Competition Brief

We are looking for a design for a new primary school in Mstětice, which will form the heart of a newly emerging neighborhood and connect education and the community.

Jury
Markéta Žáček Zdebská
Markéta Bromová
David Hlouch
Pavel Buryška
Gabriela Sládečková
Vít Šikýř
Jiří Skřivan
Pavel Neuer
Ladislav Mrklas
Lukáš Jaroš

Submission
|28|11|2025|

Introduction

The development plan for the local district of Mstětice is slowly becoming a reality. Although it has been in the zoning plan for decades, it was only last year, under the auspices of the Progresus investment group, that real work began. The new project will be home to up to 4,000 people in the future, so it is clear that the capacity of the existing primary school in Zeleneč will not be sufficient.

Both the municipal authorities and the developer's management realize that the primary school is one of the key facilities in the new settlement. After lengthy negotiations, both parties agreed on a joint approach. The developer will pay for the construction of the school, and the municipality will attempt to obtain a special-purpose subsidy for the construction. The first joint step is to announce an architectural competition for the school, which is to be a model for others and a true school of the 21st century.

In addition to designing a high-quality school complex, the aim of the architectural competition is to resolve the location of the school in a relatively limited space, in the immediate vicinity of the agglomeration ring road, the railway line, and the ČEPRO warehouse, and to integrate it as well as possible into the newly emerging settlement.

We want the proposed school to function as the center of community life in Mstětice. We want children to feel great there, the environment to motivate them to study, and teachers to be able to use the latest teaching methods. At the same time, we want the sports facilities to be available to the general public for a wide range of community activities, thereby ensuring that the school becomes a vibrant part of the newly emerging area of the village of Zeleneč.

Subject of the competition

The aim of the competition is to obtain a comprehensive vision of the future possible form of the area defined by the zoning plan for the construction of a primary school in a development project in the local district of Mstětice. The project is divided into a design and conceptual part.

The subject of the project part of the competition is to develop an architectural design for a new elementary school with a capacity of 600 pupils in two parallel classes, including outdoor paved, sports, and unpaved areas, transport services, and connections to technical infrastructure.

The subject of the conceptual part of the competition is to examine possible modifications to adjacent land within the wider area under consideration. The conceptual part of the competition will be further developed in the subsequent contract only to the level of a detailed urban study.

Nový Zeleneč – visualization

Location

The location for the construction of the elementary school is in the southern part of the small Central Bohemian village of Mstětice (part of the municipality of Zeleneč), which is in the Prague-East district, directly adjacent to the cadastral area of the capital city of Prague.

Mstětice has a direct rail connection to Prague's integrated transport system, with trains running every 15 minutes and the journey from Prague to Mstětice taking approximately 22 minutes. At the same time, the construction of a parking garage at the railway station is being prepared, and extensive modernization of the railway line between Mstětice and Čelákovice is underway, which should further reduce travel times to Prague. The local district of Mstětice is particularly important thanks to the ČEPRO company, which operates a large-capacity fuel storage facility here, as well as a golf course and a science and technology center for research and innovation in transport.

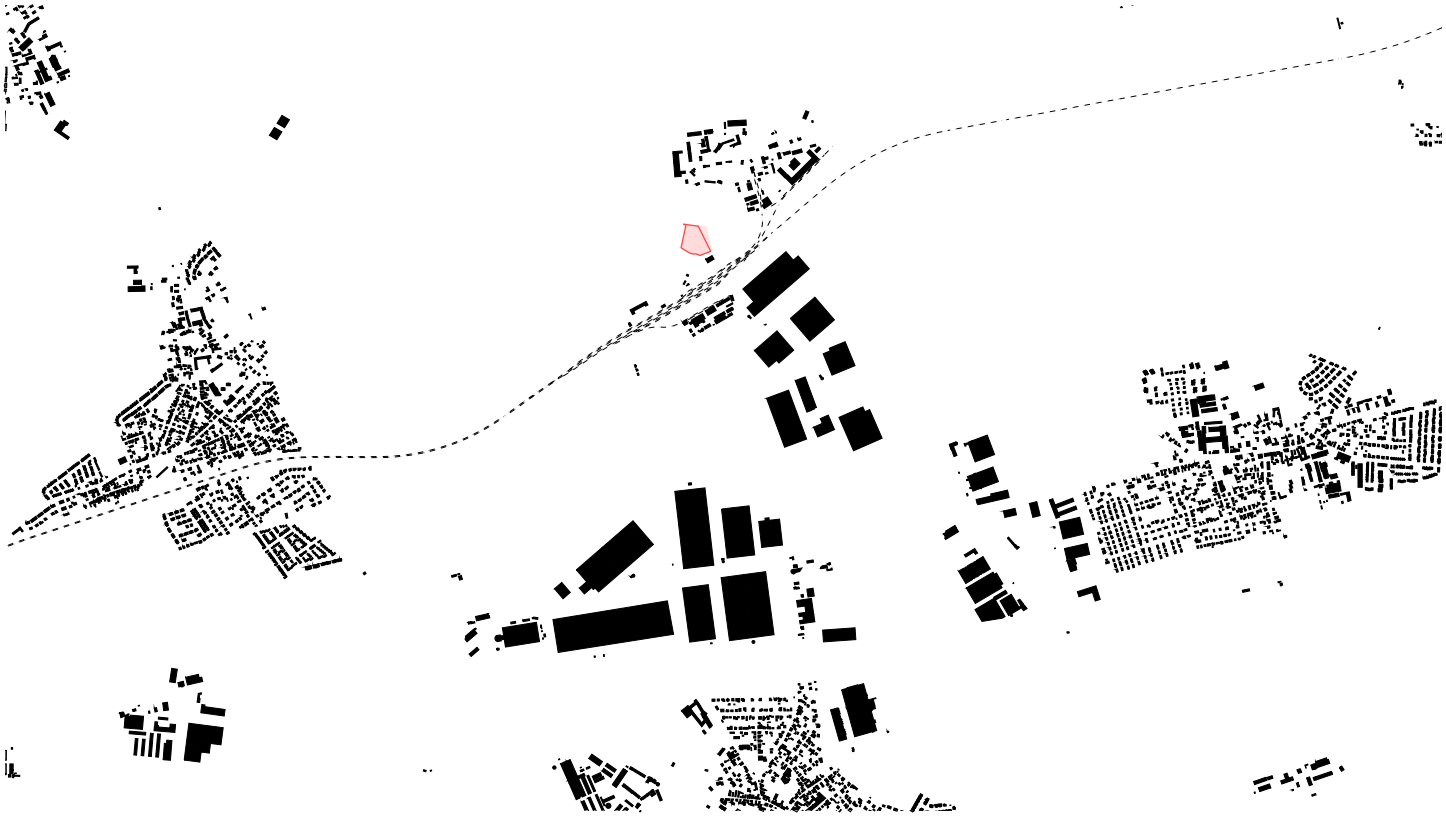
The primary school will be part of the large Nový Zeleneč development project, which is being built on a previously undeveloped area southwest of the existing Mstětice development, in the immediate vicinity of the train station. The project, covering an area of over 130 hectares, is being funded by a private investor. The complex will offer a combination of family houses, villas, and apartment complexes, complemented by a kindergarten and primary school, sports facilities, and other civic amenities. At the time of the school's construction, the site should be built up with apartment buildings, villas, and terraced houses. Once all phases are complete, up to 4,000 residents should live here.

Nový Zeleneč – visualization

Competition area

The area designated for the location of the school complex and related outdoor spaces is located on private land parcels no. 190/5 and 190/7 in the cadastral area of Mstětice, which are owned by RD Rýmařov Invest III. alpha s.r.o. The land on which the school complex will be built is located in the OV (public civic amenities) functional area of the Zeleneč (Z.7) zoning plan. Currently, the entire area is used for agricultural purposes. The building plot is irregular in shape, the terrain is flat and slopes slightly to the south. The building plot has an area of approximately 12,460 m2. As part of the design of the school's outdoor areas, it is also possible to work with a triangular area adjacent to the eastern edge of the plot, located in the ZS (residential greenery) functional area. It is necessary that the use of this area be in accordance with the zoning plan.
Based on a planning agreement with the developer Nový Zeleneč, a.s. or RD Rýmařov Invest III. alpha s.r.o., the municipality of Zeleneč will be the future owner and founder of the Mstětice elementary school. However, the current property relations must be respected within the competition.

The wider area in question, proposed on the OS site (plot no. 190/5 in the cadastral area of Mstětice), may be used for parking and additional sports facilities, with the main sports facilities located on the OV site. Given that this area is located in the protection zone of ČEPRO, a.s. and MERO ČR a.s., it is currently unclear whether and to what extent it will be possible to use this area. For this reason, it will only be addressed at the conceptual level in the competition.
In the subsequent project phase, the scale of the area in the project can be adjusted based on the specific competition proposal and the definition of individual buildings and projects. The proposed construction will respect the EIA and possible connection to the proposed roundabout.



Competition area – OV
(project part)
school building site

extended area – ZS
School outdoor areas in compliance with the Master Plan

wider area – OS
(conceptual part)

protection zones
ČEPRO

Technical Infrastructure

The backbone networks of public technical infrastructure (gas pipeline, water supply, sanitary and storm sewerage, electricity, public lighting, data) are located within the adjacent public communication areas, which have been legally approved and partially implemented. All networks and connection points are currently under the administration of the developer Nový Zeleneč, a.s.
The developer Nový Zeleneč, a.s., to whose networks the school will be connected, is also in the process of constructing a wastewater treatment plant and a water reservoir. These facilities are designed to provide the school with drinking water and sewage treatment capacity for approximately 600 pupils.

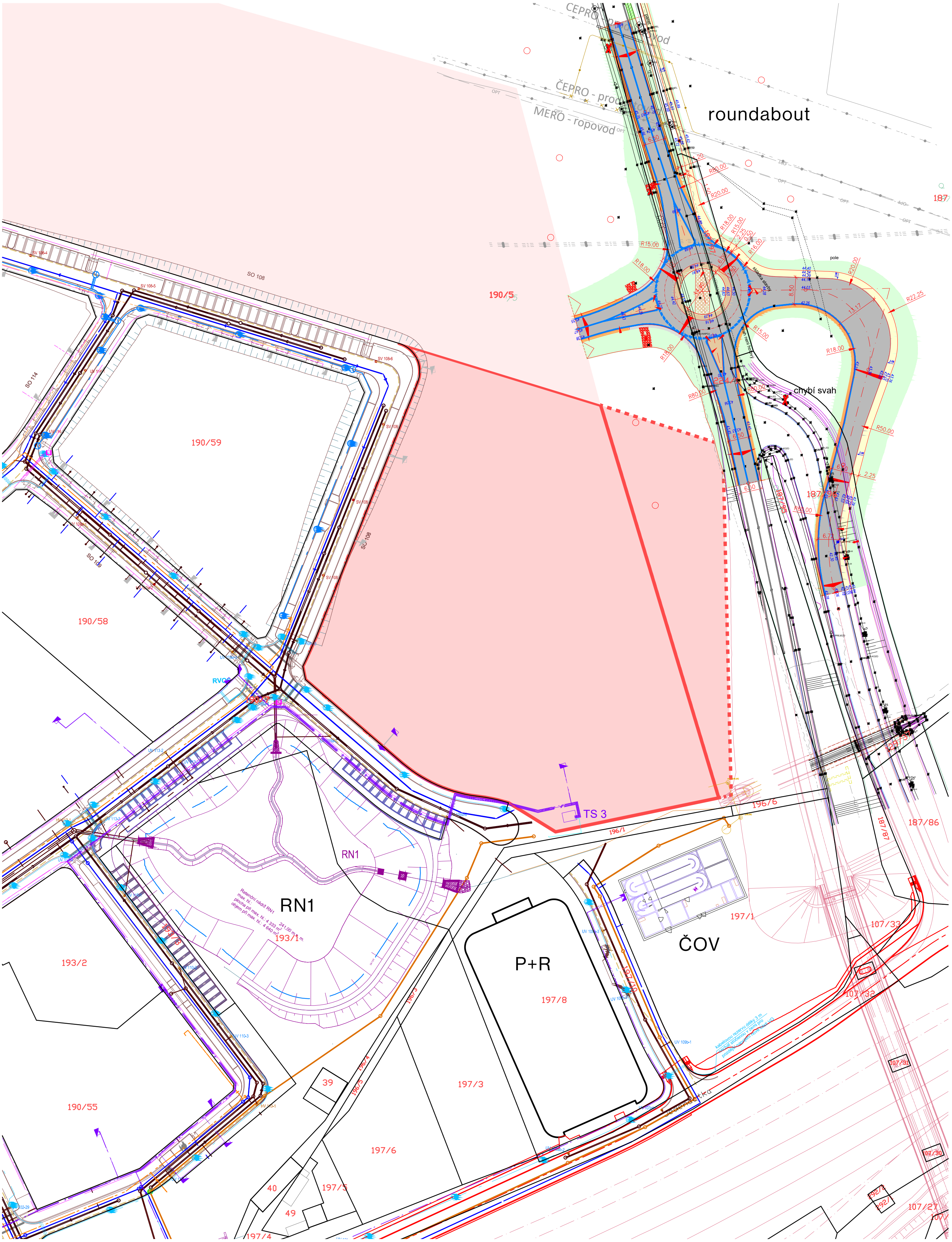
Rainwater will be disposed of within the site in accordance with applicable legislation. The rainwater system is designed to ensure smooth drainage into watercourses while maximizing on-site retention. A detailed hydrogeological survey was conducted for the Nový Zeleneč site, which confirmed that the area has a poorly permeable subsoil (rainwater infiltration is significantly limited, in practice unfeasible). According to Czech Technical Standard (ČSN) 75 9010, Annex E, the site falls into environment groups V.2 to V.3 with complex conditions. Based on the conclusions of the hydrogeological assessment and the topography of the site, rainwater must be drained through the stormwater sewer system via the central dry reservoir RN1 (legally approved), with regulated discharge. The receiving watercourse is the Čelákovický Stream.

Heating will be designed in compliance with Article 7(1)(a) of Directive (EU) 2024/1275 of the European Parliament and of the Council of 24 April 2024, as amended.

Geological Conditions

For the purposes of the competition, no engineering-geological or hydrogeological survey has been carried out directly within the area concerned. The specific locations of the boreholes will be determined during the pre-project preparation phase, based on the selected design. A geological survey was conducted in the wider vicinity, which may serve as a general reference.

Foundation Conditions
Below the surface, sandy clay is present, transitioning into sandstone layers. It can be assumed that the foundations of the structures will rest primarily on fine-grained soils of natural cover formations, which do not exhibit optimal mechanical properties. Nevertheless, it is expected that foundation placement on a level surface will be feasible under the given conditions.
Within the construction site, earth and rock materials will predominantly fall into extractability classes 3–4 / I.
In the southern part of the site, the groundwater level is assumed to be approximately 2 m below the surface.


roundabout
chybí svah
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TS 3
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197/3
197/6
197/5
197/4
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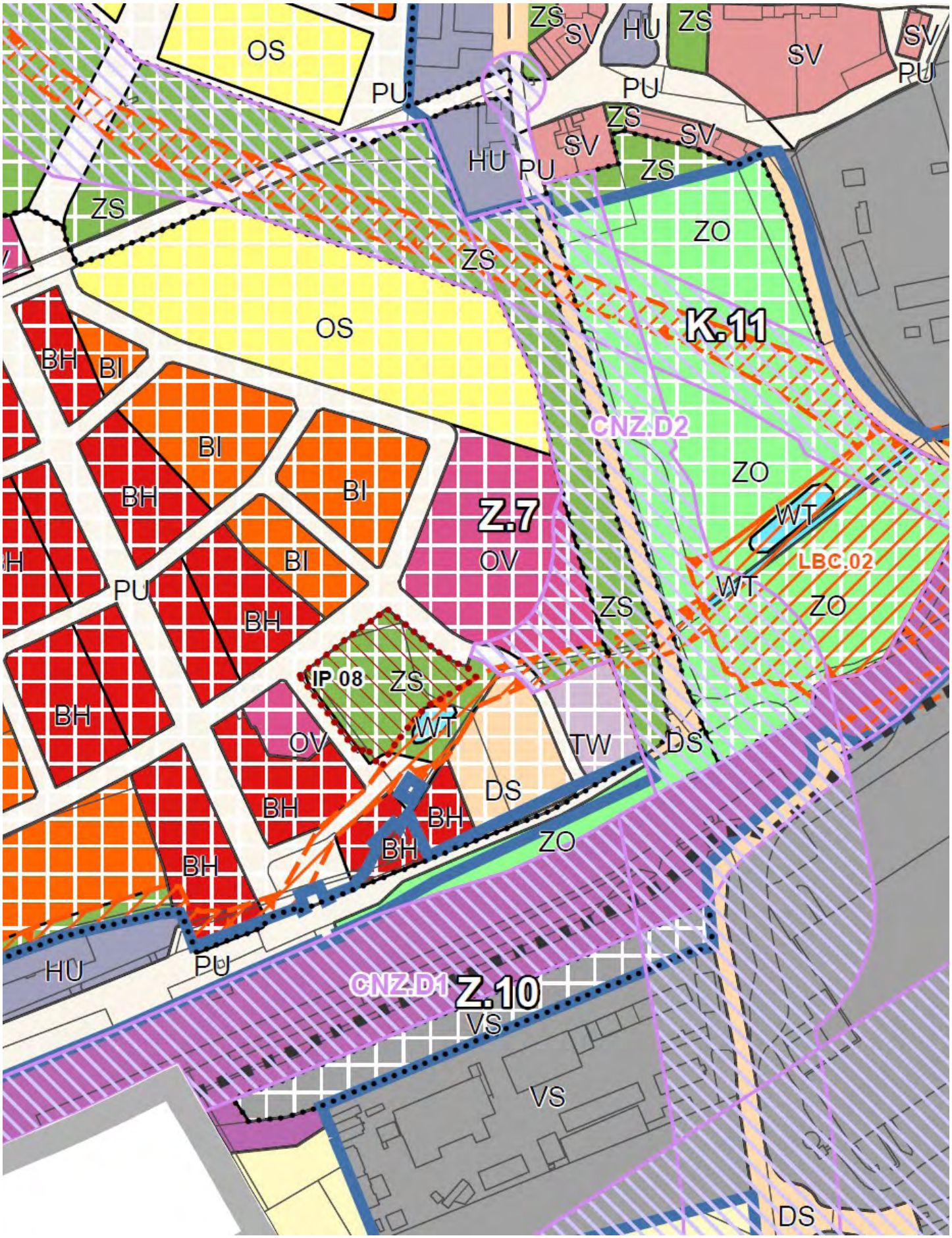
40
49
187/86
107/32

Land-use Plan
The construction site (i.e., the area under consideration) is located, under the valid Land-use Plan of the municipality of Zeleneč, within the functional zone OV – Public Amenities, specifically in the development area designated by code Z.7. The proposed construction of the school building complies with the Land-use Plan, subject to the following conditions:
Basic Conditions for the Protection of Landscape Character:
In the case of sports areas, landscaping with greenery shall be implemented towards the residential development of family houses.
Basic Conditions for Spatial Organization:
Structure of Development: Any new construction must always be accompanied by the creation of an appropriate public space.
Character of Development: Both pitched and flat roofs are permitted.
Building Height Regulation:
— for public amenities areas: not specified
— for production and storage areas: max. 11 m
— for transport infrastructure areas: max. 17 m
Minimum Green Area Ratio [%]:
— for public amenities areas: not specified
— for production and storage areas: 25 %
— for transport infrastructure buildings: not specified
Minimum Size of Building Plots [m²]: not specified

The extended area is located within the functional zone ZS – Other Settlement Greenery, where the following uses are permitted:
Primary Use
— Other settlement greenery areas
Permitted Use
— land used for parks, forest parks, avenues, gardens and orchards, grassy areas
— public transport stops and bays
— cycling paths and pedestrian walkways
— recreational areas, children's playgrounds, sports grounds, small-scale architecture and street furniture
— land designated as settlement greenery
— transport and technical infrastructure
Conditionally Permitted Use
— buildings and facilities of related public amenities compatible with the function of public spaces (e.g. public restrooms, sports equipment rentals, refreshment stands with outdoor seating, etc.).
This is subject to the following conditions:
— the primary use of the designated area is not compromised,
— the environmental quality of the designated area is not diminished,
— the buildings are compatible with the primary use in function, and their architectural expression corresponds to the significance and character of the given space.
Prohibited Use
Activities, buildings, and facilities not related to the designated primary, permitted, or conditionally permitted uses, as well as activities, buildings, and facilities that impair environmental quality or may have such secondary effects.

More information here: *www.zelenec.cz/uzemni-plan*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Competition Brief

The school building is intended to serve not only educational purposes, but also as a community facility for the wider public. The school grounds and building will therefore be accessible to the public under appropriate conditions. A key requirement permeating the entire spatial concept is maximum flexibility and multipurpose use of classrooms as well as indoor and outdoor common areas. This adaptability will allow the facilities to be used not only for teaching, but also for extracurricular activities (art school lessons, lectures, clubs, workshops), contributing to both spatial and financial efficiency. Another fundamental requirement is barrier-free accessibility throughout the school and the application of clear zoning logic. The school is planned in a standard arrangement of 2 × 9 classrooms (with an expectation of more classes in the lower grades than in the upper grades).

However, given that the municipality of Zeleneč already operates its own primary school and in light of possible demographic fluctuations, it is necessary to consider that this arrangement may change over time. The school building should therefore be designed so that the first and second stages are not entirely separate entities; despite partially different spatial needs, their organization should be as flexible as possible. The design should strive for high density and intensive use with an efficient organization of interior spaces. The design should aim for high density and intensive use with an efficient organization of interior spaces. At the same time, it is required to maintain the prescribed number of specialized and core classrooms (see below – construction program) without merging them into a single space. From the perspective of cost distribution, a phased implementation (e.g., main building – gymnasium – outdoor sports facilities) may be advantageous for the construction of the school.

An important aspect of the design is the comfort and well-being of all users. The school should provide ample natural light, a sense of openness, and a balance between quiet seclusion and active movement. At the same time, safety and spatial clarity must be ensured throughout the interior. The school environment should support both modern and traditional teaching methods through well-designed classrooms and common areas, whose character, interconnection, and functionality enhance the quality of teaching, motivation, and social development.

The implementation of the new hygiene regulation (Decree No. 160/2024 Coll.) presents a challenge, as it introduces a completely new perspective on certain spaces. This applies, for example, to the height and size of classrooms, daylighting requirements, and the design of student facilities, which should reflect current inclusive trends. The amount of furnishings should be determined with regard to the repeal of Decree No. 410/2005 Coll.

Outdoor Spaces

The school grounds will represent a significant public facility with a strong community role, which should be reflected in the design of the outdoor areas. The immediate surroundings of the school will carry high utility, social, and aesthetic value, and should be designed with regard to quality of life, safety, and sustainability (including future maintenance). The outdoor areas will be structured according to their level of public accessibility, ranging from fully public spaces to areas reserved exclusively

for pupils, with different rules applying during school hours and after school.

The non-public part of the school grounds (school garden/courtyard) will be a safe space that will be used for active recreation and relaxation during breaks, during lessons, and possibly also for outdoor dining in connection with the cafeteria. Easy access from inside the building is important. The after-school club should have its own designated area here, where play equipment for younger children should be located (ideally naturally or artificially shaded).

An outdoor sports area will be located within the school grounds, which will include at least a running track, a multifunctional playground, and workout equipment for students. The running track may have an atypical shape, which may respond more appropriately to the irregular shape of the land, or it may be located on the adjacent northern land (functional area OS). It should include a running track with a landing area. The multi-purpose sports field should be sized for basketball (15 x 28 m + run--ups) and should have an artificial surface. The outdoor sports facility will be easily accessible from the athletes' changing rooms and will include a small equipment storage area (either inside the school building or outside).

At least one covered outdoor classroom with a capacity of at least 30 students will be designed for teaching, which should be located in a quiet place with sufficient shade. The school garden will also be supplemented with areas for cultivation, which will take place either in classic or raised beds. An advantage will be good accessibility from the kitchen or training kitchen and proximity to the garden equipment storage area, or possibly a separate outdoor tool storage area.

The design can also incorporate a roof landscape, which can seamlessly connect to the school's indoor and outdoor spaces. However, it is necessary to remember to provide protection from direct sunlight and weather conditions.

In terms of broader connections, the school grounds should take into account possible future pedestrian and bicycle connections within the development project (at this time, no specific future bicycle routes are known).

Transport

The traffic solution should be safe and prevent collisions, especially during morning and afternoon rush hour. Pedestrians and cyclists will be given priority in the area in front of the school. Sufficient and ideally covered parking space for bicycles and scooters needs to be designed for them. Nevertheless, it is necessary to take into account the fact that a large number of pupils and employees from the surrounding area will commute to school, mainly by car. Car traffic should have as little impact as possible on the school's surroundings and the school grounds themselves. The site can be accessed from future roads on plot no. 190/7 in the cadastral area of Mstětice and will be directly connected to the proposed roundabout.

The parking area can be designed on the OS area (plot no. 190/5 in the cadastral area of Mstětice) and will be coordinated with the future roundabout. Parking spaces will be designed in accordance with Decree No. 146/2024 Coll. on construction requirements for a school capacity of 600 students. This will ensure both short-term and long-term parking for the given capacity, taking into account the public and

employees, as well as the use of the gym outside school hours and other activities that the school grounds will offer. The exact number of parking spaces is left to the discretion of the competitors.

The K+R parking lot should allow for comfortable and quick drop-off of children, ideally without the need to reverse, and connection to road II/101. Due care should be paid to the nature of the parking areas, including the use of vegetation and rain-water management.

Bus transport will play an important role in serving the school. There is no specific idea about its nature yet; it may involve modifications to existing lines or a school bus that will also serve the cadastral area of Zelenče. The route of any new line and the location of the stop may therefore respond to the school's proposal. The aim is therefore for the proposal to indicate the location of a possible future bus stop near the school and at the same time take into account the need for buses to arrive and depart, for example for school trips. There are no plans for buses to enter the school grounds. The nearest existing public transport stop is the Mstětice train station, where there is also a bus stop, which is approximately 300 m walking distance from the school grounds.

Within the building plot, it is also necessary to resolve the supply of catering facilities and the gym, waste disposal, and access for emergency services.

Sustainability

The theme of sustainability should permeate the entire design and address issues such as energy efficiency, renewable energy, materials used, recycling, or green concepts and water management. The client's goal is to move towards carbon neutrality.

The basic requirement is the design of a highly energy-efficient building that responds to the effects of climate change, ensures a high-quality indoor environment, and complies at minimum with the legislative requirements for a nearly zero-energy building in accordance with Act No. 406/2000 Coll., §7(1)(b), and Decree No. 264/2020 Coll., while allowing implementation at a passive or plus-energy standard. As part of project financing, the contracting authority anticipates the involvement of subsidies, for example from the State Environmental Fund, specifically through the Operational Program Environment.

With regard to the overall energy concept, it is expected that an appropriate system of heating, ventilation, and energy management will be chosen, one that is technically and economically proportionate both during construction and in subsequent operation. Future energy consumption is also fundamentally influenced by the architectural design itself; therefore, attention must be paid to building orientation, the building envelope, the appropriate degree of glazing, and the design of exterior shading. The contracting authority also anticipates that otherwise unused roof areas should allow for the installation of photovoltaic systems.

Emphasis should be placed on the use of renewable materials (e.g., wood-based), which have the potential to reduce embodied emissions. The design should also focus on possibilities of prefabrication, modularity, and potential adaptability of the structural solution in the future. The structural solution should be proportionate and based on a sound understanding of the materials used.

An integral part of the design should be a landscape solution that enhances the quality of outdoor living while remaining sustainable with regard to future maintenance. The outdoor areas should be designed so that the chosen solution prevents the formation of heat islands. The contracting authority recommends the use of nature-based measures, i.e., so-called blue-green infrastructure.

Building Program

The stated building program and standard are recommended. The competition design should comply with the current legislative requirements for school buildings and other related decrees and regulations (with regard to the given stage of documentation and scale of representation). In the subsequent phases of the project, it is expected that the proposed solution will meet urban planning, construction-technical, hygiene, safety, fire protection, and other regulations so that it can be discussed with the relevant authorities in the building permit procedure.

The new school building represents an opportunity to completely rethink the spatial design of educational spaces. Instead of traditional layouts, the contracting authority prefers the arrangement into so-called clusters, i.e., self-contained units consisting of a group of homeroom classrooms, a shared informal space, common sanitary facilities, and areas for teachers. The cluster arrangement should reflect the contracting authority's vision of a "learning landscape," where education takes place not only in classrooms but also in the spaces between them. The character and layout of these areas should enable informal learning for groups of various sizes, including individual study.

The main entrance to the school will be a spacious, welcoming, well-lit, and easily supervised area with a single central control point (reception, information desk). The entrance should provide a dignified environment for waiting parents or visitors (seating, Wi-Fi access, restrooms). The entrance area should connect to the public part of the school, which will include an auditorium, a cafeteria or vending machine, restrooms, and a cloakroom for the public. The public area should be easily separable in terms of operation from the rest of the school, while still forming its natural part. The auditorium will be a multipurpose space with well-designed acoustics, serving various activities from school ceremonies, teachers' meetings, lectures, and presentations to small concerts, school theater, or even physical education for lower-grade pupils. Student cloakrooms should not be separate enclosed spaces but an integral part of the entrance or common areas, which can also contribute to spatial optimization of the design. Each student will have their own lockable locker. Cloakrooms for lower-grade pupils must allow for easy orientation of the youngest children and should be equipped with benches for changing shoes.

Near the main entrance, there should also be a school club and a library with a study room, which will serve primarily the pupils of the school. The school club will be a clear and multipurpose space where even noisier activities can take place. It will be used mainly after school hours, but also during breaks and free periods. The club is attended predominantly by upper-grade pupils. The library with a study room, on the other hand, will be a quieter space, where in the morning hours classes (for an entire class) will be held, and in the afternoon it will serve for individual study.

Other common areas, to be used by the whole school and partly also by the public, include some of the specialized classrooms – multimedia, music, and polytechnic classrooms, an art studio, a training kitchen, and spaces for the primary art school. In addition to regular teaching, these classrooms will also be used for afternoon clubs for children, leisure activities for adults, or can be rented for private purposes; therefore, they should be as well connected as possible to the main entrance.

The kitchen will be designed for a total capacity of approximately 900 meals per day. It will be a fully equipped catering facility, in which it is necessary to design separate clean and dirty routes, food storage, waste management, and other essential components of a standard catering operation (office, storage rooms, staff room, separate changing rooms, showers, and sanitary facilities). The total capacity includes a reserve for external diners, for whom an external distribution point for meal containers must be provided, as well as for the delivery of meals to other facilities in the area (e.g., a kindergarten). Meal distribution is preferred in the form of a buffet consisting of "banquet tables," where each diner serves themselves.

The dining hall will have a capacity of 200 seats, with dining expected to take place in three cycles. The design should also include a hygiene zone with handwashing facilities and sanitary amenities. It is advisable to consider the possibility of dining in outdoor spaces adjacent to the dining hall. In addition to dining, the hall could also serve as a multifunctional space for various activities, which would require the possibility of mobile separation of the dining hall from the serving area.

The communication areas of the school should be designed with an emphasis on clarity, safety, and quality of use. An important design criterion is short distances between individual functions and the logic of operational links. The communication areas should not serve only for passing through, but also for staying, resting, self-study, or alternative forms of group teaching. From the perspective of safety, the design should balance the need for spaces providing a certain degree of privacy with the requirement to minimize unclear and difficult-to-supervise corners.

First grade primary school pupils spend most of their lessons in a single classroom, and it is necessary to arrange it so that it also includes an appropriate relaxation zone. In addition to their homeroom classrooms, the first grade level will have access to two half-sized classrooms primarily intended for language teaching. Teachers, who spend most of their time in the classroom with the children, will have facilities in the form of staff rooms. Preferred are larger open-plan staff rooms with a capacity of 10–12 places, which will provide a workplace for each teacher. They should also include sufficient space for teaching aids and for storing personal belongings. Workplaces for teaching assistants may either be part of the staff rooms (the preferred option – in addition to their basic capacity) or designed as a separate space.

As part of the primary level, an after-school club will be provided, offering at least six usable rooms with a total capacity of approximately 180 children. The after-school club spaces should allow for morning care, structured afternoon activities, and late-day care. The facilities may be divided into two sections. The main section should include at least two separate club units, which should also allow for connection into one large space. The contracting authority's intention is that this part could also enable alternative use in the future, for example for preschool education (kindergarten unit or preparatory class). It is therefore important to ensure a separate entrance,

operational facilities (storage, cloakroom, staff room), and sanitary facilities for both children and staff.

In addition, at least four homeroom classrooms of the primary level will be used for after-school care, and for this purpose they need to be designed approximately 30% larger. The after-school units located in these homeroom classrooms will make use of all the facilities of the primary level.

The first grade and after-school club premises should have good access to the school garden and the school entrance areas, including cloakrooms, so that children can be quickly brought to school and picked up from the after-school club.

Second grade pupils move between classrooms more frequently and spend more time outside the classroom during breaks, so the adjacent connecting areas will be equipped for a variety of uses appropriate to their age. In addition to their regular classrooms, the second grade pupils will have access to two split classrooms primarily for language instruction and three science classrooms supplemented by a laboratory and a preparation room.

Grade II teachers no longer have continuous teaching throughout the day. They come to a specific class for a specific lesson. They will therefore have facilities in the form of staff rooms. Preference is given to large offices with a capacity of 10-12 teachers, which will provide office space for each teacher. They should also include sufficient space for teaching aids and storage of coats. Places for teaching assistants can either be part of the staff rooms (preferred option - beyond their basic capacity) or provided as a separate space. The location of the staff rooms should be consistent with the logic of the location of the individual core and specialized classrooms.

The total estimated number of school employees is approximately 40 teachers, approximately 12-14 teaching assistants, 8 after-school club supervisors, 3 school counseling center staff, approximately 5 school management and administrative staff, 5 operational staff (janitor, cleaning, etc.), and 8 catering staff, for a total of approximately 83 school employees.

The school management section includes the principal's office, the deputy principal's office, the secretariat, and other office space for school administration (business manager, accountant). The layout is not precisely defined, but ideally the entire section should form a single unit and be located near the main entrance, as it is where many meetings with external visitors take place. The school counseling center should have separate facilities, consisting of at least two separate offices for the school psychologist, special educator, or educational counselor, and a meeting room for meetings with parents and pupils.

The school's facilities will include storage and cleaning areas, technology, a janitor's workshop, waste management, and social facilities for other employees, including changing rooms and bicycle parking. The changing rooms will be used by all employees who do not have their own office, study, or changing room elsewhere in the school. Employees who commute to school by bicycle should have the opportunity to shower and change their clothes.

The sports facility will become an important part of public amenities, which will be used not only by school pupils, but also by the public, sports clubs, and other entities. The entire operation of the sports section must therefore be designed so that, for hygiene and safety reasons, it does not interfere with the school's operation and has its own separate, guarded entrance. The sports section should be accessible to pupils without getting their feet wet. The playing area will have a maximum size of 20 x 40 m (plus a run-off zone of at least 2 m on all sides). The minimum required dimensions are 15 x 28 m + a 2 m run-off zone. For normal teaching, it must be possible to divide it ideally into three (at least two) separately usable areas (visually, physically, and partially acoustically – for example, in the form of a curtain or roller blind from the ceiling or a sliding wall). The gym should meet the parameters required for competitive matches (stands for approx. 100 spectators, LED sports scoreboard/screen, and sound system). The gym must have a sufficiently large entrance from the outside to allow for the movement of technical equipment for various events. The gym must have sufficient space for storing sports equipment and other equipment. The sports facility will also include a smaller multipurpose space that can be used as a gym or mirrored hall. The sanitary facilities will consist of changing rooms, showers, and toilets for students and athletes from the public, as well as a changing room, shower, and toilet for referees and a cabinet for teachers. The changing rooms will also have good access to the outdoor sports areas.

Capital costs

The anticipated maximum capital costs for the construction of the new school campus are CZK 600,000,000 excluding VAT. These costs include all building structures, including technological equipment and fixtures permanently connected to the building, free-standing furniture (interior design project), the design of paved and unpaved areas including landscaping within the scope of the project site, ancillary buildings, site furniture, and utility connections.

New European Bauhaus

The New European Bauhaus (NEB) is an interdisciplinary and creative initiative launched by the European Commission in 2021. Its aim is to help find ways to achieve the goals of the European Green Deal. The concept of the New European Bauhaus seeks to connect the world of architecture, design, and art with the world of science, education, and innovation. The NEB is intended to lead to a systematic change in the understanding of lifestyle. In the creation of public spaces as well as private housing, environmental aspects (use of materials), cultural aspects (style), and social sensitivity (inclusion) are to be taken into account. Technologies are to be used in harmony with aesthetic perception, the needs of social inclusion, and with respect for the environment.
The Czech Chamber of Architects considers the NEB to be a kind of pan-European counterpart to the Czech Policy of Architecture and Building Culture of the Czech Republic (PASK ČR), which has long recommended the use of architectural competitions in the preparation of public buildings. The following core themes of the NEB initiative, which have been incorporated into the competition brief or should be reflected in the competition proposals, are a natural part of these competitions:

1. Sustainability
efficient operation and cost-effectiveness of the building; appropriate materials and structures meeting the requirements of sustainability, including aspects of the circular economy; adequacy of the design, future adaptability, and relationship to the environment.

2. Aeshetics
innovation of the design enabling a qualitative shift; contribution within the field; overall quality of the design.

3. Inclusion
involvement of the public and experts in the preparation of the brief; communication of the intention and the project; inclusive program and operation of the building; interdisciplinary implementation team adequate to the brief.

Construction program – in detail

Function	Description	Number / Size
Common areas (for both levels, partly also for the public)		
Main entrance / entrance foyer	— central control point (reception desk, info pointt) — facilities for visitors and participants of external events (cloakroom, seating, public WC)	
Auditorium	— possibility to install projection equipment, mobile lectern, stage platforms, etc. — basic acoustic parameters and AV equipment — suitable floor surface also for exercise — storage for equipment (stackable furniture, stage platforms, etc.) — possibility of connection with the dining hall into one large space	1× / approx. 90 seated persons
Snack bar	— connection to main entrance and auditorium (link to dining hall for supplies, etc.) — consider possible link to catering operation (supplies, storage of goods, etc.) — consider replacing with vending machine	
Pupils lockers	— module for 2 pupils(double locker), w=30 cm, h=180 cm	600 pupils
School club	— clarity, proximity to the main entrance	1× / 30 pupils
Library and study room	— capacity approx. 4,000 volumes — study room capacity 30 pupils (e.g., Czech language lessons) — possibility of at least partial separation of the study room so that uses do not interfere with each other	
Multimedia classroom	— universal spatial solution allowing various arrangements, equipment, and teaching methods over time (e.g., fixed workstations, virtual reality zone, robotics corner, 3D printers, etc.) — includes storage for equipment (beyond m²)	2× / approx. 65 m²
Music classroom	— universal spatial solution allowing various arrangements, equipment, and teaching methods over time — consider its location with regard to potential higher noise levels — includes storage for equipment (beyond m²)	1× / approx. 65 m²
Art studio	— universal spatial solution allowing various arrangements, equipment, and teaching methods over time — includes space for a potter's wheel and ceramic kiln — includes storage for equipment (beyond m²)	1× / approx. 65 m²

Polytechnic classroom	— "dirty" part (e.g., workbenches, woodworking) and "clean" part (e.g., 3D printing) — dirty and clean parts must allow separation or be directly divided into two separate rooms — connected to HVAC — includes storage for equipment (beyond m²)	1× / 30 pupils
Practice kitchen	— space for cooking in 4 groups of 4 pupils (sink, hob, oven, worktop) — dining table(s) for 16–20 people — consider connection to catering operation (e.g., preparation of buffets) — connected to HVAC	according to spatial concept of the design
Common areas of the school	— including space for social games (ping pong, table football, air hockey, etc.)	
Catering facilities		
Kitchen + Serving	— comprehensive catering operation designed with regard to proper operational flows, supply, and overall capacity — serving in buffet form — meal serving for external diners	900 meals
Dining hall	— dining in 3 cycles (pupils + teachers) — hygiene zone with hand washing and sanitary facilities — consider multifunctionality of the space (possibility of separation from serving area) or possibility of connection with the auditorium	min. 200 seats
After-school club (operationally separable part)		
Club entrance	— independent entrance separate from school operation	
Club rooms	— capacity 30 pupils per room — pairs of rooms should allow connection into one large space, ideally with an acoustic sliding wall — direct connection to outdoor area with play elements	2× / approx. 75 m²
Club storage		1× / approx. 15 m²
Club cloakroom	— shoe racks and hooks for coats	60 pupils
Staff facilities (after-school club teachers)	— seating for approx. 6 people at one table — space for storing coats, kitchenette, WC	1x
WC for pupils	— design in accordance with Decree No. 160/2024 Coll.	capacities with regard to repealed Decree No. 410/2005 Coll.

First grade primary school		
Homeroom classroom	— universal spatial solution allowing various arrangements, equipment, and teaching methods over time — maximum capacity 30 pupils — classroom to include a sufficient relaxation zone — 4 classrooms to be designed approx. 30% larger for use by the after-school club	10× / approx. 75 m²
Language classroom	— universal spatial solution allowing various arrangements, equipment, and teaching methods over time — capacity for a half-class (16 pupils)	2× / approx. 40 m²
Storage for teaching aids		1× / approx. 15 m²
Teachers' common room	— formal/informal meeting, relaxation, preparation — includes kitchenette, storage, preparation zone (multifunction printer, laminator, cutter, etc.), and relaxation (comfortable furniture — assistants' facilities included (alternatively separate)	2× / 10–12 teachers + 4 assistants
WC for teachers	— including at least 1 shower	according to regulations
WC for students	— in accordance with Decree No. 160/2024 Coll.	according to regulations
Second grade of primary school		
Homeroom classroom	— universal flexible layouty — max. 30 pupils	8× / approx. 65 m²
Language classroom	— universal flexible layout — capacity for half-class (16 pupils)	2× / approx. 40 m²
Science classroom (Biology, Physics)	— universal flexible layout	2× / approx. 65 m²
Science storage room	— sufficient space for built-in cabinets and teaching aids	2× / approx. 15–20 m²
Laboratory & prep room (Physics–Chemistry)	— universal layout — supports standard teaching and approx. 16 workstations for experiments — storage and preparation of chemicals — independent HVAC, fume hood	1× / min. 80 m²
Teachers' room / staff office	— cabinets + teaching aids — kitchenette, storage, preparation equipment, and relaxation zone — assistants' facilities included (alternatively separate)	2× / 12 teachers + 3 assistants or 3× / 8 teachers + 2 assistants
WC for teachers	— including at least 1 shower	according to regulations
WC for pupils	— in accordance with Decree No. 160/2024 Coll.	according to regulations

School Management, Administration, and Student Support Services		
Principal's office	— office for the school principal	1x
Deputy principals' office	— office for 2 deputy principals	1x
Small meeting room (staff)	— space for meeting table up to 10 people	
Secretariat + additional administrative offices (Finance Dept.)	— workspace for 3 administrative staff (HR, finance, accountant, etc.)	1x
Conference room / Parent–teacher meeting room	— for meetings with parents/pupils (teachers, prevention methodologist, guidance counselor) — table for max. 10 people — ideally close to main entrance	1x
Student Support Services	— at least 2 separate rooms for school psychologist, special educator, or counselor, must allow meetings with parents/pupils — should be well separated for safe and discreet environment (sensitive documentation stored here)	2× / approx. 15 m² each
Archive	— storage for documents and records — ideally divisible into 2 separate accessible spaces	1× / approx. 30 m²
IT office / storage	— storage and issuing point for IT equipment (e.g., tablets)	1× / approx. 20 m²
WC for admin staff	— incl. at least 1 shower	according to regulations
Kitchenette	— kitchenette with dishwasher and dining spot	depending on spatial layout
Copy center	— central space with printing/copying equipment for staff	depending on spatial layout
Operational Facilities		
Storage rooms	— furniture storage — teaching aids and equipment storage — textbook storage	max. 3× / approx. 40 m²
Server room	— separate from IT office but located nearby	1x
Janitorial rooms	— 1 central room for parking/charging cleaning machines and storage of supplies — smaller janitorial closet with cleaning trolley space on each floor	1× / approx. 15–20 m² + 1 per floor
Maintenance workshop + storage		1× / min. 20 m²
Garden equipment storage	— space for garden tractor, small trailer, and other tools — direct access to school grounds required	1× / approx. 30 m²

MEP / HVAC plant rooms	— spaces for technical building systems	as required
Waste management	— dedicated waste storage area, inside or outside, positioned with respect to site logistics	1x
Staff facilities	— WC, showers, lockers for janitors, cleaners, maintenance staff, etc.	as required by standards
Bicycle parking + amenities	— covered, secure parking for staff bicycles (ideally indoors), with changing facilities for approx. 10 employees and 2 showers (can be combined with other staff facilities)	as space allows
Sports Facilities		
Sports hall	— playing field min. 16 × 28 m (ideally 20 × 40 m), 2 m safety zone on all sides — clear height min. 7 m — divisible into 3 separate courts — spectator tribune min. 100 people (at least half seated — large access door for moving equipment	1x
Equipment storage	— storage for sports equipment with direct access to the sports hall — part of the area can be divided into smaller units — some spaces with separate entrance for commercial use	total approx. 50 m²
Additional storage	— for sports equipment, furniture (e.g. stackable chairs), or sports club use	2× / approx. 15 m²
Multipurpose hall	— flexible space (ideal clear height ~3 m) for gym/fitness, mirrored dance/exercise hall	1× / approx. 70 m²
Changing rooms	— changing room including sanitary facilities, usable in pairs	4× / 15–20 people each
Referees' changing room	— changing room including sanitary facilities	1x
PE staff room	— includes changing and sanitary facilities, also serves as a first-aid room	1x
Public WC		as required by standards
Cleaning room	— for cleaning equipment and charging cleaning machines	1x