

2. DESIGN CONCEPTS

2.1 ARCHITECT'S BRIEF

This section of the guidelines sets out the order of activities which will be required of the Design Team. Following the formal contract of agreement for the design work, these activities will begin with the issue to the Team of a commissioning Brief, consisting of a site address and a Briefing Document. The Team has no prior control over the content of the Brief, which is prepared, after due consideration of all relevant factors by the Municipalities' technical department or by the Infrastructure Department of the Ministry of Education, Science and Technology. This procedure will apply whether the Design Team is an independent consulting firm or an in-house Municipality or MEST Team of professionals.

2.1.1 ORIGIN AND STATUS OF THE BRIEFS

The Brief constitutes the starting point of the work of the Design Team. Its preparation should be based on the following information:

- a description of a typical day in the life of the school at the moment and how it will change with the transformation agenda;
- the organizational structure of the school, including management, departments, pastoral support and so on;
- the ethos and values of the school;
- activities to be accommodated within the school, including out of hours community uses and the type of accommodation they require;
- the frequency of the different activities – the usage

- levels of the different types of accommodation required
- required adjacencies between different activities, departments etc
- arrangements for community access and the required security levels;
- ways in which the school might change in the near future to account for new and different pedagogical, informal advisory events, and new teaching methods.

All this information is extremely useful to the designers of the school and should therefore be included in the detailed brief as background information.

Once all these issues have been established, the next stage of writing the brief is to produce a detailed **accommodation schedule** (spreadsheet listing all the spaces required). This schedule (accommodation schedule) will list exactly the number of rooms required and their minimum sizes, as well as the anticipated school capacity given in terms of total number of student places and groups. Further information about individual rooms is listed in what are usually called room data sheets. The schedule will add up to an overall target area for the building to ensure that cost limits are not exceeded,

Level	Subject	Page
GR	REF	20

2.1.2 THE SITE

The allocation of a site for a new school is done by the Municipalities following a decision by their technical Department planning the school infrastructure, based on the educational needs (school mapping exercise) and availability of land based on municipal regulatory plans, approved by MEST, based on the national strategies and policies on development of school infrastructure. The evaluation of alternatives and final selection of the site is based on criteria agreed over time with designers. This selection requires enquiries and studies on the following aspects and criteria:

- Education needs of the school catchment area with potential demand for enrolment;
- Availability of suitable land;
- Neighborhood and relationship with residential area;
- Size of school as compared to the authorized occupancy rate;
- Availability of utilities (water, electricity, sewage, telephone);
- Topographic characteristics and suitability for a school settlement;
- Geodesic characteristics and likely implications on foundation costs;
- Town planning rules and regulations;
- Local community involvement and its interest in the project.

The site being selected through an official process, the design team will be given the results of the above mentioned enquiries with the address and sufficient details to locate the site beyond doubt. More details on other specific parameters over the location are provided in chapter 1 of Volume 2 of the Guidelines.

2.1.3 SCHOOL TYPE AND LAY OUT

To date, the classrooms have different sizes, ranging from 24 to 40 student places and corresponding to various designers and financiers. To better standardize the size of classrooms and to better answer to the country's actual situation, it has become necessary that new schools, will be designated as "**Urban or high density population areas**" or "**Rural or low density population areas**" and this, due to different sizes of student groups or classes (24 in rural areas and 36 in urban areas) will have a bearing on the space standards and room sizes to be adopted by designers. This designation will be carried out by the MEST through its responsible Departments, based on actual and future populations of the concerned catchment area.

The school will be defined by type or education level, i.e. Pre-primary, Primary, Basic, Lower Secondary or Upper Secondary together with the range of Grades to be accommodated, as described below. The school type and the range of Grades will be selected by the Municipalities' Education Department as appropriate to the needs and requirements of the catchment area.

To date, most of the schools in Kosovo are of three types:

- (i) **Basic education schools** including pre-primary, primary and lower secondary levels (grade 0 to 9) separated from the upper secondary education for schools with a sufficient number of students;
- (ii) **Elementary education** satellite schools with a smaller number of students (grade 1 to 5) with or without pre-primary classes generally located in low density population areas and referring to a cluster school for the higher grades of the lower secondary level; and
- (iii) **Upper secondary education** schools (Grade 10 to 12).

SCHOOL LEVELS AND ACTUAL GRADE DISTRIBUTION

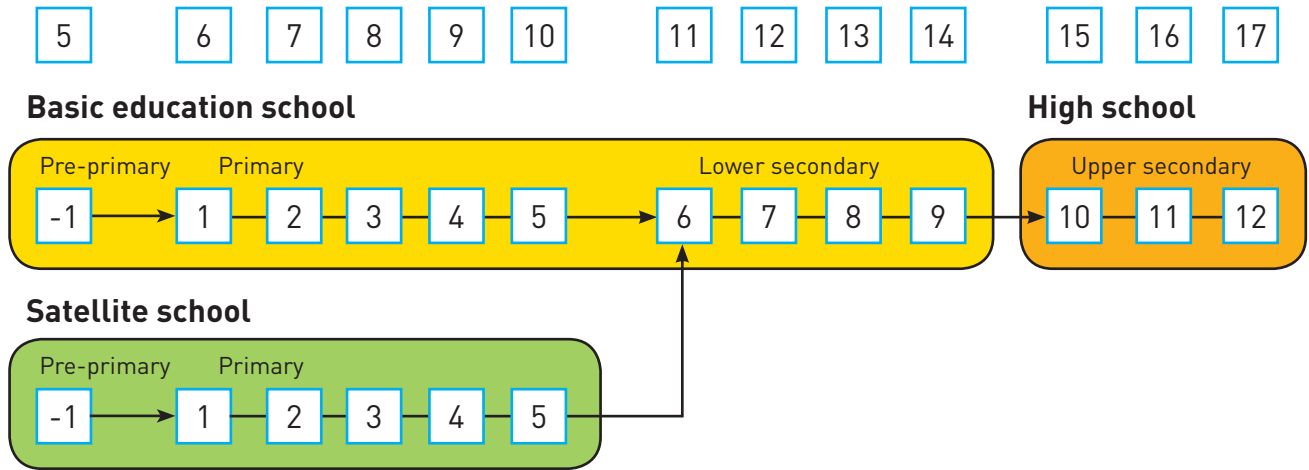


FIG. 1-2.1

SCHOOL LAY OUTS AND NEW GRADE DISTRIBUTION

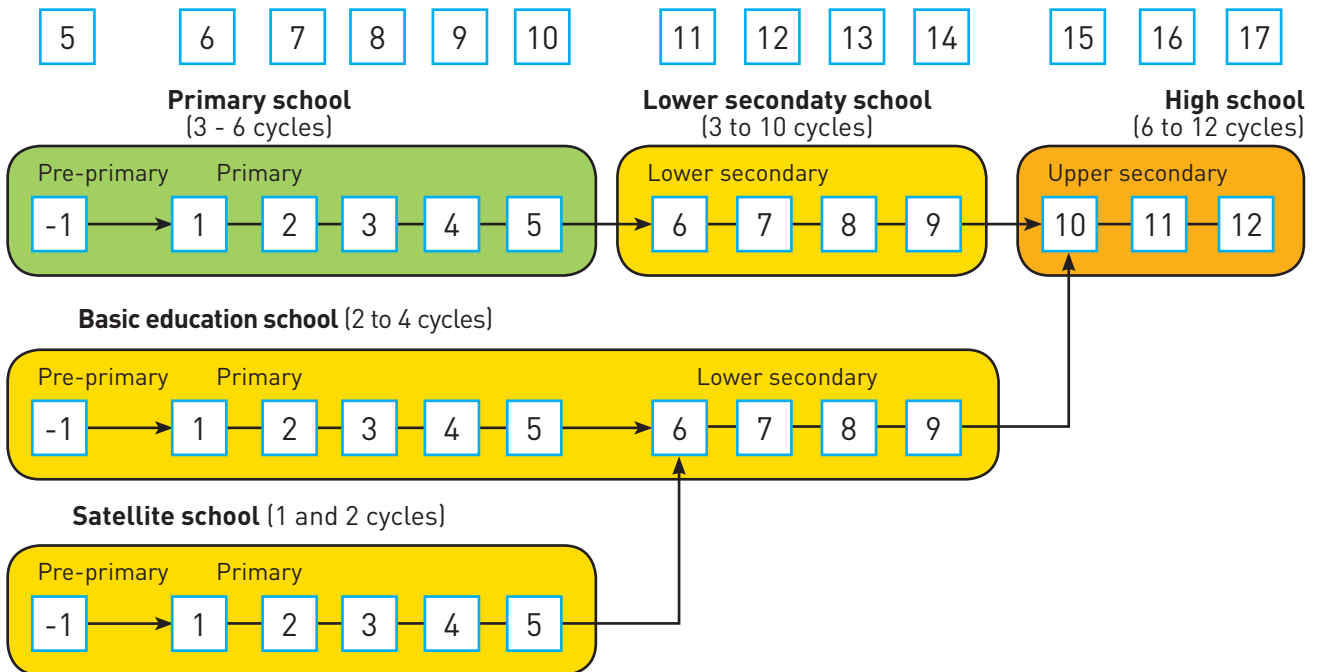


FIG 1-2.2

Level	Subject	Page
GR	REF	22

■ SIZE OF SCHOOLS (CLASSES)

Full cycles	High Density or Urban areas				Low density or Rural areas		
	Pre P.	PR.	L.SC.	U.SC.	Pre P.	PR.	L.SC.
YEARS:	1	5	4	3	1	5	4
					SATELLITE SCHOOLS		
1					1	5	
2					2	10	8
	REGULAR SCHOOLS				REGULAR SCHOOLS		
3	3	15			3	15	12
4	4	20			4	20	16
5	5	25	20		5	25	20
6	6	30	24	18			
7			28	21			
8			32	24			
9			36	27			
10				30			
11				33			

TABLE 2.1

This situation is expected to progressively shift to a double system with (i) separated schools for each level of education in areas with a high density population (mostly urban areas); and (ii) the actual system with satellite schools and basic education cluster schools associating both primary and lower secondary levels in areas with a lower population density.

2.1.4 SCHOOL SIZE

The size of a school is usually determined by (i) the size of enrolment (actual and projected number of students) and (ii) the chosen method of space and teaching management. The school enrolment objectives are defined by school planning and school mapping departments of the MEST while the method of space and teaching management

usually depends on decisions taken by regional or school administrations.

There are two methods of space and teaching management, depending on the way classrooms are being utilized:

- (i) The fixed utilization of classrooms with one class (student group) dedicated to one classroom and different subject teachers coming to give courses in each classroom and/or students moving to specialized rooms, leaving their ordinary classroom empty. Due to heavy demographic pressure (high numbers of students and up to three shifts) and lack of equipped specialized rooms, this system is the most commonly used in Kosovo.
- (ii) The rotating system of teaching in which students

move after each class period and go to subject dedicated rooms such as Geography, Language, Sciences...etc. This system is more economical and requires fewer classrooms. It also has other advantages such as the permanent displays of learning aids of the subject dedicated to the classroom or laboratory. The present guidelines recommend this system and base the school size calculations for lower and upper secondary levels on this assumption.

Based on experience, the minimum and maximum size of the new standard schools were established (V1 annex 03 and tables 2.1 and 2.2 below) as follows: (i) pre-primary and primary satellite schools: 1 and 2 full cycles (6 and 12 classes); (ii) pre-primary and primary schools: 3 to 6 full cycles (15 to 30 classes); (iii) lower secondary schools: 2 to 10 cycles (8 to 36 classes); and (iv) upper secondary schools: 4 to 12 cycles (12 to 33 classes).

For basic education schools (pre-primary, primary and lower secondary levels), the standard size is: (i) in low density or rural areas, 2 and 3 full cycles (20 and 30 classes); and (ii) in high density, urban or semi urban areas, 3 and 4 cycles (30 and 40 classes).

■ SIZE OF BASIC EDUCATION SCHOOLS (IN CLASSES)

Full cycles	Pre P.	PR.	L.SC.	Total
Years:	1	5	4	
Low density or Rural areas				
2	2	10	8	20
3	3	15	12	30
High density or Urban areas				
3	3	15	12	30
4	4	20	16	40

TABLE 2.2

The decisions taken on minimum and maximum size of school lead to a total of 29 standard schools out of which 19 are for urban or high density areas and 10 for rural or low density areas (see table 2.3 below).

2.1.5 CLASSROOM SIZE AND CAPACITY

The size and surface area of classrooms were planned in accordance with (i) the foreseen number of student seats (capacities); (ii) the size and type of desks and chairs in relation with the age and size of students ; (iii) the number of frontal rows and number of desks and chairs in a frontal row when the class is organized in a classic demonstration course lay out; (iv) the minimum and maximum acceptable distance from students to writing board, visual aids or screen as well as minimum acceptable viewing angle ; (v) the minimum space for an easy circulation between desks and chairs and for a possible teaching from any point; (vi) the minimum acceptable distance between students; (vii) the sufficient surface area and dimensions to allow the laying out of furniture in different ways so that students will be able to work on their own, in small or in whole class groups; and (viii) special requirements for learners with reduced mobility and/or special education needs.

In addition, the designer shall assess and understand how the curriculum is taught and how the classrooms are to be used so that he can arrive at innovative solutions for the type of activities that will take place in the room. He also needs to evaluate and take into account the interrelation and access to other spaces such as (i) supporting spaces that suit students with other engagements; (ii) storage and teacher support areas; (iii) storage for students' clothes and bags; and (iv) social and recreation spaces.

To simplify the planning process and the design of schools, the MEST has decided that all new classrooms will have a capacity of (i) thirty six student places in areas



FIG.1-2.3

with high density population (mostly urban); (ii) twenty four student places in areas with low density population (mostly rural areas); (iii) the four levels of education will have the same capacities for all their classrooms; and (iv) practical works in laboratories and specialized rooms will be taught in half groups of 18 and 12 students.

■ SIZE OF ORDINARY CLASSROOMS/MINIMUMS PROPOSED

Level of education	Student places		Surface area M ²		M ² /student place	
	Low	High	Low	High	Low	High
Population density:						
Pre-primary	24	30-36	48	65	2.0	1.8-2.2
Primary	24	30-36	44	58	1.8	1.6-2
Lower secondary	24	30-36	45	58	1.9	1.6-2
Upper secondary	24	30-36	nuk ka	58	nuk ka	1.6-2

TABLE 2.3

Climate Environnement Neighbourhood Services Networks Town planning

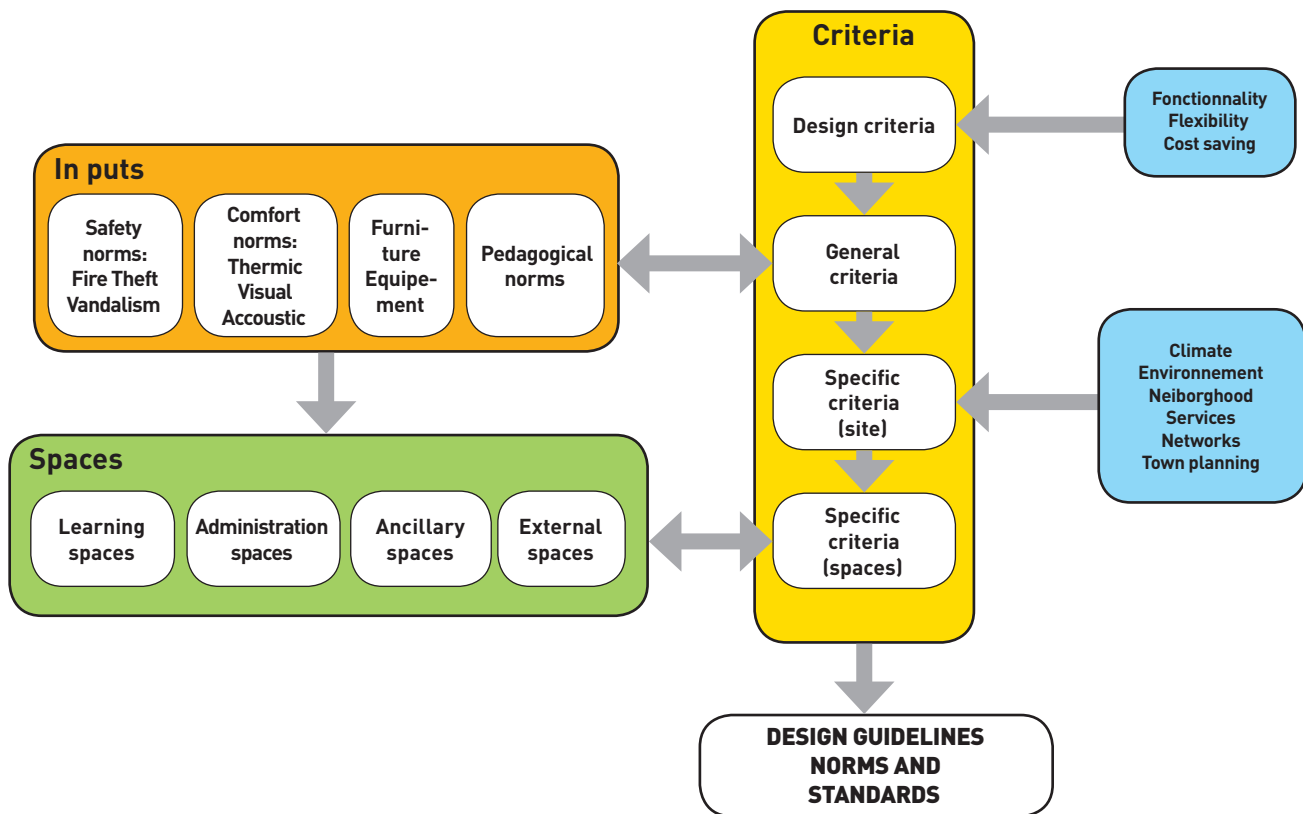


FIG.1.2.4

The average surface areas for classroom ranges from 44 to 48 m² for schools located in low density population areas with classes of 24 students and from 58 to 65 m² in high density population areas with classes of 36 students (see table 2.3 above). These dimensions were calculated on the basis of the requested capacities (24 and 30-36 students), the number and size of desks in the frontal rows (3 double desks) as well as in the longitudinal rows (see class lay outs in fig.1-2.3 below).

2.2 SPACE PROGRAMMING AND SPACE NORMS

The designing of norms and standards belongs to the second stage of the school facilities planning process which includes a cycle of four different activities (V1 annexes 01 and 02). This second stage, called "Research and Development" includes the preparation of various norms and standards for the preparation of standard school accommodation schedules and prototypes.

School construction programming

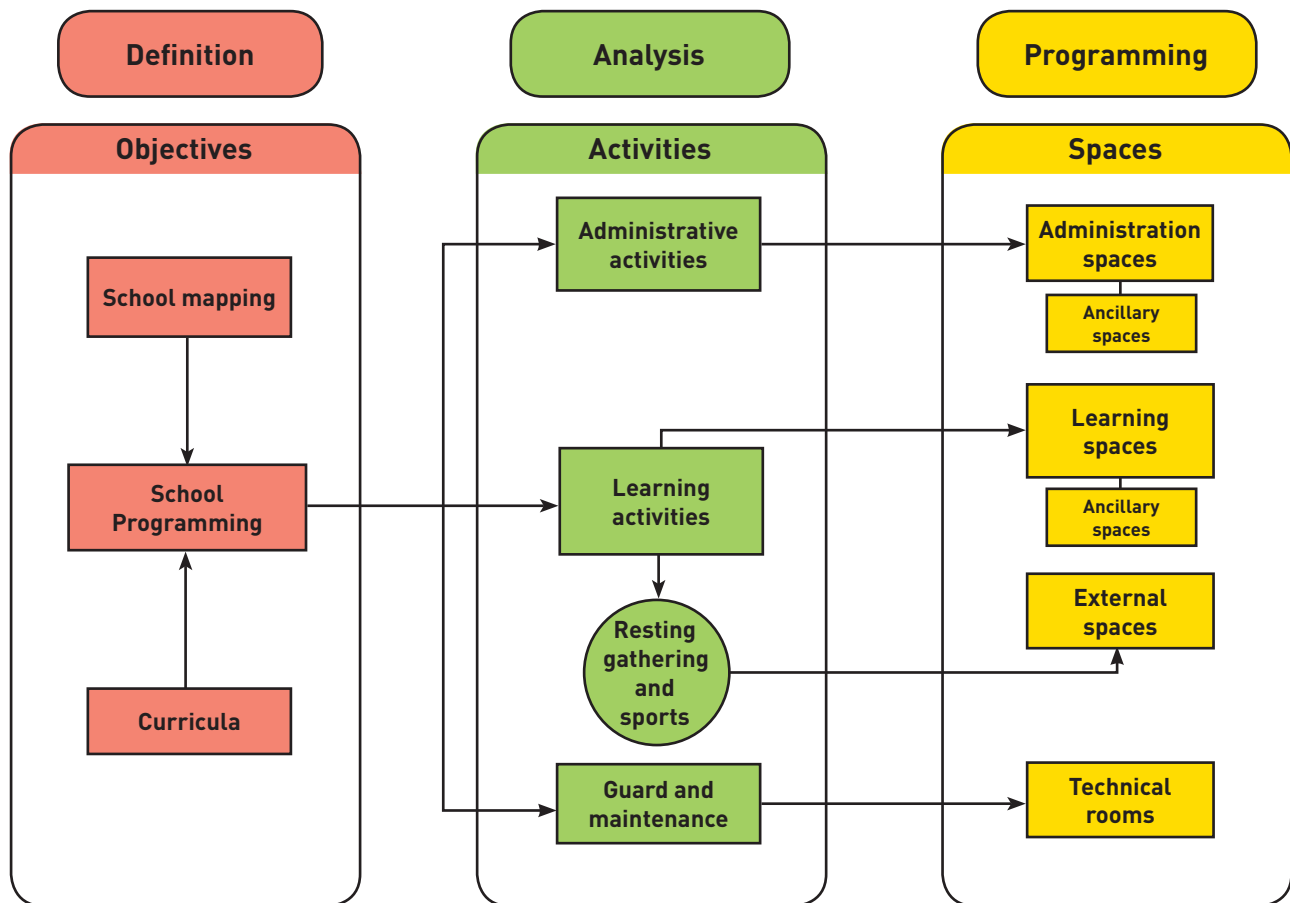


FIG.1-2.5

2.2.1 SCHOOL AREAS

The school facilities were distributed in three main categories, to allow the calculation of average surface area ratios per student for each category and make easier the comparison with other school projects in Kosovo and/or in other countries. These three categories are concerning:

- Teaching and pedagogical ancillary areas dedicated to each level of education;

- Administration areas;
- Common services and ancillary spaces allotted to the school as a whole.

2.2.2 SPACE NORMS FOR BUILT AREAS

The surface areas recommended for teaching and pedagogical support areas are based upon requested capacities

(see paragraph (e) above), dimensions of furniture, width of internal circulations and type of activity. The surface areas of other facilities were calculated on the basis of the number of occupants and the type of activity to be performed in these facilities. Areas of circulation spaces were calculated as a percentage of the room areas (between 21 and 25%).

2.2.3 INTERNAL SPACES

The space need assessment for teaching and educational support is estimated on the basis of the curricula, weekly teaching load, rate of occupancy and room capacity (see para. 2.3 on accommodation schedules below).

The administration and service rooms are determined according to the number of users and their functions.

The number of toilets and other sanitary facilities is determined proportionally to the school total capacity (for example, an average 30 students is calculated per toilet cubicle)

Following the above mentioned recommendations for the calculation of needed quantities of rooms and surface areas, 27 accommodation schedules were prepared, each of them corresponding to a level of education and a size of school. The analysis of these schedules gives net and gross surface areas per student for each category of building and for the total of each standard school. The detailed quantities and surface areas are shown in V1 annexes 06 to 09 and summarized in the tables 2.4 to 2.8 below.

2.2.4 EXTERNAL SPACES

External spaces are divided in three categories:

- Spaces allocated to recreation areas (play grounds) and sport areas;
- Circulation areas including those for vehicles (roads and parking) and for pedestrians (sidewalks

and paths);

- Green areas with plantations (trees, shrubs, bushes and lawns).

The minimum requirement of land area for each type of school is calculated by adding the necessary requested external spaces to the built area of each building. This area depends on the school capacity, the number of floors, and the estimated proportion of land attributed to landscaping and circulations. The detailed calculation of land requirements are given for each school standard in V1 annex 04 and summarized in tables 2.9 to 2.12 below.

For the pre-primary level (associated with primary level), the minimum requirement for external spaces is roughly equivalent to the total floor area, including the covered verandas (see annex 06 and table 2.4).