

# Competition Brief

The municipality of Březno is opening a new chapter of its primary school and is announcing a one-phase open architectural competition for its revitalization and adaptation to the current needs of the municipality and its young generation.

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Submission  
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### Opening remarks

Dear Architects, Esteemed Participants,

I sincerely appreciate your decision to join this competition and contribute your designs to reimagine our primary school for future generations. Allow me to briefly introduce the history of our school.

Records confirm that a school existed in Březno before 1600. The building on the town square was constructed in 1827–1828 to serve primarily German-speaking residents. A single-classroom Czech school began operating there in 1922. After the establishment of Czechoslovakia, plans for a dedicated “minority (Czech) school” building were voiced. This new school, including a kindergarten, was inaugurated in the autumn of 1929. However, the Czech school closed in 1938 and reopened only gradually after 1945, following the expulsion of German residents. Initially, a six-student Czech class operated, growing into an eight-year school by 1954 and a nine-year primary school in 1960. In 1984, as part of a community initiative, a new building was added for the second stage, along with a gymnasium.

Throughout its history, Březno’s school has never provided a unified, comprehensive facility. Classes and functions have been split between buildings, with students frequently moving outdoors between lessons, to physical education, or for meals, regardless of the weather. Current facilities remain inadequate. The second stage now occupies the restored 1929 Czech school building, while the first stage, administration, and after-school care are in the 1984 structure, where the new building is planned. The preparatory class, kitchen, and canteen are housed in spaces originally designed for the gymnasium. The school building on the town square, initially considered for reconstruction, will likely serve as interim premises during the planned development.

Today, the school serves 200 pupils, including a preparatory class, and 54 children attend the nearby kindergarten. Maintaining this enrolment is critical for optimal funding. While growth within Březno itself is unlikely, improved facilities could attract students from nearby villages like Droužkovice (without a primary school), Chbany (with classes only up to Grade 4), and Hrušovany (without a school). Some parents from Chomutov may also prefer a smaller, rural school for their children. Collaboration with neighbouring municipalities could even lead to a shared-school agreement.

What do I hope for from this competition? A design for a new primary school that becomes not only an educational hub but also an inspiring space for students, staff, and the wider community. Its central yet tranquil location offers an opportunity to create a venue that hosts events and fosters connections, such as a library for both student use during the day and community gatherings after hours. The new school should blend modern educational trends with respect for nature and the needs of Březno, offering welcoming, contemporary spaces where education and community life can thrive.

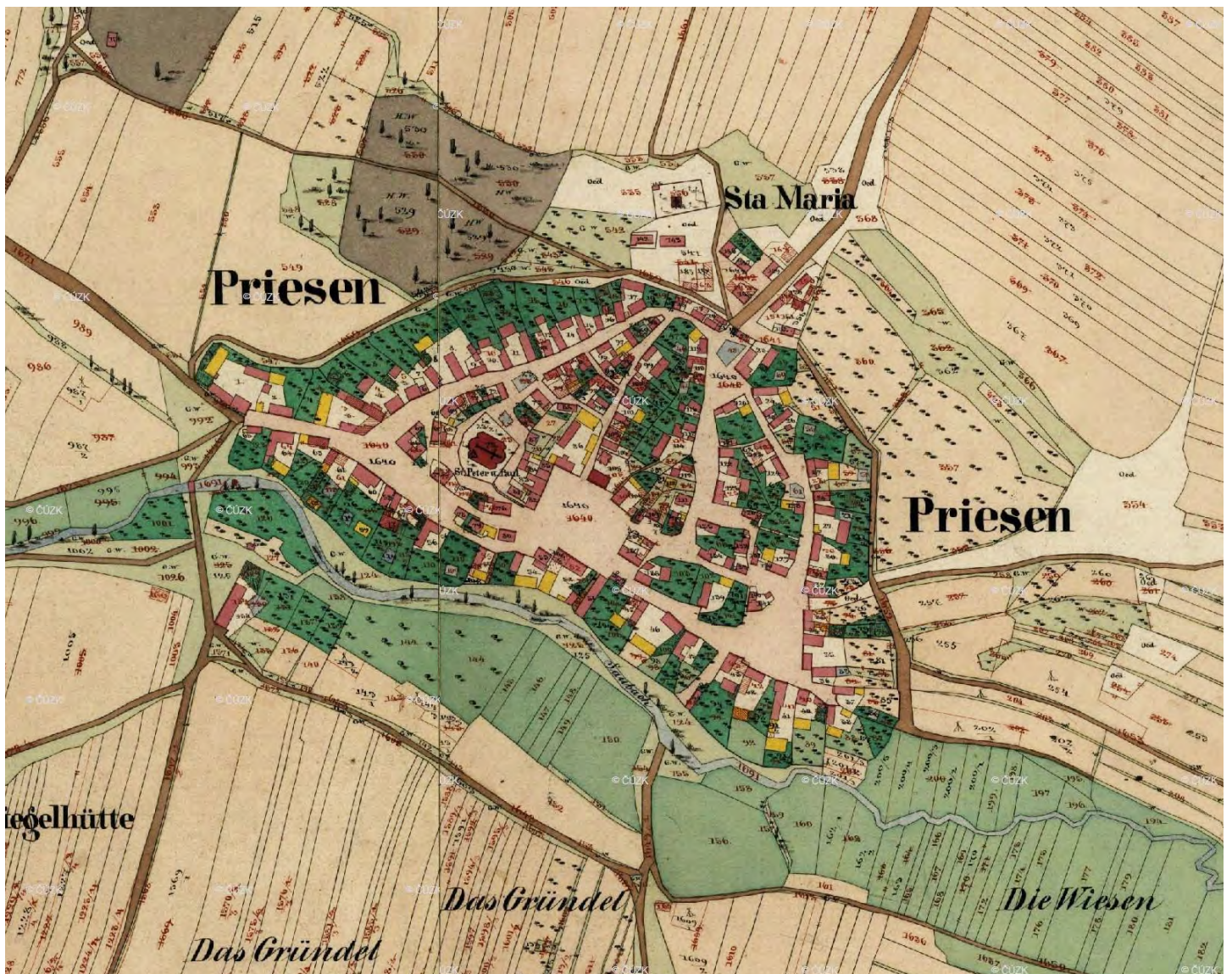
Finally, I would like to share a few thoughts and wishes from our students about their dream school:

- “I would love to have laboratories in the new school so we could do more experiments. I’d also love a kitchen. I really enjoy cooking during practical lessons, but the current conditions for it are poor.”
- “I’d like a classroom specialized for chemistry in the new school because it would make the lessons more fun. Or perhaps kitchens, which would be great for practical lessons. A bigger library with more chairs or a sofa for readers would also be nice. It would be great if the 1st and 2nd stages were combined into one building. In the hallways, we could have bean bags or smaller sofas. And more toilets, so we don’t have to wait so long...”
- “The new school should have larger classrooms. All students would appreciate a bigger dining hall. It would be great if the 1st and 2nd stages were connected, as teachers often run between buildings, and we lose 5–10 minutes of class time. There should be rooms for chemistry experiments, music lessons, and more mirrors in the girls’ bathrooms. Otherwise, I’m really happy with the school.”
- “I’ve been attending this school since 2021, and I like it here, but our classroom is quite small. In the new school, I’d like sufficiently large classrooms. We also lack laboratories and a kitchen. It would also be great if we had a canteen or vending machines. And lockers, for sure. The school should also be fully accessible.”
- “Dear Principal, I often forget my snack, so I thought the new school could have a canteen or at least vending machines...”
- “Dear Principal, it would be great to have an elevator, workshops, a kitchen, and a chemistry classroom in the school. In the hallway, there could be small goals for playing games. And maybe a relaxation room...”
- “The school must, above all, be barrier-free. My friend had a problem with accessibility. There should be rooms for chemistry or physics so we can do experiments, and a computer lab where we can see the teacher clearly and have everything well arranged.”

Michal Vlach, principal of the primary school Břežno







### The municipality of Březno

The village of Březno is located in the Ore Mountains foothills in the Ústí nad Labem Region, by the Hutná stream, and is situated 7 km south of the city of Chomutov. Close to the village, to the west, is the Nástup-Tušimice quarry. To the south of the village lies the Nechanice reservoir, to the southwest is the Běšice Hornbill Nature Reserve, and to the east is the Střezovská Gorge nature monument.

Today, the municipality consists of 8 local parts: Březno, Denětice, Holetice, Kopeček, Nechanice, Stranná, Střezov, and Vičice. The total population is approximately 1,440 residents. In the past, the municipality also included Brány, Brančíky, and Libouš, which had to make way for coal mining.

The first written mention of the village dates back to the 13th century, when it was owned by the Teutonic Order. By 1440, Březno was divided among several noble families. In 1469, George of Poděbrady elevated Březno to a market town, granting it the right to hold markets, brew beer, and engage in various crafts. The village saw significant growth in the 19th century, when lignite coal began to be mined in the surrounding area, leading to an increase in population and extensive construction.







the existing building of the 1st grade level of the primary school in Březno



Current primary school Březno

school atrium





the gymnasium and single-story wing with changing rooms, canteen, and kitchen



school gymnasium

### Competition area

The area in question is located on the land parcels no. 127/6, 162 and 713 in the The area in question includes the existing school grounds of Březno Primary School, located in the center of the village on the right bank of the Hutná stream. The grounds are not fenced and blend organically into the structure of the village. Residents are free to walk through the area and use it outside of school hours, with a smooth transition between the school grounds and the public space. This quality is intended to be preserved for the future.

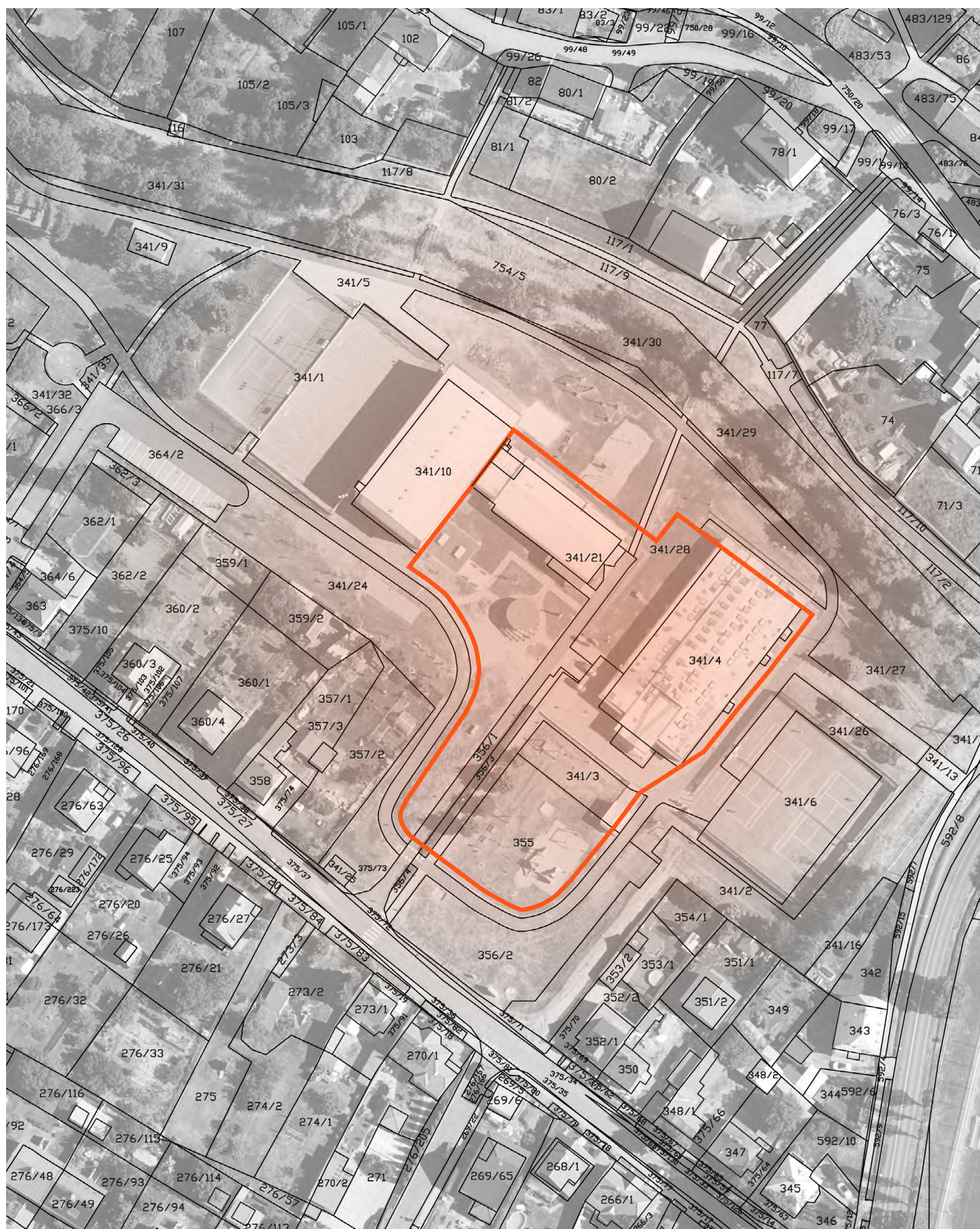
The school grounds currently include a single-story school building, a gymnasium with an attached single-story extension, and two sports fields to the west of the gymnasium. There are also two playgrounds, two outdoor fitness areas, two table tennis tables, and a gazebo that serves as an outdoor classroom. The grounds also include a small parking lot with 12 parking spaces.

The area designated for new construction is bounded by three key limits. To the northeast, towards the water, the new building should not exceed the building line of the existing structure due to flood protection measures. The site is located in a flood zone, and more specific requirements are outlined in the next chapter. To the northwest, the boundary of the new construction area is marked by the gymnasium, which will not be demolished. On the southern side, the boundary is defined by a circular inline skating track, which must remain in its current position.

The tennis courts, located southeast of the school towards Nechranická Street, are owned by the municipality but are not part of the school grounds. The courts include a small building with facilities, which could be relocated as part of the new school construction.

Existing elements, such as the playground, gazebo, etc., within the designated area for new construction, may be relocated or replaced as needed. The single-story school building on parcel No. 341/4 and the single-story extension of the gymnasium on parcel No. 341/10 are planned to be demolished as part of the new construction project.

— Area for construction    ■ Wider area of consideration



### **Flood zone**

The current school building is located in a flood zone. Flooding occurs when flows exceed Q20. The water depth during a Q100 flow (i.e., a flood event that is reached or exceeded on average once every 100 years) in the area, specifically in the space between the primary school and the entrance to the gymnasium, reaches 0.4 meters.

Based on the statement from the Ohře River Basin Authority regarding the construction plan, it is most optimal for the new building to respect the existing built-up area as much as possible, both in terms of position and size. There should not be a significant increase in the footprint of the building.

Since this will be a new building in a flood zone, the following requirements for buildings in flood zones shall be respected:

- There should be no deterioration of drainage conditions.
- The new primary school building should not be located any closer to the watercourse
- The floor of the building should ideally be located above the level of a Q100 flow, with an appropriate safety margin, i.e., above the elevation of 273.35 meters above sea level.
- The building(s) should meet the mechanical durability and stability requirements under the dynamic effects of flood flows and be able to withstand hydrostatic uplift.

From a flood protection perspective, it is recommended not to use any earth embankments, mobile barriers, or fencing that could cause the accumulation of debris and worsen drainage conditions. To preserve drainage conditions, no fencing or elevation of the existing terrain should be implemented.

Area for construction Q100 Hutná stream



## Zoning plan

### OV Public Service Areas

Areas designated for buildings and facilities related to public services, including education and training, social services, healthcare, culture, public administration, etc.

- Primary Use: Buildings and facilities for public services as defined by Act No. 183/2006 Coll., § 2, k), 3.
- Permitted Uses: Buildings and facilities for parking and transportation, small-scale catering, services, and retail directly related to the primary use.
- Prohibited Uses: Any other than the primary and permitted uses

Spatial Arrangement Conditions:

Max. Height: 2 above-ground floors + attic or recessed upper floor

Min. Green Area: 25%

### OS Areas for PE and Sports

Areas designated for sports activities and body regeneration.

- Primary Use: Land for buildings or facilities for sports and recreation.
- Permitted Uses: Accommodation directly related to the operation of buildings with a primary function, not exceeding 20 beds; buildings and facilities for parking and transportation directly related to the primary use; small-scale catering, services, and retail directly related to the primary use.
- Prohibited Uses: Any other than the primary and permitted uses.

Spatial Arrangement Conditions:

Max. Height: 2 floors + attic or recessed upper floor

Min. Green Area: 10%

### ZV Green Spaces in Public Areas

Significant green areas within settlements, and exceptionally in undeveloped land, mostly park-like and publicly accessible.

- Primary Use: Parks and park-like green areas that form continuous spaces
- Permitted Uses: Pedestrian and cycling paths, small playgrounds, water features, elements of small architecture, urban furniture, buildings and facilities for commerce and transportation equipment directly related to the primary use, information centers, public sanitary facilities, public utility infrastructure routes, underground parking with no impact on the loss of greenery. All of these can only be placed outside ecological corridors (ÚSES), protected natural areas (VKP), and flood zones.
- Prohibited Uses: Any other than the primary and permitted uses.

Spatial Arrangement Conditions:

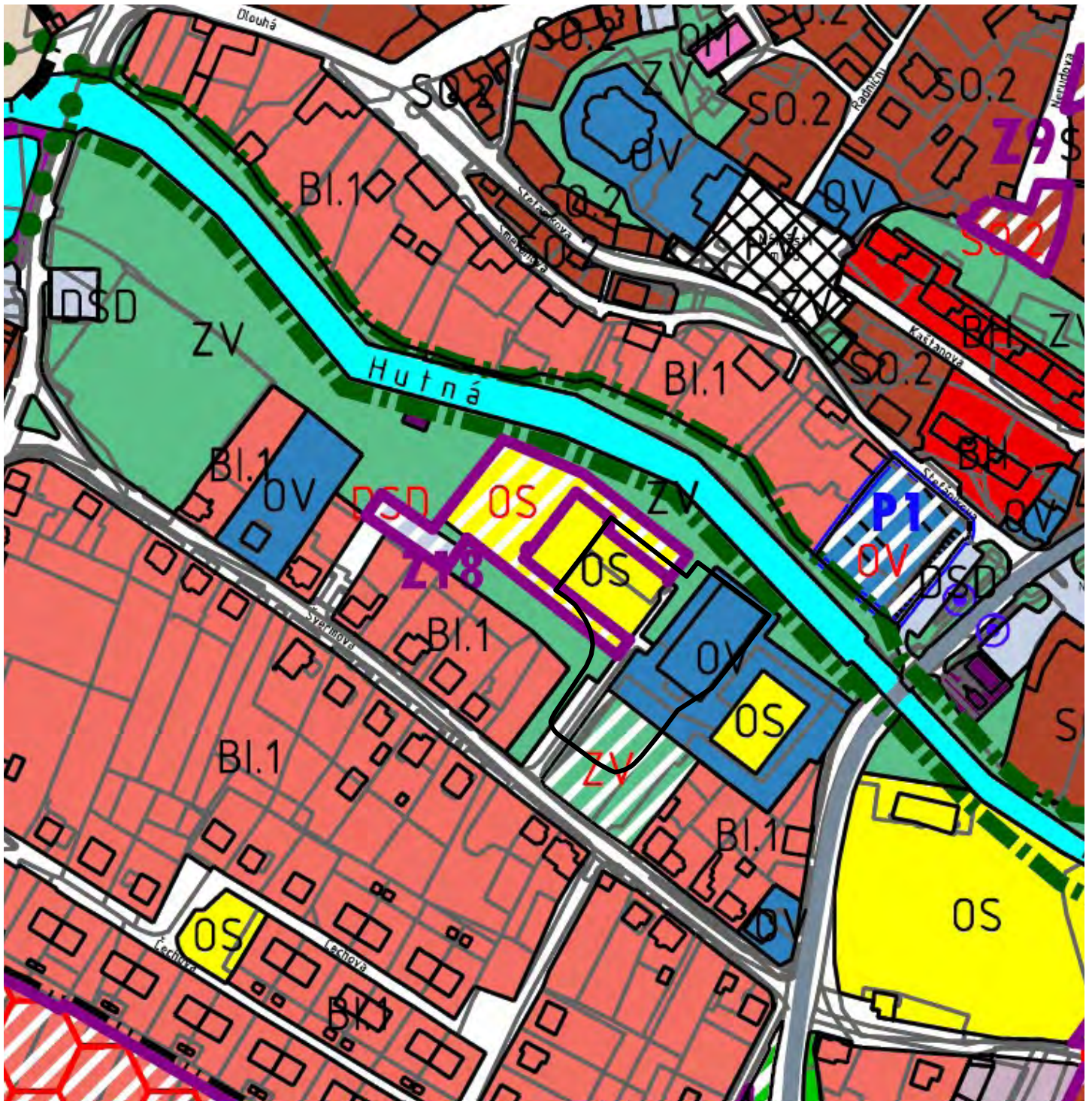
Buildings and facilities for commerce and transportation equipment, information centers: max. footprint of 25 m<sup>2</sup> and max. height of 3 meters.

Public sanitary facilities: max. footprint of 10 m<sup>2</sup> and max. height of 3 meters.

Playgrounds: up to 400 m<sup>2</sup>.

All buildings must be placed outside ecological corridors (ÚSES) and flood zones.  
Fencing Options: Not permitted, except for playgrounds  
Note: Well-designed public green spaces, considering species composition and the layout of pathways, may be part of the ecological corridors (ÚSES).

Max. Height: No limit specified.  
Min. Green Area: 85%



## Brief

The competition task is the construction of a new building for Břežno Primary School on the site of the current school building. The single-story building currently used by the school no longer meets the spatial and quality requirements of the rapidly developing municipality. Given that the structure from the 1980s contains asbestos, the intention is not to retain the building. Therefore, the new construction is planned to replace the existing school..

It is important that the new construction respects the established limits for flood protection. In order to preserve drainage conditions, the building's footprint should not significantly increase, and the construction should meet adequate mechanical durability and stability requirements.

Currently, the school building in the designated area is only used by the first grade. Students from the second grade attend the former municipal school building at Nádražní 242, about a 5-minute walk away. The goal of the new construction is to combine both grade levels into one building and streamline the school's operations.

The new school building will include 9 classes - one for each grade, and one preparatory class. In addition to educational and recreational spaces such as a after school club or a library, the building will also feature a new canteen with a school kitchen, new sports amenities, and spaces for the public, specifically a sauna and a fitness gym.

The existing gymnasium is in good technical condition and fully meets the needs of the school, so it does not require any reconstruction or expansion and will be preserved. In contrast, the single-story extension of the gymnasium, which currently includes changing rooms, a sauna, a kitchen, a canteen, and a preparatory class, is inadequate from both a spatial and architectural perspective. As part of the new construction, this wing can be replaced with a new building. However, it is essential to maintain the direct connection between the changing rooms and the gymnasium. In general, the ideal solution would be to connect all internal spaces so that movement between the different parts of the building can be done without passing through outside.

The goal of the competition is to obtain a design for a new primary school building that is convincing from architectural, urban, and operational perspectives, and which will be durable, of high quality, and able to serve for generations to come. The new school should not only be an educational center but also an open and welcoming space for the entire community. Emphasis will be placed on openness—both in terms of the physical accessibility of the premises and the promotion of open thinking and inclusion. The design should respect the principles of sustainability in terms of energy efficiency and material selection, as well as in terms of spatial concepts and the possibilities for multifunctional use. It is important for the municipality that the school operates not only during school hours but that its spaces are also utilized outside of teaching and school activities. Therefore, the design should strive for high density and intensity of use and efficient organization of internal spaces. Given its central location, the intention is for the school to be an active part of the local community and to provide an environment that is timeless in both functionality and aesthetic design, with an emphasis on long-term quality and a pleasant, inspiring



space for children and adults. Flexibility and adaptability of spaces, which allow for a wide range of uses, are therefore key.

The new construction should respect its urban and landscape context as much as possible. The primary school will undoubtedly be a prominent feature of the municipality, and the intention is for it to radiate simplicity and lightness while being appropriately progressive and ambitious. As an environment that shapes the younger generation, it should provide a sense of openness, safety, and stability.

#### Temporary School Operations

During the demolition and construction of the new school building, teaching will be relocated to the former school building at Náměstí Míru 85, which has been unused for several years. The original intention was to renovate and expand this building for use as a primary school. However, the project was abandoned because the plot did not provide enough space for the necessary expansion within the existing parcel. The old building will be repaired and prepared for temporary use during the construction of the new school.

### **Building Program**

#### Teaching Spaces

The preparatory class is intended for children in their final year of preschool or for children who are not yet ready to start compulsory schooling. The class provides a transitional period to prepare children for the regular school routine. The maximum number of children in the preparatory class will be 15, and the classroom should be sufficiently large to accommodate activities that support the development of motor skills, creative activities, and movement. It should also include storage space for educational and play materials. The changing area for children in the preparatory class should be separated from the changing area for both the first and second grade level students, same for the sanitary facilities. A separate entrance can also be proposed. For the teachers of the preparatory class, a smaller staff room and sanitary facilities will be provided.

The first grade level includes grades 1 to 5, i.e., children aged 6 to 11. Each grade will have one class with a maximum capacity of 30 children, totaling 5 core classrooms. In addition to space for traditional desk-based lessons, the classrooms should also provide space for group work and alternative types of teaching. Since students in the first stage spend most of their time in their classroom, it is necessary to include also areas for rest and relaxation. Therefore, the classrooms should be spacious enough. Storage space for teaching materials and textbooks should also be planned.

Some of the lessons in the first stage will take place in specialized classrooms. For language lessons, which are held in smaller groups (half of the class capacity), one smaller language classroom for approximately 15 students will be designed. Additionally, there should be one classroom for information technology/robotics, where storage space for IT equipment will need to be accounted for. The music classroom will be shared by both the first and second level. The music room should be connected to a storage area for musical instruments and materials.

Teachers at the 1st grade level spend most of their time with their students in the core classrooms. To facilitate lesson preparation, meetings with other teachers, and short breaks throughout the day, a shared staff room is required. The space should offer seating for group discussions, a kitchenette, work tables for lesson preparation and administrative tasks, a printer, and space for storing personal items. Teaching assistants, who spend even more time with the students than the main teachers, should also have a small area in the shared space for storing their belongings, such as a locker. The staff's restrooms should also be equipped with a shower

For the 2nd grade level, which includes grades 6 to 9 (children aged 12–15), four core classrooms with a capacity of 30 students each will be designed. Students at the 2nd grade level are less tied to their core classroom, as their lessons are more often held in specialized classrooms compared to the 1st grade level. Throughout the day, they move between classrooms multiple times and often spend breaks outside the classroom. The core classrooms should be designed as flexible spaces that allow for individualized teaching and provide various work nooks and areas for self-study or group work. Additionally, storage space for textbooks and other teaching materials should also be included for the 2nd grade level..

The 2nd grade level should have two language classrooms where lessons will be conducted in smaller groups, with half the class capacity. Additionally, two science classrooms for physics, biology, and chemistry should be designed, with one of the classrooms equipped with laboratory benches and multiple workstations. Each laboratory workstation should have access to water and drainage, and the area above the teacher's desk should be fitted with a fume hood. Nearby, there should be a storage room that science teachers can also use as a cabinet. The chemicals storage will be located in a separate room.

For information technology (IT) education, robotics, and 3D printing, a separate IT classroom with an adjacent storage/cabinet should be designed. It would be ideal if this is located near the 1st grade level IT classroom, and potentially even near the server room. Music education will take place in a shared music classroom with the 1st grade level. A separate art classroom should be designed, equipped with a larger number of sinks and an adjacent storage/cabinet for art materials, tools, or artworks. Additionally, a separate ceramics workshop should be provided, which will be used both by the school and as part of extracurricular clubs outside of school hours. The location of the ceramics workshop should be chosen to allow easy access for the public. The workshop will also have a kiln, which should be separated from the main space for safety reasons, as well as a storage area for clay and unfinished ceramic pieces.

The multimedia classroom should be equipped for audiovisual and media production (graphic design, film, drama, radio, sound) and for working with digital technologies. A corresponding storage space for the equipment will also be necessary.

Crafts lessons will take place in divided lessons, with two craft rooms available – a sewing workshop and a workshop for working with wood or other harder materials. Both workshops should have a storage area for materials and tools. Since wood-working creates noise and dust, it is important that the craft room is not located too close to other classrooms.

The teaching kitchen will provide students with five workstations for small groups of 3-4 children. Each workstation should include a stovetop, sink, workspace, and connections for small electronic kitchen appliances. The kitchen should also include 1 to 2 ovens, a dishwasher, a large sink, a refrigerator with a freezer, and storage space for kitchen utensils and small appliances. For hygiene reasons, the practice kitchen must be separated from the main school kitchen, but other forms of synergy may be considered.

Teachers at the second grade level specialize in specific subjects and do not have continuous lessons throughout the day. They go to specific classrooms for each lesson, and the time between lessons is spent either in specialized subject cabinets or in the shared teachers room. The teachers room should provide space for communal seating, a kitchenette, work desks for teachers, a printer, and space for storing personal belongings. The staff room will primarily be used for consultations with colleagues, meetings, and relaxation. For focused work, teachers often use the subject-specific cabinets. A separate cabinet should also be provided for language teachers. Teaching assistants should have a small space for storing their belongings in the shared room, such as a locker. The staff room will also have sanitary facilities, separated for men and women, and will include a shower.

The educational spaces will also include a covered outdoor classroom, which will be used by both the first and second grades..

In relation to the educational spaces, great emphasis should be placed on the circulation areas between classrooms. These areas should not only serve as circulation and escape routes but also as multifunctional spaces tailored to the needs of students of various ages. These spaces should be designed in such a way that they can be perceived and used as an extension of the classrooms while also providing areas for both quiet and active relaxation and for spending time together.

#### Aftercare and school club

The aftercare ensures supervision and meaningful use of leisure time for children in grades 1 through 5, both in the morning before the first lesson and in the afternoon after school hours. At the 2nd grade level, this role is taken over by the school club in a more relaxed form. While the children are still under supervision in the school club, they are granted a higher degree of autonomy and freedom. The space of the school club should allow for various types of activities, ranging from quieter ones for independent work and rest to more active group activities.

The new school should have two after-care groups with a capacity for 30 children each. If needed, an additional after-care group can be accommodated in one of the core classrooms. The school club should be located in close proximity to the after-care area. Children using the school club or after-care should have direct access to outdoor spaces. Storage spaces for leisure activity materials should be available. Additionally, facilities for educators' personal belongings should be provided.

### School management

The school management area should be located in a quieter part of the school, while still being easily accessible to students, teachers, and parents. This space will include working areas for the school management and administrative staff, as well as spaces for meetings and personal conversations.

The principal's office should be designed as a separate office, offering sufficient space for individual meetings with parents or teachers. A separate office should be provided for the deputy principal, suitable for one or two people. The secretariat, as the main point of contact for visitors, should be located closest to the entrance. Additionally, an office for the financial administrator and an filing room should be included in the design.

For school staff meetings, a conference room for approximately 10 people should be available. A kitchenette should be located nearby. Confidential meetings with parents or children will take place in a separate meeting room.

Ideally, the school management area should also include a small copy centre and storage for office supplies.

### School counselling centre (SCC)

The goal of the school counselling centre is to support students with educational, behavioural, or socio-emotional challenges. The spaces for the school counselling centre should be sufficiently quiet and private, yet flexible enough to accommodate both individual and group work. Two separate offices should be provided for specialized staff (school psychologist, special education teacher) for individual consultations. Additionally, one larger room should be designed for working with larger groups, which will also allow for more dynamic forms of interaction. A small isolation room will be available for calming students or for health-related isolation.

### Common and Leisure Spaces

The heart of the current 1st grade level school building is a bright central space that, with its overhead natural lighting, high ceilings, and carefully selected furnishings, offers exceptional qualities for gathering. During breaks, children gather here to socialize, play table tennis and foosball, or read books borrowed from the adjacent library. For the school, it is crucial that a similar central space – a multi-functional school atrium – be an integral part of the new building.

The school atrium should also serve as a multi-purpose hall, usable for large or school-wide events, assemblies, and presentations. The goal is for this space to be flexible, allowing for a variety of uses within the cultural and social activities of the school. It could host events such as theater performances, concerts, or school celebrations, where the space would also be accessible to external guests, such as parents and friends. Ensuring good acoustics is essential to create a pleasant environment for speeches, music, and other activities.

The library should not only be a space for borrowing and reading books, researching information, or independent study but also the cultural hub of the school. It can host educational programs, small performances, and extracurricular activities such as



reading clubs. Additionally, the library will serve as a venue for children's celebrations and other smaller gatherings. To enhance its role, the library should include an adjoining café, providing refreshments for visitors. This combined library/café area will also be available for parents, offering them a comfortable place to relax while waiting for their children and an opportunity to connect with other parents.

The school should include a winter garden as an integral element of its design. This does not need to be a standalone room; rather, it would be ideal for the garden to connect seamlessly with other functional spaces within the school. The aim is to integrate greenery into the daily life of the school, promoting its positive impact on the mental health of students and staff. The winter garden will serve as a tranquil and harmonious environment that fosters mental well-being and enhances focus. Additionally, the winter garden can act as a space for alternative learning activities, providing students with interactive opportunities to gain knowledge about nature and ecology in a hands-on and engaging manner.

#### Entry area

The main entrance will be a pivotal feature shaping the first impression, safety, and functionality of the school. It will serve as a welcoming space for students, staff, and visitors, while also acting as a distribution and orientation point for all arriving individuals. The area should be easily accessible from all major approaches and designed to allow for smooth, unobstructed movement, especially during busy morning hours. To enhance security and manage access, a small reception/guard station will be placed near the main entrance. For visitors and parents, seating options and access to restrooms will be provided.

Adjacent to the entry area, a changing area will be provided for students to change into indoor shoes and store outerwear. Whether the cloakrooms for the 1st and 2nd grade levels are combined or separate will depend on the competitors' proposals. For 1st-grade level students, benches with hooks will be provided, while 2nd-grade level students will also have access to lockable lockers for personal items. An effective separation of clean and dirty zones will be crucial to minimize the spread of dirt into the building.

To ensure the efficient daily operation of the school, well-designed secondary entrances will be essential.

Supply Entrance for the School Kitchen: A dedicated supply entrance will be provided for the kitchen to facilitate deliveries. The entrance should allow for easy access by delivery vehicles, ensuring smooth logistics without intersecting the main school pathways or disrupting the regular school flow.

Public Entrances: Certain areas intended for community use, such as the sauna and fitness room, will have their own separate entrance to ensure independent operation from the school.

Library and Café: The library with its attached café, which will also be accessible to the public, should have a dedicated entrance to allow external visitors to access it without entering the school's main zones.

School Canteen: An optional separate entrance for the school canteen will provide flexibility for hosting events or accommodating external visitors without disrupting the school environment

### Changing Rooms – Gymnasium

With the planned demolition of the single-story wing currently housing the changing rooms for physical education, it will be necessary to design new changing facilities. There will be a total of four changing rooms, two designated for girls and two for boys, each with direct access to restroom facilities, including showers. It is also important to ensure easy access to the changing rooms from outside, facilitating their use by both students and community members during extracurricular activities. Additionally, physical education teachers will have their own dedicated space, which will include changing rooms and showers, separated by gender into male and female facilities.

### Spaces for public

Spaces intended primarily for public use will also be part of the new primary school construction. Specifically, these include a sauna and a fitness gym, completed with the necessary facilities, which can be shared for both functions. The sauna will have a capacity of 10 people. The gym will replace the existing municipal gym currently located in the library building on the town square, which no longer meets spatial or technical requirements. Access to these facilities should be separate from the main school entrance and equipped with a small reception area. At the same time, a connection to the school premises should be facilitated.

### School kitchen and canteen

The school kitchen will be designed to allow for the preparation of up to 500 meals per day. Some of the meals will be provided for the kindergarten, which is in close proximity, and some for non-school diners, especially the elderly, who will either pick up their meals or have them delivered. The kitchen has to be able to cater for several consecutive lunch shifts, so the emphasis is on efficient operation and logical layout of the working areas, while respecting hygiene standards. The main operational areas of the kitchen include the storage area, preparation area, cooking and baking area, food serving area and dishwashing area. The key is to ensure separation of 'clean' and 'dirty' operations (receipt of raw materials, dispensing of food, waste).

For food storage, space must be provided for sufficiently sized refrigerators and freezers and separation of storage areas for different types of food must be ensured. The preparation room should provide separate rooms for processing raw materials according to hygiene standards (vegetables, meat, dairy products, etc.). The main part of the kitchen, where the thermal processing of food takes place, includes cooking and baking technology, with sufficient space for handling utensils and food. The transfer of food to the dispensing window should be easy and smooth.

The kitchen staff will have changing rooms, sanitary facilities and a day room with sufficient separation from the working areas. A small office will be designed for the kitchen manager

It is preferred that the kitchen and storage areas are located on the ground floor for easy supply operations. The dining room should be located on the same floor.

The school canteen should provide seating for 100, with diners rotating through multiple shifts. Sufficient space should be provided in front of the serving window and between tables for easy and safe movement when carrying plates of food. At the same time, the location of the serving and return windows should be chosen to ensure the smoothest and quickest operation. Hand washing facilities should be located in the immediate vicinity of the canteen. The intention is to use the canteen for non-catering activities or to make it available to the public for various social uses. The canteen should be connected to a sheltered outdoor terrace for summer dining, which can also be used outside school hours. The dining room should ideally have separate access, independent of the main entrance.

#### Sanitary facilities

The sanitary facilities of the school should be designed in accordance with the applicable norms and standards for educational institutions. In every section and in all key areas of the school, it is essential to provide an adequate number of sanitary facilities, which will be separated for boys and girls. Additionally, separate restroom facilities should be provided for teachers and school staff.

#### Cleaning rooms

Each floor or section of the building should have a storage area for cleaning supplies and equipment, as well as parking for cleaning trolleys. These storage areas should always be equipped with a drain. For the cleaning staff, facilities should be provided within the school, including a changing room, WC, and shower.

#### Technical facilities

Technical rooms should be designed to be sufficiently spacious, taking into account the chosen energy concept of the building. The school's IT infrastructure will include a server room and storage for IT equipment. It is recommended to place the server room in a location that minimizes the energy consumption required for its cooling.

#### School Caretaker's facilities

The main working area of the caretaker will be the garage, which will serve as a multifunctional space for maintenance work, repairs and craft activities related to the school facilities. It will also serve as a storage area for tools, spare parts and a mower/garden tractor. It is therefore important that the garage is accessible from the exterior. The workshop should be located close to the furniture storage area or allow for direct connections. The caretaker will be provided with sanitary facilities and a small area for storage of personal belongings.

The furniture storage will be used for storing school and seasonal furniture. It should be spacious enough for bulky items such as benches and large tables.



### Outdoor spaces

The design of the new school should include the landscaping of the outdoor spaces around the building. As the site is in close proximity to the Hutná stream and in a flood plain, it is essential to emphasise blue-green infrastructure and minimise flood risk. The design should utilise natural principles for the efficient cycling of rainwater and its natural infiltration into the soil to improve the site's ability to respond to rainfall and promote sustainable water management.

Outdoor spaces should serve both an ecological and aesthetic function, while offering opportunities for children and citizens of Březno to spend active and leisure time in harmony with nature. Given that the school grounds are not fenced and the transition to the public space is seamless, it is up to the competitors to consider the scale they choose for the landscape design. Pathways and passageways may be adapted to the new building concept. The key is to maintain the ability to pass through and not interfere with the functionality of the circular inline track. The site will remain unfenced in the future.

All requirements stated in the brief are advisory in nature and are not binding.



**Jury / Dependent part**



Marie Táborská  
jury vice-chair  
mayor of Březno



Pavel Čížkovský  
vice mayor of Březno



Michal Vlach  
principal of the primary school and kinder-  
garden Březno



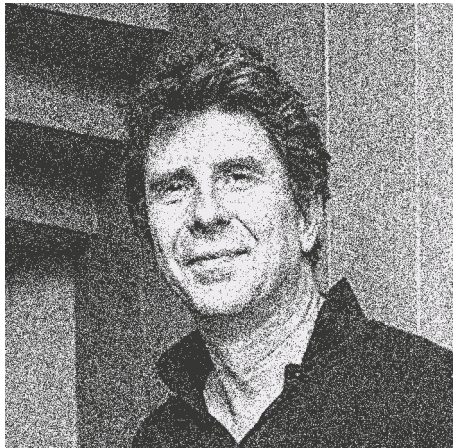
Zdeňka Buzková - alternate  
representative of the municipality and a  
teacher at the primary school Březno

**Jury / Independent part**



**Pavla Feistnerová**  
jury chair

She studied architecture at the Faculty of Architecture at ČVUT and at Bauhaus University in Weimar. She gained experience through work placements in England at Metropolis Architecture, and later in the Czech Republic at Atelier Hoffman and A1architects. Currently, she co-leads the studio 1:1 architekti with Tomáš Feistner and Klára Pavlišťová, which focuses on a wide range of projects.



**Ondřej Císler**

An architect, educator, and theorist based in Prague. Since 2010, he has led his own studio, currently focusing primarily on residential and educational architecture, as well as public institutions, public spaces, and bridge designs. He has been the long-term head of a studio at the Faculty of Architecture at ČVUT and a visiting professor at the Politecnico di Milano since 2019.



**Klára Concepcion**

She is a landscape architect. She studied Architecture and Urbanism, along with the Landscape Architecture module, at the Faculty of Architecture at ČVUT, where she currently teaches students in the Rehwaldt Studio. In 2021, she co-founded her own office, QTkraj.



**Martin Junek**

An architect and graduate of the Faculty of Civil Engineering at ČVUT. During his studies, he joined Cigler Marani Architects a.s., where he gained experience in managing individual projects. Later, he co-founded the architectural studio Chrama with Adam Cigler. He is the author of the extension project for the elementary and kindergarten school in Studenec, which won the 2022 Building of the Year award for the Liberec Region.



**Luděk Šimoník – alternate**

A graduate of the Faculty of Architecture at the Brno University of Technology with experience from studying in Glasgow, Scotland. He is the founder of the architectural office AXXIOFFICE, which addresses a wide range of topics, including urban and architectural challenges. In a short period of time, the studio has won several open competitions with international participation.

