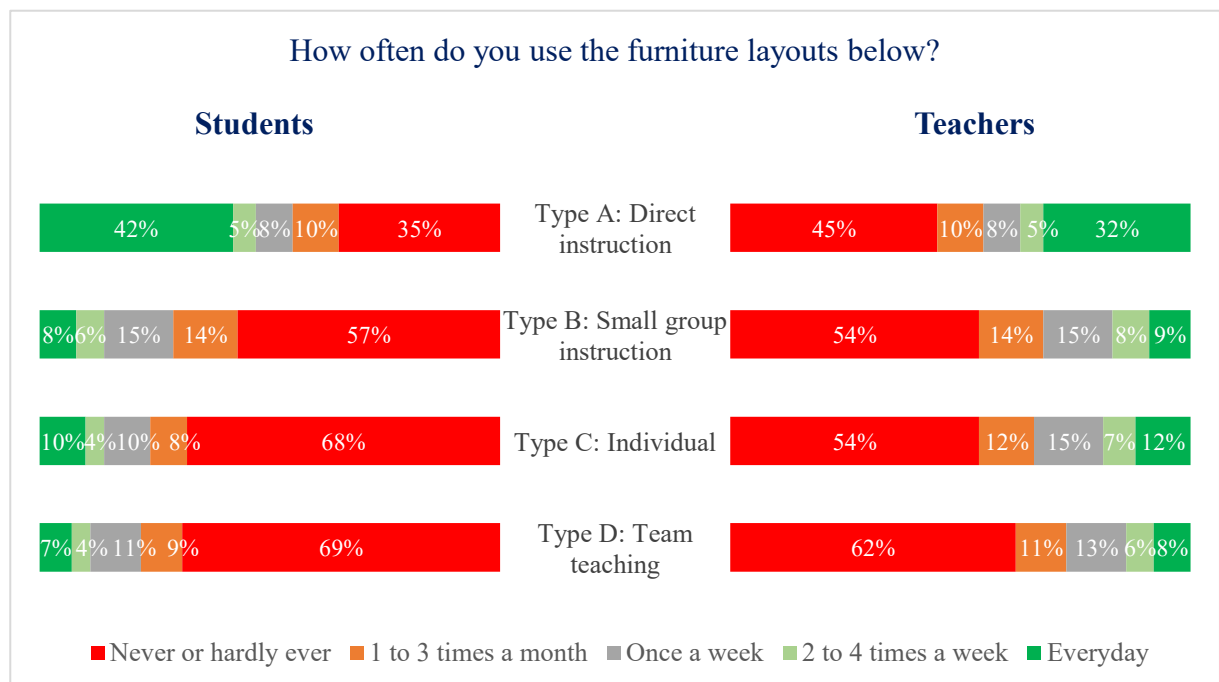
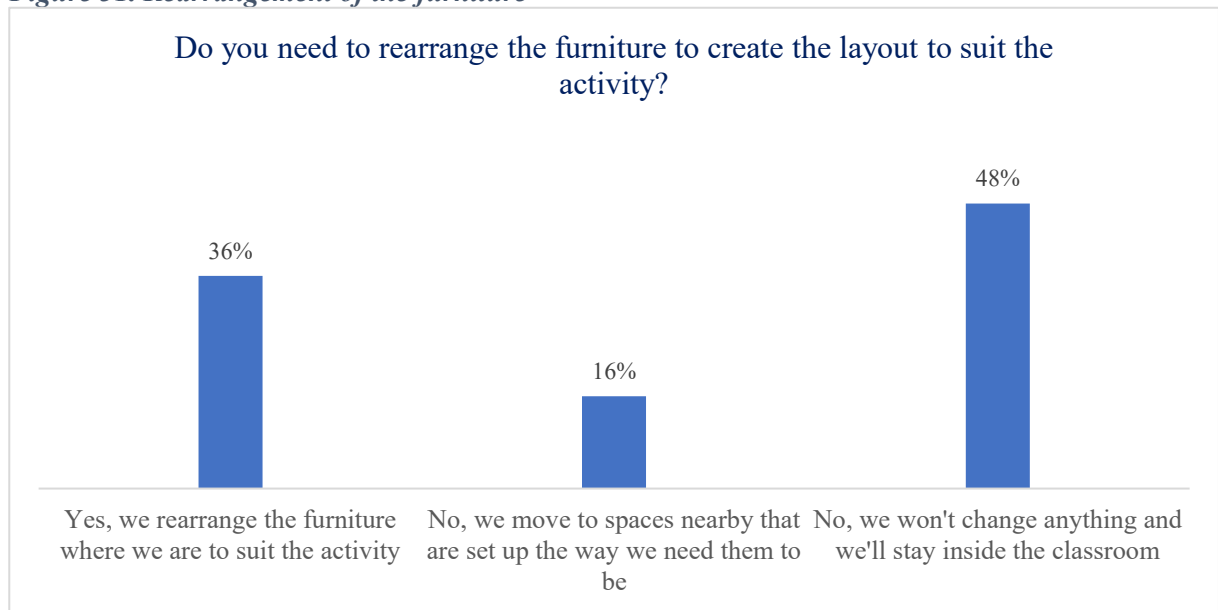


Figure 31. Rearrangement of the furniture



Teachers face significant barriers to creating flexible learning spaces, with most reporting that rearranging furniture before (72%) or during (79%) lessons is not easy. The perceived difficulty in moving technology like projectors and whiteboards (80%) further hinders the adaptation of classroom layouts (see Figure 32).

As a result of these challenges, a substantial number of teachers rarely or never modify their classroom layout for different activities (63%) or promote student movement within the learning space during lessons (72%) (see Figure 33).

Figure 32. Possibility of moving the furniture

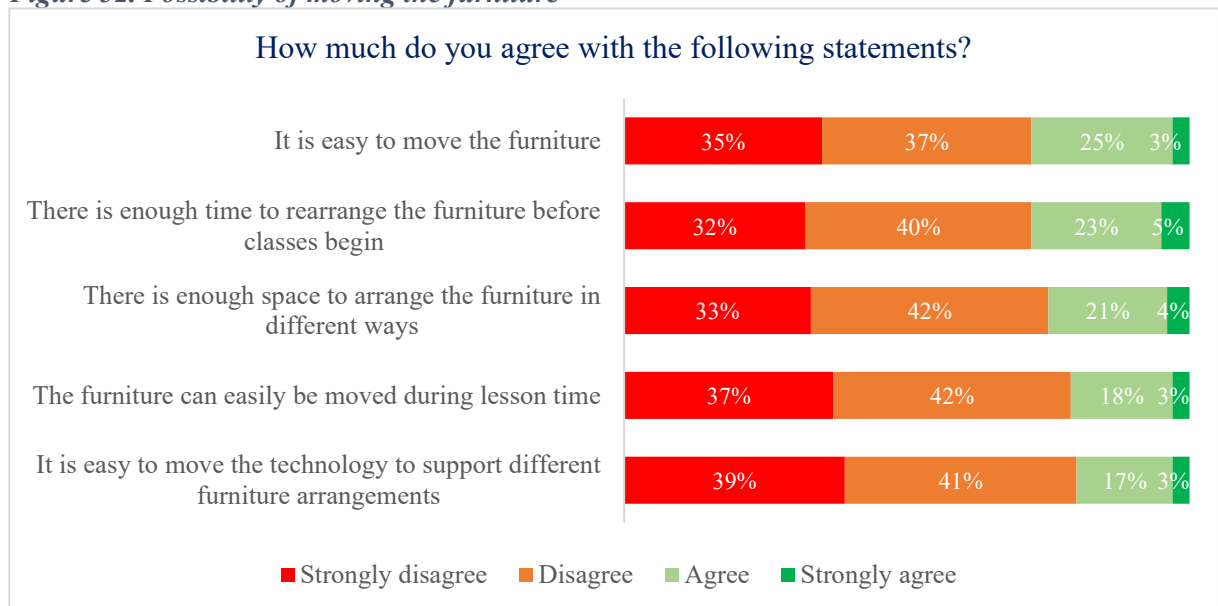
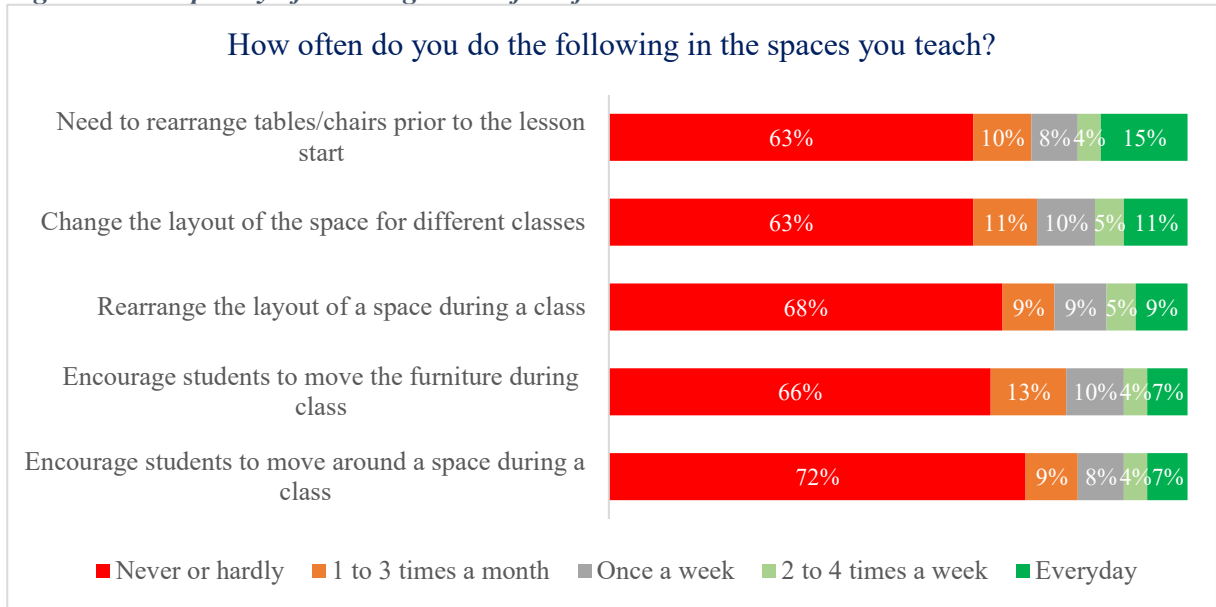


Figure 33. Frequency of rearrangement of the furniture



Variability analysis

A variability analysis comparing space arrangement styles in project and control schools reveals some differences. While Type A arrangement, where teachers provide direct instruction, is the predominant type of teaching in both schools, however control schools see a slightly higher adoption of team teaching, with 47% of teachers using it at least monthly compared to 38% in project schools (see Figure 34). Across all grade levels, the analysis revealed no substantial variation in furniture layout preference, with Type A consistently being the most preferred and utilized arrangement (see Figure 35).

Regarding student preferences for learning spaces, roughly half of the students in control schools (48%), similar to the students in project schools, indicated they would not change any furniture and would remain in their current classroom (see Figure 36).

Furthermore, teachers in both control and project schools face comparable challenges in rearranging furniture both before (68% vs. 72%) and during (76% vs. 79%) lessons and it also applies to male and female teachers (see Figure 37 and 38).

Figure 34. Type of teaching and learning styles in project and control schools

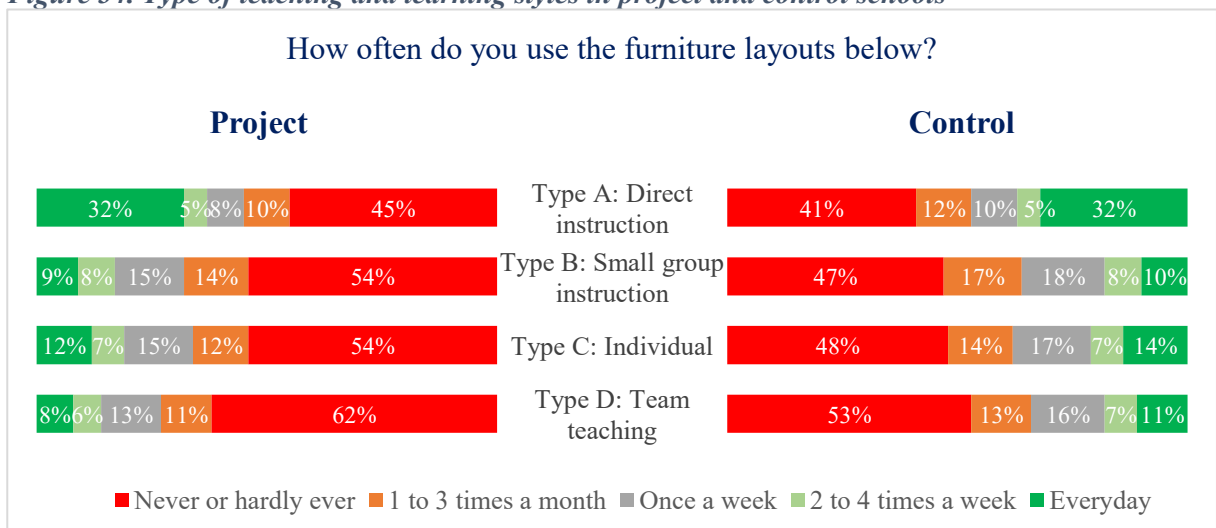


Figure 35. Type of teaching and learning styles by grades

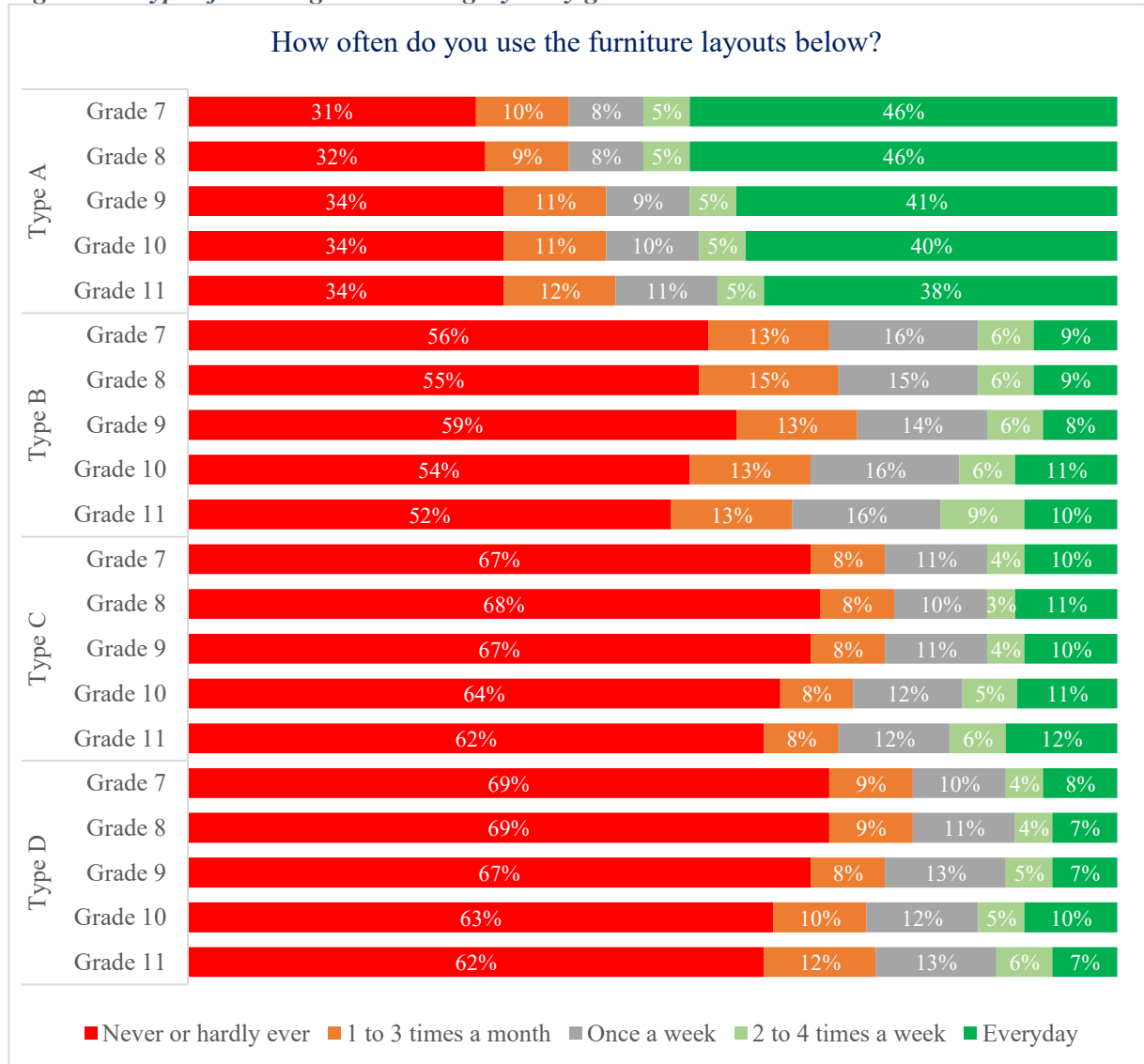


Figure 36. Rearrangement the furniture by students

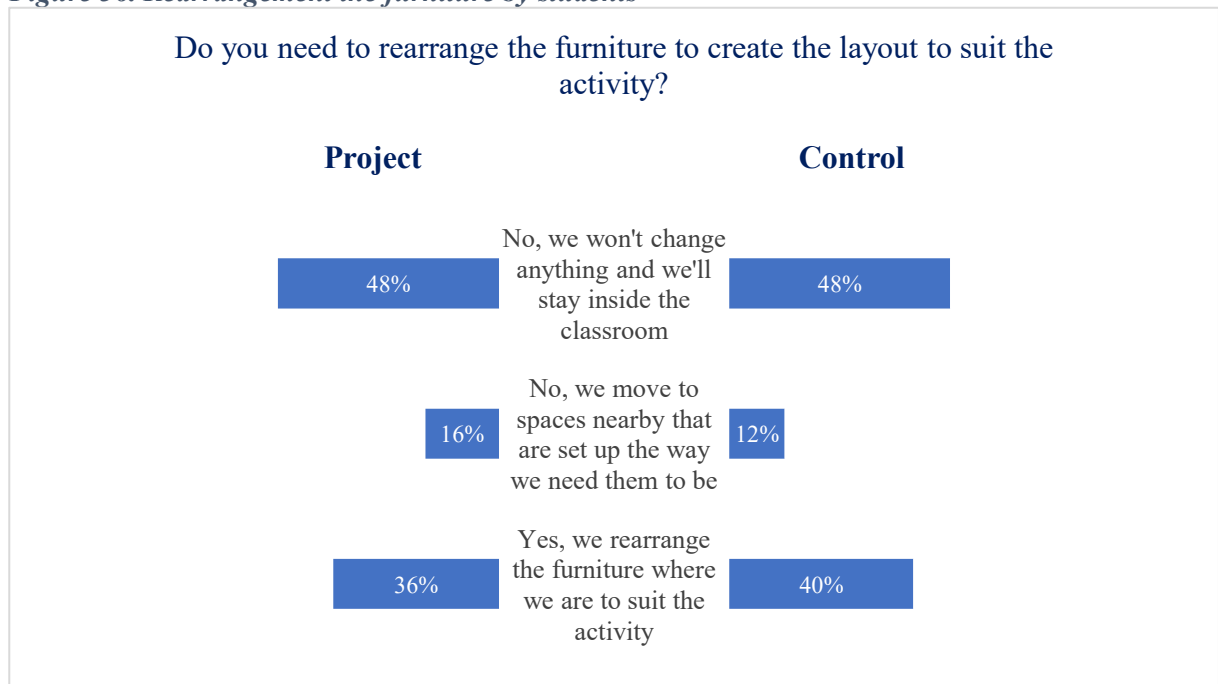


Figure 37. Possibility of moving the furniture in project and control schools

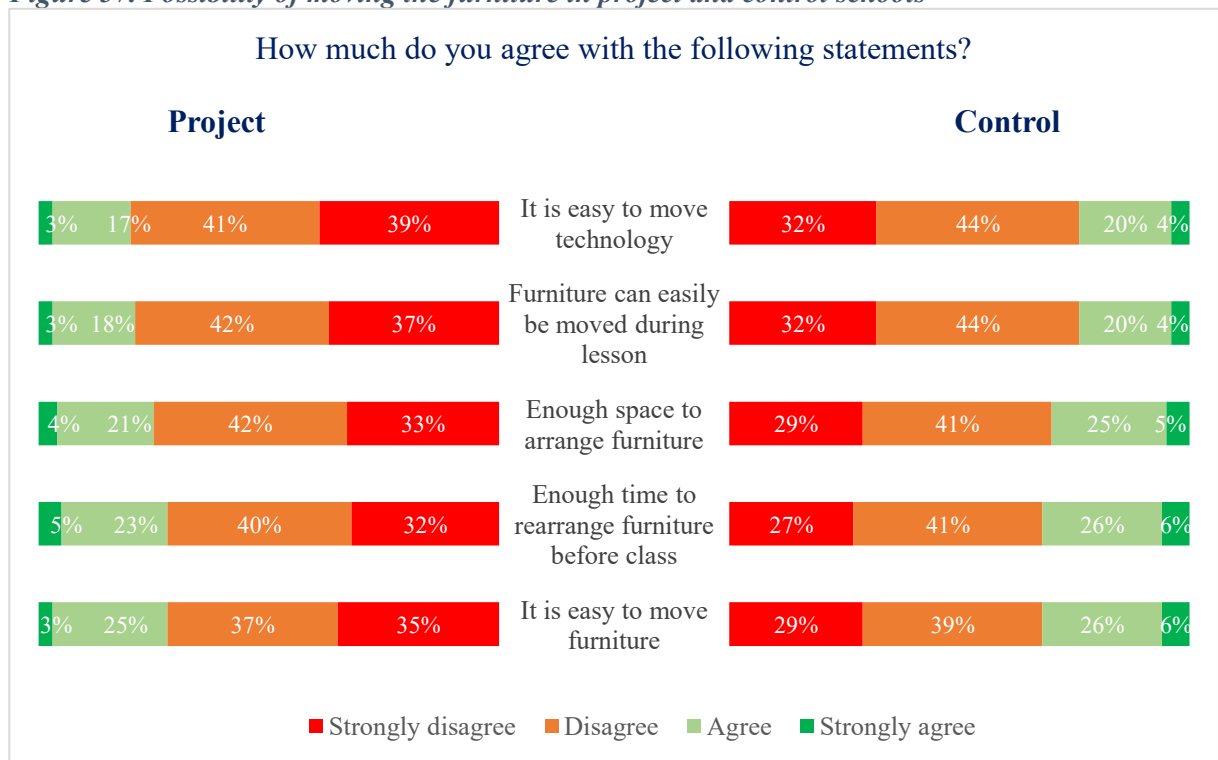
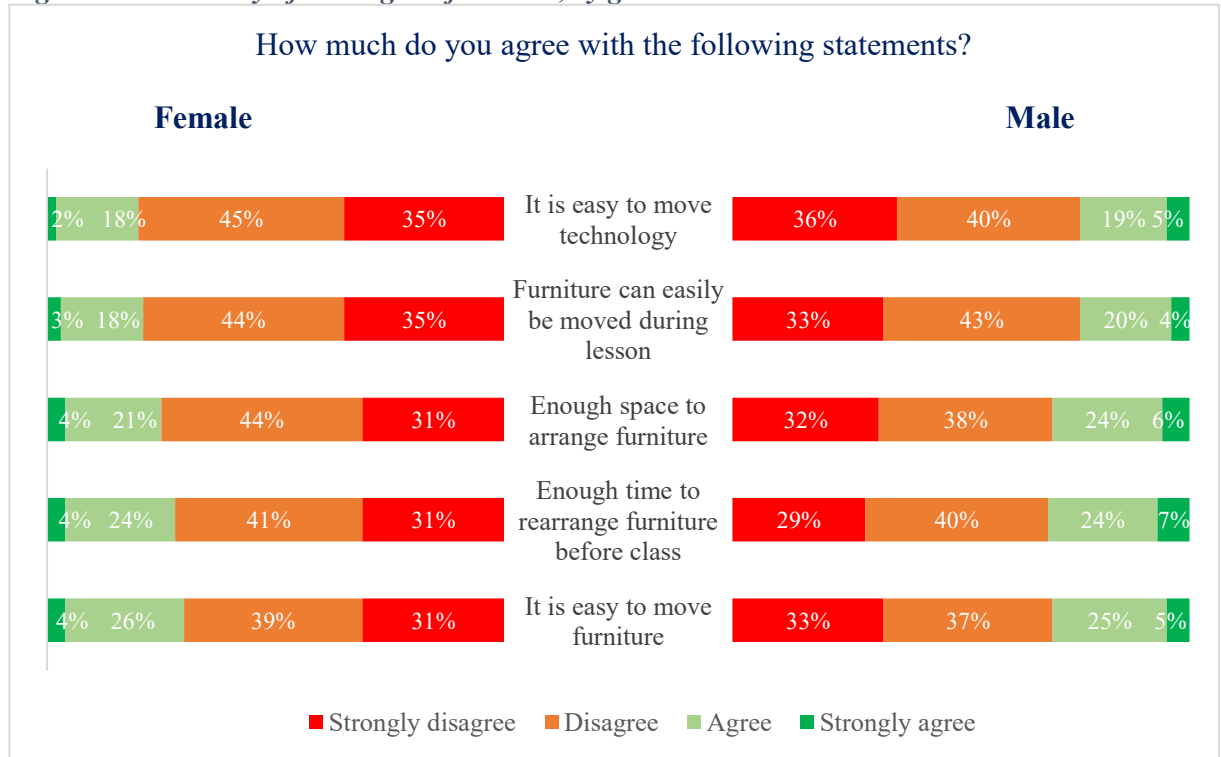


Figure 38. Possibility of moving the furniture, by gender



COMFORT

Thermal comfort, air quality, and lighting are important factors for student health and academic success. Survey data indicates that during winter, a significant portion of both teachers (44%) and students (40%) frequently feel too cold in most school rooms. Summer temperatures are slightly more comfortable, but still, 37% of teachers and 31% of students report feeling too hot in their classrooms (see Figures 39 and 40). Furthermore, a considerable majority of students (74%) rarely or never have access to outdoor shelter on school grounds when it rains (see Figure 41).

Figure 39. Temperature in the classroom during winter time

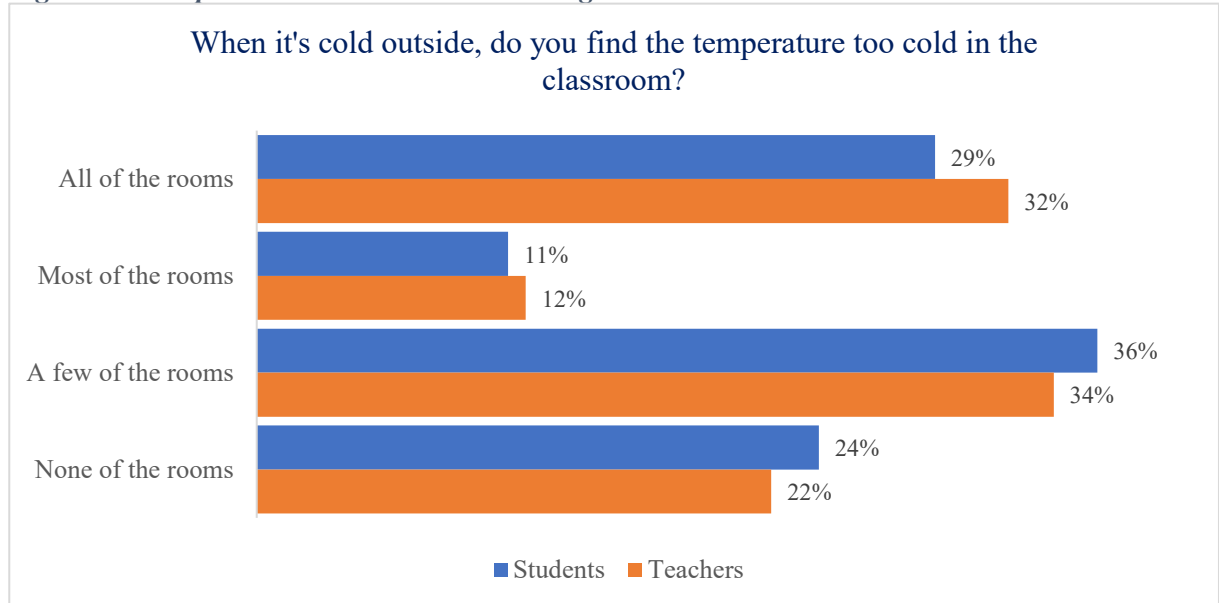


Figure 40. Temperature in the classroom during summer time

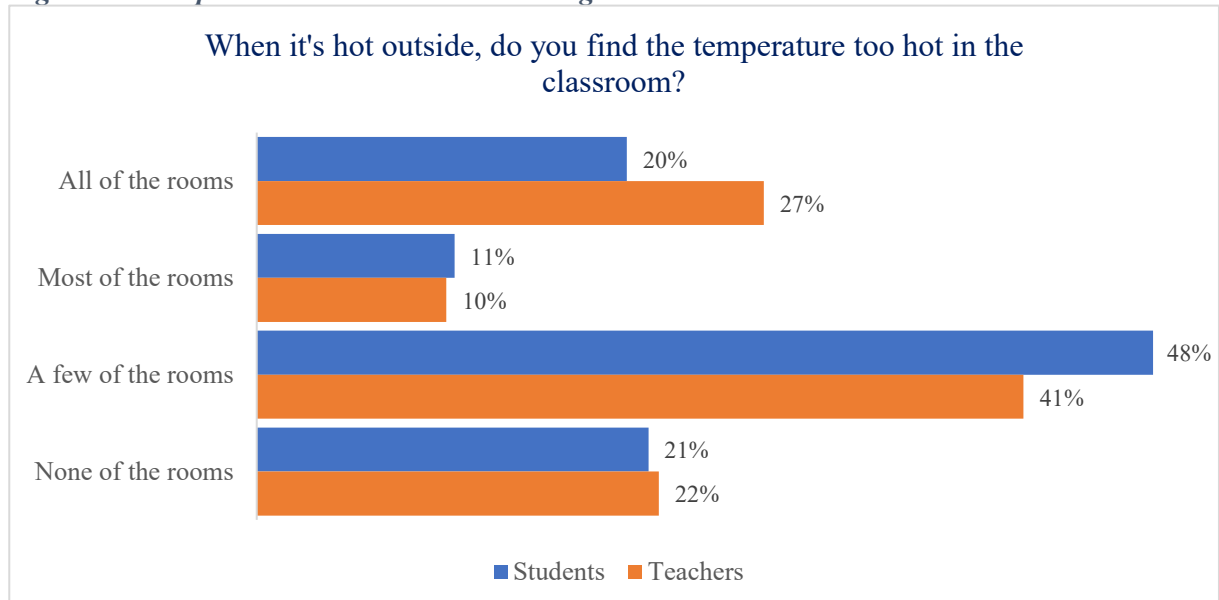
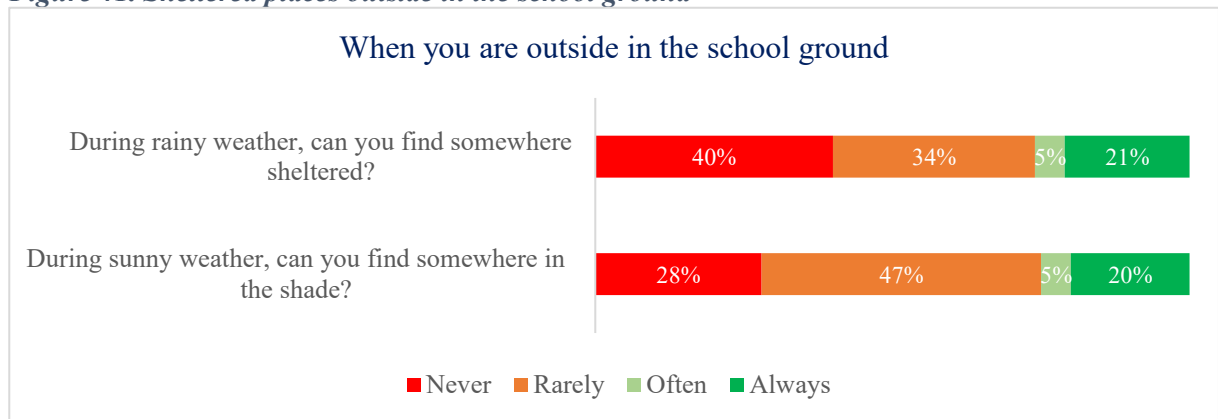


Figure 41. Sheltered places outside in the school ground



Most teachers and students reported comfortable lighting conditions, with only a slightly higher than 10% minority finding classrooms too dark during the day (see Figure 42). Similarly, unpleasant odors in most classrooms were reported by a small percentage of both students (15%) and teachers (14%) (see Figure 43). However, a significant majority of teachers (76%) indicated they cannot control the air conditioning in their classrooms, although most can open windows (see Figure 44).

Figure 42. Quality of light in the classrooms

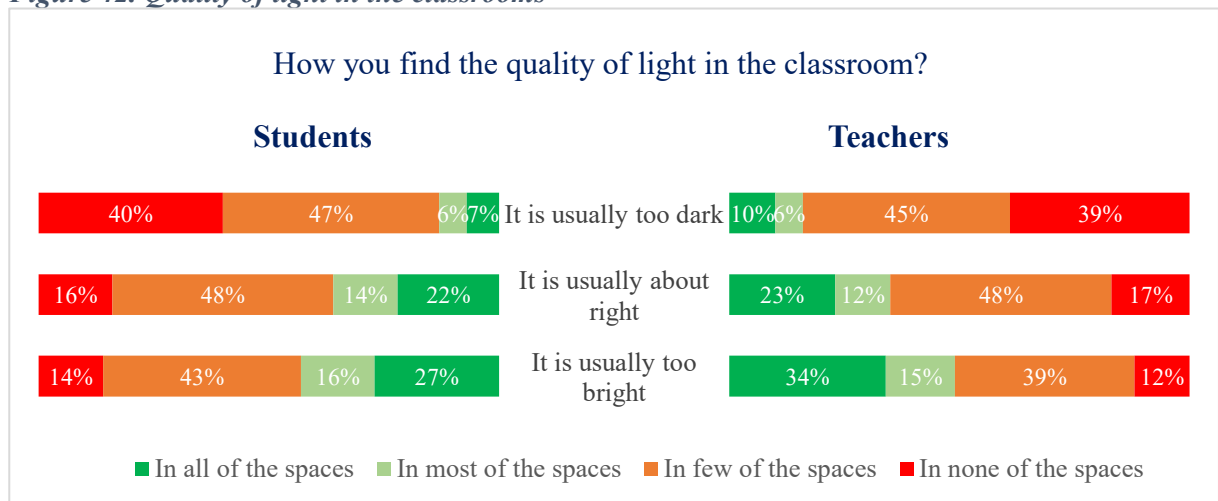


Figure 43. Quality of the air in the classrooms

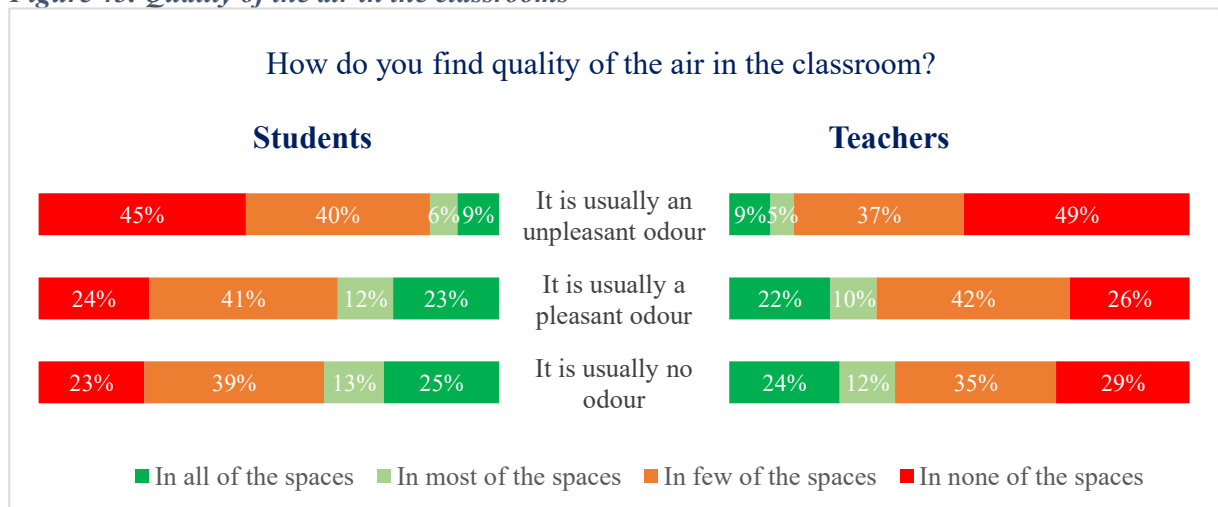
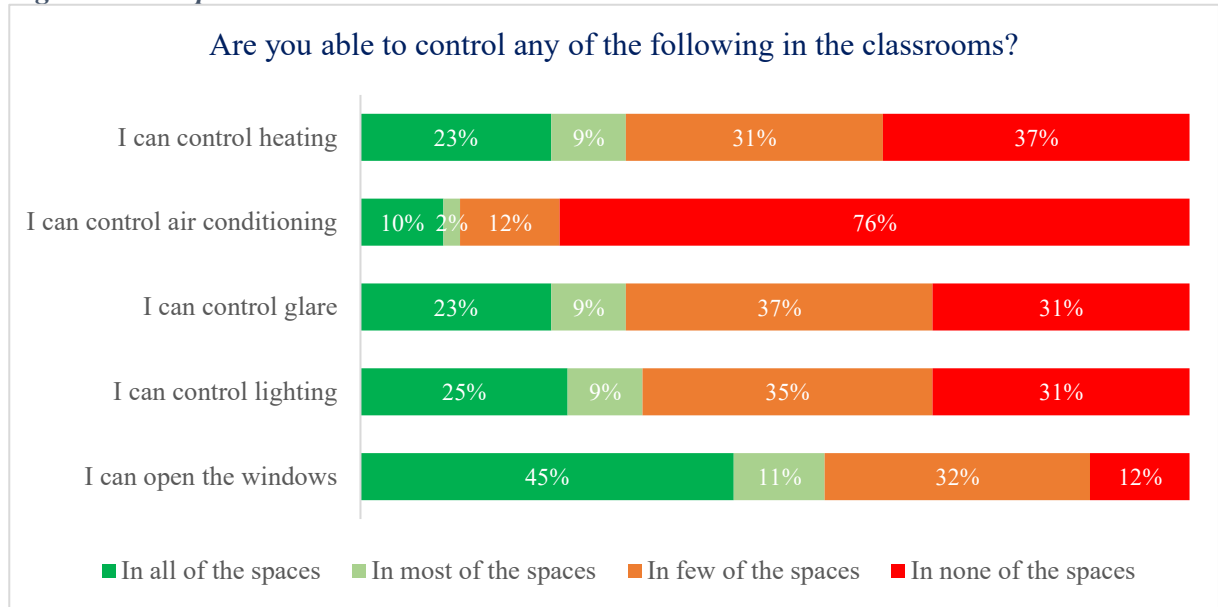


Figure 44. Temperature control in the classrooms



External noise significantly impacts the learning environment, with over two-thirds of students (73%) and a substantial number of teachers (66%) reporting disturbances in multiple classrooms. Additionally, a considerable proportion of teachers (63%) are distracted by sounds within the classroom during teaching (see Figure 45).

Visibility of the whiteboard is also a concern, as less than half of the students (48%) can see clearly in most classrooms. Furthermore, access to essential presentation equipment like projectors is limited, with 83% of students reporting a lack thereof (see Figure 46). Finally, student comfort and agency regarding their seating are lacking, with a third finding chairs uncomfortable (33%) and nearly half (48%) unable to adjust their chairs and tables (see Figure 47).

Figure 45. Perception of acoustic in the classrooms

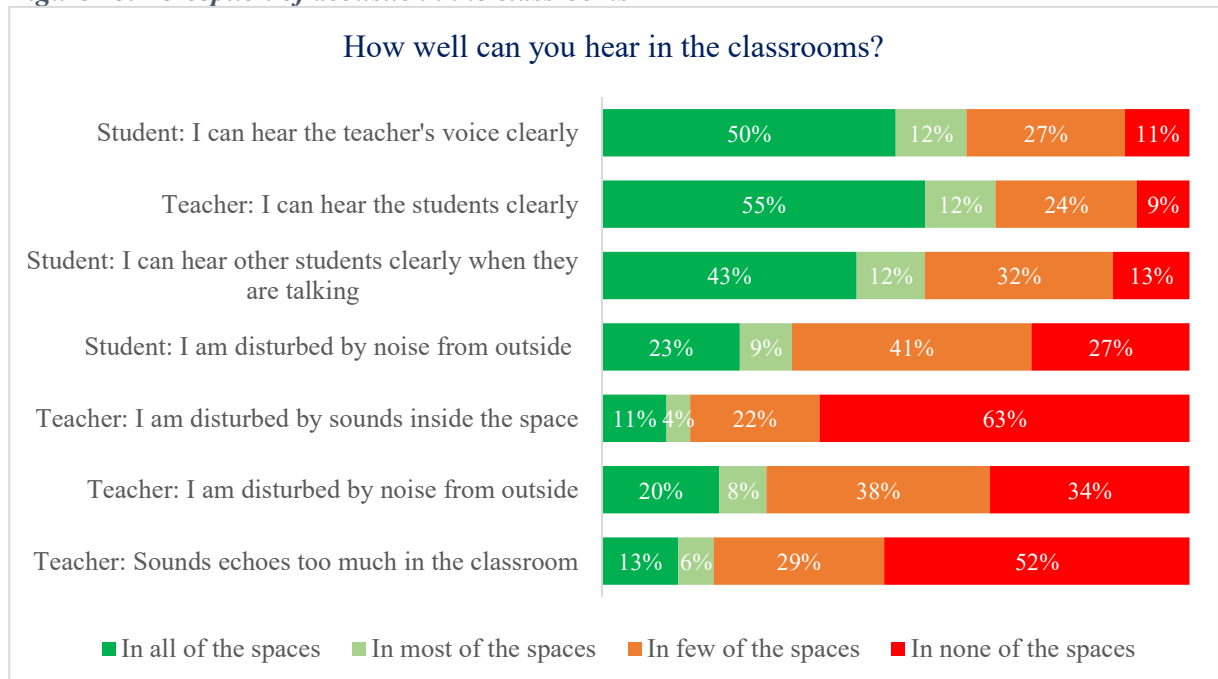


Figure 46. Visibility in the classroom

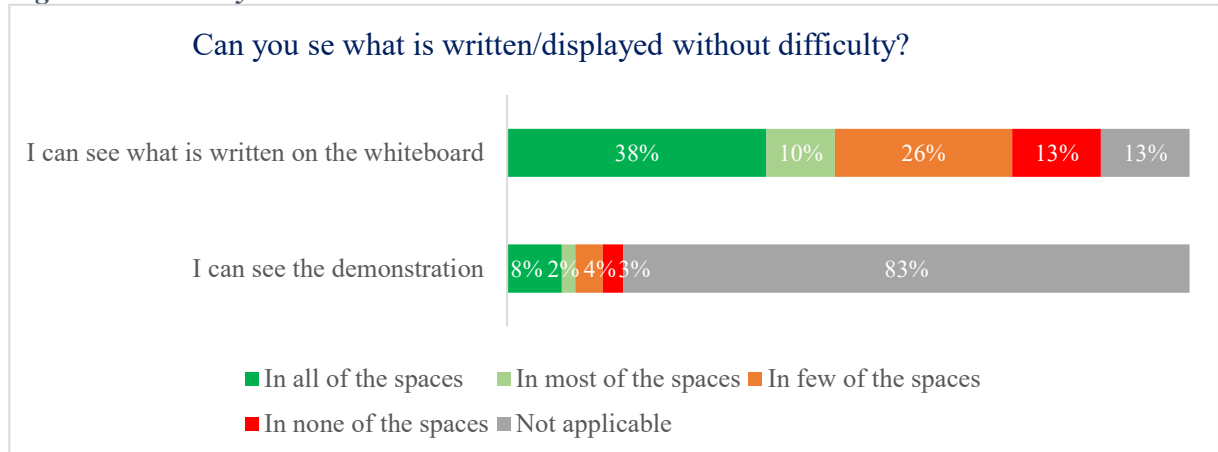
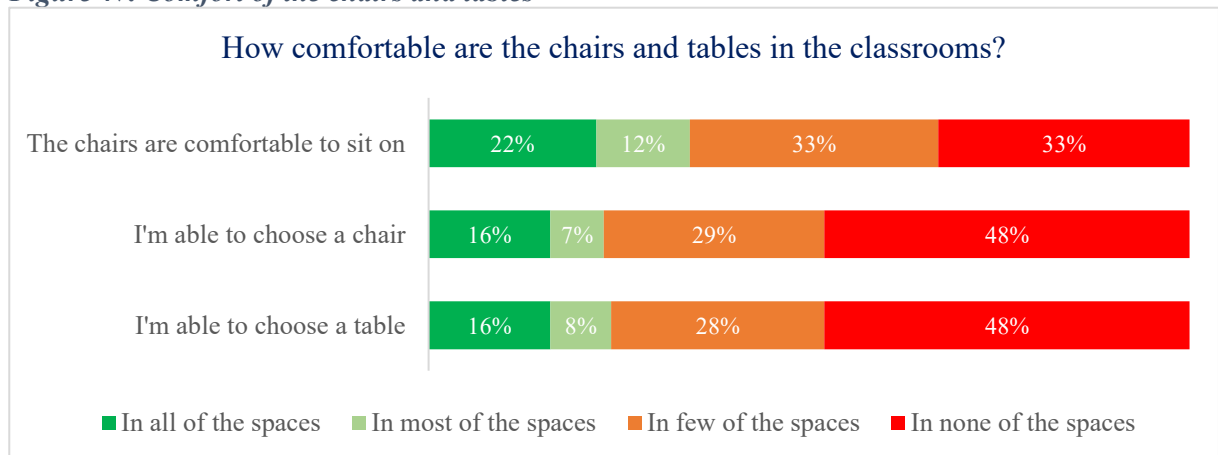


Figure 47. Comfort of the chairs and tables



Variability analysis

A variability analysis comparing project and control schools regarding temperature comfort reveals some differences. During winter, a smaller percentage of teachers (34%) in control schools reported feeling too cold in most rooms compared to project schools, while the percentage of students feeling too cold was similar (38%). Students in smaller schools were more likely to report feeling adequately warm throughout their school during the winter, with 30% stating they never felt too cold. This contrasts with medium-sized schools, where 25% of students reported the same, and large schools, where only 21% did (*see Figure 48 and 49*).

In contrast, during summer, a higher percentage of teachers (41%) and students (46%) in control schools reported feeling too hot in some rooms compared to their counterparts in project schools. Looking at the data through the lens of school size didn't reveal any noteworthy distinctions (*see Figure 50 and 51*).

Figure 48. Temperature in the classroom during winter time in control schools

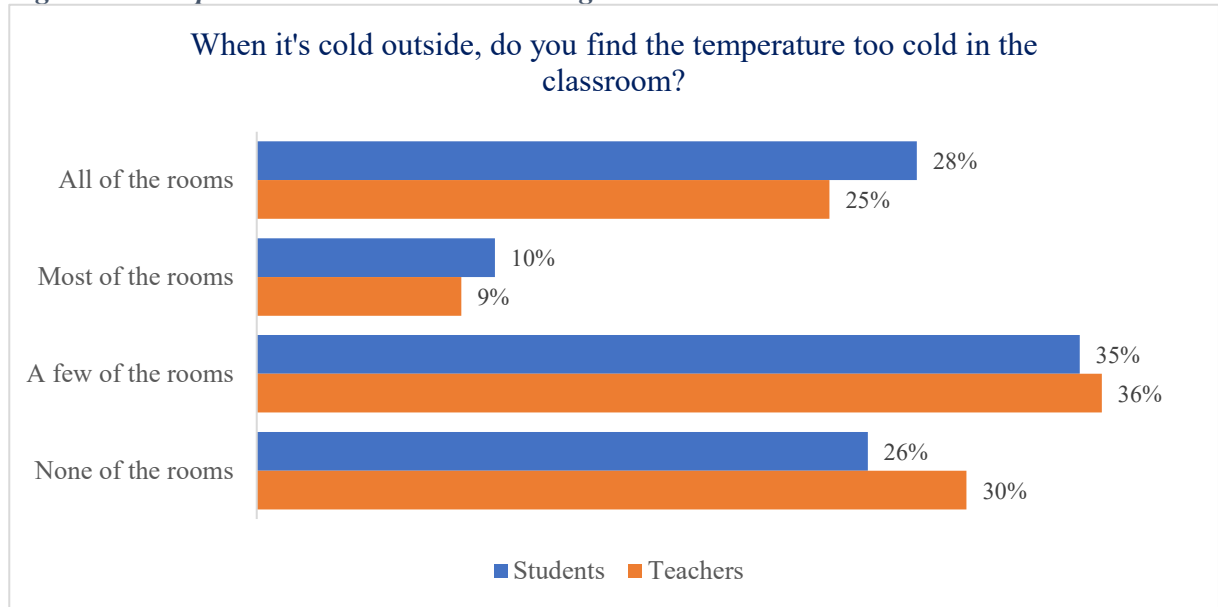


Figure 49. Temperature in the classroom during winter time by school size

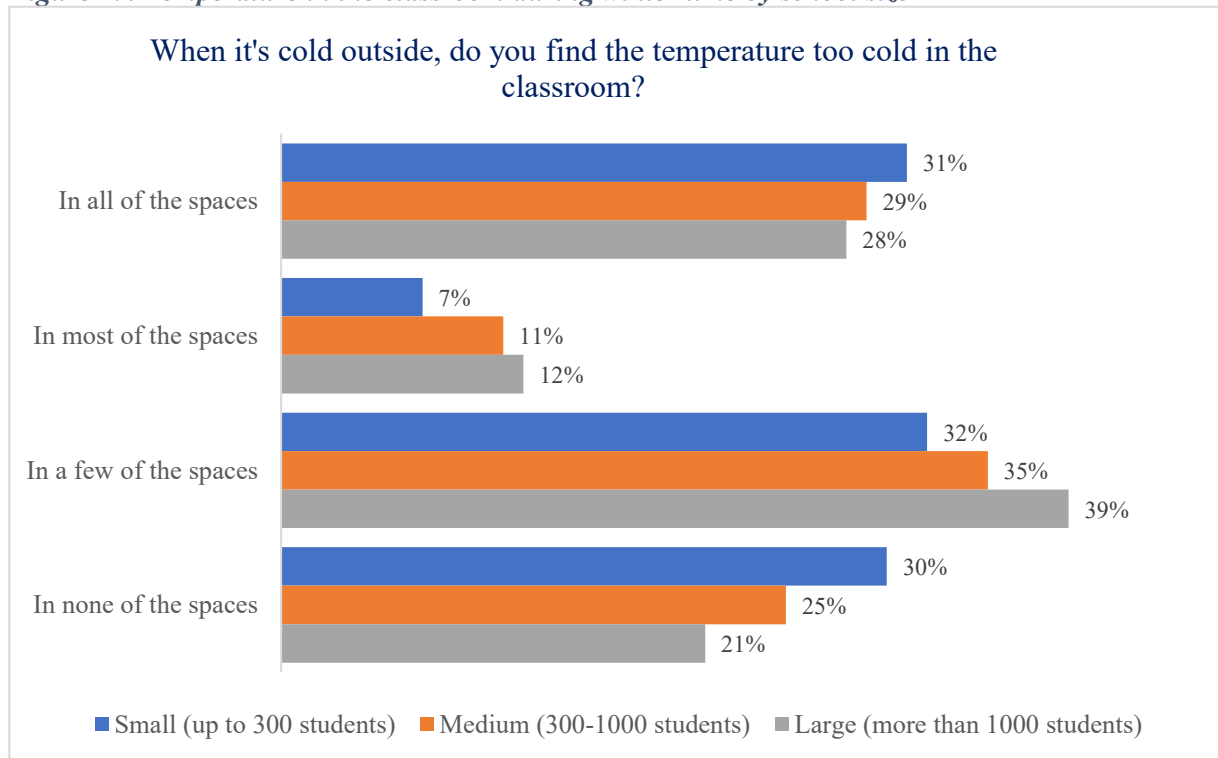
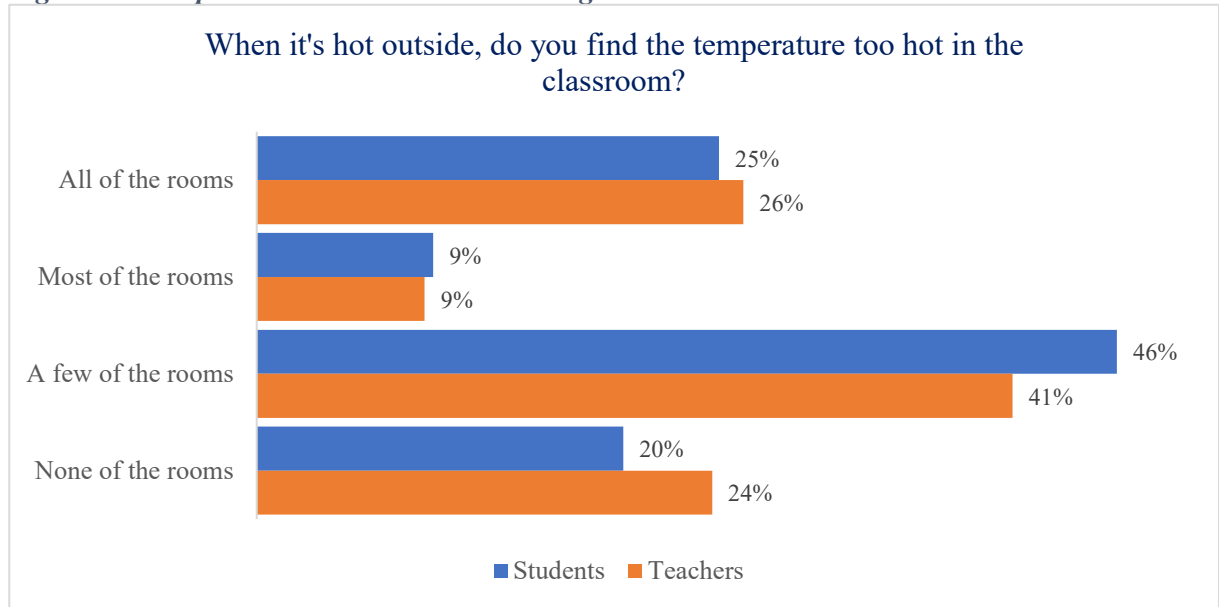
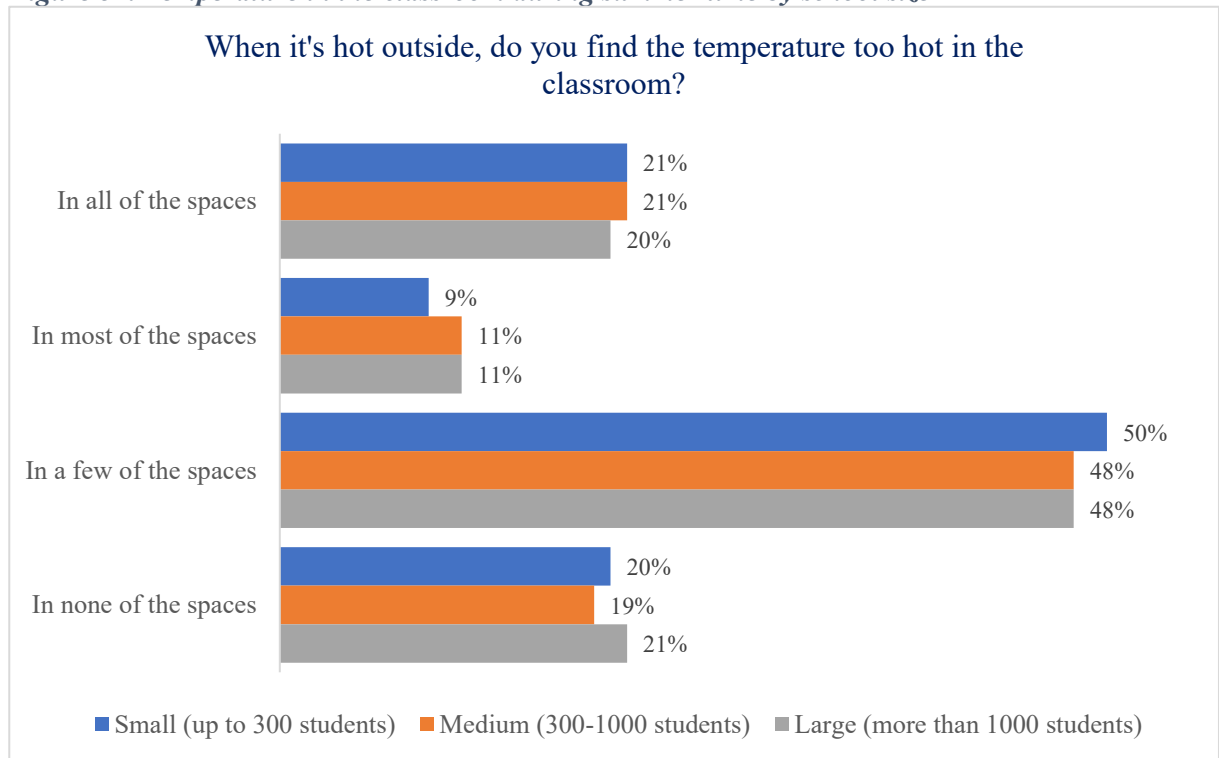


Figure 50. Temperature in the classroom during summer time in control schools*Figure 51. Temperature in the classroom during summer time by school size*

Student perceptions of classroom lighting are consistent across both project and control schools. A small percentage (just over 10%) in both groups find the lighting too dark, while the overwhelming majority (84%) in both settings perceive it as about right (see Figure 52).

However, there's a minor difference in their views on air quality, with a larger proportion of students in control schools (55%) reporting the absence of unpleasant odors compared to students in project schools (see Figure 53).

Figure 52. Quality of light in the classrooms in project and control schools

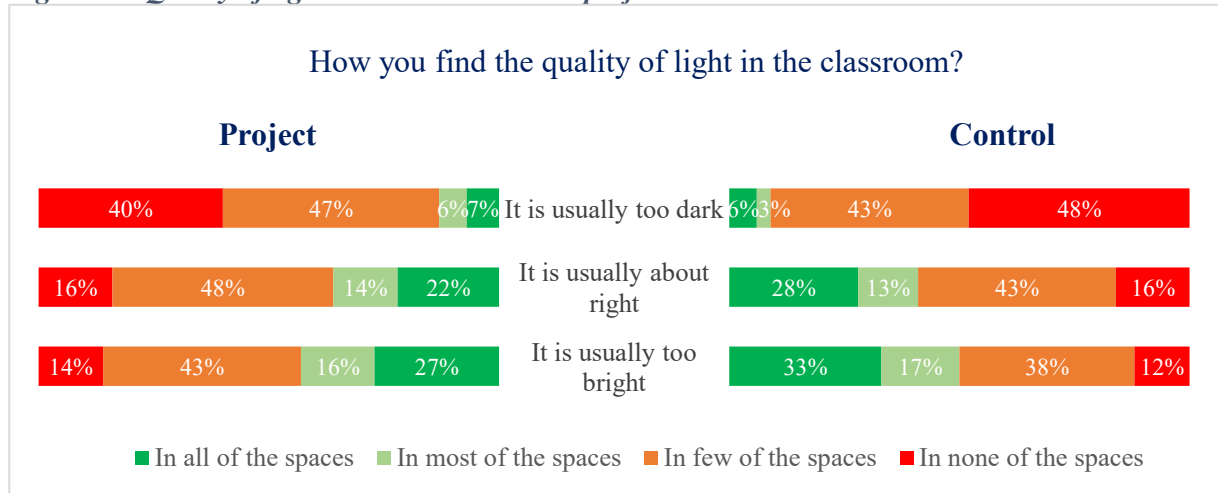


Figure 53. Quality of light in the classrooms by school size

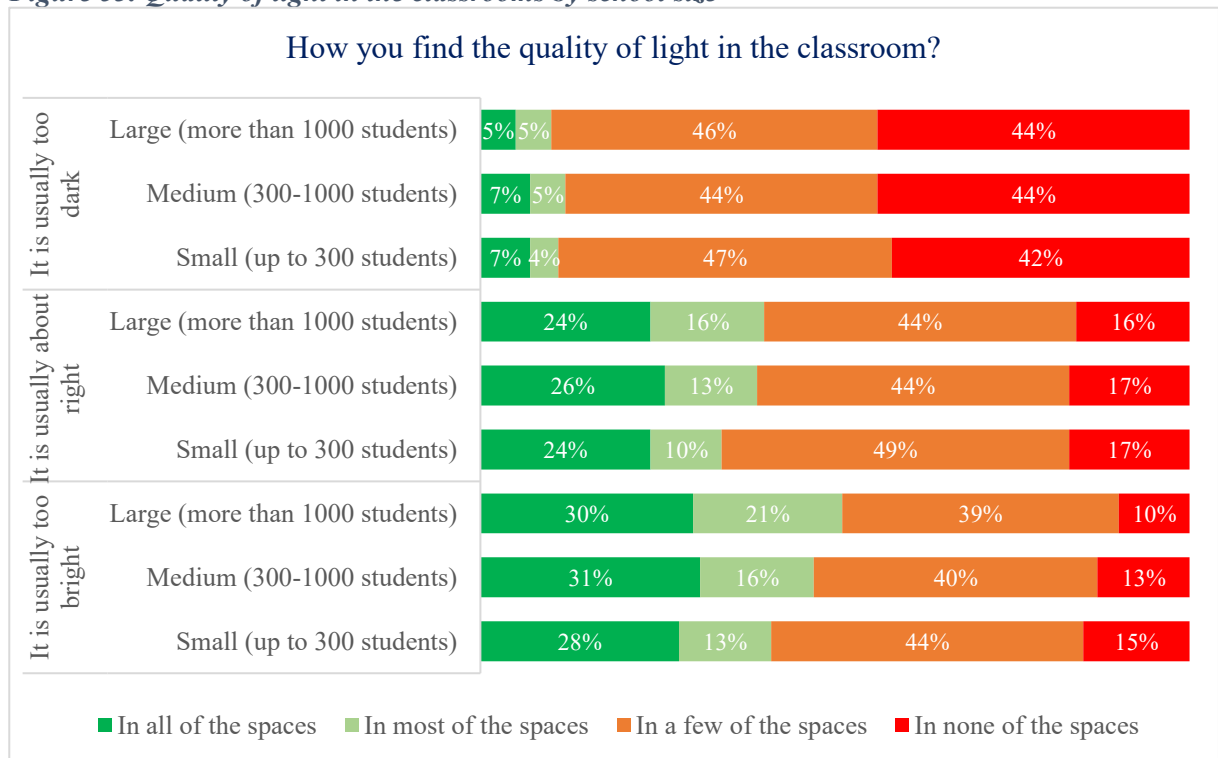


Figure 54. Air quality in project and control schools

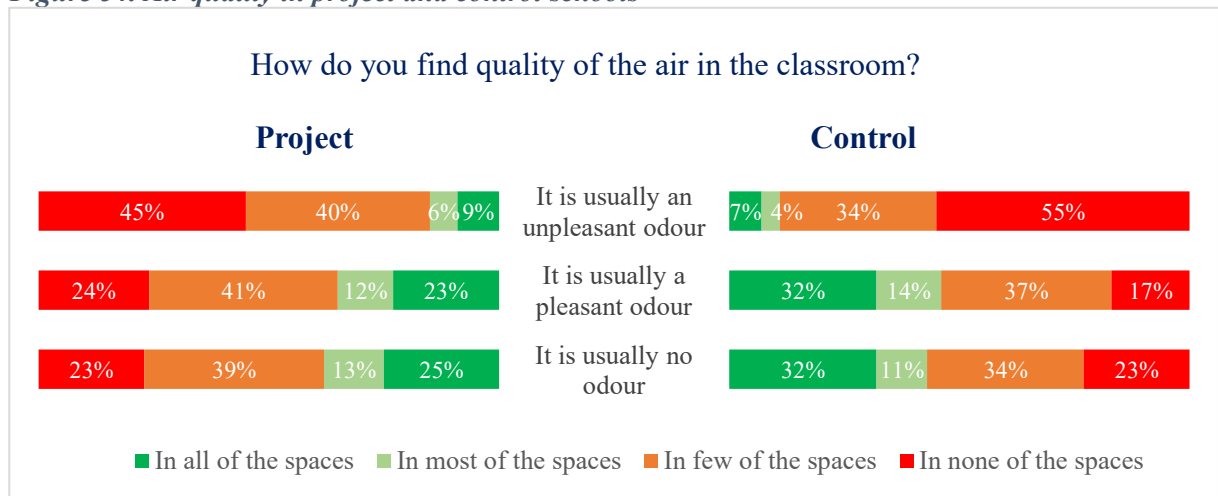
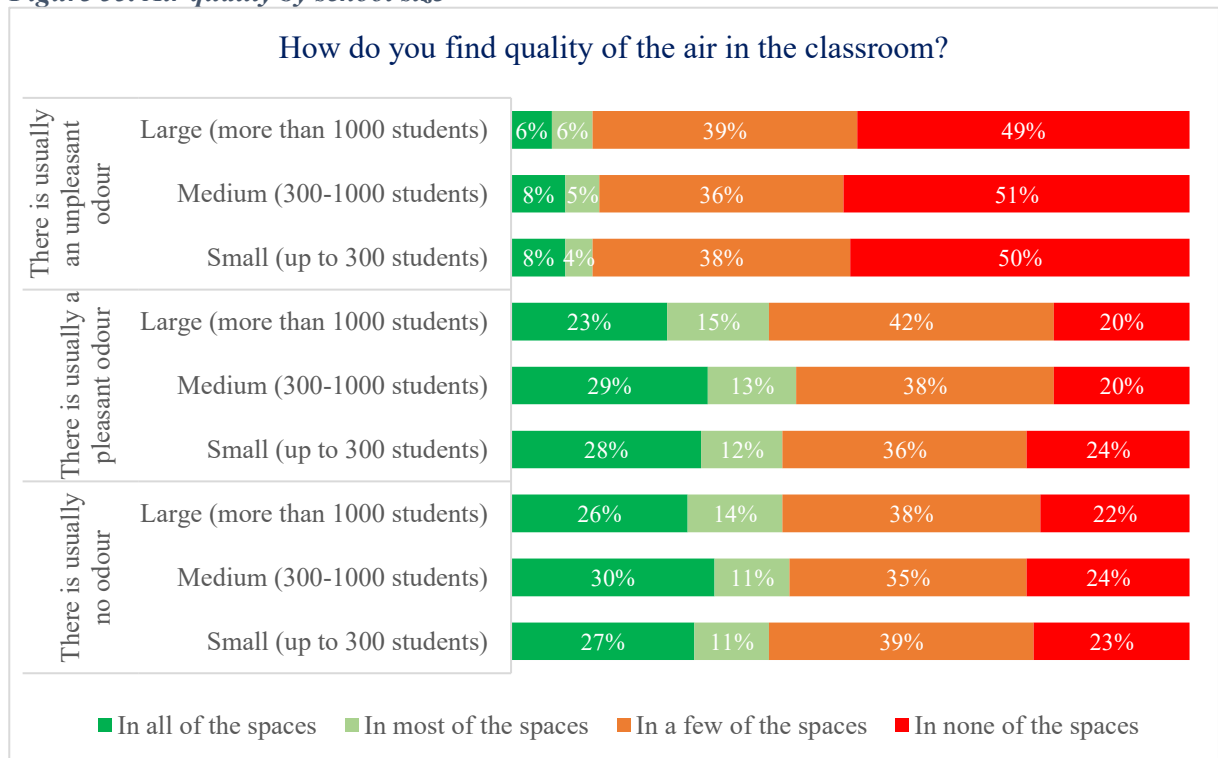


Figure 55. Air quality by school size



Notably, a higher percentage of students in control schools (75%) reported that their chairs are comfortable compared to students in project schools (67%). However, a significant proportion of students in both groups lack the ability to choose or adjust their chair and table: 48% in project schools and 40%-42% in control schools (see Figure 56). Although, the analysis shows that the comfort of chairs doesn't depend on the school size, an interesting finding is that larger schools seemed to offer students more autonomy in selecting their chair or table, as indicated by a higher percentage of responses.

Figure 56. Comfort the chairs/tables in project and control schools

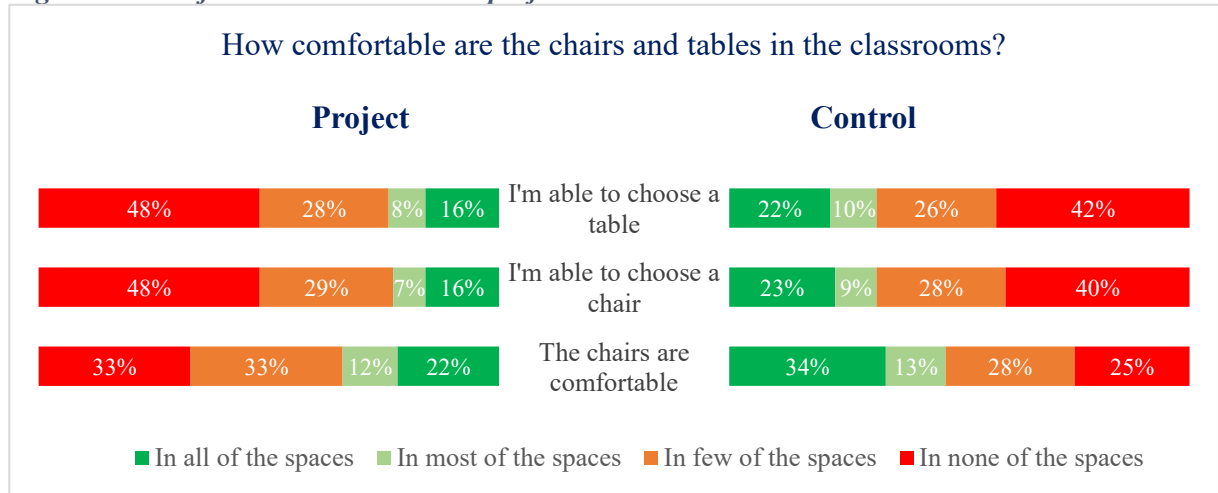
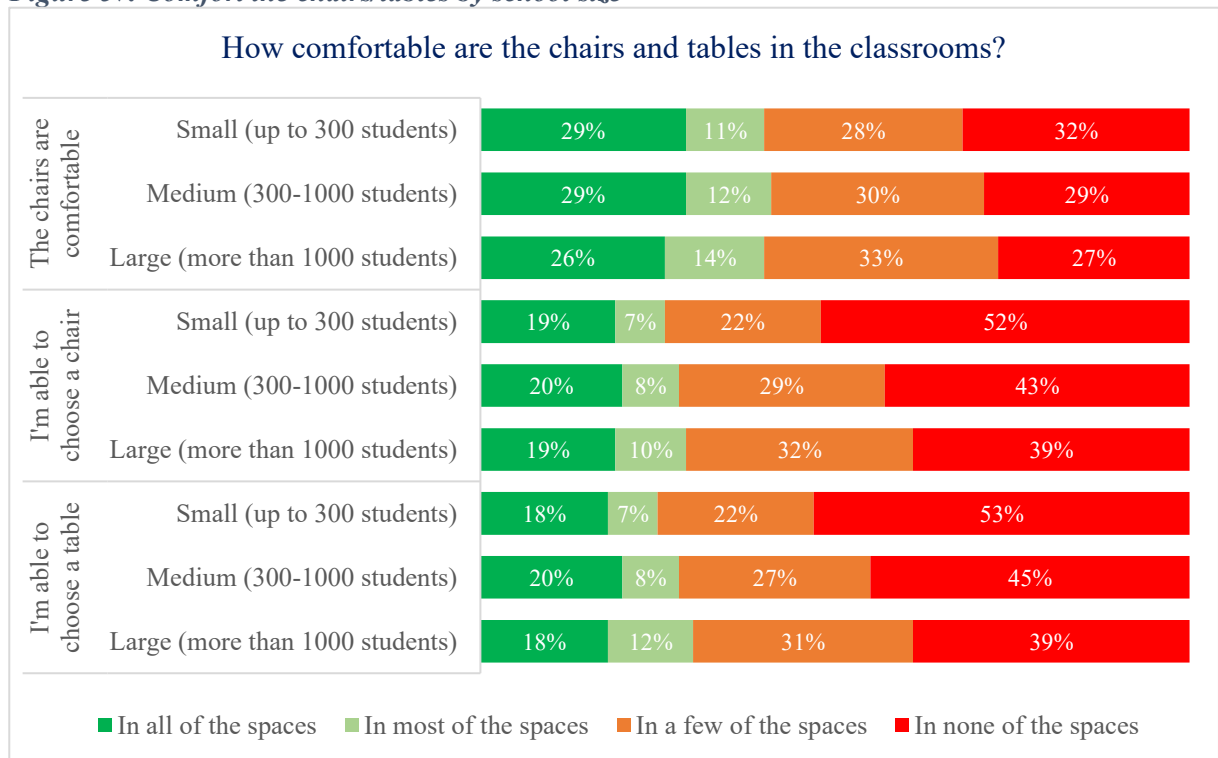


Figure 57. Comfort the chairs/tables by school size



TECHNOLOGY AT THE SCHOOLS

The availability of modern technologies is crucial for supporting student education and their sustainable development. However, survey results indicate that most teachers reported a lack of essential modern technologies, including interactive whiteboards or screens (75%), projectors (81%), in-school laptops (80%), desktop computers (70%), and tablets (90%). Internet access is also a significant challenge, with many teachers noting the absence of both wireless (85%) and cabled (87%) internet access. Notably, half of the teachers (50%) reported the availability of charging points for electronic devices in their schools (*see Figure 58*).

Despite the presence of technology in some schools, its regular use by teachers remains low. Only 24% of teachers utilize interactive whiteboards or screens at least once a week, 22% use projectors weekly, and just 28% incorporate desktop computers into their learning activities weekly (*see Figure 59*).

Furthermore, student engagement with technology for collaborative learning is minimal, since only a small proportion of students (21%) and teachers (29%) leverage technology for presentations or reports. However, technology is more frequently used for homework, with 46% of students reporting its use, and another 46% for practical skill-building tasks. Additionally, 81% of students rarely or never use it to collaborate with students in other schools and a staggering 92% with students in other countries. These findings underscore an urgent need to improve both the availability and effective integration of modern technologies to support student education and sustainable development (*see Figure 60*).

Figure 58. Availability of the technologies

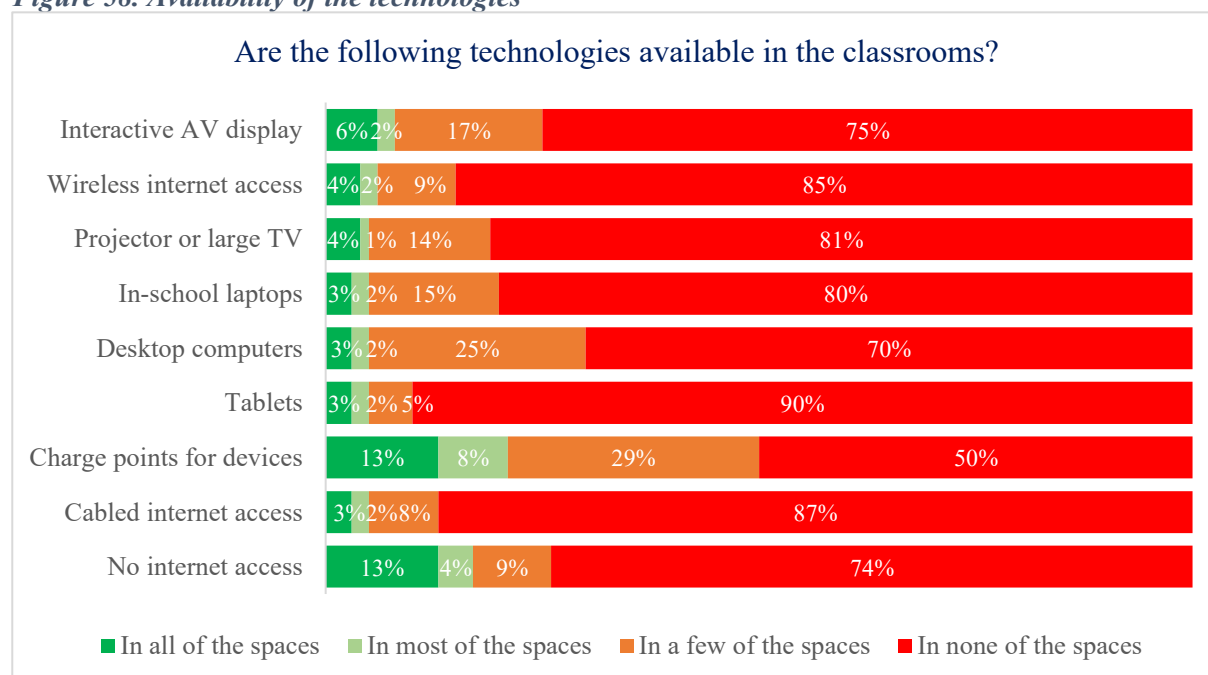


Figure 59. Technology usage frequency

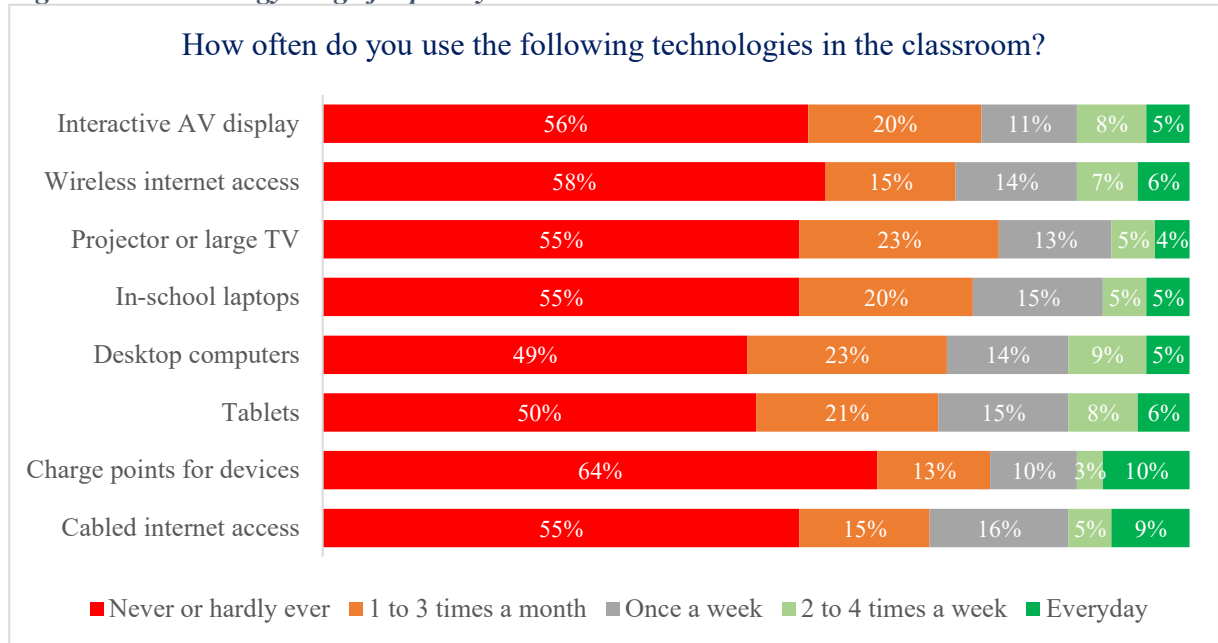
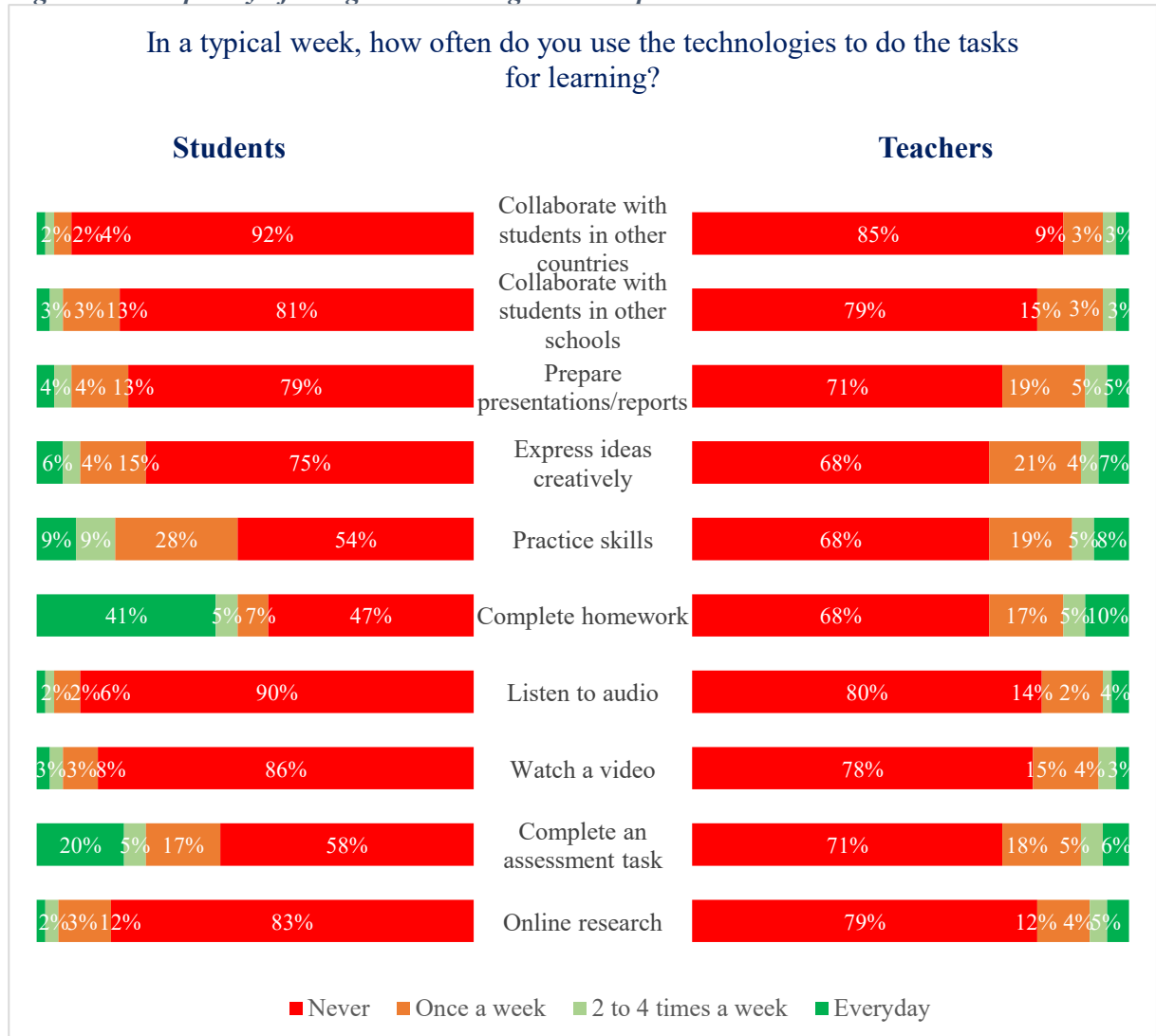


Figure 60. Frequency of using the technologies to complete the tasks



Variability analysis

The comparison between project and control schools highlights a consistent lack of essential technologies. An equal 74% of teachers in both school types reported no internet access. Shortages in other technologies were also similar, including tablets (90% in both), desktop computers (70% vs. 60%), and projectors (81% vs. 78%) (see Figure 61). The breakdown by school size also highlights that similar modern technologies weren't noticeably present as an interactive display, projector, in-school laptops or tablets in any of the three school categories (see Figure 62).

Furthermore, the infrequent use of available technologies by teachers is a shared characteristic. In control schools, only a small fraction of teachers reported using tablets (17%), desktop computers (21%), or projectors (12%) at least twice a week, mirroring the low usage rates in project schools (see Figure 63).

Figure 61. Availability of technologies in project and control schools

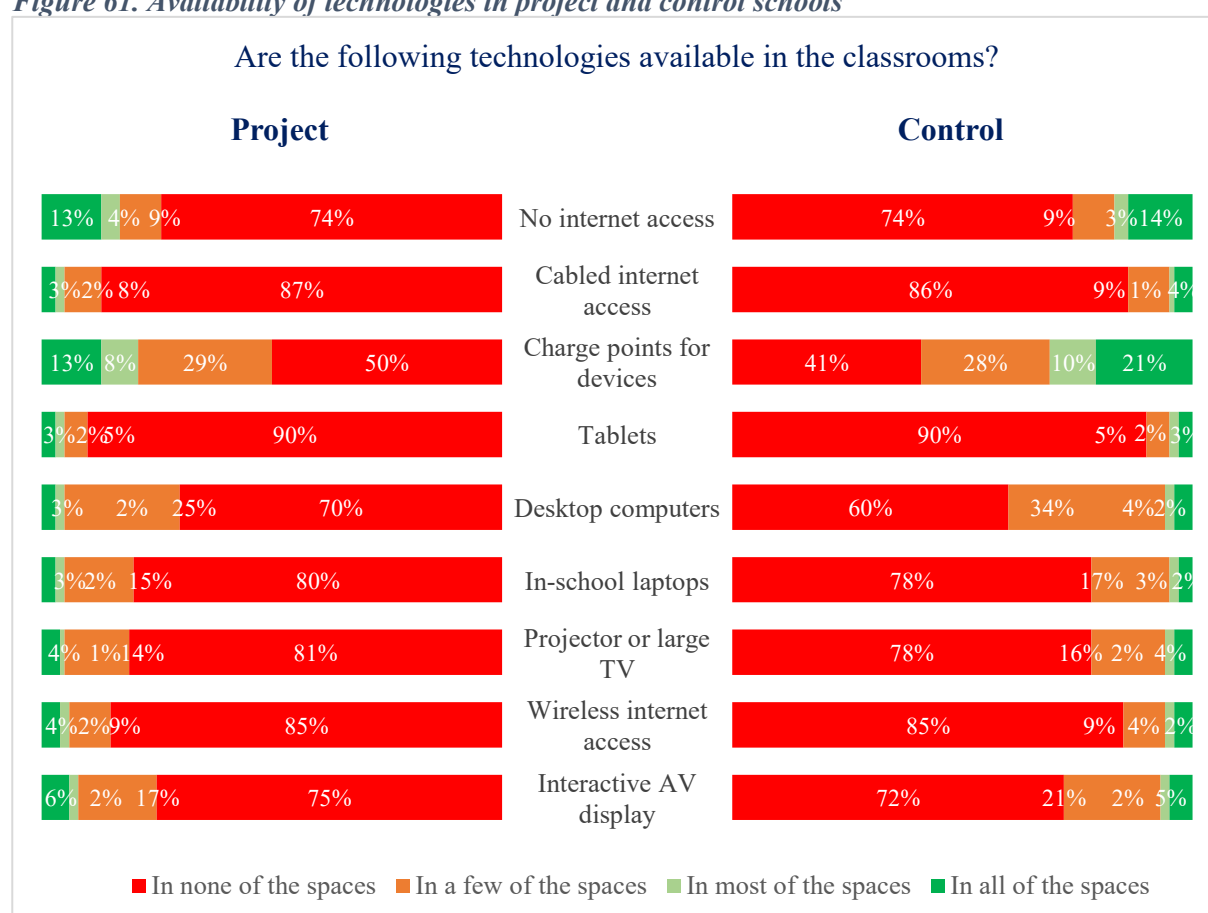


Figure 62. Availability of technologies in the schools by school size

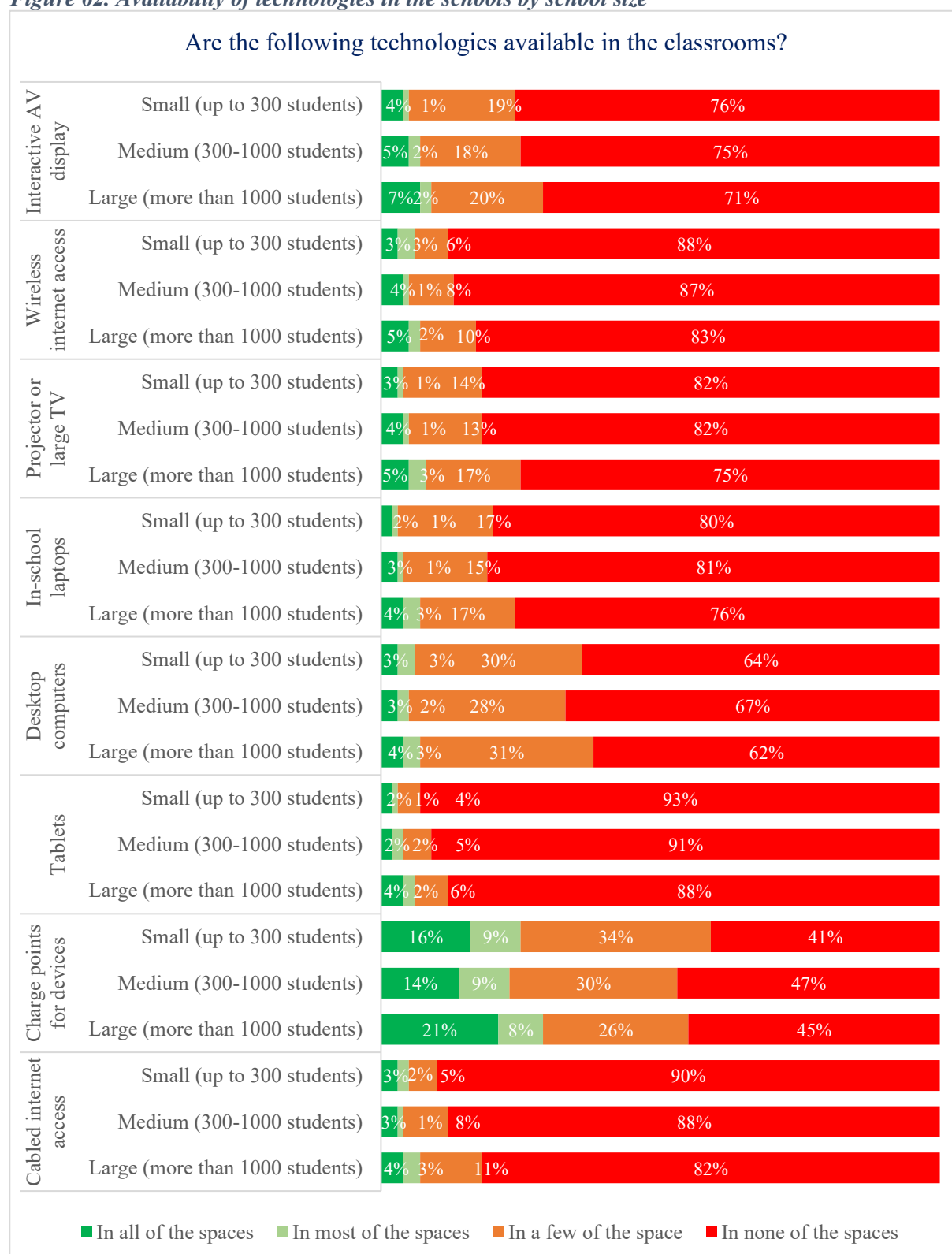
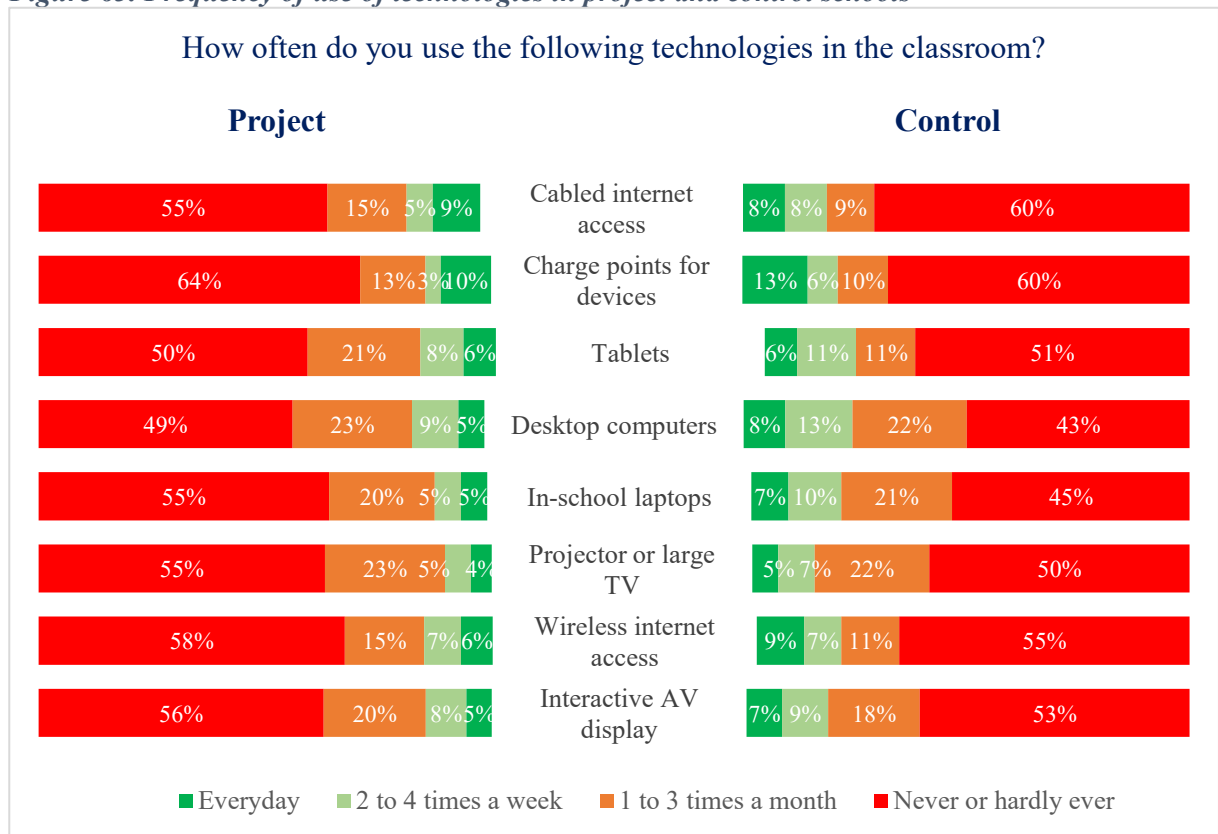


Figure 63. Frequency of use of technologies in project and control schools



The analysis revealed no significant difference in how students utilize technology between project and control schools. Similar percentages of students in control schools (25%) and project schools (21%) prepare presentations or reports using these technologies. Furthermore, students in both groups more frequently use technology for completing homework (59%) and practicing additional skills (51%) (see Figure 64). Notably, the analysis also showed no significant gender-based differences in technology use (see Figure 65).

Figure 64. Frequency of use of technology to complete the learning task

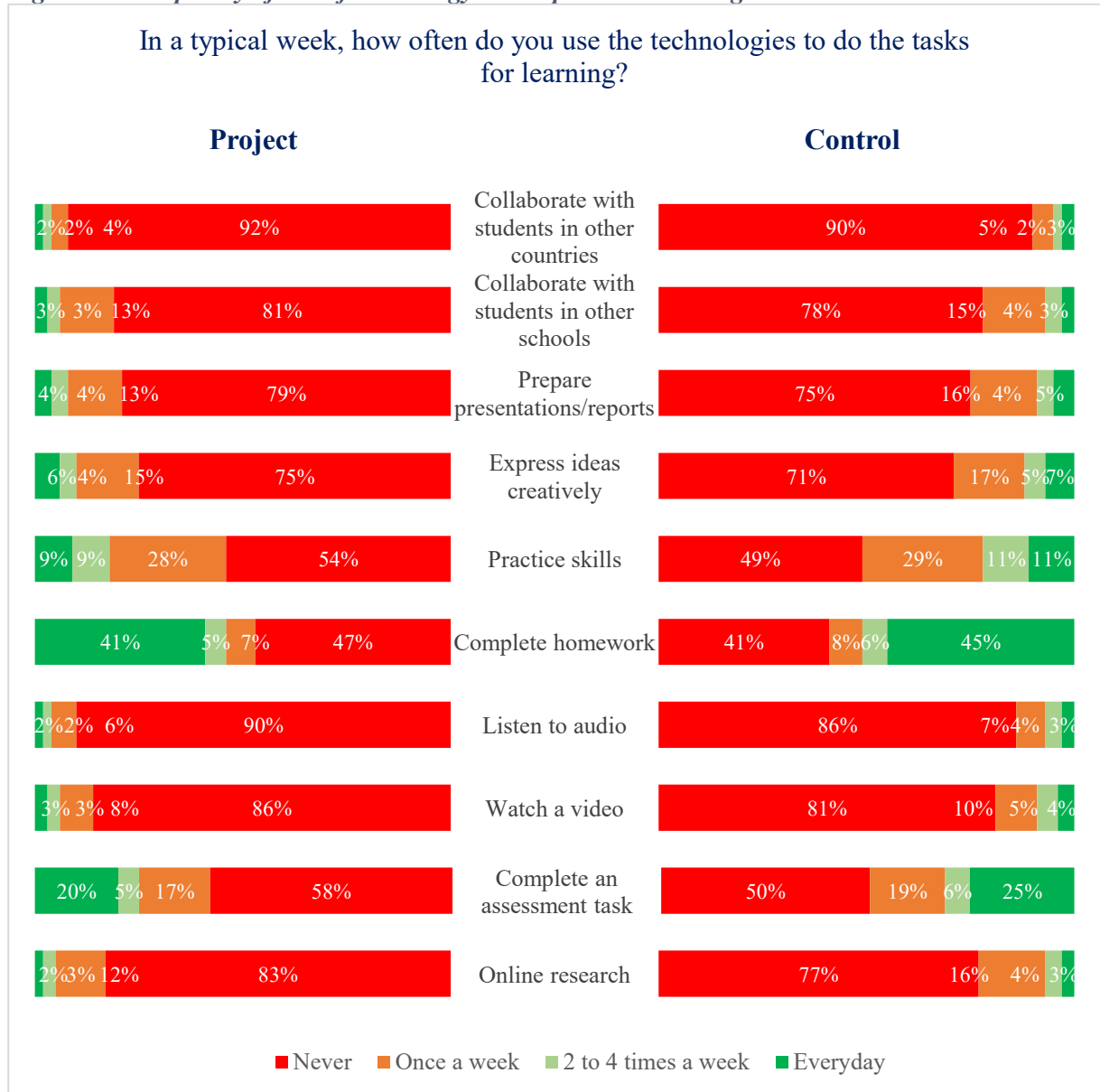


Figure 65. Frequency of use of technology to complete the learning task, by gender

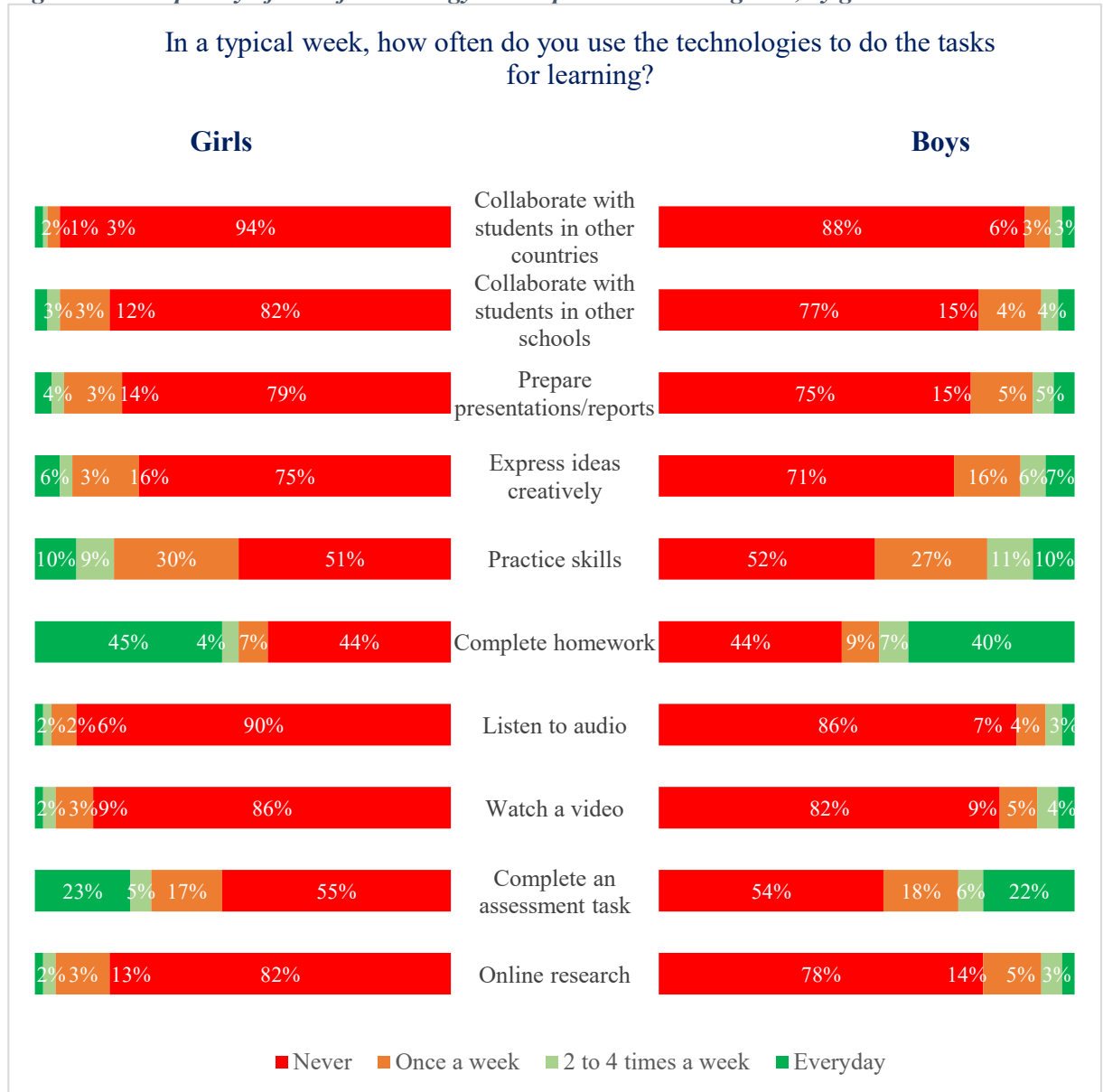
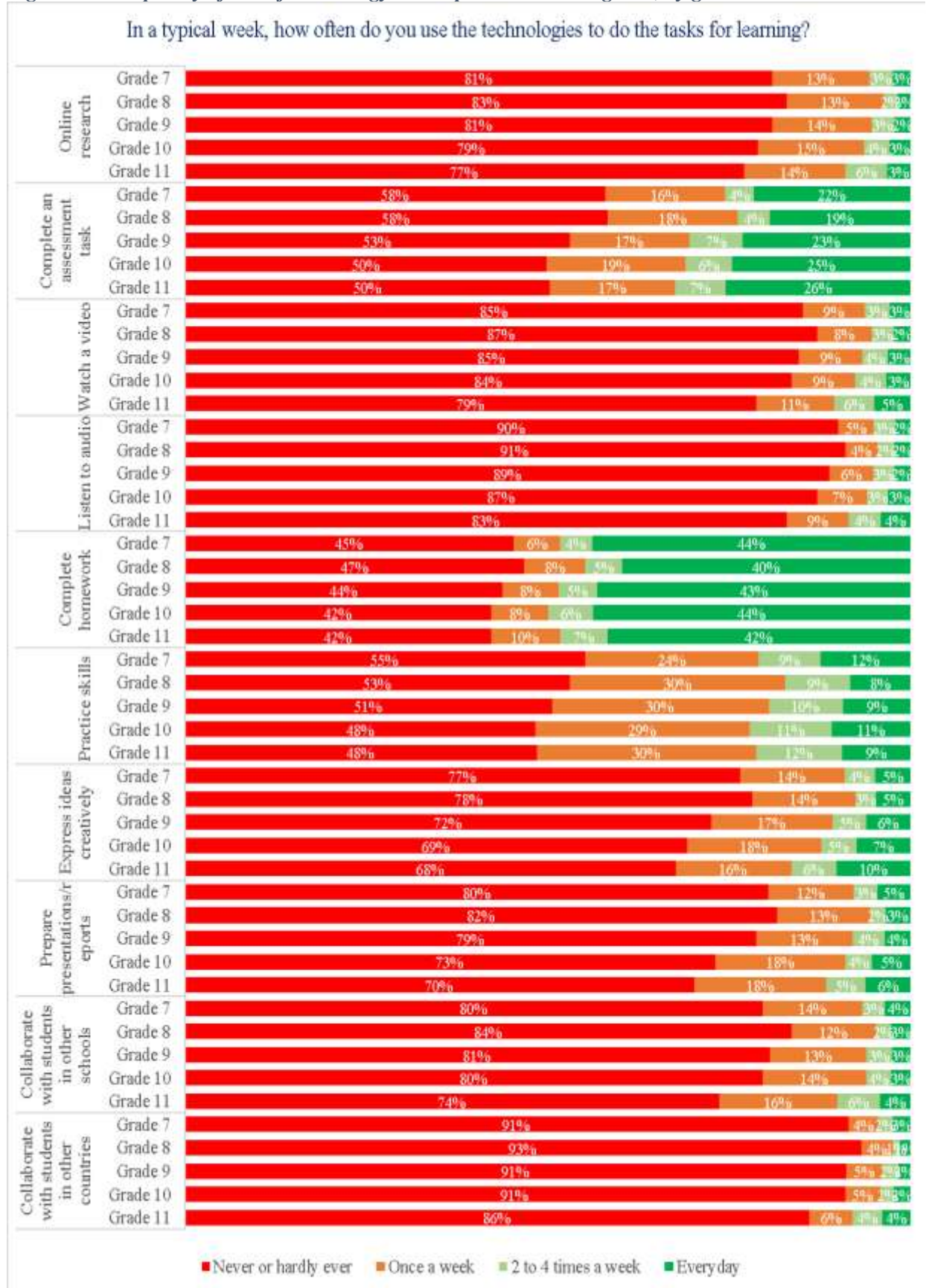


Figure 66. Frequency of use of technology to complete the learning task, by grades



EMOTIONAL AND PHYSICAL SAFETY AND WELL-BEING

Concerns about school building safety are prevalent among both teachers and students, with 62% of teachers and 54% of students reporting feelings of unsafety. This concern is slightly more pronounced among teachers, with 56% feeling unsafe in the school generally, compared to 49% of students (see Figure 67). Beyond safety, the survey highlights a lack of basic amenities: a large majority of students (83%) reported no access to storage for their belongings (see Figure 68), and most teachers (79%) indicated the absence of spaces for relaxation and retreat within the school (see Figure 69).

Figure 67. Safety at the school

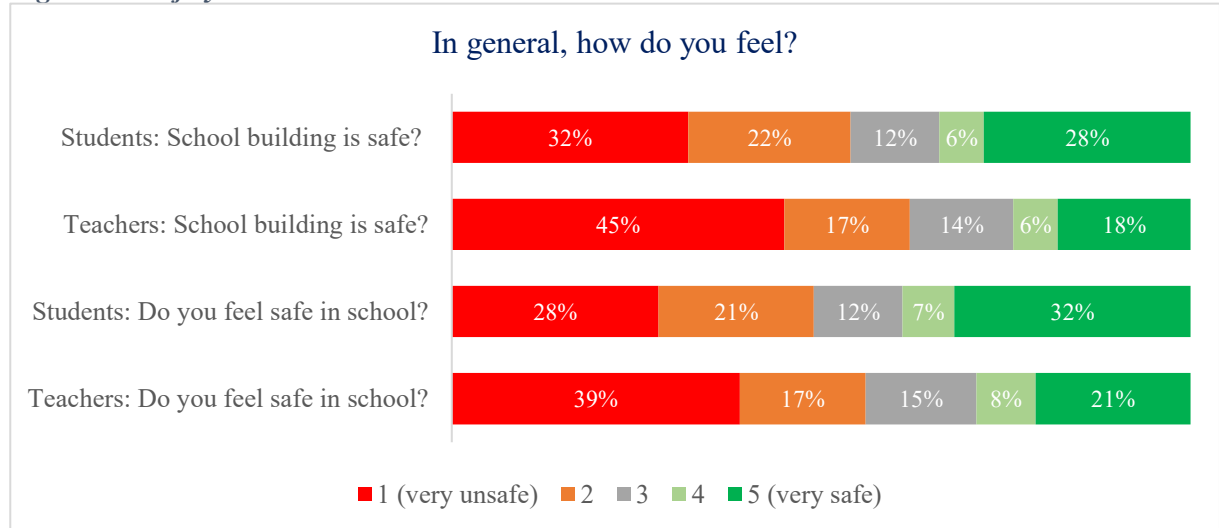
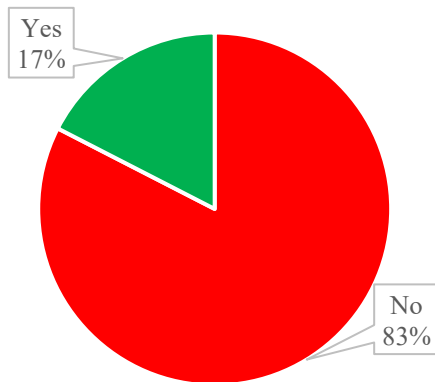


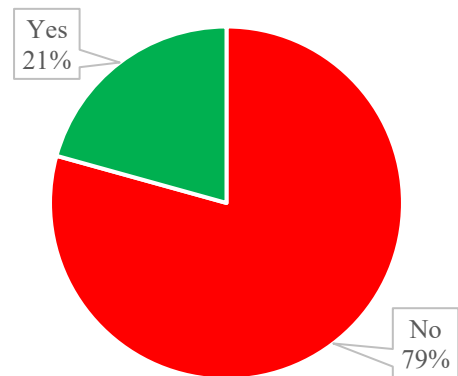
Figure 68. Availability of place where students can leave their belongings

Figure 69. Availability of place where teachers can relax

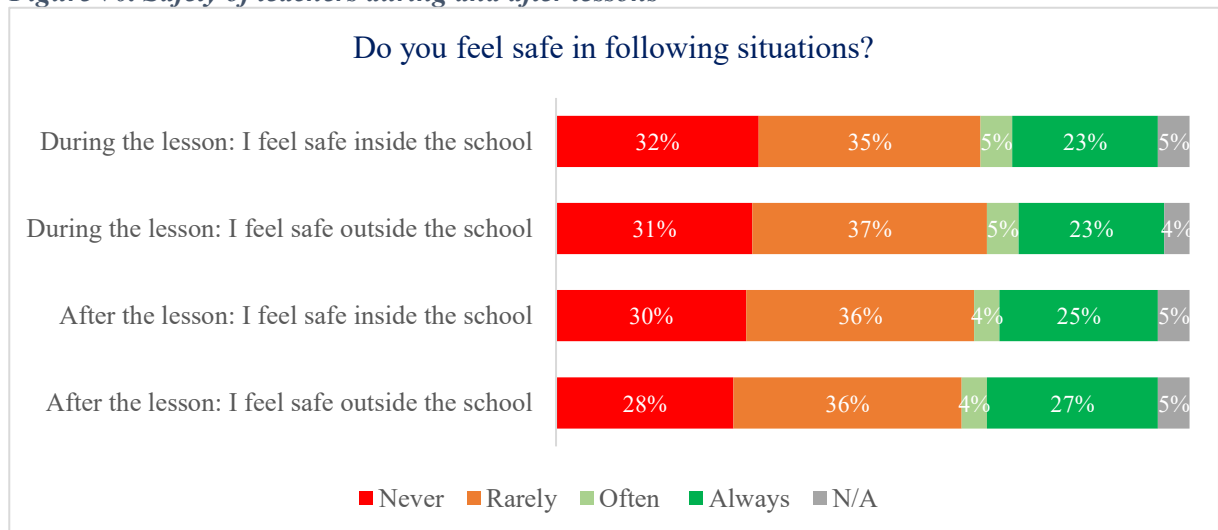
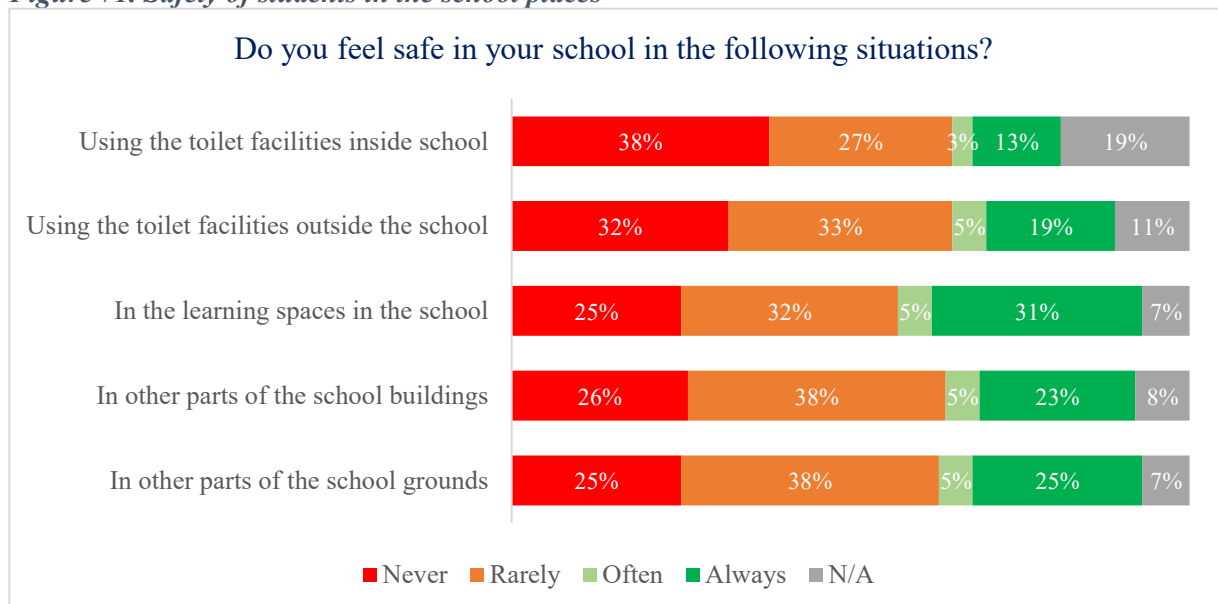
Is there safe place in the school, where you can leave your belongings?



Are there spaces in the school that teachers can use for relax and retreat?



Slightly over a third of teachers (35%) reported rarely feeling safe during lessons inside the school buildings, and a similar percentage (36%) also felt unsafe after lessons, both inside and outside the school (see Figure 70). A significant majority of students (65%) rarely or never feel safe using toilet facilities inside or outside the school buildings. Additionally, over half of the students (57%) reported feeling unsafe in the learning spaces within the school (see Figure 71).

Figure 70. Safety of teachers during and after lessons**Figure 71. Safety of students in the school places**

Variability analysis

The comparison of emotional and physical safety and well-being between project and control schools shows a notable difference. Both students (49%) and teachers (56%) in project schools reported feeling much less safe compared to students (36%) and teachers (34%) in control schools. This disparity may be attributed to ongoing construction in project schools, leading to perceptions of an unsafe school building among both students and teachers (*see Figure 72*).

Regarding the availability of personal and professional spaces, the situation is similar to project schools in control schools. A majority of students (73%) reported a lack of places to leave belongings, and most teachers (74%) also indicated a lack of relaxation and retreat spaces within the school (*see Figures 73 and 74*).

Figure 72. Safety in project and control schools

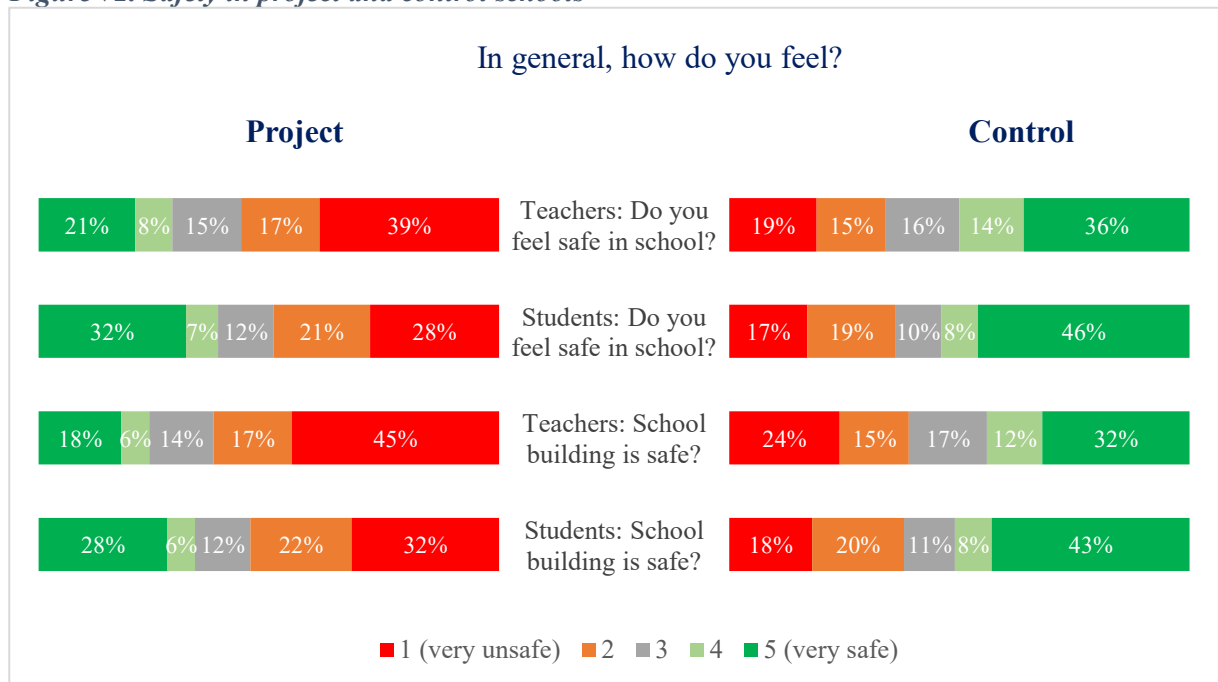


Figure 73. Availability of place where students can leave their belongings

Is there safe place in the school, where you can leave your belongings?

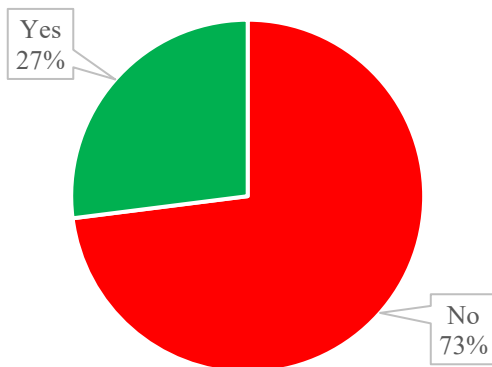
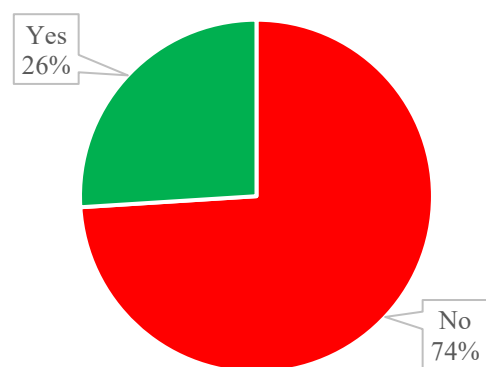


Figure 74. Availability of place where teachers can relax

Are there spaces in the school that teachers can use for relax and retreat?



A significant difference in perceived safety exists regarding toilet facilities, with students in control schools feeling considerably safer than those in project schools (only 54% feeling unsafe compared to 65%) (see Figure 75).

However, when examining overall safety perceptions by gender, the analysis showed no significant difference. Similar proportions of girls (59%) and boys (60%) reported feeling unsafe in school toilets, and an identical percentage (51%) of both genders felt unsafe in learning spaces (see Figure 76).

Figure 75. Safety of students in project and control schools

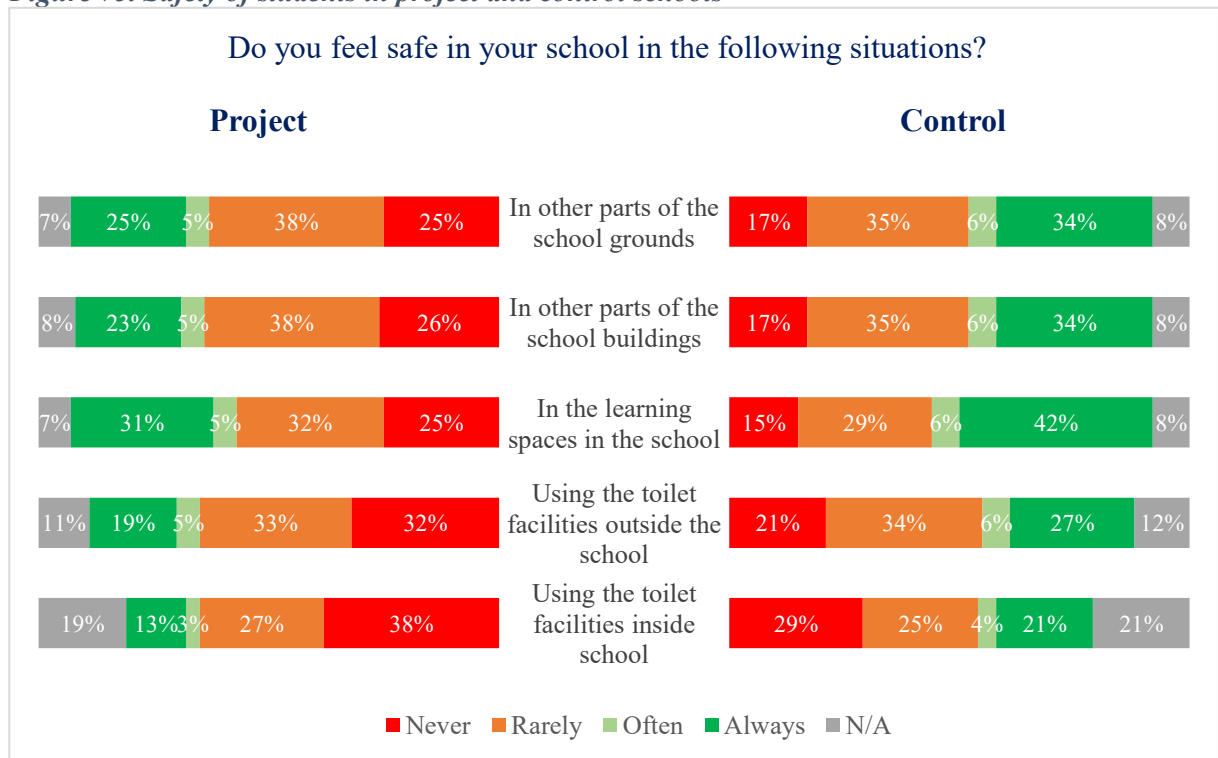
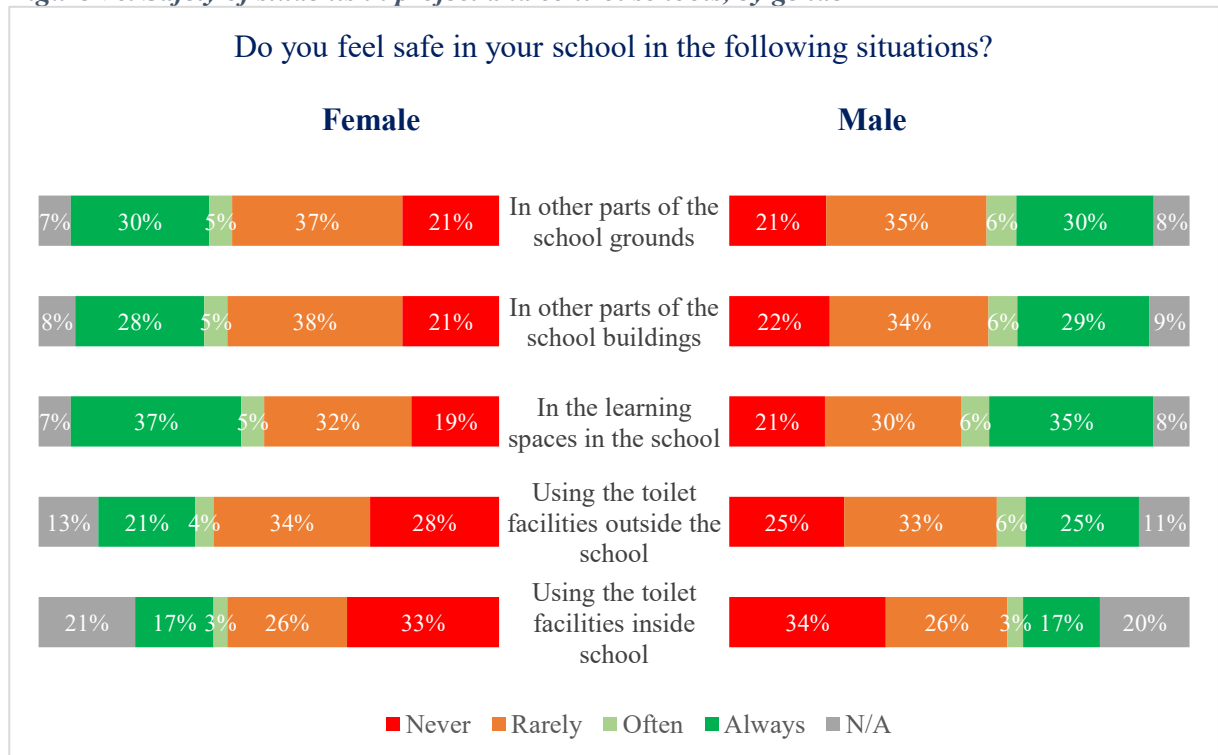


Figure 76. Safety of students in project and control schools, by gender



OVERALL SATISFACTION

Satisfaction with learning spaces is notably lower in project schools, with a majority of both teachers (63%) and students (59%) expressing dissatisfaction. In contrast, teachers and students in control schools reported greater satisfaction. School leaders in both project (29%) and control (31%) schools shared a similar moderate level of overall satisfaction (see Figure 77).

Examining satisfaction by gender showed no significant variations, with roughly equal percentages of boys (35%) and girls (37%) reporting overall satisfaction with their school's learning spaces (see Figure 78).

When we look at the data by grades (7-11), we see that approximately half of the students (50%) in each grade expressed overall dissatisfaction with their school's learning spaces. While analyzing by school size, a notable difference in satisfaction emerges. Half of the school leaders in small schools expressed dissatisfaction, compared to 47% in medium and 30% in large schools. On the other hand, students' satisfaction was reported by 41% in large schools, which is 4% higher than in medium schools and a significant 13% higher than in small schools (see Figures 79 and 80).

Figure 77. Level of satisfaction of learning spaces

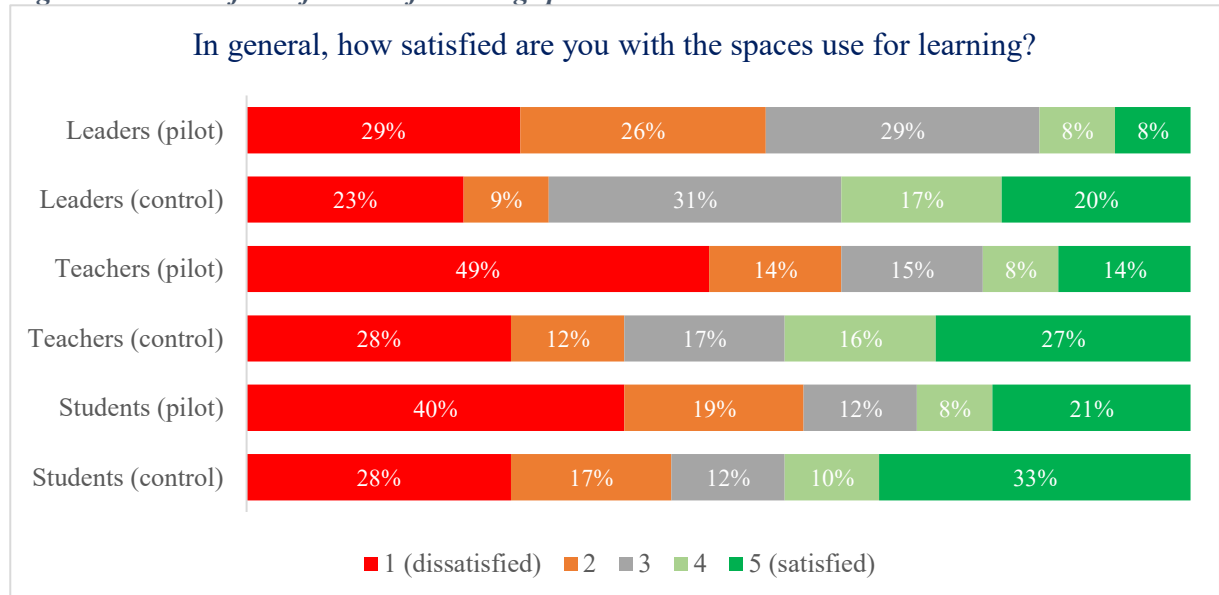


Figure 78. Level of satisfaction of students and teachers by gender

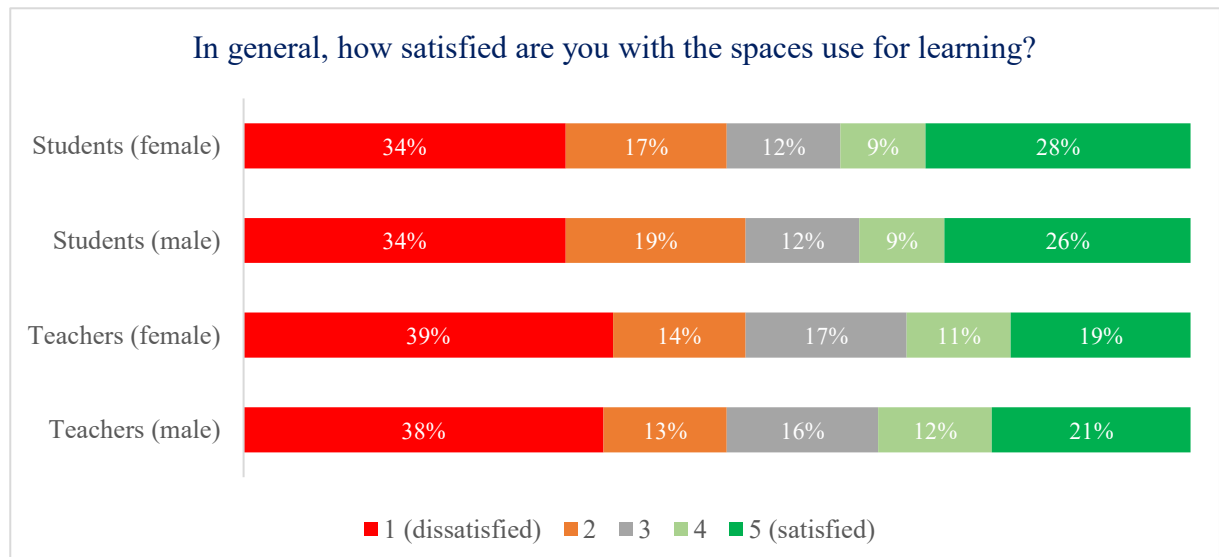


Figure 79. Level of satisfaction of students by grades

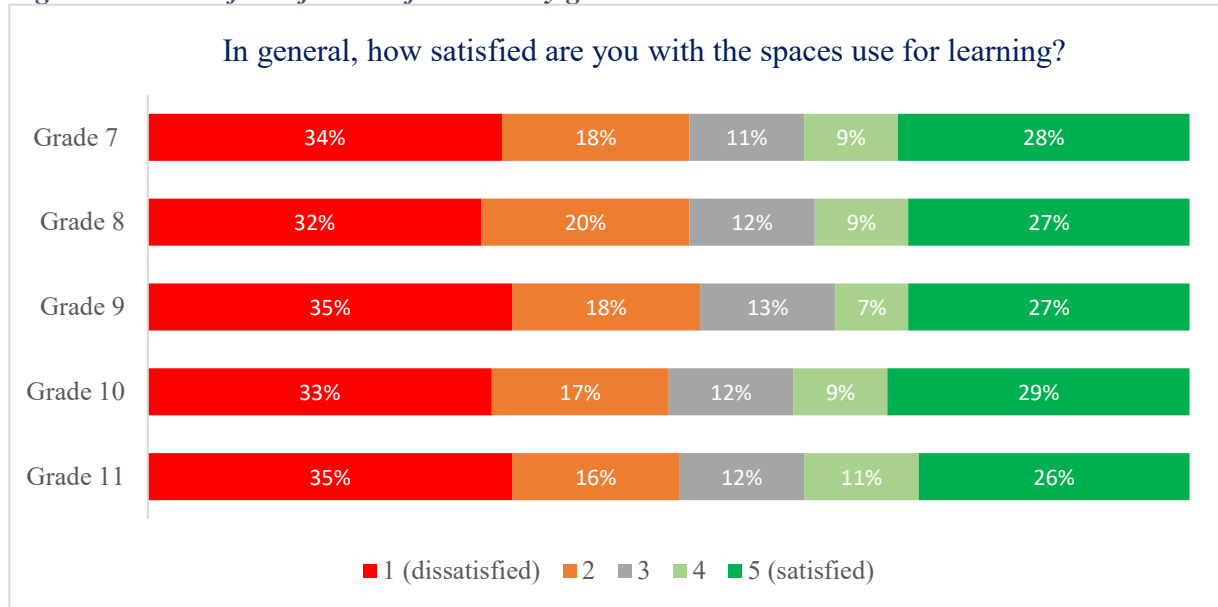
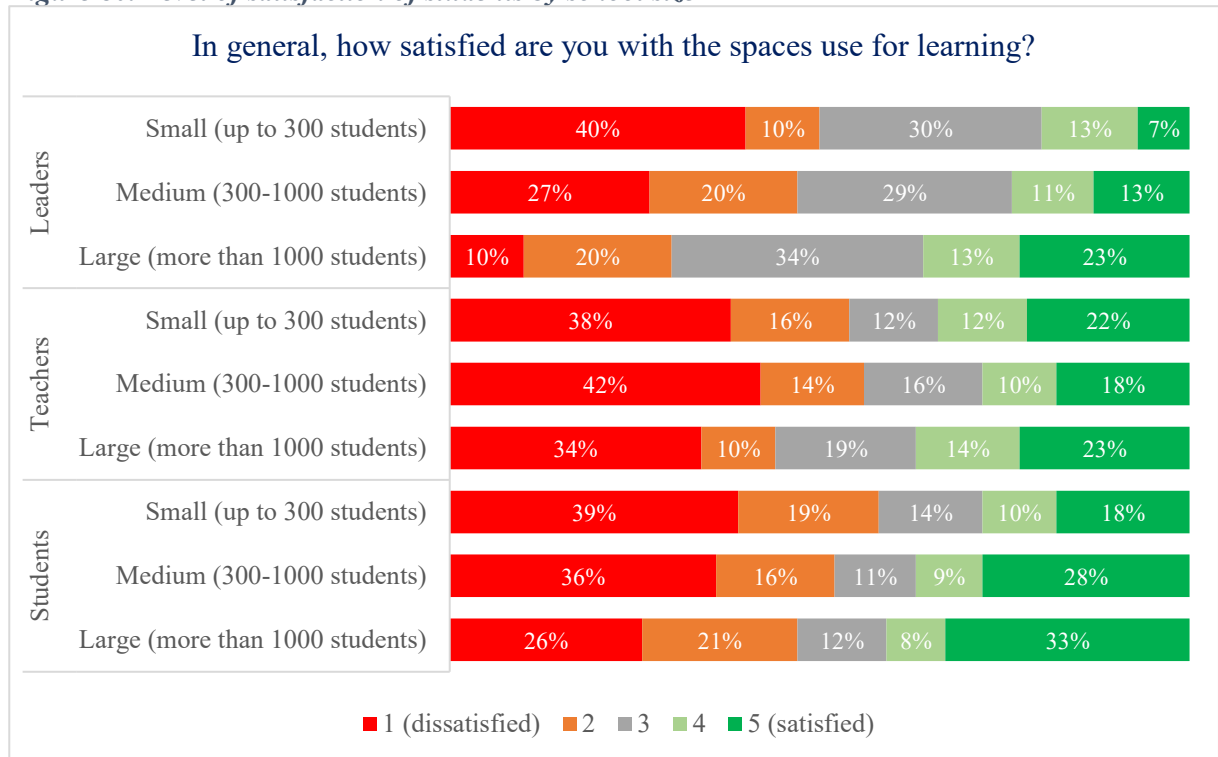


Figure 80. Level of satisfaction of students by school size

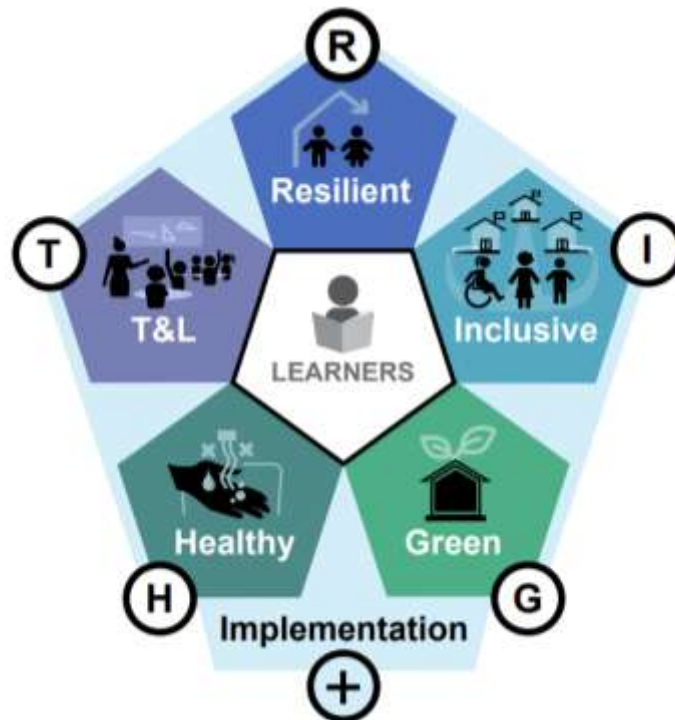


RECOMMENDATIONS AND CONCLUSION

RECOMMENDATIONS

To effectively address the findings of the School User Survey in Tajikistan and provide a structured framework for improvement, the following recommendations are presented through the lens of the RIGHT+ framework. This World Bank framework offers a comprehensive approach to developing and enhancing Physical Learning Environments (PLEs) by focusing on key aspects such as Resilience, Inclusivity, Sustainability, Health, their Conduciveness to Teaching and Learning and Effective Implementation (see Picture 5).

Picture 5. The RIGHT+ PLE Framework: 6 Factors



The 6 principles of the RIGHT+ framework focus on a number of characteristics (see Picture 6), ranging from compliance with building codes to using data to support investment decisions.

Picture 6. The characteristics of RIGHT+ PLEs

Resilient PLEs	Inclusive PLEs	Green PLEs	Healthy PLEs	Teaching & learning-conducive PLEs	+ Effective implementation
<ul style="list-style-type: none"> ▪ Risk-informed location ▪ Building code compliance ▪ Disaster risk mitigation ▪ Resilient recovery 	<ul style="list-style-type: none"> ▪ Access to schools ▪ Gender-sensitive ▪ Accessible infrastructure 	<ul style="list-style-type: none"> ▪ Energy efficiency ▪ Water efficiency ▪ Waste management ▪ Sustainable construction 	<ul style="list-style-type: none"> ▪ Adequate basic services ▪ Indoor environmental quality ▪ Effective maintenance 	<ul style="list-style-type: none"> ▪ Adequate capacity ▪ Optimal spatial experience ▪ Fit with pedagogy ▪ Equipped for learning 	<ul style="list-style-type: none"> ▪ Infrastructure management cycle ▪ Management improvement processes ▪ Educational infrastructure data

These characteristics are instrumental in providing physical learning environments that are resilient, inclusive, green, healthy, teaching-learning conducive, and effectively implemented. Cross-analysis of the data collected by the School User Survey and these characteristics leads to a number of targeted recommendations, which are backed by the findings. These RIGHT+ recommendations provide a comprehensive, sustainable, and equitable strategy for the Ministry of Education and Science of the Republic of Tajikistan to enhance educational environment, leveraging the LEARN Project's resources to achieve lasting improvements in teaching and learning outcomes.

RESILIENT: Strengthen Infrastructure for Long-Term Durability

This principle focuses on building resilient PLEs that protect the safety of all users, while ensuring education continuity.

- **Upgrade school infrastructure** to withstand environmental and operational challenges by using durable, climate-resilient materials and construction techniques, with particular focus on project schools in emergency conditions that are structurally unsafe or undergoing renovation. Designs should factor in seismic risks and local weather patterns.
- **Guarantee reliable access to essential utilities** such as electricity and water by investing in backup systems and securing stable supply sources. Develop contingency plans for service disruptions to ensure learning continuity for schools in remote, vulnerable or at risk areas.

Rationale: The survey highlights outdated facilities prone to deterioration, necessitating resilient infrastructure to ensure long-term functionality despite natural or socio-economic stressors.

INCLUSIVE: Ensure Equitable Access to Education

This factor aims at promoting inclusive PLEs that enable all students to have access to learning.

- **Adapt school infrastructure for universal accessibility** by incorporating ramps, accessible toilets, handrails, and assistive technologies. These upgrades should be applied systematically, not only where students with disabilities are currently enrolled, to foster truly inclusive and welcoming school environments.
- **Design learning spaces that reflect diverse learner needs**, including quiet areas for focused study, flexible layouts for group collaboration, and sensory-friendly zones. These variations help accommodate different cognitive, emotional, and social learning profiles.
- **Implement gender-sensitive WASH designs** that ensure privacy, dignity, and safety – particularly for adolescent girls. This includes separate, secure sanitation facilities with proper waste disposal and hygiene support.
- **Include Menstrual Hygiene Management (MHM) facilities** in schools with girls in higher grades, which can positively impact attendance and retention of girls in education.

Rationale: Survey data indicates disparities in resource availability, particularly for students with disabilities, underscoring the need for inclusive environments to support diverse student populations.

GREEN: Promote Sustainable School Environments

This principle focuses on ensuring green PLEs that reduce negative environmental impacts.

- **Develop and activate outdoor learning spaces**—including school gardens, shaded seating areas, and green zones—so that nature becomes part of the everyday learning environment. These areas support student well-being, hands-on science education, and climate resilience.

Rationale: The survey notes limited access to basic amenities like grassed area and school yards, offering an opportunity to integrate green solutions that align with global sustainability goals.

HEALTHY: Enhance Physical and Emotional Well-Being

The goal of this factor is to create healthy PLEs that protect and nurture students' and teachers' health and well-being.

- **Improve indoor air quality and ventilation** by installing windows that can be safely opened, and designing classrooms that allow for cross-ventilation. Clean air promotes student well-being and is essential for both health and cognitive function.
- **Address thermal comfort issues** by equipping schools with appropriate heating and cooling systems adapted to the local climate. This is particularly important in regions with harsh winters or hot summers, where discomfort can impede concentration and attendance.
- **Ensure optimal lighting, acoustics, and visibility**, so that all students can see, hear, and participate fully. Attention should be paid to seating arrangements, window glare, and sound insulation to minimize distractions.
- **Upgrade hygiene infrastructure** by ensuring schools have clean, gender-segregated toilets, reliable handwashing stations with soap, and regular sanitation schedules. These are non-negotiable elements for student health.
- **Strengthen physical and emotional safety** by improving lighting, securing perimeters, and training staff in student protection protocols. A safe school environment fosters trust, reduces anxiety, and supports better learning outcomes.
- **Establish regular maintenance systems** through structured facility audits, dedicated budgets, and trained personnel. Proactive upkeep will prolong the lifespan of school facilities, prevent deterioration and reduce costly repairs, while it helps maintain a safe, functional environment for years to come.

Rationale: Survey findings on poor air quality, noise, and emotional safety concerns highlight the need for healthier school settings to boost student and teacher well-being.

TEACHING & LEARNING CONDUCIVE: Optimize Pedagogical Environments

This factor aims at fostering teaching- and learning-conducive PLEs that support effective teaching and learning approaches.

- **Redesign classrooms to enable pedagogical flexibility**, allowing for a variety of teaching and learning activities, including both traditional instruction and group work, project-based learning, and peer collaboration. Layouts should be adaptable, with movable furniture and clear sightlines.

- **Include multi-use and flexible learning spaces** in the new and renovated schools, not just general-purpose classrooms. This will also support the delivery of a variety of pedagogies in the learning environments.
- **Design specialized learning environments** (e.g., science, arts) and develop minimum standards for them to support diverse instructional approaches.
- **Introduce modular and mobile furniture** as a core element of classroom design standards to enable flexible teaching.
- **Equip classrooms with essential technology teaching tools** –from reliable internet, digital projectors, and interactive whiteboards– to support diverse learning modalities and bring lessons to life.
- **Invest in support spaces** for both students and teachers (secure storage, hygiene facilities staff lounges, quiet rooms) to promote psychological safety.

Rationale: The survey reveals suboptimal space arrangements and pedagogical practices, which hinder effective teaching and learning in project schools.

EFFECTIVE IMPLEMENTATION: Streamline Execution and Monitoring

This factor focuses on achieving effective implementation through solutions that extend to the broader infrastructure network and policy framework.

- **Develop and enforce clear national guidelines and standards** for school design, construction, and maintenance to ensure consistency, safety, and quality across all regions. These guidelines should reflect both pedagogical needs and local environmental conditions.
- **Establish user-centered design principles** for school improvement projects, incorporating direct feedback from teachers and students into planning.
- **Invest in continuous professional development** for teachers focused on modern pedagogical methods, and the integration of educational technologies and digital tools. Empowering teachers with modern skills is key to making physical improvements impactful and to promoting student-centered learning.
- **Support teacher training on spatial pedagogy**, helping educators design and adapt learning environments to suit varied instructional goals. Include school administrators in the spatial pedagogy training, to assist teachers on how to effectively utilize and manage learning spaces.
- **Train school leaders and teachers** in the management and use of physical spaces. Empower them to maintain resources, and make informed decisions about infrastructure use.
- **Establish robust monitoring and evaluation systems** that track not only the physical condition of schools but also the pedagogical and well-being outcomes of space improvements. Data should feed back into planning and budgeting processes.
- **Include safety and well-being audits** in school assessments, focusing on toilets, entry points, and comfort factors. Use school-level surveys to track problems and inform facility investment.
- **Use satisfaction indicators** as part of a school quality monitoring framework to track the real impact of physical learning environment investments over time.

- **Develop a national digital infrastructure strategy** for schools, prioritizing connectivity and equitable access across regions. Pair future technology procurement with targeted teacher training on pedagogical integration of digital tools.
- **Engage school users, parents and communities** early in school development and renovation projects to build ownership, align designs with local priorities, and support long-term sustainability through shared responsibility. Consider participatory design processes.
- Promote the engagement of parents and communities **in the management of school facilities**.

Rationale: The limitations in the schools, which are indicated in current report, will be overcome with adaptive implementation strategies, which will be sustained for project impact.

CONCLUSION

The School User Survey conducted under the “Learning Environment – Foundation of Quality Education” LEARN Project in the Republic of Tajikistan, delivered a comprehensive assessment of the educational environment in 65 project and 65 control secondary public schools across four regions of the country.

The survey revealed several infrastructure challenges and the findings call for targeted interventions to improve infrastructure, promote inclusivity, and modernize teaching and learning environments and practices. The recommendations included in this report address such challenges by proposing specific initiatives. By implementing the RIGHT+ framework recommendations, the MoES can work towards creating more effective and equitable physical learning environments, initially for the project schools. It is advised to incorporate these recommendations in the scope of the construction/renovation works, to be delivered under LEARN project.

For extra detail, an individual School report may be drafted to provide additional perspectives. Such individual School report will identify the issues of each school and shed light on specific factors that affect teaching and learning. It may be used to inform the renovation scopes accordingly.

With SUS, LEARN project will measure the relationship between project interventions (at baseline, midline, and end-line) and practices and perceptions of project beneficiaries. Therefore, the School User Surveys will be repeated two more times during the project: follow up surveys will be carried out at the mid-point and the last year of the project implementation to capture changes in perception of school users and assess whether they feel their feedback was incorporated into the project. Findings from the SUS and other monitoring instruments will inform the design and effectiveness of project interventions, and provide the MoES with evidence of what works as the National Education Development Framework is rolled out nationally.

Three of the Project Development Objectives (PDO) indicators related to the implementation of the School User Surveys are: a) satisfaction of teachers and students in upper secondary education with access to WASH facilities at school; b) satisfaction of school users with the teaching and learning environments; c) satisfaction of school users with the teaching and learning environments – Female.

In conclusion, the findings from the recent School User Survey and the two future implementations will assist the Ministry of Education and Science of the Republic of Tajikistan to enhance educational outcomes for students across the country and achieve lasting improvements in teaching and learning environments.

List of literature

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- **UNICEF Tajikistan – Access to Education.** *Program Overview Page*
URL: <https://www.unicef.org/tajikistan/access-education>
- **UNICEF Tajikistan – Quality and Inclusive Education.** *Program Overview Page*
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- **World Bank (World Development Report & Education Statistics).** Data on learning-adjusted years of schooling and student reading performance.

ANNEXES

ANNEX 1. DETAILED SAMPLING OF THE SURVEY

Region	District/city	School No	Number of teachers			Number of students			Type of school
			general	male	female	general	male	female	
Sughd	Ayni	24	42	23	19	636	335	301	Project
Sughd	Ayni	40	41	26	15	579	281	298	Control
Sughd	Devashtich	51	44	4	40	562	267	295	Project
Sughd	Devashtich	14	38	11	27	402	191	211	Control
Sughd	Isfara	63	42	4	38	736	339	397	Project
Sughd	Isfara	60	20	13	7	270	131	139	Control
Sughd	Istaravshan	40	29	16	13	290	126	164	Project
Sughd	Istaravshan	46	42	16	26	701	322	379	Control
Sughd	J. Rasulov	17	70	7	63	1419	688	731	Project
Sughd	J. Rasulov	1	63	37	26	1715	1069	646	Control
Sughd	Mastchoh	10	27	25	2	467	256	211	Project
Sughd	Mastchoh	24	33	28	5	440	192	248	Control
Sughd	Panjakent	53	61	25	36	1031	535	496	Project
Sughd	Panjakent	35	18	10	8	282	158	124	Project
Sughd	Panjakent	60	28	16	12	364	192	172	Control
Sughd	Panjakent	116	21	15	6	185	82	103	Control
Sughd	Spitamen	13	69	19	50	1239	598	641	Project
Sughd	Spitamen	33	70	38	32	1467	736	731	Control
Khatlon	A. Jomi	1	56	10	46	1499	768	731	Project
Khatlon	A. Jomi	62	38	5	33	810	503	307	Control
Khatlon	Baljuvon	7	17	11	6	207	105	102	Project
Khatlon	Baljuvon	34	18	14	4	176	96	80	Project
Khatlon	Baljuvon	4	33	20	13	552	274	278	Control
Khatlon	Baljuvon	8	33	21	12	435	234	201	Control
Khatlon	Dangara	56	46	14	32	1031	519	512	Project
Khatlon	Dangara	26	32	14	18	590	269	321	Project
Khatlon	Dangara	2	68	17	51	2015	1040	975	Control

Region	District/city	School No	Number of teachers			Number of students			Type of school
			general	male	female	general	male	female	
Khatlon	Dangara	20	48	19	29	956	449	507	Control
Khatlon	Dusti	10	63	13	50	1024	545	479	Project
Khatlon	Dusti	11	44	26	18	850	419	431	Control
Khatlon	Farkhor	56	26	14	12	368	200	168	Project
Khatlon	Farkhor	39	48	20	28	647	321	326	Project
Khatlon	Farkhor	28	22	10	12	355	181	174	Control
Khatlon	Farkhor	53	34	17	17	387	198	189	Control
Khatlon	Hamadoni	5	32	12	20	555	279	276	Project
Khatlon	Hamadoni	8	57	34	23	1282	654	628	Project
Khatlon	Hamadoni	18	53	18	35	931	468	463	Project
Khatlon	Hamadoni	51	31	17	14	563	263	300	Project
Khatlon	Hamadoni	4	59	29	30	1244	643	601	Control
Khatlon	Hamadoni	7	77	45	32	1903	979	924	Control
Khatlon	Hamadoni	19	51	25	26	825	447	378	Control
Khatlon	Hamadoni	30	85	61	54	1865	960	905	Control
Khatlon	Jayhun	13	34	11	23	772	398	374	Project
Khatlon	Jayhun	15	36	17	19	1011	539	472	Control
Khatlon	Khoroson	5	28	13	15	1297	734	563	Project
Khatlon	Khoroson	14	49	29	20	1103	590	513	Control
Khatlon	Khovaling	3	42	24	18	574	277	297	Project
Khatlon	Khovaling	23	37	23	14	500	258	242	Project
Khatlon	Khovaling	12	29	16	13	322	158	164	Project
Khatlon	Khovaling	2	26	15	11	334	166	168	Control
Khatlon	Khovaling	4	27	14	13	450	222	228	Control
Khatlon	Khovaling	15	27	17	10	400	209	191	Control
Khatlon	Kulob	9	83	21	62	1313	677	636	Project
Khatlon	Kulob	53	102	22	80	2429	1259	1170	Project
Khatlon	Kulob	33	20	16	4	190	91	99	Project

Region	District/city	School No	Number of teachers			Number of students			Type of school
			general	male	female	general	male	female	
Khatlon	Kulob	13	57	28	29	807	406	401	Control
Khatlon	Kulob	34	74	42	32	830	462	368	Control
Khatlon	Kulob	51	88	49	39	1340	665	675	Control
Khatlon	Muminabad	3	35	20	15	453	230	223	Project
Khatlon	Muminabad	14	39	27	12	578	304	274	Project
Khatlon	Muminabad	10	26	10	16	266	136	130	Control
Khatlon	Muminabad	25	20	11	9	226	109	117	Control
Khatlon	Panj	31	29	7	22	592	296	296	Project
Khatlon	Panj	29	17	9	8	234	102	132	Control
Khatlon	Shahritus	5	51	16	35	601	288	313	Project
Khatlon	Shahritus	48	35	16	19	410	205	205	Control
Khatlon	Temurmalik	39	30	11	19	442	222	220	Project
Khatlon	Temurmalik	5	41	21	20	870	480	390	Project
Khatlon	Temurmalik	12	20	11	9	281	149	132	Project
Khatlon	Temurmalik	3	41	12	29	708	358	350	Control
Khatlon	Temurmalik	4	45	8	37	1012	524	488	Control
Khatlon	Temurmalik	21	16	10	6	199	93	106	Control
Khatlon	Vakhsh	3	70	15	55	1606	754	852	Project
Khatlon	Vakhsh	18	43	22	21	1023	548	475	Control
Khatlon	Vose	3	65	32	33	1416	727	689	Project
Khatlon	Vose	22	79	21	58	1711	889	822	Project
Khatlon	Vose	9	49	20	29	737	347	390	Project
Khatlon	Vose	33	60	15	45	1133	561	572	Project
Khatlon	Vose	38	45	13	32	551	261	290	Project
Khatlon	Vose	5	56	37	19	1010	520	490	Control
Khatlon	Vose	16	47	24	23	639	331	308	Control
Khatlon	Vose	23	61	32	29	1136	600	536	Control
Khatlon	Vose	44	27	14	13	326	183	143	Control

Region	District/city	School No	Number of teachers			Number of students			Type of school
			general	male	female	general	male	female	
Khatlon	Vose	49	30	18	12	624	299	325	Control
Khatlon	Yovon	15	34	13	21	763	388	375	Project
Khatlon	Yovon	27	39	11	28	607	303	304	Project
Khatlon	Yovon	3	28	10	18	709	361	348	Control
Khatlon	Yovon	46	30	11	19	489	254	235	Control
GBAO	Darvaz	12	15	11	4	111	61	50	Project
GBAO	Darvaz	10	14	8	6	131	62	69	Control
GBAO	Roshkala	9	24	3	21	192	108	84	Project
GBAO	Roshkala	29	18	5	13	104	53	51	Project
GBAO	Roshkala	12	34	11	23	330	148	182	Control
GBAO	Roshkala	30	18	6	12	79	42	37	Control
GBAO	Rushan	4	20	2	18	150	69	81	Project
GBAO	Rushan	5	22	8	14	120	59	61	Control
GBAO	Shugnon	40	22	10	12	215	121	94	Project
GBAO	Shugnon	38	24	9	15	153	68	85	Control
DRS	Faizabad	33	24	18	6	566	313	253	Project
DRS	Faizabad	27	29	17	12	502	256	246	Control
DRS	Hisor	44	25	17	8	443	232	211	Project
DRS	Hisor	101	32	16	16	581	298	283	Project
DRS	Hisor	102	15	5	10	295	145	150	Project
DRS	Hisor	41	46	20	26	798	392	406	Control
DRS	Hisor	92	35	16	19	583	262	321	Control
DRS	Hisor	100	11	6	5	72	33	39	Control
DRS	Nurabad	24	16	13	3	265	139	126	Project
DRS	Nurabad	40	18	13	5	323	167	156	Project
DRS	Nurabad	10	29	29	0	650	315	335	Control
DRS	Nurabad	31	11	5	6	312	175	137	Control
DRS	Rasht	15	22	21	1	424	216	208	Project

Region	District/city	School No	Number of teachers			Number of students			Type of school
			general	male	female	general	male	female	
DRS	Rasht	16	20	14	6	247	128	119	Control
DRS	Rogun	21	12	10	2	179	88	91	Project
DRS	Rogun	20	9	7	2	120	64	56	Control
DRS	Rudaki	119	30	6	24	887	448	439	Project
DRS	Rudaki	13	56	11	45	1601	883	718	Project
DRS	Rudaki	12	50	21	29	1209	614	595	Control
DRS	Rudaki	118	30	12	18	773	394	379	Control
DRS	Shahrinav	43	14	5	9	146	75	71	Project
DRS	Shahrinav	27	22	15	7	485	254	231	Control
DRS	Tojikobod	9	28	25	3	396	194	202	Project
DRS	Tojikobod	5	18	13	5	335	177	158	Control
DRS	Tursunzoda	59	61	3	58	954	491	463	Project
DRS	Tursunzoda	57	11	5	6	177	64	113	Control
DRS	Vahdat	43	22	6	16	816	437	379	Project
DRS	Vahdat	63	13	8	5	252	131	121	Project
DRS	Vahdat	77	14	11	3	156	84	72	Control
DRS	Vahdat	134	25	14	11	642	338	304	Control
DRS	Varzob	40	49	7	42	1012	509	503	Project
DRS	Varzob	42	21	10	11	328	165	163	Control

ANNEX 2. SURVEY INSTRUMENTS

School Leader Questionnaire

SECTION 1: The structure and organization of the school

Q1 Please give the name of your school:

Q2 Please give the country in which your school is located:

Q3 Is your school a public or a private school?

(Please tick only one box)

A public school

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)

A private school

(This is a school managed directly or indirectly by a non-government organization e.g. a church, trade union, business, or other private institution.)

Q4 Approximately what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)

a) Government (includes departments, local, regional, state and national)

b) Student fees or school charges paid by parents

c) Benefactors, donations, bequests, sponsorships, parent fund raising

d) Other

%

Total 100%

Q5 Student numbers: What is the current total number of students enrolled in each year level/grade?

Total

Year level/ Grade 7

Boys _____

Girls _____

Year level/ Grade 8

Boys _____

Girls _____

Year level/ Grade 9

Boys _____

Girls _____

Year level/ Grade 10

Boys _____

Girls _____

Year level/ Grade 11

Boys _____

Girls _____

Q6 What is the total number of teachers employed in the school?

a) Full-time

b) Part-time (equivalent to three days or more)

c) Part-time (equivalent to less than three days)

d) TOTAL

Q7 Which of the following definitions best describes the community in which your school is located?

(Please tick only one box)

a) A village, hamlet or rural area (fewer than 3 000 people)

b) A small town (3 000 to about 15 000 people)

c) A town (15 000 to about 100 000 people)

d) A city (100 000 to about 1 000 000 people)

e) A large city (with over 1 000 000 people)

SECTION 2: THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Q8	Does your school have access to: (Please tick one box in each row)	Yes	No
	a) electricity <i>Regularly and readily available sources of power (e.g. grid/mains connection, wind, water, solar and fuel-powered generator, etc.) that enable the adequate and sustainable use of ICT infrastructure for educational purposes.</i>	<input type="checkbox"/>	<input type="checkbox"/>
	b) the internet for pedagogical purposes <i>Internet that is available for enhancing teaching and learning, and is accessible by pupils. Access can be via a fixed narrowband, fixed broadband, or via mobile network.</i>	<input type="checkbox"/>	<input type="checkbox"/>
	c) computers for pedagogical purposes <i>Use of computers to support course delivery or independent teaching and learning needs. This may include activities using computers or the Internet to meet information needs for research purposes; develop presentations; perform hands-on exercises and experiments; share information; and participate in online discussion forums for educational purposes. Computers include desktop computers, laptop computers (e.g. notebooks and netbooks, and tablets.</i>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Electricity limit	<input type="checkbox"/>	<input type="checkbox"/>
Q9	Does your school have access to: (Please tick one box in each row)	Yes	No
	a) basic drinking water <i>Basic drinking water is defined as a functional drinking water source on or near the premises and water points accessible to all users during school hours.</i>	<input type="checkbox"/>	<input type="checkbox"/>
	b) single-sex basic sanitation facilities <i>Basic sanitation facilities are defined as functional sanitation facilities separated for males and females on or near the premises.</i>	<input type="checkbox"/>	<input type="checkbox"/>
	c) basic handwashing facilities <i>Basic handwashing facilities are defined as functional handwashing facilities with soap and water available to all school users.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Does your school have access to: (Please tick one box in each row)	Yes	No
	a) adapted infrastructure for students with disabilities <i>Adapted infrastructure is defined as any built environment related to education facilities that are accessible to all users, including those with different types of disability, to be able to gain access to use and exit from them. Accessibility includes ease of independent approach, entry, evacuation and/or use of a building and its services and facilities (such as water and sanitation), by all of the building's potential users with an assurance of individual health, safety and welfare during the course of those activities.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	What proportion of the school's classrooms / learning spaces are in:		
	a) Temporary buildings used for 3 years or less	_____%	
	b) Temporary buildings used for 4 years or more	_____%	
	c) Buildings (not temporary) up to 5 years old	_____%	
	d) Buildings 6-10 years old	_____%	
	e) Buildings older than 10 years but renovated in the last 10 years	_____%	

	f) Buildings older than 10 years but not renovated	_____%
	Total	100 %
Q12	How are classrooms / learning spaces usually allocated? (Please tick as many as appropriate for your school)	
	a) Most teachers are allocated the same classroom/learning space for all subjects	<input type="checkbox"/>
	b) Most teachers are allocated the same classroom/learning space for a given subject for at least a semester (e.g. Room A for English, Room C for history)	<input type="checkbox"/>
	c) Most teachers use many different classrooms/learning spaces as allocated, for different subjects and/or year levels/grades	<input type="checkbox"/>
	d) Most teachers teach collaboratively (team teach) and share spaces designed for larger, single year-level/ grade groups	<input type="checkbox"/>
	e) Most teachers teach collaboratively (team teach) and share spaces designed for larger, multi-year-level/grade groups	<input type="checkbox"/>
Q13	To what extent do you agree with the following statements about your school's leadership and learning environment? (Please tick one box in each row)	
		Strongly agree Agree Disagree Strongly disagree
	a) School leaders* and teachers have a shared vision for learning and how to best use the learning spaces	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	b) School leaders* encourage teachers to experiment with different ways of using the learning spaces we have	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	c) The design of the learning spaces supports collaboration between teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	d) The design of the learning spaces supports the use of a variety of teaching practices	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	e) The school buildings and learning spaces suit my preferred teaching practice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	f) The school arranges learning time (timetabling) to make effective use of the learning spaces	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	g) I am provided with time to plan collaboratively with teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	h) Teachers are provided with time and advice to plan how best to use the school learning spaces	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	*Note: School leaders include the school principal, deputy principal and heads of department.	
Q14	To what extent do you think the buildings and facilities at your school have an impact on the following: (Please tick one box in each row)	
		Not at all Very little To some extent A lot
	a) Make teachers more inclined to stay (employed) at this school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	b) Make it easier to attract new teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	c) Attract parents looking to place their children in school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SECTION 3: TECHNOLOGY AT THE SCHOOL

- Q15** | **What proportion of classrooms/learning spaces are equipped with (or can easily access) the following?**
- | | |
|--|--------|
| a) Interactive AV display (Interactive whiteboard or interactive screen) | _____% |
| b) Wireless Internet access | _____% |
| c) The ability to project sound and vision for a class of students (such as a projector or large TV, with audio) | _____% |
| d) In-school laptops/netbooks (stored in that room) | _____% |
| e) Desktop computers | _____% |
| f) Tablets | _____% |
| g) Charge points (for mobile devices) | _____% |
| h) Cabled internet access | _____% |
| i) No internet access | _____% |
| TOTAL | 100% |

- Q16** | **Are students required to bring their own device (bought, leased, or a school-owned device)?**
(Tick each year level/grade with this requirement)
- | | | | | | |
|-----------------------|--------------------------|-----------------------|--------------------------|----------------------|--------------------------|
| Year level / Grade 7 | <input type="checkbox"/> | Year level / Grade 8 | <input type="checkbox"/> | Year level / Grade 9 | <input type="checkbox"/> |
| Year level / Grade 10 | <input type="checkbox"/> | Year level / Grade 11 | <input type="checkbox"/> | | |

- Q17** | **What is the speed of the school's internet access?**
- | | |
|-------------------|------------|
| a) Download speed | _____ Mb/s |
| b) Upload speed | _____ Mb/s |
| c) Line Speed | _____ Mb/s |

SECTION 4: OVERALL SATISFACTION

- Q18** | **In general, how satisfied are you with the learning spaces in your school?**
- | | | | | | |
|--------------|---|---|---|---|-----------|
| Dissatisfied | | | | | Satisfied |
| 1 | 2 | 3 | 4 | 5 | |

Teacher Questionnaire

SECTION 1: ABOUT YOUR SCHOOL

- Q1** | Please give the name of your school:
- Q2** | Please give the country in which your school is located:

SECTION 2: ABOUT YOU

- Q3*** | Are you female or male?

Female Male

- Q4** | How old are you?

- a) below 25
- b) between 26 and 35
- c) between 36 and 45
- d) between 46 and 55
- e) between 56 and 65
- f) above 66

- Q5** | How many years of work experience do you have?

- a) Working as a teacher at this school _____ Years
- b) Working as a teacher in total _____ Years
- c) Working in other education roles (*do not include years working as a teacher*) _____ Years
- d) Working in other jobs _____ Years

- Q6** | Is your current employment as a teacher full-time or part-time?

- a) Full-time
- b) Part-time (equivalent to three days per week or more)
- c) Part-time (equivalent to less than three days per week)

- Q7** | What subject(s) are you teaching this term/year?

(If you teach more than one subject, please list subjects in order from the one you spend most time teaching to the one you spend the least amount of time teaching)

- a)
- b)
- c)
- d)

- Q8**** | What year levels/grades are you teaching this term/year?
(please select all that apply)

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Q9 | **To what extent do you agree with the following statements about your school's leadership and learning environment?**

(Please tick one box in each row)

	Strongly agree	Agree	Disagree	Strongly disagree
a) School leaders* and teachers have a shared vision for learning and how to best use the learning spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) School leaders* encourage teachers to experiment with different ways of using the learning spaces we have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The design of the learning spaces supports collaboration with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The design of the learning spaces supports the use of a variety of teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The school buildings and learning spaces suit my preferred teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The school arranges learning time (timetabling) to make effective use of the learning spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I am provided with time to plan collaboratively with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Teachers are provided with time and advice to plan how best to use the school learning spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Note: School leaders include the school principal, deputy principal and heads of department.

Q10 | **To what extent do you think the buildings and facilities at your school have an impact on the following:**

(Please tick one box in each row)

	Not at all	Very little	To some extent	A lot
a) Make you more inclined to stay (employed) at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Make other teachers more inclined to stay (employed) at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Make it easier to attract new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Attract parents looking to place their children in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4: THE SPACES YOU USE

Q11 | **How are learning spaces used in your school?**

(Please tick as many boxes as appropriate for your school)

a) I use the same learning space for all subjects	<input type="checkbox"/>
b) I use the same learning space for a given subject for at least a semester (e.g. Room A for English, Room C for history)	<input type="checkbox"/>
c) I use many different learning spaces as allocated	<input type="checkbox"/>
d) Students do most of their general learning in the same group in the same learning space	<input type="checkbox"/>

Q12 | How many teachers (including you) are usually in the classroom/learning space during a class?

1 2 3 4 or more

Q13 | How many students are usually in a class?

Number of students: _____

Q14 | Which of the following spaces are available in your school?

(Please select all that apply)

- a) A traditional classroom with no access to break out spaces
- b) A traditional classroom with direct access to break out spaces e.g. for collaborative group work, project work or individual work
- c) A collaborative teaching area (2 or more teachers) with the teachers and students sharing a variety of connected learning spaces e.g. for collaborative group work, project work or individual work
- d) A space in a corridor outside the classroom
- e) A library
- f) A hall/auditorium
- g) A canteen
- h) A science laboratory
- i) A workshop/studio space for art, music or design
- j) A kitchen/food technology space
- k) A workshop space for technology (wood, metal, plastics, robotics)
- l) A gym
- m) If there are other spaces in your school, please tell us here:

Q15 | In a typical week, approximately how often do you teach in?

(Please tick one box in each row)

- | | Never | Once a week | 2 to 4 times a week | Everyday |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) A traditional classroom with no access to break out spaces | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) A traditional classroom with direct access to break out spaces e.g. for collaborative group work, project work or individual work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) A collaborative teaching area (2 or more teachers) with the teachers and students sharing a variety of connected learning spaces e.g. for collaborative group work, project work or individual work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) A space in a corridor outside the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) A library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) A hall/auditorium | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) A canteen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) A science laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) A workshop/studio space for art, music or design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) A kitchen/food technology space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) A workshop space for technology (wood, metal, plastics, robotics) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- l) A gym
- m) Other space? Please briefly describe here:

Q16 | **Which of the following external (outside) spaces are available in your school?**
(Please select all that apply)

- a) An external (outside) classroom or space – usually with seating and directly accessible from a classroom
- b) Grassed area (not a sports field) not accessible from a classroom
- c) An external (outside) hard ball court / sports court / hard paved area not accessible from a classroom
- d) Sports field
- e) Sports field accessible from a classroom
- f) School yard
- g) School yard accessible from a classroom
- h) No external (outside) spaces
- i) If there are other types of external (outside) spaces in your school, please tell us here:

Q17 | **Think of the external (outside) spaces in your school which are directly accessible from a classroom. During lesson time, approximately how often do you use these external (outside) spaces in your school over a year?**

(Please tick one box in each row)

- | | Never or hardly ever | 1 to 3 times a month | Once a week | 2 to 4 times a week | Everyday |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) An external (outside) classroom or space – usually with seating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Sports field | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) School yard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) If you used other types of external (outside) spaces in your school, directly accessible from a classroom, please tell us here: | | | | | |

I did not use any external (outside) space during lesson time over a year

Q18 | **Think of the external (outside) spaces in your school which are not directly accessible from a classroom. During lesson time, approximately how often do you use these external (outside) spaces in your school over a year?**

(Please tick one box in each row)

- | | Never or hardly ever | 1 to 3 times a month | Once a week | 2 to 4 times a week | Everyday |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Grassed area (not a sports field) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) An external (outside) hard ball court / sports court / hard paved area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Sports field | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- d) School yard
- e) If you used other types of external (outside) spaces in your school, not directly accessible from a classroom, please tell us here:

I did not use any external (outside) space during lesson time over a year

Q19 | **How satisfied are you with the provision of:**
(Please tick one box in each row)

	Dissatisfied					Satisfied
	1	2	3	4	5	
a) A quiet space for you to work in the school before or after lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Spaces that staff can use for socializing and conversation with other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Meeting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 5: COMFORT

Q20 | **When it is COLD outside, how do you find the temperature in the spaces/rooms in which you teach?**
(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) I usually feel too cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I usually feel too hot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I usually feel about right (neither too hot nor too cold)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up questions:

When it is COLD outside, which space or spaces are too cold? [Please give the name or room number of the space(s)]
When it is COLD outside, which space or spaces are too hot? [Please give the name or room number of the space(s)]

Q21 | **When it is HOT outside, how do you find the temperature in the spaces/rooms in which you teach?**
(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) I usually feel too cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I usually feel too hot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I usually feel about right (neither too hot nor too cold)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up questions:

When it is HOT outside, which space or spaces are too cold? [Please give the name or room number of the space(s)] When it is HOT outside, which space or spaces are too hot? [Please give the name or room number of the space(s)]

Q22 | **How do you find the quality of the air in the spaces/rooms in which you teach?**

(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) There is usually no odour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There is usually a pleasant odour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There is usually an unpleasant odour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up question:

Which space(s) have the unpleasant odour?

[Please give the name or room number of the space(s)]

Q23 | **When it is daylight outside, how do you find the quality of light in the spaces/rooms in which you teach?**

(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) It is usually too bright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is usually too dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) It is usually about right (neither too bright nor too dark)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up questions:

Which space(s) are too bright?

[Please give the name or room number of the space(s)] Which

space(s) are too dark?

[Please give the name or room number of the space(s)]

Q24 | **How well can you hear in the spaces/rooms in which you teach?**

(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) I can hear the students clearly when they speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am disturbed by sounds inside the space (such as air-conditioning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am disturbed by noise from outside the space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Sound echoes too much in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up questions:

In which space(s) are you not able to hear the students? [Please give the name or room number of the space(s)]

In which space(s) are you disturbed by noise from outside? [Please give the name or room number of the space(s)]

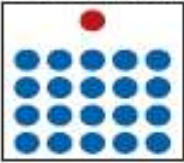
Q25 | Are you able to control any of the following in the spaces/rooms in which you teach?
(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) I can control heating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can control air conditioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I can control glare (e.g. through blinds on windows)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I can control lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I can open the windows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 6: ARRANGEMENT OF THE SPACE

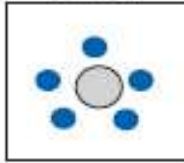
The following spatial layout types are referred to in Questions 26 - 30 in this section:

a. Presentation



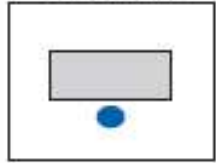
LAYOUTS THAT SUPPORT EXPLICIT INSTRUCTION OR PRESENTATION TO THE WHOLE GROUP

b. Group



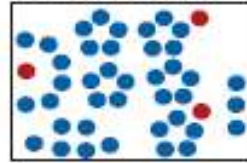
LAYOUTS THAT SUPPORT APPROACHES WHERE STUDENTS ARE REQUIRED TO COLLABORATE AND WORK IN SMALL GROUPS TO SHARE IDEAS AND HELP EACH OTHER

c. Individual



LAYOUTS THAT SUPPORT APPROACHES WHERE STUDENTS WORK INDEPENDENTLY TO WRITE, READ, RESEARCH, THINK, AND REFLECT

d. Team teaching



LAYOUTS THAT SUPPORT APPROACHES WHERE TWO OR MORE TEACHERS WORK COLLABORATIVELY WITH GROUPS OF STUDENTS SHARING THE SAME SPACE

● Teacher ● Pupils

Q26 | Thinking about your current teaching, how often do you actually use the following spatial arrangements?
(Please tick one box in each row)

	Never or hardly ever	1 to 3 times a month	Once a week	2 to 4 times a week	Everyday
a) Type A layouts that support explicit instruction/ presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Type B layouts that support students working in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Type C layouts that support students working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Type D layouts that support team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use other types of spatial arrangements, please briefly describe here:

Q27 | If they were readily available, how often would you use the following spatial arrangements to support your approach to learning and teaching?
(Please tick one box in each row)

	Never or hardly ever	1 to 3 times a month	Once a week	2 to 4 times a week	Everyday
a) Type A layouts that support explicit instruction/ presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Type B layouts that support students working in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Type C layouts that support students working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Type D layouts that support team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Other layouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you would use other types of spatial arrangements, please briefly describe here:

Q28 | **Thinking about the spaces/rooms in which you teach, how often do you:**
(Please tick one box in each row)

	Never or hardly ever	1 to 3 times a month	Once a week	2 to 4 times a week	Everyday
a) Need to rearrange tables, chairs or other aspects of the space (e.g. sliding partitions) prior to the start of a lesson because a previous user had them in a different position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Change the layout of the space for different classes, according to activities you had planned (e.g. re-configure table layout, move sliding partitions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Rearrange the layout of a space during a class (e.g. tables and chairs get moved into different positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Encourage students to move the furniture during class to suit group formation or participation in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Encourage students to move around a space during a class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q29 | **Thinking about the spaces/rooms in which you teach and what supports or hinders the use of different spatial settings, how much do you agree with the following statements?**
(Please tick one box in each row)

	Strongly disagree	Disagree	Agree	Strongly agree
a) It is easy to move the furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There is enough time to rearrange the furniture before classes begin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There is enough space to arrange the furniture in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The furniture can easily be moved during lesson time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) It is easy to move the technology such as data projectors and white boards to support different furniture arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q30 | **When you need to, in what proportion of the spaces/rooms in which you teach can you quickly (in less than 5 minutes) rearrange the furniture to create any of the following arrangements?**

(Please tick one box in each row)

	In none of them	In very few (up to 25%) of them	In some (between 25 and 50%) of them	In many (between 50 and 75%) of them	In most (over 75%) of them
a) Layouts that support explicit instruction/ presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Layouts that support students working in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Layouts that support students working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Layouts that support team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 7: EMOTIONAL AND PHYSICAL SAFETY AND WELL-BEING

Q31 | In general, do you feel your school building is safe?

Very unsafe						Very safe
1	2	3	4	5		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Q32 | In general, do you feel safe in your school?

Very unsafe						Very safe
1	2	3	4	5		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Q33 | Thinking about your safety in the school and school grounds DURING school hours, do you feel safe in the following situations?

(Please tick one box in each row)

	Never	Rarely	Often	Always	N/A (Not applicable)
a) I feel safe in some parts/all parts of the school that are inside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel safe in some parts/all parts of the school that are outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up question:

In which space(s) do you ever feel unsafe during school hours?

Q34 | **Thinking about your safety in the school and school grounds AFTER school hours, do you feel safe in the following situations?**
(Please tick one box in each row)

	Never	Rarely	Often	Always	N/A (Not applicable)
a) I feel safe in some parts/all parts of the school that are inside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel safe in some parts/all parts of the school that are outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up question:

In which space(s) do you ever feel unsafe after school hours?

Q35 | **Are there spaces in the school that teachers can use for relaxation and retreat?**

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

SECTION 8: TECHNOLOGY AT THE SCHOOL

Q36 | **Are the following technologies available in the spaces/rooms in which you teach?**
(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) Interactive AV display (interactive whiteboard or interactive screen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Wireless internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The ability to project sound and vision for a group of students (such as a projector or large TV with audio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In-school laptops/ note books (stored in that room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Desktop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Charge points (for mobile devices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Cabled internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) No internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If there are other types of technologies available in the spaces/rooms in which you teach, please briefly describe here:

Q37 | **How often do you use the following technologies in the spaces/rooms in which you teach?**
(Please tick one box in each row)

	Never or hardly ever	1 to 3 times a month	Once a week	2 to 4 times a week	Everyday
a) Interactive AV display (interactive whiteboard or interactive screen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Wireless internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The ability to project sound and vision for a group of students (such as a projector or large TV with audio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| d) In-school laptops/ note books (stored in that room) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Desktop computers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Tablets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Charge points (for mobile devices) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Cabled internet access | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you use other types of technologies in the spaces/rooms in which you teach, please briefly describe here:

Q38 | **In a typical week, approximately how often do you use technology devices or you ask the students to use technology devices to do the following learning tasks?**

(Please tick one box in each row)

- | | Never | Once a week | 2 to 4 times a week | Everyday |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) online research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) complete an assessment task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) watch a video | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) listen to audio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) complete homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) practice skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) express ideas creatively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) prepare presentations/reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) collaborate with students in other schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) collaborate with students in other countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) If you use technology in other ways, please briefly tell us here: | | | | |

SECTION 9: OVERALL SATISFACTION

Q39 | **In general, how satisfied are you with the spaces/rooms in which you teach?**

- | | | | | | |
|--------------|---|---|---|--|-----------|
| Dissatisfied | | | | | Satisfied |
| 1 | 2 | 3 | 4 | | 5 |

Student Questionnaire

SECTION 1: ABOUT YOU

- Q1** | Please give the name of your school:
- Q2** | Please give the country in which your school is located:
- Q3** | What year level / grade are you in?
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Q4** | Are you female or male?
- Female Male

SECTION 2: SPACES YOU USE

- Q5** | Which of the following spaces are available in your school?
(Please select all that apply)
- a) A traditional classroom with no access to break out spaces
- b) A traditional classroom with direct access to break out spaces e.g. for collaborative group work, project work or individual work
- c) A collaborative teaching area (2 or more teachers) with the teachers and students sharing a variety of connected learning spaces e.g. for collaborative group work, project work or individual work
- d) A space in a corridor outside the classroom
- e) A library
- f) A hall/auditorium
- g) A canteen
- h) A science laboratory
- i) A workshop/studio space for art, music or design
- j) A kitchen/food technology space
- k) A workshop space for technology (wood, metal, plastics, robotics)
- l) A gym
- m) If there are other spaces in your school, please tell us here:
- Q6** | During lesson time, which of the following spaces in your school have you used over the last week?
(Please tick one box in each row)
- | | Never | Once a week | 2 to 4 times a week | Everyday |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) A traditional classroom with no access to break out spaces | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) A traditional classroom with direct access to break out spaces e.g. for collaborative group work, project work or individual work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| c) A collaborative teaching area (2 or more teachers) with the teachers and students sharing a variety of connected learning spaces e.g. for collaborative group work, project work or individual work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) A space in a corridor outside the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) A library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) A hall/auditorium | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) A canteen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) A science laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) A workshop/studio space for art, music or design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) A kitchen/food technology space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) A workshop space for technology (wood, metal, plastics, robotics) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) A gym | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Other space? Please briefly describe here: | | | | |

Q7 | **Outside lesson time, which of the following spaces in your school have you used for school work either on your own or with other students over the last week?**

(Please tick one box in each row)

- | | Never | Once a week | 2 to 4 times a week | Everyday |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) A traditional classroom with no access to break out spaces | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) A traditional classroom with direct access to break out spaces e.g. for collaborative group work, project work or individual work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) A collaborative teaching area (2 or more teachers) with the teachers and students sharing a variety of connected learning spaces e.g. for collaborative group work, project work or individual work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) A space in a corridor outside the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) A library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) A hall/auditorium | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) A canteen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) A science laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) A workshop/studio space for art, music or design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) A kitchen/food technology space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) A workshop space for technology (wood, metal, plastics, robotics) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) A gym | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Other space? Please briefly describe here: | | | | |

Q8 | **Which of the following external (outside) spaces are available in your school?**

(Please select all that apply)

- | | |
|---|--------------------------|
| a) An external (outside) classroom or space – usually with seating and directly accessible from a classroom | <input type="checkbox"/> |
| b) Grassed area (not a sports field) not accessible from a classroom | <input type="checkbox"/> |
| c) An external (outside) hard ball court / sports court / hard paved area not accessible from a classroom | <input type="checkbox"/> |
| d) Sports field | <input type="checkbox"/> |
| e) Sports field accessible from a classroom | <input type="checkbox"/> |

- f) School yard
- g) School yard accessible from a classroom
- h) No external (outside) spaces
- i) If there are other types of external (outside) spaces in your school, please tell us here:

Q9 Think of the external (outside) spaces in your school which are directly accessible from a classroom. During lesson time, approximately how often do you use these external (outside) spaces in your school over a year?

(Please tick one box in each row)

	<input type="checkbox"/>	Never or hardly ever	1 to 3 times a month	Once a week	2 to 4 times a week	Everyday
a) An external (outside) classroom or space – usually with seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sports field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) School yard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) If you used other types of external (outside) spaces in your school, directly accessible from a classroom, please tell us here:						
I did not use any external (outside) space during lesson time over a year	<input type="checkbox"/>					

Q10 Think of the external (outside) spaces in your school which are not directly accessible from a classroom. During lesson time, approximately how often do you use these external (outside) spaces in your school over a year?

(Please tick one box in each row)

	Never or hardly ever	1 to 3 times a month	Once a week	2 to 4 times a week	Everyday
a) Grassed area (not a sports field)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) An external (outside) hard ball court / sports court / hard paved area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Sports field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) School yard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) If you used other types of external (outside) spaces in your school, not directly accessible from a classroom, please tell us here:					
I did not use any external (outside) space during lesson time over a year	<input type="checkbox"/>				

Q11 Outside lesson time when you need to work quietly on your own, can you find somewhere in your school to do so?

- Never
 Rarely
 Often
 Always
 Not applicable

Q12 | **Outside lesson time when you need to work with other students (e.g. on a project together) can you find somewhere in your school to do so?**

Never Rarely Often Always Not applicable

Q13 | **In which learning space in the school do you feel you learn best?**

[Please give the name or room number of the space(s)]

What are the factors that apply in this learning space that help you learn best?

(Please tick all that apply and/or provide us with additional explanation at the end)

- a) The temperature is just right
- b) The colour(s) are just right
- c) I have my favourite subject there
- d) The furniture is comfortable
- e) I can see outside
- f) I have freedom to move around in this space
- g) I can choose where I want to work in this space
- h) I can easily collaborate with other students in small groups
- i) It is well equipped with everything to help me learn
- j) Please describe any other reasons for your choice:

SECTION 3: COMFORT

Q14 | **When it is COLD outside, how do you find the temperature in the spaces where you have lessons, or study?**

(Please tick one box in each row)

- | | In all of
the spaces | In most of
the spaces | In a few of
the spaces | In none of
the spaces |
|--|--------------------------|--------------------------|---------------------------|--------------------------|
| a) I usually feel too cold | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I usually feel too hot | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I usually feel about right (neither too hot nor too cold) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Follow up questions:

When it is COLD outside, which space or spaces are too cold? [Please give the name or room number of the space(s)]
When it is COLD outside, which space or spaces are too hot? [Please give the name or room number of the space(s)]

Q15 | **When it is HOT outside, how do you find the temperature in the spaces where you have lessons, or study?**

(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) I usually feel too cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I usually feel too hot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I usually feel about right (neither too hot nor too cold)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up questions:

When it is HOT outside, which space or spaces are too cold? [Please give the name or room number of the space(s)]
When it is HOT outside, which space or spaces are too hot? [Please give the name or room number of the space ___]

Q16 | **How do you find the quality of the air in the spaces where you have lessons, or study?**
(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) There is usually no odour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There is usually a pleasant odour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There is usually an unpleasant odour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up question:

Which space(s) have the unpleasant odour?
[Please give the name or room number of the space(s)]

Q17 | **When it is daylight outside, how do you find the quality of light in the spaces where you have lessons, or study?**
(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) It is usually too bright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is usually too dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) It is usually about right (neither too bright nor too dark)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up questions:

Which space(s) are too bright?
[Please give the name or room number of the space(s)] Which space(s) are too dark?
[Please give the name or room number of the space(s)]

Q18 | **How well can you hear in the spaces where you have lessons, or study?**
(Please tick one box in each row)

	In all of the spaces	In most of the spaces	In a few of the spaces	In none of the spaces
a) I can hear the teacher's voice clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| b) I can hear other students clearly when they are talking to the class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I am disturbed by noise from outside the space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Follow up questions:

In which space(s) are you not able to hear the teacher or other students?

[Please give the name or room number of the space(s)]

In which space(s) are you disturbed by noise from outside? [Please give the name or room number of the space(s)]

Q19 | **In the different spaces that you use, can you see what is displayed without difficulty?**

(Please tick one box in each row)

- | | In all of the spaces | In most of the spaces | In a few of the spaces | In none of the spaces | N/A (Not applicable) |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I can see what is drawn or written on the whiteboard/chalkboard without difficulty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I can see what is displayed on the display screen (e.g. LCD screen; TV screen; projection screen) without difficulty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) When the teacher is using apparatus for a demonstration, I can see the demonstration without difficulty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Follow up questions:

In which space(s) are you not able to see the display effectively?

[Please give the name or room number of the space(s)]

In which space(s) are you not able to see teacher demonstrations?

[Please give the name or room number of the space(s)]

Q20 | **How comfortable are the desks/tables and chairs in the spaces you use?**

(Please tick one box in each row)

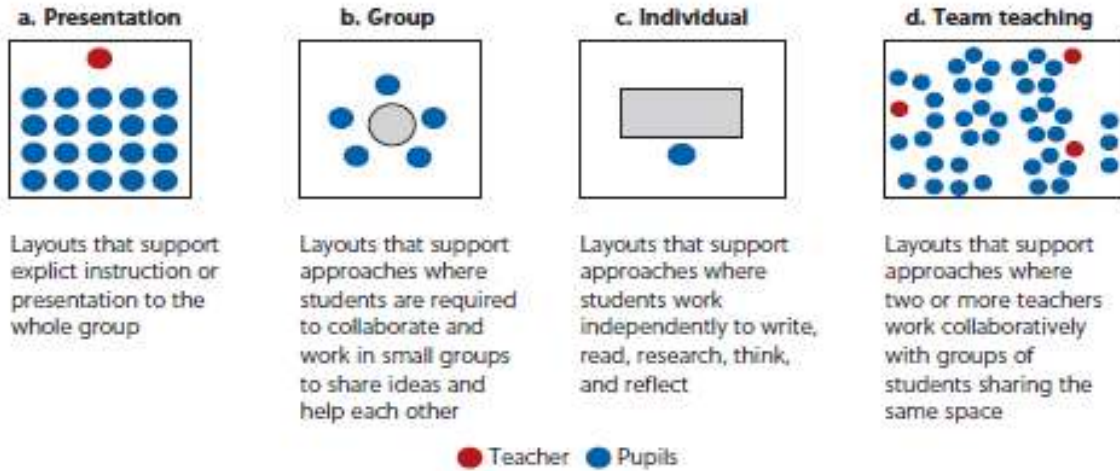
- | | In all of the spaces | In most of the spaces | In a few of the spaces | In none of the spaces |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) The chairs are comfortable to sit on | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I am able to choose a chair, or adjust its height, so that it is at the right height for me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I am able to choose a table/desk, or adjust its height, so that it is at the right height for me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q21 | **When you are outside in the school grounds:**

(Please tick one box in each row)

- | | Never | Rarely | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) During sunny weather, can you find somewhere in the shade? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) During rainy weather, can you find somewhere sheltered? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SECTION 4: ARRANGEMENT OF THE SPACE



Q22 Thinking about the spaces in which you learn, how often do you use the furniture layouts shown in the diagram?

(Please tick one box in each row)

	Never or hardly ever	1 to 3 times a month	Once a week	2 to 4 times a week	Everyday
a) Type A: a furniture layout that supports one teacher/student presenting to many students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Type B: a furniture layout that supports students learning in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Type C: a furniture layout that supports you working on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Type D: a furniture layout that supports two or more teachers teaching as a team with small groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use other furniture layouts, please briefly describe here:

Q23 Thinking about the most frequently used space in which you learn, do you need to rearrange the furniture to create the layout to suit the activity?

- a) Yes, we rearrange the furniture where we are to suit the activity
- b) No, we move to spaces nearby that are set up the way we need them to be

SECTION 5: EMOTIONAL AND PHYSICAL SAFETY AND WELL-BEING

Q24 Is there a safe place in the school where you can leave your belongings (e.g. a locker)?

- Yes
- No

Q25 In general, do you feel your school building is safe?

- Very unsafe 1
- 2
- 3
- 4
- 5 Very safe

Q26 | **In general, do you feel safe in your school?**

Very unsafe 1 2 3 4 5 Very safe

Q27 | **Do you feel safe (i.e. not embarrassed or afraid) in your school in the following situations?**
(Please tick one box in each row)

	Never	Rarely	Often	Always	N/A (Not applicable)
a) I feel safe when using the toilet facilities inside school buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel safe in the learning spaces in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel safe in other parts of the school buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel safe when using the toilet facilities outside the school buildings but in the school grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I feel safe in other parts of the school grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow up question:

In which space do you rarely/never feel safe?

SECTION 6: TECHNOLOGY USE AT SCHOOL

Q28 | **In a typical week, approximately how often do you use technology devices to do the following tasks for learning?**

(Please tick one box in each row)

	Never	Once a week	2 to 4 times a week	Everyday
a) online research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) complete an assessment task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) watch a video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) listen to audio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) complete homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) practice skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) express ideas creatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) prepare presentations/reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) collaborate with students in other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) collaborate with students in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) If you use technology in other ways, please briefly tell us here:				

SECTION 7: OVERALL SATISFACTION

Q29 | **In general, how satisfied are you with the spaces you use for learning?**

Dissatisfied 1 2 3 4 5 Satisfied