15 students and 5 teachers who are directly involved in the project filled in the final questionnaire. This time we didn't involve the whole school population because many of the students who had filled in the initial quesitonnaire already graduated, which would complicate the results. Furthermore, 9 students who were directly involved in the project team either graduated or changed school during the project duration.

1- How do you assess the outer spaces of your school ?

According to the final questionnaire results, 53.3 % of the students find the outer spaces of our school tidy and aesthetically attractive. The percentage for this option was 41.1% in the initial questionnaire. In the initial questionnaire 50.5% of the students had responded, "the outer spaces can be used effectively for educational purposes" whilst the rate for this option is 40% in the final questionnaire. Only one student responded "the outer spaces in the school are chaotic, untidy and non-functional". The students' conception of our school's outer spaces seems to have improved taking into consideration their responses in the final questionnaire.

80% of the teachers who responded to the questionnaire think "the outer spaces can be used effectively for educational purposes". 20% of the teachers find the outer spaces of our school tidy and aesthetically attractive. None of the teachers left a negative response to this question, which is pleasing.

2. What evaluation from 1 to 10 would you write for outside educational spaces?

6.7% of the students marked 10 out of 10,
6.7% 9 out of 10,
53.3% 8 out of 10,
26.7% 7 out of 10,
6.7% 1 out of 10,

Even though one student marked 1 out of 10, we achieved much better results compared with the initial questionnaire we applied at the beginning of the project. For example, more than half of the students (53.3%) marked 8 out of 10, which proves a significant improvement concerning the students' conception of our school's outside educational spaces. Furthermore, except for one student who marked 1 out of 10, the least score marked is 7 out of 10.

40% of the teachers marked 10 out of 10,
20% 6 out of 10,
40% 5 out of 10,
We also noticed a significant improvement concerning the teachers' conception of our school's outside educational spaces. 40% marked 10 out of 10 in the final questionnaire, which was 6.5% in the initial questionnaire. Moreover, the least schore marked is 5 out of 10, which was 3 in the initial questionnaire.

3. How would you describe the inside spaces (not the classrooms)?

26.7% of the students consider the inside spaces neat and aesthetic, 40% think those spaces can be used effectively for educational purposes, 26.7% are convinced the inside spices give academical impression, 13.3% believe they are craeated together, with teachers and students involved.

40% of the teachers think the inside spaces can be used effectively for educational purposes, 20% are convinced the inside spices give academical impression, 20% believe they are craeated together, with teachers and students involved, 20% feel those spaces are quite untidy, chaotic and unattractive.

We observed a positive improvement concerning both the students' and the teachers' conception of our school's inside spaces, except for one teacher who finds the inside spaces quite untidty, chaotic and attractive. It was surprising to receive this negative response from one teacher because even the majority of the students and the teachers who are not involved in the project have been commenting the inside school spaces look much more aesthetitc and attractive after the project. In addition, some students have also been commenting the noticeboards in the corridors look much more educative, attractive and catchier. Anyway, we will keep improving the inside school spaces even beyond the project duration with students and teachers involved, so we hope to make those inside spaces much more attractive and educative.

4. What mark from 1 to 10 would you give for inner spaces of your school(not classrooms)?

Among the 5 students, who responded: 1 student marked 5 points
2 students marked 10 points
2 students marked 9 points   Among the 5 teachers, who responded:
4 students marked 8 points   1 teacher marked 10 points
3 students marked 7 points   1 teacher marked 9 points

1 teacher marked 8 points   1 teacher marked 4 points

1 teacher marked 7 points

It is pleasing to see the students and the teachers involved in the project are happier with the inner spaces of our school. The least score marked by the students is 5 and 4 by the teachers. In the initial questionnaire there were students and teachers who had marked 3,2 and even 1. We also compared the percentage of the scores between the initial and final questionnaire and are glad to see the students' and the teachers' conception of our inner school spaces changed in a positive way.

5. What spaces do you lack in your school?

Among the 15 students and the 5 teachers, who responded:

Compared with the initial questionnaire, less students think "individual working areas are insufficient" (20%). The percentage was 28.7% in the initial questionnaire. None of the teachers who filled in the questionnaire finds individual working areas insufficient whilst 41.9% of the teachers who had filled in the initial questionnaire had found those areas insufficient.

Surprisingly, more students and teachers (40% of both the students and the teachers) marked "smaller resting areas" while the percentage was 31% students and 22.6% teachers in the initial questionnaire. This is probably because of the fact that the management team decided to remove some resting spaces inside the school building due to various discipline problems. Perhaps the students could speak with the management team and we could recreate those resting areas.

Less students (26.7%) consider "recreational spaces" insufficient compared with the initial questionnaire. On the other hand, higher percentage of teachers who filled in the final questionnaire consider "recreational spaces "insufficient (40%).

On student marked he/she lacks all the spaces above.

One student commented, he/she lacks spaces which would be used to carry out various activities in a functional way. He/she says, we could create a classroom for debating battles or a law workspace where students can watch trial court simulations. He/she adds spaces allocated for a specific activity would be more motivating for students.

A small percentage of the students who had filled in the initial questionnaire commented:

- We don't have an indoor sports hall
- The conference hall is not big enough

None of the students who filled in the final questionnaire left such comments.

Some students and teachers had complianed about the classrooms in the initial questionnaire. However, we didn't receive such complaints in the final questionnaire.

6. What educational spaces would be useful and effectively used ?

Compared with the initial questionnaire a higher percentage of the students (73.3%) and the teachers (80%) voted for the spaces devoted to a specific activity. Only 26.7 % of the students and 20% of the teachers voted for the spaces devoted to concrete subjects. We perceive this considerable increase positively because more and more events have been taking place at our school since the project started in 2019.

7. What outside classrooms can you imagine near your school?

The students' responses:

Indoor sports hall= 4 students: We had received the same response in the initial questionnaire (21 students). Students have always been complaining about the lack of an indoor sports hall. However, this is something that exceeds our project budget.

Ecology garden= 4 students: We already created an ecology garden outside our school within the project and the students who referred to it appreciate the creation of such a garden. Those students added we could improve it. We will, for sure, improve it step by step.

Open air classes: 4 students: We already created an open air classrrom outside our school and the students who referred to it appreciate the creation of such a classroom. Some students commented we could improve it and some others commented such classes can be multiplied for various activities. For example, one student responded he/she would like to have an open air art lab. Another student student responded similarly, that is, he/she would like to have outside spaces for music and art activities.

One student referred to a personal growth space devoted to languages, art, philosophy or technology.

One student is happy with the actual spaces of the school.

The students didn't refer to some spaces suggested in the initial questionnaire such skills workplaces or reading spaces because we already created such spaces during the project duration, which proves the success of our project.

In conclusion, the students appreciate the creation of new spaces but contine to complain about the lack of some spaces such as an indoor sports hall.

The teachers' responses:
The teachers' responses are quite different from the ones in the initial questionnaire. This is perhaps due to the fact that we already created some of the spaces mentioned, within the project/ during the project duration. The responses we received from the teachers are:
- Open air labs, reading spaces, resting spaces
- Spaces where we can exhibit materials related to each subject field
- Environmentally sensitive spaces
- Spaces for drama activities or presentations
- Spaces where students can experience "learning by doing". For example, outside learning spaces for environment education can be created.

8. How can the corridors of your school be used for displaying specific subject information/ educating of the students?
The students' responses:
The students who filled in the questionnaire commented:
3 students: The corridors were used to disseminate the results of the Erasmus+ projects run by our school; thus, they have become much more functional.
3 students: Almost each noticeboard was allocated to a school subject. Like this, they have become much more functional.
3 students: Now the corridors are decorated with students' activities and images rather than just text; as a result, both the corridors and the noticeboards look more attractive and are more educative.
2 students: Now the corridors are educative enough as well as being catchy.
One student: The art works created by students were exhibited in the corridors, which was spectacular.
1 student: The corridors were decorated with historical figures as well as the most significant authors' biographies. This student commented he/she found those materials very educative.
2 students: The noticeboards should be renewed with educational materials regularly.
1 student: The corridors could be used more actively.
When we analysed the studdents' responses, we realized almost all the suggestions were fulfilled within the project/ during the project duration. Perhaps we could update the noticeboards more regularly.
We also compared the responses with the ones in the initial questionnaire and realized most of the suggestions in the initial questionnaire were also fulfilled successfully, except for:
- Exhibiting 3D experiments
- A news section
- Decorating corridors with plagues including common mistakes people make
- Exhibiting scientific experiments on corridors
- A street allocated for a school subject
We will work on these suggestions beyond the project duration and try to fulfill all the suggestions by students.
The teachers' responses:
The students who filled in the questionnaire commented:
- 1 teacher: The walls can be used in a thematic way.
- 2 teachers: Some corridors can be allocated to specific school subjects and used throughout the school year.
- 1 teacher: The corridors can be used for exhibitions, demonstrations and as playing areas
- 1 teacher: Instead of ordinary ones glass noticeboards can be created.
When we analysed the teachers' responses, we noticed almost all the suggestions were already within the project. Creating glass noticeboards was a new idea, which we will take into consideration beyond the duration.
We compared the responses with the ones in the initial questionnaire as well and noticed most of the suggestions in the initial questionnaire were fulfilled successfully, except for:
- Creating history, literature, philosophy and art streets
- Decorating corridors with portable noticeboards
We will work on the suggestions by the teachers as well and try to fulfill all the suggestions.

9. Every space can be multi-functional? Which spaces can be multi-functional and of what functions?
The students' responses:
The students who filled in the questionnaire commented:
8 students: So far the library has been used as a meeting room, for various events/ workshops and Erasmus+ activities. Other suggestions were using the library for debating battles and monthly subject related film watching activities. Taking into consideration the students' responses, it obvious that we have been using this space multi-functionally since the beginning of the project.

4 students: Mind and intelligence games lab has been used for Erasmus+ activities and as a study room. In addition, 1 student said, it can be used for debating battles and another student suggested using it for interviews.

1 student: If we can create a space for trial court simulations, we can use it for debating battles as well.

1 student: The classrooms can be used as personal growth spaces.

4 students referred to open air classroom, hobby classrooms and the ordinary classrooms but they didn't comment how they can be used multi-functionally.

Having analysed the students' responses, we realised many of the suggestions were fulfilled during the project duration/ within the project. Perhaps we could update the noticeboards more regularly.

We also compared the responses with the ones in the initial questionnaire and identified almost the same suggestions as in the final questionnaire. We were also glad to see most of the suggestions in the initial questionnaire were fulfilled successfully, except for:

- Allocating each corridor to a different school subject.
- If we had a gym, we could use it for dancing classes and ballets.

We are planning to use the remaining budget after the final report for subject specific corridors.

The teachers' responses:

The teachers who filled in the questionnaire commented:

- 1 teacher: We have used the library and the mind/ intelligence games lab for Erasmus+ activities, so this space serves to more than one purpose.
- 2 teachers: The outside school spaces can be used for art events, lessons. One of those 2 teachers also suggested using those outside spaces for Geography and Biology classes.
- 1 teacher: The ecology garden we created within the project can be used for Goegraphy and Biology workkshops as well.
- 2 teachers: The conference room can be used for teaching, drama activities, meetings and presentations.

When we analysed the teachers' responses, we noticed almost all the suggestions were fulfilled within the project. Like the students, 1 teacher had commented, "if we had a gym, we could use it for dancing classes and ballets". However, we don't have a gym and building a gym exceeds our project budget.

10. How can be stair cases used for?

In the initial questionnaire, 51% of students and 60% of teachers had suggested using the stairs for things on school subjects, books or general knowledge. Therefore, we decorated the stairs with the most famous authors and their most significant works. On the other hand, we may wish to redecorate them in the future. That's why we listed the suggestions in the final questionnaire.

The students' responses:

- Scientists and their work
- For school subjects
- Idioms and proverbs
- For valuable information
- Maths formulas
- General knowledge
- Historical events in a chronological order
- For things on foreign languages

The teachers' responses:

- Placing QR codes
- For values education
- Every step can be used for a different school subject
- Short educational information
- As an amphitheater
- For installation artworks

11. Unexpected spaces or spaces in unexpected places, where in your school and what spaces could appear?

The students' responses:

We identified responses similar to the ones we received for the 9th question, "Every space can be multi-functional? Which spaces can be multi-functional and of what functions?", which are:

4 students: We used the ecology garden for social activities as well.

1 student: Open air classes can be used more functionally if they are designed well.

4 students: We have been using the mind/intelligence games lab as a library, a resting area or for reading.

2 students: We have been using the creative writing workplace as a study room.

3 students: We have been using the library for Erasmus+ activities.

1 student: We have been using the conference hall for various events and drama activities.

1 student suggested using the art classroom to exhibit students' art works.

1 student: The current design of the stairs looks quite educative.

1 student: The empty classrooms can be equipped with career counseling materials.

1 student: The library and resting areas can be used for group activities.

1 student: The empty area next to the football pitch can be turned into a greenhouse.

1 student: The small empty rooms inside the school can used for various activities.

1 student: The walls can be used for painting activities.

1 student: The study rooms can be used for various activities such as for philosophy activities, technological and virtual events.

<u>The teachers' responses:</u>

The teachers' responses were similiar to the students', which are:

1 teacher: The school garden may appear as an unexpected space.

1 teacher: The room called, "eastern space" can be used for art and music events.

1 teacher: We created an ecology space in the garden.

1 teacher: The balconies can be used as resting areas.

1 teacher: "The democracy classroom" can be used for debating battles or MUN event.

We analysed the students' and the teachers' responses and realized that both the students and the teachers mainly referred to already carried out activities inside/outside the school spaces. We are glad that both the students and the teachers are aware of the fact that those spaces were used in an unexpected way during the project duration.

We also anaylsed students' and teachers' suggestions in the initial questionnaire and noticed that many of them were fulfilled successfully. The ones which we were not able to fulfill exceed our project budget, unfortunately.

12. What educational materials could students with teacher's help create?

Among the 15 students who filled in this quesitonnaire 66.7% marked "posters/photo collections/ tables/diagrams/graphics/others", 20% "educational/explanatory tutorials" and 13.3% educational/ explanatory tutorials. The options marked by the students in the final questionnaire are those which students have done so far within the project. Surprisingly, none of the students marked, "applications" or "tests for applications", both of which had been marked by 9.4% of the students in the initial questionnaire. We realized a higher percentage of the students marked (66.7%) "posters/photo collections/ tables/diagrams/graphics/others". The results are more or less similar for the other options both in the initial and final questionnaire.

Among the 5 teachers who filled in this questionnaire 60% marked "posters/photo collections/ tables/diagrams/graphics/others" and 40% "educational board games". None of the teachers marked the other options, which is quite surprising. In the initial questionnaire 12.9% had also marked "educational/explanatory tutorials" and very few of the teachers "applications". The percentage for "posters/photo collections/ tables/diagrams/graphics/others" is more or less similar. On the other hand, a higher percentage of the teachers marked "educational board games" (40%) in the final questionnare. The percentage for this option was 16.1% in the initial questionnaire.

We observed both the students and the teachers tend to mark the materials we created witin the project/ during the project duration.